National Federation of State High School Associations

NFHS Coach Education
www.nfhslearn.com

Fundamentals of Coaching
COURSE DESCRIPTION
• Provides a unique student-centered curriculum for interscholastic coaches
• Supports the academic mission of the NFHS member state associations
• Addresses the needs of the NFHS member state associations as an affordable, accessible and relevant educational experience
• 41 states support Fundamentals of Coaching

Fundamentals of Coaching Soccer and
Fundamentals of Coaching Wrestling
• Provide essential coaching techniques and methods for interscholastic teacher/coaches.
• Fundamentals of Coaching Soccer is now available, and Fundamentals of Coaching Wrestling will be available in November 2008.

Engaging Effectively with Parents
• Provides teacher/coaches with information and strategies to enhance their relationships with the parent.

NFHS First Aid For Coaches
COURSE DESCRIPTION
• Designed to help coaches, athletic trainers and other participants identify and eliminate potentially hazardous conditions in various sports environments, as well as recognize emergencies and make appropriate decisions for first-aid care. Meets first-aid requirements mandated for coaches and athletic trainers.
• Certified by the American Red Cross.

Performance-enhancing
Supplements
Threat to athletes' wellness, safety

Fine Arts
Poverty chosen
2009-10 national debate topic

Sports Medicine
Use of energy drinks discouraged
Record Book is Essence of High School Sports

BY ROBERT F. KANABY, NFHS EXECUTIVE DIRECTOR, AND JIM TENOPIR, NFHS PRESIDENT

Since 1978-79, the NFHS has annually published its National High School Sports Record Book. Starting out at a relatively modest 176 pages, the publication has progressively grown over the years to the extent that the current edition is an impressive 240 pages published on pages twice the size of the inaugural edition. Similarly, its content and scope have also grown exponentially.

One thing that has been consistent since the very beginning is the Record Book’s identified intent to recognize the outstanding performances of deserving high school athletes and coaches.

If you were to peruse the 2009 edition, for example, you would quickly recognize some very familiar names, such as track stars Jesse Owens, Renaldo Nehemiah, Michael Carter and Al Oerter, and football standouts Emmitt Smith, Herschel Walker and Peyton Manning.

However, the majority of the more than 6,500 teams and individuals listed in the book, as well as thousands of others in previous books, are not household names. They are the essence of high school sports – 15- to 18-year-old boys and girls having fun participating in their sport or sports of choice in an education-based, high school setting.

By listing the top 10 all-time performances in each category (and more than 10 in some), the goal is to recognize as many individuals as possible. While fundamentally high school students compete in sports to have fun and be a part of a team, the annual recognition of their hard work and effort stimulates interest in high school athletic programs and motivates others “to shoot for the stars.”

Since the book is an effort to promote high school athletic programs, a solid review process is in place under the direction of the NFHS National Records Committee. NFHS member state associations must approve all entries in the book, and sportsmanship is taken into consideration as much as possible. The following statement is printed in every edition of the Record Book:

“The National High School Records Committee is pleased to recognize outstanding achievements by teams and individuals. Although it is impossible to determine intent when marks are established, the committee encourages recognition of performances in the true spirit of interscholastic competition. Running up scores or embarrassing an opponent for the primary purpose of inclusion in the Record Book is not consistent with the ideals of good sportsmanship.”

While the Record Book does indeed accomplish all of those stated objectives, one might ask the philosophical question of “Why does the NFHS keep those records anyway, and why does it publish the Record Book?”

One might also contend that it needs to go beyond simply doing those things, and that it must serve some meaningful purpose that benefits the greater good.

All fair questions.

The root answers to those questions can be found in no less of an authoritative source than within the NFHS Constitution, which is annually published in the NFHS Handbook.

Going back to the first edition more than 30 years ago, the Record Book has faithfully fulfilled two of the Constitution’s stated tenets: to promote the benefits of interscholastic athletics and activities and to preserve interscholastic athletic records and the tradition and heritage of interscholastic sports.

The young people and coaches featured in the Record Book work extremely hard to be part of an interscholastic athletic program, making sacrifices and dedicating themselves to the sports they love. Some of them are fortunate enough to accomplish performances that rank among the very best in the nation in the long and storied history of high school sports, which now goes back more than a century.

As a result, the accomplishments of our nation’s young people and their coaches are indeed documented and celebrated within this publication. And, we feel very deservedly and rightfully so.

We would strongly encourage you to obtain a copy of this valuable resource publication for your school library or for your own personal use.

For those who prefer their media in an electronic format, the Record Book is available in its entirety on the NFHS Web site at www.nfhs.org.

However, for the print journalism purist, nothing can totally replace the “handiness” of having that tangible hard copy of a publication at your fingertips.

The current edition is available for $13.20, and can be ordered online at www.nfhs.com or by calling toll-free: 1-800-776-3462.

The National High School Sports Record Book is more than just a “must-read” for the sports fanatic - it embodies the very essence of what high school sports are all about.
Big Splash

Swimming and diving state championships will be conducted throughout the country this month and next. Almost 260,000 girls and boys compete in high school swimming and diving nationwide. Shown here is a competitor at the New Mexico Activities Association state swimming championships.

Photograph provided by Kim Jew Photography, New Mexico.
Welcome

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

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Photo provided by Kim Jew Photography, New Mexico.
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HST ONLINE
You can read all articles – and more not published in this issue – online at www.nfhs.org/hstoday.
Testimonials on Values of Activity Programs

Editor’s Note: Following are some thoughts from parents, coaches and students regarding the value of high school activity programs. These testimonials were a part of the 2008 National High School Activities Week materials distributed by the NFHS.

Nicole Benson, Student-athlete
Limestone Community High School
Bartonville, Illinois

“When looking at high school sports, I have always seemed to come back to a basic math equation. Although hard work is one part to competing in any activity or sport, dedication is another importance piece as well. I learned that when an athlete involves hard work plus dedication, all that can equal is a more-prepared individual. I believe that also applies not just to people in sports or activities, but in everyday life. Through every loss, win, up or down along the way, I wouldn’t want to change a thing. I have been taught the importance of being a leader, respecting others and having a good attitude, no matter the situation. The step I made of getting involved in track and cross country was one of the best decisions I’ve made for myself. I know the values that I have picked up throughout high school will benefit me for the rest of my life.”

Zachary Fuller, Student-athlete
Dexter High School, Dexter, New Mexico

“Being an athlete requires more than just being able to run fast or jump far. It requires many different characteristics that make up the total person, including integrity. One of those characteristics is respect. Some people think respect means only respecting self by dressing nice or looking out for self, but that’s not true respect at all. Respect shows admiration for others. Respect shows consideration for others. Respect shows courtesy to others. And respect shows regard for others. . . . Being respectful is simply just doing what is right. Without respect, you are just an ordinary player pretending to be an athlete.”

Boo Goolsby, Parent
Bellville, Texas

“I love high school athletics. I love the excitement, energy and togetherness that come with the competition. I have viewed athletics as a parent and grandparent of athletes, as a spectator in large-city high schools, and an avid spectator in a small town.

“As a parent, I viewed firsthand the value of high school co-curricular activities. Our daughter was a member of the high school marching band; our son was a multi-sport athlete. These co-curricular activities provided the ‘other education’ that was important in our children receiving a complete high school education. . . . Co-curricular activities were demanding and required our son and daughter to develop the skills that have served them well as adults and parents . . . I can see how athletics contributed to their development as productive adults, good citizens and loving parents. Each is now parenting sons who are participating in athletics, receiving that ‘other education’ their parents received.”

Douglas Foster, Coach
Bellville High School, Bellville, Texas

“For a young athlete or student to be of importance to society, that individual must feel important. In order for one to be successful, one must have a desire for success. These young people must feel as if they have meaningful impact on society. Numerous people would be aghast to know the number of student-athletes I see a day who do not have someone who will say something nice or meaningful to them. These young people simply do not feel important; therefore, their level of success is unimportant. These individuals only need an increase in self-worth for others to see potential become results. Without seeing themselves as worthy, without self-pride, all of the aforementioned characteristics mean nothing.

“I see it as my job to help student-athletes yield results. I am able to complete this task because of athletics. As an athlete, a person learns that numerous people depend on him or her and that he or she is needed. From the star athlete to the fifth-stringer who never sees the field or court, everyone is needed and important for the athletics machine to work properly. When an athlete experiences this feeling, that athlete has a sense of belonging and this sense propels them to move forward in all aspects of life.”

Emma Johnson, Student-athlete
Harrisburg High School
Harrisburg, South Dakota

“Throughout high school I have been involved in a number of leadership activities and sports. This involvement has instilled in me traits such as leadership, determination, strong work ethic and teamwork. My participation in basketball has created a great sense of teamwork and cooperation. No game is won by one person; it requires the whole team working together for a common goal. Working with others can prove to be quite difficult at times. And I am grateful that athletics has helped me gain team-building experience.”
Check Out These Web Sites

RESOURCES FOR HIGH SCHOOL LEADERSHIP
A sampling of available Web sites that address sportsmanship issues:

- [Check Out These Web Sites](http://kidshealth.org/teen/food_fitness/sports/sportmanship.html)
- [Sportsmanship](http://www.sportsmanship.org)
- [Sportsmanship](http://www.josephsoninstitute.org/sports)
- [Sportsmanship](http://www.slopitch.org/sportsmanship.htm)

Around the Nation

Question: Does your state association sponsor a state championship in ice hockey?

[Map showing 15 states with YES and 36 states with NO]
Most would agree that sports play a huge part in the lives of many individuals – and not just in the United States. When one considers the Olympics, the World Cup, international marathon races and competitions in countless sports, the influence and impact is immense.

Sports also have a long-standing history of playing an important part in our societies. In the United States, for example, Native Americans in the Great Lakes area and Eastern seaboard played lacrosse. Their form of the sport served not only as a game, but also as preparation for war and part of celebrations.

In October 2007, Cal Ripken Jr. served as an American public diplomacy envoy for the United States Department of State as he taught baseball to youngsters and coaches in China. He then went to South Africa in the spring of 2008 to improve international relations.

What may not be as obvious is that the United States is the only country in which athletic programs are part of the schools. Throughout the rest of the world, young people attend school for the academics and participate in sports through clubs, travel teams, camps and clinics, and with private coaches.

Athletics are integral to the American education system because they have educational value. By participating in athletics, young people have the opportunity to learn, grow and develop just as they do in the classroom – and this principle is essential to our approach.

It is important to note that athletes generally have better attendance, cause fewer behavioral problems and have higher grade-point averages during the season. Many corporate and government leaders credit their athletic participation for helping to develop their leadership skills.

This is not to say, however, that recreational programs, travel teams and Amateur Athletic Union competition don’t have value, because some may. But the difference between these options for young people and high school sports is that interscholastic athletics should be education-based.

While coaches still prepare their teams to excel and strive to win, there has to be more involved. Beyond learning sport-specific skills and strategies, young people should be learning positive qualities, philosophies and principles that will help and carry them through life.

Everything that we do in athletics has or should have an educational component; it isn’t just about winning games. Common outcomes for athletes are that they should:

- Learn sportsmanship to win humbly and graciously and to lose with dignity.
- Model integrity through playing by the rules.
- Use teamwork in order to contribute to a greater goal in which the athlete places the team’s success or recognition before that of an individual.
- Reach out to assist teammates, which translates into helping others around them in life and contributing to the community.
- Develop perseverance and the ability to bounce back from defeats.
- Incorporate goal-setting learned through athletics into their approach to life.
- Develop a solid work ethic that emphasizes preparation and effort.

In addition, something may occur during a practice session, game or in the community that can be used by a skilled coach as a “Teachable Moment.” These spontaneous, unplanned situations can be excellent learning opportunities that can’t be replicated in other segments of our educational system.

Coaches play a major role in the concept of education-based athletics and not only through “Teachable Moments.” Why? In the
In an analogous sense, they are the teachers and are responsible for the instruction and curriculum in athletics. Our young people do look up to their coaches. In education-based athletics, therefore, it is vital that high school coaches serve as solid role models. There can be no exception to this expectation.

Coaches should also encourage academic achievement by their athletes and help with their social development. When student-athletes need tutoring or extra help in an academic area, they should be excused from part of practice to get assistance. Making this allowance shows athletes that coaches are indeed concerned about their success.

Of course, administrators – superintendents, principals and athletic directors – affect the effort of education-based athletics as well. They are the individuals who hire, guide and mentor their coaches. Just like the professional development of teachers, administrators should encourage the same type of efforts and certification of their coaching staffs.

Administrators also need to control the expectations for their athletic programs. They should educate and inform parents, fans and the community that winning isn’t the end-all or ultimate outcome (see *High School Today*, November 2007). Learning, having an enjoyable experience and representing the school in the best possible manner are so much more important than winning. If a team wins a championship after accomplishing these three goals, it represents the icing on the cake.

Due to the enormous educational benefits of athletic participation, a major goal of all high schools should always be to increase the opportunities for young people whenever possible. If schools have the financial wherewithal and facilities to add new sports, more teams or increase the size of current squads, they absolutely must.

Once we lose sight of the educational value of high school athletics, our programs lose their credibility and the reason to exist. Our athletic programs may offer the key to a student’s future success and must be education-based.

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

BY CHRISTOPHER STANKOVICH, Ph.D.

Sadly, in today’s sports world it is becoming commonplace to hear stories of athletes engaging in questionable, controversial – and sometimes illegal – efforts to improve on-field athletic performance.

While two substances (anabolic steroids and human growth hormone) have been closely scrutinized and had stiffer penalties put in place, there remain potentially hundreds of other performance-enhancing supplements. These substances are unregulated by the FDA and are legal to purchase and use, but the big question remains: While these products are legal, are they healthy and safe?

The fact of the matter is that the performance-enhancement industry is booming, yet few of these substances have been tested long enough to detect what future health problems they may cause. Additionally, stories about athletes enduring terrible physical consequences while using these “legal” supplements – sometimes even death – continue to make headlines across the country on a regular basis.

Since the performance-enhancement supplement business is probably not going to end anytime soon, what should coaches and others in leadership positions do when student-athletes begin to contemplate the options available to them to increase their speed, strength and endurance? The following is a list of tips, insights and strategies to help crystallize a high school athletic department’s philosophy when it comes to performance-enhancing supplements:

- One concern about performance supplements has to do with the fact that they are legal, leaving many people to assume they are also safe. Keep in mind that cigarettes are legal, too, but most people acknowledge that they are hardly safe! Sadly, it may not be until many years from now that more data will be collected and we will finally know both the efficacy and safety of these supplements.
- Another concern is the mindset that “everybody is doing it,” which many student-athletes, coaches and even parents are ascribing to these days (contributing to a casual, unconcerned attitude when it comes to the safety of supplements). This thinking is potentially very dangerous, and there is even greater concern about who is ultimately responsible for the actions of student-athletes today. Should the coach have policies in place? Should parents know exactly what is going into their child’s body? Or should the student-athlete be responsible enough to know better? Unfortunately, this diffusion of responsibility often results in nobody doing anything!

Perhaps the biggest problem with the use of performance-enhancing supplements by kids is that their bodies are still growing and developing, and without proper medical supervision the use of performance supplements may have serious risks. Furthermore, many kids have been known to “double up” their dosage when they see the impact a smaller amount has on their physical development. This is an extremely risky proposition, especially without medical oversight and guidance. Making things even more complicated is the fact that so many teenagers today are on various anti-depressant, anti-anxiety or Attention Deficit Disorder medications. Adding an untested performance supplement to this regimen is likely to further complicate safe physical and emotional development.

Another big question is whether or not they actually “work.” Since the vast majority of kids begin to work out much harder once they begin using supplements, it is virtually impossible to discern whether the supplement is responsible for the change or, rather, the placebo effect is in play (this means that they believe the supplement is helping them, when in actuality it is really just their extra effort and motivation). For many kids, and even some coaches, when extra strength or speed is gained, the immediate assump-
tion is that the supplement is responsible for the change, rather than the extra hard work.

- Pay attention to the marketing of supplements and how attractive they are to your hungry audience of student-athletes. Who wouldn’t want to get stronger and faster – and possibly do it in half the time? Supplement companies know this, and often the packaging and marketing hits a bulls-eye with fancy, bold packaging and athlete testimonials (paid, of course). Try to find ways to communicate with your student-athletes about these concerns so that they do not get caught up in all the hype and make an emotional, illogical and potentially unsafe decision.

- Administrators should encourage coaches to conduct a preseason meeting with parents and student-athletes to discuss these issues and talk about their personal philosophy and team policies. Also, a physician or trainer might be able to provide the latest medical information about various supplements on the market. Schools should advise parents of these two things: 1) Parents are ultimately responsible for what their child is using to improve performance. They should never assume the coach is aware of everything a student-athlete is doing. 2) If a child is using a supplement, with the approval of his or her parents, the minimum safety measure that should be taken is regular checkups with the family physician.

- Coaches and other school leaders should always emphasize the value of hard work. Schools must be clear and consistent about the value of hard work and determination – kids who hear this message are far less likely to use supplements.

- The coach and athletic director should communicate about policies that are in place for supplement usage. If there are none, discuss the potential of developing new policies to ensure kids are safe when competing in interscholastic sports.

- The coach must think of safety over winning at all times, including the potential negative impact of performance-enhancing supplements. Don’t wait until the playoffs, when emotions are high and coaches are at more risk, to “look the other way” when it comes to issues around integrity. The coach and administrator must be on the same page because even the best coaches can be challenged when it comes to safety and good decision-making when their team is winning.

The reality is that performance-enhancing supplements are a very tricky subject to deal with for several reasons. First, supplements are legal, which makes it difficult, if not impossible, to prohibit them from being purchased (unlike anabolic steroids). Second, there is the question of responsibility. Should parents or coaches be held responsible for student-athletes choosing to use supplements? Often, each assumes the other is providing appropriate oversight, when, in fact, neither ends up paying close attention. And finally, without much empirical data to draw on at this time (since many supplements are very new on the market), it is impossible to truly know the potentially dangerous long-term side-effects of performance supplements.

Coaches must communicate with their athletic director and other school administrators and develop strategies to address the growing concerns about performance-enhancement usage by kids today. Additionally, communicate early and often with parents to ensure they are paying attention to what their kids may be doing to improve athletic performance. Finally, all school leaders must talk to the kids and emphasize the importance of hard work, determination and living a clean life – and how these qualities, not supplements, will enable them to reach their full athletic potential!

Dr. Chris Stankovich is a sport psychology consultant and an advocate for positive youth sport development. For more information on educational products, seminars or professional consultation, visit www.drstankovich.com.
Brittney Griner Sets New Blocked-shots Record

BY MATT VACHLON

The 6-foot-8 senior center, who has an 86-inch wingspan, recorded a triple-double with 21 points, 13 rebounds and 25 blocked shots in a 69-18 win at Houston Alief Hastings. While her point and rebound totals were near her averages from last season, her blocked shot total set a new national record, surpassing the previous mark of 23 set by Myeisha Jones of Oakland (California) Castlemont in 1997, according to the 2008 National High School Sports Record Book.

“It was an outstanding performance,” Nimitz head coach Debbie Jackson said. “We knew she had a lot of blocks, but it wasn’t until after the game that we found out she had 25.

“Her huge wingspan affects the other team’s depth perception and makes it so tough for them to get a good shot off.”

Jackson said that despite Griner’s talent, she has never had a problem with trying to get her to be a team player. That was evidenced by the fact that she had more blocked shots than points in the game.

“She’s definitely a team player and is very unselfish,” Jackson said. “She’s always loved playing defense and takes pride in being agile and having good footwork. On offense, she’s our leading scorer, but she’s always willing to find an open player when she’s double- or triple-teamed, and she doesn’t force shots.”

Griner also had three dunks in the game; two off her own steals and one off a teammate’s. It’s an element of her game that Jackson believes is extremely important.

“I really believe she could change the face of women’s basketball, starting at the college game,” Jackson said. “Dunks are usually a once-in-a-career rare occurrence for the few players that can do it, but that’s part of her game. And she’s able to play above the rim on both ends.”

Matt Vachlon was a fall semester intern in the NFHS Publications/Communications Department. He is a senior at Butler (Indiana) University, majoring in journalism (news editorial) and minoring in sociology and Spanish.
Eight-player team scores big

BY JENNA WIDMANN

The 62-52 halftime score sent Pahranagot Valley (Nevada) High School head football coach Ken Higbee straight in to the locker room with only one idea -- gambling.

“At the half I told the other coaches that this was Nevada, so we can gamble in this game,” he said.

And the chances the Panthers took paid off big by securing the 1A semifinal game November 15 against Coleville (California) High School, 128-74.

With 128 points, Pahranagot broke the previous eight-player record for most points scored in a game, which Almena Northern Valley (Kansas) High School seized in 1985 with 118 points.

“It was the darndest thing I’ve ever seen,” Higbee said. “We couldn’t stop them defensively; that was our issue. Every time they got the ball, they scored; it’s just every time we got the ball, we scored, too.”

The third quarter helped to clinch the win for the Panthers, outscoring Coleville, 44-8, and sticking to playing their luck when they recovered five of six onside kicks.

Seniors Brady Whipple and Taylor Poulson’s combined touchdowns helped the Panthers advance on to the state championship game scoring 13 of Pahranagot’s 17 touchdowns, which also broke a previous national record of 16 touchdowns in one game held by Melcher-Dallas (Iowa) High School since 2005.

Whipple rushed for 133 yards and scored one touchdown, and he caught six passes for 241 yards totaling five scores. In addition, he returned two kickoffs for touchdowns.

Quarterback Poulson rushed for 175 yards and had five touchdowns of his own. He then completed 11 of 17 passes for 317 yards and five scores.

Higbee said the team never had a goal to set those sorts of records, just the simple intention to win the football game.

Jenna Widmann was a fall semester intern in the NFHS Publications/Communications Department. She is a senior at Butler (Indiana) University majoring in journalism (news editorial) and French.
set in the storied Hoosier State of Indiana, where high school basketball is almost a religion, eight outstanding high school basketball teams from around the nation participated in the 2008 T-Mobile Invitational tournament.

On December 29-30, 2008, four boys teams and four girls teams converged on Ball State University’s Worthen Arena in Muncie, Indiana, for two days of amazing basketball action.

On the boys side, Indianapolis (Indiana) Lawrence North, Duncanville (Texas), Atlanta (Georgia) South Atlanta and Seattle (Washington) Garfield competed for the 2008 title.

Meanwhile, South Bend (Indiana) Washington, Newark (New Jersey) University, Madison (Alabama) Bob Jones and Indianola (Mississippi) Gentry vied for the girls crown.

In the tournament’s first game on December 29, Bob Jones topped Gentry, 47-18, behind 5-foot-6 senior guard Jala Harris’ eight points, four rebounds, three steals and three assists. Gentry was paced by Laniesha Jennie’s seven points and four rebounds.

Behind 6-9 senior Derrick Favors’ Herculean 30-point, 21-rebound performance, South Atlanta defeated Duncanville, 67-53, in the boys opener. Six-foot senior point guard Nick Watkins collected 14 points, eight rebounds and five assists; while 6-5 senior Andre Malone added 14 points and six assists. Duncanville was led by 6-11 junior Perry Jones with 12 points, nine rebounds and three blocks; 6-5 senior Roger Franklin with 12 points and five rebounds; and 6-0 junior Jamison Stearns with 10 points.

In what proved to be one of the tournament’s most exciting contests, Washington defeated Duncanville, 67-53, in the boys opener. Six-foot senior guard Nick Watkins collected 14 points, eight rebounds and five assists; while 6-5 senior Andre Malone added 14 points and six assists. Duncanville was led by 6-11 junior Perry Jones with 12 points, nine rebounds and three blocks; 6-5 senior Roger Franklin with 12 points and five rebounds; and 6-0 junior Jamison Stearns with 10 points.

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nament championships marked the first time that teams from the host state had won T-Mobile Invitational titles.

As in past years, the T-Mobile Invitational was more than simply your run-of-the-mill high school basketball tournament, as it offered activities galore for all of the participants.

On Saturday, December 27, the teams and coaches assembled at Muncie’s Horizon Convention Center for the Welcome Dinner. There, NFHS Chief Operating Officer Bob Gardner served as the evening’s emcee. Theresa Wynns of the Indiana High School Athletic Association (IHSAA) explained the IHSAA’s involvement with the tournament and wished the eight teams good luck. T-Mobile Director of Marketing Mike Belcher welcomed the teams and directed their attention to the screens for a DVD featuring the Miami Heat’s Dwayne Wade. In that piece, Wade fondly recalled his high school basketball experience, and encouraged the T-Mobile Invitational participants to work equally hard in the classroom as they do on the court.

National High School Hall of Fame member Dave Krider, one of the nation’s top experts on high school basketball, introduced a DVD regarding IHSAA state basketball tournaments and fielded questions from the audience. NFHS Executive Director Bob Kanaby wrapped up the evening’s festivities by welcoming the teams and wishing them success both in the tournament and in their lives.

On Sunday morning, the teams rolled up their sleeves as they worked at the Boys and Girls Club of Muncie as part of the T-Mobile Huddle Up program, sprucing it up with a fresh coat of paint and building cabinets.

“I enjoyed the activity because I got to paint a canvas and I was doing something good for the community,” VanTrece said. “It was really neat to get to know players from elsewhere in the country.”

“The Huddle Up program is great,” Diggins said. “Even though we were each other’s competition in the tourney, we all came together, outside our comfort zones to benefit the club and give back to the community. Growing up around a Boys and Girls Club myself, I understand the impact we had on the kids who attend there. I take community service seriously, and it feels good to contribute to positive change.”

Following afternoon practices at Worthen Arena, the teams boarded buses to Indianapolis’ Conseco Fieldhouse, where they took in the Indiana Pacers’ National Basketball Association game with the New Orleans Hornets.

After the final boys game on December 30, the teams and coaches moved to the Ball State University Alumni Center for the Awards Banquet. In addition to being treated to an entertaining tournament highlight video and all eight teams being recognized for their accomplishments on the court, University and Garfield were conferred the girls and boys T-Mobile Huddle Up Sportsmanship Awards, respectively.

The following day, the eight teams departed for their respective homes, the memories of the T-Mobile Invitational forever etched in their minds.
Overall, reaction to the tournament was very favorable from everyone involved with it, as evidenced by comments from Lawrence North coach Jack Keefer and Washington coach Maurice Scott.

“The tournament was very well-run,” Keefer said. “T-Mobile and the NFHS just did a remarkable job of running the tournament. It was just first-class across the board.

“This would rank right up there with winning the IHSAA state tourneys, because we were representing the entire state of Indiana. With Indiana’s rich history and reputation as a basketball state, we felt the extra pressure to perform and fortunately our kids did just that.”

“This T-Mobile Invitational was first-class all the way – best tournament we have ever attended,” Scott said. “I would rank it second only to winning the IHSAA Class 4A state tournament. It was very special to represent and win for your state against such great competition from all over the country.

“The tournament was very organized and structured. A lot of thought went into putting it together. The players enjoyed it very much, and really enjoyed the community service project.”

Similarly, tournament administration felt the 2008 T-Mobile Invitational was a highly successful venture on all fronts.

“These student-athletes provided some unforgettable basketball during the two days of competition,” Belcher said. “T-Mobile provided them unforgettable memories of developing closer relationships with their teammates and developing new relationships with other teams as well as with the wonderful people of the Hoosier State.”

“From all standpoints, we were extremely pleased with the 2008 T-Mobile Invitational basketball tournament,” NFHS Executive Director Bob Kanaby said. “With an expanded set of activities for the participants and outstanding high school basketball, the 2008 T-Mobile Invitational would unquestionably be regarded a resounding success.

“However, the true success of the tournament was in the opportunity for the participants to intermingle with their peers from around the nation, to give back to the community through the “Huddle Up” project, and to sample a part of the country completely unlike their own. In this tournament, there were no losers – every individual who participated was a winner.

“We would like to sincerely thank everyone involved with the tournament, including T-Mobile, Ball State University, the CBS television network, and the Indiana High School Athletic Association under the leadership of Commissioner Blake Ress. It was a true team effort from all of the individuals who worked together to make this tournament a successful and memorable one.”

John Gillis is an assistant director of the National Federation of State High School Associations and co-editor of High School Today.

www.t-mobileinvitational.com
Robert “Bob” Ehrlich served as governor of Maryland from 2003 to 2007. Prior to serving as governor, Ehrlich represented Maryland’s second Congressional district in the U.S. House of Representatives and was a member of the Maryland House of Delegates. After graduating from Gilman School in Baltimore, Maryland, Ehrlich received degrees from Princeton University and Wake Forest University Law School. Ehrlich was captain of the football team at Princeton. While in Congress, Ehrlich served on the U.S. House Energy and Commerce Committee. Since leaving public office, Ehrlich opened a law firm in the Baltimore area and hosted a radio show on WBAL-AM with his wife, Kendel.

Q: Why did you participate in athletics at your high school?

Ehrlich: Basically, I participated in athletics my entire life. I grew up in a small, self-contained community that had good athletic programs and good coaching. This was just part of the culture of the small town. Fortunately, I also had some God-given ability and this led to a positive involvement. I was ultimately discovered and moved on to the Gilman School (Baltimore, Maryland) for my high school career. During my time at Gilman, I played baseball, football and basketball. It was definitely a challenging environment in both academics and athletics, in that order.

Q: When you got to Princeton University, did you participate for the same reasons?

Ehrlich: While I was a recruited athlete, I was looking for a place that would allow me to play both baseball and football. After playing baseball my first year, based on my size, I realized that I was going to have to focus on one sport—football—since I needed to get a little stronger. But I did love baseball and it wasn’t easy to leave it behind.

Princeton was a great experience for me. It represented the right combination with a focus on academics and it also represented a good league to play in for me.

Q: What are a few of your favorite memories of competing on athletic teams on both levels?

Ehrlich: Many of my memories center around my coaches, who were mentors and who also were able to bring the proper mindset of discipline and a good work ethic. They kept the correct order of academics first and athletics second. These were also the values that were instilled in me by parents and it ultimately led to a scholarship to Princeton.

My high school coach left the college ranks to coach at Gilman, and it was great to have a former college coach to guide and instruct us at the high school level. He was a tough disciplinarian but was also very acclimated to the concept of student-athletes. He expected a lot from us at practice and we, in turn, expected a lot from ourselves in games.

Q: Were you a captain of your high school teams? What did you gain from that experience?

Ehrlich: In both football and baseball at Gilman and later in football at Princeton, I was a captain. Being a captain is a proud accomplishment because you are voted to this position by your peers and not appointed by the coaches. It represents an extra obligation to work hard in class and on the field.

As a captain, you represent your teammates and the program. It represents a responsibility and an obligation. As such, being a captain helps you to grow up due to honor and responsibility involved. There are additional duties and the role of captain can be taken away if you don’t handle it properly.
Q: When did you decide to enter politics and why?

Ehrlich: There was not a great demand for 6-foot, 215-pound linebackers in the National Football League and, also, politics always appealed to me. I was exposed to politics from conversations around the dining room table and I recognized the competitive nature of it. After my college experience, I needed that intense competition to survive and fortunately I found it in politics.

Q: Did your participation in athletics enhance your leadership skills? If so, how?

Ehrlich: Yes, I am a great believer in early success in life. This is not confined to athletics. Whether it be musical skills, intellectual pursuits or whatever, being able to be recognized for your accomplishments and success develops into inner-confidence. This confidence can be carried into any environment later in life.

Q: Are there any comparisons that you can make between athletics and politics … or any profession for that matter?

Ehrlich: Both require a great deal of preparation. There is also a bottom line involved with both, i.e., you either win or lose. Hopefully, you learn to win or lose with equal dignity.

Q: If you had a magic wand, what would you like to see in the future for high school athletics?

Ehrlich: I’d like to see kids, particularly of limited means, given access to quality programs to include those with special talents – athletics, music and performing arts. I would hope that scholarships or grants would be available for deserving young people. It can make a difference in their lives.

And then there is the issue of educating parents – what it (athletics) is and what it is not. Athletics should not be about living through the success of their kids. We want to teach kids to compete – that winning is important but not the end-all. It is important that we instill the value of striving and preparing to win, but it is not all about winning. Coaches of young people, on the other hand, need to teach these lifelong lessons to kids and not just how to block or tackle.

Regardless of the socio-economic background, ethnicity and religion of the participants, athletics is the great equalizer. It doesn’t matter if you have a dollar in your pocket or millions, you form friendships and learn lessons to carry forward into the business world and academics – these remain constant and don’t change throughout life. ☺
Background

The validity of a scholastic sports waiver of liability will depend upon the common and statutory law of the state in which the release was signed and in which the injury occurred. Some states apply a strict level of scrutiny to waivers and will either strike them down altogether as violations of public policy or severely limit their application. Other states will employ a more flexible level of analysis in which waivers may be upheld to varying degrees as either automatic bars to litigation or evidence of prior understanding by injured athletes of the risks of participation.

The threshold issue addressed by most courts regarding releases of liability – whether a particular waiver violates public policy – is typically evaluated based on four factors. The first is whether the party to be protected by the waiver has a special duty to the public. The second is whether the service provided by that party is an essential service. The third is whether the party to be protected by the waiver has superior bargaining power over the signee. The fourth is whether the waiver is written in clear and detailed language fully understood by the signee.

In states where a strict level of scrutiny is applied to waivers, courts will often invalidate even well-written sports waivers on the grounds that schools have a special duty of care to protect student-athletes from harm, that the provision of education-related activities such as sports is an essential service, and that schools have superior bargaining power over students regarding athletics participation. In states where a less-rigorous analysis is applied to waivers, courts often conclude that sports waivers comport with public policy because participation in scholastic athletics is voluntary; therefore, student-athletes have bargaining power equal to that of the school.

The following two cases illustrate many of the important issues regarding scholastic sports program waivers of liability. The first is from a state (New York) that applies a strict level of scrutiny to waivers. The second is from a state (Massachusetts) that employs a more flexible approach to evaluating the validity of waivers.

Case Law

In Mondelice v. Valley Stream Central High School District, a 2002 New York Supreme Court case, issues regarding the enforceability of waivers of liability against student-athletes and their parents, the duty of schools to provide sport-specific warnings about the risks of participation, and the role that waivers may play in providing those warnings were addressed.

The case arose when a 16-year-old high school football player was severely injured when he was tackled during a practice session. The injured player sued his coaches, the school’s athletic director, other school administrators, and the school district, alleging that they had negligently failed to inform him of the dangers inherent in the activity. The defendants countered that the player had signed a sports participation agreement that included a release of liability clause in which the player agreed to waive all of his rights to sue the school and its agents. The release also contained language detailing all of the sport-specific risks associated with participating in high school football and the document had been signed by both the player and his parents.

Before trial, the defendants moved for a dismissal of the case on the grounds that the waiver of liability automatically and completely barred any lawsuit by the player. The court refused to grant the dismissal, holding that it would be a violation of public policy to apply a release of liability in a manner that would totally insulate a school district from liability to an injured student. The court’s rationale was typical of that used by those state courts across the country that have adopted highly rigorous standards for the validity of waivers. These courts generally conclude that schools have a special duty of care to their students in providing an essential serv-
ice (education-related activities) and that even if the releases are well-written using unambiguous language, the schools have excessively superior bargaining power in the formation of the contractual relationships represented by waivers (because of their take-it-or-leave-it nature).

At trial, the defendants argued that the injured player had assumed the risk of injury from participating in football. The court agreed, ruling that the sport-specific warnings that had been included in the waiver of liability served to adequately inform the player of the risk that he might be injured, even severely, by participating in football. The court recognized that only inherent risks may be assumed by a student-athlete and that a well-crafted release that includes a detailed exposition of the risks associated with an activity, even though it does not serve to automatically bar a lawsuit, may turn what otherwise would have been latent risks into inherent ones, thus establishing the assumption-of-risk defense.

The case illustrates an important standard of practice for schools and athletics personnel. A well-written waiver containing extensive sport-specific warnings, even if not applied by a court to automatically bar a lawsuit by an injured student-athlete, may serve as the decisive factor in establishing the assumption-of-risk defense and thereby insulating the school and its agents from liability.

In Sharon v. City of Newton, a 2002 case decided by the Massachusetts Supreme Court, the injured party was a 17-year-old cheerleader who fell onto a gymnasium floor while rehearsing a stunt during practice. During her negligence lawsuit, she argued that the controlling waiver of liability was unenforceable because neither she nor her parents fully understood the document before they had signed it and because such waivers should be unenforceable as a matter of public policy. The court disagreed and upheld the release for several reasons, including the presence in the waiver of a clearly written explanation that participants were waiving their right to sue and a preseason meeting at which the school’s athletic director had carefully explained all aspects of the waiver to the cheerleaders and their parents before the forms had been signed.

The court also ruled that the use of release forms by school sports programs does not violate public policy because participation in scholastic athletics is a voluntary activity.

In contrast to the New York court in the Mondelice case, which applied a strict analysis in striking down the use of waivers as automatic bars to lawsuits, the Massachusetts court in Sharon adopted a more flexible standard focusing on whether those individuals signing releases fully understood in advance the nature and implications of the documents. The standard of practice illustrated by the Sharon case regarding waivers is that, in addition to being written in clear and detailed terms, efforts should be made to ensure that student-athletes and their parents fully understand all aspects of the release. This might include holding a meeting at which the paperwork is distributed and attendees are given time to read the documents, followed by an explanation of the terms of the waiver, and a Q & A session during which any remaining issues regarding the documents can be discussed.

The Sharon case was also notable because, although the plaintiff sustained her injury at age 17, the lawsuit was not filed until nearly three years later, on the day before her 20th birthday. The timing of the filing was due to the impending expiration of the two-year, tort law statute of limitations, which does not begin to run until a minor reaches the age of majority upon turning 18. The standard of practice illustrated by these events is that all paperwork regarding student-athletes, including waivers of liability, should be maintained by schools even after athletic participation ends and even after students graduate. Legal action related to an injury to a 14-year-old high school freshman might not occur for up to six years and that related to an injured 11-year-old middle schooler might not occur for up to nine years.

**Conclusion**

Given that most scholastic student-athletes are minors and do not possess legal capacity to contract, it is important that both the student-athlete and the parents/guardians sign the waiver of liability. However, it should be noted that in many states, courts have ruled that minors are not bound by contracts (including waivers of liability) signed by their parents/guardians on their behalf. Nevertheless, the signatures of both the student-athlete and the parents/guardians should be required on the waiver in order to evidence comprehension by all parties of the language included in the release detailing all of the sport-specific risks of athletics participation. In this manner, even if a state court holds the waiver to be invalid as an automatic bar to a lawsuit, the sport-specific risk information in the waiver may serve to establish the assumption of risk defense on behalf of the school and its athletics personnel.  

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Lee Green is an attorney and a professor at Baker University, where he teaches courses in sports law, business law and constitutional law. He may be contacted at Le.Green@BakerU.Edu.
Poverty is Selected as 2009-10 National Debate Topic

On January 8, 2009, ballots from 36 states, the National Catholic Forensic League, National Debate Coaches Association and the National Forensic League were tabulated at NFHS headquarters to select the 2009-10 national high school debate topic. Poverty was selected over Health Care with 59 percent of the votes.

In October, the five topic areas were narrowed to two as part of a two-stage balloting process. Use of the second ballot assures that a majority of coaches across the nation favor the chosen topic area and resolution.

The following chart summarizes the state-by-state balloting on topic areas. The letters reflect a vote for Poverty (P) or Health Care (HC).

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<th>State</th>
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<tr>
<td>POVERTY (P)</td>
<td>23</td>
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<tr>
<td>HEALTH CARE (HC)</td>
<td>16</td>
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Choice of problem area and resolution by Official Referendum Vote:

NCFL – P
NDCA – HC
NFL – P

Shaded states did not report a vote prior to publication.

National Debate Topic Area Balloting:

23 POVERTY (P)
Resolved: The United States federal government should substantially increase social services for persons living in poverty in the United States.

16 HEALTH CARE (HC)
Resolved: The United States federal government should establish a universal health care system in the United States.

HOW THEY VOTED FOR 2009-10:
In addition to national professional organizations for high school coaches and officials, the National Federation of State High School Associations (NFHS) provides opportunities for high school music directors and adjudicators, and speech/debate/theatre coaches and directors to be a part of a national professional organization.

The NFHS Music Association and the NFHS Speech, Debate and Theatre Association offer numerous programs and benefits to those who serve in these areas in the nation’s schools.

For an annual payment of only $20, members of these professional organizations receive excess liability insurance to cover individuals while serving as a school music director/adjudicator or speech, debate or theatre coach or director. In addition, members of both organizations receive all issues of High School Today.

Members of the NFHS Music Association receive a subscription to the NFHS Music Association Journal, while members of the NFHS Speech, Debate and Theatre Association receive access to The Forensic Educator, the organization’s online publication for high school speech, debate and theatre directors, as well as access to the NFHS’ numerous speech and debate publications.

“For only $20 a year, these associations represent a great opportunity for music and speech directors and coaches to receive numerous services that can be helpful in their roles in middle schools and high schools,” said Kent Summers, NFHS assistant director in charge of the organization’s fine arts programs. “I highly encourage principals to pass along this membership opportunity to music and speech leaders in their schools.”

More information on each of these professional organizations is available on the NFHS Web site at www.nfhs.org.
Mission Statements Provide Clarity for Athletic Programs

BY KIMBERLY A. CHOROSIEWSKI, M.Ed., CSCS, CMAA

Mission statements continue to be the focus of how educators and administrators describe, administer and assess programs. The mission statement is an essential tool for an athletic administrator. The clarity it provides in administering, assessing and communicating the goals and objectives of a program to constituents can prove to be invaluable. Athletic programs (and teams), as an important component to the education process, can apply the mission statement of the school, district or state to help programs reach desired outcomes.

It is important for athletic directors to have, support and utilize a mission statement. It is easier to defend a mission statement than it is to defend someone whose actions, words, attitudes, philosophies or practices do not coincide with the goals, objectives or values of the program. A mission statement also is a roadmap for executing, administering and assessing a program.

What is a Mission Statement?

A mission statement describes the overall purpose and communicates the essence of the organization. It describes what, how, why and for whom the organization functions.

A mission statement has three parts:

1. Purpose Statement – Clearly states what the organization wants to accomplish.

“Garrison Forest School is dedicated to the intellectual, aesthetic, emotional, moral, physical, and spiritual growth of its students. The school seeks to develop within each student a strong sense of integrity, identity and self-esteem, reflecting its motto. The primary commitment is to a strong academic program designed to foster a spirit of inquiry, intellectual independence, and enthusiasm for learning.”


2. Business Statement – Outlines the programs/activities the organization includes in order to pursue its purpose.

The business statement usually includes: Curriculum, Extra-curricular Clubs/Activities and Athletics.

The business statement is specific and serves as an effective way to execute and manage a program. It is also one of the first parts of a mission statement that can be changed while leaving the essence of the organization intact. A change in the business statement is common when there is a change in leadership or the constituents mandate a change in “the way things are done.”

Changing components of the business statement allows staff members/coaches autonomy to execute their program as they deem effective while still fulfilling the mission. Autonomy at this level may also necessitate an athletic department mission statement.

3. Value(s) Statement – These are beliefs that the organization’s members hold in common, and endeavor to put into practice.

“Students are expected and encouraged to achieve their potential through a traditional program enhanced by innovative approaches. They are challenged, in and out of the classroom, to lead, to serve, to make decisions and to accept responsibilities for consequences.”


Why is the mission of the school and the school mission statement important to the athletic program?
A mission statement provides the philosophical and practical foundation for staffing, student-athlete and parent conduct, as well as execution of program and evaluation/assessment of program and personnel. It serves the decision-making process as well as leads to describing focus points and corrective actions during assessment and evaluation periods. The statement also reflects to constituents those tenets that are at the forefront of the institution’s academic philosophy.

Montgomery County Public Schools Guiding Tenets

Core Values
- Every child can learn and succeed.
- The pursuit of excellence is fundamental and unending.
- An ethical school system requires fair treatment, honesty, openness, integrity and respect.
- A high-quality school system strives to be responsive and accountable to the customer.

A separate mission statement that is dedicated to athletics helps to further define the program within the educational framework of the institution while recognizing the uniqueness of sport and competition.

**The Fay School Athletic Mission:** Athletics plays an integral part of the Fay School mission to educate the whole child to his/her fullest potential in preparation for a productive and fulfilled life. Fay School athletics serves as a source of tradition and pride for our students, faculty, staff, alumni, friends and community. We strive to create an environment through physical education and athletics that contributes to the physical, mental, emotional and social health and development of every student. The emphasis of our program is based on dedication, desire and effort, rather than winning at all costs.

The Fay School’s Core Values:
- Academic Excellence
- Earnest Effort
- Honorable Conduct
- Dedicated Service
- Wellness of Mind, Body and Spirit

The last example is from the Fay School and is an extension of the school’s mission. It encompasses many aspects of the school’s educational values and is deeply student-centered.

The next example is from the Boys and Girls Clubs of America. It is simple, clear, concise and forward-thinking. Most importantly, it is defendable by the organization and could serve as a good starting point for any institution that is creating an athletic mission statement.

**(Youth) Athletic Mission Statement**

It is the mission of _____________ to provide a quality athletic program for children and youth that generates the following outcomes: Self-esteem, Values, Character, Sportsmanship Responsibility, Participation, Education and Skill Development, Developing Positive Relationships. *(B&GCA, 1996)*

Examples of strong and positive mission statements are highly evident throughout education, including higher education. However, is higher education a good model for drafting or creating a mission statement?

“Consistent with the school’s mission, interscholastic athletics strives for excellence by offering students model programs to develop meaningful standards of scholarship, leadership, community service and sportslike conduct within the educational and social environment of the institution.”

(The Pennsylvania State University, 2006)

“*The mission of the Department of Athletics is to provide opportunities for participation in interscholastic athletics in an environment that encourages the achievement of athletic excellence and good sportsmanship. We are committed to maintaining a proper balance between participation in athletics and the educational and social life common to all students.*”

(Excerpted from University of Tennessee, 2006)

These examples are from highly acclaimed state, public universities with nationally renowned athletic programs. More importantly, as public institutions, they are each bound to state and federal laws protecting equal access and opportunity. This is important if an institution chooses a similar statement as a model to construct a mission statement or re-construct an existing statement. Independent or private institutions may also choose to consider similar statements recognizing the best practices of others while acknowledging the “spirit of the law.”

Statements that are often included with the mission statement can acknowledge core values and/or include an organization’s vision. A vision statement makes a projection about expected outcomes. It is the long-term picture of what you want your organization to become or the results you would hope to achieve. The mission and vision are utilized to reach the same outcome(s); however, they are not the same.

**Vision Statement**

“The Godwin Heights Athletic Department will provide year-round sports opportunities beginning at the elementary level. These opportunities will include educational instruction to encourage and develop the skills and attitudes necessary to pursue lifelong physical activity.”
Athletic administrators are charged with executing the mission of the school (state or county) as well as provide accountability, assess performance, create action plans and respond to societal and financial demands each year. Utilizing the mission statement as a guiding tenet requires that:

1. The administrator and all members of the department/school know the mission statement. Discussions should focus on how best to apply the mission statement programmatically.
2. All members of the community support and apply the mission statement as intended.
3. The business statement is clear and known by all constituents.
4. Assessment instruments are focused on agreed-upon outcomes that are mission-driven (objective, subjective or both).
5. The mission statement is reviewed each year with the community.
6. The administrator provides clarity about program execution.
7. The mission is considered when affecting a change.

Athletic administrators can facilitate meaningful discussion among community members by asking simple questions in reviewing or even building a mission statement. As this process is facilitated, final considerations should include:

- Can your outcomes be reached?
- Is your mission statement defendable?
- Can you administer your program using your mission statement as your foundation?
- Can the mission statement stand the test of time? Coaching change? League change?
- Is it in line with the mission (and mission statement) of the school/department?

When a mission statement is used to execute all components of a program in a meaningful way, the process of educating children and constituents is clear and concise. Ultimately, athletic administrators can continue to focus on executing a quality program that supports all the educational needs of children through athletics.

Kimberly A. Chorosiewski, M.Ed., CSCS, CMAA, is director of athletics and special programs at the Fay School, Southborough, Massachusetts. She can be reached at kchorosiewski@fayschool.org.

Together We Make Our Mark
On Sports Safety and Fairness.

The National Federation of State High School Associations works with these companies as they commit to the highest quality and consistency for all balls and pucks used in competition, and as they support services and research that benefit the entire high school community. Take Part. Get Set For Life.

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Together We Make Our Mark
On Sports Safety and Fairness.

The NFHS AUTHENTICATING MARK program improves the high school sports experience. The National Federation of State High School Associations works with these companies as they commit to the highest quality and consistency for all balls and pucks used in competition, and as they support services and research that benefit the entire high school community. Take Part. Get Set For Life.
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America’s Dance Team Authority
Energy drinks have become increasingly popular among high school students in recent years. Hundreds of brands have been introduced to the marketplace, and the drinks are consumed by millions of adolescents on a daily basis. These beverages are particularly popular among young athletes who see the consumption of energy drinks as a readily available and convenient way to maximize athletic performance. The drinks are also often used to provide an “academic” boost for a late night of studying or preparing a project.

Energy Drinks vs. Sports Drinks

Some confusion exists over where exactly the difference lies between an “energy drink” and a “sports drink.” Simply put, an energy drink is a beverage marketed to both athletes and the general public as a quick and easy means of relieving fatigue and improving performance. “Sports drinks” are designed to provide rehydration during or after sustained physical activity, thus the contents of the two drinks differ in several important ways.

Nearly all energy drinks contain carbohydrates (sugar) and caffeine as their main ingredients. Prior to its being banned, many of these drinks also contained ephedra. The carbohydrates provide nutrient energy and the caffeine acts as a stimulant to the central nervous system. While contents may vary somewhat, most sports drinks contain a low percentage carbohydrate solution and a mixture of electrolytes such as sodium and potassium. The carbohydrate and electrolyte concentrations are specifically formulated to allow maximal absorption by the stomach, aiding in re-hydration.

Energy drinks should not be used for the purposes of hydration or re-hydration by athletes. The high carbohydrate concentrations results in slow absorption from the gastrointestinal tract and may cause bloating and diarrhea. In addition, caffeine acts as a diuretic and, therefore, results in increased fluid loss during and after exercise secondary to increased urine output.

Energy Drink Contents

Since energy drinks contain a higher concentration of carbohydrates than sports drinks, they also contain more calories. The high caffeine level may come from large amounts of synthetic caffeine or “natural” forms of caffeine like guarana and kola nuts. Other nutritional supplements like Echinacea, Ginko biloba, and ginseng are often included. Some brands also include vitamins, proteins, and amino acids.

Manufacturers make claims that these added ingredients have special benefits, typically related to maximizing the effects of the caffeine and carbohydrates in providing a boost of energy. However, none of the aforementioned herbs or nutrients has any beneficial effect that has been scientifically proven.

Potential Side Effects of Consuming Energy Drinks

As we all know, caffeine often has the effect of making a person feel “energized.” Studies have shown some performance-enhancing benefits from caffeine, but only at very high concentrations. It would require the consumption of as many as five energy drinks in a short period of time to achieve these doses. Such high amounts of caffeine may produce light-headedness, tremors, impaired sleep and difficulty with fine motor control, and may exceed drug-testing thresholds for caffeine.

The high concentrations of carbohydrates found in energy drinks may also be a source of trouble. Delayed emptying of the stomach, due to the high sugar load, may result in a feeling of being bloated. Abdominal cramping may also occur. Both carbohydrates and caffeine in the high concentrations found in most energy drinks can cause diarrhea. Also, some athletes, and many non-athletes, may see an unwanted weight gain due to the high calorie content of many of these beverages.

An important point to remember is that like all nutritional supplements, there are currently no regulatory controls over energy drinks, thus their contents and purity cannot be assured. This may lead to a variety of adverse consequences. The most concerning is the potential for harmful interactions with prescription medications that the athlete may be already be taking. There is particular danger for those taking stimulant medications for ADHD. For athletes...
who are subject to drug testing, there is also the possibility of a positive drug screen if the manufacturer knowingly, or unknowingly, adds banned substances to the beverage.

**Discouraging Use by Athletes**

In addition to educating athletes about the lack of benefits and potential risks of energy drinks, teachers, coaches and administrators should consider their own habits. Discouraging the use of “energy drinks” while downing your second latte of the morning or sipping on your third caffeinated soda of the day will be perceived as hypocritical at best. Thus, adults in positions of responsibility should model behaviors that they would like to see in their students and athletes.

You must also be prepared to educate young athletes regarding the use of energy drinks. Such efforts should focus upon the potential harms and side effects of use as discussed above, in addition to the financial costs ($2-3 per bottle or can). This message can be coupled with the explanation that there are no proven performance benefits to consuming these drinks prior to practices or games.

**NFHS Sports Medicine Advisory Committee’s Position on Energy Drinks**

Following a review of the medical literature and in consideration of the issues discussed above, the NFHS Sports Medicine Advisory Committee has created and endorsed the following position statement regarding the use of energy drinks by young athletes:

1. Water and appropriate sports drinks should be used for re-hydration as outlined in the NFHS Document “Recommendations for Hydration to Prevent Dehydration and Heat Illness.”
2. Energy drinks should not be used for hydration.
3. Information about the absence of benefit and the presence of potential risk associated with energy drinks should be widely shared among all individuals who interact with young athletes.
4. Energy drinks should not be consumed by athletes who are dehydrated.
5. Energy drinks should not be consumed without prior medical approval by athletes taking over-the-counter or prescription medications.

The position statement is available in its entirety at www.nfhs.org.

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**SPORTSMANSHIP**

**Sportsmanship Comes from Within**

**Editor’s Note:** This article was distributed as a press release by the Iowa High School Athletic Association.

You all may have heard the sportsmanship announcement that is read at the start of high school events. Often it is appreciated. And for the last quarter of a century, the Iowa High School Athletic Association has sharpened its focus on this one trait that makes educational athletics truly special in Iowa.

By all reports, sportsmanship has gotten better among the athletes and coaches. Spectators, perhaps, have lagged behind, but ever so often an event happens that tugs at your heart to be told and causes even the most blustery fan to cease yelling and to reflect that there is a higher purpose to interscholastic competition. Such events have a positive effect on spectator sportsmanship.

One occurred in the PCM, Monroe vs. Albia junior varsity game Monday, September 8 at Monroe.

Late in the game PCM was winning handily. Coaches from both schools had made sure all of their players had participated. With 90 seconds remaining, Wyatt Largergren, a PCM ball carrier, sustained a broken ankle. An ambulance was called and it took several minutes to stabilize the young man and to transport him.

In the interim, the Albia coaches talked with the PCM coaches and offered to terminate the game, but some PCM players disagreed. They told the coaches from both schools they wanted Albia player Kile Weiss, a sophomore student with special needs, to have a chance to score. PCM quarterback Brandon Kain visited with the Albia coaches and officials. Then with time running down, he fumbled in Kile’s direction.

Players, coaches and fans on both sides cheered as Kile scooped up the ball and ran 60 yards for a touchdown. It was a special moment to treasure for Kile, all players, coaches and fans.

Albia has started a tradition this fall under new but veteran coach Jerry Staton to give the opposing team a sportsmanship cheer following the game. This time it was more special, and as they ended, the PCM players in unison shouted “Thanks!”

There is more to educational athletics than winning and this situation was initiated by some good young men who understand that. It reinforces the fact that when it comes to doing the right thing that “the kids get it,” and moreover, by their deed, they can sell it.

From the coaches, administrators and officials who shared the story with us, they each added that there weren’t many dry eyes after the game. The adults “got it” also.

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Dr. Michael C. Koester is a pediatric and adult sports medicine physician at the Slocum Center for Orthopedic and Sports Medicine in Eugene, Oregon. He is a member of the NFHS Sports Medicine Advisory Committee.
Chickering to Retire as Wisconsin Executive Director

BY CHRIS BOONE

After nearly a quarter-century as executive director of the Wisconsin Interscholastic Athletic Association (WIAA), Doug Chickering will retire this July.

Chickering, who has served as executive director since 1986, is only the fourth person to hold that position in the 113-year history of the WIAA. His tenure as executive director helped lead the WIAA to unprecedented levels of success. Included in his accomplishments are the addition of private schools into the association in 2000, the substantial expansion of state tournament opportunities in all sports, the planning and construction of the current WIAA headquarters and the increased exposure of high school sports through various media platforms.

“Doug leaves a tremendous legacy on education and interscholastic athletics in Wisconsin and the nation,” said Kevin Knudson, 2008-09 WIAA Board of Control president. “The impact he has had on the lives of many students, athletes and school administrators is immeasurable.”

At the national level, Chickering completed his second term on the NFHS Board of Directors in 2008. He served in a similar capacity from 1990 to 1993, completing that term as NFHS president in 1992-93.

Chickering’s retirement will be the end of a 45-year career in the education profession. Prior to becoming the WIAA’s executive director, Chickering served on the association’s board of control from 1979 to 1985, including a year as vice president in 1980-81 and as president in 1981-82. He began his career in education as a teacher-coach at Gilman (Wisconsin) High School in 1963. He was named principal and athletic director in 1967, and then district administrator in 1969. In 1974, he was named the district administrator of Marathon (Wisconsin) School District.

Kanaby selected again to USA Basketball Board

BY MATT VACHLON

Robert Kanaby, executive director of the National Federation of State High School Associations (NFHS), has been selected to the USA Basketball Board of Directors for the 2009-2012 term. It will be his fifth term.

Kanaby will occupy the Scholastic Director position, which represents the interscholastic community on the board. That community features more than 35,000 boys and girls basketball programs and around one million student-athletes.

“I’m particularly pleased that the membership of USA Basketball recognizes the importance and role of the high school community in the development at the collegiate and international levels,” Kanaby said. “Our place is a clear indication of the recognition of the role that basketball and all sports should play in developing outstanding skill sets and character development in young people.”

Matt Vachlon was a fall semester intern in the NFHS Publications/Communications Department. He is a senior at Butler (Indiana) University, majoring in journalism (news editorial) and minoring in sociology and Spanish.
Sports Medicine Handbook now available

BY JENNA WIDMANN

The third edition of the Sports Medicine Handbook is now available after six years since its last publication.

The Sports Medicine Advisory Committee (SMAC) of the National Federation of State High School Associations (NFHS) updated the 2002, second edition with three new areas of interest. In the “Administrative” section, information on sideline preparedness was added, giving ideas on items necessary for away games, practices and other situations. Suggested items for a First Aid Kit include a medical resource binder, lists of contact information of all local hospitals of the city in which the team is traveling to and items such as inhalers or diabetic kits.

Another new section is in the “Medical Issues” category, with information on anabolic steroids: supplying facts, potential negative side effects and prevention ideas to keep athletes from using steroids.

The other new area is composed of the NFHS SMAC position statements, guidelines and recommendations mentioning areas such as soccer headgear, energy drinks, handling contests during lightning disturbances and sports hygiene – minimizing infectious diseases.

Bob Colgate, NFHS staff liaison to the SMAC, said this handbook is an aid for coaches and schools.

“We don’t have certified athletic trainers in all of the schools, so the care providers are our coaches,” Colgate said. “This is a source to assist coaches in basic sports medicine, but can also be a resource for certified athletic trainers.”

The handbook is complimentary to all high schools within NFHS member state associations. Colgate said that totals nearly 19,000 copies, with the option for schools to order more through an included form. He said this publication is something the SMAC takes a lot of pride in doing and is a way the committee can give back to the member associations.

“The SMAC would like to do it every year, but we don’t just want to put a new cover on it and call it the next edition,” Colgate said.

Part of the lapse in time between the second and third editions was due to funding for the in-depth handbook, but Colgate said the printing of the handbook is now an NFHS Board of Directors goal, putting more emphasis on the publication’s distribution.

He said the SMAC is constantly working, looking into new chapters because the research continually changes due to new development. Colgate added that realistically, he sees the handbook as an every-other-year publication.

Jenna Widmann was a fall semester intern in the NFHS Publications/Communications Department. She is a senior at Butler (Indiana) University majoring in journalism (news editorial) and French.
National Interscholastic Athletic Administrators Association

7,750 members include:
- High school athletic directors
- City athletic directors
- District athletic directors
- County athletic directors
- Middle school athletic directors
- Athletic coordinators
- Executive directors of state athletic administrator associations
- Retired athletic directors
- College student memberships

Benefits to Members:
- *Interscholastic Athletic Administration* magazine
- Leadership Training Program of 30 course curriculum
- Student Scholarship/Essay Program
- Opportunity to attend annual national conference
- Three levels of professional certification
- Liability insurance
- Professional Outreach Program
- NIAAA Hall of Fame
- Life insurance
- Special rate for *From the Gym to the Jury*
- Risk Management newsletter
- Opportunities to serve national committees
- Selection of helpful media products and published materials
- Collegiate credit & degree programs in athletic administration that utilize NIAAA LTP
- Application for the Sport Turf Field Renovation project
- Awards & recognition program
- Endowment Program
- Approved Fundraiser Guide
- National Emergency Network
- On-line logo shop
- Discount on Long Term Health Care
- On-line Buyer’s Guide

Go to www.niaaaa.org for further information on membership, services, programs, partnerships and professional development opportunities.