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As the 2010-11 school year begins, we thought it to be an appropriate time to communicate with each of you the vision and mission we share for the National Federation of State High School Associations with the transition in leadership from Bob Kanaby to Bob Gardner as NFHS executive director and from Ennis Proctor to Nina Van Erk as NFHS president.

First, it is with a clear understanding that we are on a mission to serve our state associations and their member schools. It is not our organization, nor should it be. Make no mistake that we are pleased to have the opportunity to work with all of you in making a difference in the lives of students in this great nation. Yet, it is the needs of the membership – and not the desires of the leaders – that shall always drive the organization.

Advocating for our programs is clearly one of our greatest responsibilities. We acknowledge that we are going through a very difficult period in education and education-based activities financially. We also point with pride to the fact that our programs in athletics and fine arts activities are the No. 1 dropout prevention program in America’s schools today. Our programs have value and that value is reflected in numerous studies that show that students who participate in these programs do better in school, have fewer discipline referrals, have better attendance, and enjoy greater success in post-secondary education. We must and we shall promote our programs and the values they provide.

Serving our membership is another critical component of our vision. We live in a constantly changing world. The needs of our state associations and their member schools are moving targets. We must provide a forum to share challenges and solutions to those challenges. There is strength in the collective wisdom of the leadership of our state associations. The role of the NFHS is to make use of that knowledge and experience to assist all members in meeting our challenges.

We are an education-based entity. Our commitment to education is clear. We approach that commitment as it relates to serving our students, our coaches, our administrators, our officials and parents/community members. We will continue to build our online coach education program. The previous efforts place us in a good position to impact the culture of high school sports through this positive program that trains our coaches. We are also in the early stages of development of our officials’ education program. Our goal is to provide quality programming for officials at a very low cost.

We also acknowledge that we can assist our states with education of students in the areas of sportsmanship and learning to work together with all facets of education-based sports and fine arts activities. In addition, we see a role for us in helping educate parents and community members on their proper roles in supporting their students in obtaining the best value from their participation experience. Finally, the career path of school administrators is also evolving. Many are no longer former coaches. We must provide education to these administrators relative to our programs.

For many years, the NFHS has played a critical role in the rules-writing process for sports. We accept our responsibility for this element of our programs. We are committed to sharing information with our rules committees and our membership obtained from our injury surveillance system. This system has been in place for four years and we are reaching the point in which the trends are now forming. We plan to scrutinize carefully the data to help us craft rules that minimize the risk to our students. We take seriously our role as guardians of the game in each of our sports. Our risk minimization goal will always play a central role in our deliberations. We also will strive to maintain the sound traditions of the sport and promote participation in the sport.

We gratefully recognize the excellent leadership of Bob Kanaby during his tenure and each of the past presidents who guided our board. The torch now passes to a new generation of leaders. We cannot be our predecessors. We can only be ourselves and model those values that produce learning opportunities in our students to mold them into the leaders of tomorrow. We solicit your help in this worthy endeavor.
Extra Effort Hits Paydirt

No. 17 Tyler Floyd, varsity linebacker for the Stephenville (Texas) Yellow Jackets, scoring a touchdown after an interception last fall (2009).

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

SUBSCRIPTION PRICE
One-year subscription is $24.95. Canada add $3.75 per year surface postage. All other foreign subscribers, please contact the NFHS office for shipping rates. Back issues are $3.00 plus actual postage.

MANUSCRIPTS, ILLUSTRATIONS AND PHOTOGRAPHS may be submitted by mail or e-mail to Bruce Howard, editor, PO Box 690, Indianapolis, IN 46206, bhoward@nfhs.org. They will be carefully considered by the High School Today Publications Committee, but the publisher cannot be responsible for loss or damage.

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Kevin Kolb

BY DR. DARRELL G. FLOYD

Kevin Kolb (pronounced “Cobb”) is realizing his lifelong dream this fall of being a starting quarterback in the National Football League (NFL), taking over the reins from the departed Donovan McNabb as quarterback of the Philadelphia Eagles. But Kolb’s drive to succeed, and to do whatever is necessary to achieve excellence, began back at Stephenville (Texas) High School.

Kolb became the starting quarterback for the highly successful Stephenville High School Yellow Jacket football program as a sophomore, where he promptly became a two-time District 8-4A offensive most valuable player. In his high school senior year of 2002, he completed 206 of 321 passing attempts for 3,357 yards and 29 touchdowns.

Initially committing to Oklahoma State University to play college football, Kolb rescinded that commitment when the University of Houston hired his former Stephenville High School head coach Art Briles (after a stint as a position coach at Texas Tech University) as its new head coach. Together the two continued their successful ways, reinvigorating the sense of football pride at Houston that had been lacking for a number of years.

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Kolb’s most prolific year in college was 2006, when he threw 30 touchdowns and only four interceptions on the way to a 10-4 record and a Conference USA championship. For those accomplishments, Kolb earned the Conference USA MVP award and led his team to the Liberty Bowl. He ended his collegiate career with a total of 12,964 total passing yards, fifth all-time. In addition, he is also tied for 22nd all-time in TD passes with 85.

Kolb was drafted by the Philadelphia Eagles in the second round (36th overall) of the 2007 NFL Draft. After a couple of years in the backup role, Kolb got his first two official starts in 2009. In those two starts, he threw for 391 yards and 327 yards, respectively – thus becoming the first quarterback in NFL history to throw for more than 300 yards in each of his first two career starts.

On April 4, 2010, McNabb was traded to the Washington Redskins, making Kolb the official starting quarterback of the Philadelphia Eagles in 2010. He then signed a one-year extension on April 29, keeping him under contract with the Eagles through the 2011 season.

Kolb is married to his Stephenville High School sweetheart Whitney Huddleston, and they have two young daughters – Kamryn and Atley. Whitney’s parents – Joe Bob and Jill Huddleston – still reside in Stephenville, where mom is a second-grade teacher and dad works for Ag Texas Farm Credit Services. Kevin’s parents – Roy and Lanell Kolb – are also both former Stephenville ISD employees, where Roy coached and Lanell taught sixth grade. They now reside in Flatonia, Texas, and own a recreational vehicle park.

Stephenville, Texas is proud of its hometown hero hitting the NFL big stage and wishes Kolb the best of luck in his new role as the Eagles starting quarterback.
Unusual Nicknames

Orofino (Idaho) High School is filled with a bunch of Maniacs. As the mascot for the small school, Maniacs have represented the school on the fields and courts since 1927. The name was coined by opponents of a rag-tag Orofino basketball team, which didn’t have money for uniforms and played like “a bunch of maniacs.” The current logo came about in 1972 when a former Orofino art teacher was asked to create a mascot by Jim Johnston, the school’s athletic director at that time.

Around the Nation

Question: Do you conduct your football championships at one neutral site?

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The life of an athlete can take many different paths. Some will never play sports again after high school and some will go on to play professionally. But there is one path that the New Mexico Activities Association (NMAA) is hoping to prevent students from taking.

The new “Life of an Athlete” campaign, an interactive online alcohol awareness program, seeks to educate high school athletes on the dangers of alcohol in a new and inventive way so their lives don’t take the path that Gabe Gurule’s did in November of 2005.

Gurule was once a promising three-sport athlete at Manzano High School in Albuquerque, New Mexico. A standout on the football field, baseball diamond and track, he was receiving letters of interest from various Big 12 Conference football programs before being kicked off of the football team for drinking during his senior year.

Gurule’s alcohol use continued to escalate after his high school years and eventually landed him where he is now – in a cell in the Central New Mexico Correctional Facility after a tragic accident involving drinking and driving.

“I woke up to the sound of my grandma’s voice and she said ‘Gabe, you killed three people,’ ” Gurule recalls during an interview from prison that was filmed for “Life of an Athlete.” After drinking with friends for several hours and bar-hopping the night before Thanksgiving, Gurule got behind the wheel to drive himself and a friend home. He ran a red light, slamming into a taxi cab and killing the driver and two passengers. The men were cousins who had decided to take a cab home because they’d had too much to drink.

Gurule’s story unfolds throughout the program’s six sections and is woven together with charts, graphs, brain scans and other information to give students a more complete understanding of how alcohol can affect not only their lives, but their performance.

“If you go to any state, you can find a Gabe Gurule story,” said Robert Zayas, associate director of the NMAA. “It’s a compelling story, but it is by no means unique. Sadly, there are kids who make poor decisions every day and end up in a completely different place because of drugs and alcohol.”

Indeed, a correctional facility in Los Lunas, New Mexico, is not where Gurule – a kid with limitless potential and ability – or his coaches ever expected him to end up.

“He is without a doubt the best athlete I’ve ever coached,” said Mark Koski, an assistant director of the NFHS. Koski coached football and track for Manzano before joining the NMAA. He reconnected with Gurule after the latter began serving his eight-year, four-month sentence for vehicular homicide.

“He had an unbelievable gift,” Koski said. “He was a great kid who put himself in a position that was not good.”

It’s a sentiment that’s echoed throughout “Life of an Athlete” by Manzano’s head football coach, Aaron Ocampo.
“He’s probably the fastest, most athletic kid I’ve ever coached,” Ocampo said. “He’s not the type of kid you’d ever picture in prison because he’s not a malicious kid. He was a guy who all the kids on the team and all the kids at Manzano really looked up to.”

But Gurule, like many student-athletes, felt peer pressure to drink and party, especially after a big game. This relationship between partying, drinking and sports puts student-athletes more at risk for underage drinking. The NMAA hopes that showing student-athletes the ways that alcohol can impact their lives – and their game – will be a real deterrent to alcohol abuse.

“This isn’t your typical ‘don’t drink’ program,” Zayas said. “It is speaking to kids in a different way than they have been spoken to before; because when you look at what’s most important to kids, it’s their athletic performance.”

Originally, New Mexico was looking into implementing random steroid testing for high school students. But Zayas said that while steroids is a problem, underage drinking is the major problem plaguing high school athletes, especially in New Mexico – the state leading the nation for kids who drink under the age of 13.

But while it may loom larger, this problem is not unique to New Mexico. A National Survey on Drug Use and Health found that regular drinking (defined as when teens drink at least once a month) starts around age 16 and educators across the country are eager to try the program in their own schools, communities and states.

David Federico is the principal at Ecole Classique, a private school in New Orleans.

“We’re in New Orleans – drinking is a problem,” Federico said. He’s just hoping “Life of an Athlete” will reach his students better than he can.

“This is the stuff I tell the kids all the time, but it just goes in one ear and out the other.”

Federico has had several students killed in alcohol-related accidents during his 34 years with Ecole Classique. So he reaches out in other ways, such as giving students who have been drinking his cell phone number during school dances so they can at least get a safe ride home. And they do call.

“It’s just too easy and too accessible. We try to stop the drinking, but we’re also trying to at least stop drinking and driving,” Federico said.

The fact that “Life of an Athlete” was designed for New Mexico makes no difference. Federico was impressed with the interactivity and creativity of the program. It became mandatory for all of Ecole Classique’s 200 middle school and high school students at the start of this school year last month.

“When we started, it was really just for New Mexico,” Zayas said. “But, it started getting bigger and we got the idea to let kids across the nation take it.”

Four days after the program was launched, 1,000 accounts had been created from people across the country. The course can be accessed free of charge at www.lifeofanathlete.com.

“We’re hoping to be able to say that underage drinking has been reduced because of ‘Life of an Athlete’,” Zayas said. “By focusing on athletes, we’re speaking to the largest subpopulation at any school and impacting the majority of students. But, whether you’re an athlete or you’ve never run a step in your life, you can get something out of this. Even non-athletes need to see what’s out there and realize that one poor choice and you can end up where Gabe Gurule is.”

Gurule is still coming to terms with what he’s done, but he says he believes everything happens for a reason. While it can’t make up for his actions, Gurule and the NMAA hope his involvement with “Life of an Athlete” can prevent someone else from following down the same path.

“I really hope that whoever hears this just snaps and says ‘That could be my life.’ They’re just one choice from being where I’m at. You’re one choice from the rest of your life, and it really is just that quick.”

Arika Herron was a summer intern in the NFHS Publications/Communications Department. She is a senior at Butler (Indiana) University, majoring in journalism and minoring in French and international studies.
Vladimir Morozov, a swimmer from Torrance, California, moved from Russia to the United States a little more than three years ago. In the process of getting settled and learning English – he is almost fluent in it now – Morozov took down two of high school swimming’s most prestigious national records.

Morozov’s :19.43 time in the 50-yard freestyle bested Jimmy Feigen’s 2008 record by 0.06 seconds and he shaved 0.18 seconds off Feigen’s 100-yard freestyle time, clocking in at :42.87. Morozov is the first prep boys swimmer to swim a 100-yard freestyle under 43 seconds.

“I have never seen anybody like him and I probably will never see another swimmer like him in my lifetime,” Torrance High School swimming coach Scott Peppard said. “We were pretty good, but he made us great.”

Peppard coached Morozov for the two years he was at Torrance – his junior and senior years. The coach credits Morozov with leading the Tartars to back-to-back California Interscholastic Federation-Southern Section (CIF-SS) championships.

“He is a great guy, an excellent athlete and he never missed workouts. He was the perfect guy to have for two years and he raised all of his teammates up, too. Everybody trained harder just to keep up with him,” Peppard said.

But he’s pretty hard to keep up with. At the CIF-SS Masters Meet on May 18, just three days after the CIF-SS Championships where he broke the 50-yard freestyle record, Morozov won every event in which he competed. He set a meet record in the 100-yard butterfly with a time of :47.97, led his team in the 200-yard freestyle relay with a :19.55 split, set a meet record in the 100-yard backstroke at :47.55 and set the 100-yard freestyle record in the lead leg of the 400-yard freestyle relay – all within an hour and a half.

“At the Masters, people were coming up to me, asking what I thought he’d do,” Peppard said. “I told them he would swim a :42 and people looked at me like I was mad. But I said he’d definitely do a :42. He made the other guys in the pool look like they were standing still.”

And Peppard said Morozov earned all of his times in his workouts, where he trains harder than anyone. It’s a quality that’s sure to be appreciated at the University of Southern California, where Morozov is headed this fall.

Arika Herron was a summer intern in the NFHS Publications/Communications Department. She is a senior at Butler (Indiana) University, majoring in journalism and minoring in French and international studies.
Second-generation Crousers Look to Surpass the First

BY ARIKA HERRON

Track and field is more than just a sport for Sam, Ryan and Haley Crouser. It’s a family tradition – it’s in their blood.

Siblings Sam and Haley and their cousin, Ryan, each with at least one Oregon track and field state title under their belt, have learned from the best – their fathers.

Brothers Dean (Sam and Haley’s dad), Mitch (Ryan’s dad) and Brian Crouser were throwing standouts in their day. Dean claimed National Collegiate Athletic Association championships in the shot put and discus. Mitch was a discus alternate for the 1984 U.S. Olympic team, and Brian was the first and last high school thrower to win state championships in the shot put, discus and javelin.

That is, until Sam completed the hat trick at the 2010 Oregon School Activities Association (OSAA) Class 6A state meet. The national record-holder in the javelin and state record-holder in the discus, Sam has been second in the shot put only to his cousin, Ryan, who missed the state meet with a broken foot.

Sam has virtually conceded the shot to Ryan, whose personal record of 69-feet-8½ inches bests Sam’s by a little more than five feet. Javelin is solely Sam’s territory – he bested the national high school record by 15 feet this year – but the discus is still a battle between the two. While Sam broke Ryan’s state record this year with a throw of 205-10, Dean said he’d be surprised – with Sam starting at the University of Oregon – if Ryan didn’t take back the honor.

The cousins are no strangers to competing against each other. While Sam and Haley attend Gresham (Oregon) High School, Ryan attends Barlow High School, just 15 minutes down the road and in the same conference. But Dean insists Sam’s and Ryan’s rivalry is a healthy one.

“Certainly when they’re competing they want to beat the other one,” Dean said, “but they’re very supportive of each other and their relationship is a healthy one.”

But Ryan and Sam weren’t the only Crousers to make waves in Oregon track and field this year. Haley went to state in three events during her freshman year and became the first-ever freshman girl to win the javelin event at the OSAA state competition. Haley threw the javelin 161-6 to win the event by 15 feet.

“Haley throwing 161 as freshman in mind-boggling,” Dean said. “Javelin is her best event but Haley is a multi-athlete. I’ve always said since she was little, she’d be the best of the bunch and I’ll stand by that.”

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The Importance of Curb Appeal for Athletic Venues

BY KARL HEIMBACH, CMAA

While athletics is not the most important aspect of education, it is the most visible. Anyone driving past a practice field or a fan attending a game often draws an impression of the entire school based upon what they see first-hand. This may not be an accurate reflection, but it happens all the time.

In these uncertain economic times and with budget cuts affecting many athletic programs, efforts to improve curb appeal at athletic venues does not necessarily have to take a great deal of money. Simple, inexpensive efforts can make a huge difference and create a positive, inviting atmosphere.

The following are some simple, easy and inexpensive steps that most athletic departments can undertake.

- Pick up trash at all athletic venues. If you host evening contests under the lights in a stadium, this should be done, if possible, early the following day and definitely before the next scheduled event in the facility. If trash pick-up is not possible by your custodial crew due to budget constraints, this could represent a great community service project for one of your student clubs. A well-placed request or suggestion to the advisor or president might be all that it takes to get started.

- Paint over graffiti found on the walls, doors or storage buildings of your athletic facilities. With a phone call or quick visit, you might be able to get the local hardware store to donate the required paint for the project. One or two volunteers with a roller and some time can improve the appearance immediately. The longer that graffiti is allowed to remain on a surface, the greater chance that more will appear – it is an open invitation.

- Mow or trim the grass along walkways to your stadium and parking facilities. Normally, this task is handled by a district crew and a reminder or developing a schedule that corresponds with your game schedule may be necessary. In order to develop a good working relationship with this crew for their time and effort, a gift of a few extra baseball caps or sweatshirts from your athletic teams might do the trick.

- Install helpful and important signage at entrances, in your parking lots and around your facilities. While this step will have some cost associated with it, the signs are vital to inform and direct visitors. Signs can go a long way toward improving crowd control and the flow of traffic in and out of your facilities, and perhaps can eliminate frustrations. Not only will signs improve curb appeal, they also are an essential part of a safe environment.

- Put in a few annual plants around your school’s signboard, entrance to the parking lots or stadium entrance. If funding is limited or your grounds crew is overworked, you might be able to convince your Ecology, Booster or Community Service Clubs to undertake this effort to create a pleasing and inviting appearance.

- Schedule your maintenance crew to replace light bulbs in parking lot light standards, in hallways leading to your gym and on standards on walkways to your outdoor venues. Not
only does this present a more inviting setting, it also goes a long way toward improving safety. A well-lit area is a great deterrent of disruptive behavior and when this improves, fans enjoy attending contests.

- Provide designated reserved parking spaces for the visiting team bus and officials. This can simply and effectively be done by using traffic cones and having a student manager take responsibility for monitoring this spot. It is relatively easy to predict and anticipate when the opponent’s bus and the officials will normally arrive and being met by a host or guide is not only helpful, but also very much noticed and appreciated. You should also consider notifying the other school and the officials where this parking is located and that they will be greeted by a student manager.

- Cut the grass on your fields and sweep the floors of your gym. Many would greet this basic suggestion with, “Of course, this should be done!” And it should. However, when it isn’t done prior to a contest, it is quickly noticed.

- Strategically place additional trash containers around your venues near the stands where the majority of the fans sit. The mere sight of conveniently available trash cans can subtly encourage fans to place their trash in the containers. This means that there will be less refuse that has to be removed the following day and makes the area more attractive.

- Put out runners at the gym entrances when you experience inclement weather during the winter season. Not only will this help prevent the gym floor from getting wet and creating a safety hazard, there are some extremely attractive floor mats in school colors that can be inexpensively purchased – safety and curb appeal in one small purchase.

And there is also one common-sense step that takes absolutely no money and only a little elbow grease. Dust off the bleachers in the gym the first time you pull them out in the season. Not only will they look better, the fans might even enjoy sitting on clean bleachers and not be concerned about ruining their clothes. This is a win-win situation and the official hasn’t even tossed the ball for the tipoff.

With a little thought, planning and effort, it is relatively easy to improve the curb appeal of your athletic venues. The results will provide huge dividends in terms of a positive image not only your athletic program but your school as well. Little efforts do count!

Karl Heimbach, CMAA, is athletic director at Colonel Zadok Magruder High School in Derwood, Maryland.
A Recent Case

In early October of 2009, 17-year-old Arlington Heights High School (Fort Worth, Texas) senior volleyball player Mackenzie McCollum discovered that she was approximately 10 weeks pregnant. Desiring to keep the matter private until later in the pregnancy, McCollum confided her status only to her mother and a close friend who was a teammate on the volleyball squad. School officials learned about the pregnancy from a parent of the friend and refused to let McCollum continue her participation on the team until she secured clearance from a doctor, citing a district policy requiring a doctor’s note from any student-athlete with a condition requiring medical care.

The doctor with whom McCollum consulted was her mother’s ob-gyn, the very physician who had, 17 years earlier, delivered McCollum. This fact is relevant in that it established that McCollum did not engage in “medical opinion shopping” by visiting multiple doctors until she was able to find one who would grant her a medical release for athletics participation.

Citing guidelines issued in 1985 by the American College of Obstetricians and Gynecologists (ACOG), McCollum’s doctor granted her clearance to play volleyball with some conditions attached, including a requirement that McCollum keep her heart rate below 140 beats per minute and a requirement that she was to avoid contact during participation, which the doctor did not believe would be a danger because he did not consider volleyball to be a contact sport. McCollum also assured him that she would adjust her playing style to ensure she didn’t dive for the ball and make contact with the floor.

After receiving the paperwork from the doctor, Fort Worth School District officials informed McCollum and her mother that medical clearance to participate would not be granted because they considered volleyball to be a contact sport and they had no way of monitoring her heart rate to ensure it remained below the prescribed limit.

McCollum’s doctor then did some additional research and discovered that the 1985 ACOG guidelines, although still commonplace in medical textbooks and ob-gyn lexicon, had been modified and that the heart rate rule of 140 beats had been stricken from more current ACOG recommendations regarding exercise and sports participation during pregnancy (the current guidelines may be found in ACOG Education Pamphlet 119 Exercise During Pregnancy, available full-text at www.acog.com). Based on his research, McCollum’s doctor wrote a second note clearing Mackenzie to play with no restrictions and school district officials granted her medical clearance to return to the team.

In late October, McCollum and her mother filed a complaint with the U.S. Department of Education’s Office for Civil Rights (OCR), asserting that after she was allowed to return to the team, she was treated differently than other players on the squad because of her pregnancy. Allegedly, McCollum’s playing time was reduced by half in an attempt to shame her for being pregnant and the reduced playing time negatively impacted her ability to impress college recruiters and compete for scholarships. The complaint also alleged that prior to McCollum’s return to the team, her coach had revealed to the entire squad that the reason McCollum had been absent from practice for a few days was that she was pregnant, a disclosure that if made by school personnel would violate both the Federal Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA).

The OCR then launched an investigation to determine whether the school district’s policies and actions violated the civil rights and anti-discrimination laws that protect women from pregnancy discrimination, including Title IX (governing gender discrimination in schools), Title VII (relating to gender discrimination by employers), the federal Pregnancy Discrimination Act (prohibiting all forms of pregnancy discrimination), the federal Americans With Disabilities Act (requiring pregnancy to be treated as a temporary disability), and the Equal Protection clause in the Fourteenth Amendment to the U.S. Constitution (prohibiting arbitrary distinctions between classes of citizens, including distinctions based on gender or pregnancy).

Legal Standards Governing Pregnancy Discrimination

Although Title IX is best known for requiring gender equity in the operation of school athletics programs and its mandate that females are entitled to equal participation opportunities, scholarships and other benefits of sports participation, in its broadest sense the statute
A school may not exclude a student from school or extracurricular activities on the basis of pregnancy and related conditions such as childbirth, termination of pregnancy, recovery from childbirth or termination, parenting status, family status and marital status. The OCR and courts have interpreted Title IX as a mandate that schools must treat pregnant and parenting students (and student-athletes) in the same manner as any other students (and student-athletes) are treated.

The Title IX regulations specific to pregnant or parenting students, available full-text in 34 Code of Federal Regulations Part 106.40 at www2.ed.gov, include the following:

- A school may not exclude a student from school or extracurricular activities because she is pregnant, has had a child, has terminated pregnancy, or is recovering from any of these conditions.
- A school can require a pregnant student to submit a medical release to participate from a physician, but only if the school requires such releases from all students with conditions requiring medical care.
- Absences due to pregnancy or childbirth must be excused for as long as they are deemed medically necessary by the physician, after which the student must be reinstated to the status held when the leave began.
- Any special services provided for temporarily disabled students (special accommodations to make up missed work or activities) must also be provided for pregnant students.
- A school may offer special programs or activities or schools for pregnant and parenting students, but such programs must be voluntary. A pregnant or parenting student must be allowed to remain in regular classes, activities or schools if she or he chooses to do so.
- Any voluntary program specifically designed for pregnant students must offer opportunities equivalent to those offered for non-pregnant students, including the same range of extracurricular and enrichment activities.

On June 27, 2007, the OCR issued a “Dear Colleague Letter” to clarify Title IX’s prohibition of pregnancy discrimination. In relevant part, the letter states that schools “shall not discriminate against any student, or exclude any student from any program, class or extracurricular activity, on the basis of such student’s pregnancy” and “although pregnant students may be required to obtain a physician’s certification of fitness to continue in the education program or activity, a school may do so only if it requires such certification from all students for other conditions requiring the attention of a physician.” The letter also states that Title IX requires schools “to treat pregnancy or childbirth in the same manner and under the same policies as any temporary disability.” The letter is available full-text at www2.ed.gov/about/offices/list/ocr/letters/colleague-20070625.html.

Outcome of the McCollum Case

On April 20, 2010, the OCR found in favor of the Fort Worth School District, ruling that it did not discriminate against Mackenzie McCollum in its handling of her participation on the volleyball team during her pregnancy. In its written decision, the OCR stated that it did not find sufficient evidence in its investigation to establish that McCollum was excluded from the team or that she was required to provide medical documentation different from that required of any other student-athlete with a medical condition or that McCollum was treated any differently from any other student-athlete in terms of allocation of playing time or that the district had retaliated against her for filing a complaint with the OCR. The OCR also found insufficient evidence to conclude that McCollum’s coach had disclosed FERPA- or HIPAA-protected information in violation of her privacy rights.

Recommendations and Resources

The OCR’s decision in the McCollum case emphasizes for schools the importance of having a policy in place for the treatment of pregnant or parenting student-athletes. The policy must comply with Title IX’s requirements specific to pregnant or parenting students (see the bulleted list above) and the policy should include strict mandates that school personnel are prohibited from making any disclosures in violation of the pregnant or parenting student’s FERPA or HIPAA privacy rights. The policy should also prohibit school personnel from engaging in any conduct with regard to a pregnant or parenting student that is in fact or could reasonably be interpreted to be retaliatory in nature. The language of the policy should avoid antiquated stereotypes regarding the permissible level of physical activity during pregnancy and any medical clearance requirements should defer to the judgment of physicians who will make the appropriate determinations based upon prevailing medical standards.

Lee Green is an attorney and a professor at Baker University in Baldwin City, Kansas, where he teaches courses in sports law, business law and constitutional law. He is a member of the High School Today Publications Committee. He may be contacted at Lee.Green@BakerU.Edu.
Governance of high school athletic and activity programs in the United States rests with high school associations in the 50 states plus the District of Columbia. The list of responsibilities of these 51 groups is endless: running state championships; enforcing eligibility, academic and transfer rules; conducting rules interpreters meetings for high school coaches and officials; and much more in support of education-based athletic and activity programs.

The size and scope of the 51 members of the National Federation of State High School Associations (NFHS) vary tremendously – from the smallest associations in the District of Columbia (16 schools), Rhode Island (55 schools) and Wyoming (75 schools) to the two largest associations in California (1,490 schools) and Texas (1,347 schools).

But whether it’s the Delaware Interscholastic Athletic Association with three employees or the Texas University Interscholastic League with nearly 50 staff members, the task of directing one of these statewide organizations has become more challenging as the issues in high school athletic and activity programs grow increasingly more complex. Outside pressure from state legislatures, the proliferation of club sports and shortfalls in school budgets are just a few of the stressful issues facing state association leaders.

And perhaps more so than at any time in the history of many of these organizations, there has been a “changing of the guard” in a number of state associations. Including two states that will have a change in leadership midway through the school year, 27 of the 51 state associations have hired new directors in the past five years.

Including the Indiana High School Athletic Association and the Connecticut Interscholastic Athletic Conference, which will replace directors during the upcoming school year, new leadership will be in place in seven associations this year, including the Colorado High School Activities Association, Hawaii High School Athletic Association, Kentucky High School Athletic Association, Nebraska School Activities Association and the North Carolina High School Athletic Association. In the previous school year, an additional eight state associations hired new leaders.

In the past two years, three longtime state association leaders with a combined 73 years in the chief executive role have retired: Charlie Adams, 26 years, North Carolina High School Athletic Association; Doug Chickering, 24 years, Wisconsin Interscholastic Athletic Association; and Ronnie Carter, 23 years, Tennessee Secondary School Athletic Association.

In addition, Mike Savage, who has headed the Connecticut In-
terscholastic Athletic Conference for 22 years, will retire in December, and Ennis Proctor, who is in his 20th year with the Mississippi High School Activities Association, will retire next summer.

Within the past five years, several other long-tenured directors with 15 or more years have called it quits, including Dan Washburn, Alabama High School Athletic Association, 17 years; Allen Chin, District of Columbia Interscholastic Athletic Association, 17 years; Bill Young, Idaho High School Activities Association, 18 years; Jerry Hughes, Nevada Interscholastic Activities Association, 18 years; Jim Desmarais, New Hampshire Interscholastic Athletic Association, 22 years; Tommy Henry, Louisiana High School Athletic Association, 24 years; and Bernie Saggau, Iowa High School Athletic Association, the longest-tenured executive director in NFHS history at 38 years.

Certainly, most of the recent changes in state association leadership have been the result of normal retirement patterns, but with the growing challenges of the position, what will the future bring? Will the next group of leaders accumulate similar longevity marks? And what are some of the key issues facing the newest group of state executives?

Perhaps no group of individuals is better able to answer those questions than the remaining veterans—the 10 state association chief executives with 15 or more years on the job.

“I think the day of the state association executive director staying in the position for 20 years as I’ve done is over,” Proctor said. “The magnitude of the job has increased dramatically. The most stressful issues include dealing with legislators and the constant attempt to wrest control of athletic competitions from the schools; cyclical economic and financial issues; and court cases that overturn state association rulings.”

Jack Roberts, executive director of the Michigan High School Athletic Association, offered similar sentiments.

“The modern-day workforce in all types of employment is becoming increasingly mobile, so I expect the next generation of CEOs in our work will have even shorter tenures than current and recent state association executives,” Roberts said.

“Electronic media have changed almost everything; and having started in this office before faxes and cell phones, watching personal computers replace large mainframe computers and now mobile devices usurp the primacy of PCs, I know more change is coming. However, because I’ve always believed that communications were as much a part of state association programming as tournaments, our key functions are not changing. What we do is mostly unchanged; how we do it is greatly changed,” Roberts concluded.

Mike Colbrese, who has directed the Washington Interscholastic Activities Association for 17 years, has been on the firing line in two states as he was commissioner of the Wyoming High School Activities Association for six years prior to moving to Washington.

“There is no doubt that our work has become more complex,” Colbrese said. “The numbers of individuals and groups who believe that they are stakeholders in school programs—legislators, parents, coaches, fans, non-school programs—have made providing service to each of them more challenging. . . . My biggest challenge has been to remember that the increasing number of groups and individuals who want a ‘piece of the pie’ actually speaks to the value of school programs.”

Ken Tilley, who has served as executive director of the Virginia High School League for 16 years, sees many of the changes in the position revolving around societal issues.

“People today tend to challenge authority more readily than they did several decades ago,” Tilley said. “They maintain that rules are good, but their situation is—or should be—an exception to the rule. . . . And when rules violations occur, the offender often seeks waiver from the prescribed consequences or a reduction in the penalty for a variety of reasons.”

Ned Sparks, who has directed the Maryland Public Secondary

When the final whistle blows, it’s time for student athletes to Refuel with Chocolate Milk. The first two hours after the workout is when the body’s real work begins – building and repairing muscles. That takes protein, and lowfat chocolate milk is a natural source of high quality protein. Plus it’s packed with essential nutrients not typically found in other sports drinks including calcium and Vitamin D, which can help prevent stress fractures and broken bones. Discover the research that supports milk as an effective post-workout beverage at milkdelivers.org/refuel.
“My objectives for school sports in Michigan are unchanged from 1986: to increase participation and the standards for participation in school sports in Michigan,” Roberts said. “The times require that we pursue those objectives differently; and making our Web site the hub of information and the center of the conversations about educational athletics is the key strategy we employ.”

“Although he also notes the challenges from outside groups, Dave Stead, executive director of the Minnesota State High School League for 23 years, believes the key function of state associations remains the same.

“We have always been a service organization,” Stead said, “but the outreach we provide in support of our schools has expanded in order to meet the needs of reduced funding, the increased costs for participation and the need to promote the values of participation. The biggest challenge? Undoubtedly, it’s the continued work to support and promote the values of participation in educational athletic and fine arts programs for all students, not just the gifted ones.”

“Although the challenges will be many for the new group of state association leaders, making a difference in the lives of high school students will continue high on the priority list.

“Some people who may not be the best athlete or fine arts participant but who will remember the life lessons learned through their participation in high school?” Stead said.

“State associations must find more money through corporate sponsorships and other means to fund events,” Proctor said. “One of my biggest challenges has been keeping high school coaches in control of their school teams and keeping students in the high school programs. We must continue to ensure that high school athletics and activities are a part of the overall school program that uses academics, athletics and activities to develop young people into good citizens for the future.”

“Years ago, the school contact would come from a superintendent or principal; however, over the years, coaches and parents have become more assertive and demanding in requesting information and service,” Colbrese said. “Add to that the fact that technology has made us more accessible and what was once a workload that had peaks and valleys now has very few valleys.”

“The key function of state associations today is similar to what it always has been: to provide worthwhile, education-based activities so that boys and girls have an opportunity to gain positive experiences and learn life lessons beyond the classroom,” Tilley said. “Our mission is to serve member schools and their student participants. If we accomplish that objective, we can take satisfaction in our work.”

Despite some of the functions of state associations remain unchanged, there are many challenging issues facing the new wave of executive directors.

“The key function of state associations today is similar to what it always has been: to provide worthwhile, education-based activities so that boys and girls have an opportunity to gain positive experiences and learn life lessons beyond the classroom,” Tilley said. “Our mission is to serve member schools and their student participants. If we accomplish that objective, we can take satisfaction in our work.”

Although the challenges will be many for the new group of state association leaders, making a difference in the lives of high school students will continue high on the priority list.

“What higher calling can we have than working for the young people who may not be the best athlete or fine arts participant but who will remember the life lessons learned through their participation in high school?” Stead said.

Bruce Howard is in his 25th year as director of publications and communications for the NFHS.
It’s not often that both teams walk away from a game or match with positive outcomes. But that’s just what happened, not once, but twice during the 2009-10 school year in New Hampshire.

The ConVal Cougars of Peterborough, New Hampshire, finished the boys basketball season 2-16 – two wins ahead of the year before – but the team’s biggest victory of the season came disguised as a loss.

ConVal ended its season on March 2, on the losing end of a 65-53 game against Amherst (New Hampshire) Souhegan. But for ConVal, the night was a success in honoring two seniors who otherwise wouldn’t have been on the court. And for Souhegan – well, the team got the win and a lesson in sportsmanship.

Evan Salmonson, a four-year player and team captain for ConVal, was going to miss his final game after a scary car accident the weekend before that left him with a concussion, bumps and bruises. So it was a special moment for the crowd, which included his mother, when Salmonson took to the court for the opening tip-off.

Salmonson waited under the basket while a teammate won the uncontested tip and passed him the ball for a lay-up. Salmonson’s moment was part one of an arrangement between ConVal head coach John Curran and Souhegan coach Mike Heaney.

The rest of the game was played like any other. Souhegan took back the lead and held a 15-point advantage going into the final minute. It was an insurmountable deficit, but that didn’t stop ConVal senior Sean Bergeron from trying.

Bergeron, the senior team manager and a special needs student, had never played a minute of varsity basketball in his life. He’d never put on a ConVal uniform.

“I told him I couldn’t promise I’d play him, but I’d get him a uniform for the last game,” Curran said.

But Bergeron got his moment on Senior Night and camped out behind the three-point line. He took shot after shot, and each time he missed Souhegan gave ConVal the rebound to send back to Bergeron. But unlike the beginning of the game, this special moment was not scripted. The players on the court were intuitive enough to recognize Bergeron’s first-ever moment in the spotlight.

After several missed attempts, Bergeron took his last shot with the clock running out. The buzzer sounded with the ball in mid-air, just before it went through the hoop. The team manager became the crowd favorite, scoring his first varsity points.

“Souhegan got the win, which we would have liked,” Curran said, “but if it had been closer, Sean wouldn’t have gotten his moment.”

ConVal didn’t win the game, but it won the first minute and the last minute. For a team rebuilding from a winless season the year before, that was enough.

Later in the school year, the New Hampshire Interscholastic Athletic Association Class L boys tennis championship was a much closer match, with much higher stakes, but the sportsmanship was evident just the same.
After all six singles matches, the Londonderry (New Hampshire) High School boys tennis team found itself down 4-2 against the previous year’s defending champion, Exeter (New Hampshire) High School. It would take nothing less than a clean sweep of the doubles competitions for Londonderry to take home the title.

While it wouldn’t be an easy task, Londonderry was on track to do just that until Mike Rubin went down with a cramp in the day’s final match. Rubin and his partner, Harrison Max, were not even halfway through the match when a leg cramp left Rubin barely able to move. Had Rubin needed to forfeit, Londonderry would have handed over the state title to Exeter.

Instead, the Exeter team allowed him time before returning to play and actually helped Rubin stretch out the cramps enough to continue playing and subsequently win, clinching the state title for Londonderry. The game was Exeter’s first loss since falling to Londonderry in the 2008 state tournament.

Just as Souhegan allowed a hurting ConVal team a much-needed special moment on the court, Exeter choose to go down swinging, rather than walking away with the easy win. Displays of sportsmanship like these are the reasons interscholastic athletics are an invaluable part of the high school education experience.

Arika Herron was a summer intern in the NFHS Publications/Communications Department. She is a senior at Butler (Indiana) University, majoring in journalism and minoring in French and international studies.
It Takes LEAPS of Faith: Essentials for a Quality Speech and Debate Program

BY JULIA YAMAOKA MILLUSH

In 1997, a longtime dream was realized of starting a speech and debate forensics program that would give students from a small, rural Southern community an equal footing to hold their own and take their places as leaders in this ever-flattening global market. What actually happened was that God, good administrators, supportive parents and dedicated students established a nationally recognized, award-winning speech and debate team at East Carteret High School in Beaufort, North Carolina.

Our success is based on a leap of faith, or rather, on many L.E.A.P.S. composed of Leadership, Enthusiasm, Aptitude, Priority on Students and Staying Power.

Leadership
Finding a teacher/coach who has good leadership fundamentals and work ethic will help unlock the door to a quality debate program. If that leadership is coupled with a servant’s heart to engage students in dialogue over public policy for debate and extemporaneous events, to lead students to advocacy and evidentiary procedures for casework in mock trial team debate, and to guide students through composition and literature for oratorical and interpretation events, you will have found a team sponsor to lead students in the acquisition of speech and debate skills. He or she will, in turn, produce student leaders in a spectrum of tournament events. An element of self-sacrifice will serve this teacher well, as worded in The Leadership Secrets of Colin Powell, “Leadership is not rank, privilege, titles or money. It is responsibility” (Orin Harari, McGraw-Hill, 2002, ISBN:0-07-138859-1).

Enthusiasm
A staff member who can catch the forensic fever will ignite the genesis of a school’s forensic program. The fever or passion that can improve students’ chances for superior academic achievement and for scholarship opportunities will drive that teacher to put and to keep the forensic cause in the forefront of prospective supporters.

That fever or passion can also help to recruit top students, write and teach the curriculum, conduct publicity campaigns, sponsor weekly meetings, organize field trips to competitions, host contests, keep abreast of changing rules and regulations, search local matches, develop a culture of practice, organize celebrations to recognize students and volunteers, and popularize the endeavors.

With such enthusiasm, student leaders will invite and draw others to join the fellowship to do that which frightens people most—to engage in public speaking, not alone, but with a team of fellow believers on the battlefield. As in team sports and military missions, such bonds breed bravery, encouraging one another in times of adversity and fear, sustaining each other in defeat and in victory.

Aptitude
The forensics program’s sponsor should have some personal ability or willingness to acquire and use forensic skills to win student confidence and have faith that all struggles are worth the ultimate prize of human accomplishment. Some of the best forensic coaches and teachers combine all of the skills of a strong classroom teacher with an encouraging spirit, the savvy for the first whiff of trouble,
the ability to demonstrate and teach best practices in events, and to champion for team issues. They must lay aside personal shyness to deliver locker-room speeches even when opposing school teams physically surround the students at every side on competition days at tournaments.

**Priority on Students**

No victory can afford the casualty of ethics. If the program can uphold principles, codes of honor and the spirit of good sportsmanship, it will be true to its raison d’etre or “reason for existence” – to train up boys and girls into fine men and women. Understand the paradox that firm rules make firm character, even at the cost of a contest conquest. Indulgence in prima donnas will destroy the core essential – which is to do what is right for students, even suspending best debaters if they cannot abide by rules and the spirit behind them. Remember that tournament titles are secondary to any team’s essential devotion to building up students, not trophy cases.

**Staying Power**

Do victories come overnight? Sometimes, yes. Lasting ones, no. True victory is perseverance in the face of disappointment, a continuous cycle of consistency and attention to details, learning from mistakes, and developing a culture and a team of students that researches, practices, critiques and prepares to win. Students who make the discipline of forensics an integral part of their lives find a bounty of blessings: respect, responsibility, integrity, perseverance, courage and, oh yes, the hunger to learn more.

East Carteret has endured many challenges, yet has been rated No. 1 in its National Forensic League district many times for being the strongest school or for possessing the best student. The team has qualified and won titles in state mock trials and nationals in writing, speaking and debating. Students who had never flown in an airplane before won a national title in a final match against a suburban Chicago high school that had almost as many AP classes as East Carteret had classrooms.

Consistent hard work, a thirst for excellence and the indefatigable experience of competition make East Carteret’s speech and debate students prepared to face an ever-flattening world with confidence, dignity and the spirit of lifelong learners. With such essentials and faith – L.E.A.P.S., leadership, enthusiasm, aptitude, priority on students, and staying power – you, too, may find a quality speech and debate program as a vital means to serve and prepare your students in this age of increasing demands.

Julia Yamaoka Millush is an English teacher at East Carteret High School in Beaufort, North Carolina.

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**Five Potential 2011-12 Debate Topics Chosen at Recent Meeting**

Five potential topics for the 2011-12 national high school debate topic were chosen August 6-8 at the NFHS Debate Topic Selection Meeting in Deerfield, Illinois.

The 2011-12 debate topic will be selected from among cyber security, Southwest Asia, space policy, India and China.

Thirty-six delegates from 22 states, the National Catholic Forensic League (NCFL), the National Debate Coaches Association (NDCA) and the National Forensic League (NFL) attended this year’s meeting.

Balloting for the 2011-12 debate topic will take place in a twofold process. During September and October, coaches and students will have the opportunity to discuss the five selected problem areas. The first ballot will narrow the topics to two, and a second ballot will determine the final topic.

Each state, the NFL, NCFL and the NDCA will conduct voting in November and December to determine the favored topic area. In January, the NFHS will announce the 2011-12 national high school debate topic and resolution.
High School Today | September

Each day, high school athletes across the country sustain concussions during practice and competition: A soccer player collides with an opponent, a cheerleader falls doing a stunt or a basketball player takes an elbow to the head as she grabs a rebound.

What is concussion? A concussion occurs as a result of a bump, blow or jolt to the head or the body that causes the brain to rock violently inside the skull. This causes chemical changes in the brain that result in physical, emotional, sleep-related and cognitive changes. Because concussion is an injury that occurs at the cellular level, CT scans and MRI cannot detect a concussion. While people used to consider “dings” or “bell-ringers” minor injuries, recent research has shown that any concussion is a traumatic brain injury (TBI) that needs to be taken seriously.

Approximately 140,000 high school athletes experience a sports-related concussion in the United States each year. Young athletes appear to be particularly vulnerable to the effects of concussion. They are more likely than college athletes to experience memory and attention problems after concussion and often take longer to recover. The importance of proper recognition and management of concussed young athletes cannot be over-emphasized.

Increasing awareness of the seriousness of sports-related concussion has resulted in many states passing legislation that requires coach training and proper concussion management. As of July 1, 2010, the following states had enacted concussion laws: Connecticut, Massachusetts, New Mexico, Oklahoma, Oregon, Rhode Island, Virginia and Washington. Although every law is unique, each includes provisions for immediately removing any athlete suspected of having a concussion from play, no same-day return to play, and no return to play until concussion symptoms have resolved AND the athlete has been cleared by an appropriate health-care professional.

From the Playing Field to the Classroom

While much focus has rightfully been placed upon recognizing and appropriately managing possible concussions on the field, the academic implications of concussion have not been as thoroughly discussed. The goal of effective concussion management is to protect athletes from further injury and only return them to activity when it can be safely done. This includes making decisions about when an injured student should return to full-time academics.

A concussion can interfere with school, work and social interactions. Many students with a concussion will have difficulty in school with short- and long-term memory, concentration and organization. These problems typically last no longer than a few weeks, but for some these difficulties may last for months. Recent studies have shown that when young athletes recovering from concussion return to the full-time demands of school too soon, their symptoms worsen. An effective concussion management program takes this into account and ensures a gradual return to both play and academics.

The best treatment for a concussion is rest. Decreasing the stress on the brain early on after a concussion may lessen symptoms and shorten the recovery time. There are no medications that can speed the recovery process. Exposure to loud noises, bright lights, computers, video games, television and phones (including text-messaging) all may worsen the symptoms of a concussion. As the symptoms improve, increased use of computers, phone, video games, etc., may be allowed, but the access must be limited if symptoms worsen.

In many cases it is best to reduce the athlete’s classload immediately after the injury. This may include staying home from school for a few days, followed by a lightened schedule for a few days, or a longer period of time, if needed. Once symptoms are clear, the student should try reading for short periods of time. When the student-athlete can study for one to two hours without symptoms developing, he or she may return to school for short periods, gradually increasing until a full day of school is tolerated without return of symptoms.

Although most student-athletes recover from concussion within three weeks, a small percentage may have more severe injuries and will need ongoing supports at school. In these cases, school staff with expertise in working with students with TBI can be very helpful.
Several states have coordinated systems of school-based consultants available to support schools in the area of TBI. These include Kansas, Oregon, Arizona, Colorado, Pennsylvania, Tennessee and Hawaii. In each of these states, school staff can request free consultation from trained TBI consultants, who can offer suggestions about accommodations, effective instructional interventions and other supports. Contact your state’s Department of Education for more information.

Developing Policies and Procedures for Effective Concussion Management

Proper concussion recognition and management may lead to difficult and unpopular decisions. It is most effective to have a school-based team coordinate implementation of a school’s concussion management policy. Ideally, a team would include all stakeholders involved in the concussion management process: a school administrator, athletic director, certified athletic trainer, school nurse, school psychologist or counselor, and coach. For making decisions about individual students, a sub-group of the team (e.g., coach, athletic trainer, counselor) would meet with the student and family to ensure successful return to play/academics.

In the wake of sports concussion legislation, many school districts are currently developing concussion management policies. At the foundation of these policies are return to activity AND return to academics guidelines. Although specific policies must be created at the district level, the basic steps in successful return to activity/academics are (a) rest and (b) a slow increase in physical and cognitive demands leading to an increase in physical and cognitive demands to full participation in athletics and academics.

It is critical for coaches, athletic directors and all school staff to be aware of the risks associated with sports concussion. Keeping student-athletes safe requires clear policies, good communication and collaboration among medical, educational and athletic professionals.

Resources


Concussion in the Classroom. Available from Upstate University Hospital: www.upstate.edu/uh/pmr/concussion/classroom.php.


Michael Koester, M.D., ATC, a nonsurgical sports medicine specialist, specializes in the evaluation and treatment of musculoskeletal injuries and conditions. He is trained in both pediatric and adult sports medicine, but has a special interest in the evaluation and care of injuries in young children and adolescents. He practices at the Slocum Center for Orthopedics and Sports Medicine in Eugene, Oregon, where he also directs the Slocum Sports Concussion Program. He is the chair of the Oregon School Activities Association’s Medical Aspects of Sports Committee. He also serves as the team physician for several local high schools in addition to Northwest Christian University, the Eugene Emeralds baseball club and the Eugene Generals hockey team. Koester is also the chair of the NFHS Sports Medicine Advisory Committee. He can be contacted at Michael.koester@slocumcenter.com. Ann Glang, Ph.D., is a senior fellow at the Center for Brain Injury Research and Training at the Teaching Research Institute of Western Oregon University, and a research scientist at the Oregon Center for Applied Science. Her work focuses on supporting students with brain injuries at home and school, and on developing innovative educational approaches to childhood injury prevention.
Getting athletic programs off the ground can be a real struggle for a new school, but when Lincoln-Way East in Frankfort, Illinois, opened its doors in 2001, it avoided some of those pitfalls. Without even a senior class, the softball team became state champions in its very first season. Hard work and dedication were part of the equation, but one of the keys to its success may be a little harder to pin down.

Magic – in the form of a tiny “Go Blue” pin – has been part of Griffins athletics even before the school opened. The year before Lincoln-Way East was set to open, soon-to-be principal Dr. Mike Gardner and athletic director David Brost visited other schools in the area to learn about their traditions and how they build school spirit. One school – Wheaton-Warrenville South – was known for its successful football program and the Tigers pins it gives to all state qualifying performers.

After visiting several other schools, the idea of a special pin stuck with Gardner and Brost. Wanting to start their own unique tradition, Gardner and Brost settled on “Go Blue” – the two finishing words of the Lincoln-Way fight song – for their pins.

The school opened in the fall of 2001 with freshman, sophomore and junior classes. Without a senior class, Lincoln-Way East had little success in other sports until the unexpected accomplishments of the girls softball team. Just one of eight schools to qualify for the state tournament, the girls were the very first group to receive the pins.

As part of the tradition, only the principal, athletic director or activity directors can hand out the pins. The girls were told to rub the pins for good luck because they were magical. Now whether Gardner and Brost believed it at the time or not, they were right.

“We told the kids to rub the pins because they were magic and you never know what might happen,” Brost said. “Those pins represent everyone in the Lincoln-Way East community who couldn’t be there but are back home cheering for you.”

The pins have since been distributed to all teams vying for a state title, and the magic has lived on. The Griffins have brought home two more state team titles and six individual state championships. Brost guesses they’ve given out close to 1,000 “Go Blue” pins in the nine years since the softball team brought home that first title.

“If it’s not the reason for our success,” Brost said, “but part of being successful is knowing that there are people who will go out of their way to honor you for getting to that level.”

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.

Arika Herron was a summer intern in the NFHS Publications/Communications Department. She is a senior at Butler (Indiana) University, majoring in journalism and minoring in French and international studies.
Announcing A New Marketing & Fundraising Program From Athletic Management

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Dave Hunter’s Track Record

- Brookwood High School, Snellville, GA
  Raised $3.2 million dollars over an 18-year period. These funds were used to build a new football stadium, track, baseball and softball stadium and fieldhouse.

- Hoover High School, Hoover, AL
  Worked with booster clubs to restructure all individual sport clubs and improved the overall financial gain in excess of $350,000 over a one-year timeframe.

- Starr’s Mill High School, Peachtree City, GA
  Assisted in the development of an overall umbrella club and individual sport booster clubs, and guided the support arms of the athletic program, which had the effect of increasing the number of people who participated in supporting their program.

- North Hall High School, Gainesville, GA
  Structured the booster clubs for efficiency and created a new level of excitement about what could be accomplished. “It’s obvious this isn’t just a job for Dave Hunter, but a passion.” — Bob Christmas, Head Football Coach, North Hall High School
Trophy Paralysis – How to Retire Old Awards

BY MICHAEL JINKS AND JERRY COCHRAN

A lthough the public takes pride in the collection of trophies and awards earned by student groups, that accumulation can build into a management challenge for schools. While the large number of awards makes it almost impossible to display, store and preserve each item, patrons may see removal of older awards as sacrilege – an act damaging the legacy of the school.

From small plaques to three-feet-tall trophies, such evidence of co-curricular achievement often recalls an emotion-charged event. Because the public takes an especially high level of ownership and pride in awards and trophies and what they represent, the challenge is how to manage the awards that have accumulated over the years.

Older awards – from the 1920s through the 1950s or early ’60s – are often made of solid wood or metal and are notably durable, while the plastic composition of contemporary awards are more easily damaged. Long-term storage encourages damage whether by breakage or by mold, mildew, humidity, insects and general deterioration. How to maintain the integrity of any award in long-term storage is equally as important as determining which awards should be displayed and which should be removed from public viewing.

As an example, a 1942 trophy for junior varsity volleyball retains a certain connection to the past, but this sort of trophy may not carry the same consideration as a regional, conference or state championship. Limited space and conditions of storage will require the establishment of a set of criteria for display.

Fostering improved community understanding of the problem, engaging in a collaborative solution and creating ownership in a new practice should be goals of a protocol for managing awards.

Ideally, the criteria for display and storage should be created by all interested parties and established before they are needed. Formulating the procedures in an objective setting will reduce the inevitable emotion attached to awards. Consideration needs to be given to how to include awards from the fine arts, vocational contests and traditional academic areas such as math/science competitions with more traditional athletic awards. An example of guidelines for display might include the following:

- **Permanent display:** state, regional and sectional awards, conference championships.
- **Intermediate display (as space allows, two years or more):** area, regional, conference awards other than championships
- **Short-term (current school year):** non-varsity recognitions.

Developing multiple options for managing awards is an equally daunting task. Some options might include:

1. **Donate older awards to local museum**
   Many communities have museums with sections that emphasize local history and traditions and school memorabilia are under-represented in such settings. A note card outlining the context of the award along with the students and faculty involved would add value far into the future for the item.

2. **Alumni Association**
   Although it is unlikely that such associations would have the capacity for much storage, they would represent an avenue of con-
tact with former students who participated in events connected to a given award. This contact could be used to help reduce the number of older awards not destined for long-term preservation.

3. **Donate awards to local restaurant**
Pictures of students in various competitive situations and the use of old trophies add to the interest and ambience of any local establishment. Meeting with and establishing an agreement with businesses of this type may have merit.

4. **Booster club events**
The local booster club typically has an awards dinner at the end of the season that offers an opportunity for redistribution of awards. This is clearly a sensitive area and the importance of planning cannot be over-emphasized. In the end, the possibility of heightened interest at a homecoming event or end-of-season event is a place where sharing old awards would make a retiring coach or family very happy.

5. **Repurposing**
Repurposing or recycling involves removing the descriptive plate and replacing it with a newly reworded one denoting a different event. The cost savings over the course of a year, while not enormous, would be notable. If other means are used to preserve the descriptive plate (see next section), the repurposing of a trophy becomes more attractive.

6. **Create a composite display board**
Some districts have found that creating a composite display board using just the inscribed plate from the larger award preserves its essence with dignity.

7. **Create a Virtual Museum**
An especially attractive option for a creative display of awards is a “virtual museum.” Not only does this option offer a method to “preserve” an award indefinitely, it also has the advantage of including important contextual information, including who was involved, special rivalries and historical notes. Securing a local volunteer to help with photography, descriptive text, etc., should not be an insurmountable issue. A link at the district Web site would make it especially accessible by grandparents and individuals not living in the area. This approach expands options for disposal of the actual award.

The importance of designing and implementing a process to manage accumulating awards is undeniable. The longer you wait, the more difficult it will become. The intended purpose is better realized when the awards are out of storage and in sight for everyone to enjoy.

Michael Jinks is a former superintendent and is currently an assistant professor at the University of Central Missouri in Warrensburg. He can be contacted at: mjinks@UCMO. Jerry Cochran is the superintendent of the Cole Camp School District. He can be contacted at: cochranj@colecamp.k12.mo.us.
Saluting States Qualifying for the NIAAA Membership Commendation Program

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Maryland State Athletic Directors Association, New Hampshire Interscholastic Athletic Administrators
Rhode Island Interscholastic Athletic Administrators Association
Utah Interscholastic Athletic Administrators Association

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South Dakota
Utah
Wisconsin
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District of Columbia
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Massa
New Jersey
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Arkansas
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Contact Pete Bryden / (407) 947-4021
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Sportsmanship in high school athletics should be emphasized each and every day. It’s the right thing to do. Treating individuals associated with athletic contests – athletes, coaches, officials and fans – with courtesy and respect is essential. Athletic administrators have the responsibility to educate their athletes in developing good sportsmanship skills.

After a particularly tumultuous winter basketball season, the Northern Lakes Conference (NLC) athletic directors met in the spring of 2009 to discuss methods of improving sportsmanship at large spectator events. One area the athletic directors felt needed improvement was in the behavior of student cheer-blocks. Poor sportsmanship behaviors from cheer-blocks ranged from inappropriate chants directed at opponents and officials to organized cheers that demeaned individuals on the other team.

The NLC had previously hosted a sportsmanship workshop for student-athletes and cheer-block members in the spring of 2005. At this workshop, messages were developed that promoted good sportsmanship and correct behaviors. These messages were taken back to individual schools and their communities in the hope of improving student behaviors at athletic events.

Because of the success of the 2005 workshop, the current group of NLC athletic directors agreed to conduct a similar meeting, only this time it was decided to hold it in the fall with the emphasis on improving behaviors during the upcoming basketball season.

Basketball crowds – particularly student crowds – in the NLC are large with gyms usually packed for conference games. Improving cheer-block behavior was deemed the goal of the sportsmanship workshop.

In October 2009, students from each of the eight conference schools convened at Goshen (Indiana) High School. Attendees included student-athlete representatives from each school’s girls and boys basketball teams, as well as cheer-block leaders from the schools. The influential cheer-block leaders consisted of both athletes and non-athletes.

The agenda consisted of a welcoming address emphasizing the goal of improving sportsmanship in each school, specifically in student cheer-blocks throughout the league. One of the first activities was an ice-breaker for the kids to introduce themselves to one another in a fun activity.

The ice-breaker was called the “The Human Knot,” an activity that emphasizes teamwork and communication. The kids were divided into groups of eight (one student from each school) and then joined hands according to a script. The goal was to become untangled, then to form a circle without any arms being crossed.

After the ice-breaker, students were separated into groups to
discuss appropriate versus inappropriate cheer-block behaviors. The groups were divided so each consisted of basketball players as well as cheer-block members from each school, and a school administrator was assigned to moderate each group.

Students were encouraged to talk about various behaviors and to decide whether or not they were appropriate for an athletic event. Once each subgroup had been given sufficient time to discuss the behaviors, the entire group of students reconvened to share their answers.

After considerable and animated discussion, the following behaviors were deemed to be inappropriate cheer-block behaviors:

- Cursing and personal attacks aimed at players, officials and coaches
- “Theme” nights that highlight inappropriate behavior or dress
- Signs with personal attacks on opponents
- Shouts aimed at an opponent’s parents
- Grabbing basketballs during an opponent’s warm-up and then shooting them or throwing them back aggressively
- Not giving an opponent appropriate space in which to warm up (cheerleaders)
- Throwing objects onto the playing floor
- Chanting or cheering by the cheerleaders during an opponent’s free throw
- Attacking physical characteristics of opponents or officials
- Waving money at officials
- Shouting directed button 2
- Signs with personal attacks on opponents

Borderline behavior was also discussed. Most of the students believed that chants of “air ball” or “sucks” were not inappropriate as long as they didn’t continue for an inordinate amount of time. “Mocking” the opponent’s coach was also considered acceptable, again if not done for too long. And the students definitely felt that noise during free throws was not something that was wrong as long as personal attacks were avoided.

Athletic directors also talked about the importance of separating school cheer-blocks during games to prevent potential problems. They believed it is important to continually communicate with their cheer-block leaders during the season. Being proactive rather than reactive will foster positive behaviors throughout the season.

One of the highlights of the sportsmanship workshop was filming a public-address video by a representative from each of the eight schools. After lunch, the selected students convened in the Goshen High School television studio. There, the students were filmed stating a message aimed at improving sportsmanship within their school and throughout the conference.

The emphasis of the 1:45 video is for fans to keep the focus on the sport being played. Negative or inappropriate actions in the crowd only take the attention away from the game being played. The complete video can be viewed at the following Web address: 

wchs.warsaw.k12.in.us/index.php.

Athletic directors from the NLC play the sportsmanship video during school announcements, as well as stream it on Web sites and on televisions during home games. The video has been well-received by faculty and students at each of the member schools.

Even though the students change through the years, athletic directors need to remember these recurring themes addressed at the NLC sportsmanship workshop:

1. Communication prior to events, with clear expectations given to the students, is important.
2. Athletic directors should work with student cheer-blocks and student leaders prior to athletic events.
3. Athletic directors must clearly outline what behaviors are considered appropriate.
4. “Theme” nights must be approved by school administrators in advance.

The Northern Lakes Sportsmanship Workshop was a great opportunity for school administrators and student leaders to meet and discuss sportsmanship issues. The discussion was positive with the end result being a better understanding by both groups of expected behaviors at athletic events.

Joe Santa, CAA, has been an athletic director for 22 years and is currently serving as athletic director at Warsaw (Indiana) Community High School. He is a member of the Indiana High School Athletic Association Board of Directors. Larry Kissinger is the athletic director at Goshen (Indiana) High School.
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The preseason coaches meeting is one of the most important meetings that takes place during the school year. The meeting can set the tone for coaches as athletic events get started for the school year. To make this meeting valuable for all involved, planning must be done by the athletic director to make it as meaningful as possible.

* ALWAYS HAVE A PRINTED MEETING AGENDA TO GIVE TO THE COACHES. This will help them take notes and to make sure nothing of importance is left out. Always leave time on the agenda for comments that coaches may have to address issues they feel are important.

* STAY ON THE ISSUE AT HAND. Many times the conversation will drift off the topic, which can be good for a short period of time. Have the conversation at the end of the meeting when coaches can address other issues.

* MAKE THE MEETING FUN AND INTERESTING. Many times meetings at the beginning of the year are boring and only disseminate information that many coaches have already heard many times. This information can be given in many different methods – give a quiz to the coaches with a multiple-choice answer that can provide good discussion about the topic. Have some coaches engage in role-playing about situations that may happen during the year – situations with parents, administration and athletes are good to role-play and then discuss how to handle these situations.

* WORK ON SOME TEAM-BUILDING ACTIVITIES WITH THE COACHES. These team-building activities are good for coaches to do, and then they can do these activities with their team as well. This will help coaches think about ideas to work on with their team. Relays such as balloon races or filling a container with water by using a spoon are examples of fun and kind of crazy activities to use with the coaches. This also breaks up the monotony of just sitting and listening to someone speak about a topic.

* INVITE SPEAKERS TO THE MEETING. A person visiting about injuries and nutrition is a good topic. Have other people visit with the coaches about team-building activities, leadership within a team, motivation, goal-setting or parent relationships. This may be information they have heard from the athletic director, but coaches may have more interest if it comes from another person and voice.

* THERE ARE VERY GOOD COACHES ON YOUR STAFF WHO CAN BE A GREAT RESOURCE FOR OTHER COACHES. Give these long-term coaches a topic and have them present this to the rest of the staff. This would be good for the staff as one of their highly successful peers is giving great information. This is also good for the coach who gives information as they evaluate why they have been successful.

* THERE ARE SOME VERY GOOD DVD’S ON TOPICS THAT WOULD BE OF INTEREST TO COACHES. There are excellent DVD’s on leadership, team-building, dealing with parents, coaching the elite athlete, coaching psychology, goal-setting and other pertinent topics for coaches. This again holds the interest of the coaches and provides great ideas.

* WHILE THE MEETING CAN LEND ITSELF TO “WHAT NOT TO DO” OR POLICIES THAT MAY SEEM NEGATIVE, THE ATHLETIC DIRECTOR NEEDS TO END THE MEETING ON A VERY POSITIVE NOTE FOR THE NEW SCHOOL YEAR. Naturally, everyone is excited to start the school year and the coaches are looking forward to what their season has to bring. They should leave the meeting in a positive frame of mind ready to pursue their goals for the new season.

* GIVE A SHORT REVIEW ABOUT A GOOD BOOK THAT WAS READ DURING THE SUMMER. Coaches are often looking for a good book to read that will be of interest and will also help them in their coaching duties. This can provide a good motivational tool for coaches to hear about a good book that was read by another coach.

* KEEP THE MEETING TO NO LONGER THAN TWO HOURS AND CLOSER TO 1½ HOURS IN LENGTH. Provide something to eat – sandwiches, pizza – as this usually makes for better concentration. It is nice to give out coaches’ gear at this meeting as well. Polo shirts, jackets or hats with the school logo are well worth the cost and your staff will appreciate the apparel.

Set the tone for the school year, make it a positive evening and enjoy getting to know each other as colleagues.

Don Showalter is the athletic director and boys basketball coach at Mid-Prairie High School in Wellman, Iowa, a dual position he has held for the past 24 years. Showalter is a member of the High School Today Publications Committee and just recently rejoined the Publications Committee of the NFHS’ Coaches’ Quarterly. He previously served 12 years on the committee, including seven years as chair.
The NFHS Coach Education Program has added several new offerings to its lineup of interactive online courses. The coaches’ arsenal is now stocked with a guide to the NCAA Eligibility Center, a course on concussion management, the Fundamentals of Coaching Cheer and Dance, and the newest addition – the Fundamentals of Coaching Basketball.

- **The NCAA Eligibility Center Coaching Education** course is designed to inform high school coaches, counselors and parents about student eligibility requirements for Division I and Division II sports at the intercollegiate level. Developed in partnership with the NCAA, the 30-minute course delivers guidelines for coaches, counselors and parents to prepare their college-bound student-athletes. Users are provided with detailed information on school selection, academic and amateurism requirements, and the coach’s role in the process.

- **Concussion in Sports – What You Need to Know** provides a guide to understanding, recognizing and properly managing sports-related concussions, which pose a particularly high risk for adolescents. The NFHS is offering this online course at no cost and about 30,000 people have already taken the course. To join them, individuals must register for the course at www.nfhslearn.com. The Centers for Disease Control (CDC) has endorsed the course and provided many useful resources, which are available up to one year after accessing the course.

- **The Fundamentals of Coaching Cheer and Dance** course was developed for interscholastic coaches and provides them training to coach and administer cheer and dance squads. Throughout this course, give and share their own personal best practices when working with spirit groups. This course will review coaching philosophy and styles, communication techniques, performance and administrative responsibilities,
fundamental cheer and dance techniques, and finally, risk management.

- **The Fundamentals of Coaching Basketball** course hosted by Clark Kellogg, television analyst and former National Basketball Association player, provides coaches the tools to teach offensive and defensive skills as well as the tactics of the sport. Top college and professional coaches such as the Boston Celtics’ Glenn “Doc” Rivers, the University of Kansas’ Bill Self, Duke University’s Mike Krzyzewski, the Indiana Fever’s Lin Dunn and others discuss what is important for interscholastic coaches to know and to be able to do. Skill drills and videos are provided to give the coach an engaging learning experience.

- **The NFHS is nearing completion of another free course designed for parents of students** who participate in sports. It is designed to help parents support the educational mission of interscholastic sport. How parents talk to their child, behave at games and interact with coaches and officials influences the athletic experience. This course will provide many resources that will help parents be the support their child needs to maximize their experience and performance. The Role of the Parent in Sport will be available this fall.

The NFHS Coach Education Program was started in 2007, and more than 140,000 coaches have taken the core course – Fundamentals of Coaching. Forty-five of the 51 NFHS member associations have adopted the course.

Last year, the NFHS launched its National Coach Certification Program. Coaches can become a Level 1 Accredited Interscholastic Coach by completing the following courses: NFHS Fundamentals of Coaching, NFHS First Aid for Coaches or its equivalent, and a Fundamentals of Coaching sport-specific course or Teaching Sports Skills. When all three components have been completed, coaches can apply for certification.

All NFHS coach education courses are available at [www.nfhslearn.com](http://www.nfhslearn.com).

Arika Herron was a summer intern in the NFHS Publications/Communications Department. She is a senior at Butler (Indiana) University, majoring in journalism and minoring in French and international studies.
NAIA Creates Eligibility Center

BY ARIKA HERRON

The National Association of Intercollegiate Athletics (NAIA) has created a new eligibility center to help high school and transfer students establish their eligibility for athletic participation at NAIA-member schools.

Students interested in playing NAIA sports in the 2011-12 school year can start registering with the NAIA eligibility center beginning September 1, 2010. Every student who wishes to play NAIA sports starting in 2011 must provide basic contact information and high school history. Students must also have SAT/ACT scores and an official transcript sent to the NAIA to complete registration.

Through the eligibility center, prospective students can build a profile that includes their athletic performances, academic interests and criteria for their ideal collegiate experience. The NAIA then matches students with NAIA-member institutions. Students can browse through the 300 NAIA-member schools and 23 championship sports. They can connect with NAIA coaches and admissions officers and explore financial aid options.

The requirements for high school students interested in playing at NAIA schools have not changed, but eligibility is now first determined through the eligibility center. Through the eligibility center, the NAIA provides a guide for college-bound student-athletes to assist students in the recruitment process.

Van Erk, Wulkow new NFHS officers

Nina Van Erk, executive director of the New York State Public High School Athletic Association (NYSPHSAA), is the new president of the National Federation of State High School Associations (NFHS) for 2010-11. Van Erk, the 51st president of the NFHS, began her one-year term July 11 following the NFHS Summer Meeting in San Diego, California.

Van Erk was named NYSPHSAA executive director in 2000 after five years as director of health, physical education and athletics in the Katonah (New York) Lewisboro School District. Before that, Van Erk served as athletic director at Rhinebeck (New York) Central Schools.

Rick Wulkow, executive director of the Iowa High School Athletic Association (IHSAA), was elected by the NFHS Board of Directors to the position of president-elect for the upcoming year.

Wulkow, who has served on the NFHS Board of Directors for two years, was named IHSAA executive director in 2005 after 25 years as assistant executive director. Prior to joining
the IHSAA, Wulkow was a teacher, coach, athletic director and principal at the high school level.

In addition, three new NFHS Board of Directors members were approved for four-year terms. All Board members were approved by the NFHS National Council. Ralph Swearngin, executive director of the Georgia High School Association (GHSA), Section 3; Harold Slemmer, executive director of the Arizona Interscholastic Association (AIA), Section 7; and Bennie Bennett, superintendent of the Newberry (South Carolina) County School System, at large, Sections 3 and 7, will begin their terms this year.

Swearngin was named executive director of the GHSA in 2001, after serving as commissioner of officials for eight years and deputy director for one year. He is a former professor of psychology and education at Atlanta Christian College in East Point, Georgia, where he also coached basketball and baseball for 20 years.

Slemmer was named executive director of the AIA in 1999, after nine years as inaugural principal of the award-winning Mountain Pointe High School in Phoenix. Under Slemmer’s leadership, Mountain Pointe received numerous awards, including A+ Schools Recognition semifinalist three times.

Superintendent of the Newberry County School System since 2006, Bennett has worked in public education for 27 years. He has certification as a superintendent, secondary supervisor, secondary principal, elementary supervisor, elementary principal and physical education instructor.

Idaho reduces sport offerings

In the wake of huge budget shortfalls for states across the country, school funding has suffered tremendously. Idaho is just one of many states facing a funding crisis and has substantially had to make tough decisions regarding interscholastic athletics.

On June 9, the Idaho High School Activities Association (IHSAA) approved cuts to nearly every sport for at least the 2010-11 and 2011-12 school years. The only sports to escape unscathed were the primary revenue sports – football and basketball – and volleyball. The decision to keep volleyball as is was to ensure equality between boys and girls sports.

All other sports, as well as speech and debate, will feel the pinch in a reduced number of competitions. Track and field, cross county and wrestling have all had one meet cut from their schedules, but other sports, like baseball, soccer and tennis, are forced to nick two, three or even four competitions. Dance and cheerleading are now limited to only four competitions, down from a maximum of seven in previous years. Debate students will compete in two fewer team tournaments and two fewer individual tournaments. The number of speech competitions used to be determined by individual districts; it is now capped at two.

New state directors selected

Two state high school associations have new directors in place for the new school year, and three others have hired new leaders to assume the head positions down the road.

In Kentucky, Julian Tackett is the new commissioner of the Kentucky High School Athletic Association (KHSAA), replacing Bridg Devries, who served the KHSAA more than 30 years, including the past eight as commissioner.

Tackett has been on the KHSAA staff for 26 years, joining the association in 1984 as sports information director. He was promoted to business affairs director in 1991 and assistant commissioner in 1995. Tackett was a high school and college official (basketball and football) for more than 20 years. He is chair of the NFHS Football Rules Committee and a member of the Baseball Rules Committee.

Steve Shanahan was appointed to a one-year interim term as executive director of the Mississippi School Activities Association (NSAA), replacing Jim Tenopir, who joined the NFHS staff.

Shanahan retired last year after spending his entire career in the Blair (Nebraska) school system, starting as a teacher before becoming a principal and eventually superintendent. He also served on the NSAA Representative Assembly.

Karissa Niehoff has been named deputy executive director of the Connecticut Interscholastic Athletic Conference (CIAC) and will replace Mike Savage as CIAC executive director later this year.

Niehoff began her career in Connecticut public education in 1989 and served as a teacher and athletic director at the middle school and high school levels for 11 years. She then served four years as an assistant principal and then was principal of Lewis Mills High School for six years before joining the CIAC in July.

In Mississippi, Don Hinton will be the new executive director of the Mississippi High School Activities Association in July 2011, succeeding Ennis Proctor. Since 1977, Hinton has served as a teacher, coach, athletic administrator, principal and private consultant. A native of Mississippi from Ocean Springs, Hinton has owned and operated Mississippi SportsPlus since 2007.

Bobby Cox will become the eighth commissioner of the Indiana High School Athletic Association (IHSAA) in February 2011, succeeding Blake Ress, who has been IHSAA commissioner since 2000. Cox, assistant commissioner since 2000, spent 21 years as a teacher, coach and athletic administrator in the Carmel (Indiana) Clay Schools prior to joining the IHSAA staff. He is currently administrator for football, wrestling, golf and girls track and is a member of the NFHS Football Rules Committee.

Arika Herron was a summer intern in the NFHS Publications/Communications Department. She is a senior at Butler (Indiana) University, majoring in journalism and minoring in French and international studies.
Alayna Hauke  
Rice Memorial High School  
South Burlington, Vermont  

Fine arts are an extremely important part of my high school life. They keep me very busy and I have acquired skills in time management that come in handy while doing homework each night. I have also been forced to focus more so that I can accomplish all of my work in a timely manner. Through fine arts, I have met many new friends who I look forward to seeing every day at school throughout my classes. I would not be who I am if it were not for the fine arts in which I participate.

Miranda Priddy  
Stephenville High School  
Stephenville, Texas  

In the high school fine arts department, there is a tremendous amount of intense competition. The auditorium has students fighting for characters, the band or choir hall for chairs, dance studio for a line, and the art studio for a place in an exhibit. I always feel the need to continually stay at the top of my game, even if it is only for a chance at being chosen to compete or to have a greater opportunity. Commitment to my school work is incredibly important because it is a way to show that I am able to hold myself accountable for my choices. When my coaches or directors see that I am committed to my academics, they can see that I can be committed to a part, a solo or any amount of responsibility that I am given. Not only has my participation in theatre, band, debate and speaking events increased my work ethic for high school academics, it has set the stage for a successful collegiate future and motivation to follow my dreams.

Evelyn Brosius  
Park Tudor High School  
Indianapolis, Indiana  

My participation and involvement in fine arts makes me a happier person overall. The arts stimulate my senses and creativity, break up a monotonous day of challenging academics, and grant me personal validation. As a freshman last year, I accomplished my academic goals and at the same time, participated in a variety of art forms. For example, as our school celebrated Homecoming, I played the drums with the band for the fight song as the football players came on the field, saw the freshmen sporting my t-shirt design, and recognized my contribution to multiple aspects of the school. The whole experience helped me realize that I am more than the sum of my algebraic parts – I’m happiest when all aspects flow together.

Morganne Newton  
East Carteret High School  
Beaufort, North Carolina  

Fine arts have helped me to succeed in my academic classes by giving me a more organized way of expressing and presenting myself and my ideas. Having been in speech and debate for two years now, I have learned the way of communication and how much power comes with the words that you choose to say to express your ideas. With the use of this knowledge, I am now able to express my ideas in class with clarity and conciseness, all thanks to speech and debate and the fine arts.