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More than 11½ million high school students participate in athletic and activity programs nationwide, and there are countless incidents of heroic acts, good acts of citizenship, community service involvement and general respect for other people.

This year’s recipient of the NFHS National High School Spirit of Sport Award – Tori Clark of Lake Park High School in Roselle, Illinois – is a great example. After reading about a single mother of two in a nearby community who was diagnosed with a form of pre-leukemia, Tori organized a fund-raiser and raised more than $3,500 to help this family with uninsured medical costs.

Through her selfless actions, Tori set an outstanding example of how the positive spirit of sport can give back to someone in need. (For more information on this event, see the article on page 21.)

At the same time, some disturbing events have occurred recently across the country as several incidents of hazing involving high school athletes have made headlines. With the number of young people involved in high school sports, perhaps these types of events are inevitable, but certainly the goal should be that the “respect for self and respect for others” theme prevails.

Our lead story in this issue by Lee Green reports on findings from the National Study of Student Hazing conducted in 2008. Two facts, in particular, were troubling. The study indicated that 25 percent of coaches or organization advisors are aware of the hazing behaviors inflicted upon group members, and 47 percent of students come to college having experienced hazing during high school.

In the earlier study from Alfred University in 2000, 36 percent of students reported that they would not report hazing because “there’s no one to tell.”

The findings from both of these studies make one thing very clear – there is much work yet to do. And the message that must be proclaimed loud and clear by high school administrators is that hazing will not be tolerated and that strong disciplinary action will be taken if it does. It should not and will not be associated with our programs.

By definition, hazing is any humiliating or dangerous activity expected of a student to belong to a group, regardless of the person’s willingness to participate. Any kind of initiation expectations, should never be a part of the high school athletic and activities scenes.

Seven years ago, the NFHS distributed the “Sexual Harassment and Hazing” brochure to high schools nationwide. Following is a review of the “How to Handle Hazing” steps:

- Establish welcome programs for first-year and transfer students.
- Reconsider all “team-bonding” or “initiation” traditions in all school groups.
- Urge your school to adopt a statement of awareness.
- Create a spirit of camaraderie.
- Don’t cover up hazing incidents.
- Find out what goes on.

High school coaches and administrators have an endless list of responsibilities, but development and enforcement of the school’s hazing policy needs to be moved to the top of the list. While most traditions that have been passed down through the years are fun and positive, any that require a person to do something against his or her will should be reconsidered.

We encourage you to talk to your students about what constitutes hazing, the consequences of hazing and your unwillingness to tolerate any form of hazing on your team or group. Make sure all students and parents are familiar with the hazing policy, and know what behaviors are appropriate and inappropriate. Place a strong emphasis on promoting respect, teamwork and fair play.

Make sure that your school policy requires the immediate reporting of a hazing incident, and take appropriate steps to ensure that a person feels comfortable in reporting violations without fear of repercussion.

We recently heard someone say that, “Life is a constant search for community.” How true that is in describing the young people who seek a place on our teams and activities. Degrading another human being in the name of “tradition” has no place in the community of education-based sports and activities. Let’s do our part to wipe it out. Let’s be certain our “community” is a place of learning, support, understanding and positive lifetime memories.

Additional information on hazing education and prevention is available on the NFHS Web site at www.nfhs.org.
Eyes on the Ball

The Loch Raven High School (Baltimore County, Maryland) field hockey goalie and her teammates prepare to defend a shot from the opponent in a game last fall.

Photograph provided by Bob Russell, Baltimore, Maryland.
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.

Hazing Studies Provide Guidance for School Policy Development: Reports provide recommendations for prevention of hazing. –Lee Green

BALANCED SCHOOL OFFERING
‘Triple A’ Approach of Academics, Arts and Athletics: K-12 balanced offering works in Rutland, Vermont. –Mary Moran

ATHLETIC ADMINISTRATION
The Athletic Director as the Coach of Coaches: Athletic directors are responsible for all teams and every athlete. –Dr. David Hoch, CMAA

STUDENT INVOLVEMENT
Development of a Student Athletic Leadership Group: Student leaders are perfect ambassadors for the school. –Joe Santa

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<td><strong>Most Career Home Runs</strong></td>
<td><strong>Cary (North Carolina) High School</strong>’s nickname is the <strong>Imps</strong>. Adopted in the 1930s, the name is thought to have come from the name of nearby Duke University’s junior varsity football team, the Blue Imps, or baby devils. Liking the name, Cary adopted the Imp as its own mascot. This winter, Cary High School purchased its first Imp costume, which has since made appearances at basketball games and wrestling matches, and was a guest mascot at a Carolina Hurricanes hockey game. 👾</td>
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<td><strong>Jeff Clement</strong> (Marshalltown, IA) 1999-2002</td>
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**Source:** 2010 National High School Sports Record Book. To order, call toll-free 1-800-776-3462, or order online at www.nfhs.com.

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Jocelyn and Monique Lamoureux

BY EMILY NEWELL

Jocelyn and Monique Lamoureux come from a family that isn’t short on athletic talent.

Their father, Jean-Pierre, won a pair of National Collegiate Athletic Association ice hockey titles at the University of North Dakota. Their mother Linda has run in more than 20 marathons, including the Boston Marathon.

Over the years, Jocelyn and Monique have played soccer and basketball, flipped for gymnastics, swam laps at the pool, and took to the pitcher’s mound in baseball. Yes, the twin sisters, never wanting to fall behind their four brothers, competed on a baseball team with two of them.

But hockey was the true passion of the sisters and their four brothers – brother Mario plays for the University of North Dakota, Jacque plays for the Air Force Academy, Philippe plays in the National Hockey League’s (NHL) Buffalo Sabres system and Pierre Paul is the student assistant for the University of North Dakota men’s hockey team.

This past February, the sisters competed for the ultimate prize, each grabbing a spot on the women’s U.S. Olympic Hockey team. After skating to the finals, the sisters brought home silver medals after a 2-0 loss to Canada.

The twins’ journey to the Olympics was filled with success.

Both 2008 graduates of Shattuck-St. Mary’s High School in Faribault, Minnesota, they led the team to three USA Hockey Girls’ 19 and Under National Championships from 2005 to 2007.

Monique led the team as a senior with 134 points (82 goals, 52 assists). She also led the team in the 2006-07 season with 135 points (85-50). Monique finished her high school career with a national-record 498 points.

Sister Jocelyn wasn’t far behind.

She had 107 (42-65) points as a senior, and her junior year, ranked second only to sister Monique with 131 (65-66) points. In 2006-07, she was second in points with 137, and led the team in goals with 68.

Both spent their first year of college playing for the University of Minnesota before transferring to the University of North Dakota.

In addition to taking home silver medals, Monique had four goals and six assists during the Vancouver Games, including three goals in a 9-0 win over Sweden on February 22. Jocelyn had two goals and four assists in the 2010 Games.

Emily Newell is a spring intern in the NFHS Publications/Communications Department. She is a sophomore at Butler (Indiana) University majoring in journalism (news editorial).
‘Triple A’ Approach of Academics, Arts and Athletics

BY MARY MORAN

It has become clear from having been a high school principal for many years – and a teacher, student council advisor and coach previously – that an outstanding high school program can only grow from a strong, comprehensive K-12 system that values the richness that the melding of academics, the arts and athletics can bring to the students.

In Rutland, Vermont, a city of about 18,000 residents in a small, rural state where 55 percent of the 2,800 students are eligible for free and reduced lunch, the “Triple A” approach of academics, arts and athletics is used.

The community has always supported the arts and activities for young people – even in the most challenging economic times. In 2002, the Music Educators National Conference voted Rutland one of the “Best 100 Communities for Music Education in America.” Rutland did not, however, rest on those laurels. Community members and certainly the school board recognize the vital role that cocurricular activities play in the lives of young people. This is not just a priority at the middle and high school levels, but at all levels of the school system – hence, a K-12 approach.

At the two K-2 primary schools, children have direct instruction in music and visual art as well as physical education. In addition to this formal instruction, many special projects and events take place throughout the year. An artist-in-residence led the students in a four-season mural project at each school, and the music teacher helped students at Northeast Primary School compose an original song about friendship at school. The students are also hiking the Long Trail in segments around campus – a physical education- and math-related activity.

Art adorns the walls of each school and annual concerts are well-attended by parents and community members. Recently, the first annual Diversity Day was held at Northwest Primary School. Each grade learned three international songs, accompanied by dance and motion. The art teacher helped teachers and students create flags and traditional art from each of the countries represented.

In the Rutland Intermediate School (RIS), grades 3-6, similar activities take place. One of the most popular is the annual school-wide theme project, in which all classes and disciplines take part leading to a culminating activity. Topics have included The Town, a study of Rutland, and an Asian Theme with the sister city in Japan and the Greater Rutland Asian Studies Project. Both included history, art, music, physical activities and sport.

Also at the intermediate school, we begin the formal ensemble
music program, with choral, instrumental and string instruction beginning in grade 4. Students can choose to be a part of various choruses, bands and a beginning orchestra, in addition to handbells and a jazz lab. The high school band, concert and jazz bands, orchestra and choral groups would not be nearly as successful without this early start. We also start the athletes in a wrestling club at RIS. Teachers organize walking clubs during enrichment periods as well.

One of the many visual memories of the integration of the arts with athletics and academics occurred a few years ago, when a sixth-grader was spotted with his cello in his backpack as he tossed a football around in his hands while walking home after school. This younger is now a very successful high school student, musician and athlete!

At the secondary level, opportunities for students abound and many students take part in athletics and the arts, as well as many other cocurricular activities. Interscholastic and intramural athletics are available to students in grades 7 through 12. It is not unusual to see concert orchestra members arrive from athletic practice, some still in uniform, to meet their rehearsal obligations. The athletic director and director of fine arts work well together to avoid conflicts and manage them for the good of students when they arise. This collaboration, which is also practiced by all of the principals, is a key to a successful K-12 program.

Community connections abound and are both recognized and celebrated. Middle school students mount an annual art show at the Chaffee Arts Gallery; they also display during the new downtown celebration. Middle school students mount an annual art show at the Chaffee Arts Gallery; they also display during the new downtown celebration. Middle school students mount an annual art show at the Chaffee Arts Gallery; they also display during the new downtown celebration.

In conjunction with the Paramount Young Artist Series, master classes are held with secondary students at least three times a year. This new initiative has created a great sense of excitement throughout the community.

The annual Halloween Parade (the largest parade in the state each year, drawing as many as 10,000 spectators) is another venue for public presentation of the arts and community spirit. Teachers and students prepare floats, the high school art club prepares a satirical presentation each year, the unveiling of which is a big event, and the marching band is usually one of the largest units in the parade.

In this period of economic challenge, neither the school board nor the community at large has asked us to take the all-too-common course of cutting art, music, athletics and other cocurricular activities in order to balance a tight budget. Rather, they see and articulate the vital importance that these programs have for the students. They, too, see the importance of a comprehensive K-12 program, not just one that focuses on the secondary years. Given that so many of the children live in poverty, they are ever more committed to be sure that the students have every opportunity to learn and share in the joy of accomplishment one can experience in these lifelong pursuits.

The skills, creativity, self-discipline, confidence and habits of mind that a comprehensive academic, arts and athletics program can provide to young people will serve them well in all that they do in life. It is truly the K to 12 mission to be and remain a Triple A District. Rutland believes that providing such opportunities to the students is a vital part of the larger district mission that concludes with the commitment to serve “Every Student, Every Day!”

Mary Moran is superintendent of the Rutland (Vermont) City Public Schools.

### SPEECH, DEBATE AND THEATRE EDUCATOR AWARDS

The NFHS Speech, Debate and Theatre Association has selected 23 individuals to receive the 2009-10 Outstanding Speech, Debate and Theatre Educator Awards.

The Speech Advisory Committee selected the recipients based on their significant contributions to high school speech, debate and theatre activities. The awards recognize outstanding high school speech, debate and theatre directors/coaches. This year, seven individuals were section winners and 16 were state winners.

For complete biographical information on this year’s Speech-Theatre-Debate Educator Award winners, visit the NFHS Web site at [www.nfhs.org/hstoday](http://www.nfhs.org/hstoday).

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

**SECTION WINNERS**

- Betty Jo Carroll – Section 2
- Paul VanZandt – Section 3
- Douglas R. Springer – Section 4
- Matt Davis – Section 5
- Noel Trujillo – Section 6
- Erik Dominguez – Section 7
- Matthew Ogle – Section 8

**STATE WINNERS**

- Rose Mary Baker – Oklahoma
- Alyn Bone – Utah
- Debra Catton – Arizona
- Tracy Harrison – Idaho
- Holly Hathaway – Indiana
- Henry Hertz – Illinois
- Gayle Hyde – North Dakota
- Krista Kohl – Kentucky
- John Arden Lawson – Michigan
- Christopher L. McDonald – Minnesota
- Sharon E. Prendergast – South Dakota
- Robert Shepard – Texas
- Janet Slusher Keith – Virginia
- Marcia Stewart-Warren – Oregon
- David Watkins – Missouri
- David Wendt – Iowa
Cody Phillips, a student-athlete at Liberty (Indiana) Union County High School, won his second state title in February 2010 as a sophomore. The two-time Tri Eastern Conference sectional, regional, semi-state and state champion has posted a 94-0 career record, including a 49-0 freshman season that earned him a spot in the Union County record book for most wins in a season.

Only six high school wrestlers have managed to win four state championships in Indiana. If Phillips continues at this pace, he will land in the seventh spot on the national all-time consecutive wins list.

Phillips attributes his success to “training all year long” including summers and “just lots of hard work.”

Head coach Dan Briggs added speed, strength and athletic ability to that list.

“He’s very highly competitive and motivated,” Briggs said. “He sets high goals and he does what it takes to achieve them.”

Assistant coach Jeff Mathews called Phillips focused, very intense and aggressive.

“He’s the ultimate competitor,” Mathews said. “He has a game plan and he knows exactly what he’s going to do.”

Phillips has compiled a career total of 453.5 points, 334 take-downs and 82 near-falls. Mathews said Phillips has the attitude and awareness of a champion.

“He puts a ton of time in. He eats and sleeps wrestling 24/7.”

Mathews said it is not uncommon for Phillips to call him on the phone in order to gain access to the wrestling room for extra workouts outside of practice.

“Cody is not a kid that you have to coach a lot,” he said. “The kid is just driven.”

Phillips describes the feeling of earning a second consecutive state title as, “awesome.”

“Last year was great and this year felt even better,” he said. Phillips wrestled in the 103-pound weight class throughout 2009-10, but Briggs says he will most likely move up next year.

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

Massachusetts ice hockey team sets win record

BY EMILY NEWELL

The Lynn (Massachusetts) St. Mary’s girls ice hockey team skated into history by winning its third straight Massachusetts Interscholastic Athletic Association state championship on March 14.

The team went undefeated in the 2007-08 and 2008-09 seasons and was 19-0 in the 2009-10 season before tying Milton Fontbonne (Massachusetts) High School, 1-1, on February 12.

“The kids were disappointed in how they came out and played,” head coach Frank Pagliuca said. “It’s the first game that we really did
not have consistent, good play.”

Before the tie, the Spartans had won 69 straight games, setting the state record and according to the National High School Sports Record Book published by the NFHS, the national record.

“They had the longest winning streak for either boys or girls ice hockey in the state,” St. Mary’s athletic director Jeff Newhall said. “They haven’t lost a game in three years.”

Pagliuca said this season he has seen the most improvement from his team on the defensive side of the puck. The Spartans shut out 13 of their 25 opponents.

“In terms of overall numbers, we’ve allowed fewer goals than most years,” he said. “We allowed just 21 goals in 25 games. All around, we’ve become a much better team defensively.”

Freshman Sarah Foss has been the starting goalie for most of the season, playing 20 games and allowing just 15 goals for a goals-against average (GAA) of .70.

Offensively, senior captain Courtney Winters leads the team and the state in scoring with 37 goals and 29 assists. She has 234 goals in her career at St. Mary’s.

Since the tie, the girls continued to win and hold the longest unbeaten streak with a three-year record of 71-0-1. They entered the state playoffs seeded No. 1.

The team flew through the playoffs, defeating Andover High School, 6-0, in the first round; Braintree High School, 5-0, in the quarterfinals; and Hingham High School, 4-3. The Spartans won their third straight title by defeating 15 seed Woburn High School for the second straight year by a score of 7-2.

Winters said she feels part of the Spartans’ success is due to the strong team chemistry.

“I found my best friends here on the team,” she said. “The success is good, but the friendships are what will stay with me forever.”

Emily Newell is a spring intern in the NFHS Publications/Communications Department. She is a sophomore at Butler (Indiana) University, majoring in journalism (news editorial) and minoring in digital illustration.
Hazing Studies Provide Guidance for School Policy Development

BY LEE GREEN

The Hazing Studies

As the number of reported hazing incidents and lawsuits continues to rise, administrators, athletics personnel and activity supervisors are increasingly in need of resources to support their efforts to prevent hazing and satisfy their legal obligations to protect students from such harassment.

The National Study of Student Hazing, a research project utilizing survey responses from more than 11,000 students on 53 college campuses across the United States and interviews with more than 300 staff and students from those schools, includes data regarding hazing in high schools and recommendations relevant to the development of anti-hazing policies by school districts. Completed in 2008 and now available online at www.hazingstudy.org, the study was conducted by Dr. Elizabeth J. Allan and Dr. Mary Madden, associate professors in the University of Maine’s College of Education and Human Development.

The report is the most comprehensive examination of student hazing since High School Hazing: Initiation Rites in American High Schools was published in 2000 by Dr. Nadine Hoover and Dr. Norman J. Pollard of Alfred University in New York. The full text of the work, based on survey responses from more than 1,500 high school students at more than 1,000 high schools in the United States, is available online at www.alfred.edu/fs_hazing.

One of the findings common to both studies is that, although hazing occurs extensively in athletics programs, the practice extends beyond sports to a wide variety of other school activities including band, theatre, choir, cheerleading, dance squads, debate and forensics teams, academic clubs, Greek-letter organizations, and other school groups.

In addition to providing analyses and insights useful for improving the understanding of hazing by school administrators, athletics personnel and supervisors of all school-related programs and activities, the studies also delineate specific strategies for hazing prevention that can bolster the efforts of districts to protect students from the extensive psychological and physical harms posed by what is one of the most common threats to the well-being of young people in America’s schools.

Findings of the Studies

In the National Study of Student Hazing, hazing was defined as “any activity expected of someone joining or participating in a group that humiliates, degrades, abuses or endangers them regardless of a person’s willingness to participate.” Based on that definition, the study found the following:

• 55 percent of college students involved in clubs, teams and organizations experience hazing.
• Hazing occurs in, but extends beyond, varsity athletics and Greek-letter organizations and includes behaviors that are abusive, dangerous and potentially illegal.
• Alcohol consumption, humiliation, isolation, sleep-deprivation and sex acts are hazing practices common across all types of athletics teams and student groups.
• 25 percent of coaches or organization advisors are aware of the hazing behaviors inflicted upon group members.
• 25 percent of hazing behaviors occur on-campus in a public space.
• In more than 50 percent of hazing incidents, pictures or other information about the hazing behaviors are posted on a public-access Web site or social networking Web site.
• 69 percent of students who belong to a student activity report that they are aware that hazing activities occur in student organizations other than their own and that hazing is a part of their campus cultures.
• 47 percent of students come to college having experienced hazing during high school as part of their membership on athletics teams or their participation in other school activities.
• 84 percent of students who report having experienced one or more specific hazing behaviors while in high school did not consider themselves to have been hazed when asked about hazing in a generalized manner (indicating extensive confusion by students regarding the activities and behaviors that constitute hazing).

• Although 47 percent of college students report that they experienced hazing behaviors during high school, only six percent admit to hazing someone else while they were in high school (again indicating a disconnect between the generalized perception of what constitutes hazing and an understanding of the specific behaviors that actually constitute hazing).

In addition, the study includes 15 organization-specific tables detailing the most frequently reported hazing behaviors inflicted upon participants in those organizations, including varsity athletics, club sports, intramural athletics, performing arts groups, recreation clubs, social fraternities or sororities, academic clubs, and other student groups. The activities delineated in the tables provide school administrators with a checklist of behaviors that might be incorporated into a district policy’s definition of hazing in order to create a list of specifically prohibited behaviors related to initiation into or membership in any school group.

In High School Hazing: Initiation Rites in American High Schools, 91 percent of the high school student-respondents were identified as belonging to at least one school group and 98 percent of them experienced positive outcomes as part of their membership in school groups. However, the study also found the following:

• Hazing is prevalent among American high school students, with 48 percent of students who belong to groups reporting being subjected to hazing, 43 percent reporting being subjected to humiliating activities, and 30 percent reporting being forced to engage in potentially illegal acts.

• All high school students who join groups – not just those involved in varsity athletics programs, are at risk of being hazed.

• Hazing is harmful to students both emotionally and physically, with 71 percent of those who are subjected to hazing reporting negative consequences such as being injured, doing poorly in school after being hazed, having difficulty eating, sleeping or concentrating after being hazed, and feeling angry, confused, embarrassed or guilty after being hazed.

• Hazing often first affects students at a young age and continues through high school and college, with 25 percent of those who reported being hazed also reporting that they were first hazed before the age of 13.

• Physically dangerous hazing activities are as prevalent among high school students (22 percent) as among college students (21 percent).

• Substance abuse, such as the incorporation of alcohol, drugs or other dangerous substances into initiation activities, is common in high school hazing (23 percent) and increases in college hazing rituals (51 percent).

• Adults – including school administrators, coaches and student group supervisors – must share the responsibility for the prevalence of hazing in high schools because 36 percent of students state that they would not report hazing because “there’s no one to tell” (indicating either a lack of reporting procedures or a lack of communication regarding reporting procedures) and 27 percent of students state that they would not report hazing because “adults won’t handle it right” (a perception that those who report will be the ones blamed for the hazing instead of the actual perpetrators).

• Students are confused regarding the behaviors that constitute hazing, with 48 percent reporting that they participated in specific activities that are considered to be hazing but only 14 percent reporting that they were hazed when surveyed by being questioned using the undefined, generalized term “hazing.”

**Recommendations from the Studies**

The National Study of Student Hazing set forth the following recommendations for the prevention of hazing on college campuses, all of which are relevant to the development and implementation of anti-hazing policies by school districts:

• Design hazing prevention efforts to be broad and inclusive of all students involved in campus organizations and athletics teams.

• Make a serious commitment to educate the campus community about the dangers of hazing; send a clear message that hazing will not be tolerated and that those engaging in hazing behaviors will be held accountable.
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• Broaden the range of groups targeted for hazing prevention education to include all students, campus staff, administrators, faculty, alumni and family members.
• Design intervention and prevention efforts that are research-based and systematically evaluate them to assess their effectiveness.
• Involve all students in hazing prevention efforts and introduce these early in students’ campus experiences beginning with orientation activities.
• Design prevention efforts to be more comprehensive than simply one-time presentations or mere distribution of anti-hazing policies.

In *High School Hazing: Initiation Rites in American High Schools*, an extensive list of recommendations included the following:
• Organize community opportunities to discuss hazing, develop anti-hazing policies, and educate administrators, school group leaders, students and families.
• Discuss in detail among diverse school groups what hazing is and is not and why. Make student behavior part of each group leader’s evaluation. Develop a contract for students and their parents to sign regarding hazing.

• Require behavioral as well as academic performance in order for students to remain eligible for participation on extracurricular groups.
• Establish a record of taking strong disciplinary action in cases of hazing.
• Train high school group leaders regarding appropriate community-building, team-building and character-building activities.
• Ensure that effective procedures are developed for reporting incidents of hazing.

The *National Study of Student Hazing and High School Hazing: Initiation Rites in American High Schools* provide schools with valuable sources of data and strategies for the development and implementation of anti-hazing policies. Both studies should be read by all administrators, athletics personnel and activity supervisors invested in the goal of better protecting students from the physical and psychological harms posed by such harassment.

Lee Green is an attorney and a professor at Baker University in Baldwin City, Kansas, where he teaches courses in sports law, business law and constitutional law. He may be contacted at Lee.Green@BakerU.Edu.
Stephenville, Texas is known for its high school football, and coach Mike Copeland is a big reason why. After 36 years, and counting, of coaching student-athletes – all in the same community – coach Copeland has become a legend not only in north central Texas but far beyond. He is a man who truly knows what it means to overcome obstacles.

Born with a left arm that ended at the elbow, Copeland could have easily become discouraged. But with the help and encouragement of his family and some outstanding coaches, he quickly came to see obstacles as opportunities.

Copeland's stepdad learned to tie shoes with one hand just so he could teach young Mike to do the same, and Mike picked up the skill quickly. After his stepdad taught him how to play catch in the back yard, Mike began playing baseball, just like all the other kids, at the age of nine.

Copeland then decided that he wanted to participate in high school athletics as well. He played football as a 155-pound center/free safety, ran track and played baseball at Clyde (Texas) High School. But baseball remained his first love and was where he excelled the most. In fact, he was so proficient that he went on to play two years of college baseball at what is now Tarleton State University.

Copeland developed a technique all his own for fielding and throwing. He caught the ball with the glove on his right hand, shifted it quickly under his left nub while letting the ball drop into his right hand, and then threw it – all in one motion, many times faster than any two-armed player on the team.

"I believe that those of us who have obstacles to deal with, sometimes have more desire to prove to ourselves and others that we can do things just as well as they can, and that was my attitude growing up," Copeland said.

And prove himself he has. Copeland’s high school coach, John Tate, had a major influence on his life and is credited with instilling in him the love of coaching and the desire to make a difference in young people's lives. He never let Copeland use his handicap as an excuse. “Since I was born without it, it was never something I had to do without. I grew up not knowing anything different,” he said.

After two years of college baseball, Copeland married his high school sweetheart, Becky. After getting married, he figured out that he had to get a real job to support his wife. So he went to work at a full-service gas station washing windows (yes, a one-armed window washer), and sweeping floors. But his next stop turned out to be his last.

In 1969, after completing his coursework at Tarleton, he was hired as a junior high football coach in Stephenville, Texas. In 1972, he became the Stephenville High School head girls basketball coach and head girls track coach – jobs at which he also excelled. He was head coach of nine straight district champion and four regional finalist girls basketball teams and 13 straight district champion girls track and field teams. He coached six individual state champions in track and field, and also served as head girls and boys golf coach and head girls and boys cross country coach.

But it was under Art Briles, current head football coach at Baylor University, that Copeland truly began to hone his skills as an outstanding football coach – including four state championships. As defensive coordinator under then-Stephenville High School head football coach/athletic director Art Briles, Copeland helped the Stephenville Yellow Jackets earn back-to-back 4A state championships in 1993 and 1994 and again in 1998 and 1999. The first two title teams combined to win 32 straight games. Upon Briles’ departure to the college ranks, Copeland was elevated to the po-
sition of head football coach/athletic director and led his teams to an overall record of 26-9 in three seasons.

During his time as a coach in Texas, Copeland has earned many awards and honors. He is a former regional director and former president of the Texas High School Coaches’ Association. He has been named high school teacher of the year four different times during his career, and was selected Tarleton State University Coach of the Year. He has been inducted into the Stephenville High School Athletic Hall of Fame and the Tarleton State University distinguished alumni group.

Most recently, Copeland was a regional nominee for the prestigious Texas High School Coaches’ Association’s Tom Landry Award – an honor bestowed upon him by being nominated by his coaching peers. The state winner will be officially named during the Texas High School Hall of Fame Banquet on May 8.

Copeland takes great pride not only in the accomplishments of his students, but also in the accomplishments of the many coaches he has mentored over the course of his 36-year career. A couple of years ago, one of his former student-athletes and former coaching colleagues, Joseph Gillespie, was promoted to the position of head football coach/athletic director at Stephenville. Copeland had been semi-retired for five years, but when his former athlete called to ask him if he would fill a role on his coaching staff, Copeland jumped at the opportunity.

Copeland currently coaches the defensive cornerbacks on a staff composed of two other former student-athletes – Jeffrey Thompson and Curtis Lowery. They all look to Copeland as a friend and mentor.

During his five-year semi-retirement stint, Copeland helped his two sons, Matt and Mitch (both of whom he coached), begin a successful athletic supply company in Stephenville called Barefoot Athletics. The company continues to thrive and is growing and expanding rapidly. And Copeland continues, even after these many years, to defy logic and overcome obstacles. In 2005, he won the “One-armed Dove Hunt” and also had the lowest score in the event’s nine-hole golf tournament.

In a fitting tribute to the many lives that coach Copeland has touched over almost four decades – both in the classroom and in athletics of all varieties over his lengthy career – the Stephenville Independent School District honored him by officially naming the SHS indoor practice facility/weight room the “Mike Copeland Athletic Complex,” an honor befitting a man who truly is a living coaching legend and one who has used his own physical setbacks as an inspiration to others. ☺

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Benefits of NIAAA Membership

Professional

Leadership Training Institute
Educational curriculum of 32 courses taught at national and state conferences, institutes and NIAAA webinars. Students can earn CEUs, up to a master’s degree through select universities.

Certification Program
Three levels of professional certification including Registered, Certified and Certified Master Athletic Administrator.

Awards Program
Recognition administered at both state and national levels.

Professional Outreach Program
Conducted in cooperation with state athletic administrator associations as outreach to targeted demographic areas. Offering of LTI, RAA, one year NIAAA membership with 10 percent of participants receiving registration and lodging scholarship to National Conference.

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Availability of numerous items to assist the professional in the form of DVD, CD, online and print.

Opportunities

• NIAAA Committee Membership – 11 committees.
• Field Renovation Program – Members may apply for consideration to have an outdoor field renovated by Sports Turf Committee.
• Student Scholarship/Essay Program – Open to students in schools where the Athletic Director is an NIAAA member. Female and male recipients at State, Section and National levels.
• NIAAA/Mildred Hurt Jennings Endowment – Opportunity to contribute. Portion of Funds utilized for professional growth outreach initiatives.
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Website Benefits at: www.niaaa.org

• Dedicated to NIAAA information and program offerings. Links to key affiliates.
• Member Services – Online opportunity through NIAAA database to view personal account, find members, order materials or initiate/renew NIAAA membership. Post a resume, open dates, job openings and equipment for sale. Use “message board” to post questions and gather information, as well as respond to questions posted by other members.
• Registration and information regarding the annual National Conference.
• Athletic Administrators Outfitters (AAO) is a shop that offers logoed NIAAA apparel.
• Buyers Guide – Online site for preferred companies with contact information and links.
• E-news – Electronic newsletter offered 10 times annually at no cost.
• The Role of the Principal in Interscholastic Athletics – Free 12 minutes video through link to the NIAAA Web site. Produced in cooperation with the NASSP and NFHS.
• Calendar of events scheduled by state athletic administrator association, as well as the national office.
• State Leadership Directory – Listing of key contact individuals within states.
• Approved Fundraisers – Guide and information on companies that have met qualifications.

Direct Benefits to Members

• $2,000,000 Liability insurance.
• Interscholastic Athletic Administrator magazine (IAA). Quarterly 48 page journal provided as part of membership.
• $2,500 Life Insurance.
• Membership kit for first-time registrants.
• A Profile of Athletic Administration – 28 page booklet available at no cost, providing purpose of position and description of how AD position should be structured.
• National Emergency Network – Assistance available in cases of accident or medical emergency while traveling.
• Continued cutting edge development through NIAAA 3rd Strategic Plan.
• From the Gym to the Jury newsletter special $10 annual online subscription ($39 value). Includes current legal rulings associated with athletics.
• Cost Reductions
• Lower Registration cost for National Conference.
• Reduced premiums on AFLAC cancer and accident insurance.
• Discounted rates offered on Long Term Health Care. Added inclusion in Tuition Rewards and Care Options Assistance.

Showing the Way – Leadership, Education and Service
Tori Clark, a student-athlete at Lake Park High School in Roselle, Illinois, has been selected the 2010 national recipient of the “National High School Spirit of Sport Award” by the National Federation of State High School Associations (NFHS).

The “National High School Spirit of Sport Award” was created by the NFHS to recognize those individuals who exemplify the ideals of the spirit of sport that represent the core mission of education-based athletics.

Clark, who is a member of the volleyball and basketball teams, formerly participated on the soccer team. Her leadership skills and positive attitude led her teammates to vote her basketball team captain. She also is involved with a number of community events, including a wheelchair basketball tournament earlier this year.

However, those outstanding activities and accolades were just a precursor to what might be one of the most selfless acts ever exhibited by a high school student-athlete.

In October 2009, Clark’s father showed her an article in a local newspaper regarding Christine Federico, a former star volleyball player and now a single mother of two in a neighboring community. Federico had recently been diagnosed with Myelodysplastic Syndrome, a form of pre-leukemia. Her 13- and 17-year-old daughters are volleyball players at Neuqua Valley High School, which competes in the same conference as Lake Park High School.

Like many others reading the story, Clark initially felt bad for the Federico family, but she also felt compelled to do something more. Knowing that Lake Park would be hosting Neuqua Valley in volleyball in less than two weeks, she quickly began to recruit her teammates, coaches, parents and other fans to give back.

Clark had no connection with the Federico family. She didn’t know her counterpart on the volleyball court (Nikki Federico), and the two seniors didn’t have any mutual friends. Nonetheless, Clark orchestrated an evening that no one will soon forget.

Clark started the evening by taking the microphone at center court and explaining that the Lake Park volleyball team had dubbed the night “Teams Helping Teams.” She also convinced a local vendor to donate orange t-shirts that read “Federico Family We Support You,” that nearly everyone in the gym wore.

In the end, the team sold more than 600 t-shirts and raised in excess of $3,500, which Lake Park presented to the Federico family to help pay for uninsured medical costs.

Through her selfless actions helping someone whom she had no real prior connection, Clark has set an outstanding example of how the positive spirit of sport can give back to someone in need.

In addition to the selection of Clark as the national winner, the NFHS National High School Spirit of Sport Award Selection Committee chose seven other individuals for section awards. Following are the 2010 National High School Spirit of Sport section winners:

**Section 1** – Jackie Quetti, student-athlete, Pittsfield (Massachusetts) High School

**Section 2** – Jason E. Meade, coach, Mechanicsville (Virginia) Lee-Davis High School

**Section 3** – Kaleb Eulls, student-athlete, Yazoo City (Mississippi) Yazoo County High School

**Section 4** – Tori Clark, student-athlete, Roselle (Illinois) Lake Park High School

**Section 5** – Jim Christy, coach, Minneapolis (Minnesota) South High School

**Section 6** – Justin Ray Duke, student-athlete, Shepherd (Texas) High School

**Section 7** – Corey Reich, coach, Piedmont (California) High School

**Section 8** – Huslia Huslers Girls Basketball Team, Huslia (Alaska) Jimmy Huntington School

The national award recipient will be recognized July 9 at the NFHS Summer Meeting Luncheon in San Diego and the section winners will be recognized within their respective states and will receive awards before the end of the current school year.

Dan Schumerth is a spring semester intern in the NFHS Publications/Communications Department. He is a senior at Franklin (Indiana) College, majoring in journalism (news/editorial).
any athletic directors probably started their careers as coaches. In this role, they had direct contact and impact upon student-athletes. When athletic directors left the coaching ranks, they probably relinquished the daily relationship with their athletes.

While an athletic director’s direct contact may be diminished, it does not mean that he or she doesn’t still have enormous influence and impact upon the student-athlete. It just takes a different form. Instead of leading his or her own team, an athletic administrator is responsible for all teams and every athlete.

An athletic administrator quite literally becomes the coach of coaches. In this role, the athletic director guides, mentors and leads the coaching staff. With careful instruction and guidance, coaches should continue to grow, develop and reach their fullest potential. Of course, the beneficiaries of this leadership approach are the student-athletes.

Mentoring or coaching your coaches should begin the moment that you say, “Congratulations, you are our new coach.” At this point, offer your e-mail address and suggest that your new coach should contact you with any question that might occur. Also, provide the contact information for other coaches on the staff and the process has begun.

A good place to start with a formal approach of mentoring is in the preseason staff meeting. In this setting, the athletic administrator should detail the expectations and provide clear guidelines and resources. All coaches should attend, because everyone will benefit from a presentation of new material or a review of established protocols.

As a matter of fact, one prominent principal in Baltimore County always expressed that “learning is a lifelong pursuit.” This maxim was obviously directed at students, but it can also pertain to your coaching staff.

Coaching new coaches should definitely be a focus of athletic directors, but don’t forget existing, experienced staff members. There is a constant stream of developments in athletics as with all aspects of life. Change is a constant and all coaches need to continually grow.

In addition to a staff meeting, another helpful vehicle or tool to clearly communicate the various expectations of a coaching position is a list of expectations. Unlike a formal coaching contract, which should also be used, this document can be and should be created specifically for each setting.

When an athletic administrator creates a document of expectations, items that are unique to that school can be included. This listing of responsibilities can easily be kept current by deleting outdated aspects and adding new items or concerns.

E-mail attachments are an excellent method of quickly providing your coaching staff with the latest developments. It should always be recommended to coaches to save either a hard copy or these documents in an electronic file. This information should be used as reference material which may help to avoid potential problems or confusion in the future.

Occasionally, a special meeting is a good technique to provide timely developments that will affect the management of teams. Sessions on the following topics are a few examples that should be beneficial for your coaching staff.

❖ Hazing – how to avoid it and develop educationally sound alternatives
❖ Recognizing and combating steroid abuse
❖ Dealing with concussions and what protocols need to be followed before an athlete can return to play
❖ Understanding and helping athletes with the recruiting process

While this is not an all-inclusive list, anything that will benefit your coaching staff in your setting should be considered.

If a coach experiences a problem, it may be best to meet in a one-on-one session. In this manner, everything can be kept confidential and the issue can be dealt with in a detailed, comprehensive manner. During these individual conversations, it may be easier to offer advice without placing the coach in an awkward, potentially embarrassing situation.

Even though helping a coach work through a problem may not
always be convenient in an athletic director’s schedule, the AD must be willing to meet when the coach needs assistance. This does not mean that you should alter your busy schedule for frivolous reasons or based upon poor planning by a coach. Providing timely assistance is vital.

In either a group or individual setting, using Teachable Moments in the same manner as with athletes is also a good technique with coaches. When issues involving misguided parents, underage drinking or other problems erupt at schools in your area or in the national news, use those situations to assist your coaches.

Particularly with inexperienced coaches, it is good to help them create team rules and their presentation for the preseason parents meeting. You will want to explain the eligibility process, how to issue uniforms and equipment and anything needed to survive their initial season.

An athletic director’s efforts of coaching coaches should also extend to encouraging them to join professional organizations such as the NFHS Coaches Association. When coaches join, they demonstrate professionalism and this is an important step in an effort to conduct education-based programs.

Encouraging your coaches to complete the NFHS Coaching Education program and ultimately earn their national certification is also essential. Even though athletics is not covered by the federal legislation of “No Child Left Behind,” national certification demonstrates the aspect of being highly qualified.

Demonstrating the professionalism of the coaches through membership and earning national certification provides a meaningful and tangible symbol for your parents and community. It shows that you care about providing the very best, quality program for the young people and it is consistent with all aspects of your school.

When you casually pass a coach in the hallways or throughout the school, don’t discount the value of a smile and an encouraging word. A compliment or “keep working hard,” can be more helpful than often imagined. Positive reinforcement or a little nudge can be extremely powerful.

While an athletic administrator has a massive, ever-expanding list of responsibilities and tasks, none may be more important than serving as the coach of his coaches. In this role, the athletic director will have enormous impact upon every athlete and team within the program.

Dr. David Hoch is the athletic director at Loch Raven High School in Towson, Maryland (Baltimore County). He assumed this position in 2003 after nine years as director of athletics at Eastern Technological High School in Baltimore County. He has 24 years experience coaching basketball, including 14 years on the collegiate level. Hoch, who has a doctorate in sports management from Temple University, is past president of the Maryland State Athletic Directors Association, and he formerly was president of the Maryland State Coaches Association. He has had more than 275 articles published in professional magazines and journals, as well as two textbook chapters. Hoch is a member of the NFHS High School Today Publications Committee.

No athletic director, coach, player or fan wants to see a team-mate or coach penalized for personal conduct or ejected from the game, nor do they want fans interfering with play.

To improve the level of sportsmanship on the field, court and sidewalks and curb the number of ejections statewide, many state associations have adopted sportsmanship programs to teach coaches and students, and sometimes fans, about proper in-game conduct.

They range from presentations and workshops to online courses and making an oath to follow a specific code of conduct.

While programs vary from state to state, each has a similar goal in mind – teaching the importance of sportsmanship and citizenship as a high school student-athlete, coach or fan.

One such program is the STAR Sportsmanship program, which includes online courses for coaches, players, parents and fans.

As of the 2008-09 school year, the Texas University Inter-scholastic League, Pennsylvania Interscholastic Athletic Association, Florida High School Athletic Association, Alabama High School Athletic Association, Mississippi High School Activities Association, North Carolina High School Athletic Association, Kentucky High School Athletic Association (KHSAA) and the Louisiana High School Athletic Association all use the program, either as a mandated statewide initiative or made available to schools that wish to participate.

According to the Web site, www.starsportsmanship.com, football ejections in Alabama decreased 41 percent after the program was mandated for all student-athletes in the state.

Kentucky has yet to mandate the program, but requires it as a remediation tool for players who have been ejected from a game or event.

“We’ve had about 1,500 students and coaches complete the program,” KHSAA Assistant Commissioner Mike Barren said. “Some schools have been proactive and require all student-athletes to complete the course, but any player or coach who violates the state’s sportsmanship bylaws is required to complete the course.”

All courses are online and require the user to answer a series of questions following videos or presentations. The course for students is set up in a chapter format and can be completed in about an hour.

The National Association of Intercollegiate Athletics (NAIA) developed its Champions of Character program 10 years ago for ath-
letes at the collegiate level, but is planning an expansion into the world of high school athletics.

The Champions of Character program, which started in 2000, deals with not only sportsmanship, but an athlete’s overall character.

“The overarching goal is to try to make a noticeable difference in the culture of sport,” said Rob Haworth, vice president of the NAIA Champions of Character program. “We hope to make our athletes better people.”

The Champions of Character program encompasses five core values: integrity, respect, responsibility, sportsmanship and servant leadership.

“We want athletes not only to follow the rules, but to follow the spirit of those rules as well,” Haworth said.

Many of the online programs, Haworth said, are modeled after the Coach Education programs started by the NFHS.

There is also a system that encourages member institutions to do well by awarding “points” to those that go a year without any coach, player or fan being ejected from a contest.

On the flipside, a player who is ejected from a game is automatically disqualified from competing in the next contest. From there, it is the school’s discretion on whether or not that player will sit out for more games.

“We’re not successful 100 percent of the time,” Haworth said. “But, in the past few years, we’ve established programs that have helped with the overall improvement of sportsmanship in athletics and with athletes’ character.”

Currently, Haworth said several Kansas City, Missouri-area high schools (where the NAIA headquarters is located) have adopted parts of the Champions of Character program.

The NAIA will launch a northern Indiana chapter of the Champions of Character program this fall as a pilot program as it works to extend its message into high school athletics.

“We want to intentionally teach character so that our athletes can develop a strong sense of social and moral character,” Haworth said. “We want them not only to be a great teammate, but a great neighbor. We want our athletes to take what they learned on the sidelines and translate it into life when they step onto the community sidewalk.”

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Development of a Student Athletic Leadership Group

BY JOE SANTA

High school athletic directors have one of the greatest jobs in the world because they work with student-athletes in the school. This is enjoyable and extremely satisfying.

Athletic administrators may have high expectations of their athletes, but, in turn, most of these students are high achievers and believe in their role as leaders within their school. Most high school athletes understand their responsibility as role models to future athletes and are a positive reflection of their athletic programs and their individual high schools.

High school student-athletes love challenges. Many of them have developed leadership skills through their years in sports and their participation in athletics is a reflection of their desire to achieve and to attain success. These students are driven and have worked hard for many years in their particular sports.

In addition to their competitive instincts, athletes seem to have a natural instinct when it comes to working with younger children. Perhaps it’s the idea of being the teacher in a given situation or maybe it’s just the sheer enjoyment of playing. Regardless, high school students do a wonderful job working with youth when given the opportunity.

This combination of leadership, love of challenges and being a positive role model creates a foundation for an outstanding student leadership group in the high school athletic program. These kids are the perfect ambassadors for your school.

Referring to The Case for High School Activities published by the NFHS, it has been proven that students in high school activities and athletics are more likely to have higher GPAs, have better attendance rates, have more leadership potential and are more likely to be successful as adults than students who did not participate in activities in high school.

Developing an athletic leadership group is relatively easy. Its purpose should be to:

- Create a liaison between the athletic department and the athletes
- Be a sounding board on the development of policies, procedures and goals
- Serve as a connection between each sport
- Raise the visibility of the school’s athletic program within the community
- Be a connection to the future high school athletes in the feeder system

Membership criteria should consist of recommendations by administrators, coaches and faculty. Athletes can also apply for the council with the athletic director providing this master list of applicants to coaches, faculty and administrators to evaluate and recommend.

Criteria for membership should also include a minimum grade-point average, good attendance and a satisfactory discipline record. Determining how many students to have on the council will be related to the list of planned activities. A larger group will be more effective if the list of activities and obligations is a long one. The key here is to be organized and to rely on the leadership skills of the upperclassmen because they will be needed to help lead in small-group activities.

The next step is to choose officers who will work with the athletic director to set the course of action for the school year as well as to plan each meeting’s agenda. As much as athletic directors know what needs to be accomplished, the students in the council are much more likely to be enthusiastic about a program or initiative if it is student-driven. Meeting agendas should be short, with the emphasis placed on accomplishing three or four things in the course of 60 to 90 minutes.

Once the group is chosen, the council should meet on a consistent schedule, such as one time per week or one time per month. The timing of the meetings may be one of the most difficult decisions as the membership is usually an active group due to practices, games or other school and community activities. It is important to be flexible as students may have to miss a council meeting to participate in other worthwhile activities. Providing food for the athletes is usually a good incentive for them to attend the meetings!
The following activities within the school can engage the council:

- School spirit activities such as theme nights, pep sessions, etc.
- Sportsmanship activities within the school
- Development or revision of athletic handbook policies
- Volunteer work assignments at high school tournaments or special events hosted by the school

Within the feeder-system schools:

- Promotion of the high school athletic program within the middle schools
- Middle school leadership academy
- Kid's Night Out programs for elementary age students – selecting a night where the kids come to play games in your gym or pool with your high school athletes
- Drug awareness programs in elementary schools
- Reading to elementary school children

Within the community:

- Community service or charitable activities within the community
- Work days within the community
- Speaking at service groups in the community to promote the athletic program or upcoming events

A great idea is to have members of the Student Athletic Council – preferably juniors since they will be the senior leaders the next year – to conduct a springtime meeting with eighth-graders who are interested in participating in high school athletics. Develop a short PowerPoint presentation or video that details the excitement and fun that goes with high school athletics. Other topics should include important dates for the summer, practice starting dates for each sport, what to expect from coaches and academic expectations.

Another activity to consider is the requirement of a community service component in a youth sport activity. The students could help as a coach on an elementary or middle school athletic team or working with the local YMCA youth soccer program. The number of hours required can vary, but 10 to 20 is preferable. The high school athletes will usually stay on to coach for longer than the required hours.

The benefits of a high school student athletic leadership group are numerous including those that benefit the high school athletes themselves. High school students who participate in these leadership activities will have improved self-esteem, build an enthusiasm for volunteerism and develop a sense of ownership in their community. Their work reinforces the values of high school athletics and provides the entire high school athletic program increased visibility within the community.
The pre-participation physical examination (PPE) for high school athletes has long been required prior to an athlete being allowed to participate, yet its exact purpose, scope and format have remained somewhat nebulous to many involved in the process. Is it a check-up, an insurance requirement, a screen for past injuries? Following are some of the main objectives of the exam from a medical standpoint.

Objectives of the PPE

Most primary care and sports medicine physicians agree that the PPE has two main objectives:
1. Assess for conditions that may be life-threatening or disabling.
2. Assess for conditions that may predispose to injury or illness.

The PPE focuses on uncovering conditions that are typically quite rare in otherwise healthy adolescents, but if present are potentially quite serious. Most of these conditions are not obvious to the eye, and may not even be detectable following a focused physical examination. It is for this reason that the most important component of the PPE is a fairly extensive list of questions regarding the athlete’s past medical history and family medical history.

Secondary, objectives of the PPE include determining the general health of the athlete (the traditional “physical” or “well-child exam”), an entry point to the health care system for adolescents (as they are rarely seen for illness during this time of life), and to provide an opportunity to initiate discussion on health-related topics (testicular cancer screening, STD prevention, drug and alcohol abuse education).

Exam Formats

Ideally, the PPE is conducted in the office of the athlete’s primary care provider (PCP). There are multiple advantages to this setting. The athlete’s personal provider knows the athlete’s past medical and family histories and typically has access to all pertinent medical records. The privacy of the exam room and the presence of a prior relationship between the provider and athlete also allow for effective education about risky behaviors and health education.

In some instances, the above scenarios may not be options for athletes. Many adolescents do not have PCPs, live in “under-served” communities with limited access to medical care, or may be either without medical insurance or have a plan that does not cover PPEs. In such cases, the school may organize a “mass screening” of athletes to be held either at the school, or perhaps a local medical clinic.

The “station-based” format utilizes a variety of health-care professionals in screening a large number of athletes. Local physicians, orthopedic surgeons, nurses and physical therapists may all be enlisted to help at a station – height and weight, blood pressure, vision screen, orthopedic exam, medical exam (most extensive). Athletes should be scheduled in some manner to prevent long waits. The final station should be with the team physician or athletic trainer to determine clearance for participation or the need for any further evaluation or treatment prior to the beginning of the season. Any special medical conditions or needs may also be noted at that time.

Timing of the Exam

If held in a station-based format at a school, the PPE is often scheduled one to two weeks before the beginning of the fall sports season. While this may be a convenient time for coaches and administrators getting ready for the coming school year, conducting the PPE so close to the beginning of the sport’s season often results in lost playing time for athletes who are found to have medical conditions requiring evaluation or treatment by a specialist prior to being allowed to participate. Thus, it is recommended that the PPE be held at least six to eight weeks prior to the start of the school year. Another consideration is scheduling the PPE for the end of the prior school year (May or June) so any outstanding issues may then be addressed over the summer.

Legal Issues

The PPE, of course, contains a student’s personal health information and laws regarding privacy must be followed. The Health Insurance Portability and Accountability Act (HIPAA) protects the privacy of health information. Protected health information is any information relating to past, present or future physical or mental health conditions that may potentially identify a patient (or athlete in this case) such as name, medical diagnosis, address, phone number or social security number.

The HIPAA Privacy Rule expressly allows the release of medical information without the patient’s authorization in specific circumstances. The release may be made to the individual’s doctor, employer, insurer, medical examiner, or others as required by law. Therefore, the PPE process should be consistent with the HIPAA Privacy Rule and the school’s policy on medical privacy.
stances. Indicating the athlete’s “cleared” or “not cleared” status without other medical information falls within this category and can be transmitted to coaches and school administrators who need to know the player’s medical eligibility. However, any further details beyond the athlete’s playing status requires a signed authorization for release of patient information.

While HIPAA applies to medical records in all settings, the Federal Education Records Protection Act (FERPA) is the applicable law when information is considered part of an educational record. FERPA may allow medical information that is classified as an educational administrative record to be released to parents or guardians, or to school personnel, without permission. Often school-based records such as PPEs and training room medical encounters maintained by athletic trainers are judged to fall under the purview of FERPA, rather than HIPAA.

The differentiation between these regulations is incredibly complex. School personnel must review these regulations with their legal counsel and develop policies and procedures that are in compliance with state laws. Certainly, when any doubt exists, complying with the stricter HIPAA regulations allows schools to err on the side of respecting the athlete’s privacy.

Looking for Heart Problems

The leading cause of death in high school athletes is sudden cardiac arrest (SCA). SCA in young athletes typically is the result of a previously undiagnosed congenital heart abnormality. The most common abnormality leads to an enlarged heart (hypertrophic cardiomyopathy). All of the potentially fatal heart abnormalities either disrupt the flow of electricity through the cardiac muscle, resulting in a fatal arrhythmia, or disrupt the flow of blood to the heart muscle.

There is a great deal of controversy in the medical community – both in the United States and worldwide – about how best to evaluate athletes for the presence of these abnormalities. While some medical experts advocate the use of EKGs or echocardiography (ultrasound exam of the heart) to screen all athletes for these conditions, the current standard endorsed by the American Heart Association is history and focused physical examination. The importance of the physical exam in the detection of heart disease underscores the importance of having a health care provider trained in the detection of cardiac disease perform this component of the PPE.

The conditions that cause SCA are quite rare. Thus, a large number of athletes must be screened to find those who may be at risk. Screening at this point has not reached a point where it is precise enough to be used in the high school setting. With current technology, the number of athletes incorrectly diagnosed with a possible heart problem (false-positives) would be unacceptably high and we would be unable to correctly identify all potentially fatal causes (false-negatives).

Schools are often approached by local hospitals or parent advocacy groups that offer “cardiac screening” without charge. These screenings typically involve an examination of each athlete using an EKG or echocardiography. School administrators should view such relationships with caution and consult with a team physician or other members of the medical community. Questions to contemplate include: Who will bear the cost of exam?; Who will bear the cost of any necessary follow-up tests?; Will the exams occur annually?; How often will individuals need to be screened?; Is a “standard of care” being developed in the community?

Using a Standardized PPE Form

There are a number of PPE forms available for use. The forms vary primarily in the many details of the past medical history. Some forms are quite extensive, while others may have only a cursory review of the athlete’s history. School administrators should check with their state association to see if there is currently a required form.

The latest edition of the NFHS Sports Medicine Handbook has a PPE form available for use for those states without a standard form. In a few months, a consortium of several medical organizations will be releasing the fourth edition of the PPE Monograph. The NFHS Sports Medicine Advisory Committee will be reviewing the document after its publication and will issue guidance to states on its use.

Conclusion

The PPE is required by most schools, but its exact purpose has often remained somewhat undefined. The use of a standard PPE form, proper timing of the examination, and a well-designed station-based format (for school needing to utilize it) are the best approaches to the PPE at this point. Appropriate school personnel should be trained on HIPAA and FERPA issues to avoid the illegal disclosure of private health information. Schools should also determine policies regarding the use of cardiac screening programs that may be temporary in nature, or not provide full coverage for all athletes.

Dr. Michael Koester, 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 North-west 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.
The ideal booster club raises supplemental funds, pitches in to help with projects and is generally supportive of the school’s program and initiatives. Fortunately, most operate within these parameters and greatly benefit a school’s athletic and activity programs.

If you have a smooth-operating, helpful booster club at your school, consider yourself lucky. Why? For every good one, there is statistically another somewhere around the country that is problematic or dysfunctional. It may have vested interests or hidden agendas and could be non-compliant with district policies or Title IX legislation.

How would you know if you have a problematic club? If you hear or observe one or more of the following examples, you should have your answer.

• The expectation that the athletic director reports to and works for the booster club president and officers.
• The booster club does not believe in or is willing to abide by Title IX and an officer publicly states, “We’ll hire a lawyer and get a waiver around Title IX.”
• Purchases are made based upon what the booster club wants without regard to what the athletic program needs or desires.
• The mascot or logo was changed to the booster club’s own version without consulting or getting the approval of the school’s administration.
• Demands are made based upon parental preferences concerning which and how many games are played in various venues of the school.
• One or two sports receive the support of the club over all of the others at the school.

If you have a self-serving, problematic club, what do you do? An obvious initial step would be to meet with the officers to explain the school’s expectations and what needs to be changed. This should not be done, however, until you have gathered all of the facts, analyzed the problems and consulted with administrators at several other schools and with experts in the field.

One of the experts you should contact for guidance is an individual who is an acknowledged expert with Title IX. No school wants to go through a Title IX complaint or lawsuit. Receiving expert advice may be the best way to help prevent your booster club from operating outside the parameters of legislation or policies.

With this advice and background information, you can better prepare for your meeting with the officers. Considering the importance and perhaps contentious tone of this meeting, you will want all of your ducks in a row and to anticipate how everything will unfold.

Also make sure that you have the backing of your administration – principal and superintendent – prior to any meeting with the
problematic booster club. If the support does not exist or isn’t forthcoming, your problems may very well be compounded.

It is essential to keep in mind that you will be dealing with individuals who may be passionate, driven and strong-willed. In spite of the potential emotion involved with the meeting, you will be best served by a logical, reasonable and professional approach. This takes preparation.

In connection with your meeting with the booster club, you will also want to review the constitution and bylaws of your club. After consultation with your district’s legal department, rewrite and bring these documents into compliance with your school’s mission, philosophy and all regulations.

There is also a chance that your club may have been operating without an existing constitution. This review gives you the ideal opportunity to not only update and bring your club in line, but also to be able to craft the initial guidelines for its existence and operation.

The constitution is essential not only for the club, but also for the school. This document provides specific parameters for better oversight by the school. Since the booster club operates under the auspice and name of the school, it has to be in total harmony with the school’s goals, philosophy and mission.

If the booster club balks at the new directives, including the new constitution and bylaws, the school has one more option. The administration can inform the club that it will be disbanded and will not represent the school. While this step should not be taken casually, it is important that the school controls the activities or any organization acting on its behalf.

This also means that you can’t negotiate with the booster club – give one item which might be important to them in return for another which you find necessary. The point that all programs need to meet all district and legal standards precludes you from making any concessions that do not meet these standards. Booster clubs are accountable to the school and the administration needs to ensure compliance.

If disbanding the club is the course that needs to be taken, the administration can systematically reorganize it after a dormant period of a few months. Prior to starting again, it would be wise to identify and screen potential officers so that they are philosophically aligned with the school.

Be aware that the booster club may also use the “Divide and Conquer” tactic to resist a planned reorganization. A better analogy to explain a booster club’s disruptive approach might be described as to find a crack and break it open.

In order for a school to have a supportive, helpful booster organization, a school needs a solid, unified stance from everyone – athletic director, principal, superintendent and school board. They all have to be on the same page and publicly unified.

Ignoring or placating a problematic booster club is certainly another alternative. This approach, however, does not address the underlying problems and prolongs the solution or best outcome – a supportive club that benefits the program and the participants.

With new officers and a revised constitution in place, greater oversight and administrative direction may be the last ingredient. It is vital that the athletic director attends booster club meetings, monitors and guides this organization. This simple provision needs to be clearly stated and embraced by the booster club. The athletic director should be the liaison between the club and the school.

A booster club can be a real benefit to your program and worth the effort to bring it into alignment with the philosophical direction of the school. While the road to a supportive, helpful booster club may occasionally be a little rocky, it is definitely attainable with determination and a plan.

Dr. David Hoch is the athletic director at Loch Raven High School in Towson, Maryland (Baltimore County). He assumed this position in 2003 after nine years as director of athletics at Eastern Technological High School in Baltimore County. He has 24 years experience coaching basketball, including 14 years on the collegiate level. Hoch, who has a doctorate in sports management from Temple University, is past president of the Maryland State Athletic Directors Association, and he formerly was president of the Maryland State Coaches Association. He has had more than 275 articles published in professional magazines and journals, as well as two textbook chapters. Hoch is a member of the NFHS High School Today Publications Committee.
The Texas University Interscholastic League (UIL) began the celebration of its centennial anniversary in 2009-10. Throughout 100 years of operation, the UIL has grown into the largest interschool organization of its kind in the world, offering more than 70 events in athletics, academics and fine arts, and continues to promote educational and athletic excellence through competition.

“We are very proud to be a part of the UIL’s ample history, and are excited to share in the celebration of our 100th anniversary with our students and member schools,” said UIL Director Dr. Charles Breithaupt.

The celebration officially began in June 2009 with the UIL’s Elite 100 Student Leadership Conference. The first-of-its-kind conference brought together 100 of the brightest students from across Texas.

Participants attended workshops on leadership, communication, conflict management, community service, self-analysis and working effectively with others. Students also participated in a community service project at one of three local school campuses, and worked in teams to provide input about what they felt UIL should become in the future, sharing their ideas directly with the UIL Legislative Council about how the League can continue its high standard of excellence in the future. Students and council members alike ceremoniously gavelled in the new year with renewed commitment to the future.

State championship events serve as the backdrop for many of the planned celebrations for the UIL’s anniversary. Special uniform patches and decals have been prepared to commemorate the occasion along with redesigned medals for state champions.

At each state competition, students, educators, parents and the public will find a variety of ways to celebrate the Centennial, from video presentations, to honoring longtime coaches and officials or previous champions, to a moveable wall of panels depicting the history of selected UIL activities.

The Centennial Celebration Web site was launched in July with photo galleries, champion archives and a timeline of the UIL’s 100-year history. By visiting www.uil100.org, readers can keep track of the latest news and events, vote for all-century teams and share their stories about how the UIL positively influenced and shaped their lives. Select stories are featured in various state tournament programs.

“With the technology of today, we are paying homage to the past and giving people the chance to be a part of the UIL’s Centennial Celebration,” Dr. Breithaupt said.

The UIL was created by The University of Texas at Austin in 1910 through the Extension Bureau to provide leadership and guidance to public school debate and athletics teachers. After approval from the University, the UIL’s two parent organizations – the Debating League of Texas and the Interscholastic Athletic Association – became operational.

In 1913, the Debating League and the Athletic Association merged to form the UIL, which was centered in the Bureau of Public School Services, then part of The University of Texas Extension Division. Today, the League continues to operate as part of the University under the auspices of the Office of the Vice President for Diversity and Community Engagement.

In October of 2009, a historical marker was placed at the current location of the Texas University Interscholastic League, commemorating the League’s role in serving Texas schools and communities and providing learning experiences and competitive challenges for students.

UIL: An Illustrated History of 100 Years of Service to Texas Schools, written by former UIL Academic Director Bobby Hawthorne, chronicles the origination and development of the UIL through stories and photographs and is available for purchase on the UIL Centennial Web site. ☨
100-year IHSAA basketball anniversary

BY DAN SCHUMERTH

This season, the Indiana High School Athletic Association (IHSAA) celebrated the 100th anniversary of the boys basketball state tournament – one of the most storied high school tournaments in the country.

The celebration concluded on Saturday, March 27, with a parade in downtown Indianapolis to commemorate the legends of Hoosier basketball.

Players and coaches from state championship teams participated in the 100th Anniversary Celebration Parade, while the bands, cheerleading squads and mascots of the respective schools marched alongside the floats, firetrucks and vintage cars holding Indiana basketball stars of the past. Representatives from a century of championship teams – including the “Big O” Oscar Robinson – paraded through downtown and finished at Conseco Fieldhouse — site of the state finals.

At the conclusion of the parade, as the crowds cheered on their favorite Hoosier basketball heroes, players and coaches walked the 100-Year Celebration Red Carpet to the Honorary Indiana Legends Reception.

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

Five Olympic athletes headline 2010 NFHS National High School Hall of Fame class

Five outstanding former high school athletes who still own two national records and who won 10 medals in Olympic competition headline the 2010 class of the NFHS National High School Hall of Fame.

Michael Carter, football and track and field athlete, Dallas (Texas) Thomas Jefferson High School; Janet Evans, swimmer, Placentia (California) El Dorado High School; Suzy Favor-Hamilton, cross country and track athlete, Stevens Point (Wisconsin) High School; John Godina, football and track and field athlete, Cheyenne (Wyoming) Central High School; and Katrina McClain, basketball player, Charleston (South Carolina) St. Andrews Parrish High School, comprise the stellar Athlete class for 2010.

These five athletes are among 12 individuals who will be inducted in the National Federation of State High School Associations (NFHS) National High School Hall of Fame July 10 at the San Diego Marriott and Marina in San Diego, California. The 28th Hall of Fame Induction Ceremony will be the closing event of the 91st annual NFHS Summer Meeting.

Carter still owns the national high school shot put record set in 1979 and was a silver medalist at the 1984 Olympics. Evans formerly held the national high school 500-yard freestyle record for 20 years and won four gold medals in three Olympic appearances. Favor-Hamilton won 11 state track and cross country titles and competed in three Olympics. Godina won three state discus and two state shot put titles and won the silver medal in the shot put in the 1996 Olympics. McClain helped her high school basketball team to a state title as a senior and played on 11 U.S. national teams, including three Olympic teams.

Three coaches were selected for the 2010 class. Alton “Red” Franklin, who won 367 games and 11 state football championships at Haynesville (Louisiana) High School; Richard Magarian, who led his wrestling teams at Coventry (Rhode Island) High School to 11 state championships; and Ed Pepple, who won 882 games and four state basketball titles at Mercer Island (Washington) High School, are the coaches selected for induction in the 2010 class.

The remainder of the 2010 class is composed of one contest official, one administrator, one fine arts leader and one individual from the field of sports medicine.

Gary Christiansen, a four-sport official from Mason City, Iowa; Willie Bradshaw, longtime athletic director for the Durham (North Carolina) School System; George Welch, a music teacher/fine arts coordinator from the Salt Lake City, Utah, area; and the late Dr. Vito Perriello, who practiced pediatric medicine in Charlottesville, Virginia, for 37 years and devoted a lifetime to the advancement of sports medicine, are the other individuals who will be inducted this year.

The National High School Hall of Fame was started in 1982 by the NFHS to honor high school athletes, coaches, contest officials, administrators, fine arts coaches/directors and others for their extraordinary achievements and accomplishments in high school sports and activity programs. This year’s class increases the number in the Hall of Fame to 374.

The 12 individuals were chosen after a two-level selection process involving a screening committee composed of active high school state association administrators, coaches and officials, and a final selection committee composed of coaches, former athletes, state association officials, media representatives and educational leaders. Nominations were made through NFHS member associations.
VOICES OF THE NATION

Is it important to play multiple sports? Why?

BARB SKINNER
Former Girls Basketball Coach, Assistant Director of Admissions
Park Tudor School, Indianapolis, Indiana

Absolutely yes!
What are the goals of athletic participation during the high school years? In most cases, the goals should include: focus on learning how to get along with other people, how to play roles, how to work through disappointment, how to get your teammates to rally behind a common goal, how to improve individually and collectively, how to build a lifelong love and understanding of the importance of physical activity. Nothing has hurt high school athletics more than forcing students to “choose” a sport. Specializing turns the focus away from just “playing the game” and garnering all of the benefits associated with “playing” to the sole focus being on the individual and personal accomplishment.

As Lee Iacocca said, “A major reason capable people fail to advance is that they don’t work well with their colleagues.” Throughout life, one doesn’t accomplish much without the help of others. High school sports provides a great opportunity to learn just that.

LLOYD FORD
Varsity Softball Coach, North Carroll High School
Hampstead, Maryland

Yes. For any young person the use of varied muscle groups and learning different social roles within social groups is an important part of the developmental process. Sports emphasize skills that are individual-based and/or team-based. Both should be experienced. Acclimating to different roles in sports can be beneficial as well (scoring and defense, starter and substitute). We do not ask young people to declare academic majors or career aspirations at the sacrifice of other content areas or individual interests. The same should be true in sports.

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MIKE CARROLL
Assistant AD/Head Trainer, Stephenville High School
Stephenville, Texas

For a majority of participants, high school athletics gives the student an opportunity to participate in an activity that they enjoy. By allowing and encouraging participation in multiple sports, the students are able to not only have a change of focus, but ensure that they can take part in every activity in which they may have some ability or interest. Participation in multiple sports also ensures that the student will work with different coaches and teammates to achieve different goals and that concept should transfer into success later in life.