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As we attended the NFHS Section Meetings this fall, there was a persistent concern voiced by our member state associations – sportsmanship. Whether it be sportsmanship issues related to fans, coaches or players, these leaders of high school athletics and activities programs expressed feelings that the overall environment was not as positive as they would have hoped and liked it to be.

Of course, any concerns dealing with sportsmanship are taken very seriously. The building of character is more important than winning games in the process of instilling the values we want to see in our young people at the high school level.

But let us not mistake, either, that these difficulties and apprehensions about sportsmanship are an ongoing theme that doesn’t seem to ever go away. Consider statements made by our three previous executive directors on the matter.

“The final concern is the lack of sportsmanship and the resulting increase in disruptions at high school athletic contests,” Executive Secretary Cliff Fagan said in 1976. “Fans attacked coaches and players. Players squared off with each other.”

“Matched against [rising interest and participation], however, are growing reports of sportsmanship problems at sporting events. These are troubling reports,” said Executive Director Brice Durbin in 1988.

Executive Director Bob Kanaby said this in 2002: “The sports world has once again been shaken by numerous displays of unsportsmanlike behavior and deplorable violent actions against contest officials and players. The high school scene has not escaped these kinds of incidents.”

So given evidence that this problem crosses decades, we can safely surmise that good sportsmanship is a behavior in need of constant reinforcement. Certainly, the failure to eliminate improper demeanor is not for a lack of trying.

In the 1980s and ’90s, the NFHS devoted many resources and energies to its “Be A Sport” program – designed at promoting ethics and integrity in high school sports.

We know, as do so many high school coaches and athletic directors across the country, that sportsmanship is a matter of education. High school athletes often emulate attitudes and actions of those individuals in higher levels of competition that they regard as their role models. If proper behavior is not practiced in their immediate environment, it can become very easy for students to adopt more negative aspects of conduct seen at the collegiate and professional levels.

As the leaders of high school sports programs, we need to provide the expectations for sportsmanlike behavior so that student-athletes, coaches, parents and fans make the right decisions. With that history in mind, let’s consider some strategies to combat the issue of poor sportsmanship in our games.

• Everyone involved has a role. Coaches should concentrate on coaching. Officials must stick to making the calls on the field. Players can only play the game between the lines. And parents need to know that their job is to support their kids in the best way possible.

• Trends in sportsmanship seem to indicate a tendency toward parental misbehavior. A great tool to assist parents is a new, free, online educational course offered by the NFHS. This course – *The Role of the Parent in Sports* – teaches strategies for dealing with coaches and athletic directors, for avoiding yelling at players or officials, and for interpreting sports as a fun way for young people to learn life lessons.

• Players must tolerate and respect their opponents. Even if the other team chooses to engage in mudslinging or verbal warfare, those actions do not need to be reciprocated. Succeeding with dignity produces a far more rewarding feeling.

• Fans should respect the spirit of competition and know that their entry fee is not the price of boorish behavior.

• Athletic directors should be clear about expectations at the stadium or inside the gymnasium. Let the student section, in particular, know what lines they ought not cross.

• Finally, and perhaps most importantly, all involved should strive for open communication and positive personal interaction. When people gather closer together, it is easier for them to move in one direction. For coaches, this means meeting and addressing parents. For officials, this might mean presenting an open, preseason information session in which coaches and fans can learn the rules. Naturally, human nature is imperfect, and sportsmanship cannot be mandated. What we can do is make it the most attractive and respected choice possible by continuing to reinforce its importance.
Lasting Friendship

The Mountain Range High School (Westminster, Colorado) girls gymnastics team enjoys a few laughs prior to the start of the Colorado High School Activities Association state championships.

Photograph provided by Pam Wagner, Colorado High School Activities Association.
Welcome

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

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**Unusual Nicknames**

The Horicon Marsh is the largest freshwater cattail marsh in the United States. Formed by large glaciers that swept across Wisconsin and the rest of the Midwest thousands of years ago, today the marsh encompasses 32,000 acres.

The small town of Horicon is located at the southern tip of the Horicon Marsh. Appropriately named, the **Horicon (Wisconsin) High School** athletes are known as the **Marshmen**, which is a proud representation of the town’s commitment to the preservation of nature and the ecosystem. There is also a “Marsh Bowl” held annually, where a trophy is given to the winner of the football game between Horicon High School and its longtime rival, the Mayville (Wisconsin) Cardinals.

The future of the Horicon Marsh has been threatened twice. Once, a dam was built to create a lake, which caused damage to local plants and wildlife. Second, the entire marsh area was drained and ditched for agricultural purposes. Although the marsh was once in danger, today the area has been completely restored.

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**Around the Nation**

**Question:** Does your state register and/or certify officials for athletic contests?

- **YES:** 46
- **NO:** 4

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**ICE HOCKEY EQUIPMENT**

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

John Grisham

BY LEE GREEN

As a teenager – long before he began to dream about a career as a lawyer and a writer – John Grisham assumed that his future laid in professional sports, in particular baseball. “Baseball was the game of my youth,” says Grisham. “We played sandlot games all day, Little League in the afternoon, and at night we lived and died with the Cardinals on the radio. And after a modestly successful high school career, I naively assumed that I was destined for Cooperstown.”

The bestselling author of 24 legal thrillers and works of literary fiction, which together have sold more than 200 million copies in 32 languages, was a star high school quarterback and multi-position baseball infielder at Southaven High School in Mississippi. After graduating in 1973 and playing one year of baseball for Northwest Junior College in Senatobia, Mississippi, Grisham transferred to Delta State University in Cleveland, Mississippi. It was there that his dreams of baseball stardom were replaced with other goals.

His coach at Delta State was former Boston Red Sox Cy Young winner Dave “Boo” Ferris. “It was Boo who convinced me I was not cut out for baseball,” Grisham said. “After a game where I kept striking out on fastballs, he called me into his office. He told me I already knew you couldn’t hit breaking pitches and now I’m pretty sure you can’t hit fastballs either. There’s not a lot else left.’ And then he told me that maybe I ought to try something else – like going to class or studying. My grades were pretty bad so I decided to buckle down and start studying. That’s when I began to think about becoming a lawyer.”

After graduating from Mississippi State University with an accounting degree and University of Mississippi’s School of Law, Grisham became a successful litigator and served three terms as a state legislator in the Mississippi House of Representatives. His first novel, 1989’s A Time to Kill, was a modest success when initially released, but after his second novel, 1991’s The Firm, became a bestseller and was made into a blockbuster movie starring Tom Cruise, Grisham began to write full-time. The result was a string of bestseller-list-topping works such as The Pelican Brief (1992), The Client (1993), The Chamber (1994), The Rainmaker (1995) and The Runaway Jury (1996), all of which were also made into successful feature films.

Several of his novels have included storylines dealing with sports. In 2001’s A Painted House, the protagonist is a seven-year-old boy who lives on a rural Arkansas cotton farm with his parents and grandparents. In the midst of a hardscrabble farming life, the boy’s only forms of recreation are baseball games played with migrant harvest workers and evenings spent sitting on the farmhouse porch listening to KMOX broadcasts of St. Louis Cardinals’ games featuring Harry Caray. 2003’s Bleachers is the story of the reunion of a Texas high school football team for the funeral of its former head coach, the novel’s plot focusing on the players’ reminiscences about the impact that the coach and high school sports had on their lives.

2007’s Playing for Pizza is the story of a third-string NFL quarterback who, after single-handedly losing a playoff game for his team, is immediately cut and ends up playing in an American football league in Parma, Italy. Grisham’s stand-alone screenplay Mickey, made into a feature film in 2004 that starred Harry Connick Jr., is the story of a father-coach so sad to see his son’s Little League career end that he conceals the boy’s age to extend the father’s time coaching his son, a ruse that is exposed when a dream season results in the team qualifying for the Little League World Series in Williamsport, Pennsylvania. “Every dad who coaches his son dreams of just one more year of Little League,” says Grisham. “That’s how the story of Mickey came about.”

Grisham coached both his son Ty in Little League and his daughter Shea in youth softball. He also built a 40-acre baseball and softball complex, Cove Creek Park, in the Blue Ridge Mountains of Virginia near the family’s home. Grisham serves as the commissioner of the league that plays at the ballpark and part of the code of conduct governing all teams in the league is that neither poor sportsmanship nor profanity is tolerated by coaches, fans or players. “I’ve been blessed beyond my wildest dreams, so it’s easy to give back,” Grisham said. “The place is a lot of fun.”

John Grisham’s two most recent books are Theodore Boone: Kid Lawyer, an April 2010 release that is his first young adult novel, and The Confession, a legal thriller released last month.

Lee Green is an attorney and a professor at Baker University in Baldwin City, Kansas, where he teaches courses in sports law, business law and constitutional law. He is a member of the High School Today Publications Committee. He may be contacted at Lee.Green@BakerU.Edu.
ike so many athletic directors across the country, Dan Flynn fully understands the significant challenges high school sports programs encounter during a soft economic climate. Developing and maintaining sponsors for athletic programs has become a staple for high schools that want to remain competitive in their respective areas of athletic concentration.

Flynn, who is athletic director at La Salle High School, an all-male Catholic institution in suburban Cincinnati, admits the nation’s tough economic situation has made it more difficult to receive sponsorships lately, especially from smaller companies. Flynn, however, has worked to market athletics “as a form of family entertainment and pure amateurism” – a simple, yet common-sense approach that often produces unique ways of keeping sponsors regardless of tight dollars at stake.

La Salle conducted an all-out media blitz in advance of last year’s football season for several promotional events at home games. Not only did it attract fans, but it provided an opportunity for more recognition of sponsors during such promotions.

“We promote our sponsors to our student body and community and encourage them whenever possible to patronize our sponsored companies,” Flynn said.

Flynn is not alone in creating innovative ways to keep sponsors these days. All across the country, school officials are constantly developing new strategies to generate revenue.

Tim Slafter, an assistant principal at McCutcheon High School in Lafayette, Indiana, said when advertising dollars started to shrink because of the recession, the school worked to develop ways to reduce advertising charges and at the same time create opportunities for sponsors to get their message across in multiple platforms for one price.

“We have a scrolling ad cabinet in our gymnasium that can display as many as 15 ads,” said Slafter, who was recently transferred from an athletic director position he held for the past 10 years. “Since the cost of those cabinet ads is fairly high, we created a ‘combo-pack’ whereby a business that took out an ad on the cabinet would also get an ad in our souvenir game programs at no cost.”

Slafter thinks that strategy broadened the advertising base and made the financial commitment to the athletic department an easier pitch. He also started to call advertisers instead of relying on a mailer to sign up or renew ads.

“This ‘personal touch’ is much more effective than just sending someone a flyer in the mail,” Slafter said. “We’ve found that advertisers are more likely to renew when I call and (tell) them how important their support is to our programs.”

That personal connection is vital these days, says Karl Heimbach, who is athletic director at Magruder High School in Rockville, Maryland.

Heimbach has used a variety of strategies in dealing with sponsors, including giving out plaques, tournament naming rights, season tickets to home games and updating them on how their money is being used to improve the athletic department.

Heimbach said he makes it a point to send a personal letter and offers to meet with the sponsors in asking what he could do for them.

Richard Reed, who is athletic director at Franklin High School in Reisterstown, Maryland, said his school has found success in keeping sponsors by asking to exchange services.

“For instance, someone might have painted our gym and in exchange for a discounted price, we might advertise his company on our stadium fencing as well as programs,” Reed said.

Cincinnati Princeton High School athletic director Scott Kaufman,
who is vice president of the Southwest District Athletic Board in southwest Ohio, said it makes sense to communicate clearly with a vendor and reinforce the fact that it often makes good business sense in coming aboard. In 2009, Kaufman said he lost about 15 to 20 percent of sponsors, but they all returned for this year – showing a great deal of loyalty.

“As a school, we are trying to show sponsors there is always value in what you are doing for us,” Kaufman said.

Jeff Zidron, who is athletic director at Loveland High School in suburban Cincinnati, said whenever his department starts to discuss fundraising of any type, they always begin with the question, “What’s in it for the donor/sponsor?”

It can be easy to forget that high school athletics represents a significant local grassroots event – football games, homecoming parades, basketball games, “Meet the Team” and “Award Nights” – that can represent the largest gatherings of the community throughout the year.

“We have actually been able to increase sponsorships over the past several years despite the economical downturn by providing cost-effective programs which serve our local vendors,” Zidron said.

Several other schools have branched out in other ways in attracting and partnering with sponsors. Some school districts have partnered with local governments and health-care providers to gain on-site medical care facilities in return for major investments in infrastructure and naming rights for turf and scoreboards.

“As with any marketing tool, it is a matter of understanding the value of what you can offer (local community ties with great demographics) and working with sponsors who are looking for ways to reach their customers,” Zidron said.

Tony Hemmelgarn, who is athletic director at Turpin High School in Cincinnati, said his school has had to back down from the money it used to ask for from sponsors, yet the high school has still had success with capital-type campaigns.

Hemmelgarn helped with an effort that identified leaders to request $600,000 for the school’s turf field campaign. Ten team leaders worked to get more than 300 donors and several larger corporate sponsors.

“Our turf is all paid for because of these efforts, with no tax dollars used,” Hemmelgarn said.

On a smaller scale, Turpin recently had some businesses exploring ways of sponsoring a big game. For example, Hemmelgarn said businesses could give $250 and then be able to hand out information at a selected event.

There are other examples – some of which help the overall game-day environment. Whether it’s promotional messages for a pizza parlor, a car dealership or a fast-food chain mascot handing out coupons, Kaufman and Hemmelgarn said there is always room for interaction between sponsors and fans.

“… An insurance agent buying footballs for all of the football games for the cheerleaders to throw out,” Hemmelgarn said, “we don’t make any money from that, but it does add to the overall atmosphere for the fans.”

No matter what the strategy schools are using, Lakota East (Liberty Township, Ohio) High School athletic director Richard Bryant said his advice is simple when dealing with sponsors during a tough economic climate.

“Our business (education) is about relationships – with kids, parents, teachers, coaches (and) administrators,” Bryant said. “You have to create positive relationships to be successful in any facet, regardless of circumstances that are outside of our control.”

Mike Dyer is the assistant high school sports editor at the Cincinnati Enquirer. He has been covering high school sports in Southwest Ohio since 2004. Prior to arriving in Cincinnati, the Akron native was a high school sports correspondent for the Akron Beacon Journal and the Sun Newspapers. Some of his articles have also appeared in the Washington Post, Orlando Sentinel, Cleveland Plain Dealer and Pittsburgh Post-Gazette.
They just kept coming – footballs into the end zone that settled in between the two hands of a receiver. And by the time the last ball was thrown, neither coach nor quarterback knew that some pretty significant records had been tied.

Canton (Ohio) South High School quarterback Jared May completed nine touchdown passes in a September 10 victory, matching a state record and adding his name to a list of 11 players tied for sixth place in the National High School Sports Record Book. Five players hold the national record of 10 touchdown passes.

“I never thought I’d be considered among the names on that list,” May said. “I was just trying to put points on the board as best as possible.”

May certainly did that, leading his Wildcats to a 62-14 road triumph over East Palestine (Ohio) High School for their first victory of the 2010 season. That’s all coach Moe Daniska wanted.

“I didn’t keep track of how we were scoring,” Daniska said. “We’re worried about trying to win. Jared’s very smart, and we just put the ball in his hands.”

May finished 26-of-38 with 451 passing yards and did not throw an interception. The scoring strikes came of every variety: a few of more than 50 yards, a couple between 30 and 50 yards, and two from the one-yard line.

“They were pretty spread out,” May said. “Guys were getting open. I had all the time in the world, and my receivers caught everything.”

With the game well in hand, Daniska held May out of the fourth quarter and said knowledge of state or national marks would not have changed his thinking.

“I don’t coach for records,” he said. “That’s not why you play. We’d worked on what we needed to work on. If someone told me he needed one more to tie a national record, I’d have still taken him out.”

For a more in-depth article on this record performance, visit our Web site at <www.nfhs.org/content.aspxid=3524>.

Chris Goff is a fall intern in the NFHS Publications/Communications Department. He is a junior at Butler (Indiana) University, majoring in journalism (news editorial) and minoring in history.
Female Kicker’s Exploits Yield National Fame

BY LAUREN FELLMETH

Alana Gaither of Akron (Ohio) Firestone High School has recently been using her adept legwork and kicking abilities to create a national name for herself.

For starters, the 5-foot-5 senior is a female kicker on the Firestone boys football team. In Firestone’s 42-10 win over Massillon High School on September 24, she kicked a 37-yard field goal.

On October 8, she bettered that by a full six yards when she booted a 43-yard field goal in Firestone’s 45-6 win over Ellet High School.

The very next day, Gaither scored one of Firestone’s two goals in its 2-0 girls soccer win over Louisville High School.

Then, two days later, she collected two goals and two assists in the Falcons’ 7-1 decision over Coventry High School.

Gaither remains a starting forward in soccer for the fourth year in a row and is one of the top goal scorers in the area with 17.

Through Firestone’s first seven football games, Gaither is 4-for-4 on field-goal attempts, 29-for-31 on extra-point attempts, and second on the team with 41 points.

Not surprising, Gaither is also a successful track and field athlete. She won the 3,200-meter relay and finished third in the 800 meters during the City Series.

In addition to her athletic skills, she maintains a 3.7 grade-point average in the classroom.

The National High School Sports Record Book contains a category for “Longest Field Goal” in football. The national record is 68 yards and the No. 10 position is 63 yards. All of the individuals on that list are boys.

Photo provided by Ed Suba Jr., Akron Beacon Journal.

Lauren Fellmeth is a fall semester intern in the NFHS Publications/Communications Department. She is a recent graduate of Elon (North Carolina) University with a Bachelor of Arts in corporate communications and Spanish.
As with many aspects of education, there is no one definitive manner in which the athletic director’s position is structured throughout the country. There are several models and each may have positive and negative features.

Depending upon the district or state, you can find that the athletic director may work under any of the following titles or classifications:

- Coach and athletic director
- Teacher and athletic director
- Assistant principal and athletic director
- Athletic director who reports to an assistant principal
- Activities director
- Extracurricular director
- Athletic director

While there may be other variations and permutations, these at least provide an idea of how the position is structured around the country.

The coach and athletic director model has a major obstacle of how to balance time between the two responsibilities. With scouting, preparing practice plans, conducting practice sessions and coaching games, how can an individual also handle all of the details and responsibilities involved with the athletic director’s position? Even with a good support staff – secretary and assistants – something is bound to be shortchanged.

Beyond the time constraints, a coach/athletic director will also have to overcome the natural perception that his sport will get preferential treatment. If there is an emergency situation that may develop at another sport while this individual is involved with his own team, even with a well-developed plan in place there may be considerable criticism involved due to the absence of the athletic director.

Unless an athletic director merely “rolls out the balls” fulfilling his teaching responsibilities, this model again presents a problem of time. With lesson plans, grading, parent conferences and everything involved with good instruction, splitting responsibilities between two positions is like burning the candle at both ends. Some may even have additional duties tacked on, such as lunchroom, hall or bus duties.

The delicate time balance also comes into effect when an individual serves as an assistant principal and athletic director. One person operating in this situation points out that if there is a choice between handling a student disciplinary problem or dealing with athletics, there is really no choice. Immediately handling a student problem has to come first and you get to the athletic situation when you can.

Professionals who have the title of activities or extracurricular director not only deal with all athletic issues but, as the title indicates, also handle all extracurricular activities. While this combination means that this individual will truly understand the complete facility usage matrix and how the students are involved, the time spent on each aspect may vary greatly.

There are times during a normal school year that attention to athletic programs takes over completely. Two examples were frequently offered. When weather-related issues in the spring with rain or in the winter with snow involve cancellations and the completion of eligibility reports, these tasks may take 95 percent of this individual’s time and focus. Also, having the responsibility for activities means attending plays, concerts and meetings in the evenings in addition to athletic events. Anyone in this situation has to hope that they have flextime and an understanding administration.

There are some athletic directors throughout the country who perform the daily tasks of rescheduling games, serving as game managers and mentoring the coaching staff, but report to an assistant principal. In this structure, the assistant principal has the authority to make all decisions and needs to be careful not to upstage the athletic director. This model is a clear example of an athletic director as a middle management position.

Why do different models exist around the country? Some may have been in place for years with little thought as to how the athletic director’s position has evolved and expanded. Others are struc-
tured in line with neighboring districts or how things are done on a statewide basis. There is, of course, one more explanation – money.

Other than the full-time athletic administrator’s position, every other model is a combination of responsibilities for two positions. When one considers that support staffs are not always available for all of these combination appointments, these positions become extremely time-intensive and often involve a great deal of pressure. Burnout and chronic fatigue can be commonplace.

Lack of time is a major limitation with dual-position models. It is difficult or next to impossible to handle strategic planning, secure sponsorships and undertake visionary initiatives due to the time-intensive demands in the various models for structuring the athletic director’s position. The normal day or week of an athletic administrator is typically filled with tasks and responsibilities that may cause it to be overwhelming for even the best individuals.

Either by decree or due to the conscientious nature of an athletic administrator, he or she has no choice but to commit more hours daily or weekly to attend to every detail. The onus, therefore, falls upon individual schools or districts to structure the position so that it is both functional and humane for the person serving in this capacity.

An assistant principal/athletic director from Pennsylvania stated it best: “Even though you are performing two full-time jobs as an assistant principal/athletic director, which is impossible, it does give you credibility by being an administrator. Most don’t truly understand what an athletic director does.”

And she continues, “An athletic director is the most misunderstood position in high schools and yet one of the most important and visible. It needs to be a certificated position and there needs to be some sort of ‘standard’ which all schools have to follow.”

An athletic administrator provides a huge service to a school and community by developing and managing an educational opportunity for an extremely large segment of the student body. While a full-time position for the athletic director is the ideal model, it is obvious that everyone involved – athletic directors, principals, superintendents and school boards – need to understand why the position is important and what is involved.

Dr. David Hoch recently retired as 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 325 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.
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New ADA Regulations Impact School Sports Programs

BY LEE GREEN

The ADA’s 20th Anniversary

On July 26, 2010, as the nation marked the 20th anniversary of the Americans with Disabilities Act (ADA), President Barack Obama announced the issuance of new regulations clarifying the application of the law. In particular, the revisions address the ADA Standards for Accessible Design, a component of the statute which directly affects school sports programs and athletics facilities.

Enacted in 1990, the ADA requires reasonable accommodations in employment, in activity participation rights, in transportation, and in access to facilities for persons with physical or mental disabilities. Initially, the law defined “disability” as any condition that substantially impairs one or more major life activities and the Congressional Record from the date the ADA was signed into law by President George H.W. Bush indicated that 43 million Americans suffered from a disability as so defined.

In 2008, the ADA’s definition of disability was revised to include chronic health conditions such as cerebral palsy, diabetes, cancer and epilepsy, resulting in an expansion of the number of covered Americans to an estimated 54 million.

Although most of the 2010 ADA revisions take effect on March 15, 2011, compliance with the new ADA Standards for Accessible Design does not become mandatory until March 15, 2012. The full-text of the new rules, along with fact sheets identifying key components of the regulations applicable to renovation or new construction of recreation or school sports facilities, is available at www.ada.gov/regs2010/ADAregs2010.htm.

Key Changes Pertaining to School Sports Facilities

The following is a non-exhaustive list of some of the ADA accessibility revisions applicable to school sports facilities such as gymnasiums, stadiums, playing fields, weight rooms, locker rooms and athletics common areas.

- **Areas of Sport Activity**: The 2010 regulations require at least one accessible route to sports facilities, elements and spaces on the same site and an accessible route to connect the boundary of each area of sport activity such as courts and playing fields, whether indoor or outdoor. An accessible route is a pathway that provides reasonable ingress or egress for an individual in a wheelchair or a person with a motor skill impairment. Details regarding the required width, slope, ground surface characteristics and other technical specifications of accessible routes are available in the full-text ADA Standards for Accessible Design at www.ada.gov/stdspdf.htm.

- **Accessible Routes to Press Boxes**: The 2010 standards require that all areas of newly designed and constructed press boxes and altered portions of existing press boxes be accessible. However, two exceptions were added that exempt small press boxes that are located in bleachers with entrances on only
The 2010 revisions require at least 60 percent of public entrances to sports facilities to be accessible; therefore, if two public entrances are planned for a newly constructed or renovated facility (as is typically required by local building and fire codes), both must be accessible.

**Public Entrances:** The 2010 revisions require at least 60 percent of public entrances to sports facilities to be accessible; therefore, if two public entrances are planned for a newly constructed or renovated facility (as is typically required by local building and fire codes), both must be accessible.

**Wheelchair Spaces and Companion Seats:** The 2010 regulations require assembly areas with 501 to 5,000 traditional fixed seats to provide at least six wheelchair spaces and companion seats, plus one additional wheelchair space and companion seat for each additional 150 seats (or fraction thereof) between 501 and 5,000. In assembly areas with more than 5,000 traditional fixed seats, at least 36 wheelchair spaces and companion seats are required, plus one additional wheelchair space and companion seat for each additional 200 seats (or fraction thereof) in excess of 5,000. The 2010 standards also include detailed rules regarding line of sight and dispersion of wheelchair spaces, the specifics of which are available at www.ada.gov/stadium.pdf.

**Wheelchair Requirements in Team or Player Seating Areas:** The 2010 revisions require that at least one wheelchair space be provided in each team or player seating area serving locations of sport activity. For bowling lanes, the requirement for a wheelchair space in player seating areas is limited to lanes required to be accessible.

**Locker Rooms:** The 2010 regulations establish new accessibility requirements for dressing rooms, fitting rooms and locker rooms with the primary change being a new provision mandating clear floor space alongside the entire seating area in the rooms (e.g., beside the short axis of any benches between rows of lockers). This requirement applies only to new construction and renovations, not to already-existing locker rooms.

**Exercise Machines and Equipment:** The 2010 revisions require that at least one accessible version of each type of exercise machine or equipment is provided and that an accessible route is established to at least one of each type of exercise machine or equipment. Clear floor space must be provided so that an individual with a disability or an individual in a wheelchair is able to use the accessible machine or equipment. Details regarding the clear floor space requirements and the accessible exercise machines and equipment requirements are available in Section 236 of the 2010 standards at www.ada.gov/regs2010/ADAregs2010.htm.

**Golf Facilities:** The 2010 regulations require an accessible route to connect all accessible elements within the boundary of the golf course, including golf cart rental areas, bag drop areas, tee boxes, putting greens, weather shelters and practice areas. The accessible route requirements will be met by providing adequate golf cart passage, assuming all ADA specifications for width and curb cuts are met.

**Play Areas:** The 2010 standards require that accessible ground surfaces, access routes, and ground and elevated play components must be provided in newly designed or renovated playground areas. Numerous play area technical requirements and exceptions are set forth in Section 1008 at www.ada.gov/regs2010/ADAregs2010.htm.

**Swimming Pools:** The 2010 regulations require at least two accessible means of entry/exit for larger pools (300 or more linear feet) and at least one accessible entry/exit for smaller pools. At least one entry/exit must be a sloped entry or a pool lift; if two are required or provided, the other may be a transfer wall or transfer system.

**Ticketing:** The 2010 standards provide guidance on the sale of tickets for accessible seating, the hold and release of accessible seating to persons other than those who need accessible seating, the measures required to prevent fraudulent purchase of accessible seating, and the obligations of venue operators to accommodate an individual with a disability who acquired inaccessible seating through secondary ticket markets. Details regarding all ticketing requirements imposed on operators of sports facilities are available in Section 35.138 at www.ada.gov/regs2010/ADAregs2010.htm.

The School District’s Responsibility

If a school district retains an architecture or engineering firm to design and execute renovations or new construction of sports facilities, presumably the architects or engineers will be fully aware of the new ADA regulations and will design facilities that are compliant with the guidelines established by the ADA and the U.S. Architectural and Transportation Barriers Compliance Board. Ultimately, however, the responsibility for compliance lies with the district itself and district personnel should, at a minimum, make specific inquiries of facility designers to ensure that all ADA requirements have been met. And if a district undertakes renovations or new construction on its own, using its in-house maintenance staff or other forms of “sweat equity” (e.g., coaches, student-athletes or booster clubs making upgrades to sports facilities), the burden will fall wholly on the district to ensure compliance with all ADA mandates.

Lee Green is an attorney and a professor at Baker University in Baldwin City, Kansas, where he teaches courses in sports law, business law and constitutional law. He is a member of the High School Today Publications Committee. He may be contacted at Lee.Green@BakerU.Edu.
s your athletic philosophy about winning or financial gain? Most programs include these components and, hopefully, also focus on the student-athletes.

Since coaches and athletes are competitive and programs need money to survive, especially in these difficult times, there is nothing wrong with striving to win. Fans and the community may also enjoy a winning season. But where should the emphasis be placed?

The National Federation of State High School Associations (NFHS) and its membership believe “that interscholastic sports, in addition to the fine arts, promote citizenship and sportsmanship. They instill a sense of pride in community, teach lifelong lessons of teamwork and self-discipline and facilitate the physical and emotional development of our nation’s youth.” The development of a student-centered program should be the focus of athletic administrators.

Student-centered philosophies in education can be found at institutions throughout the world. At these institutions, an environment is established that is conducive to the needs of the students. The adult leaders serve as allies and advocates for students. Institutional leaders create opportunities to develop students as leaders and involve students in decision-making opportunities.

The National Association for Sport and Physical Education (NASPE) has developed 40 standards for coaches in eight domains. Included in the Philosophy and Ethics Domain is the standard “to develop and implement an athlete-centered coaching philosophy.” The Growth and Development Domain calls for coaches to “facilitate the social and emotional growth of athletes by supporting a positive sport experience and lifelong participation in physical activity,” as well as to “provide athletes with responsibility and leadership opportunities as they mature.”

A high school athletic program that wishes to develop a student-centered philosophy should concentrate on educating its administrative staff, coaches and student-athletes, as well as its fans and parents. Developing behaviors that meet the needs of the athletes and facilitate their leadership opportunities will go a long way toward a student-centered philosophy in the athletic program.

Following are some ideas for each area in the high school:

Administrators

Athletic administrators who aspire to lead a student-centered program should immerse themselves in their own professional organizations, including the National Interscholastic Athletic Admin-
Athletes Association (NIAAA) and the NFHS. The NIAAA’s Leadership Training and Certification Program provides the athletic administrator opportunities through numerous leadership courses, including many that deal with the development of their coaching staff, as well as to promote positive experiences for student-athletes.

Athletic administrators can also work directly with their student-athletes through the development of an athletic leadership council. The Warsaw Community High School Student-Athletic Board, for example, meets twice a month with its activities centered on the development of leadership skills, community service and the promotion of sportsmanship activities in the school. Students are involved in the development of athletic department policy and in hiring of new head coaches.

Coaches

Learning opportunities for coaches are abundant, including assistance from their national and state coaching associations, the NFHS and many other online avenues. In addition, colleges are becoming involved in coaching education, both on campus and online. Outstanding books and other publications are on the market as well.

In their book, “The Seven Secrets of Successful Coaches,” Dr. Greg Dale and Jeff Janssen believe that successful coaches develop meaningful relationships with their athletes. These coaches foster a positive environment for their athletes, are honest, coach with integrity, provide leadership opportunities for their athletes, seek input on key decisions, and take a genuine interest in their athletes, which lead to a lifelong relationship between coach and player.

Mike Krzyzewski, head men’s basketball coach at Duke University, believes that coaching is about relationships. He says, “It goes way beyond X’s and O’s. You have to create an environment of trust among your staff and athletes. Without trust, you have nothing. With trust, you will be able to accomplish great things.”

One of the biggest challenges for a coach who wishes to lead a student-centered program is modeling the behaviors and ideals he wishes of his or her team. The team needs to see the coach as a leader who will always do the right thing, no matter what the outcome. Winning is a byproduct of effort, honesty and a caring relationship with their team.

Athletes

There are several online leadership initiatives that aim to develop the skills and abilities of our youth. Two of the most popular are “Character Counts” and “Champions of Character.” These programs develop the skills of respect, responsibility, integrity, citizenship, sportsmanship and leadership, among others.

Athletes who wish to be leaders in the high school program must also take upon themselves to develop these skills in other youth settings such as their church, community and youth sport organizations. Students who are willing to donate their time in these programs will develop numerous skills that will benefit them in high school and beyond.

School leadership organizations such as the student council and student advisory groups are also ways for high school athletes to develop their skills. Within these programs, students become involved in the growth and improvement of their school. Decisions are made via suggestions and initiatives taken by the students themselves.

Fans and Parents

Schools with student-centered programs take time to educate their fans, including the parents of their athletes. Obviously, sportsmanship is a common theme when attempting to teach parent groups, but maybe the most important aspect is developing the concept “we are here because of the kids.”

At Warsaw High School, fans are asked to abide by a pledge published in game programs. This pledge emphasizes that fans are a guest of the school’s students while at a contest. They agree to abide by the coaches’ and officials’ decisions with the understanding that the game should be enjoyable for all participants.

The student-centered athletic program is attainable by all schools. Many schools probably include some aspects, while improvement is needed with others. The key is educating your coaches, your athletes and your fans. The interscholastic athletic program can be the leader in student-centered education because it involves so many different populations and offers numerous opportunities for teaching the necessary skills needed.

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Photo provided by Kim Jew Photography, New Mexico.

Joe Santa, CAA, has been an athletic director for 22 years and is currently serving as athletic director at Warsaw (Indiana) Community High School. He is a member of the Indiana High School Athletic Association Board of Directors.
Purple-and-gold lettering on black-and-white uniforms dressed with pink and green socks. A grand fashion statement?

Perhaps not, but for the Serena (Illinois) High School girls softball team, its 2010 attire was a statement of a much greater significance.

Pink and green were the favorite colors of Samantha Fielitz, the senior class valedictorian at rival Earlville (Illinois) High School who suffered severe brain damage when her car was slammed by a drunk driver.

Fielitz fought for her life for more than two months after the March 12 accident before passing away May 24. During Fielitz’s struggle for life, Serena’s Lady Huskers dedicated their season to a girl they barely knew, and when they secured a berth in June’s state tournament, the team could feel the late Fielitz’s presence.

“We knew we got there for a reason,” catcher Megan Gunier said. “Part of us believed she carried us through. We had gotten so many people up cheering for her.”

Gunier was the only Serena player to have met Fielitz, and only twice at that. Gunier and her mother, Sherry, shared a hairdresser named Cindy Teorman, whose son, Chris, was dating Fielitz.

Sherry was devastated after Fielitz’s brain surgery.

 “[My mom] was connecting to her own kids,” Megan said, “and thinking, ‘What could we do for this poor girl?’”

An idea was born when Sherry saw pink and green “I believe” signs around nearby Earlville.

Serena head coach Kelly Baker quickly approved new colors on the team’s shin-high socks, while the Lady Huskers adopted a new rallying cry: “We believe.”

“At first, we just wanted to wear them when we played Earlville,” Baker said. “We were at a loss as to what to do to show support for another school. Then it snowballed.”

Serena principal Patrick Leonard agreed that what started out as an act of compassionate sportsmanship became so much more.

“This was just a true, sincere act of kindness from a team that had a very small connection to this girl,” Leonard said. “What they wore meant so much more than a game.”

The games themselves, however, were also part of the story. Serena, a Class 1A school with an enrollment of close to 270 students in the Little Ten conference, had never sent a team in any sport to a state tournament.

That all changed May 31, when the Lady Huskers clung to a 2-1 lead with two outs in the seventh inning of a super-sectional against powerful Downs (Illinois) Tri-Valley High School. With the tying run aboard, left-hander Karly Huss induced a pop-up to shortstop, where twin sister Katie allowed the ball to settle into her glove to seal the upset.

“I was jumping before I caught the ball,” Katie said. “It was pretty much our dream to be the first [Serena] team to go.”

Leonard, watching Serena players run straight to the pitcher’s mound bouncing in celebration, saw school history altered with one pitch.

“You always wonder, ‘What’s it like to get there?’” Leonard said.

“Will we get there?” Then, as soon as we knew, it was such a relief that they actually did it, because this changes kids’ lives.”

The victory came one week to the day after Fielitz’s passing, and she was a component of the celebration.

“Every single play we thought of her,” Karly said. “She was our guardian angel.”
Baker, in her ninth season as Serena’s head varsity coach, noticed special traits in the 2010 team.

“You saw the maturity,” Baker said, “and knew we had great kids. What they did was a great tribute to the community.”

That sense of community is strong in rural LaSalle County, located in north-central Illinois, about an hour and a half southwest of Chicago.

Earlville, which serves 140 to 150 students, is even smaller than Serena, and only about 12 miles separate the two schools.

“The kids know each other,” said Leonard, who is from Earlville. “We do some co-op sports with Earlville, and that whole community takes a lot of pride in its athletic teams.”

Of course, that isn’t to say Earlville and Serena aren’t rivals on the field. They are.

“There’ve been some really intense rivalries in the past,” Leonard said.

But the Lady Huskers had no problem setting that aside to honor Felitz’s struggle.

“We believed she could find a fight,” Katie said. “We thought we could do it as a team.”

Sherry, along with bus driver Jean McNelis, posted motivational signs in the dugout before every game.

Katie checked a prayer Web site updated by Felitz’s stepmother each night, hoping to report positive news about the 18-year-old prom queen’s recovery.

Serena lost, 7-3, to Alexis (Illinois) United High School in the Class 1A third-place game, a five-inning contest shortened by rain. The Lady Huskers finished 20-14, fourth in the state of Illinois after an unexpected, storybook run.

Reminders of this inspirational season might be around for a while. Designs for a potential new softball uniform include an embroidered pink and green ribbon.

Maybe it’s like the sign said: “A little pink and green goes a long way.”

Photos provided by Kelly Baker, Serena High School girls softball coach.

Chris Goff is a fall intern in the NFHS Publications/Communications Department. He is a junior at Butler (Indiana) University, majoring in journalism (news editorial) and minorning in history.
Allie Sakowicz is a junior at Park Ridge (Illinois) Maine South High School who has been playing tennis since the age of seven. And since the age of nine, Sakowicz has wanted to be an obstetrician. As a means of working toward that career goal, when Sakowicz isn’t on the court, she is usually helping pregnant teens both inside and outside of the delivery room.

Among her qualifications to help pregnant teens, Sakowicz has become a DONA-trained doula. DONA International is a nonprofit organization that trains and provides continuing education for doulas around the world. A doula is a nonmedical professional who provides physical, emotional and informational support to women before, during and after birth.

Sakowicz describes being a doula as “the perfect blend.” "I became a doula because I wanted to be involved in health care, but it’s hard to find something a teenager can do,” Sakowicz said. "I wanted to work with teen moms and be a supportive figure for them while helping out the community.”

As an athlete, Sakowicz is extremely accomplished. She played on the junior varsity tennis team as a freshman and became one of just two sophomores on the varsity team the following year. Last season, Sakowicz finished second in the conference with a record of 31-4 and made an all-area team. Sakowicz also doubles as a badminton player in the spring.

"I love being part of a team and forming relationships; it really is fun to play with some of your best friends,” Sakowicz said. “When you know there is a whole team at stake, it makes what you’re doing that much more worthwhile.”

This year, however, Sakowicz has decided to take a hiatus from her tennis career in order to focus on academics. She still intends to play badminton in the spring.

“Birth is one of my passions. I want to be an obstetrician. It is really important for me to do well and be able to attend a medical school someday where I can be happy and succeed,” Sakowicz said.

The training to become a doula is intensive and expensive. There are several classes to attend and a thorough reading list to complete. Doulas who are in training attend a three-day weekend of intense training and are required to attend between three and seven births. Afterwards, they receive evaluation from the mothers. For some, the doula certification process takes a few months; for others, it takes two years. Sakowicz finished hers in a year-and-a-half, mostly because she could not attend births during school.

In one word, “inspired” is how Sakowicz describes her work as a doula.

"I get my inspiration from the mothers. It is really special that I have the opportunity to work with the mothers,” Sakowicz said.
“What I do and the experiences I have are not something that most teenagers encounter.”

Writing is another passion for Sakowicz. She has been a freelance writer for the past six years and has published more than 30 articles in regional and national magazines across the country.

“I’ve always loved writing,” Sakowicz said. “Writing is a great opportunity for me to express myself and get my message out to the public.”

When Sakowicz isn’t writing, playing tennis and badminton or carrying out her duties as a doula, she participates on the speech and debate team and the scholastic bowl team, volunteers at the hospital, works with special-needs students and is a peer tutor. While Sakowicz may gain her inspiration from the mothers she helps and her teammates, her accomplishments serve as an inspiration to others as well.

“It really is special that I get to be a part of something I love and something I want to do,” Sakowicz said. “In school, in athletics, in my writing and with these mothers, I really have an opportunity to do all of these things.”

Photos provided by Allie Sakowicz, Park Ridge (Illinois) Maine South High School.

Lauren Fellmeth is a fall semester intern in the NFHS Publications/Communications Department. She is a recent graduate of Elon (North Carolina) University with a Bachelor of Arts in corporate communications and Spanish.
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In 2005, a grant from the Iowa Department of Education to the Iowa Alliance for Arts Education (IAAE) empowered the Iowa Bandmasters Association (IBA) to pilot a mentorship program that would eventually involve every first-year arts educator in the state of Iowa. The first grant was approved by the Iowa Department of Education for the years 2006-09, and a follow-up grant was written and approved for 2009-12. Many discussions were held to assess the needs of beginning arts teachers. With these needs in mind, the “Iowa Model of Excellence” mentoring program was designed with the following four components:

Component No. 1: Establishment of a framework to identify first-year arts teachers and pairing them with an “active” mentor.

The “active mentor” can be a practicing teacher in the same or neighboring school district who provides the first-year arts educator with answers to the day-to-day questions that arise in the classroom. This mentor can provide immediate question-answer assistance during the school year through e-mails, phone calls, etc. Organizations have the most success by appointing a mentor chair for each of the district subdivisions of the statewide organization, who in turn, monitor fine arts positions filled by beginning teachers. These organization mentor chairpersons are in charge of collecting the job description and contact information of the first-year teacher and forwarding it to the state mentorship chair.

Component No. 2: Participation in the “Fall Symposium for First-year Arts Educators” in October of each school year.

This event is free to any first-year arts educator in the state. The mentorship grant pays for the meals, mileage and lodging expense of first-year teachers to attend. The topics addressed were selected by surveying the beginning teachers and asking them what they needed.

Component No. 3: Awarding of scholarships to first-year arts educators to attend statewide professional conferences and payment of professional membership dues.

This scholarship can be used for registration, lodging, meals, mileage, membership fees or substitute teacher expenses incurred by conference attendance. First-year teachers who belong to several professional organizations can determine how the scholarship money will be allocated.

Component No. 4: Assignment of an “observation mentor” to visit the first-year teacher for one to four days during the school year.

This mentor is often a retired teacher who will spend the entire day with the beginning teacher and offer suggestions for improvement. The mentor chair for each organization matches up the mentor/mentee pairs according to the teaching assignment and needs of the first-year teacher. The organization of the day is determined by the beginning teacher, who oftentimes has a specific problem or concern for which assistance is needed. The “observation mentor” is paid a $125 daily stipend, plus meals, mileage and lodging. A summary of the mentor visit, signed by both the mentor and mentee, is required to be submitted documenting activities/classes that were attended, observations that were made and lists of suggested ideas for improvement.

During the 2008-09 school year, there were 64 observation mentor visits, 26 scholarships awarded to first-year teachers and 129 people in attendance at the Fall Symposium. Participation in future years will be tailored specifically to these needs.
ture programs promises to be more encompassing as more and more teachers take advantage of the program.

Following are some highlights from the first three years of the program:

• During the observation mentor visits, first-year teachers just need assurance that they are doing OK. They are often in survival mode and need to hear that they are on the right track.

• First-year teachers need an opportunity to share their experiences with each other. At the Fall Symposium, time is scheduled to provide teachers the opportunity to meet formally and informally throughout the day to just talk.

• First-year teachers need to realize they are not alone and that the experiences they are having are similar to others in their first year. Some of the most powerful moments of the Fall Symposium are the sessions entitled “What I Learned During My First Year of Teaching” – a panel discussion by second-year teachers – and “Learning from the Masters” – a group discussion of first-year, veteran and retired teachers.

• The establishment of a professional network is imperative for the survival of the beginning teachers. This network can be fostered through the use of the active mentor program, the observation mentor program, participation in the Fall Symposium and attendance at professional conferences. Many arts educators in Iowa are in one- or two-person departments and this professional network is crucial for teacher success.

• Collaboration and communication between the professional organizations and Iowa Department of Education is essential. This cooperation fosters a sense of camaraderie among groups that sometimes can compete for membership and operational dollars. This increase in communication has proven to be very valuable in an “arts-based” rather than “subject-based” approach to advocacy in our state. Collaboration, rather than competition, is the key to success.

The "Iowa Model of Excellence" mentoring program has received nationwide attention with presentations at the Midwest International Band and Orchestra Clinic in Chicago, the National Federation of State High School Associations Music Conference in Indianapolis, the Indiana “Best Practices in the Arts Conference” and the Missouri Bandmasters Association Conference.

The unique partnership and financial support of the Iowa Department of Education (IDE), with the assistance of Rosanne Malek, fine arts consultant with the IDE, along with the professional arts organizations in Iowa, have made this program possible.

Leon Kuehner is director of bands at Hampton-Dumont High School in Iowa. He has been president of the Iowa Bandmasters Association and state chair of the American School Band Directors Association and the Iowa Alliance for Arts Education. He received his bachelor’s and master’s degrees from the University of Northern Iowa.

Elizabeth Fritz has been band director and music teacher for the Decorah Community Schools in Iowa for 23 years. She is the current past president of the Iowa Bandmasters Association and most recently has created online instruction for music students and professional development for educators. She is involved in a music technology project that includes creation of comprehensive technology-integrated lesson plans for inclusion with new concert band music. Fritz received her bachelor’s from the University of Northern Iowa and a master’s from Boise (Idaho) State University.
Pennsylvania Football Coach Doubles as Superintendent

BY LAUREN FELLMETH

In smaller communities, the head football coach occasionally coaches another sport in the winter or spring season. That individual may also be involved in other duties within the high school, such as the drivers’ education program. But imagine the head football coach serving as superintendent of the school district.

Such is the case for Don Bailey, who coaches football at Forest Hills High School in Sidman, Pennsylvania, and serves as superintendent of the Forest Hills School District, which encompasses three schools — one elementary school, one middle school and Forest Hills High School.

Not surprisingly, Bailey is the only person in Pennsylvania who handles the dual role of superintendent and head football coach. If there are others nationwide who have similar duties, it is doubtful that anyone can better Bailey’s longevity record, which dates to his own high school days in the Forest Hills School District.

Born in Johnstown, Pennsylvania, and raised in St. Michael, Pennsylvania, Bailey was a three-sport athlete at Forest Hills High School in basketball, baseball and football. After his graduation from Forest Hills in 1969, Bailey was a scholarship football player at Southern Illinois University. An unfortunate knee injury led him back to California University of Pennsylvania to pursue his second passion: education.

“I always knew I wanted to be a coach and a teacher,” Bailey said.

At the young age of 23, Bailey earned a coaching position with his high school alma mater. Now in his 38th year in the program and 37th year as head football coach, Bailey finds it hard to believe that it all started back in 1973. This year also marks Bailey’s 10th year as superintendent and 17th year as head track and field coach.

“When I became head coach at 23 years old, I was proud to be a part of the same district from which I had graduated. I just evolved into being the superintendent,” Bailey said. “As I moved up the educational ladder, I was very lucky that the school district allowed me to coach. That is not a common thing in our area.”

Before Bailey became superintendent, he also was a teacher, assistant principal, principal and the director of education for Forest Hills.

“It’s obvious I love what I do. It’s been 38 years, after all,” Bailey said.

What’s not to love about coaching a winning football program for 37 years? Bailey is one of only nine coaches in Pennsylvania with 300 or more victories. Through games of October 23, his record is 311-83-8. Forest Hills has had nine undefeated regular seasons, 12 conference championships, eight District VI championships and four Region III championships. Forest Hills was also Pennsylvania Interscholastic Athletic Association Class AA state runner-up in 1994. Bailey has won 10 or more games in a season 12 times in his career and has had only three losing seasons.

Bailey has been Pennsylvania Coach of the Year (1983), Big 33 assistant coach (1982) and the West head coach in the East-West All-Star Game (2003). He has also been chosen Laurel Highlands Coach of the Year eight times, Southern Alleghenies Coach of the Year 10 times and the Tribune-Democrat Coach of the Year three times. Bailey’s highest and most recent honor was his induction into the Pennsylvania Scholastic Football Coaches Association Hall of Fame this past June.

Humble as he is successful, Bailey modestly acknowledges some of his achievements, but maintains that his true passion is watching his students and players become successful.

“My favorite part is watching graduates succeed after high school. I’ve had only one professional football player, but I’ve had hundreds of professionals,” Bailey said. “I love watching students succeed in their chosen professions and become productive citizens.”

From both his personal and administrative experiences, Bailey strongly supports the importance of education in the lives of young people and he recognizes the hard balance between co-curricular activities and schoolwork.

Bailey said high school students are faced every day with pressures from parents, teachers, coaches, the media and themselves. Students have to budget their time, maintain good grades, partic-
ipate in activities and be a young person all at the same time. Despite pressures, Bailey said the benefits of co-curricular activities certainly outweigh the costs that are sometimes associated with them.

“High school activities will continue to be vital and important to the development of students,” Bailey maintained. “Students need these [activities]. There will always be a place for [these activities] in the future.”

Bailey admits that there is a balance to being superintendent and head coach. He said the most important responsibility in having these roles is being able to make decisions.

“Both roles require a lot of decision-making,” Bailey said. “Sometimes, as a coach, I have 25 seconds to make a decision. Other decisions I make as a superintendent can potentially affect the district for a long time.”

Being a superintendent is not for the faint of heart either. While students and staff may enjoy the occasional snow day and time off from school, making that decision is a tough one for superintendents in cold climates.

“I’ve had only one professional football player, but I’ve had hundreds of professionals.”

“I worry sometimes if I’ve made the right decision,” Bailey discloses. “From October to April, I wake up at 4:30 a.m., check the weather reports, drive the roads myself, check with other area superintendents and check with road supervisors and police before I make a decision. My responsibility is the safety and welfare of students and staff of the entire district — all 96 square miles of it.”

There is a lot of preparation that accompanies the roles of head coach and superintendent, and Don Bailey has enjoyed all 38 of his years in the Forest Hills School District.

“I wouldn’t trade [my life] with anyone. I have been truly blessed,” he said.

From regional, district and state championships, to coach of the year awards, to the marriage to his wife, Diane, and the birth of his two sons, Brandon and Derek, Bailey has had a multitude of memories.

“I’ve been lucky enough to have had a lot of memorable moments; I couldn’t name just one and be fair to all,” Bailey said. “I’d like to think I haven’t had my most memorable moment just yet.”

Photo of Coach Don Bailey is provided by Alice Single.
Beaufort, North Carolina, is a small coastal town with big ideas. What started as a small advertising campaign with signs around a high school football field has grown into a large community-wide initiative that involves the campus of East Carteret High School and nearby Route 70.

In the fall of 1985, former Athletic Director and Assistant Principal Clem Williams started an advertising program to increase funding for the school’s athletic department, in addition to Beaufort’s existing Mariners’ Feast fundraiser.

The first signs were 4 feet by 8 feet and made from canvas that was purchased from a local sail maker. A woman in Newport, North Carolina, did the lettering for the signs. Once the signs were completed, they were hung on the fence surrounding the football field. During the summer, the signs were taken down and stored.

As this sponsorship program grew, sponsors wanted increased visibility of their signs to combat the expenses that rise over time. Signs were placed on a chain-linked fence along the access road leading up to the school and were left up year-round. That is where the majority of signs are still located.

While the school access road provided sponsors more visibility, due to increased demand, East Carteret decided to expand the program to include space along the main road of Beaufort: Route 70. Referred to as the “preferred location,” this space along Route 70 has greater visibility than the school’s access road where the majority of the signs are located.

“The intersection is large,” said Ralph Holloway, principal at East Carteret High School. “Because Beaufort is pretty isolated, there is one road that everyone travels on, no matter what they are doing. Everyone sees these signs.”

Holloway said the program’s success rests with interest from local businesses. Once a business purchases a sign, it is East Carteret’s responsibility to send the information and design to the sign maker. After the initial proofs are confirmed by the sponsor, the sign is made and placed either along the school’s access road or Route 70.

Businesses that wish to advertise along the access road pay $275 per sign per year, and the cost for signs on Route 70 is $400 per sign per year. Businesses always have the option to renew their signs, and the majority of the profits for East Carteret occur when businesses elect to renew. The sign sponsorship program demonstrates the school’s support of local businesses and, in return, the support that businesses have for the school’s athletic program.

“We have been very successful with this program and we are pretty maxed out in terms of space,” Holloway said. “There is a waiting list for businesses to get their signs along Route 70.”

The program has withstood a changing economy and various sign makers. Beginning with canvas, East Carteret has also tried vinyl and aluminum signs, but has experienced the best quality with wood signs. Because of the city’s location along the coast, wood signs are the most stable during high winds.
Another option that schools use for their sponsorship program is one large billboard in town with the names of all the sponsors. Holloway claims that this method has just not been as effective at East Carteret.

“We could do the same [as other schools], but the cost to construct the billboard to withstand the hurricane winds is far too great. It is also hard to meet wind codes,” Holloway said.

Holloway added that individual signs are easier to read and more effective as advertising tools, as opposed to one large, all-inclusive billboard.

Although it may seem that $275 and $400, respectively, per sign, per year is a high price to pay for businesses, Holloway said businesses believe the costs are justifiable for two reasons. The local businesses are supported by East Carteret High School and gain good exposure in the community, and the school’s athletic department receives the monetary benefits. The Department of Transportation also installed a “car counter” on the access road leading up to the school so businesses could see exactly how many people see their signs on a daily basis.

“It is wonderful how the local businesses really want to support our school and our athletic program,” Holloway said.

The sign sponsorship program has grown considerably over the years. From a humble start in the 1980s with 40 signs, now at least 75 signs are part of East Carteret’s sign sponsorship program.

“The signs are here to stay,” Holloway said. “We have experienced a very positive outcome and it helps us reach what we are trying to accomplish. It is good for the community.”

Lauren Fellmeth is a fall semester intern in the NFHS Publications/Communications Department. She is a recent graduate of Elon (North Carolina) University with a Bachelor of Arts in corporate communications and Spanish.
Running Made Favor Hamilton Feel Like a Superstar – Then She Became One

BY LAUREN FELLMETH

Editor’s Note: This interview with Suzy Favor Hamilton, one of this country’s top all-time female distance runners, was conducted by Lauren Fellmeth, a fall semester intern in the NFHS Publications/Communications Department.

Born and raised in Stevens Point, Wisconsin, Suzy Favor Hamilton is a three-time U.S. Olympian and a 2010 inductee into the National High School Hall of Fame. Favor Hamilton, who won seven U.S. National Championships, won 11 high school state titles and was named one of the top 100 high school athletes of the century. Favor Hamilton was the winningest female collegiate athlete in University of Wisconsin history. She won nine NCAA championships and the Honda Broderick Cup as the nation’s top female collegiate athlete, and was named Big Ten Athlete of the Decade for the 1990s. Today, Favor Hamilton hosts running camps and travels the country as a motivational speaker when she is not working at her real estate agency in Madison, Wisconsin.

Q: Why did you choose to participate in running as compared to other sports?

Favor Hamilton: As a child, I always loved sports. I tried them all. But, I never found them to be natural and easy for me. As much as I loved them, I wasn’t very good. But when I ran, I felt like a superstar. It made me feel great and I always was the fastest. It is easy to gravitate toward something you like to do and something you are good at.

I continued running because I beat all the boys. In my elementary school gym class, we had a track meet and I beat all the boys. My sister, who is a year older than me, also ran and I wanted to hang out with her.

Q: How did you feel when you were inducted into the National High School Hall of Fame?

Favor Hamilton: I was really elated. It was nice for me to be inducted after my career was done and I’ve had time to reflect on everything. I kept thinking, “Oh my, I really did all that? I can’t believe it.” I am so appreciative that they took the time to honor me and I was really blown away by the whole experience. It was so incredible.

Q: What is an important lesson you learned by being a student-athlete?

Favor Hamilton: The biggest thing I learned was the importance of my education. When I was in high school, everyone was
focused on how fast I was running and all the victories I had. But somehow, I lost my grades and my study habits. When it was time to go to college, I had many scholarship offers to go wherever I wanted, but I was struggling to pass my SAT test. As such, I questioned whether I could even go to college. Fortunately, I had a tutor who helped me pass my SAT. Learning that school is really, really important was something I wish I had known earlier.

Q: What was your most memorable moment in your running career?
Favor Hamilton: One of my favorites was the last title I won. I was at Duke University and I had just won the 800-meter run and set the collegiate record for the event. I remember running the race, and then winning and thinking to myself, “I am in the big leagues now. I just ran that under two minutes.” I realized that was the precedent I had set for myself every time now. That race was really eye-opening for me.

Q: What was it like participating in the Olympics?
Favor Hamilton: I was very nervous for all three of them. I put too much pressure on myself. I was pretty nervous because I felt like I could not fail. And failing to me was not winning. I couldn’t afford to ever have a bad day. That is way too much pressure for anyone to have.

At the time, I could not realize why I was so nervous and why I couldn’t focus. I didn’t understand why those races were different and why I couldn’t be mentally prepared like every other. At this time, I have finally figured out how to solve problems. But at that age, I had no idea. What a gift it is to know how to solve problems at an early age and to know that how you deal with problems is a part of life. Problem-solving is something that we need to work on with children.

The most challenging aspect of running is the mental ability. The mind can get in the way so many times; it is a very self-driven sport. The mind has to be totally focused.

Q: What advice would you give to high school student-athletes who want to be successful?
Favor Hamilton: First, you have to be able to have confidence in yourself. Stand up for yourself. You need to be able to tell the outside world – whether it is a coach, parent, teacher, whoever – “Hey, I’m doing the best I can,” because you’re always going to get pressure. If you can learn that strength to deal with the pressure and criticism, you will succeed. So many athletes quit or hold resentment toward their sports because of the pressures they receive.

You have to love the sport for your own reasons, because it is what makes you happy. You do the sport for you, because you love it. Finding that balance is so important. I don’t care how talented you are; if you don’t have that balance and that support group, you will not succeed.

Q: What would you like to see in the future of high school sports?
Favor Hamilton: I would want to make sure that there are good quality coaches. I had such a great high school experience. I had the most amazing coach and I wouldn’t have changed anything about high school. But today, having a coach who truly cares and is able to motivate is the most important thing. The coach has such a power on an athlete at that age; it is really important to have a positive influence.

Lauren Fellmeth is a fall semester intern in the NFHS Publications/Communications Department. She is a recent graduate of Elon (North Carolina) University with a Bachelor of Arts in corporate communications and Spanish.
Saluting States Qualifying for the NIAAA Membership Commendation Program

States with 100% NIAAA membership:
Connecticut Association of Athletic Directors, Indiana Interscholastic Athletic Administrators Association
Maryland State Athletic Directors Association, New Hampshire Interscholastic Athletic Administrators
Rhode Island Interscholastic Athletic Administrators Association
Utah Interscholastic Athletic Administrators Association

Reached both NIAAA membership commendation levels of 10% growth and 70% membership among athletic directors in respective state:
- New Hampshire
- South Dakota
- Utah
- Wisconsin
- Wyoming

Maintained at least 70% NIAAA membership from among number of athletic directors in state:
- Connecticut DCIAA
- District of Columbia HIAAA
- Hawaii HIAAA
- Maryland MSADA
- Maine
- Nevada NADA
- New York
- North Dakota NDA
- North Dakota NDIAA
- Oklahoma
- Rhode Island
- Vermont
- Virginia

Raised NIAAA membership by at least 10%:
- Alaska
- Arkansas
- Colorado
- Delaware
- Iowa
- Iowa High School Athletic Directors Association
- Kentucky
- Louisiana
- Maryland
- Mississippi
- Missouri
- Montana
- Nebraska
- New Mexico
- New York
- North Carolina
- North Dakota
- Ohio
- Oklahoma
- Pennsylvania
- South Carolina
- South Dakota
- Tennessee
- Texas
- Utah
- Washington

Acknowledging state athletic director associations that raised 2007-08 versus 2006-09 NIAAA membership. State association either increased membership by at least 10% or maintained at least 70% membership among those athletic administrators, directors, coaches, or coordinators at schools belonging to the respective state athletic association.
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Developing Emergency Action Plans

BY THOMAS J. MORGAN, ATC AND ZACH RUBLE, ATC

The game is on – football, soccer, field hockey, basketball, lacrosse or any other event, at any school in America. A student-athlete goes to the ground. The crowd falls silent. All eyes are trained on medical personnel and coaches as they rush onto the field. This scenario plays out hundreds if not thousands of times a year in high school athletics. The question becomes: Is your school prepared for this emergency?

Realizing the importance of an emergency action plan, school officials have hopefully prepared for this scenario months ago. You may be asking, what is an emergency action plan, and how is one developed? The following basic emergency planning strategies – including what is involved, what resources are necessary for development, and how can it be implemented – should provide a good starting point.

During the course of most athletic events, minor injuries occur with a frequency which, at times, makes their presence a norm in athletics. Coaches and athletic trainers may become complacent as a result of this frequency. However, significant injuries require personnel to be ready to react immediately.

It is critical that any limb- or life-threatening injury be managed by trained medical personnel via the activation of the emergency action plan. (1) (2)

An emergency action plan is a course of action that, when activated, provides a description for specific roles and responsibilities, equipment and information needed to allow for a coordinated response to the emergency. Simply put, an emergency action plan will clearly outline who does what and when.

Is an emergency action plan necessary? In one word, “Yes.” Failure to have an emergency action plan can be considered negligence. (1) (3) (4) A school is required to exercise due diligence in providing care for its students whether involved in clubs or interscholastic sports. It is well documented in case law that schools have an obligation to provide adequate medical attention to scholastic participants. (1) (3) (5)

If there is no emergency action plan in place right now, it is not too late to put one together. The following outline can help start the process. The basic components of an emergency action plan need to include the following:

1. **Established Roles** – clearly define roles for personnel who may be involved in the emergency.
   - Immediate care of the athlete
   - Activation of Emergency Medical Services (EMS)
   - Emergency equipment retrieval
   - Direction of EMS to scene

2. **Communication**
   - Primary method
   - Back-up method
   - Test method prior to event
   - Activation of EMS
     - 911 or other
     - Prepare script
     - Post both of the above near communication devices
   - Athlete emergency information

3. **Emergency Equipment**
   - Automated External Defibrillators (AEDs), spine boards, splints, CPR care equipment
   - Trained personnel
   - Accessibility

4. **Emergency Transportation**
   - Ambulance on site
     - Advanced Life Support (ALS) or Basic Life Support (BLS)
     - Designated location
     - Clear route for exiting venue
   - Ambulance not on site
     - Meet incoming unit
A well-planned, documented and rehearsed emergency action plan is vital to an interscholastic athletic program. It will consist of a number of components, but it will help personnel manage emergencies in a much more calm, collected and concise manner.

**References**


*Emergency Planning for HS Athletics.* Tolbert, Renarda S. 2004, Coach and Athletic Director.

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**Table 1**

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<th>Sample Venue-Specific Emergency Protocol</th>
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<tr>
<td>High School Sports Medicine Football</td>
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**Emergency Protocol**

1. Call 911 or other emergency number.

2. Instruct EMS to report to ______ and meet ______ at ______ as we have an injured student-athlete in need of medical treatment.
   a. Football Stadium: ___________ Street Entrance
   b. Football Practice Field: ___________ Street Entrance

3. Provide necessary information to EMS dispatcher and personnel on arrival.
   a. Name, address, telephone of caller
   b. Number of victims
   c. Treatment being given
   d. Venue-specific directions
   e. Any other information requested by the dispatcher

4. Provide appropriate levels of care until EMS arrives. Upon arrival, provide summary of services rendered.

**Note:**

- Sports medicine or school staffer should accompany student to hospital
- Notify parents immediately
- Inform coaches and administration
- Obtain medical history and insurance information
- Appropriate injury reports need to be completed

| _________ Hospital (___) _________ |
| _________ Emergency Department (___) _________ |
| _________ Athletic Director (___) _________ |
| _________ Principal (___) _________ |

**Emergency Signals:**

Physician: Arm extended over head with clenched fist
Paramedics: Point to location where they are located on standby and wave on field
Spine Board: Arms held horizontally
Stretcher: Supinated hands in front of body or at waist level
Splints: Hand to lower leg or thigh

Adapted from Arnheim’s Principles of Athletic Training
Virginia Rules Against Energy Drinks

BY CHRIS GOFF

The Virginia High School League (VHSL) voted in late September to ban consumption of energy drinks by VHSL athletes during practice and competition. The new rule, recommended by the VHSL’s Sports Medicine Advisory Committee, cites “potential serious safety and health issue[s]” in banning popular drinks such as Monster and Red Bull.

The VHSL Executive Committee voted 24-2 in favor of the policy, which went into effect immediately. The VHSL governs all public schools in the state and will penalize members in violation with an initial warning.

The policy is modeled in part on the position statement of the National Federation of State High School Associations (NFHS) regarding what not to drink during exercise. Energy drinks are high in caffeine, and the NFHS states that such beverages produce a “high risk of dehydration associated with excess urine production, or decreased voluntary fluid intake.” Further, the NFHS states that energy drinks are not regulated by the FDA, and “thus, the purity and accuracy of contents on the label are not guaranteed.”

The VHSL ban raised similar concerns, alluding to the possibility for energy drinks to produce “adverse side effects, potentially harmful interactions with prescription medications, or positive drug tests.” It said energy drinks should not be used for hydration or for treatment of dehydration.

The NFHS reported in 2006 that “more than seven million adolescents reported that they had consumed an energy drink.” As defined by the VHSL, energy drinks are those “advertised as boosting energy.” Electrolyte-replacement drinks such as Gatorade and PowerAde and soft drinks are not banned under the new policy.

States agree to Internet and television partnerships

BY CHRIS GOFF

Five state high school athletic/activity associations recently have announced broadcast deals to bring high school sports to the Internet and television beginning this school year. The Colorado High School Activities Association (CHSAA), the Kentucky High School Athletic Association (KHSAA), the Indiana High School Athletic Association (IHSAA), the Michigan High School Athletic Association (MHSAA), and the Illinois High School Association (IHSA) have partnered with third parties to launch their own broadband portals and bring live championship events to local television stations and the Internet.

The CHSAA, in conjunction with When We Were Young Productions (WWWYP) and PlayON! Sports, has announced the launch of the CHSAA Network at the Web site: www.CHSAA.TV. WWWYP and PlayON! Sports will produce and distribute coverage of Colorado high school tournament events for the network. Many live events will be made available as Webcasts, but the new cross-platform endeavor is expected to allow Comcast Entertainment Television, which currently shows some CHSAA football and basketball games on tape-delay, to air live cable coverage.

“We view this as the first, and most vital, step toward establishing a statewide focus on high school activities,” CHSAA Commissioner Paul Angelico said in a press release. “We now have the opportunity to share with so many more people how valuable high school activities can be in the development of our future citizens.”

Events at CHSAA.TV will be available for viewing free of charge.
on both a live and archival basis. Beginning this year, the CHSAA Network will provide live coverage of the CHSAA 3A, 4A and 5A boys soccer finals; 4A and 5A girls volleyball semifinals and finals; 4A and 5A football championships games; and performances in the state spirit championships.

The KHSAA and iHigh.com have announced an agreement that will bring nearly 100 championship event broadcasts to the Internet and television during the 2010-11 and 2011-12 school years. A total of 73 broadcasts will be available at the Web site: www.khsaa.tv. An additional 26 events will air on broadcast, cable and satellite television. iHigh.com will produce and distribute content for these KHSAA events through its Web site, as well as through partnerships with several local television stations in Kentucky.

“Television and Internet coverage bring alive the excitement of KHSAA championships,” said Tim Campbell of iHigh.com in a press release. “We are thrilled to make coverage of Kentucky’s premier high school events among the most advanced in the country.”

Live television broadcasts will include boys and girls basketball and the state championship game in baseball. Live Internet broadcasts will include the swimming and diving championships, wrestling, and every game of the boys and girls state basketball tournaments.

The IHSAA, in conjunction with HomeTown Sports Indiana, has launched a new Internet television station for high school state championship broadcasts located at the Web site: www.ihsaatv.org. Powered by Livestream, the site will air live IHSAA tournament games, pairings shows, officials meetings and other content related to high school sports in Indiana.

HomeTown Sports Indiana will provide production support and manage the Web site. The new ihsaatv.org is an extension of the new IHSAA Champions Network, a partnership of several television stations around the state of Indiana that will air IHSAA championship events beginning this fall.

The IHSA has partnered with WWWYP and PlayON! Sports on a seven-year Internet and television contract. WWWYP will produce the IHSA’s live television broadcasts, which in 2010-11 will include all football state finals and the boys and girls basketball state finals. The IHSA broadband portal, www.IHSA.tv, which was launched last October, will now expand its coverage to Webcasts of state finals in most sports.

“This felt like a natural progression and one that anyone associated with the IHSA should be very excited about,” said IHSA Executive Director Marty Hickman.

The MHSAA will provide statewide video coverage of all state finals beginning in the current school year, thanks to a collaboration with WWWYP and Fox Sports Detroit on a comprehensive cable and online sports package. The Fox Sports Detroit Web site will stream live video of events shown live on Fox Sports Detroit’s television channel. All other MHSAA finals events will be additionally streamed at the www.MHSAA.tv Web site.

The MHSAA.tv portal provides Internet coverage of regular-season events, while the larger MHSAA Network has partnered for three years with Comcast Television to carry regular-season television coverage. Comprehensive coverage of state finals is now possible for the first time.

“We’re pleased that we can now bring most of our events to viewers and that all of our sports will receive coverage,” said MHSAA Executive Director Jack Roberts.

WWWYP has made broadcast deals with seven other state associations: the Wisconsin Interscholastic Athletic Association, the Missouri State High School Activities Association, the Tennessee Secondary School Athletic Association, the Georgia High School Association, the Oregon School Activities Association, the Alabama High School Athletic Association and the South Carolina High School League.

Other state associations around the country to have previously formed their own broadcast networks include the South Dakota High School Activities Association, the Iowa High School Athletic Association, the New Mexico Activities Association, the Minnesota State High School League, the Vermont Principals’ Association and the Mississippi High School Activities Association.

Chris Goff is a fall intern in the NFHS Publications/Communications Department. He is a junior at Butler (Indiana) University, majoring in journalism (news editorial) and minoring in history.
**High School Today | November 10**

**VOICES OF THE NATION**

**Q** How do you deal with losing a key player to injury?

- **Cooper Henderson**  
  Head Football Coach  
  Artesia, New Mexico

  Our first priority is to show the injured athlete and his family our concern for him beyond the playing field. We also challenge him to be a leader in his new coaching/support role, even giving him a staff coaching hat if the injury suffered is season-ending.

  We strive to show immediate confidence in the player's replacement, as the attitude of the coaches will be reflected in the team. We also try to divide the roles of the injured key player. For instance, we may challenge one player to take his leadership responsibilities, while scheming differently to utilize another player's physical skills.

- **Don Showalter**  
  Boys Basketball Coach  
  Mid-Prairie High School  
  Wellman, Iowa

  “Dealing with injuries is difficult for everyone. First, show compassion to the injured player and his parents. Continue to check on the player's rehab of the injury and let him know that he is still a part of the team, but now has a different role to play. After an injury, it is “next man in,” so now the replacement player has a new role and you need to discuss the new role with the player and give him expectations. Lastly, the other players must all realize their role will change on the team to make up for the injured player.”

- **John Brown**  
  Girls Basketball Coach  
  North Carroll High School  
  Hampstead, Maryland

  I have lost four returning all-county seniors in my nine seasons. As a coach, I cannot control the injuries or speed-up the healing process, but I can help control the team's attitude. The team goals remain the same even after a player is lost to injury. After an injury, I must make quick adjustments to the offense and defense and attempt to maintain chemistry. Through these adjustments, an opportunity presents itself to others on the team. I must motivate the replacement to step in and contribute immediately. While moving forward with the revamped team, I cannot forget about dealing with the injured player and continue making her feel like part of the team.

- **Marc Pennington**  
  Girls Basketball Coach  
  Mid-Prairie High School  
  Wellman, Iowa

  Initially, I would feel for the player who is injured. Most key players on teams have invested a lot of time and effort into the season, so it is my job to keep her involved with the team and program in some capacity. With that being said, I enjoy the challenge of trying to rally a team when this has happened. Other opportunities arise for other team members, roles shift, and you really see what your kids are made of in the face of adversity.