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Making Budget Cuts
While Staying in Title IX Compliance

Legal Issues
Cheerleading as sport for Title IX proportionality

Public Relations
Working with media is two-way relationship

Did You Know?
Helping students with NCAA eligibility process
Bob Kanaby Reflects on 17-year Career

Editor’s Note: After 17 years as executive director of the National Federation of State High School Associations (NFHS), Bob Kanaby retired, effective April 30. The leader of the NFHS takes a look back at his career and shares some of his thoughts about the future of high school activity programs in this High School Today feature.

Q. What are some of the most significant changes in high school sports and activities that have occurred since you started in 1993?

Kanaby: The impact of the media has altered the landscape significantly with the increasing number of high school games televised nationally. Probably one of the biggest changes during my tenure has been the increasing involvement of both the courts and state legislatures. This has impacted our member state associations tremendously, even to the point of structural changes with their governing boards. Also, parents’ expectations have changed dramatically—not all parents fortunately. Some are still able to understand the proper balance that is needed and keep high school sports in the proper context.

Q. Participation in high school sports has risen every year since you became executive director. What are the major drawing points of high school sports that keep young people interested in playing?

Kanaby: I believe young people determine in their own minds that these activities are good for them. They see the values of these programs and enjoy participating. The reason they have been so successful is that they continue to be conducted by people who have a keen interest in them as individuals. Society sees values in these programs as well. Corporations know that kids are better prepared and parents see the benefits of these programs for their sons and daughters.

Q. Between the funding challenges and the proliferation of club teams, do you have some concerns about the future of sports within the high school setting in this country? If so, what would those be?

Kanaby: Yes, there are certain signs of challenges in our schools today. If too many individuals lose the perspective about what these programs are supposed to accomplish, we have problems. Our activity programs should support the academic mission of the schools. Those people in authority must make the general public aware that the chances of using sport for lifetime careers are minimal at best. Parents need to encourage their sons and daughters to have backup plans in place that will balance a blown-out knee. There is definitely a need for those in leadership positions to influence their external environment and to do that collectively and cooperatively beyond the limits of our state boundaries.

Q. Many individuals throughout the country have enjoyed your speeches over the years. Do you plan to continue speaking to groups about the values of high school activities? What are your plans for retirement?

Kanaby: We are retiring in Hilton Head, South Carolina, so that’s where we’re headed. If the phone rings, I’d certainly still be interested in speaking about high school sports and activities. There’s still some gas left in the tank so I’d love to still do some speaking. This has been a great 17-year run at the NFHS, but let me say that nothing is ever achieved alone. I’ve had a great staff, membership and Board of Directors to help me achieve all of these accomplishments. I will forever be indebted to all of these great people with whom I have worked.

Q. What do you view as some of your most significant accomplishments during the past 17 years?

Kanaby: I believe the emphasis that we’ve established on the educational purposes of sports and activities is at the top of the list, and that would include the greater role of sportsmanship. I’m certainly excited about the success of our Coach Education Program, which is now endorsed by 45 of our member associations and has instructed more than 140,000 coaches in three years. We’ve also been able to put together a more defined rules-writing process with increased emphasis on risk minimization. The establishment of the Sports Medicine Advisory Committee, including publishing three editions of the Sports Medicine Handbook and starting an injury surveillance program, has certainly been a highlight. Lastly, I feel good about the fact we’ve been able to link the role of everyone involved in this work we do—students, administrators, coaches, officials, parents and the community.
Determination

Varayini Pankayatselvan, a junior at Las Cruces (New Mexico) High School, stretches to return a shot at the New Mexico Activities Association State Tennis Championships.

Photograph provided by Kim Jew Photography, New Mexico.
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.

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Voices of the Nation
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Even though Super Bowl XLIV’s Most Valuable Player Drew Brees was the No. 3 tennis player in the USTA age 12 group (he beat Andy Roddick three times), he is no stranger to being overlooked — or to making doubters look foolish. The four-time Pro Bowl selection, now one of two quarterbacks (along with Peyton Manning) to ever throw for more than 4,000 yards in four straight seasons, began his Austin (Texas) Westlake High School career as the quarterback for the freshman B team.

But by the time Brees was a junior, he had earned the varsity reins. In his two years as a starter, Brees led Westlake to a 28-0-1 record — including the school’s first perfect season at 16-0 his senior year and a Texas University Interscholastic League Class 5A state title. As a senior, Brees completed 211 of 333 passes (63.4 percent) en route to passing for 3,528 yards and 31 touchdowns. Brees was named the 1996 Texas 5A Most Valuable Offensive Player for his efforts. That year, Westlake led the state in yards per game with 465.

Throughout his two-year starting stint, Brees completed 314 of 490 passes (64.1 percent), with 5,561 passing yards and 50 passing touchdowns.

In addition to his outstanding football career, Brees also lettered in basketball and baseball.

### The Cost

#### JAZZ RHYTHM SECTION EQUIPMENT

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**It All Started Here**

**Drew Brees**

BY DAN SCHUMERTH

Even though Super Bowl XLIV’s Most Valuable Player Drew Brees was the No. 3 tennis player in the USTA age 12 group (he beat Andy Roddick three times), he is no stranger to being overlooked — or to making doubters look foolish. The four-time Pro Bowl selection, now one of two quarterbacks (along with Peyton Manning) to ever throw for more than 4,000 yards in four straight seasons, began his Austin (Texas) Westlake High School career as the quarterback for the freshman B team.

But by the time Brees was a junior, he had earned the varsity reins. In his two years as a starter, Brees led Westlake to a 28-0-1 record — including the school’s first perfect season at 16-0 his senior year and a Texas University Interscholastic League Class 5A state title. As a senior, Brees completed 211 of 333 passes (63.4 percent) en route to passing for 3,528 yards and 31 touchdowns. Brees was named the 1996 Texas 5A Most Valuable Offensive Player for his efforts. That year, Westlake led the state in yards per game with 465.

Throughout his two-year starting stint, Brees completed 314 of 490 passes (64.1 percent), with 5,561 passing yards and 50 passing touchdowns.

In addition to his outstanding football career, Brees also lettered in basketball and baseball.
Unusual Nicknames

Louisville (Kentucky) Sacred Heart Academy’s nickname is the Valkyrie. In the spring of 1959, the students at the all-girls school decided they wanted a mascot that sounded stronger and more fearless than the rival Louisville (Kentucky) Amazons. Valkyries, according to Norse legend, were invulnerable battle maidens who held the power to decide who would live or die. Today, the students of Sacred Heart remain proud of their mascot, continuing the cheer that started back in 1959: “We are the Valkyries, the mighty, mighty Valkyries!”

For the Record

TRACK AND FIELD

Top Girls Pole Vault Performances

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<td>Shade Weygandt</td>
<td>Mansfield, TX</td>
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Despite his success and obvious athleticism, Brees was offered scholarships by only two major schools: Purdue and Kentucky. Reasons for the lack of national interest in him included his small stature and a past knee injury. He would work his way up once more, though.

Brees chose Purdue for its academic prowess and went on to become an All-American, a two-time Big Ten Player of the Year and a two-time Heisman Trophy nominee. He also was awarded the 2000 Maxwell Award. During his senior year, Brees led the Boilermakers to victory in the Rose Bowl.

Brees’ athletic stature should come as no surprise, though, as his mother, Mina, earned All-American honors in high school track, volleyball and basketball. His father, Chip, played freshman football at Texas A&M University.

Dan Schumerth is a spring semester intern in the NFHS Publications/Communications Department. He is a senior at Franklin (Indiana) College, majoring in journalism (news/editorial).
Making Budget Cuts While Staying in Title IX Compliance

BY PEG PENNEPACKER, CAA

In these difficult economic times, educational institutions at all levels face tight budget constraints. As a result, athletic administrators may have to look at and seriously consider ways in which they can cut or reduce athletic budgets yet still remain in compliance with the Title IX law.

Virtually every educational institution receives some form of direct or indirect financial support from the Federal government; therefore, nearly every high school, middle school and elementary school is required to comply with the requirements of Title IX. And, although Title IX legislation has been in effect since 1972, many high school administrators are still unclear about how to address gender equity issues in their athletic programs.

Make no mistake about it, the landscape of sport has changed since 1972. More women and girls than ever before are participating in sports and the opportunities for college athletic scholarships and professional opportunities for females continue to grow.

As school boards and administrators tackle program and budget issues, and prepare budgetary projections while keeping Title IX legislation in mind, two benchmarks are essential when considering budget cuts in athletic programs: the current athletic participation ratios by gender in the school and the current athletic budget ratios by gender in the school. Both the participation numbers in athletics by gender and the athletic budget ratios by gender each year should generally reflect the population of the school.

If the numbers are significantly off, the school must make efforts to decrease the difference of the ratio. Therefore, the first step for schools may be to self-review or self-audit their athletic programs to determine whether or not they are in compliance with Title IX. Whether or not a school is initially compliant may affect the budget process or choices a school might use when determining any budget cuts.

Although there is no one magical solution or perfect answer, the following are some possible considerations for schools when making athletic budget decisions while keeping Title IX compliance in view.

• **Seek new revenue resources and outside funding sources.** Schools should develop ways to fund-raise for both boys and girls athletic programs. When promoting gender equity, there may be opportunities to raise additional money in much the same way a new facility, for example, initiates a capital campaign project.

  However, schools must be careful to navigate areas such as alumni and community or corporate solicitations so that one gender is not pitted against another. Additionally, schools can raise ticket prices of all sports across the board as a revenue resource.

  There is nothing in the law that precludes schools from accepting alumni and booster club donations or contributions and corporate sponsorship funding. If the contribution, however, creates a disparity with regard to Title IX, the school must take steps to correct.

• **Make across-the-board budget reductions.** It may be possible to cut the budget in all sports through a fixed percentage thereby allowing the flexibility to choose the way in which each sport might be least affected. This method will not have a disproportionate impact on low budget sports.

• **Reduce excess expenditures.** Schools can eliminate excessive expenditures in budgets without having a negative impact on competitiveness or the quality of the athletic experience. Reductions might include hotel rooms, high-end uniforms, travel for non-league/conference competitions, special camps or training programs, cheerleading travel to away events to name a few.

• **League or conference savings.** Leagues or conferences can adopt methods of mandated cost reductions, save funding and maintain gender equity such as travel squad limita-
tions, adding the same sports for the under-represented gender at the same time in order to ensure competition within a general geographic area, for example.

- **Shorten the length of seasons or limit the number of competitions.** Schools can shorten the season of all sports by reducing the number of non-league contests, the number of competitions and the number of practice days per week. The concern with this method relative to Title IX is that the reduction of competitions must be applied in a gender-neutral manner.

- **Reduce travel expenses or costs.** Combining squads, limiting the geographical range of non-league competitions or sharing transportation costs with other districts or schools are methods of reducing travel expenses.

- **Utilize co-op or combined programs.** Combining programs with other schools and merging squads, such as freshman and junior varsity teams, can save money through coaching salaries and facility maintenance.

- **Initiate pay-to-play or activity fees.** Schools should consider some important elements when debating on whether to institute a “pay-to-play” policy: Philosophy – does this fit your school?; Timeline – from start to implementation; Structure – what will it look like?; Fees – what to charge?; Purpose – what will the money do?; Educate – educate all stakeholders. Remember, if you decide to use an activity-fees system that you do so in an equitable and non-discriminatory manner.

- **Cutting teams.** Cutting or eliminating teams is an absolute last-resort method. It is important that schools planning such cuts keep Title IX regulations in mind to be sure that they do not place their compliance in jeopardy. Some schools misunderstand the requirements for Title IX and, in trying to reach proportionality they make poor choices, such as cutting boys teams. Cutting boys teams should never be a method used to comply with Title IX. The intent of the law is to expand opportunity not to diminish boys opportunities.

When making these difficult decisions in these trying economic times, it is important for schools to remember that if they cut athletic opportunities or benefits, they must do so in a way that does not discriminate on the basis of sex. This would be in violation of Title IX of the Education Amendments of 1972. Simply stated, any cuts or outside funding resources must not exacerbate existing gender inequities or create new ones.

Peg Pennepacker, CAA, is assistant principal/athletic director at Susquehanna Township High School, Harrisburg, Pennsylvania, and has been in public education for 29 years and a high school athletic director for 19 years. She is an advocate for Title IX at the high school level and serves as a Title IX consultant for the Pennsylvania State Athletic Directors Association as well as several school districts across Pennsylvania. She can be contacted at 570-385-4069 or ppack19@yahoo.com.
Dr. Jim Tenopir, executive director of the Nebraska School Activities Association (NSAA) for the past nine years, has been named chief operating officer of the National Federation of State High School Associations (NFHS), effective July 1.

Tenopir will assume the organization’s No. 2 position previously held by Bob Gardner, who succeeded Bob Kanaby as NFHS executive director on May 1.

“I am particularly pleased to have Dr. Jim Tenopir join our staff after serving as executive director of the Nebraska School Activities Association since 2001,” Gardner said. “He possesses uncommon leadership ability and a good understanding of the NFHS and its issues, and how we plan to move the organization forward.”

After graduating from Sterling (Kansas) College in 1970, Tenopir began a 40-year career in education as a teacher and coach at Otis-Bison High School in Otis, Kansas. He moved to Nebraska in 1972 as a teacher and coach at McCook Junior High School and has served in Nebraska for the past 38 years.

In 1974, Tenopir moved into administration as athletic director at McCook (Nebraska) High School and served in that position for eight years. He was activities director and assistant principal at Scottsbluff (Nebraska) High School for one year before beginning an 18-year stint as superintendent of the Cambridge (Nebraska) Public Schools.

Tenopir was named executive director-elect of the NSAA in June 2000 and officially assumed the position in June 2001. Among his numerous accomplishments during the past nine years, Tenopir was instrumental in moving the NSAA staff into a new building in Lincoln in 2008.

During his years as NSAA executive director, Tenopir was highly involved with the NFHS. He was a member of the 2008-2011 NFHS Strategic Planning Committee and served a four-year term on the NFHS Board of Directors, which was culminated by serving as president during the 2008-09 school year.

In addition to his bachelor’s degree from Sterling College, Tenopir earned a master’s degree in athletic administration from Idaho State University in 1977, a specialist degree in educational administration from Kearney (Nebraska) State College in 1982 and a doctorate of education in administration, curriculum and instruction from the University of Nebraska in 1993.

Earlier this year, Tenopir received the Award of High Distinction from the Nebraska State Interscholastic Athletic Administrators Association. Other honors include the David W. Hutcheson Award from the University of Nebraska in 2004 for outstanding service to education in Nebraska, an alumni citation from Sterling College in 2007, the Outstanding School Administrator Award from the Nebraska Rural Community Schools in 1990 and the Distinguished Service Award from the Tri Valley Health System in Cambridge, Nebraska (1990-2000).

As NFHS chief operating officer, Tenopir will manage day-to-day operations of the national office staff, chair the Rules Review Committee, oversee the NFHS committee process, supervise fulfillment of NFHS publications and products, and guide the staff in providing service to the 51 member associations.

HHSAA announces new executive director

BY EMILY NEWELL

The Hawaii High School Athletic Association (HHSAA) has named Christopher Chun as its next executive director after current director Keith Amemiya announced he would step down from the position at the end of the school year.

“I am so grateful for the opportunity the HHSAA has provided me to serve as executive director,” Chun said. “Growing up, being educated, playing sports, living and working
in Hawaii has made me realize how important high school sports and education is to our community.”

Chun is a 1992 graduate of Honolulu (Hawaii) Iolani High School. He earned his bachelor’s degree at the University of Hawaii at Manoa and received both a master’s degree and a Juris Doctor of Law from Chaminade University of Honolulu.

He has spent the past seven years as a practicing attorney in Hawaii. He has served as general counsel for the Oahu Inter-scholastic Association for the past five years and has also assisted the HHSAA with various legal matters. ☝

Emily Newell is a spring intern in the NFHS Publications/Communications Department. She is a sophomore at Butler (Indiana) University, majoring in journalism (news editorial) and minoring in digital illustration.

Rules revised in fall sports

BY DAN SCHUMERTH

Five NFHS rules committees – football, volleyball, field hockey, soccer and spirit – convened earlier this year in Indianapolis for their annual meetings, and each committee adopted several important rules changes for the 2010-11 school year. Following are some of the key changes in these sports.

Football

- Any player – in any sport – who shows signs, symptoms or behaviors associated with a concussion must be removed from the game and shall not return to play until cleared by an appropriate health-care professional.
- Effective in 2012, gloves, which may be anchored with athletic tape, must meet the National Operating Committee on Standards for Athletic Equipment (NOCSAE) test standards at the time of manufacture.
- Restriction on penalty marker-colored pads or gloves has been removed.
- The definition of a horse-collar tackle has been changed to address situations in which player possession was lost or the ball became dead by rule after the backside of the jersey collar/shoulder pads were grasped.

Soccer

- The official signals were reduced from 23 to eight — the eight most commonly used signals by officials at all levels of play.
- Effective in fall 2012, the home team will be required to wear solid white jerseys and socks and goalkeepers will be required to have a number — different than that of any other member of the team — on the back of their jerseys and the front of their shorts.
- Only names, patches, emblems, logos or insignias referencing the school are permitted on the team uniform.
- A team may substitute an unlimited number of players from the bench when a player is injured and removed from the field.
- During a throw-in, the opponent must stand at least two yards from the point at which the throw-in is being taken.

Field Hockey

- A team may use the self-pass as a means of inserting center passes, 16-yard hits, side-ins, free hits, long hits and all free hits awarded outside the 25-yard area. The defense must still remain seven yards away from the ball.
- Short-sleeved or long-sleeved undergarments must either match the predominant color of the uniform or be white. All undergarments worn by a team’s players must be the same color.
- While taking the bully, each player must face her opponent with her back parallel to the sideline, left shoulder toward the attacking goal, feet parallel and stick to the right of the ball, touching the ground. After the whistle is blown, the two players must tap the faces of their sticks together once, after which either player is able to play the ball.

Volleyball

- Coaches may request a substitution after submitting a lineup, but prior to play commencing.
- After the end of a set, rather than directing players directly to their respective benches, the referee will simply release the players from their respective end lines after the final score is confirmed. Individual state associations may establish a handshake procedure if desired.
- Team members are defined as all school representatives located on the team bench area, including but not limited to coaches, teammates, managers, trainers and players. Teammates are defined as players on the same team in uniform, while players are now defined as those teammates who are on the court. Non-team members include, but are not limited to, officials, media personnel and spectators.

Spirit

- When conducting a suspended splits stunt involving bracers, the flyer must have both hands in contact with the bracer or bracers, may not be inverted and must have at least two bases. Also, each bracer and the flyer must have separate spotters unless the bracer is in a shoulder sit or thigh stand. If the flyer is not released by the bases, the bracers must maintain hand or arm contact with the flyer until he or she is no longer in a split position.
- An exception has been added to Rule 2-6-7. During stunts, participants are now permitted to do 1¼ twists from side-facing stunts.
- In an exception to Rule 3-1-6, dancers are now able to wear dance paws and pedini-style dance shoes that have heels of sufficient height to raise the bottom of the foot off the floor. ☝
According to Southern journalist and author Hodding Carter, “There are two things we should give our children: one is roots and the other is wings.” Our U.S. educational system strives fervently to provide the roots that students need to make their way in a changing and complex world. Supplying them with wings, however, has proven to be a more difficult challenge. One very successful way is to promote student involvement in fine arts, speech, debate and other academic extracurricular events.

Numerous studies, including one in 2007 by James Catterall, a professor of education at the University of California, Los Angeles, have found that students who are more involved in academic activities both in school and out of school score better on standardized tests. Nevertheless, it remains difficult to document the many and profound ways that the events help our students. Besides research, one option is to go straight to the source. Several secondary principals and administrators who have built successful academic programs were eager to illustrate how the events/contests have not only helped their students, but also improved the environments on their campuses.

Beyond the knowledge and skills that ground students with a quality education, we must give them an opportunity to use their minds in a way that requires critical thinking, problem-solving and decision-making.

Bob Moore, principal of Manhattan High School in Manhattan, Montana, states that academic activities “are important extensions of classroom instruction that allow students to apply knowledge and skill in both competitive and non-competitive events. The camaraderie and esprit de corps that students develop in performances, ranging from forensics to music, build relationships and teamwork capacity that carry well beyond our students’ school careers and into the world of work. As student participants enter post high school life, the extracurricular events in the fine arts, speech, drama and other activities become the skills that add quality of life, long after athletic ability is diminished and lost. It is important as educators and mentors that we instill a well-balanced understanding and appreciation of health and aesthetic value in all of our students.”

Kay Matthews, principal of Salado (Texas) High School, concurs: “We need to provide our students with wings to increase their learning speed and reduce the time required to reach a successful destination.”
ment is not only valued, but celebrated and rewarded, brings a high degree of expectation and satisfaction to our students. It provides them with diverse enrichment, enhanced challenge and an arena in which they can measure extended growth beyond the classroom. … Academic competition fosters critical thinking and self-discipline, while opening the door of opportunity and new experience to students who otherwise might not find their full potential.”

One method of encouraging all students to soar is to find ways to make learning fun, to involve them in the learning process. Studies and interviews about educational practice report that students do not want to be parked in their desks all day, absorbing information. Students say that they learn best by being engaged and empowered. They do not want to “sit and get.” They want to “do and learn.” Competitive and non-competitive academic activities are among the best approaches available to educators to help propel students into a life of learning and growing. The events challenge students to practice what they have learned, seek additional knowledge and strive for excellence.

Lisa Giles, assistant director of the Virginia High School League, supports this view. “Ask any high school student what their favorite part about school is, and they’ll likely tell you it’s the extracurricular activities they’re involved in. For those who are not athletes but more artistic or performance-inclined, fine arts, speech, debate and other academic events provide a valuable and viable alternative to sports and provide the same lessons in teamwork, responsibility and self-discipline. Just like their athletic counterpart, thespians, orators and debaters learn how to win and lose, how to build self-confidence and how to handle competitive situations – life skills that are useful well into adulthood in both personal and professional circumstances. The value of these activities is immeasurable, but the reward is often successful adults who are contributing members of society.”

Educators know what works. We know that academic events are scholastically beneficial and an invaluable preparation for college and the world of work. We just need to emphasize our extracurricular academic activities with administrative support and funding so that more students have an opportunity to participate. As Hodding Carter suggests, we need to provide our students with wings to increase their learning speed and reduce the time required to reach a successful destination.

Paula Fisher presently serves as the Academic Grant Coordinator for the Texas University Interscholastic League. She has been a high school administrator, department chairman, academic coordinator and a speech, debate and English teacher. In 1989, she authored the national high school debate topic and in 1990 was named the National Outstanding Speech Educator by the National Federation of Interscholastic Speech and Debate Association.
Cheerleading as a Sport for Title IX Proportionality

BY LEE GREEN

The Issue

Over the years, one of the primary questions related to the efforts of school districts to comply with Title IX is whether cheerleading may be considered a varsity sport for purposes of computing “substantial proportionality.” Title IX provides educational institutions with three alternative methods for demonstrating that equivalent athletics participation opportunities are being provided to the females enrolled at a school as compared to those provided for its male enrollment.

A school may satisfy this “three-prong test” either by 1) showing that the number of female sports participation opportunities expressed as a percentage of the total athletics participation opportunities offered at the institution is “substantially proportional” to the school’s ratio of female enrollment; or 2) demonstrating that the institution has a “history and continuing practice” of expanding its participation opportunities for females; or 3) showing that the school is already “fully and effectively accommodating the athletics interests and abilities” of its female enrollment.

Although no precise statistical test defining prong-one substantial proportionality is incorporated into the federal regulations and policy interpretations related to Title IX, a number of settlement agreements between the United States Office for Civil Rights (OCR) and school districts, along with a number of rulings by federal courts in Title IX cases, indicate that a discrepancy of five percent or less between the ratio of female athletics participation and female enrollment will generally satisfy the prong-one standard.

The debated issue has been whether cheerleaders should be counted as athletics participants for purposes of computing substantial proportionality. Opponents argue that equating cheerleading with a varsity sport is merely a way for schools to circumvent the intended purposes of Title IX and that educational institutions should focus on creating new sports participation opportunities for girls as opposed to re-labeling existing activities in a form-over-substance attempt to satisfy the substantial proportionality prong of Title IX.

Proponents argue that cheerleading has evolved into a highly competitive sporting activity equivalent in nature to already-existing varsity sports and, at the high school level, many girls choose competitive cheer as their athletics activity and thereby forego participation in other sports.

In a 2009 survey of NFHS member state associations, it was determined there are 394,694 students participating in cheerleading at 18,922 schools in the 51 member associations, an average of 21 cheer participants per school. Furthermore, according to the 2008-09 NFHS High School Athletics Participation Survey, 117,793 students at 4,748 schools participated on competitive cheer squads – cheerleading teams created not merely as sideline squads, but also for the purpose of engaging in competition against other competitive spirit squads in local, state and national events.

Criteria For A "Sport"

Presently, the OCR does not take an official position as to whether cheerleading is considered a sport for the purposes of Title IX or whether cheerleaders may be counted for purposes of computing substantial proportionality. Instead, the OCR provides a set of criteria for evaluating whether a particular activity will be considered to be a sport and the OCR makes a case-by-case determination as to whether a specific activity offered by a school satisfies those criteria.

Over the years, the OCR has communicated those criteria through correspondence with state athletic associations, school districts and other interested parties requesting clarification of the definition of a sport. Most recently, on September 17, 2008, the OCR released a “Dear Colleague Letter” – a document intended to provide guidance for educational institutions – titled Athletic Activities Counted for Title IX Compliance. The full-text of the document can be found on the OCR’s Web site at www2.ed.gov/about/offices/list/ocr/letters/colleague-20080917.html.

The “Dear Colleague Letter” begins with a statement by the Assistant Secretary for Civil Rights that the purpose of the document is to provide “clarifying information to help institutions determine which intercollegiate or interscholastic athletic activities can be counted for the purpose of Title IX compliance.” The guidance continues by stating that “in its case-by-case evaluation of whether an activity can be counted as an intercollegiate or interscholastic sport for the purpose...
of Title IX compliance, “OCR will consider all of the following factors:
  • **PROGRAM STRUCTURE AND ADMINISTRATION** – Taking into account the unique aspects inherent in the nature and basic operation of specific sports, OCR considers whether the activity is structured and administered in a manner consistent with established intercollegiate or interscholastic varsity sports in the institution’s athletics program, including:
    ➤ Whether the operating budget, support services (including academic, sports medicine and strength and conditioning support) and coaching staff are administered by the athletics department or another entity, and are provided in a manner consistent with established varsity sports; and
    ➤ Whether the participants in the activity are eligible to receive athletic scholarships and athletic awards (e.g., varsity awards) if available to athletes in established varsity sports; to the extent that an institution recruits participants in its athletics program, whether participants in the activity are recruited in a manner consistent with established varsity sports.
  • **TEAM PREPARATION AND COMPETITION** – Taking into account the unique aspects inherent in the nature and basic operation of specific sports, OCR considers whether the team prepares for and engages in competition in a manner consistent with established varsity sports in the institution’s intercollegiate or interscholastic athletics program, including:
    ➤ Whether the practice opportunities (e.g., number, length and quality) are available in a manner consistent with established varsity sports in the institution’s athletics program; and
    ➤ Whether the regular-season competitive opportunities differ quantitatively and/or qualitatively from established varsity sports; whether the team competes against intercollegiate or interscholastic varsity opponents in a manner consistent with established varsity sports;
When analyzing this factor, the following may be taken into consideration:
  ➤ Whether the number of competitions and length of play are predetermined by a governing athletics organization, an athletic conference or a consortium of institutions;
  ➤ Whether the competitive schedule reflects the abilities of the team; and
  ➤ Whether the activity has a defined season; whether the season is determined by a governing athletics organization, an athletic conference or a consortium.
  • If preseason and/or postseason competition exists for the activity, whether the activity provides an opportunity for student-athletes to engage in the preseason and/or postseason competition in a manner consistent with established varsity sports; for example, whether state, national and/or conference championships exist for the activity; and
  • Whether the primary purpose of the activity is to provide athletic competition at the intercollegiate or interscholastic varsity levels rather than to support or promote other athletic activities.
When analyzing this factor, the following may be taken into consideration:
  ➤ Whether the activity is governed by a specific set of rules of play adopted by a state, national or conference organization and/or consistent with established varsity sports, which include objective, standardized criteria by which competition must be judged;
  ➤ Whether resources for the activity (e.g., practice and competition schedules, coaching staff) are based on the competitive needs of the team;
  ➤ If postseason competition opportunities are available, whether participation in postseason competition is dependent on or related to regular-season results in a manner consistent with established varsity sports; and
  ➤ Whether the selection of teams/participants is based on factors related primarily to athletic ability.

The Future

In most of the OCR’s case-by-case determinations to date, the agency has concluded that the above criteria were not satisfied.

The most common disqualifying factors have been 1) that although many competitive spirit squads do occasionally “compete” against outside teams, their primary purpose continues to be as sideline squads in support of other school sports; 2) many cheer teams conduct tryouts using independent panels of judges as opposed to squad members being selected solely by coaches based on athletic ability as is the norm for other school sports teams; and 3) the lack of sanctioning of cheer as a sport by the governing state association and the resulting absence of opportunity for postseason competition because state playoffs or championships in cheer are not offered in the state in question.

The 2008 “Dear Colleague Letter” states that “it is OCR’s policy to encourage compliance with the Title IX athletics regulations in a flexible manner that expands, rather than limits, student athletic opportunities.” In the future, if state associations and member schools are willing to substantively restructure competitive cheer programs to comply with OCR it may be possible for competitive cheer squad participants to be counted as student-athletes for the purpose of Title IX compliance.

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.
From the Windy City of Chicago comes an inspirational story of selflessness very seldom exhibited by someone as young as a high school student-athlete.

Similar to the story of the Good Samaritan, it involves someone selflessly and generously helping a fellow human being with whom they had no previous knowledge or connection.

In recognition of her many kindnesses, that individual – Roselle (Illinois) Lake Park High School senior Tori Clark – has been chosen as the 2010 national recipient of the NFHS’ National High School Spirit of Sport Award. She will be conferred the award July 9 at the NFHS Summer Meeting Luncheon in San Diego, California.

It all started in October 2009, when Christine Federico, a single mother of two and former high school volleyball star and collegiate standout, had recently been diagnosed with Myelodysplastic Syndrome, a form of pre-leukemia.

Federico’s diagnosis forced her to undergo a debilitating treatment regimen, forcing her then-17-year-old (Nikki) and 13-year-old (Katlyn) daughters to take on many of her household duties.

Both girls were following in their mother’s footsteps on the volleyball court at Naperville (Illinois) Neuqua Valley High School.

Less than an hour away, Clark heard about Federico after her father gave her a newspaper article chronicling Federico’s illness.

“Right after I read the article, I really felt for Nikki (Federico),” Clark said. “I knew I wouldn’t be able to function in that situation if my mom, who also has helped me in the sport, wouldn’t be able to be there to help anymore or go to the games anymore. I just thought Nikki was so strong.”

An honors student and co-captain of the varsity basketball team, Clark was a known leader at Lake Park High School. She was a part of a wheelchair basketball tournament hosted by her basketball team and participated in “Fleece Fiesta,” where her volleyball teammates, other students, faculty and she made fleece blankets for children with cancer.

“[Charity] has always been something I’ve been interested in,” Clark said. “Whenever there’s a charity event at my high school, if I’m able to, I go and help out. Volunteering with wheelchair basketball made me realize I wanted our school to host more events like it.”

So, it came as no surprise to Lake Park Athletic Director Pete Schauer when Tori, wanting to somehow help the Federico family, decided to start a fundraising effort that would culminate when the Lake Park volleyball team hosted Neuqua Valley on November 9.

“I don’t know of many 17-year-old kids who just based on reading an article about a family she doesn’t know would channel that emotion into organizing a charity event.”

“I don’t know of many 17-year-old kids who just based on reading an article about a family she doesn’t know would channel that emotion into organizing a charity event.”
emotion into organizing a charity event,” Schauer said. “There are a lot of kids in high school who are still kids, but Tori is a mature young woman.”

According to Schauer, Lake Park volleyball coach Kate Clifton’s brother and father own a sporting goods store and all were more than willing to help Clark’s effort.

So, Clark organized her event – “Teams Helping Teams” – with the help of Clifton and her teammates.

Clifton’s father and brother donated orange shirts with the phrase “Federico Family” written on the front and “We Support You” on the back. Orange was chosen as the color because it’s the color of the leukemia awareness ribbon.

“Lake Park does a lot of fundraisers by selling T-shirts, so I knew it would be something students would be interested in helping with and supporting,” Clark said. “I didn’t have high expectations, though, because we had only two days to sell the shirts. I had found out about the Federico family only about three or four weeks before we played them.”

Despite that short timeline, the volleyball team and Clark sold more than 600 shirts, raising more than $3,500 for Christine Federico and her family.

Due to the risk of infection, Federico was unable to attend the “Teams Helping Teams” event on November 9.

However, as Federico’s parents and daughters entered the gym that evening, they were completely surprised and overwhelmed by the event and the incredible heartfelt displays of support.

“They were all surprised at the match, and I too was surprised,” Federico said. “Both my parents were at the match crying. They called me from there and the coach allowed my daughter Nikki to call me, too.

“We found out later it was her (Tori’s) birthday. She took her special day and turned it into someone else’s special day. It was kind of a feeling like ‘wow, what an incredible kid.’”

Lake Park High School’s gym was covered top to bottom in orange in support of the Federico family, and Clark kicked off the night by taking the microphone at center court and explaining what “Teams Helping Teams” was.

“I didn’t even know I was going to have to speak,” Clark said.

“I just thanked people for coming out, told them why we were selling T-shirts and introduced Nikki and we hugged at half court. All of my classmates were cheering, so having their support helped my nerves.”

Lake Park High School presented the Federico family with a check, which helped pay for medication and bills not covered under insurance, Federico said.

“I’ve only had the chance to talk to her over the phone,” Federico said, “but this kid’s got it together. She’s going places. To see a kid do something like that and take the sport and turn it into something more than just the sport was just incredible.”

Federico returned to her regular job in sales on April 1. As a one-time club volleyball coach, she hopes to return to the game soon.

“Right now, I can only sit on the bench,” she said. “I’m not strong enough yet.”

But Federico said she also hopes she can make a difference in someone else’s life through volleyball and coaching the way Clark and the Lake Park volleyball team made a difference in hers.

“Knowing that somebody did that for me, I want to continue with the coaching side and pass on the knowledge and give back,” Federico said, “even if I can’t give back in a financial way.”

Tori Clark will graduate this spring from Lake Park High School. She will attend Roosevelt University in Chicago this fall where she has been offered a scholarship to play basketball. Clark said she plans on majoring in international business.

“In the end, Clark said she hopes the “Teams Helping Teams” event will inspire other high school students to help out when they can.

“I just hope it shows that every little bit counts,” Clark said. “No matter how big or small your contribution will be, you are making a difference.

“I hope it shows that high school students can do something to help out. It’s not just the teachers, coaches and athletic directors – we as students can make a difference too.”

Emily Newell is a spring intern in the NFHS Publications/Communications Department. She is a sophomore at Butler (Indiana) University, majoring in journalism (news editorial) and minoring in digital illustration.
Are you interested in gaining publicity for an upcoming event at your school? Have you ever been concerned with how you will handle media inquiries if news breaks that directly relates to your district? Have you seen a story in which you would have liked your school to have been included?

These situations will and can be easier if you start preparing today. Start today by working “with” the media instead of allowing the media to take control of a tough issue or ignore one of your school’s most important events.

The Media Has A Job To Do

This may seem like an odd concept to some, but members of the media are employed by media outlets to report on newsworthy stories and events. Another aspect regarding media reporters that some may find astounding is that they too have a boss who dedicates many of their duties for the day. A big misconception is that reporters have the ability to run free throughout the day picking and choosing what will be printed in tomorrow’s newspaper, what the headline will say, what stories will be used or what airs on the 5 p.m. news. This is not the case.

The media has a job to do, and high school administrators can play a role in that job to help or to hurt – either way the stories will continue. If there is information, a good reporter will find it. You must demonstrate your value by being the one to provide information in a timely, accurate and accessible manner.

When working with the media, you have to ensure that you do not waste their time. If they call seeking information, call them back as soon as possible. If you do not have an answer to their question, telling them you are working on an answer is better than not returning their phone call. The most important aspect is that you are available to the media. Being available and accessible is something that media personnel will and do appreciate.

Before returning any calls, it is important to know what you can say and how to say it. At no time should you feel that you have to divulge all of the private information of a difficult situation. It is OK to say: “Here is what I am able to tell you at this time. When, and if, something changes, I will be sure to give you a call back.” Just like you, reporters must understand that you have a job to do and you, too, have a boss.

Helping the Media Helps You!

Assisting the media develop stories is easy and will eventually help you publicize those events that mean the most. People are inclined to wait for a high-profile situation to occur before they begin worrying about the media coverage that is guaranteed to surround it. Remember, it is not a question of “if” your school will be involved in a high profile media situation, but a question of “when.”

You can start working now to prepare for this inevitable day by developing a relationship with the media in your community or city. Take media personnel to lunch; make a quick phone call to let reporters know that you are available if they need help with a story; or simply send an e-mail with your contact information. All of these items are relatively easy but go a long way in the eyes of the media.

Reporters and their editors have a tough job of ensuring they have newsworthy content for the public each and every day. Reporting on interesting stories daily can be challenging, therefore, they will welcome the opportunity to have you as a loyal contact person. You may be called upon for information or advice pertaining to a story that has absolutely nothing to do with you; if you are able to assist the reporter in some small way, you can consider this a “win.” If you were able to save the reporter time or gave a great idea, the reporter will remember your help and will be certain to come back to you in the future.

The relationship is a two-way street – help the media and you can be assured that they will help you. If you have a reporter or reporters whom you know personally, you will be comfortable sending story ideas that will benefit your school or district. Once that relationship has been developed, reporters may print a story for you even though they are not interested in it, but because they know it will help you. There are no guarantees when suggesting a story idea, but it’s a possibility and worth pursuing without bugging and over-pitching to the reporter. It is important to remember that...
not all pitches turn into stories. It is a balance of pitching relevant stories, not over-pitching and understanding that not every “pitch” will be used. Furthermore, reporters will be more inclined to listen to your possible story ideas when you call if you have a relationship developed and have provided value in the past.

Just because you have a relationship with the media does not mean that you are required to release information that you normally would not release to the media. Speaking “off the record” is rarely, if ever, advised. There really is no guarantee that it is “off the record.” Again, the relationship is simply a great way to ensure the media realizes that you are available to help if they need assistance. Do not get into the habit of providing details to some media outlets and not all media outlets; your job is to provide information to all inquiring media. “Playing favorites” could create a great deal of animosity among the media in your community.

**Are You Crazy?**

This information has not been provided to make your friends and colleagues think you are crazy. Too often people view the media as the enemy. Too often people believe that the media only reports on negative incidents and never the positive. Take a step back and think of the media as a great way to get your message out to the public; help them and they will in turn help you.

Robert Zayas is in his eighth year on the staff of the New Mexico Activities Association and was recently promoted to associate director. He is currently pursuing his Ph.D. in sports administration at the University of New Mexico. Zayas is a member of the High School Today Publications Committee, as well as the NFHS Citizenship Committee and NFHS Spirit of Sport Committee.
Online Music Lessons Complement In-person Instruction

BY STUART CARTER

The world of a school-aged parent in a time of two-income households and complicated schedules makes for difficult decisions, or triage, when private music lessons enter into the mix. Add travel time in a rural setting, or across large cities, and the struggle to make schedules work affordably sometimes puts support for private music lessons out of the question.

Let’s face it, taking part in a musical ensemble in school already taxes resources; adding private lessons are hard to justify to the uninitiated or “maxed” out. Not always recognized, however, the supplement of private music lessons adds a great deal beyond performance improvement for a developing child.

Students who take part in music programs tend to score higher on standardized tests, compared to a normal population, and more of them go on to college. Music develops skills usable in a variety of circumstances and promotes good social skills in subtle ways, and private music lessons offer a safe, supportive atmosphere for music students to hone their long-term skills far beyond what a school ensemble practice can offer.

Additionally, improved players in turn support their school ensemble, creating a better learning environment for everyone. Private lessons are student-centered and individualized. With today’s technology, the complications associated with private lessons need not dissuade music students from participating as in the past.

The Octavemode Studio in Burlington, Vermont, uses the Internet and video conferencing software, such as Skype and iChat, to ease the hurried schedules of students, enabling consistent, convenient private music instruction. Other technologies, such as audio and video recording, support that instruction.

Before an exploration, a few suggested ground rules: The student best learns through a mixture of online and in-person lessons, if possible. Monthly to bimonthly, in-person attendance is suggested. There is no substitute for ensemble, i.e., duet playing, and the real feel of a live performance. Certain lessons, such as working on subtle aspects of performance and sensing body language, reflect best in person.

The transmitting and receiving equipment should be considered; older models tend to meet with problems, though most breaks in the audio can be overcome. There can also be a delay in the transmission, and sometimes a teacher needs to deduce what occurs. Watching fingering patterns, value movement and slide movement through this medium can often challenge a teacher. This can be an advantage, as you tend to think more of the individual student, and the various problems met while learning an individual instrument.

The teacher must listen and understand the problems and errors to support that student. This challenge can be fun, and a new way to develop skills, and a different way of considering your instrument and instruction. Proper technique on the instrument improves the quality of sound, and this result sounds best in the studio lesson. SmartMusic and even composition software, such as Finale and Sibelius, can be effective tools to supplement online lessons. Written-out improvised solos, exercises and other instructions can be e-mailed, or examples assigned in online software such as SmartMusic.

Using recording software, a student or teacher can e-mail examples of their performance to each other. A fee can be charged for analysis of a recording, or you may include this in the price of a lesson. Since progress occurs over longer periods of time in music, keeping a record of recorded examples of a student’s progress encourages the student to discover his or her strengths and focus on the weaknesses. All too often, the ease of saying, “Well, I am not getting much out of this,” after a few lessons deters a student. Students value seeing and hearing their progress.
Technology can bring a teacher to the home, without any mileage for either teacher or student. The benefits are surprising. The student feels more in control of the lesson and his/her work, and sees that the teacher will not play the supportive role of playing along, which can mask student problems.

While important and supportive simultaneous playing gives a student the opportunity for imitation and modeling in their live lessons, the online lesson encourages the student to take greater responsibility for his or her own playing. The student becomes exposed.

One student took in-studio lessons for a couple of years before attempting an online lesson, and after just a couple of online lessons felt he finally had the courage to play on his own. After years of poor performance, a little more than a year later he performed well enough to be accepted into a regional honor group.

The safety and familiarity of the home encourages discipline. Online, there is a different trust being built that is advantageous to both teacher and student. Students with challenges such as ADHD often lose focus in studio lessons – in uncomfortable settings and feeling the pressure of the clock. At home, the distance provides the space needed to relax the student into better work habits.

Often, students in-studio think they can wait until they are home to work on an aspect of performance only to reach home and realize at the next practice session they have forgotten the teacher’s comments. Online, they are at home, and experience reminding cues from the home lesson throughout the practice sessions.

E-mailing an outline of the lesson at the end of the online lesson offers a good reminder of the content covered. Assignments, music, instruments, supplies and parts tend to live at home – and can be left at home for a studio lesson. Parents join in the conversation regarding assignments, goals and attitude and are better reminded by the environment that they need to participate and what they can do to help.

Without the benefit of sensing body language and other more subtle forms of communication, without picture perfect and live sound, the teacher must learn to adjust his or her teaching technique to the online environment. The explanations must be concise, complete and sensible to the individual student. Through the spoken word as well as in played examples, the student learns to listen more attentively and to work through the challenges independently. Identifying, at home, the problems of intonation, key/scale, ear training, rhythm, articulation and even the application of theory all challenge the student to exercise responsibility on his or her own.

In some cases, online lessons tend to demand more of the student. An online lesson requires the student to think through the aspects of performance, and the distance built in online encourages responsive, careful thought. Reflection of his or her performance tends to be more realistic listening at home.

Often, in-studio lessons can create pressures, which diminish the student’s successful performance, due only to anxiety and nerves, not skill or ability. At home, a student hears more realistically and pays more attention, and there is even an excitement in the safety of home that sparks the imagination. The teacher takes advantage of this, offering praise and making further inroads through their suggestions. Even criticism can be easier for a student to accept when given online.

In the future, technology will transform our lives and these lessons even more. Adapting and using technological advantages continue to improve our educational system and offerings. This technology is not limited to music lessons, but would be accessible for any educational purpose, especially the one-on-one teaching that is so hard to schedule in our hectic, over-scheduled day. Imagine the ability of a teacher to mentor multiple students in multiple places without the cost or time related to travel.

Stuart Carter is a professional musician and educator in Burlington, Vermont, who has used a wide variety of technology to assist his students in achieving their musical goals.
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**Showing the Way – Leadership, Education and Service**
About 550 arts enthusiasts from across the country ventured to Washington, D.C. on April 12-13 for Arts Advocacy Day in an effort to gain legislative support for arts programs nationwide. The event was sponsored by Americans for the Arts and the NFHS was one of the 86 national co-sponsors.

“Americans for the Arts brings in people from all over the country to Capitol Hill to make visits to their state representatives in Congress and lobby for specific issues that they identify,” said NFHS Assistant Director Kent Summers, one of six Indiana delegates. “It’s a lobbying effort to encourage members of Congress to support the arts.”

The entire group of arts lobbyists met on the 12th to discuss and learn more about the issues that they were to bring to the attention of Congress. Then, on the 13th, they spoke to congressional staff members on an individual state basis.

According to Summers, the first of four main issues surrounding the Indiana arts discussions was an increase in funding for the National Endowment of the Arts (NEA). After a decrease in funding in the 1990s, the NEA has nearly rebounded to previous levels. The goal now is to improve upon that, Summers said.

Another key issue was maintaining the arts as a core subject in the reauthorization of the Elementary and Secondary Education Act, which would require funding for assessments at the asking price of $53 million.

“Somehow we’ve got to get better support for the arts and emphasize better to members of Congress that the arts should be for everyone and not just for a few kids who can gain access to it because they’re able to meet the requirements of math and science testing and still have time to do the arts,” Summers said.

They also discussed requiring airlines to allow musicians to carry instruments onto a plane – as long as the instruments fit either in the overhead bins or under the seat – and permitting artists to make tax deductions on the full worth of donated art, rather than simply the raw materials used to make the piece, which is all that is currently permitted.

While Summers admitted it is difficult to know exactly how successful the endeavor was at this point, he said his group accomplished the main goal, which was to communicate the issues to those with decision-making power and to ensure themselves as the main source on such issues.

“The main thing is to keep those lines of communication open,” he said.

Another highlight of the event was the Nancy Hanks lecture on the evening of April 12. Mayor Joseph P. Riley of Charleston, South Carolina spoke to the crowd about his “arts-friendly” approach to rebuilding his city. Rather than the typical public housing projects, Riley rebuilds and rejuvenates old, deteriorating homes throughout the city to use for public housing.

Summers and five others, including Indiana Arts Commission Executive Director Lewis Ricci and Scott McCormick, president and chief executive officer of Music for All, Inc., met with staff members of Congressmen Brad Ellsworth, Joe Donnelly, Mike Pence, Baron Hill and Richard Lugar. Other Indiana lobbyists included Jeanne E. Mirro, commissioner of the Indiana Arts of Commission; Tetia Lee, executive director of the Tippecanoe Arts Federation, Inc.; and Ursula M. Kuhar, a doctoral graduate student.

According to Summers, the first of four main issues surrounding the Indiana arts discussions was an increase in funding for the National Endowment of the Arts (NEA). After a decrease in funding in the 1990s, the NEA has nearly rebounded to previous levels. The goal now is to improve upon that, Summers said.

Another key issue was maintaining the arts as a core subject in the reauthorization of the Elementary and Secondary Education Act, which would require funding for assessments at the asking price of $53 million.

“Somehow we’ve got to get better support for the arts and emphasize better to members of Congress that the arts should be for everyone and not just for a few kids who can gain access to it because they’re able to meet the requirements of math and science testing and still have time to do the arts,” Summers said.

They also discussed requiring airlines to allow musicians to carry instruments onto a plane – as long as the instruments fit either in the overhead bins or under the seat – and permitting artists to make tax deductions on the full worth of donated art, rather than simply the raw materials used to make the piece, which is all that is currently permitted.

While Summers admitted it is difficult to know exactly how successful the endeavor was at this point, he said his group accomplished the main goal, which was to communicate the issues to those with decision-making power and to ensure themselves as the main source on such issues.

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Dan Schumerth is a spring semester intern in the NFHS Publications/Communications Department. He is a senior at Franklin (Indiana) College, majoring in journalism (news/editorial).
Editor’s Note: This article on the basic requirements of the NCAA initial-eligibility process was written by the National Association for Athletics Compliance (NAAC) Education Subcommittee and outlines some of the basic requirements of the NCAA Initial-Eligibility process and offers information on how high school coaches, guidance counselors and administrators can help guide their student-athletes through this sometimes confusing process.

NCAA ELIGIBILITY CENTER

Prospective student-athletes should register with the Eligibility Center at the beginning of their junior year in high school. Registration occurs online at the Eligibility Center Web site: www.eligibilitycenter.org.

Q: Is there a cost for registering with the NCAA Eligibility Center?
A: Yes. Registration is $60.

The registration fee may be waived for prospective student-athletes who have received a fee waiver for the ACT or SAT. High school counselors can submit waiver confirmations through the High School Administrators portal of the Eligibility Center Web site.

Q: What information must be submitted to the Eligibility Center?
A: Official High School Transcript.

A sixth-semester official transcript should be sent to the Eligibility Center upon completion of the junior year. A final official transcript with proof of graduation should be sent after graduation. If a prospective student-athlete has attended more than one high school, an official transcript should be sent to the Eligibility Center from each high school attended.

All transcripts should be mailed or overnight delivered to the Eligibility Center at:

NCAA Eligibility Center
PO Box 7136
Indianapolis, IN 46207
(standard mail)

-OR-

NCAA Eligibility Center
1802 Alonzo Watford Sr. Drive
Indianapolis, IN 46202
(overnight delivery)

Test Scores (ACT or SAT)

Test scores must be sent directly from the testing agency. The Eligibility Center should be selected as one of the college choices by using Code “9999”. Students can also have their test scores sent to the Eligibility Center by visiting www.collegeboard.com or www.actstudent.org.

Q: What requirements must a prospective student-athlete meet to be certified by the Eligibility Center as eligible for practice, competition and athletics aid?
A: A prospective student-athlete must:
• Graduate from high school;
• Complete a minimum of 16 core courses;
• Present the required grade-point average on the GPA/test score sliding scale;
• Present a qualifying test score on either the ACT or SAT**;
• Complete the amateurism questionnaire.

**The sum ACT score is calculated by adding together the score for each subsection (English, Math, Reading, Science) of the exam. The Eligibility Center does not use the ACT composite score. The combined SAT score is determined by adding the Critical Reading and Math sections of the exam.

Q: What is a Core Course?
A: A core course is a class that meets all of the following criteria:
• Any Mathematics course at or above Algebra I;
• It is completed no later than the core-course time limitation (in eight semesters and with the prospective student-athlete’s incoming ninth-grade class); and
• It is taken no earlier than the eighth grade.

Q: What core courses are required for eligibility?
A: 16 core courses must be completed as follows:
• 4 years of English
• 3 years of Mathematics (Algebra 1 or higher)
• 2 years of Natural/Physical Science (including 1 year of a lab if offered by high school)
• 1 additional year of English, Mathematics, or Natural/Physical Science
• 2 years of Social Science
• 4 years of “additional” core courses (foreign language, non-doctrinal religion/philosophy, or any of the above areas).

Q: Where can I find the list of approved core courses for our high school?
A: Approved course lists can be accessed at www.eligibilitycenter.org, by entering the appropriate portal (i.e., Students and Parents, High Schools) and selecting the Resources tab.

Q: How can the list of approved core courses be updated?
A: High school administrators should use the core course submission section of the Eligibility Center Web site (located within the High School portal) to submit the titles of courses that meet core-course requirements.

Q: Will courses taken after a student’s senior year meet core-course requirements?
A: A prospective student-athlete may use one core course completed during the year after graduation. The course may be completed in summer or during the academic year and may be taken at a location other than the high school from which the prospective student-athlete graduated. This coursework must be completed prior to the prospective student-athlete’s initial full-time enrollment at a collegiate institution.

Q: How is the NCAA Core GPA different from a student’s overall GPA?
A: The NCAA core-course GPA is calculated using only NCAA approved core courses that satisfy the core-course requirements listed above.

Q: How is the core-course GPA calculated?
A: The core-course GPA is the average of the best grades achieved for all required core courses. To determine the quality points earned for each core course, multiply the points for the grade by the amount of credit earned. Use the following scale unless your high school has a different scale as indicated on the approved core course list:

A = 4 points  B = 3 points  C = 2 points  D = 1 point

Once the total quality points are tallied, divide those points by the total number of core-course units the prospective student-athlete has completed. This calculation helps keep track of the prospective student-athlete’s core grade-point average.

Resources to help with these calculations are found by logging onto www.eligibilitycenter.org and selecting the “Resources” tab, then “U.S. Students”.

The National Association for Athletics Compliance is one of 11 affiliate associations of the National Association of Collegiate Directors of Athletics and is the only professional organization dedicated to serving NCAA compliance programs at our nation’s NCAA Division I, II and III institutions.
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‘Running of the Halls’
a Fall Friday Mainstay

BY EMILY NEWELL

For a high school with an enrollment around 1,800 and more than 200 faculty and staff members, organizing and unifying a schoolwide event might seem like a challenge.

But for the students and staff at Topeka (Kansas) High School, bringing the school together each Friday morning before a home football game is a longstanding tradition.

On these Fridays, football players in their jerseys, cheerleaders and dance team members in uniform and the band are all released from their first period classes a few minutes early. They congregate and organize themselves on the first floor just outside the main office.

As first period concludes, students exit their classrooms and line the hallways on all three floors of the building.

Upon signal from athletic director Rod Hasenbank, the cheerleaders begin the pregame preparation with the Trojan spirit cheer, “Hoy, Hoy, Mighty Troy!” When the cheer is complete, the cheerleaders take off running from the west wing to the east wing, followed by the dance team and the football team. Marching at the rear is the band playing the Topeka High fight song.

Once all participants reach the other side of the building, they continue up to the second floor and repeat the act from east to west, then back west to east on the third floor.

The “Running of the Halls” lasts just more than five minutes in total.

Afterwards – like any normal day – the students, band, football team, cheerleaders and dance team proceed to their second-period class.

The origins of the tradition are somewhat shaky, but current band director and former student Steve Holloman said it began sometime in the late 1970s and started with only the band playing the fight song marching through the halls.

“Soon, in the following years, we began adding the cheerleaders, drill team, flag team and varsity football team to the entourage,” Holloman said. “We’ve continued this tradition since the late 1970s with little variation.”

Holloman said the tradition has been tried a few times during basketball season over the years, but it never captured the same spirit and excitement as it does during the fall.

“We only do it on fall home football games,” Hasenbank said. “It’s just the way it is.”

It’s a tradition that bolsters school spirit despite the struggles of the football team, Holloman said.

“Our football program hasn’t even been really good over the years that we have been doing this,” he said. “We’ve had three winning seasons in the past 30 years. Yet the running of the halls has become a Topeka High tradition regardless of the outcome of the football season.”

Both Holloman and Hasenbank say every time the cheer begins and the band rings out, to this day they still get chills.

“It’s a sight to behold and the sound is pretty powerful,” Holloman said. “The marching band is usually around 175 to 200 strong, depending on the year. It gives one who has experienced this tradition goosebumps when thinking about it.”

If you have a special tradition at your school, we would like to hear from you. Information on your school tradition should be sent to Bruce Howard at bhoward@nfhs.org.

Emily Newell is a spring intern in the NFHS Publications/Communications Department. She is a sophomore at Butler (Indiana) University, majoring in journalism (news editorial) and minorling in digital illustration.
High School Licensing Program: Time to Get in the Game

From food to fashion, licensed products dominate our marketplace. Consumers purchase and associate with brands they trust, whether the branded product is a lovable cartoon kitten on a book bag or their favorite college sports team on a sweatshirt. Behind every one of these branded licensed products is an intricate and vast network of manufacturers, rights-holders, accountants, wholesalers, buyers and many other stakeholders. This system is held together by the idea that identifying a product with a brand adds value to the product and value for the consumer. Because of the added value and brand recognition, manufacturers wish to have their products associated with them and are willing to pay a premium in the form of royalties to do so.

So what do collegiate brands and cartoon kittens have to do with high schools? Each and every high school in this country is a “brand.” Each with its own fans, students, players and parents who take pride in their schools and love to show it. High school sports fans enjoy purchasing products bearing the mascots, logos and other marks or names associated with their schools, and display these products with pride as they cheer on their favorite teams.

Despite the growing popularity of high school brands and products in the market they still differ from other branded products. In previous years, the high school product market has lacked the beneficial step in the manufacturing process. The omitted step is that in which royalties are paid for the added value of “association” with the high school brand. Realizing this void in the market, the National Federation of State High School Associations (NFHS) and the Licensing Resource Group, LLC (LRG) have developed a national licensing program.

Details of the Program

Since the program has been adopted by the majority of state associations in the country, the NFHS Licensing Program has been able to approach and partner with a number of large retailers and manufacturers. The high schools in the participating states will now directly benefit from the sale of officially licensed high school merchandise. The following retailers will be carrying officially licensed products: Walmart, Walgreens, Lid’s, Meijer, Dollar General, Hibbett Sports, Dunham’s Sports, Fred’s and MC Sports. Manufacturers that supply these retailers will report royalties by individual high schools, thus ensuring the accuracy of royalty distribution to each individual high school program.

Consumers will be able to identify officially licensed product by the distinctive hangtag or sticker that can be seen below. The mark and hologram ensure the manufacturer and retailer are participating in the program and providing royalty payments, a majority of which will be returned to the respective school. The tag is produced by OpSec Security, which handles more than 50 government currencies and 300 global brands.

Besides the informative hangtag, a number of other marketing
tools will be utilized to inform consumers of the program and benefits received by each of the participating states’ high school programs. The marketing tools will include, but not be limited to, public relations, online advertising, print collateral, and in-store signage and promotions. With targeted and effective marketing, consumers will know where to buy licensed products and how their high school branded purchases will benefit their respective school.

Colleges and other brands have been using licensing as an added revenue source for many years. Now is the time for high schools to get in the game. If you have any questions regarding the program, please contact your state association or Dick Welsh, LRG general manager by e-mail at dwelsh@lrgusa.com. ✉️
Most often, high school athletes, fine arts students and the academy are imagined as separate cliques. But at Santa Margarita (California) Catholic High School, efforts are being made to trample such stereotypes. On March 13, the school sponsored the “Star of the Show” program – a progressive concert that combined the talents of the school’s athletic and artistic programs, while honoring the school’s stellar academic tradition.

President Paul Carey called the concert a “unique opportunity” to utilize a new building, while showcasing the talent of artists, athletes and faculty. His intent for the program was to “remind the community that it’s all about academics, arts and athletics. Not one is more important than the others.”

“It’s about educating the mind, heart and body,” Performing Arts Director Francisco Calvo added. “I think we accomplished that goal.”

Athletes and musicians performed on the same stage. Athletes played musical instruments. Musicians incorporated weights into their percussion acts. Dancers danced. Theatre acts – like a Romeo and Juliet combat scene in the new weight room – were conducted. And teachers sang and performed comedy routines.

Facts about the impressive history of Santa Margarita’s academic excellence were also included in the show. More than 200 students, faculty and staff participated in the concert.

Carey felt the concert enabled the school to profile the wide spectrum of its students’ talents.

The event consisted of several parts and location changed for each – including the brand-new state-of-the-art Eagle Athletic Center – and all proceeds went to the future performing arts center.

“There’s nothing wrong with a great athletic program,” Calvo said. “But the school should always provide a balanced education – like our school. We really have an amazing school.”

The concert allowed students to watch and enjoy each other’s performances, which is usually impossible due to scheduling conflicts, as many athletes have games during concerts and theatrical performances and vice versa, Carey said.

“Families in our community made connections they wouldn’t have otherwise,” Calvo added. “The football parents actually talked to the Model United Nation parents. Music parents mingled with lacrosse parents. And the Performing Arts Department got to perform for an audience it otherwise would never have seen.”
And Carey does not think the Star of the Show is going to be a one-time event.

“It wasn’t a stand-alone event,” he said. “It looks like it has the legs to carry on into the future.”

He said students and faculty are carrying out the theme of uniting the arts and athletics programs throughout other school activities as well.

Calvo, too, expects to continue the program, even though he sees flaws in it.

“Most likely this will be an annual concert,” Calvo said. “It was a huge production that was a tremendous success. As you might be able to tell, I have a love-hate relationship with this program. I created it, so I knew exactly what to expect. I was proud of our collaborative work. We got great press and raised a little money. And I was glad to perform for a group that normally doesn’t hear us. But it was mostly entertainment and there was little art. My job is to teach music as art – sometimes that gets lost.”

Future programs may be exactly what are needed to achieve Calvo’s vision of equal support among programs.

Dan Schumerth is a spring semester intern in the NFHS Publications/Communications Department. He is a senior at Franklin (Indiana) College, majoring in journalism (news/editorial).
VOICES OF THE NATION

What do you do to be a positive role model?

ABBY FRANK
Park Tudor High School
Indianapolis, Indiana

Throughout my two-year high school career I have played on several sports teams. I play volleyball, basketball and tennis and my experience on sports teams has helped me grow tremendously as a leader and as a person. I used to think of a role model as someone who was the best on the team. But I now believe that being a role model means that you are disciplined, a team player and make good decisions under pressure. Someone who is a role model on a sports team sets the example and makes everyone better for it.

LAUREN LOWRY
Park Tudor High School
Indianapolis, Indiana

When I was 6, I wanted to be the queen of England, simply because of her grace and charm. However, she also embodies the most important qualities that are found in a respectable role model: responsibility, modesty and loyalty. Contradictory to popular myth, the key to being a positive role model isn’t a prideful nature, but a humble manner. Anyone can boast and assert themselves to prominence, but when others have the opportunity to see and discover the talents of a humble person, it signifies a true role model. For me to be a positive role model, I dedicate myself completely to any task I am given and give every effort to maintain an encouraging attitude.

MAYA VANCE
Park Tudor High School
Indianapolis, Indiana

I live by the motto “Character is who we are when no one is watching.” We are always told to do the right thing, but sometimes people make the wrong decisions when no one is watching. I always make sure that I am making the right choice even if my peers don’t think it is “cool.” Younger kids follow what older kids do because they want to be just like them. If I can show them that making the right choice is “cool” then they will grow up to be positive role models as well.

JESI HESSONG
Three Rivers High School
Three Rivers, Texas

Learning how to make the best out of any situation and keeping a positive attitude is what makes me a positive role model. I will never blame my lack of success on being from a small town or not having the resources, I will always take responsibility for my failures as well as my successes. My lack of resources doesn’t mean I shouldn’t push myself to be the best that I can be. Learning to accept who you are and where you come from, and keeping those wonderful little quirks is what makes a positive role model.

LEXI HUNTER
Stephenville High School
Stephenville, Texas

The way in which I am a positive role model for other students is lead by example and by encouraging them to never stop reaching for the stars. I believe that everyone not only has the potential to succeed and be great, but that everyone should be afforded the opportunity to seek this potential. I strive to help others find their opportunity, then grab it and run. I also realize that sometimes things don’t always go as planned. However, I do believe that where God closes a door, He opens a window. I believe that with a positive attitude and a loving heart, anything is possible.