National Federation of State High School Associations

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**Creating a Positive and Effective Relationship**
With Your Booster Club

**Administration**
Athletic directors seek better communication with supervisors

**Legal Issues**
Student drug testing: constitutional issues

**Fine Arts**
Opportunities for jazz education continue at state level

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Take Part. Get Set For Life.™
As is the case with every walk of life these days, high schools around the country are feeling the effect of the current economic recession. In addition to schools that were already ailing and had incorporated alternative forms of funding, such as participation fees, the current financial situation no doubt is affecting all schools to some degree.

Unfortunately, when funding is reduced in school districts, athletic and fine arts activities are often the first programs to be affected. In recent weeks, we have seen numerous reports of schools considering dropping sports or enacting participation fees. Neither of these options is appealing.

In New York and Maine, the state associations have taken steps to address shrinking budgets. The New York State Public High School Athletic Association has reduced the number of allowable contests per season in some sports, beginning this fall. The Maine Principals’ Association, in its attempt to cut costs, will be reducing the percentage of teams that qualify for the playoffs for the next two years. Discussions about reducing the number of allowable contests have occurred in Florida and Idaho as well.

Overall, schools continue to be successful in keeping programs alive. The 2007-08 NFHS High School Athletics Participation Survey indicated an increase in participation for the 19th consecutive year with an all-time high of 7,429,381 participants. But with many districts looking at reducing budgets this year, we recognize that schools and state associations will be exploring alternative methods to fund these important athletic and fine arts activities.

With a goal of helping the nation’s high schools and member state associations during this downturn in the economy, the NFHS has entered into an agreement with Licensing Resource Group, LLC (LRG) that will provide financial assistance to state high school associations and individual high schools. Through this program, LRG will work with the NFHS and state associations to establish a licensing program that protects the marks of those high schools that choose to participate in the program.

Currently, merchandise such as T-shirts and sweatshirts with the local school’s name and mascot is being sold in retail locations and the school does not benefit from the sale of these items. By becoming involved in this licensing program, schools will receive a royalty on every item sold. This is a tremendous opportunity for a new source of income for high schools, and there is no cost for the local high school to participate in the program.

Check out the apparel with your high school’s name and mascot on your next trip to the local department store, sporting goods store or national chain store. In particular times of the year and as the team’s success builds during a season, local residents purchase these items on impulse to support the local team. While this type of support is tremendous, schools are not sharing in the funds generated from these sales. Since these are the official marks of the school on the apparel, the schools should be receiving a royalty on the sales.

You have probably noticed products with an NBA, NFL or NCAA label or “hang tag” in various stores. Likewise, through this program, the product will carry a “hang tag” that identifies it as an authentic, quality licensed product. Items with the “NFHS Official High School Licensed Product” tag will show retailer support of local schools and will let the consumer know that he or she is supporting the local school and state high school association. For the local school, it will build a consistent brand image and provide a new source of revenue that is desperately needed today.

Again, there is virtually no time or expense involved on the part of the local school to become involved in the program. LRG will handle all implementation and execution of the program once the school signs the participation agreement provided by the state association. For schools that become involved in the program this spring, they could begin to receive royalty revenue this fall, when sales of back-to-school items are traditionally strong.

If you are interested in building your school’s brand image in the community and generating a new source of revenue for programs, we urge you to contact your state association for additional information. While this is a “program” to help schools benefit from sale of products with their name and mark, ultimately it is about making sure that the doors of opportunity stay open for young people to participate in athletic and fine arts activities.
Reaching New Heights

Pole vault participants prepare to head down the runway at last year’s New Mexico Activities Association Track and Field Championships at the University of New Mexico track and field complex in Albuquerque.

Photograph provided by Kim Jew Photography, New Mexico.
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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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– Jeannie Prevosto, CMAA

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

SUBSCRIPTION PRICE

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

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

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You can read all articles – and more not published in this issue – online at www.nfhs.org/hstoday.

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The National Federation of State High School Associations serves its members, related professional organizations and students by providing leadership for the administration of education-based interscholastic activities, which support academic achievement, good citizenship and equitable opportunities.

We believe:
- The NFHS is the recognized national authority on interscholastic activity programs.
- Interscholastic activity programs enrich each student’s educational experience.
- Participation in education-based activity programs promotes student academic achievement.
- Student participation in interscholastic activity programs is a privilege.
- Interscholastic participation develops good citizenship and healthy lifestyles.
- Interscholastic activity programs foster involvement of a diverse population.

• Interscholastic activity programs promote positive school/community relations.
• The NFHS is the pre-eminent authority on competition rules for interscholastic activity programs.
• National competition rules promote fair play and minimize risks for student participants.
• Cooperation among state associations advances their individual and collective well-being.
• Properly trained administrators/coaches/directors promote the educational mission of the interscholastic experience.
• Properly trained officials/judges enhance interscholastic competition.
Creating a Positive and Effective Working Relationship with Your Booster Club

BY JEANIE PREVOSTO, CMAA

As high school athletic programs look for financial help in today’s struggling economy, booster clubs can provide much-needed supplementary financial support. However, booster clubs can provide more than dollars and cents. Their specific purpose and mission should be to support and enhance the school’s athletic program and its teams through public relations, fundraising and special events. They should also assist in building school spirit, pride and promoting good sportsmanship.

A booster club is a volunteer service organization composed of parents, coaches, school administrators and community members. It should support all sports, and in some schools, clubs and activities, by raising funds to maintain and improve athletic facilities, e.g., stadiums, concession stands and scoreboards. Funds raised may also be used to purchase a variety of athletic department needs beyond what the school athletic budget provides, such as banners, certificates and varsity letters. Booster clubs today are even using fundraising to offset costs in some school districts that are forced to implement a pay-to-play policy.

Establishing a booster club in your school is like starting a business. It requires time and effort on behalf of the stakeholders, particularly the school administration, to ensure that state and county or district policies and procedures are strictly followed. It is imperative that the booster club have, in writing, a charter that consists of a sound, well-written constitution and bylaws.

It is crucial that the athletic administrator read and become familiar with the booster club’s constitution and bylaws in order to prevent a conflict of interest with school system policies and procedures. Many schools post their constitution and bylaws on the Internet and revise their existing charter when needed.

Booster clubs should also file for and receive a non-profit status so they can have tax-exempt status for their operations. The booster club should obtain liability insurance, listing the school system as an additional insured on the policy in order to protect both themselves and the school system. It is also beneficial to have in writing the roles and responsibilities of each officer, president, vice president, secretary, treasurer and at-large members, to ensure consistency and stability during a change in officers.

Booster clubs with a non-profit status should have their own checking account, separate from the school account. They should file income taxes annually and distribute a financial report to their members at each monthly meeting.

Booster clubs can also foster support through a variety of ways, such as hosting an open house for all incoming freshmen and their parents. To ensure better representation, each team should have a coach and a parent volunteer attend monthly booster club meetings. The booster club should advertise in the Parent-Teacher Organization newsletter, the school newspaper, or on the school and booster club Web site seeking volunteers. Membership booths can be set up at each season’s sports sign-up night, each home game, new student and or freshman orientation and seasonal meet-the-coach nights.

There are several schools of thought as to how involved an athletic administrator should be with the booster club. It is highly suggested that the athletic director attend each monthly meeting and be

“A positive and effective working relationship with your booster club is essential to its success.”

It is common to conduct monthly booster club meetings on the same day with committee meetings either prior to or after the general meeting. The committee chairpersons should create a written report to share with the members at the monthly meeting.

Booster clubs can also foster support through a variety of ways, such as hosting an open house for all incoming freshmen and their parents. To ensure better representation, each team should have a coach and a parent volunteer attend monthly booster club meetings. The booster club should advertise in the Parent-Teacher Organization newsletter, the school newspaper, or on the school and booster club Web site seeking volunteers. Membership booths can be set up at each season’s sports sign-up night, each home game, new student and or freshman orientation and seasonal meet-the-coach nights.

There are several schools of thought as to how involved an athletic administrator should be with the booster club. It is highly suggested that the athletic director attend each monthly meeting and be
the voice of the school administration. The athletic administrator sets the example and the tone for the booster club to follow.

Booster clubs cannot operate as an entity separate from the school and athletic department. The athletic administrator must be vigilant in educating, overseeing and serving as the school liaison of the booster club to ensure that it complies with all policies and regulations. It is vital that the booster club not interfere with the administration of the school’s athletic programs.

The presence of the athletic administrator at booster club meetings might also ensure that the booster club adheres to its agenda. These guidelines for each meeting should be handout to its meeting attendees and posted on the booster club Web site. Agenda items would include the distribution and approval of the minutes from the previous meeting, a review of the treasurer’s report and committee reports.

A monthly budget report should be given to the principal and/or athletic administrator for the purpose of oversight. It is also prudent for the booster club to require two signatures on each written check, in order to authenticate its purpose. The remainder of the agenda would involve the discussion of old and new business and the motion to adjourn.

It is a wise practice for the athletic administrator to meet with the booster club president prior to the start of the school year and the first meeting to discuss the school’s and athletic department’s mission and philosophy, and booster club meeting objectives. This should help ensure adherence to the constitution and bylaws.

It also might be a good idea to give each attendee a packet of information including handouts pertaining to Title IX and booster clubs, the school system’s philosophy, the athletic department’s mission and a list of those items that are not appropriate to discuss in a booster meeting. It is also beneficial to have this information included on the school’s and the booster club’s Web sites.

The athletic administrator should be involved in booster club meetings to deter discussions on issues related to teachers, the hiring and firing of coaches, officiating, or any hidden-agenda items or issues that may detract from the mission of the booster club. These types of discussions should be avoided in order to focus on the intent of the meeting, which is to support the student-athletes and the school.

If a booster club meeting begins to move in an inappropriate direction, the athletic administrator may need to redirect the members back to the agenda. Members of the booster club should focus on the contributions the booster club has made and concentrate on the future goals of the booster club, which will benefit the entire athletic program and school.

Booster clubs should not determine spending priorities for the athletic program – that is the task of the principal and/or athletic administrator. This individual should ensure that all booster club donations comply with state, county or district policies and procedures, and Title IX.

Although single-sport booster clubs are not forbidden, booster club monies do count in the Title IX equation. Recent research indicates that individual sport booster clubs play a major role in sport inequities and have contributed to the increase in the number of Title IX lawsuits seen across the country.

Title IX legislation governs equal opportunity in, and equal funding of women’s and men’s athletic programs. It also dictates that booster club funds be equally shared between males and females. For example, if the booster club for the boys soccer team raises money for warm-up jackets and pants, the girls soccer team is entitled to similar apparel.

If the girls soccer booster club cannot afford to purchase similar warm-ups, or if there is not a girls soccer booster club, it is the school’s responsibility to come up with the funds for the girls soccer team. Single-sport booster clubs can also create division within the athletic department, causing programs to exhibit the “haves and the have-nots” syndrome.

Athletic administrators who have single-sport booster clubs have an obligation to educate club members with regard to Title IX and in the art of fundraising. If this is not done successfully, they should be prepared to double their efforts or use budgeted funds to ensure that sport and gender equity prevails in their athletic department.

A single, unified athletic booster club is the best practice for establishing equity, proving to be beneficial to each student, the school, the community and the athletic department. Philosophically, high schools with one cohesive athletic booster club promote and reinforce an educational approach to interscholastic athletics and activities programs.

A positive and effective working relationship with your booster club is essential to its success. This goal can be achieved through education and guidance by a well-prepared athletic administrator. The beneficiaries of a supportive booster club working in harmony with the school’s and athletic department’s mission will be your athletes, coaches and the athletic program.

Jeannie Prevosto, CMAA, is director of athletics and activities at Mt. Hebron High School in Howard County, Maryland. She can be reached at Jeannie_prevosto@hcss.org.
Virginia Swimmer Sets National Record

BY LAUREN HENSLEY

After falling short of the national record by a tenth of a second at the regional meet, swimmer Sean Fletcher had one last opportunity going into the Virginia High School League state championships. The following week, the senior from Vienna (Virginia) James Madison High School fulfilled his season-long goal, as he set a national record in the 100-yard butterfly.

With a time of :47.08, Fletcher had fans and teammates on their feet before the race had begun.

"The fans were jumping up and down and cheering him on from the beginning," said Andrew Foos, boys swimming coach at James Madison High School. "I know several people who came from across the state just to watch this one race and they were not disappointed."

The previous record of :47.10 was set in 1997 by Nate Dusing of Covington (Kentucky) High School and in 2007, his record was tied by Austin Staab of Westerville (Ohio) Central High School. Now alone in the top position, Fletcher’s time was enough to surpass them both.

Following his record-breaking swim, Fletcher had only a few moments to savor his accomplishment before his next race. With seven minutes separating the two heats, Fletcher got right back into the water and nearly broke the state record in the 100-yard freestyle.

Although Fletcher’s individual achievements stand out to those around him, his dedication to the team remains widely respected by all its members. As a team captain, his leadership has set the tone for teammates during both workouts and meets.

"Sean is a natural leader for our team, but has a humble spirit about all that he has accomplished," Foos said. "He is the last person that would tout his achievements; he’s much more interested in getting the job done than talking about it."

In addition to his high school success, Fletcher’s goal of making it to the Olympics has been in his mind since the age of six. With time left to do so, Foos said Fletcher’s goal is an example of the kind of competitor and person he is.

"Where others dream, Sean accomplishes," he said.

New ice hockey scoring leader crowned in Minnesota

BY PAIGE FLYNN

Minnesota, which has a rich heritage in the sport of ice hockey, recently crowned a new all-time scoring leader in Ben Hanowski from Little Falls High School.

Hanowski, a senior, ended his season in February with a record-breaking 380 career points (in ice hockey, points are calculated by totaling the number of goals plus the number of assists). The number surpassed former state-record holder and Detroit Red Wings star Johnny Pohl, who managed 378 career points in his high school days. Hanowski also recorded 57 goals and 53 assists this season for the No. 1-ranked Flyers, who finished 25-0 in the regular season.

The perfect record was enough to get Little Falls to the Minnesota State High School League (MSHSL) Class A state tournament, but even Hanowski couldn’t lead the Flyers to a state title. They lost in the semifinals to eventual champion Minneapolis (Minnesota) Breck High School, 6-1. The Flyers claimed third place with a 4-3 victory over No. 2 seed Saint Cloud (Minnesota) Cathedral.
Illinois relay team sets national swimming record

BY LAUREN HENSLEY

Breaking a national record is a performance that has been accomplished by many great high school athletes; breaking a national record twice in one weekend is an accomplishment achieved by very few.

On February 27, with a time of 1:22.63 in the Illinois High School Association (IHSA) state swimming meet preliminaries the boys 200-yard freestyle relay team from Glenbrook (Illinois) South High School set the national record. However, the very next night, the four swimmers went on to surpass that time in the IHSA state meet finals.

Although this feat was not one many had anticipated, the freestyle team of Dominik Cubelic, Ryan Bach, Ben Hengels and Chris DeLetto finished their second record-breaking swim in 1:22.15, becoming the first relay team in 44 years to set a national record in an Illinois high school meet.

“Going into the season, the focus was not on national records,” coach Keith MacDonald said. “Three of our four relay swimmers couldn’t even break 23 seconds at the beginning of the season, so we had a team goal of winning a team trophy in the state meet.”

To claim a team trophy at the state meet, the Titans needed to finish in one of the top three team positions. Knowing that the 200-yard freestyle relay would play a major role in the team’s finishing position, the four swimmers focused on improving their times.

“We knew the top two teams were going to run away with their spots and we would be battling for third,” MacDonald said. “Winning a relay would be huge in the team battle, so we were hoping to win the sprint relay. Personally, I really wanted to win the 200-yard freestyle relay, and I figured it would take a new state record to do so.”

MacDonald was right, but the relay team took down the national record as well. The record-breaking race helped guide the Titans to a third-place team finish, and Cubelic, Bach, Hengels and DeLetto had swum their way into the NFHS National High School Sports Record Book, surpassing the previous record of 1:22.80 set in 1996 by Birmingham (Michigan) Brother Rice’s relay team of Karl Pawlewicz, Matt Parrish, Brian Swinteck and Mario Scussel.

Florida wrestler ends career with perfect record

BY LAUREN HENSLEY

With only one match remaining to complete his flawless career, Brandon (Florida) High School senior Eric Grajales finished off his opponent and walked off the mat at the 2009 Florida High School Athletic Association (FHSAA) State Wrestling Championships and into the record book.

A four-time state champion, Grajales captured medals in the 103-, 112-, 130- and 135-pound weight classes. His 219-0 career record places him sixth all time in the NFHS National High School Sports Record Book for most consecutive victories, and his four consecutive state championships land him among only seven other Florida wrestlers to accomplish the same feat. In doing so, Grajales positioned himself alongside older brother Cesar Jr., who was also a four-time Florida state champion.

As one of seven state wrestling champions for Brandon High School this year, Grajales’ achievements had an impact on the overall team success.

“Eric’s work ethic and success were great for our team,” said Russ Cozart, Brandon High School wrestling coach. “He encouraged others to do well, and we had a great season winning our ninth state championship in a row.”

In addition to his impressive career record, Grajales was ranked second in the nation on Wrestling USA magazine’s Best 2008-09 Senior Wrestlers list. With hopes of making it to the Olympics, Grajales first plans to continue his career at the collegiate level, as he moves north to the University of Michigan next fall.
Student Drug Testing: Constitutional Issues

BY LEE GREEN

An Evolving Legal Landscape

In the mid-1990s, following a U.S. Supreme Court ruling that authorized random, suspicionless drug testing of student-athletes, schools across the nation began instituting a variety of drug-testing programs and legal challenges began to be filed contesting the constitutionality of those programs. Most involved limited drug testing of only those students involved in particular school activities or benefiting from certain school-related privileges such as participation in interscholastic sports, membership in extracurricular groups or clubs, or authorization to drive to school. A few districts initiated programs pursuant to which all students K-12 or all students in certain grade levels were to be tested.

The following is a review of student drug-testing case law and the evolution of the legal standards governing the constitutionality of such programs.

Vernonia School District v. Acton

In 1995, the U.S. Supreme Court first considered the constitutionality of random, suspicionless student drug testing in public schools. The Vernonia (Oregon) School District, in response to a perceived increase in drug use by high school students, enacted a student-athlete drug-testing policy for the express purpose of preventing student-athletes from using drugs, protecting their health and safety, and providing drug users with assistance programs. Acton, a football player, was denied participation when he and his parents refused to sign the drug-testing program consent forms.

In a 6-3 decision, the Court upheld the constitutionality of the district’s drug-testing policy. Writing for the majority, Justice Antonin Scalia stated that “students within the school environment have a lesser expectation of privacy than members of the population generally” and that “privacy expectations are even less with regard to student-athletes."

Commenting on the nature of participation in school sports programs, including the general lack of privacy in locker and shower rooms and the requirement that athletes submit to preseason medical exams, Scalia wrote that “school sports are not for the bashful.”

He also noted that participation on school athletic teams by students was voluntary and that students were required to satisfy a variety of other pre-conditions to playing sports. Concluding that the drug policy’s urine collection procedures and use of positive test results were minimally invasive and that any level of Fourth Amendment intrusion inherent in the testing scheme was mitigated by the compelling interest of the school in deterring the use of drugs by students, Scalia stated “It seems to us self-evident that a drug problem largely fueled by the role model effect of athletes’ drug use … is effectively addressed by making sure that athletes do not use drugs.”

Justice Sandra Day O’Connor, writing for the three dissenters, argued that the Vernonia School District’s random, suspicionless drug testing of student-athletes was not justified by “special needs” and that the program was a violation of the privacy rights and Fourth Amendment protections guaranteed even to public school students.

Board of Education of Pottawatomie County v. Earls

In 2002, the U.S. Supreme Court extended the scope of its ruling in the Vernonia case to include all students participating in any school extracurricular activity. The Tecumseh (Oklahoma) Public School District adopted a “Student Activities Drug Testing Policy,” which imposed random, suspicionless drug testing on students wishing to participate in any extracurricular activity, including athletics, marching band, choir, cheerleading, academic teams, Future Farmers of America, and Future Homemakers of America.

Earls, a student who was a member of her high school marching band, choir and academic team, challenged the policy in federal court. A U.S. District Court ruled in favor of the school district, but the Tenth Circuit Court of Appeals reversed, finding that the “special needs” exception to the Fourth Amendment set forth in the Vernonia case for student-athletes did not apply in the broader context of all students.
The Supreme Court, by a 5-4 vote, reversed the decision of the Tenth Circuit and held that the Tecumseh Public School District’s drug-testing policy was constitutional. Justice Clarence Thomas, writing for the majority, stated that “students who participate in extracurricular activities have a limited expectation of privacy as they participate in the activities and clubs on a voluntary basis, subject themselves to other intrusions upon privacy, and meet other official rules for participation.” The testing itself, including procedures for collecting urine samples, ensuring chain of custody, and maintaining confidentiality of results, was found to be “minimally intrusive and virtually identical to that approved by the court in Vernonia.”

**Penn-Harris-Madison School Corporation v. Joy**

In 2002, the Indiana Court of Appeals upheld a school district’s random, suspicionless drug-testing program for student-athletes, students participating in extracurricular activities, and all students who wished to drive to school. Joy was denied a student-driver parking permit when she refused to sign the drug-testing policy consent form. The ruling was based on the “special needs” rationale set forth in the U.S. Supreme Court decisions in the Vernonia and Pottawatomie County cases and the decision earlier in 2002 by the Indiana Supreme Court in Linke v. Northwestern School Corporation applying Vernonia and Pottawatomie County to uphold random drug testing of students participating in school sports and extracurricular activities.

**Tannahill v. Lockney Independent School District**

In 2001, a U.S. District Court struck down the Lockney (Texas) ISD’s sweeping drug-testing policy which mandated random, suspicionless testing for all students in grades six through 12, finding that the district failed to provide sufficient evidence to support its allegation of rampant drug use among students. The District Court ruled that unlike the more-focused drug-testing policies for student-athletes and students participating in extracurricular activities that had been upheld in Vernonia and Pottawatomie County, a broad drug-testing scheme for all students could not be justified under the “special needs” exception without substantial proof of extensive drug use among students.

**Theodore v. Delaware Valley School District**

In 2003, the Pennsylvania Supreme Court ruled that in the absence of clear evidence of wide-ranging drug use among a student population, random, suspicionless drug testing of student-athletes, students participating in extracurricular activities, or students driving to school was unconstitutional under the Pennsylvania state constitution’s search and seizure provisions. The court interpreted the state constitution as providing citizens with a greater level of protection against invasive searches than that provided in the Fourth Amendment to the U.S. Constitution.

The decisions in Vernonia, Pottawatomie County, Penn-Harris-Madison, and Northwestern School Corporation upheld drug-testing programs based on their constitutionality under the federal constitution. The Delaware Valley case marked a turning point in student drug-testing litigation with the invalidation of a policy based upon a stricter standard of scrutiny under a state constitution.

**York v. Wahkiakum School District**

In 2008, the Washington State Supreme Court ruled that a random, suspicionless drug-testing program for student-athletes violated the search provision of the state constitution which states that “no person shall be disturbed in his private affairs, or his home invaded, with authority of law.” The court noted that in the few prior instances where suspicionless searches had been upheld under the Washington state constitution, the search was in the context of conducting criminal investigations or dealing with prisoners. “But these cases present far different factual situations from drug-testing student-athletes. A felon has either already pleaded guilty or been found guilty beyond a reasonable doubt of a serious crime; a student-athlete has merely attended school and chosen to play sports. We can conceive of no way to draw a principled line permitting drug testing of student-athletes.”

**The Legal Future of Student Drug Testing**

From 1995 to 2002, the decisions in Vernonia, Pottawatomie County, Penn-Harris-Madison, and Northwestern School Corporation line of cases expanded the constitutional permissibility of student drug-testing programs, first validating random, suspicionless testing of student-athletes, then of all students participating in extracurricular activities, and then of all students who drive to school. All of these cases relied on an interpretation that the Fourth Amendment to the U.S. Constitution included an implied “special needs” exception justifying drug testing of certain student populations.

The Lockney Independent School District case “drew the line” by invalidating sweeping programs pursuant to which all students in a district would be drug tested. The Delaware Valley School District and Wahkiakum School District cases represent a reversal of direction regarding the validity of student drug-testing programs with their rulings that state constitutions may provide greater privacy and search protections for citizens than does the federal constitution.

When contemplating the development and implementation of a drug-testing program for one or more student populations, district legal counsel should carefully assess state court interpretations of state constitution privacy and search provisions and, even if a “special needs” exception has been recognized, determine the level of substantiation and documentation that will be required to prove a student drug-use problem sufficiently extensive to justify a testing regime.

Lee Green is an attorney and a professor at Baker University in Baldwin City, Kansas, where he teaches courses in sports law, business law and constitutional law. He may be contacted at Lee.Green@BakerU.edu.
Athletic Directors: One Thing You Wanted Your Supervisor to Know

BY DR. DAVID HOCH, CMAA

In our current professional lives, there is little doubt that we are expected to constantly do more with less time or help. Sadly, this is a fact of life, and with busy schedules, communication gaps do develop and this leads to misinformation or perhaps being totally uninformed.

One colleague recently pondered, “Gee, I wish that my principal knew that…” and he continued to expand on his thoughts. After listening, all of his concerns made perfect sense. But the individuals whom we would like to be more informed unfortunately don’t always get the necessary information to make sound decisions, bring about improvements or achieve a level of understanding.

Depending upon the organization of a district, an athletic director may directly report to the principal or superintendent. Regardless of the person an athletic administrator actually reports to as his or her supervisor, many athletic directors around the country probably have many of the same concerns.

The following are some of the items that athletic directors would like their supervisors to know.

It is important for administrators – principals, superintendents, assistant principals – to attend games. An athletic director often is the only administrator at contests – and not just the Friday evening football game. This means organizing and supervising the ticket booth, making sure that the officials are in place, monitoring the behavior of the fans and a myriad of other duties. Athletic directors would really appreciate some help and it would also be good for the student-athletes to know that the administration showed an interest in their performance.

One athletic director related that he was asked by an administrator why he didn’t carry a walkie-talkie down to the stadium. His answer was both direct and revealing, “If I called up to the school, who would answer at 7:30 or 9:00 p.m. while the game is going on?” The administrator’s response said it all: “I never thought about that.” It is things like this that athletic directors would like upper-level administrators to understand and to be able to bring about change.

An athletic director is a middle-management position and as such he is often placed in a difficult, unattainable or indefensible situation. Frequently, decisions are reached at the upper levels – superintendent or principal – and they are then handed down to the athletic administrator often without consultation or an understanding of the ramifications. Once the decision is reached, it is commonly communicated with, “… please make it work.”

This approach means that the athletic director’s hands are tied and it makes the job impossible by putting him in no-win situations. In order to avoid these situations, it would be wise for upper-level administrators to seek expert and experienced input first from an athletic director.

Administrators need to understand that athletic directors are overworked. Almost monthly, or at least so it seems, athletic directors are given new responsibilities and tasks to complete. They are constantly asked to do more, invest more time and energy, but seldom get any help. Help? Many toil without the aid of assistants and secretaries.

If it is not possible to provide support staff, look for other possible avenues. Help might come in the form of new computer software, the ability to use flex time or as simple as scheduling a few student-aides for the athletic director.

The support of the principal or superintendent when dealing with difficult, meddlesome parents is an absolute must. While it is understandable that upper administrators don’t want more complaints and problems, athletic directors need help. Instead of placating or pacifying problematic parents, which is infinitely easier, it is vital for the athletic director’s supervisor to take an informed and definitive stand and support his or her athletic administrator.

The support of an administrator makes all the difference and communicates to parents that they can’t circumvent the athletic director and that the policies and procedures that are in place will be followed. Having a supportive upper-level administrator can be the greatest tool that can be given to an athletic director.
Considering how athletic directors’ positions are structured, they are often isolated and alone. There is usually no one else to bounce off ideas, to get help or even with whom to commiserate. When you consider assistant principals or guidance counselors, there are usually a few others within the building with similar responsibilities and concerns, but there is only one athletic director. Even the location of the athletic office isn’t conducive to interaction with other similar professionals.

In addition, athletic directors are usually alone when setting up venues for games, dealing with problematic parents or handling an emergency. Much of what an athletic director does is unseen or taken for granted. It is appreciated when they are recognized for doing a good job, even if this only comes in the form of a simple “thank you.” However, too often this is assumed and forgotten.

Athletic directors have to make decisions that ensure fairness and maintain the integrity of the program. Many decisions are not easy and often athletic directors come under intense criticism and scrutiny. Typically in athletics, everyone thinks that they are an expert and feels free to offer their point of view.

Also, athletic directors have to interact and deal with a wide and extremely diverse group of individuals – athletes, coaches, teachers, parents, officials, vendors, support staff and colleagues. In this most visible component of education, it is impossible to make everyone happy. When things are going well – and that is 99 percent of the time – no one sees the athletic director. If there is one problem, the athletic director is assessed the blame regardless of the reason.

Due to long hours, stress and the nature of the position, the health – mental and physical – of athletic directors is frequently affected. There is no doubt that principals and superintendents put in numerous evenings at meetings and have to contend with other responsibilities of their position. Beyond these two individuals, athletic directors invest the equivalent number of hours during a week and may perhaps go beyond.

It is important, therefore, that athletic directors are given help to cover some of the events and to handle some of the workload. If assistance isn’t provided, a district runs the real risk of losing a valuable professional due to burnout or health issues.

A good athletic director often is proactive and takes steps to avoid problems. If or when the rare, isolated problem pops up, it is seen by all and usually generates a clamor. Most athletic directors do a fantastic job of handling, solving and actually avoiding 99 percent of all problems before they ever develop. This is accomplished through a keen sense of observation, effective communication skills and mediation.

In addition, athletic directors periodically review and revise policies and procedures to eliminate problem-causing loopholes. They also produce educational documents and develop communication vehicles to reach athletes, parents and fans that can eliminate many of the potential problems.

Good open communication, meaningful appreciation and practical help will create a better working environment for overworked and overwhelmed athletic directors. A good, positive, conscientious athletic director is worth his or her weight in gold and it would help if administrators knew and understood a few of his or her concerns.

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Dr. David Hoch is the athletic director at Loch Raven High School in Towson, Maryland (Baltimore County). He assumed this position in 2003 after nine years as director of athletics at Eastern Technological High School in Baltimore County. He has 24 years experience coaching basketball, including 14 years on the collegiate level. Hoch, who has a doctorate in sports management from Temple University, is past president of the Maryland State Coaches Association. He has had more than 275 articles published in professional magazines and journals, as well as two textbook chapters. Hoch is a member of the NFHS High School Today Publications Committee.
In just four minutes, Jason McElwain captured the hearts of people around the nation three years ago after getting the chance to switch roles from team manager to varsity basketball player. Afflicted with autism from a young age, Jason’s dedication to the Greece (New York) Athena High School basketball team paid off when he was added to the roster and given a jersey during the team’s last regular-season game against Spencerport (New York) High School.

Jason’s 20-point performance (including six three-point field goals) in February 2006 was made possible by Athena coach Jim Johnson, who alongside Spencerport coach Josh Harter, were presented with the first National High School Spirit of Sport Award at the 37th annual National Conference of High School Directors of Athletics in 2006. The award, which is sponsored by the National Federation of State High School Associations (NFHS), recognizes the values and mission of education-based athletics.

In the days since Jason’s incredible performance, he gained instant media attention that paved the way for many unimaginable experiences.

Best known as “J-Mac,” Jason’s most recent success came when he appeared in a Gatorade commercial that aired during this year’s Super Bowl. In the “What’s G” commercial, Jason starred alongside some of history’s most prestigious athletes, including Michael Jordan, Peyton Manning and Tiger Woods.

After becoming an instant celebrity in his hometown, Jason’s popularity continued to grow throughout the United States.

Former President George W. Bush stopped at a local New York airport to meet Jason and congratulate him on his basketball success.

Shortly thereafter, he had his first encounter with Indianapolis Colts quarterback Manning, who was scheduled as the headline speaker at the Rochester, New York, press radio event in May 2006. Moments before receiving an award at the event, Jason was introduced to Manning, who presented him with an envelope.

“"In the envelope was an offer for Jason to be a student intern at the Colts summer camp,” said David McElwain, Jason’s father. “He has now been an intern at the camp for the past three years, which is something he really loves. They have already invited him back for this year’s camp.”

These events were only the beginning of numerous opportunities he would experience during the following months. With the constant recognition that has encompassed Jason’s life, only one experience rushed the fame straight to his head – a bobblehead, that is.

In July 2006, the Rochester Red Wings, a Triple-A affiliate of Major League Baseball’s Minnesota Twins, honored Jason during a home game by presenting the first 3,000 fans into the park with a “J-Mac” bobblehead, similar to those that mimic professional athletes.

That same month, Jason was nominated for an ESPY, an award given during the annual awards show broadcasted and created by the ESPN network. In the “Best Moment in Sports” category, Jason’s four-minute, 20-point game was one of four performances nominated for the award. When the announcement came, Jason walked away with the trophy, beating out the 81-point game by Los Angeles Lakers shooting guard Kobe Bryant.

“The ESPY has been the most memorable award that Jason has received,” David McElwain said. “He was very proud to receive the
Wyoming Wrestler Receives Spirit of Sport Award

BY PAIGE FLYNN

Dakota Dana, a student-athlete at Star Valley High School in Afton, Wyoming, has been selected the 2009 national recipient of the “National High School Spirit of Sport Award” by the National Federation of State High School Associations (NFHS).

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

Dakota is one of the top wrestlers on the Star Valley wrestling team, which comes as no surprise to the community. His father, who grew up in the same town, also was an outstanding wrestler for the school. Dakota’s family was always there to support him, and rarely missed any of his matches.

On the way back from a tournament in Riverton, Wyoming, in February 2008, the Dana family vehicle was hit coming down a mountain by a semitrailer truck that had lost control. Dakota’s parents and older brother Scott were in the vehicle at the time of the accident. Dakota’s mother was killed on impact, and his father died several weeks later in the hospital. His brother was bedridden for several months, but is learning to walk again after the accident.

Although it is now up to Dakota to keep up the family farm and take on other responsibilities beyond his years, he also has set an example to his team. Dakota continues to participate in football and wrestling and never misses practices or tournaments, during the season or out of season. Through his relationships with his teammates and coaches, Dana has set an outstanding example of how the spirit of sport has truly helped him overcome devastating tragedies.

Seven other individuals will receive section awards. Following are the 2009 National High School Spirit of Sport section winners:

Section 1 – James Orrigo, student-athlete, Reading (Massachusetts) Austin Preparatory School; Section 2 – The 2008 Berwick varsity baseball team, Berwick (Pennsylvania) High School; Section 3 – Lonny Schraeder, coach, Hattiesburg (Mississippi) Oak Grove High School; Section 4 – Amy Brechon, student-athlete, Belvidere (Illinois) North High School; Section 5 – Derek Johnson, student-athlete, Aberdeen (South Dakota) Central High School; Section 6 – Steve Hohenberger, coach, Irving (Texas) Nimitz High School; Section 7 – Heather Meyer, student-athlete, Blanding (Utah) San Juan High School; Section 8 – Dakota Dana, student-athlete, Afton (Wyoming) Star Valley High School.

Nominations for this award were generated through NFHS member state associations and reviewed by the NFHS National High School Spirit of Sport Award Selection Committee composed of state association staff members. While the national winner will be recognized June 30 at the NFHS Summer Meeting in Chicago, the section winners will be recognized within their respective states and will receive awards before the end of the current school year.

Paige Flynn is a spring semester intern in the NFHS Publications/Communications Department and a sophomore at Butler (Indiana) University.
The goal of producing competent, successful athletic administrators is the common bond that joins two National Interscholastic Athletic Administrators Association (NIAAA) committees. By taking Leadership Training Courses (LTCs) and earning one of the three NIAAA certification designations, individuals may come to understand that they, as John Wooden said knowingly, did their best to become the best that they are capable of becoming.

Certification means different things to different people. For some, there is a narrow concern of additional requirements for a position that is already over-burdened. For others, certification may serve as a practical vehicle for attaining continuing education requirements or salary enhancements. The process of certification certainly has the potential to provide systematic, professional growth in a profession that has been characterized by various educational preparations.

The NIAAA Certification Program is intended as a member service opportunity for athletic administrators with various levels of experience and preparation. Athletic administrators may earn certification as a Registered Athletic Administrator (RAA), Certified Athletic Administrator (CAA) and/or Certified Master Athletic Administrator (CMAA).

In 2001, the NIAAA Certification Program received full registration from the National Certification Commission. The Commission, established in 1993, offers membership to national associations with certification programs.

The NIAAA Certification Program is based on the premises of continuing education, professional growth and program development in the field of athletic administration. It recognizes and incorporates the benefits of the structured professional development opportunities that are provided by the NIAAA Leadership Training Program. These standard courses are four hours in length and are offered at national and state conferences. All courses are taught by volunteer athletic administrators who have qualified to teach the course by first taking the course to be taught and completing LTC 590.

Inexperienced athletic administrators, master coaches and graduate students may choose to make themselves more marketable with the RAA designation. Currently, in order to obtain the RAA designation an athletic administrator must complete LTC 501 and LTC 502. These courses cover many topics that benefit an athletic administrator in his or her everyday responsibilities. The origin and purpose of the National Federation of State High School Associations (NFHS), NIAAA and state associations, along with financial policies, general athletic policies and student-athlete guidelines are a few of the topics covered in these two classes.

The more experienced athletic administrator will still be able to earn the designation of CAA. The CAA designation requires the athletic administrator to complete a personal data form, with which the individual must obtain a minimum of 40 points out of 100. Points are gained through the athletic administrator’s involvement in education, experience and leadership. This individual must also take LTC 504, which covers legal issues focused on risk management in athletics. Finally, he or she must complete the CAA exam and score at least 75 percent.

The CMAA designation can be obtained by completing a personal data form and obtaining 55 out of 85 points in the same areas as the CAA. The 55 points must be earned after the athletic administrator has obtained his or her CAA with the exception of some Leadership Training Courses.

Leadership Training Courses play another huge role in earning this designation since the athletic administrator must complete LTC 506, Legal Issues centering on Title IX and Sexual Harassment. These individuals must also complete six additional Leadership Training courses – three in the area of Operations and Management and three in Leadership.

The final CMAA requirement provides the athletic administrator
an opportunity to complete a project that has been initiated or planned at his school. The individual is required to submit a professional paper based on the development of a school/community-based program. This paper must follow the key to success, which covers who, what, when, where and why principles. An evaluation tool must also be included giving support to the success of the project.

Attaining professional certification demonstrates the completion of a comprehensive plan for self-improvement that will enhance the ability of the athletic administrator to serve school, community and professional organizations. Professional certification will result in a genuine sense of accomplishment and self-confidence.

While athletics is not covered by "No Child Left Behind," the NIAAA Certification Program along with Leadership Training Courses demonstrates to parents and the community that an athletic administrator is highly qualified. Since athletics should have educational value, this can be a huge statement to all the shareholders in a school district.

Most states require educators to obtain credits to maintain their educational license. The NIAAA is now affiliated with nine schools of higher learning where credits can be earned by successfully completing Leadership Training Courses. There is no better way to become an effective athletic administrator and obtain the necessary credits to maintain your educational license.

Athletic administrators who do not have one of the three certifications should start the process toward seeking professional improvement. As a principal, superintendent or board member, determine if your athletic director has obtained one of the NIAAA's certification designations. It will be the best investment for the student-athletes of your school or district.

The NIAAA Professional Development Program – Certification and Leadership Training – provides many opportunities on a yearly basis for members to enroll in LT classes and qualify for the three certification levels provided. A full complement of courses is offered yearly at the NFHS/NIAAA National Athletic Directors Conference in December, and most states offer a selected number of LT courses to members attending their respective conferences, workshops and institutes.

For more information on the NIAAA Professional Development Program, contact the NIAAA office at 317-587-1450 or visit the NIAAA Web site at www.niaaa.org.

Jim Teff was a longtime athletic director at South Milwaukee (Wisconsin) High School and is now retired. He serves as program director for the NIAAA Leadership Training Program. Scott Lindgren is athletic director for the Kenosha (Wisconsin) Unified School District and is chair of the NIAAA Certification Committee.
With the April 2008 bankruptcy of the International Association of Jazz Education (IAJE), the 50 state affiliates, along with the multiple international associations, were left without the central leadership and organization that had provided guidance, funding, information and direction for more than four decades.

Started as a professional collective of jazz music educators, the IAJE was famous for its international conferences that spanned several days and included daily clinics and sessions on all aspects of jazz education. The conferences also had performances by student groups and most of the top-flight jazz performers. Those conferences, started in 1973, initially provided not only outstanding musical experiences, but a fair portion of the operating budget for the parent organization. Declining attendance, coupled with expanded program offerings and increased logistical costs, caused the last several conferences to be financially draining and that prompted the cessation of operations.

So where does that leave the high school and middle school jazz educator, who has not only been a member of the IAJE and received its informative and educational journal each month, but who also was able to take his or her school group to an IAJE-sponsored festival on an area, state, regional or national level? And what of the officers and volunteers of the state affiliates who have organized some of those events along with providing support, funding and direction for their state’s jazz music supporters?

In many cases, those state affiliates have been able to continue under their own constitution, bylaws and funding sources. Missouri, New Jersey, Michigan, Vermont and Massachusetts are just some of the former IAJE state units that have continued to provide multiple services to schools, students, parents, teachers, performers and individuals. When school jazz educators begin to look for jazz resources and opportunities, their state units would be the first places to consider.

But should there be a nationwide organization to step in the IAJE’s shoes? Is that a needed function for school groups to find performance and clinic opportunities? And if there is a nationwide group, what shape or form should it take? Already stepping up to the plate are several groups that had a presence in music in our country in the past, each with its own offerings geared to its membership or based on its previous activities. Each group comes to this issue from a different place and, therefore, provides a different set of viewpoints and varied opportunities for the jazz educator. None of those four, however, is making a significant move to replace the IAJE.

After years of leaving jazz to the IAJE, the National Music Education Conference (MENC) has started a jazz education component, hoping to provide some of the same services to its membership. Headed up by Dr. Willie Hill Jr., noted jazz performer and educator and past presider of both organizations, the MENC-Jazz has taken some initial steps to provide resources for jazz educators, although mostly designed for new teachers to jazz with
beginning, elementary or developing jazz ensembles.

Currently, the MENC does not provide any performance opportunities for jazz, leaving that to local organizations (like the IAJE, the MENC has affiliates in each state), but does look to have the former IAJE units re-align with the MENC-Jazz network. No additional membership fee is required to access their offerings.

Two groups that have supported jazz performances in the past with funding, recognition and publicity have also expanded their educational involvement, offering not only their Web-based resources, but some additional funding and dedicated resources. Neither is providing much for the school jazz educator at this point with promises of more to come in the future.

The Smithsonian Museum’s Jazz has been an active player in jazz for many years, supporting the Masterworks Orchestra through concerts and events, as well as providing a resource for networking and sharing jazz issues and concerns. It has expanded its educational offerings slightly to help fill the IAJE gap.

The National Endowment for the Arts (NEA) has made little notice of the IAJE demise, continuing to promote its Jazz Masters series, honoring a different group of veteran jazz musicians each year and providing funding to support its touring and performing more concerts throughout the country. Most of the Jazz Masters offer school-based clinics in each community where their concerts are scheduled with the host facility responsible for making those arrangements and providing some logistical support. The quality of those clinics is often based on the amount of effort and energy by these local organizations, as well as what school groups are available and able to participate or host. More can be expected from the NEA’s Jazz Masters Fellowships.

Looking to fill the IAJE gap more completely is the new organization, the Jazz Education Network (JEN), established by a group of jazz educators and supported by a large group of music business partners. Started in June 2008, JEN has a straightforward mission to build “a jazz arts community by advancing education, promoting performance and developing new audiences.” JEN uses its Web site to provide general information, membership applications, members’ forums and links to its In-Service Days. JEN is aligning with NAMM, the National Association of Music Merchants, and hopes to continue collaborative efforts that jazz enjoyed with IAJE.

In step with the more technologically savvy younger teacher, JEN maintains a FaceBook site and looks to have members not only comment on current issues, but provide audio and video files for sharing and review. JEN membership fees have several levels, including several electronic-type, and it offers several affiliate opportunities. It does not provide a listing of affiliates at this point.

While more jazz education opportunities will surely arise in the coming months, the state-unit structure that remains from the demise of the IAJE seems to be the most active and the one with the most potential. While the IAJE was the driving force for national events, each state affiliate was ultimately responsible for its own events and thus can continue without a national organization. School jazz educators should familiarize themselves with these volunteers in their own state and become aware of any events and offerings being made. Some state units will look to join a national group, but until that time, the opportunities for your students can certainly continue.

Steffen Parker, a ninth-generation Vermonter, has been an instrumental music educator for 29 years, with degrees in performance, education and conducting. Parker organizes several music events in his state and region, and is in his 14th year as the Vermont All State Music Festival Director. He started a computer company, Music Festival Software Solutions, to help other states move their data processing online and provides that type of service to several groups, including the Vermont Principals’ Association and the Vermont Superintendents’ Association. Parker is a member of the High School Today Publications Committee.

SPEECH, DEBATE AND THEATRE EDUCATOR AWARDS

Twenty-one individuals have been selected to receive the 2008-09 Outstanding Speech, Debate and Theatre Educator Awards, given by the NFHS Speech, Debate and Theatre Association.

The Speech Advisory Committee selected the recipients based on their significant contributions to high school speech, debate and theatre activities. The awards recognize outstanding high school speech, debate and theatre directors/coaches. This year, seven individuals were section winners and 14 were state winners.

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

**SECTION WINNERS**

Fay Cunningham – Section 2
Alicia Robinson – Section 3
Ann Steppe – Section 4
John Fogarty – Section 5
Kerry Moore – Section 6
Nathan Criman – Section 7
Tracy Fuller – Section 8

**STATE WINNERS**

Martha Bangston, Iowa
Betty Jo Carroll, North Carolina
Jennifer Denslow, Oklahoma
Erik Dominguez, Arizona
Mitch Gaffer, South Dakota
Janet MacNally, Minnesota
Rebecca Nelson, North Dakota
Matthew Ogle, Oregon
Theola Peck, Nebraska
Rebecca Pierce, Missouri
Laurel Scheidt, Michigan
Douglas Springer, Illinois
Erik Dominguez, Arizona
Steffen Parker, ninth-generation Vermonter, has been an instrumental music educator for 29 years, with degrees in performance, education and conducting. Parker organizes several music events in his state and region, and is in his 14th year as the Vermont All State Music Festival Director. He started a computer company, Music Festival Software Solutions, to help other states move their data processing online and provides that type of service to several groups, including the Vermont Principals’ Association and the Vermont Superintendents’ Association. Parker is a member of the High School Today Publications Committee.

For complete biographical information on this year’s Speech-Theatre-Debate Educator Award winners, visit the NFHS Web site at <www.nfhs.org/hstoday>.
A few years ago, I wrote an article on sportsmanship in which I challenged administrators in high schools to make ethical behavior our No. 1 priority. I must admit that I had little hope of this happening anywhere soon. I was wrong!

In November 2008, I left my superintendent position in Kennebunk, Maine, to become director of the Kaohsiung American School in southern Taiwan. One of the greatest surprises thus far has been in athletics, which caused me to review my previous article and write an update.

I have found something that I did not believe existed anywhere on the earth – good sportsmanship – and it is alive and well in many Asian international schools. The “Sports Done Right” philosophy from Maine is working well thousands of miles from where it started. Athletes are competitive, the best players play the most, everyone wants to win and good sportsmanship is expected, emphasized and displayed at all times.

From the first day of school, I watched our fall athletes practice their sports of soccer and volleyball. From grade five to the high school varsity, young men and women practice hard and often. Although coaches may not be as trained, experienced or versed in their sport as U.S. coaches, they are just as passionate. What our athletes lack in ability, they make up in desire.

Something else was different, and it took a few days to understand what it was. I finally realized that I did not hear one person yell, belittle others, throw anything or lose their temper – neither coaches nor players! Of course I figured I would soon see this change as game days drew nearer. Not to happen! I then decided I had to see our athletes in competition.

I went to my first volleyball tournament, and I couldn’t believe my eyes. Regardless of the level of competition, our athletes were still giving it their best. Teammates hugged and shouted positive comments when things were not going well. They voiced support when someone made a mistake or missed a shot. No one even paid attention to the officials, themselves positive and supportive of the athletes. Coaches remained upbeat throughout.

In the end, after we won a close game, I asked one of our American coaches how he stayed so calm in such a stressful situation. He replied, “It’s how you coach here.” Our athletic director later informed me that any unsportsmanlike behavior would not be accepted, and that is non-negotiable. I was still not a believer. It was an early-season tournament and we won. What about the real tournaments at the end of the season?

Several weeks later, I attended our freshman volleyball tournament at a nearby school. We lost a couple of very close games in round-robin play and did not advance. After each game, three in all, the teams lined up on the end line, bowed to each other and went to the net to shake hands with their opponents. All had smiles on their faces. There was only respect by and for all competitors. Many of our players came over to me later and voiced their disappointment with losing, but assured me that they would work harder for next year. There was not one complaint or blaming word. These athletes played their best, lost and were ready to move on to their next challenge.

This still was not enough for me to believe that these student-athletes were always going to be such good sports. The true test
would be at our Association of China and Mongolian International Schools (ACAMIS) League Tournament in Shanghai. Our varsity girls volleyball team expected to win the championship. Although the team went through the round-robin play undefeated, it lost in the finals to a team it beat a day earlier. The game was close and emotional. Did anyone on our team display poor sportsmanship? No. In fact, the team was honored with the sportsmanship award.

Upon their return to school, the team members dwelled on the award for sportsmanship and the new friends they made. Team members blamed no one for their loss; they were disappointed but more prepared for the next season’s tournament, and they would remember their experience in a positive way for a lifetime.

Sports are to be enjoyed for the competition, friendships, discipline, team play, physical activities and highs that athletes received from giving it their all and playing their best. These student-athletes get it. My several-thousand-mile journey to Taiwan has already surpassed any personal goals – thanks to our athletes showing me the true meaning of competition in athletics. Ethics in sports can and does happen after all.

Formerly the superintendent of schools in Kennebunk, Maine, Thomas Farrell is now director of the Koahsing American School in southern Taiwan.
PGA Golfer Learned Goal-setting Skills from High School Sports

BY ROBERT ZAYAS

Editor’s Note: This interview with Notah Begay III, former high school golfer from New Mexico and current member of the PGA Tour, was conducted by Robert Zayas, assistant director of the New Mexico Activities Association and member of the High School Today Publications Committee.

Notah Begay III is believed to be the first full-blooded Native American member of the PGA Tour. He was born and raised in Albuquerque, New Mexico, and attended Albuquerque Academy, where he achieved All-American status by winning the National High School Golf Championships his senior year. He went on to attend Stanford University on a golf scholarship, where he, Tiger Woods and Casey Martin were teammates. Prior to graduating with an economics degree from Stanford, he was a three-time NCAA golf All-American and a member of the 1995 NCAA Stanford Golf Championship team. He set a record by shooting a 62 the second day of the championship and was selected as a team member on the 1995 USA Walker Cup Team.

Begay earned his PGA Tour playing card by finishing in the top 15 on the 1998 NIKE PGA Tour. He is one of only four individuals to shoot a 59 on the PGA Tour. He won the New Mexico Open in 1998.

Q. You have a legendary work ethic. What else did you gain by participating in high school athletics?

Begay: High school athletics helped shape my teamwork and goal-setting skills. In all aspects of my career, the ability to work well with others and set lofty goals has enabled me to stay focused and on task.

Q. What is your favorite memory of playing high school sports?

Begay: The friendships I formulated on the golf, soccer and basketball teams on which I played are some of the most valuable things in my life. Many of my friends from those teams are still close to me today.

Q. Did you consider yourself as a leader while in high school?

Begay: Leadership is a unique skill that also requires an athlete to also be a good follower. I felt the best way to lead was by example. If I wanted my teammates to work harder, then I should put that same type of work in myself.

Q. What advice would you give to a high school student-athlete regarding the will to win?

Begay: Winning is a habit that is fostered through hard work and preparation. Just because you win doesn’t make you a winner. Just because you lose doesn’t make you a loser. A positive attitude and sound work ethic set the stage for success.
Q. With all of the problems that are currently being reported concerning some professional athletes, do you feel that athletes have an obligation to be role models for young people?

Begay: Being a “role model” isn’t an obligation for a professional athlete, but instead should be seen as an opportunity—an opportunity to use his or her success to benefit others in a positive fashion.

Q. When you were playing golf for Albuquerque Academy, did you ever imagine you would be playing professionally?

Begay: I always had a dream of playing the PGA tour ever since I was 10 years old. The hard work and sacrifice that I put toward that dream really paid off.

Q. If you could wave a magic wand, what would you like to see on the high school sports scene?

Begay: With one stroke of the “magic wand,” I would love to see high school student-athletes playing as many sports as possible. There’s been a recent trend of specializing in one sport to attract the attention of college coaches. But in the end, I feel that certain student-athletes miss out on unique and fun experiences available through other sports outside of their specialty.

Q. How did you manage to balance competitiveness and the desire to win and, all the while, demonstrate good sportsmanship, class and a respect for the game?

Begay: Sportsmanship, respect and integrity are the building blocks of the “competitive spirit.” When sports are taught correctly by coaches and parents under the true spirit of competition, the real winners are the kids.

Q. Is athletics important for young people?

Begay: If athletics is introduced in a positive fashion, it can have a long-lasting, positive impact on an athlete’s life.

Q. How would you describe the ideal parent of a high school athlete?

Begay: A parent who exposes his or her child to as many sports as possible knowing that participation, commitment and work ethic are far more valuable than solely winning.

Q. What is your greatest memory as a high school athlete?

Begay: The hard-fought wins and even some of the tough losses. Both types of experiences have shaped my competitive attitude and allowed me to succeed.

Robert Zayas is in his seventh year as an assistant director of the New Mexico Activities Association and is currently pursuing a Ph.D. in sports administration at the University of New Mexico. He is a member of the High School Today Publications Committee.

National Federation of State High School Associations

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American Challenge Enterprises
Anacoda Sports, Inc.
Antioch Sporting Goods
Baden Sports, Inc.
Better Baseball
Bremen Company, Inc.
Brett Bros. Sports
Brine, Inc.
Champion Sports
CHAMPRO
Cian Barry
D-Bat Sports
Decker Sports
Diadora America
Diamond Sports Co.
Dick Martin Sports
Efinger Sporting Goods Co., Inc.
Eiger Sportswear, Inc.
Fitzgerald Sports
Glovesmith
Gopher Sports
High 5 Sportswear
InGlasco Corporation
Kodiak Sports
Kwik Goal Ltd.
Longstreth Sporting Goods
M.B. Products/Onono Sports
M-Powered Baseball
Markwort Sporting Goods
Mikasa Sports
Molten U.S.A. Inc.
Nike, Inc.
Penn Monte, Inc.
Proguard
Pronine Sports
ProTime Sports
Rawlings Sporting Goods
Reebok
Riddell All American
SBS Worldwide
Select Sport America
Spalding Sports
Sport Supply Group, Inc.
Sportime
Sterling Athletics
STX, LLC
Tachikara USA
The Big Game
Varsity Soccer
Vizari Sport USA
Wilson Sporting Goods Co.
Xara Soccer
New York, Maine Approve Cost-saving Plans

BY PAIGE FLYNN

Across the country, schools are being forced to do less with less as their budgets shrink. In two Northeast states, that “less” now includes number of contests as the New York State Public High School Athletic Association (NYSPHAA) and the Maine Principals’ Association (MPA) have cut the length of some sports seasons to cut costs.

The NYSPHSAA approved several budget cuts, despite opposition, and most changes will be taking effect as early as this coming fall. According to the NYSPHSAA, the biggest changes will be the number of contests teams will be allowed to play in the future: sports with 24 games will now be 20, sports with 20 games are reduced to 18, and sports with 18 games have been cut to 16. Football seasons will also be cut from 10 games to nine. There will also be an emphasis on less out-of-state travel for tournaments and conferences.

The MPA took a different route, rejecting a proposal that would have reduced the number of regular-season games in most sports by two. The MPA argued that savings would be minimal, and negative effects might be widespread. Instead, a vote was passed to reduce the percentage of teams that advance to the playoffs from 67 percent to 50 percent. This change has been approved only for the next two years. It also recommended a two-year suspension of increased game and travel fees for officials.

Cheerleaders active leaders on and off the sidelines

BY PAIGE FLYNN

The word “leader” is in the title, so it comes as no surprise that these spirited athletes are also serious student role models. A recent study of nearly 6,000 high school cheerleaders was conducted by the Organization of Spirit Industry Providers (OSIP) in order to discover relationships between cheering and leading.

Nearly half of the student-athletes surveyed reported maintaining an “A” average in their high school studies, while about 90 percent said they kept a “B” average. Also, 43 percent manage participation in another school-sanctioned sport. Half of the cheerleaders are also active in other non-sport academic activities, and 25 percent hold leadership roles in organizations such as student government associations. More than 50 percent of the cheerleaders also dedicated time to volunteer work, such as tutoring younger children and participating in anti-drinking/drug programs.

OSIP board member Greg Webb says, “There seems to be a lot of negative stereotypes that persist, and this survey really helps to dispel them.”

OSIP also selected five student-athletes based on all-around leadership to represent the organization as the top “Faces of Cheerleading”: Amber Lynn Garcia of Texas, Lauren Vagnini of Connecticut, Coby Poss of Tennessee, Kari Hellman of Ohio, and Tiah Jones of Mississippi.
Anderson named Wisconsin executive director

BY PAIGE FLYNN

The Wisconsin Interscholastic Athletic Association (WIAA) recently named Dave Anderson as its fifth executive director since its creation in 1924. Anderson, an 11-year veteran of the WIAA staff, will succeed Doug Chicker ing upon his retirement in August.

Anderson has enjoyed a lengthy career in athletics. He has contributed to athlete development at both secondary and collegiate levels, and has been promoted several times within the WIAA. At the WIAA, he has been responsible for student-athlete eligibility, officials licensing, interpretation of rules, tournament administration and planning, and committee leadership in the sports of football, baseball, wrestling, hockey and softball. He also headed the WIAA’s medical advisory committee.

Before joining the WIAA, Anderson coached at several colleges, including as football assistant coach and defensive coordinator at the University of Wisconsin. He also spent 1987 to 1990 at Miami (Ohio) University as football defensive coordinator, and he was athletic director at Sun Prairie (Wisconsin) High School before joining the WIAA in 1998.

Anderson is also involved with high school sports at the national level. He has served on the NFHS Ice Hockey Rules Committee and is a voting member of the NFHS Football Rules Committee.

Shoulder injuries more likely in boys, survey says

BY PAIGE FLYNN

According to a recent survey done by the Center for Injury Research and Policy (CIRP) of The Research Institute at Nationwide Children’s Hospital in Columbus, Ohio, shoulder injuries account for only eight percent of all injuries in high school athletes. However, the survey found that shoulder injuries were prevalent in boys sports. Of the sports studied, shoulder injuries were most predominant in baseball (18 percent), wrestling (18 percent) and football (12 percent).

This gender-based injury imbalance may be attributed to player-to-player contact, which the survey said was responsible for nearly 60 percent of these shoulder injuries. “Contact sports,” as deemed by the American Academy of Pediatrics (AAP), are activities in which “athletes routinely make contact with each other or inanimate objects but usually with less force than in collision sports.” Basketball and soccer are examples of contact sports, but the “collision sports” to which the statement refers include wrestling and football, which traditionally are male-oriented sports. The AAP defines collision sports as “purposely hitting or colliding with each other or inanimate objects, including the ground, with great force.”

Ellen Yard, M.P.H., who is a research associate with CIRP, said, “Shoulder injuries were far more likely to occur in football or wrestling than in any other sport.”

Sprains and strains were the most-common shoulder injuries (37 percent), followed by dislocations and separations (24 percent), contusions (12 percent) and fractures (seven percent). Only six percent of these injuries required surgery, but dislocations and separations accounted for half of those surgeries.

“Wrestling shoulder injuries were most likely to require surgery, with almost one in 10 requiring such procedures,” said study coauthor Dawn Comstock, Ph.D., principal investigator with CIRP.

The study included football, boys and girls soccer, volleyball, boys and girls basketball, wrestling, baseball and softball.

“Even more importantly, in all sports, almost one in four athletes missed at least three weeks of their season following a shoulder injury,” Comstock said. “This underscores the importance of preventing shoulder injuries before they occur.”

Minnesota “Listening to Students” survey results

BY PAIGE FLYNN

The Minnesota State High School League (MSHSL) conducted a 50-question survey earlier this school year called “Listening to Students.” The survey, which was completed by more than 5,000 state high school students, is conducted every four to eight years and asks questions about all aspects of high school athletics. Although the survey is not mandatory for MSHSL schools to participate in, many schools chose to do so.

The survey questions vary from year to year, some of them changing with current trends and others remaining focused on fun-
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damental issues in high school sports.

One issue was the controversial topic of alcohol/drug use of athletes during sporting seasons. Almost half the respondents agreed that athletes do engage in substance abuse, but only a small group of them in any given sport. Another 22 percent said they were “unsure” about substance use within the sport, while 11 percent agreed there was widespread usage. Sixty-two percent also responded “unsure” when asked whether their coach was aware of the drug use. Fifteen percent said “yes,” and the other 23 percent said their coach was unaware of any illegal drug usage. However, 56 percent agreed that coaches and administrators “always” take appropriate action in addressing the use of drugs, alcohol or tobacco. Another 22 percent responded “sometimes,” while 14 percent remain “unsure.” These responses indicate a need for increased awareness about the substance abuse issue by the coach and school.

Another hot subject in this year’s survey concerned participation in athletics sponsored outside of the school system. Although the numbers were close, 58 percent of students said they do participate on nonschool teams, mostly to improve their skills, have fun and compete at a higher level. Fifty-two percent also agreed that specialization in one activity during high school is good, but 79 percent said that specialization was not a participation requirement at their high school.

At the end of the survey, students were asked about the benefits of school-oriented activities and athletics. Nearly all students selected “strongly agree” or “agree” for questions regarding whether school activities and athletics contributed to school pride, student leaders and self-discipline development outside the classroom setting. These positive results reinforce students’ recognition and appreciation of education-based activities.

Paige Flynn is a spring semester intern in the NFHS Publications/Communications Department. She is a sophomore at Butler (Indiana) University, majoring in journalism (public relations and advertising) and minoring in digital media production.

2009 Hall of Fame class selected

Bob Hurley, one of the most successful coaches in high school basketball history from St. Anthony High School in Jersey City, New Jersey, and David Clyde, one of the most dominating pitchers in high school baseball history from Houston (Texas) Westchester High School, headline the 2009 class of the National High School Hall of Fame.

Hurley and Clyde are among 12 individuals who will be inducted in the National Federation of State High School Associations (NFHS) National High School Hall of Fame July 1 at the Chicago Marriott Downtown Magnificent Mile in Chicago, Illinois. The Hall of Fame Induction Ceremony will be the closing event of the 90th annual NFHS Summer Meeting.

Dana Miroballi, who won 10 state cross country and track and field championships at Wheeling (Illinois) High School in the 1980s, and Billy Bye, who won an amazing 21 letters in six sports at Thief River Falls (Minnesota) High School and Anoka (Minnesota) High School in the 1940s, join Clyde as former high school athletes in the 2009 class.

In addition to Hurley, the five coaches selected for induction into this year’s class have led their teams to a combined total of 56 state championships. Other coaches in the 2009 class are Dick Dullaghan, who won seven of his eight football championships at Indianapolis (Indiana) Ben Davis High School; Catherine Lempes, who has won 15 state titles in cross country and track and field at four South Carolina high schools; Harry Breland, who recently retired after 824 victories and nine state baseball championships at Hattiesburg (Mississippi) Oak Grove High School; and Guy Anderson, who has won 822 games in 39 years at Cordova High School in Rancho Cordova, California.

Two administrators were selected for the 2009 class: Clair Muscaro, commissioner of the Ohio High School Athletic Association for 14 years who served as a teacher, coach, athletic director, principal and state administrator at the high school level for 48 years, and Ruth Rehn, a leader in the development of girls sports programs at the state and national levels during her 34 years as assistant executive director of the South Dakota High School Activities Association.

Selected in the Officials category for 2009 is George Ford, the top swimming and diving referee in Connecticut who is now in his 41st season as an official. The final inductee in this year’s class in the fine arts category is Iowa’s Himie Voxman, whose music compositions and arrangements can be found in virtually every high school band room in the United States.

The National High School Hall of Fame was started in 1982 by the NFHS to honor high school athletes, coaches, contest officials, administrators, fine arts coaches/directors and others for their extraordinary achievements and accomplishments in high school sports and activity programs. This year’s class increases the number in the Hall of Fame to 362, and this year’s event will be the 27th induction ceremony.

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

BY LAUREN HENSLEY

This past January, five National Federation of State High School Associations (NFHS) rules committees met in Indianapolis for their annual meetings. With the focus on football, soccer, field hockey, volleyball and spirit, each committee adopted rules changes for the upcoming fall season. The following are highlights of the changes approved for the 2009-10 school year.

FOOTBALL

- The horse-collar tackle, an illegal grab to the inside back or side collar of a runner’s shoulder pads or jersey in an attempt to pull the runner down, will result in a 15-yard penalty from the succeeding spot.
- It will now be illegal to grasp the chin strap, face mask or edge of a helmet on an opponent.
- To reduce injury along the sidelines, only three coaches will be permitted in the restricted area to better communicate with players during a dead ball. Coaches must then return to the team box before the ball becomes live.

SOCCER

- Effective in 2012, the shinguard must permanently be marked with the National Operating Committee on Standards for Athletic Equipment (NOCSAE) seal and height range.
- A revision to Rule 4-2-1g will now allow players to wear braces outside the stocking, provided they are not made of metal or any other hazardous material.
- In attempts to make a clear distinction between officials and players, officials must be dressed in matching uniforms distinctly different from the field players of both teams.

FIELD HOCKEY

- Players may not hit the ball hard on the forehand with the edge of the stick. Exceptions to this rule include the use of the stick on a forehand in a control action in a tackle, when raising the ball in a controlled way over an opponent’s stick or over a goalkeeper who is lying on the ground, or when using a long pushing motion along the ground.
- Each team’s area should be on the same side of the field and must be at least five yards outside the sideline extending from its own 25-yard line to the marked substitution line.
- Video monitoring, replay equipment or personal wireless communication devices are prohibited during the game by officials, coaches or players.

VOLLEYBALL

- In order to control a player’s hair, bobby pins that are no longer than two inches in length may be worn.
- The ball contacting any part of the body will now be considered legal contact.
- Beginning with the 2010-11 season, the official game ball will no longer have to be solid white. A maximum of three colors may be used, one-third of which must be white. Each panel must be a solid color.
- To more effectively communicate with players, head coaches will be permitted to stand during play.

SPIRIT

- The “double-twist-to-a-cradle” stunt will only be permitted on appropriate mats or grass, as well as rubberized and soft-yielding surfaces.
- Toe/leg pitches to a jump or tumbling skill are illegal. This is a revision to last year’s rule permitting a forward suspended roll from the performing surface.
- A “triple-base Swedish fall” will not require a spotter as long as all three bases face the flyer.
- During a cradle dismount, the flyer is prohibited to hold props (signs, etc.) that are made of solid material, and have corners or sharp edges.

A full listing of the rules revisions is available on the NFHS Web site at www.nfhs.org.

Dr. Vito Perriello dies at age 68

BY LAUREN HENSLEY

Dr. Vito Perriello, chair of the NFHS Sports Medicine Advisory Committee (SMAC), passed away March 1 as a result of a series of strokes – just four weeks after his retirement.

Perriello, who dedicated his career to pediatric medicine, served on the SMAC for 11 of the 13 years it has been in existence and as the committee chair for the past five years. While on the SMAC, he authored numerous NFHS Sports Medicine Position Statements, Guidelines and Recommendations and gave many sports medicine presentations on behalf of the NFHS. Perriello also was editor of all three editions of the NFHS Sports Medicine Handbook. For eight years, Perriello also found time to serve on the NFHS Football Rules Committee as a non-voting member representing the SMAC.

Perriello attended the University of Virginia before completing medical school at Duke (North Carolina) University. Following college, he moved to San Pedro, California, where he served the
United States Army as chief of pediatrics at Fort MacArthur Hospital.

After returning to Virginia in 1971, Perriello became a founding partner of Pediatrics Associations, one of the area’s first pediatric medicine practices. Serving nearly 40 years, he retired from Pediatrics Associations this past January and his daughter, Paige Perriello, took over.

During his career, Perriello spent many years volunteering at local free clinics and served in positions for many national organizations. Due to his overwhelming contributions to medicine, he was inducted into the Virginia High School League Hall of Fame.

Farney retires; Breithaupt named director in Texas UIL

BY LAUREN HENSLEY

Dr. Charles Breithaupt has been named the executive director of the University Interscholastic League (UIL) after serving as both the assistant director and director of athletics. Breithaupt becomes the seventh executive director in UIL history, following the retirement of Dr. Bill Farney who served the League for 14 years.

Prior to becoming the executive director, Breithaupt was responsible for the administration of the entire athletic program in Texas. With more than 1,300 member schools in the state, Breithaupt was in charge of the reclassification and realignment process.

After graduating from Lamar University in Beaumont, Texas, Breithaupt spent many years holding athletic and administration positions in Texas schools.

Before joining the UIL in 1992, Breithaupt worked as an athletic director, principal and school board member in Texas. In addition, he dedicated 17 years to coaching five sports and earned numerous coach of the year awards in the process. His dedication to athletics has earned him places in the Texas High School Basketball Hall of Fame, the Southeast Texas Coaches Hall of Fame and the Texas High School Coaches Hall of Honor.

During his career, Breithaupt has served on the National Federation of State High School Associations (NFHS) Sportsmanship, Ethics and Integrity Committee, as well as the NFHS Basketball Rules Committee. Additionally, he currently serves as a member of the NFHS Board of Directors.

Farney was chosen as the director of the UIL in 1995 after serving as assistant director and athletic director in the organization since 1977. During this time, he assisted the director in administration and policy areas, helped develop athletic, academic and fine arts programs and represented the UIL in litigation. He has been a member of the NFHS Board of Directors, NFHS Basketball Rules Committee, NFHS Swimming and Diving Rules Committee and the National Collegiate Athletic Association (NCAA) Football Rules Committee.

Farney began his teaching career in 1962 at Tulsa (Oklahoma) Madison Junior High School and a year later taught and served as assistant basketball and wrestling coach at Tulsa (Oklahoma) Will Rogers High School. Farney also served as the principal of Lorena (Texas) High School from 1967 to 1970 and Waco (Texas) Robinson High School while coaching football, basketball, track and field, junior high basketball and golf. In 1970, he became the superintendent of schools in Crawford, Texas.

Along with his extensive background, Farney has participated in state and national studies on athletic injuries and is a leader in assisting projects involving dental and medical information.

Farney received a bachelor’s degree in English from the University of Tulsa in 1963, and a master’s degree in English and a doctorate in education administration from Baylor University in 1968 and 1979, respectively.

Cheerleading considered contact sport in Wisconsin

BY LAUREN HENSLEY

As a result of increasingly complex stunts, cheerleading is now considered a contact sport in Wisconsin.

The Wisconsin Supreme Court, the state’s highest court, recently ruled cheerleading a contact sport due to the amount of physical contact between teammates. This followed a 2008 decision by the District 4 Court of Appeals, which stated cheerleading was not a contact sport due to the lack of contact between opposing teams.

In January, all members of the Supreme Court agreed to overturn the decision.

The decision came after Brittany Noffke, a 2004 varsity cheerleader at Holmen High School in Holmen, Wisconsin, suffered a head injury while practicing a stunt. Noffke attempted to sue her teammate – who failed to catch her – and the school district, but this Supreme Court decision nullifies her case.

With this decision, no individual participating in cheerleading can sue a teammate or the school district for accidental injuries that occur while practicing a stunt. In addition, the decision stated that those cheerleaders who act recklessly or intentionally cause an injury to another teammate are held responsible and may still be sued.

Although the NFHS Spirit Rules Committee adopts annual rules revisions for cheerleading, each state is responsible for how it will enforce those rules.
According to the 2008-09 NFHS Participation Survey, more than 111,000 female students and 2,600 male students participate in competitive high school spirit squads.

Lauren Hensley is a spring intern in the NFHS Publications/Communications Department. She is a senior at Franklin (Indiana) College majoring in journalism and public relations.

2009 National High School Sports Record Book published

BY CHRIS BOONE

A flip through the 2009 National High School Sports Record Book, which was recently published by the NFHS, provides even the casual sports fan with a fascinating look at the world of high school sports.

For instance, did you know that current University of North Carolina basketball star Tyler Hansbrough holds the national record for the highest field-goal percentage in a career? Or, that current Los Angeles Clipper Zach Randolph ranks 10th in the same category?

The book is also full of lesser-known athletes who excelled at interscholastic athletics, such as the group of swimmers who have led Carmel (Indiana) High School girls teams to state championships every year since 1987.

The book (which can be ordered for $13.20 at www.nfhs.com or by calling 1-800-776-3472) displays records in 16 sports for boys and girls and includes numerous photos of high school athletes.

The book is current through the 2007-08 school year, which had its fair share of record-breakers, including a touchdown trend out of Kentucky and some incredible swimmers from Texas.

Corey Robinson, a senior quarterback at Lone Oak (Kentucky) High School, carved his name into the record book and played a major role in his team’s record-breaking 2007 season.

With four of six records in a single sport coming from one state, Texas proved to be the dominant force in both boys and girls swimming.

Robinson broke a six-year standing record by putting up 91 touchdowns. Even more impressive, Robinson and his team account for three of the four national records in football for the 2007 season. The Purple Flashes from Lone Oak set records in most passing yards per game in a season (396.7) and most passing touchdowns in a season (92).

Brody Wilkins of Marcola (Oregon) Mohawk ran his way into the record book by returning nine punt returns for touchdowns during his 2004-07 career.

Breaking national records became a typical accomplishment for Austin (Texas) Westlake swimmer Mary Beck, as she and her teammates broke the 400-yard freestyle relay record with a time of 3:23.10. Beck also set a new time in the 200-yard medley with a time of 1:56.56, a record that she and Michelle McKeehan from Greenwood (Indiana) Center Grove have repeatedly traded back-and-forth on four different occasions.

Two other national girls swimming records were broken, including Cheshire (Connecticut) High School for most consecutive dual-meet wins (239) and the 200-yard freestyle set by Karlee Bispo of Modesto (California) Thomas Downey with a time of 1:45.14.

On the boys’ side, Jimmy Feigen of San Antonio (Texas) Winston Churchill swam the 50- and 100-yard freestyles with times of :19:49 and :43:05, respectively, both of which are national records.

Madison (South Dakota) High School set the record for most state championships in girls gymnastics with 14.

In girls basketball, Cheyenne Curley-Payne of Chula Vista (California) Eastlake ran away with 328 steals in the 2007-08 season to set the national standard.

Team records were set for single-season three-point field goals attempted (1,052 by Port Aransas [Texas] High School), and single-game free throws attempted (74 by Red Wing [Minnesota] High School).

Chantae Millier of Buffalo (New York) Williamsville North High School grabbed two field hockey records, including most assists in a career (117) and most assists in consecutive games (17).

Track and field produced an outstanding three national records during the 2008 season – two for girls and one for boys.

Chanelle Price of Easton (Pennsylvania) Area High School soared into the record book with her 2.02.90 finish in the 800-meter run, while Christine Babcock of Irvine (California) Woodbridge High School ran the 1600-meter run in 4:33.82 to earn the record.

On the boys’ side, German Fernandez of Riverbank (California) set the record in the 3200-meter run with a time of 8:34.23.

On the softball field, Kayla Braud of Eugene (Oregon) Marist High School had hits in 73 consecutive games from 2006 to 2008 to set the national standard. To the east, Jennifer Jorgensen of Burnside (Iowa) Southeast Webster-Grand High School ended her career with 320 stolen bases to put her in the top spot in that category.

Shannon Smith of West Babylon (New York) High School entered the record book for girls lacrosse when she ended her career with 611 points.

In boys volleyball, Salem (New Hampshire) High School set the national standard with 74 consecutive match wins.