



HighSchool TODAY™

DECEMBER 07
JANUARY 08

THE VOICE OF EDUCATION-BASED ATHLETICS AND FINE ARTS ACTIVITIES

After-school Events

Ways to curb violence

Fund-raising

How to involve
student groups

Sports Medicine

CA-MRSA concerns

Hazing in Interscholastic Athletics



A PUBLICATION OF THE NATIONAL FEDERATION OF STATE HIGH SCHOOL ASSOCIATIONS



High School Football Deserves Friday Night Emphasis

BY ROBERT F. KANABY, NFHS EXECUTIVE DIRECTOR, AND RON LAIRD, NFHS PRESIDENT

Autumn is characterized by changing leaves, chilled temperatures and brilliant colors that offer fleeting, picturesque landscapes. In many communities across the country, high school football on a crisp Friday evening is an indelible component of those scenes.

Similar to other interscholastic activities, high school football offers its participants unique educational opportunities. During those select few evenings, the student-athletes, pep bands and cheerleaders can showcase their talents on a grand stage.

The relevance of Friday night contests, however, has been substantially challenged in recent years. The National Collegiate Athletic Association (NCAA) traditionally barred Friday evening telecasts of intercollegiate football games. However, in spring 2001, the NCAA Management Council issued a permissive statement granting its member institutions (and conferences) the discretion to schedule Friday contests.

Today, a viewer is likely to find one or more televised college games on Friday nights throughout the fall. At the conclusion of this season, more than 25 contests will have been broadcast on ESPN during a timeslot previously reserved for the high school community.

Indeed, it's not an extraordinary occurrence to witness an interscholastic football game on a Thursday or Saturday, particularly during a championship series or other selected dates such as homecoming. Many attendees would argue that the atmosphere and collective spirit of those events match or exceed the levels found on a typical Friday night.

Absent those rare circumstances, however, it is necessary to preserve Friday nights for high school football.

The long-term telecast of NCAA Division I football games on Friday nights threatens to dilute the unique atmosphere expected and enjoyed by both the participating high school student-athletes and the fans. A national broadcast of a University of Texas or Louisiana State University football game (both teams competed on

ESPN's November 23rd slate), for example, may result in lower attendance at high school contests nationwide. An ancillary cost of these telecasts is the potential loss of revenue to the school districts, some of which rely heavily on funds generated by ticket sales to support other school programs.

The value of tradition cannot and should not be understated. Friday nights offer communities a traditional time and place to congregate and support their students. Attendance levels are undoubtedly higher when members of the community may assume that a particular activity or contest will be conducted at its regularly scheduled time. If high schools were forced to schedule their weekly contests around particular collegiate match-ups, a severe burden would be imposed on school resources and personnel.

In addition, the inherent benefits of a routine performance schedule cannot be understated and should not be ignored. For example, a "normal" week of preparation is likely to yield greater individual and team performances than an irregular and sporadic week of practice. Regularity in scheduling helps ensure fewer conflicts among the school's other programs, and encourages and better enables students to attend and support their classmates' activities and events.

The educational mission of interscholastic athletics is furthered when student-athletes are most engaged in their respective activities. In the case of high school football, Friday nights provide the optimal experience for the student-athletes, as well as for the administrators, coaches, fans and community involved with the game. The value of competition during this particular time is no different than a typical Saturday morning cross country meet or Thursday evening volleyball match.

Ultimately, each sport offers students "teachable moments" that are unique to the interscholastic experience. The preservation of high school football on Friday nights will help provide the environment most conducive to those teachable moments, and help perpetuate an important and longstanding American tradition. ●





Great Shot

Seeing Double?

Amazingly, two sets of twins finished first through fourth at the Cloudcroft, New Mexico cross country meet earlier this year. From left to right: Courtney and Camille Schultz of Cloudcroft High School and Brittany and Brandy Castillo of Carlsbad High School. The Schultz twins later finished 1-2 at the New Mexico Activities Association (NMAA) 1-2 A State Cross Country Championships.

Photograph courtesy Alfredo Castillo of Carlsbad, New Mexico.



"I Wish I Had This When I Started Coaching."

Bill Utsey, Director of Athletics, 25-Year Coach,
Greenville County Schools, SC



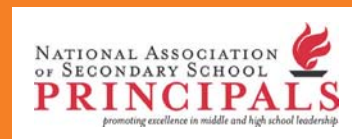
INTRODUCING NFHS FUNDAMENTALS OF COACHING available at www.nfhslearn.com. Fundamentals of Coaching is now the standard for interscholastic teacher/coach education. Forty state high school associations have already adopted it for their coaches' education requirement.

Promoting educational athletics, this student-centered curriculum is research-based and focused on providing teacher/coaches with the skills and strategies necessary to optimize the experience of each student. It informs and inspires, with thought-provoking interactive exercises and dramatic videos.

Learn more – NFHS Fundamentals of Coaching is ready now at www.nfhslearn.com

Take Part. Get Set For Life.™

Endorsed by





HighSchool TODAY™

THE VOICE OF EDUCATION-BASED ATHLETICS AND FINE ARTS ACTIVITIES

VOLUME 1, NUMBER 4

Publisher Robert F. Kanaby
Editors Bruce L. Howard
 John C. Gillis
Production Randall D. Orr
Advertising Judy Shoemaker
Graphic Designer Kim A. Vogel

PUBLICATIONS COMMITTEE

Superintendent Mike Phipps
Principal Joe Loomis
School Board Bill Boyle
State Associations Treva Dayton
Media Director Robert Zayas
Athletic Trainer Brian Robinson
Fine Arts Steffen Parker
Athletic Director David Hoch
Coach Don Showalter
Legal Counsel Lee Green
Guidance Counselor Kristie Corn
Contest Official Tim Christensen

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

EDITORIAL/ADVERTISING OFFICES

The National Federation of State High School Associations, PO Box 690, Indianapolis, Indiana 46206; Telephone 317-972-6900; fax 317.822.5700.

SUBSCRIPTION PRICE

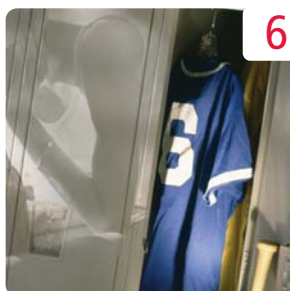
One-year subscription is \$24.95. Canada add \$3.75 per year surface postage. All other foreign subscribers, please contact the NFHS office for shipping rates. Back issues are \$3.00 plus actual postage.

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.

Reproduction of material published in High School Today is prohibited without written permission of the NFHS Executive Director. Views of the authors do not always reflect the opinion or policies of the NFHS.

Copyright 2007 by the National Federation of State High School Associations. All rights reserved.

Contents



6

COVER STORY : Hazing in Interscholastic Athletics – Legal Issues and Strategies for Prevention: The time is now for schools to develop anti-hazing policies. –Lee Green

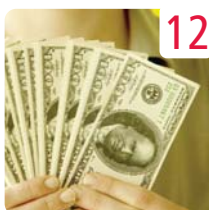
FEATURES



8

After-school Concerns

Curbing Violence at Athletic Events: Proactive measures for preventing weapon usage, violent acts and disruptions during athletic contests are discussed. –Jay Hammes



12

Fund-raising

Fund-raising by Student Groups: Raising funds to supplement annual budget is becoming increasingly important to many schools. –Treva Dayton

DEPARTMENTS

- | | |
|---------------------------------|-----------------------|
| 1 NFHS Report | 18 Sports Medicine |
| 14 Above and Beyond | 22 Point-counterpoint |
| 15 Sportsmanship | 24 Fine Arts |
| 16 Top High School Performances | 26 Coaches Education |
| | 27 Around the Nation |
| | 28 In the News |

HIGH SCHOOL TODAY ONLINE

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

Hazing in Interscholastic Athletics: Legal Issues and Strategies for Prevention

BY LEE GREEN

Although hazing rituals in athletics programs are not a phenomenon merely of recent times, media coverage of such incidents has increased dramatically during the past five years, as has awareness by the public, school administrators and athletics personnel of the pervasive scope of the problem.

ESPN's SportsCenter recently aired a three-part series on the epidemic of hazing incidents in high school and college sports programs, with the focus of the coverage being on the lack of effective anti-hazing policies at most schools.

ESPN's Outside The Lines broadcast a show about the hazing inflicted by upperclass members of a college women's soccer team on underclass players, a ritual that had been videotaped and posted online.

CNN aired a segment detailing a high school powder-puff football game hazing incident, including video that was shot by one of the alleged perpetrators. The report emphasized the lack of an anti-hazing policy at the school in question.

ABC's 20/20 televised a segment on a preseason high school football camp hazing ritual that involved sexual assault, sexual battery and sodomy being committed by upperclassmen against new team members, a case that received extensive newspaper, magazine and television coverage across the country. Despite previous hazing problems in its athletics program, the school in question had failed to establish an effective anti-hazing policy.

CBS's 60 Minutes broadcast a segment on a lawsuit by a female soccer player against her school for hazing where team members were forced to simulate sex acts and drink excessive amounts of alcohol as part of an initiation ritual at which the team's coach was present.

HBO's Real Sports featured a story on the prevalence of hazing throughout team sports, including the high school, college and professional levels, a report that detailed the career-ending eye injury suffered by an NFL player who was hit in the face with a bag of coins

while running a training camp hazing gauntlet.

Dateline NBC aired a segment on the only major study, performed by Alfred University in New York, of sports-related hazing. The research indicated that approximately 80 percent of athletes had been hazed on at least one occasion and that 20 percent of athletes had been hazed by methods that were physically dangerous or violated criminal laws.

Hundreds of interscholastic sports-related hazing lawsuits have been decided by courts in recent years and many more incidents not leading to litigation have been reported in the media, most of which were likely settled before the filing of lawsuits or before trial. The following is a brief summary of the facts from a sampling of 10 recent court cases. The names of the high schools have been omitted, but in order to highlight the nationwide scope of the problem, the state in which the incident occurred is identified.

"Federal anti-hazing legislation was introduced in 2003, but Congress has not yet taken action on the proposed law. In sum, the legal imperative has never been greater for schools to develop and implement effective anti-hazing policies."

1. In a Massachusetts case, sophomore football players were forced by upperclassmen to strip and run the length of the field naked with crackers held between their buttocks, the penalty for dropping the cracker being to eat it. The activity was part of an annual initiation rite of which team coaches were aware.

2. In a Louisiana case, female soccer players were forced to simulate oral sex and intercourse as teammates sprayed them with syrup and whipped cream to simulate ejaculation. The activity was part of a yearly hazing ritual of which team coaches were aware.

3. In a Colorado case, freshman cross country runners were covered with motor oil and locked inside lockers as part of their school's "Freshmen Athlete Orientation Day" activities.

4. In a Florida case, female swimmers were forced to chug pitchers of beer and run naked through the halls of their school late at night as part of their team's annual initiation ritual for new team members.

5. In a New Jersey case, sophomore football players were forced by older teammates to parade around the football field with the youngsters' fingers inserted into the anus of the player in front of them in line.

6. In a New Mexico case, new members on the girls soccer team were forced to play a night game on the school's practice fields while wearing only bras and panties.

7. In a California case, new track team members were forcibly restrained and had their heads and pubic areas shaved by upper-classmen teammates.

8. In a Washington case, freshman wrestlers were sodomized with mop handles while upperclassmen held them down and the rest of the team watched. Several of the victims were hospitalized with internal bleeding and other serious injuries.

9. In a Mississippi case, female softball players were driven five miles into the country at 2 a.m., forced to strip to bras and panties, and left to walk back to the home at which the girls were having a team overnight. One victim was severely injured when she became entangled in a barbed wire fence in the dark.

10. In a New York case, new members of the girls softball team were required to shoplift five specific items each as part of an initiation scavenger hunt set up by team captains.

As illustrated by these cases and hundreds of others like them, hazing is a nationwide, gender-blind problem. Hazing activities tend to fall into one or more of 10 distinct categories. In developing an anti-hazing policy, these commonalities provide the bases for creating a precise definition of hazing and a list of prohibited hazing activities. Every one of the specific examples stated below has been ruled in one or more court cases to constitute hazing.

Category One: *Physical abuse* of student-athletes, including beatings, paddlings, sleep deprivation, excessive exercise and extreme exertion.

Category Two: *Confinement* of student-athletes, including being tied up, locked inside lockers, closets or car trunks, and being lashed to goal posts, backstops and stadium railings.

Category Three: *Disgusting substances*, including covering student-athletes with feces, urine, motor oil, syrup, peanut butter, blood, paste and glue.

Category Four: *Consumption of prohibited substances*, including alcohol, tobacco products and illegal drugs.

Category Five: *Inappropriate clothing*, including student-athletes being forced to participate in activities in their underwear, in bras and panties, and in the nude.

Category Six: *Commission of illegal acts*, including shoplifting, theft of alcohol, and gang-related activities.

Category Seven: *Humiliation rituals* where individuals are singled out from the group for some combination of other forms of hazing.

Category Eight: *Commission of sexual acts*, including simulation of such acts, the performance of actual sex acts, and the incorporation of sex toys into these behaviors.

Category Nine: *Commission of sexual assault and sexual battery* against student-athletes, including the increasing incidence of sodomy perpetrated by older team members against team newcomers using a wide variety of foreign objects and instrumentalities.

Category Ten: *Away-from-school hazing activities*, including incidents at summer camps, preseason training camps, on away-game overnight trips, and on buses returning from road trips.

Five components are essential for the creation of an effective anti-hazing policy. First, a definition of hazing and prohibited activities must be written. All of the above categories of behaviors that have been repeatedly held by courts to constitute hazing should be included in the definition and list of prohibited activities. Second, reporting procedures must be developed that can be used by victims of hazing to inform school officials of incidents. Third, the methodology for communicating all aspects of the policy and reporting procedures to school personnel, student-athletes and parents must be implemented. Fourth, alternative team-bonding and character-building activities should be developed to replace prohibited behaviors. Fifth, a system for monitoring ongoing compliance with the policy must be instituted.

It is also important to note that 44 states have enacted anti-hazing statutes, most of which both criminalize hazing activities and authorize civil suits for money damages against both the direct perpetrators and against coaches, athletics administrators, school personnel and districts for vicarious liability. Several recent U.S. Supreme Court decisions established legal principles increasing the liability of schools in harassment cases and clarifying the scope of harassment to include same-gender harassment similar to that which typically occurs in hazing cases. Federal anti-hazing legislation was introduced in 2003, but Congress has not yet taken action on the proposed law. In sum, the legal imperative has never been greater for schools to develop and implement effective anti-hazing policies. ●

Additional information on hazing may be found at www.nfhs.org/hstoday.

Lee Green is an attorney and a professor at Baker (Kansas) University, where he teaches courses in Sports Law, Business Law and Constitutional Law. He may be contacted at Lee.Green@BakerU.Edu.

Curbing Violence at Athletic Events

BY JAY HAMMES

The Geneva-based Graduate Institute of International Studies has reported a disturbing statistic: *there are 270 million guns in our country*. The latest U.S. Census reported a population of 300 million. That's 90 weapons for every 100 Americans.

Throughout the world, of the eight million weapons manufactured each year, the United States will purchase more than half (4.5 million). More than 41 percent of the U.S. population owns guns; that's 30 percent of all the small firearms on the planet (Graduate Institute of International Studies).

This information strongly suggests that it is the number of available guns joined with the breakdown of family structure, the lack of parental guidance and a decline in the value placed on education that are major contributors to crime and violence. When combined with poverty, increased numbers of gangs and thugs, and the abuse of drugs, we have all the elements in place that can bring violence into our schools and to our activities programs. Equally disturbing is the latest research that indicates one out of every 25 students has possessed a firearm in the past 30 days.

The new crime figures come as no surprise to police or citizens in dangerous neighborhoods. Racine, Wisconsin, like other large urban centers, has experienced an increase of violence during and after school for each of the past five years. The city also has the highest unemployment in the state at 9.8 percent, and out of the 23,000 students attending Racine Unified School District, 47 percent are living at poverty level.

Other communities have reported a deterioration of safety as a function of increased crime coupled with declining economic conditions and societal values. What is important to remember is that a large number of school tragedies are only partially attributable to poverty. Rather, they were more closely related to unstable and impulsive student decisions facilitated by access to firearms and other weapons. It is with those precursors to violence in mind, that school administrators, including athletic directors, must constantly seek state-of-the-art security practices to enhance school safety in classrooms and hallways, and during activity programs.

How to Structure Security Programs for Activities

As an athletic director, I am extremely concerned about safety and violence issues that must be addressed, prevented and intervened after the school day has ended. In that regard, two very significant questions need to be answered:

1. How many violent crimes have there been at athletic events in the past five years?
2. Is the number of incidents increasing annually?

Gathering school data to assess the number of incidents involving fights or guns is a necessary step to enhance future security and overall safety. It is also important to research and pool emerging "best practices" in athletics security and violence prevention in order to control and reduce the number of violent incidents that occur during and following athletic events.

As a series of proactive measures, Racine Unified School District (in particular, Horlick High School) has taken the following steps to prevent weapon usage, violent acts and disruptions during athletic contests:

1. We are moving toward requiring a photo identification (ID) for admission to all future sports events. We plan to make four IDs per student; we will give one to the student, one to the parent and keep two at school to replace losses. By consistently requiring presentation of the school ID at entry gates, students will grow accustomed to the requirement. Identity checks can prevent confrontations at the gate and provides ticket-takers and security personnel with an opportunity to exclude unwanted fans and potential criminal elements.
2. A "No-entry" list is published and provided to participating schools. Security personnel are thus able to exclude students from entering an event when attendance privileges have been curtailed.
3. Changing a contest schedule is not a choice most athletic directors would make except for security reasons. When

considering changes in game times, location or dates for security reasons, Racine schools and athletic administration have found that a *location change* is best and creates the least confusion. Changing the time of a contest (e.g., *varsity game at 4:00 instead of 7:30 p.m.*) would be a second choice. Our experience with violent confrontations suggests that scheduling varsity events on a date other than Friday or Saturday nights removes one of the major contributors to violence – the consumption of drugs and alcohol.

4. To date, we have chosen to use a visual scan search rather than metal detectors, which can create a negative image for a school. Visual searches are also more cost-effective and expedite entrance of a large crowd into the sporting event. Visual scan searches are accomplished by asking spectators to open their coats. If there is resistance or if there is reasonable suspicion that someone is carrying an unwanted item, a law officer is asked to complete a physical search. Spectators who refuse this inspection are denied admission. This can be a major deterrent to carrying contraband into athletic contests. Officers should have a breathalyzer on them while spectators are entering. These policies should be published in news releases in the local media and in parent newsletters sent out by the school.
5. School policies and signage should prohibit backpacks and large bags to prevent weapons, drugs and alcohol from being brought into a venue. It is important to remember to post signs indicating that violators may be prosecuted.
6. Portable lights at contest entrances and exits can also deter and prevent misconduct. These generator-powered lights can be rented or purchased for events with need for heightened security. It is important to understand that maintenance and storage of portable lighting with generators have significant cost and logistical considerations.
7. In conjunction with portable lighting, video cameras are also used during and after the events as a further deterrent to unacceptable conduct. When filming without artificial lights, it is difficult to identify individuals.
8. Although each facility has different supervisory requirements, one that is common to all events is the need to keep spectators seated and not loitering or wandering. To curtail these potentially disruptive practices, police officers are assigned to walk in pairs in predetermined spectator areas during the event. Other supervisory personnel who are working at the event are provided identifying uniforms and are given specific duties. Supervisors must be trained to understand their critical role in contest security.
9. Inappropriate music, before and/or during the event, must be screened for contest standards and copyright issues.
10. Following a contest, directing all exiting spectators through a central exit has also prevented problems. This also creates a net advantage for supervisors because it reduces the square footage that must be supervised and secured. Spectators are directed to exit through one brightly lit and heavily secured location. Although this practice can cause spectators of opposing schools to mingle in a crowded environment, we have made the brightly illuminated exit a point of concentrated security forces and increased vigilance.
11. Securing a parking lot with security personnel, a fence, or both, can be helpful. Fans and officials appreciate knowing that their cars are safe during the event. In this environment, the need to escort contest officials becomes a minor concern. Security fences with limited entry and exit gates are the best protection for the long term.



Photo provided by Ed Wolff, Seven Hills, Ohio.

12. Early intervention of unacceptable conduct helps prevent larger, potentially dangerous, problems from occurring later. Escorting an unruly spectator out of an event in handcuffs also has a proven deterrent effect on others.
13. The contest announcer can be your best friend. A well-trained announcer can prevent the worst from happening at your events. He or she should inform spectators about the exiting procedures to be used after the game, and should direct personnel during an evacuation procedure in the event of a problem. Having a staff member(s) announce all home athletic events is the preferred method. A recognized announcer can develop a climate for positive sportsmanship and calmness that contributes to overall safety. There is NO place for the sensationalism that is common in professional sports announcing.

Taking time to orient and train the announcer for various spectator management and emergency circumstances can pay dividends. In this way, the announcer automatically initiates predefined directions to spectators, while supervisors, police and contest workers implement previously developed, rehearsed and coordinated plans.

Since initiating these steps, Racine Horlick High School has not had a serious crime happen during athletic events and continues to seek best practices from a wide range of sources.

If there is any preventive measure that needs our continued focus and long-term efforts, it is connecting with students. Research on communities in which student violence has occurred indicates that students often know about potential incidents of violence.

In one Wisconsin school district, as many as 13 students knew about an act of violence before it happened but *told no one*. Conversely, in a suburban Chicago high school, a student came forward to tell an administrator about a student who had been keeping a gun in his locker. When police investigated the locker, *they found six guns*.

In conclusion, a recent survey asked master teachers to cite their most important prerequisite to success in the classroom. Their unanimous response was: *provide me with a safe and secure environment*. The same feeling must persist for our after-school events as well. ☉

Jay Hammes is the athletic/activities director, as well as security director at William Horlick High School in Racine, Wisconsin. Hammes may be contacted at 262-989-7711 or by e-mail at <jpchammer@yahoo.com>.





**Life is a team sport.
This is the training ground.**

December 28 & 29 live on *VERSUS* 

(DIRECTV ch. 603, DISH Network ch.151) or check your local cable listings.

If you think this is just about basketball, think again. Every time these students take the court at the T-Mobile Invitational, they'll get an education in teamwork, leadership and self-confidence. Plus, at a pre-game community outreach event, they'll learn the value of serving others. You're not just watching eight of the top high school teams in the nation. You're supporting everything that's great about high school athletics. **Officially sponsored by the National Federation of State High School Associations.**



Official partner of the T-Mobile Invitational.

www.t-mobileinvitational.com

T-Mobile is a federally registered trademark, and the magenta color is a trademark of Deutsche Telekom AG.
© 2007 T-Mobile USA, Inc. © 2007 NFHS, Inc. All rights reserved.

Fund-raising by Student Groups

BY TREVA DAYTON

School districts across the country face growing demands — both locally and nationally — to meet higher standards and improve students' academic performance, while coping with ever-shrinking resources needed to achieve those goals. As a result, fund-raising to supplement the annual budget along with particular programs or activities is becoming increasingly important to a vast number of schools.

In some districts, the funding shortfall is so significant that additional resources are essential to maintain activity and athletic programs at their current levels. This has required institution of fees for students participating in sports or fine arts programs. In addition, corporate funding for facilities has been sought in exchange for naming rights along with increased marketing efforts of products to families and students. Given diminished resources, schools will likely be required to engage in these activities to a greater extent as a function of budgetary deficits.

Even in districts where funding problems are less severe, there is often still a need to raise money for activity programs for items that fall outside the basic budget. In this regard, booster clubs frequently take on the responsibility of fund-raising.

While booster club supplemental fund-raising support can be extremely helpful to athletic, fine arts and activity programs, it is not without potential for creating unique problems for districts and communities. Most state athletic or activities associations, however, provide guidelines for dealing with booster clubs, and there are a number of excellent resources on the Web as well. The National Interscholastic Athletic Administrators Association also provides a sample Constitution and Bylaws for Booster Club organizations (LTC 511)

In considering fund-raising activities, several important questions must be asked at the outset:

- a. When students are involved in fund-raising activities, how should projects be selected?
- b. How can activities be supervised, monitored and controlled?
- c. What steps should be taken to ensure that fund-raising provides a safe and positive learning experience for students?

A written and clearly understood school or district fund-raising policy is critical to prevent citizens in the community from being bombarded with requests to buy or sponsor various products during the school year. It is also necessary to avoid duplication or competing fund-raising efforts, which creates frustration for all involved and diminishes everyone's chances of success. Such a policy also can ensure that fund-raising activities fit within and enhance the mission of the district, rather than detract time and attention from that core purpose.

Advance administrative approval of fund-raising activities helps spread such activities throughout the year, avoiding important testing schedules and community events. Keeping good records, and requiring all groups to submit complete records of activities, inventory and funds collected by a school or district financial agent provide good ways to compare various projects in terms of time spent and money raised. In turn, these data can lead to better fund-raising product selections — and a method of "sharing the wealth" by rotating the most successful projects to different groups as needed.

When selecting a specific fund-raising activity, some important practical aspects should be considered.

- a. Determine the target amount that you need to raise. Will the selected project accomplish that, or will several efforts be needed?
- b. When selling any product, whether food, merchandise or coupon books, measure the potential of the project to determine if it is realistic for the student group. Take the total amount the group needs to raise, and divide that by the number of students involved in the project to determine the net profit needed from each one. Take that amount and divide by the actual profit made for each item sold, and that tells you how many items each student must sell. Can students accomplish that goal?
- c. If there is a sufficient sales force among your student group to sell the necessary amount, do you have a large enough target audience within your community? Remember, not everyone will make a purchase.

- d. Will you be liable for unsold goods, or can you return them to the company? Is there a restock charge? Who pays for shipping? Are products insured during shipping? Is there a product guarantee and a product liability insurance coverage?
- e. Have you carefully investigated the company's reputation and record? Does it or its parent company sell any goods or services or engage in any practices with which you would not wish your school to be associated? How will the fund-raising project affect the image of your school?

people so they can be comfortable and confident when making their appeal. Help them understand the importance of being courteous and respectful and not overly aggressive. They should remember at all times that they are representing not only their specific student group, but also their school. A “thanks for your time” is in order even for those who choose not to purchase or donate.

If the fund-raising is for a community service or a specific purpose such as funding a trip, acquiring new equipment or some other identified item, help students develop ways to explain how



Planning and goal-setting are critical to a successful fund-raiser. Establish a timeline that allows students sufficient time to accomplish their goals, but limited enough that they have a real incentive to get started and get the project completed. Clearly communicate to students and their parents what the goals for each participant are, without pressuring students to achieve more than is reasonable. Fund-raising is a serious endeavor, but it should also be fun. Provide a written policy for collecting and submitting money in a timely fashion, and how to deal responsibly with receipts, tickets or orders.

Students can learn a great deal from fund-raising, but will need adult supervision and assistance. For special events such as dances, car washes, walk-a-thons, etc., participants should clearly understand both the role they are assigned and the time(s) they are scheduled to participate. Permits, licenses and environmental considerations must also be part of the planning model.

If the fund-raising project includes door-to-door solicitation or selling items at an event, work with the student group to divide the community or fans into sectors, with students being assigned a specific area to cover. This will prevent any home, business or supporter from being asked to participate multiple times.

Work with the group to develop a “script” for the student sales-

people so they can be comfortable and confident when making their appeal. Patrons are often more willing to give when they clearly understand how their contribution will be used.

There are many positive educational goals and positive outcomes to be achieved from participation in fund-raising activities. These include organizational and time-management skills, meeting deadlines, teamwork and problem-solving, accounting for all funds — interpersonal and communication skills, self-motivation and being responsible for one's actions.

When fund-raising is necessary, select an efficient fund-raising project that will truly benefit students in terms of time and effort spent and actual revenue production. Creating and following a written fund-raising policy, developing a district strategy with input from all shareholders involved, and working to see that students participating have a positive learning experience can make fund-raising a win-win situation for your students, school and community. ●

Treva Dayton serves as academic director for the Texas University Interscholastic League. She is a former NFHS assistant director, classroom teacher, theatre director, speech and debate coach and by necessity, a fund-raiser in Texas public schools.

Additional information provided by Dr. John Olson, CMAA, curriculum co-director of the National Interscholastic Athletic Administrators Association, and Cynthia McMannon, CMAA, assistant executive director for finance and human resources of the Arizona Interscholastic Association.

Granby Athletes Promote Breast Cancer Awareness

BY LEE TOLLIVER, THE VIRGINIAN-PILOT
© August 29, 2007



Photo by Roger M. Richards, The Virginian-Pilot

VIRGINIA BEACH

Dawn Anderson's grandmother had it. Alana Cooper's sister-in-law, too.

Alex Freudenberg's mom just recovered.

Cancer has touched more than half of the Granby field hockey team in one form or another.

For most, it was breast cancer.

So Tuesday, the Comets set aside the school colors of dark blue and gold and went pink – the official color of a worldwide movement to promote breast cancer awareness.

The team has dedicated its season to battling the disease.

"We have a lot of girls whose families have been affected by it," said Leah Zamesnik. "For a lot of girls, this is a bigger issue.

"So we wanted to shed some light on it."

Zamesnik and fellow senior Jordan Ballance started talking last spring about ideas for a senior-year project for the Comets. They met with Athletic Director Marty Bechtol, who steered them to his wife, Dr. Susan Bechtol, the principal at Churchland.

"She suggested breast cancer awareness," said Anderson, Granby's coach. "They presented it to all the seniors and they all just loved it. Sports is about more than the game. It's about life lessons. These girls are experiencing that."

Seniors Lynsey Clyburn and Freudenberg joined Zamesnik and Ballance to form a committee to decide how to proceed with the project. They got permission from school officials to wear pink and white jerseys the entire year. The team lugs bright pink gear bags to every game.

And, at the end of each competition, when the teams pass in line to congratulate each other, the Comets hand out pink chocolate ribbons pinned to a card splashed with slogans about faith, cure, love and hope. On the back of the card, players show their appreciation – "Thanks for a great game" – and sign each with a smiley face.

Tuesday's recipients were the defending state champion Cox Falcons, Granby's season-opening opponent.

Cox won, 4-0, but most of the Falcons' fans wore pink in a show of support for Granby's cause.

"I just think it's absolutely wonderful what they are doing," Falcons coach Julie Swain said, tugging at the brim of her pink baseball cap. Swain's mom is a breast-cancer survivor. "I think everybody in the hockey community is 100-percent supportive of what they are doing."

The Comets are also raising funds for Susan G. Komen for the Cure, a global breast-cancer movement founded in 1982 by Nancy G. Brinker. In 25 years, the organization dedicated to Brinker's sister has raised nearly \$1 billion.

The Comets are doing their part. Before the season started, the team raised \$3,000 in a "Shoot and Save" camp at the National Training Center in Virginia Beach.

The girls are going to participate in a Run for the Cure and will hold several more fundraisers during the season. At each game, they will pass out self-examination cards and brochures about the disease.

The effort is rewarding the players with more than a warm, fuzzy feeling.

"This has brought our team a lot closer together," Zamesnik said. "We have two common goals now: We want to win and we want to promote awareness." ●

Lee Tolliver is a sportswriter for the Virginia Beach (Virginia) The Virginian-Pilot. Reprinted with permission of The Virginian-Pilot. Tolliver can be reached at 757-222-5844 or <lee.tolliver@pilotonline.com>.



Kansas School Keeps Sportsmanship in Mind

BY BOB HERMAN

It sounds implausible that 72 points can be scored in one quarter of a football game. Even more implausible is the thought that accomplishing such a feat could be done in a sportsmanlike manner. But Smith Center (Kansas) High School busted both myths October 30.

Smith Center defeated Plainville (Kansas) High School, 83-0, in a Kansas State High School Activities Association (KSHSAA) 2A-1A bi-district playoff game, and six first-quarter turnovers by Plainville led to the scoring torrent.

"They're a very talented team," Plainville head coach John Petrie said. "You give them a short field, and there's not much you can do."

The 72-point quarter is a national record, but that was far from the minds of Smith Center head coach Roger Barta and his players.

"We didn't know what to do," Barta said. "It snowballed and got out of hand. We did everything we could do. It was just one of those situations. We had no idea that it was a record or anything – we weren't trying to run up the score."

Smith Center finished the game with 482 rushing yards and nine rushing touchdowns, and extended its winning streak to 50 games.

"We've won three straight championships, and we have an outstanding group of seniors," Barta said. "They're very mature, and they know the game of football."

Barta began substituting players after four minutes of play, and everyone on Smith Center's 46-player roster made it on the field.

"We had all our young kids in," Barta said. "They practice hard, and they deserved a chance to play. And they played well. Our young kids have some experience now."

After the first half had ended, the game was out of reach for Plainville, and Barta told his team that scoring a touchdown in the second half was not an option.

Consequently, a running clock was also enforced. Running clocks are not normally used in Kansas football playoff games unless the circumstance calls for it, but the coaches and KSHSAA officials deemed it was appropriate.

"Because of the circumstances, it was probably the best thing to do for the safety of kids and everything else," Petrie said.



Photo provided by Backpack Journalism Classes.

Smith Center entered the game as an 8-0 team against 4-5 Plainville, and Petrie believes that Smith Center still showcased sportsmanship in a game that turned quickly.

"I can't fault him for anything he did," Petrie said. "Coach (Barta) has been coaching for more than 30 years, and he's a class act. It was handled as best as it could've been. It was out of control, but it was something that snowballed on all of us."

"There are no hard feelings, and there's not much you can do about it."

John Gillis, NFHS assistant director and editor of the National High School Sports Record Book, explained that a record such as this – 72 points in one quarter – needs to have the right intent and should exemplify the true spirit of interscholastic competition. He said running up scores simply to set a record or for potential inclusion in the Record Book are not consistent with the National High School Records Committee's sportsmanship statement, but this game did display the ideals of good sportsmanship.

"By all indications, it sounds like Smith Center did what it could do," Gillis said. "Whenever a national record is set, we're excited about it, but at the same time, we hope that it was set in a sportsmanlike manner."

Even though Plainville was also knocked out of the playoffs, Petrie and his team still took something positive out of the game.

"You try to put things in perspective," Petrie said. "Young people have to deal with adversity, and this was definitely an adverse situation. For the psyche of a teenager's mind, this is devastating. But once they get older, they could use this as a lesson. Things happen for a reason." ●

Bob Herman is a fall semester intern in the NFHS Publications/Communications Department. He is a junior at Butler (Indiana) University, majoring in journalism (news editorial) and minoring in Spanish.

Love Strikes Surplus of Aces to Opponents

BY BOB HERMAN

"What is love? Oh baby, don't hurt me. Don't hurt me, no more."

Opponents of Southfield (Michigan) High School freshman volleyball player **Amanda Love** might have been singing this popular Haddaway song from the movie "Night at the Roxbury" all season long, as she leads the nation with 224 service aces (third-most all-time) as of November 5.

Photo provided by Michael Love.



"Any kid can service an ace, but her focus, strength and determination for what she does is continual," said Alisha Love, the Southfield head volleyball coach and mother of Amanda. "Her mental stamina is tremendous, especially for such a young kid."

Her .494 ace percentage, which essentially means that she tallies an ace on almost 50 percent of her serves, is the highest among any female high school volleyball player with at least 400 service attempts this year – and she's done this while only committing 39 serving errors. She also averages more than three kills a game and has a .914 serve percentage.

"Amanda is a tremendous athlete," Alisha said. "She has to ability to adjust and adapt, and she's a thoroughbred on and off the court. She does not look down on anyone and looks to help anyone in a positive way."

"I would consider her to have these qualities even if she weren't my daughter."

Although Alisha coaches her daughter, she said there has never been a problem with the coach/child relationship.

"It isn't hard to coach her at all, and it's a blessing," she said. "I don't show any favoritism, and I'll get on her tail just as fast as anyone else's."

Amanda's precise and efficient volleyball skills are only part of her high school success. She holds a 3.55 grade-point average, wants to be involved with Business Professionals of America, assists the Southfield football team as an athletic trainer in training and plans on trying out for Southfield's basketball and track squads.

"She has three older brothers, and she's tough as nails because of them," Alisha said.

Southfield is third in the Oakland 3 League with a 5-3 record, which is a big improvement from years past, thanks in part to Amanda's solid serving.

"She's made a great impact," Alisha said. "When you have a kid with that kind of focus, it rubs off on the other players. We went from eighth or ninth in the conference up to third – it focused the team." ●

California high schools exhibit offensive football explosiveness

BY BOB HERMAN

When it rains, it pours. And for the Princeton (California) High School eight-player football team, it was a full-fledged maelstrom.

On October 13, Princeton and Herlong (California) High School unleashed their offenses, resulting in an 82-40 win for Princeton. But at halftime, it was only 27-26, in favor of Princeton.

"In the first half, we struggled a little bit with our pass coverage, which made it close at halftime, but I was impressed they got past it in the second half and played much better," Princeton Athletic Director Bryan Lex said.

Guillermo Rodriguez of Princeton rushed for 319 yards and had eight total touchdowns. Seven of those were rushing touchdowns, which is tied for eighth all time in eight-player football, according to the NFHS National High School Sports Record Book.



Photo provided by Kevin Askeland

"The line opened the holes for Guillermo," Lex said. "He is an all-around talented athlete. He reads the holes well, has good feet and has good vision. A couple moves he made were exciting to watch."

Mike Evans of Herlong set some records of his own as he had 11 receptions for 356 yards (second-most all time) and six receiving touchdowns (tied for second all time).

Princeton kicker Rafael Arias made things even more interesting as he nailed eight extra points – tied for the national record – for a team that hasn't had a kicker in a long time.

"It was fun to watch Rafael," Lex said. "We haven't had a kicker in years because we traditionally have to go for two."

Eight-player football is played at high schools with small class sizes (16,103 students at 739 high schools nationally), and both Herlong and Princeton fit the mold. Herlong has approximately 100 students. Princeton has about 70 students (that's nearly 1.2 points per student from this game, in case you were keeping track). ●

Hemphill cracks 200-win mark

BY BOB HERMAN

Only four coaches have surpassed 200 career victories in Delaware high school football history.

Now make that five.

Joe Hemphill, the head coach of the Wilmington (Delaware) St. Elizabeth's High School football team for 36 years, reached the 200-win plateau November 4 after defeating the Delaware Military Academy, 42-0.

He joins George Kosanovich, Bruce Reynolds, Butch Simpson and Bob Tattersall with 200 career football wins.

Hemphill also has two state titles under his belt. St. Elizabeth took home the Delaware Interscholastic Athletic Association Division II state championship in 1994 and 1996.

Hemphill continues to add on to his 202-156-13 lifetime record, which is also the Delaware record for most high school football games coached.

"I do see myself coaching until it is no longer fun, and I don't see that happening any time soon," Hemphill said. "When you have great kids to work with, it makes going to work a pleasure." ●

Bob Herman is a fall semester intern in the NFHS Publications/Communications Department. He is a junior at Butler (Indiana) University, majoring in journalism (news editorial) and minoring in Spanish.

Cheshire girls swimming team establishes record

BY EMILY CERLING

Coach Ed Aston and the Cheshire (Connecticut) High School girls swimming team stayed out of the limelight in anticipation of capturing a national record, but on October 15, they were thrilled. That night, the team set the national mark with its 235th straight dual-meet win, defeating Branford (Connecticut) High School, 122-48.

The previous national record was held by Elkhart (Indiana) Central High School with 234 straight wins from 1980 to 1994. Although the Cheshire swimmers went about their normal routines before the meet, many were eager about breaking the record.

"We really kind of downplayed it until the few weeks prior to October 15," coach Aston said. "We didn't want anything to go wrong."

More than 200 supporters crammed into the dome of the Cheshire Community Pool to witness the record-breaking event, and to cheer on the Rams. Once the record was set, all of the girls and Aston leaped into the pool to celebrate the accomplishment.

Since the victory, the team has received national coverage, bringing a sense of pride and accomplishment to the community.

Now with the record behind it, the team has had to focus on the rest of the season.

"Emotionally, they are a little spent – we just have to get back into it now. We've just got to keep trying to move forward," Aston said. "I hope we continue to work and do what we've been doing. We just have to see what happens at the end of the season."

The winning streak began in 1986 when Cheshire defeated Branford, 96-76, in the last meet of the regular season – before any of the current team members were even born. Since then, Cheshire has created a dynasty covering three decades and involving 278 swimmers. ●

Emily Cerling is a fall semester intern in the NFHS Publications/Communications Department. She is a senior at Butler (Indiana) University, majoring in integrated communications.

CA-MRSA and the Athlete

BY B.J. ANDERSON, M.D.

Over the past several years, skin infections in sports have come to the forefront. Whether it is in professional or high school sports, the risks and problems remain the same. In 2003, the St. Louis Rams professional football team suffered an outbreak of a severe bacterial infection, Community-Associated Methicillin-Resistant *Staphylococcus aureus* (CA-MRSA). An infection that can be controlled when limited to one player, but when several team members are involved, it can spread quickly and become difficult to contain.

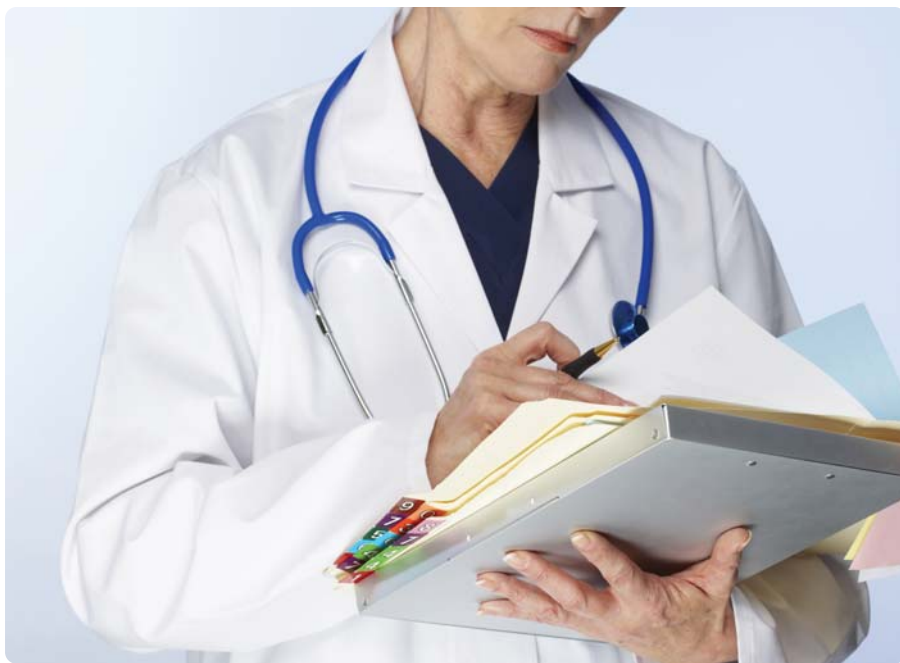
The presence of CA-MRSA in our communities has skyrocketed in the past several years. Believed to have developed from over-usage of antibiotics in our society, its presence is noted in the normal public and accounts for 59 percent of skin and soft tissue infections seen in the emergency room.

MRSA infections typically present as a small area of redness or cellulitis to the infected area of skin. The lesion initially may be mistaken as a "spider bite," which develops quickly into a boil that requires cutting open, or lancing, to drain. More serious consequences, although rare, may develop in the form of sepsis (spread of the infection throughout the body), which can lead to death. Factors promoting this occurrence are delayed treatment or use of the wrong antibiotics. The uniqueness of these bacteria is twofold: resistance

to normal antibiotics and its development into a boil. Even with this type of presentation, there is no way to determine if CA-MRSA is the cause without performing cultures or special tests on the draining material.

Staphylococcus aureus can be a normal bacterium that occasionally exists on the surface of our skin. Its presence is a dynamic process that changes relative to our exposure and hygiene. Close contact with a person or environment where it is prevalent will increase our risk of carrying it. This can happen through daily interaction with others. A simple handshake or even sharing contaminated towels in a bathroom can serve as the vector of transferring it. Changes in our level of exposure or more diligent hygienic practices can remove it, thus allowing it to be removed from the body and not be found.

One body part that gets a lot of attention where the bacterium may reside is the nose. Whereas 20 to 30 percent of humans may normally harbor methicillin-sensitive staph aureus in their nose, 0.8 percent may have CA-MRSA at any one time. Not all who carry this bacterium will get an infection, but they could serve as a source for others. Usually a break in the skin or an abrasion serves as the portal for the bacteria to invade and allow an infection to develop. Ex-



posure to this bacterium can occur during athletic activities. Risks for infection increase when simple abrasions or cuts develop through the normal course of the sport.

Other risk factors for its development include contact sports, sharing hygiene products in the locker room (such as deodorant, razors, towels), utilizing the whirlpool without showering before entering, abrasions that aren't properly cared for, sharing bars of soap in the shower, and shaving in the genital regions. When all these risks are taken into account, treatment is presumptive and requires close follow-up to ensure proper measures are taken. At this time, draining the boil is the most effective means of getting rid of the infection. Using antibiotics may be helpful, especially if the infection has spread beyond the local abscess.

Prevention of this infection requires a refocus on basic hygienic principles. Twenty years ago, there was a change in the high school setting. Showering at school was not mandated after gym or athletic events. This needs to change. Showering immediately after gym class or practice/competition is the most important means to help prevent a skin infection.

Skin infections in sports can have serious consequences, but with proper treatment and following of hygienic principles, these conditions can be controlled. ☉

Hygienic principles that must be followed by coaches and athletes:

1. Withdraw anyone with a suspicious skin lesion until evaluated by a health-care provider.
2. All abrasions or cuts must be properly cleansed and covered before practice/competition.
3. Clean or wash equipment periodically. In the weight room, clean bench surfaces before use.*
4. Workout gear must be washed after every practice.
5. Shower **immediately** at school after every practice/competition.
6. No cosmetic shaving (genital, chest, legs).
7. Use soap from a container — not bar soap.
8. Don't share toiletry items or towels with others.

**Most weight rooms have disinfectant spray bottles available.*

B.J. Anderson, M.D., who is a family practitioner at Boynton Health Service at the University of Minnesota in Minneapolis, Minnesota, serves on both the Minnesota State High School League Sports Medicine Advisory Committee and the NFHS Sports Medicine Advisory Committee. Anderson is team physician for the Augsburg (Minnesota) College wrestling team, and medical advisor for Minnesota/USA Wrestling. He may be contacted at amosnandie@msn.com.



Watches ■ Plaques ■ Championship Rings







Many styles and price ranges available!
Visit www.smiAwards.com or call 1-800-326-8463

All products customized with your logo & colors. Free artwork proof sent for your approval.

995 Old Post Road • Walpole, MA 02081-3117 • Ph: 800-326-8463 • Fax: 508-668-6643 • Email: info@smiAwards.com

NFHS | www.nfhs.org/hstoday

The NFHS Wrestling Weight Management Program

BY DR. ALAN C. UTTER

To address safety and health issues in high school wrestling, the National Federation of State High School Associations (NFHS) wrestling weight-management rule went into effect during the 2006-07 season.

As a result of three collegiate wrestlers dying during a five-week period in fall 1997 from complications caused by rapid weight loss, the NFHS and the National Wrestling Coaches Association (NWCA) spearheaded a massive educational initiative to deliver weight-management programs to all educational institutions in the United States that currently have or in the future may have a wrestling program. This educational program was designed to improve the health and performance of scholastic wrestlers throughout the country.

The rationale for developing a weight-management program is to help young wrestlers make proper decisions about diet, nutrition and in which weight class to compete.

In 1998, the NCAA implemented a wrestling weight-management program that currently serves as a clearinghouse for all collegiate wrestlers. Every high school wrestler who has intentions of wrestling in college is required by the NCAA to undergo a weight-management program.

Research studies completed from 1999 to 2004 at the NCAA Wrestling Championships demonstrated that the NCAA's wrestling weight-management program was effective in reducing unhealthy weight-loss behaviors and promoting competitive equity. The NFHS' wrestling weight-management program was implemented as the next logical step in promoting healthy weight-loss behaviors/practices.

The NFHS' wrestling weight-management program was developed according to the following guiding principles:

- 1) Elimination of all weight-control practices that could potentially risk the health of the wrestler.
- 2) Focus on competition – not weight control.
- 3) Recommendations should be practical, enforceable and scientifically based.

It is well-known that wrestlers often attempt to lose weight rapidly to gain a perceived competitive advantage over their opponents.

There is ever-increasing information that documents the danger of



excessive weight loss, losing weight too rapidly, and repeated cycling of weight gain and loss. These health hazards are especially problematic for physically immature bodies of younger and lighter wrestlers, which is where the majority of excesses occur.

Preliminary data from a few states demonstrate a decrease in these unhealthy practices when high school weight-management programs have been utilized. A 10-year review of such a program by one school showed an increase in wrestling participation and a significant decrease in abusive weight-loss practices. An effective weight-management program is designed to assist in avoiding potentially harmful weight-loss practices utilized to achieve a specific weight class and at the same time promote optimal performance. The NFHS' wrestling weight-management program consists of the following three essential components:

- 1) Establishment of a healthy minimal wrestling body weight through body composition and hydration assessment.
- 2) Development of a sound, gradual and safe weight-loss plan that includes nutritional education if weight loss is desired.
- 3) Development of a nutritional educational program that is directed to the coach, individual wrestler and parents.

Establishing a healthy minimal wrestling weight and an accompanying sound, gradual and safe weight-loss plan will prevent large unhealthy weight loss, make it easier to maintain competitive weight over the course of the season, and ultimately lead to improved health and performance of the student-athlete.

A complete description of the NFHS' wrestling weight-control program appears on page 10 of the 2007-08 NFHS Wrestling Rules Book. ●

Dr. Alan C. Utter is a professor of health and exercise science at Appalachian State University in Boone, North Carolina. He has conducted research and published many papers on weight-loss issues in wrestlers for the past 15 years. He is a member of the Board of Trustees of the American College of Sports Medicine, and a member of the NFHS Sports Medicine Advisory Committee. Utter can be contacted at <utterac@app-state.edu> or 828-262-3094.

National Interscholastic Athletic Administrators Association



**Develop professionally
through leadership, service
and educational opportunities...**

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

Benefits to Members :

- *Interscholastic Athletic Administration* magazine
- Co-sponsorship of annual national conference
- Leadership Training Program curriculum of 30 courses
- Three levels of professional certification
- Liability & life insurance with membership
- Award & recognition program

7,000 members include:

- High school athletic directors
- Middle school athletic directors
- City & district athletic directors
- Athletic coordinators
- Executive directors of state athletic administrator associations
- Retired athletic directors
- College student memberships
- Other associated occupations at education, collegiate, coaching, sporting goods levels

Additional NIAAA Initiatives:

- Student Scholarship/Essay Program
- National Emergency Network safety and relief efforts
- Media & published materials
- NIAAA Hall of Fame
- Online logo shop
- Sports turf renovation effort
- Endowment program
- Professional outreach program
- College credit & degrees through leadership training program
- Web site Fundraiser Guide
- Buyer's Guide located on Web site



The Positives of Mandatory Random Student Drug-testing

BY REGINA WAINWRIGHT

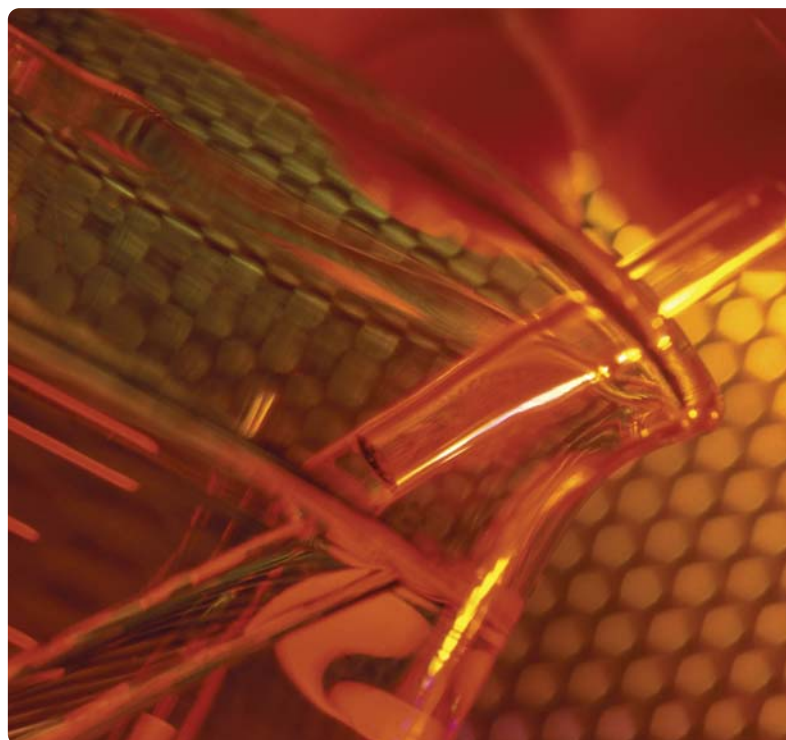
Throughout the country, school districts are implementing mandatory random student drug-testing programs. Currently, there are more than 400 such programs in place. Critics of student drug-testing programs argue that this is an invasion of privacy or an infringement on a student's civil rights.

In June 2002, the U.S. Supreme Court ruled that junior high and high school students participating in competitive extracurricular activities could be randomly drug-tested and that random drug-testing programs are not a violation of the Fourth Amendment. Student rights to privacy are adhered to, with drug-test results remaining confidential and not becoming part of the school record. Test results are not disclosed to administration, faculty or staff. Students may not be referred to law enforcement. The desired outcome of a mandatory random student drug-testing program is to intervene and provide assistance to a potential problem in the making. Prevention, not punishment, is the primary goal.

As the project director of Chandler Unified School District program, I view mandatory random student drug-testing as another method to provide students with an "out" when peer pressure pushes them toward experimentation with drugs or alcohol.

We live in a world where the media – via television, music, video and the Internet – send the message that drug use is not only acceptable, but a normal part of maturing into adulthood. The short- and long-term effects of alcohol and drug use are negated and oftentimes viewed as humorous. The reality is that drugs and alcohol are prevalent in our culture. What drug-testing programs attempt to do is create a multifaceted approach to attacking what is a societal influence and assist as a deterrent to initial or continued drug use. It is another tool to be added to existing drug-prevention efforts in a community. Research shows that the earlier a student initiates drug or alcohol use, the greater the chance that he or she will develop a substance-abuse problem later in life.

Through random testing, students are provided with a valid excuse to say "no" that their peers can respect and may also admire. The idea that non-participation in a desired activity may be the result of a positive drug test is viewed as valid and understood by



their peers. By carrying out random testing, we create a window to discover potential drug problems early, opening the door to counseling and intervention. To limit our ability as adults to assist students in need of such assistance would be negligent on our part.

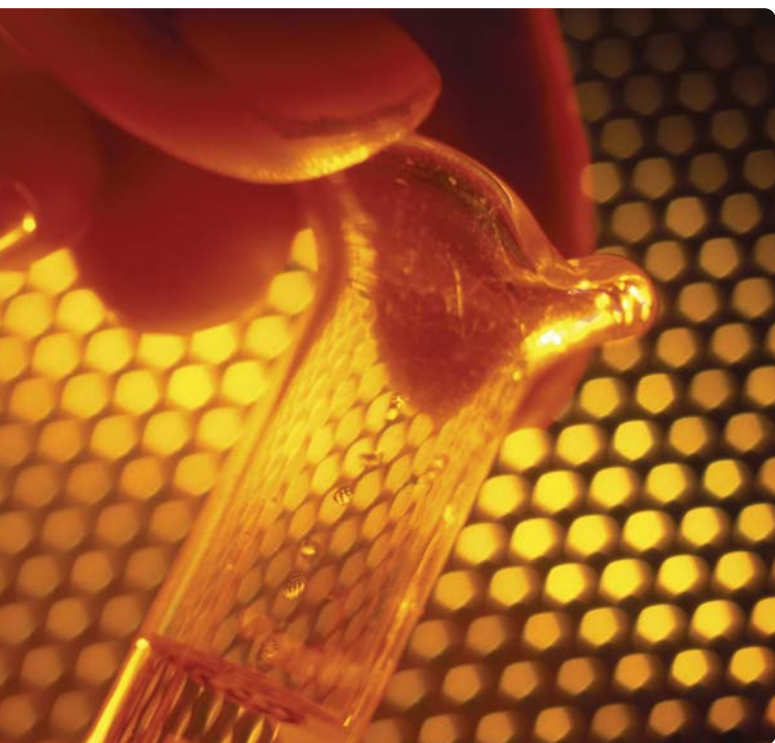
Critics of mandatory random drug-testing state that districts that are considering implementing a testing program will discourage students from participating in extracurricular competitive activities. Information gathered from districts with ongoing programs shows that this is not only a false perception, but that the opposite outcome occurs.

One example is Polk County Schools in Florida, which after implementing a drug-testing program saw an increase in student participation. In the Chandler Unified School District, the number of students participating in activities has also increased in the three years that our program has been active. When questioned, parents

and students have responded that they feel having a drug-testing program in place is a positive deterrent that they would like to see continue in the district.

The concept of mandatory random student drug-testing is not to take control away from parents or in any way diminish the role that parents play in a student's life. The home life is still the most vital and powerful influence on a teen when it comes to choices about drugs and alcohol. We have at our disposal a tool that, through student surveys, has been shown to be effective in assisting in this decision-making process.

In a survey of the students in my district enrolled in the drug-testing pool, 57 percent responded that drug-testing makes them



want to avoid drugs and alcohol. Seventy-four percent of respondents stated that they approve of mandatory random drug-testing on their campus.

I have spent many hours in discussion with the students in the Chandler Unified School District participating in our mandatory random drug-testing program. Most have stated that they feel the program has a positive impact on the decisions being made by themselves and their peers. If we can alter, through the process of implementing a mandatory random drug-testing program, the decision made by just one student to not begin that path of drug or alcohol experimentation, we have made a positive difference in a student's life. ●

Regina Wainwright is the random student drug-testing project director for the Chandler (Arizona) Unified School District. Previously, she was a high school assistant principal for six years and taught in various settings for 14 years, both in the United States as well as England and Hong Kong.

Negatives of Drug-testing

BY JENNIFER KERN

Athletic coaches and activity directors should think hard before embracing the federal government's solution to student drug use: random student drug-testing. In light of scant success from years of "Just Say No" and zero-tolerance strategies, I empathize with the desire for innovative approaches to handling substance abuse issues among our youth. However, these controversial drug-testing programs are costly, invasive, prone to human error, unproven, and perhaps most importantly, potentially counterproductive. In fact, this approach actually runs counter to well-established principles of how educators and parents can best promote healthy choices among adolescents, particularly those most "at-risk."

The best scientific research available calls into question whether random student drug-testing is an effective deterrent. Educators should note the American Academy of Pediatrics' policy statement opposing involuntary drug-testing of adolescents at school or at home, which emphasizes that more research is needed on both the safety and effectiveness of testing programs before they are implemented. New research published in the *Journal of Adolescent Health* this November bolsters their warnings. The randomized experimental trials found random drug and alcohol testing did not reliably reduce the past month's drug and alcohol use among student-athletes.

"The big thing that people say is you got to give kids a reason not to use drugs, and drug-testing is a reason," lead researcher Linn Goldberg told *The New York Times*. "That's not what we found. You can look at testing as a way to catch an early addiction, but as a deterrent, which this study was looking at, we didn't find any evidence that testing was a deterrent."

There is even evidence that student drug-testing, in addition to being ineffective as a deterrent, may also be counterproductive to efforts to reach students' key attitudes and beliefs. Researchers from Oregon Health and Science University found attitudinal changes among students in schools with drug-testing programs in place that indicate new risk factors for future substance use. Student-athletes in schools with drug-testing reported less positive attitudes towards school, less faith in the benefits of drug-testing, and less belief that testing was a reason not to use drugs, among other indicators.

These findings support objections that suspicionless testing can erode relationships of trust between students and adults at school, hindering open communication and damaging an essential component of a safe and rewarding learning environment. Few studies have examined other potential harms of random drug-testing in schools, yet professional societies with expertise in this area, from

(continued on page 31)

Health Care, Alternative Energy Final Choices for 2008-09 Debate Topic

The National Federation of State High School Associations (NFHS) recently tabulated debate ballots from 33 states, the National Catholic Forensic League (NCFL), National Debate Coaches Association and the National Forensic League (NFL). The returned ballots narrowed the five proposed topics to two for placement on the final ballot to select the 2008-09 national high school debate topic. The five topic areas were ranked 1-5 with the two topic areas receiving the lowest totals – Health Care and Alternative Energy – placed on the final ballot. On January 8, 2008, the NFHS will announce the preferred topic area and resolution.

In addition to the NFL and NCFL, the following states returned ballots:

Alabama	Illinois	Nebraska	South Dakota
Alaska	Indiana	Nevada	Texas
Arizona	Iowa	New Hampshire	Utah
Arkansas	Kansas	New York	Virginia
California	Michigan	North Dakota	Wisconsin
Colorado	Minnesota	Ohio	Wyoming
Georgia	Mississippi	Oklahoma	
Hawaii	Missouri	Oregon	
Idaho	Montana	Pennsylvania	

Within each of the five topic areas appears one resolution. The resolutions within the two final topic areas are:

Health Care

Resolved: The United States federal government should establish a universal health care system in the United States.

Alternative Energy

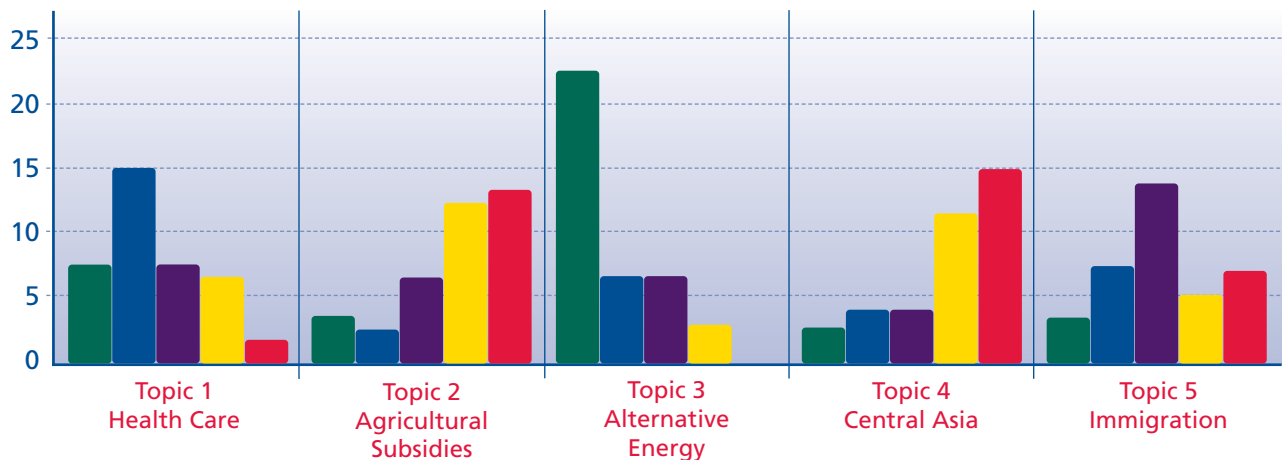
Resolved: The United States federal government should substantially increase alternative energy incentives in the United States.

The following chart summarizes the balloting on the topic areas and their respective resolutions.

** Areas ranked 1-2-3-4-5 with low combined total indicative of top ranking.

** National CX Debate Topic Area Balloting:

87 Health Care – Topic 1
138 Agricultural Subsidies – Topic 2
58 Alternative Energy – Topic 3
141 Central Asia – Topic 4
114 Immigration – Topic 5



Annual Music Conference Held in Indianapolis

BY EMILY CERLING



Each fall, the National Federation of State High School Associations (NFHS) hosts its Annual Music Conference to better serve directors of high school state music festivals throughout the country. This year, the conference was held November 9-10 at the Courtyard by Marriott Indianapolis Downtown.

Twenty participants from 16 states, as well as NFHS assistant director Kent Summers and NFHS Music Committee chairman Mike Plunkett, attended the conference. The meeting was designed to allow those who direct or coordinate music activities and festivals at the state or national level to exchange ideas and share information about issues concerning high school fine arts programs.

"Directors come to find how other states run festivals, and how they can incorporate those systems that work into their own programs," Summers said.

One discussion point was the "Computer-assisted Assignment of Music Festival Adjudicators," conducted by Reg Romine of the Kansas State High School Activities Association and Charles Briel from Indiana. With computer technology becoming more accessible, coordinators are able to enter adjudicator information into an electronic database, as opposed to writing it down on a sheet of paper. This program enables coordinators and directors to more efficiently assign and schedule adjudicators to festival events.

Other adjudicator topics were discussed as well, including national standards and certification for music directors, the differences between practices at small and large schools, and the development of an effective music adjudication form.

The seminar "Effective Mentor Programs," which addressed a new method for guidance to new music directors, was presented by Iowa attendees Alan Greiner, Leon Kuehner and Elizabeth Fritz. It outlined the particulars of Iowa's music director mentor program.

"When a school gets a new music director, there is no guarantee he or she is going to make the program successful," Summers said. "With the mentor program, an experienced director helps guide him or her through the first year of teaching in order to keep the program on track. The nuts and bolts of Iowa's program were really spelled out in this seminar. It would be great to have other states implement this type of system." ●

Emily Cerling is a fall semester intern in the NFHS Publications/Communications Department. She is a senior at Butler (Indiana) University, majoring in integrated communications.

NFHS Coach Education Committee Discusses Five-year Strategic Plan

BY EMILY CERLING

Development of the newly formatted NFHS Coach Education Program Strategic Plan and the implementation of an award to recognize coach educators were the main topics of discussion at the annual NFHS Coach Education Meeting held October 1-2 at the Indianapolis Marriott Downtown.

Thirteen committee members, along with several NFHS staff members, discussed the five-year strategic plan and a multi-level certification program, along with the strategic approaches that would enable them to meet their goals. Product development, marketing strategies and financial projections were all key issues addressed by the committee in order to launch a successful program.

According to Tim Flannery, NFHS assistant director and director of the Coach Education Program, the changing landscape of athletics in this country is the driving force behind the NFHS Coach Education Program.

"In the past several decades, the culture of sports has really changed," Flannery said. "You risk losing athletics and activities when pay-to-participate programs are implemented. The challenges of parents, club programs and state legislatures also threaten the future of athletic programs."

In today's world, professional sports are centered around entertainment, youth sports focus on fun and recreation, and club sports are driven by skill development and getting to the next level.

In interscholastic athletics, the role of athletic programs is to provide an educational experience. The purpose of the NFHS Fundamentals of Coaching Course is to reinforce those values in the coaches and teachers who serve as role models and mentors to the students who participate.

"At this point, there are no national requirements to certify coaches," Flannery said. "However, state associations are helping establish and enforce those requirements at a local level."

Currently, 36 states have adopted the NFHS Fundamentals of Coaching course to satisfy their requirements or have agreed to endorse and promote the course. Eight states are reviewing the course for adoption and six states have their own programs. It should be noted that the remaining states that follow their own

guidelines are not opposed to the NFHS program, but have contracts with other coaching education providers.

One component of the NFHS Coach Certification plan is to develop sport-specific techniques and tactics courses.

"In high school athletics, there are about 45 sports, but the NFHS writes rules for only 17 of them," Flannery said.

Presently, the NFHS is exploring partnerships with the National Soccer Coaches Association of America, the American Volleyball Coaches Association and USA Volleyball, the National Wrestling Coaches Association, USA Football, and the Spirit of Golf Foundation and the United States Golf Association.

"Targeted goal is to reach 100,000 teacher/coaches per year by 2012, with hopes of changing the culture of coaching."

At the meeting, NFHS Educational Consultant Dr. Darren Treasure discussed exposure opportunities for the NFHS Coach Education Program. These include the major conference of the American Association of Health, Physical Education, Recreation and Dance to be held in April 2008; articles in professional journals; and endorsements from professional organizations.

The committee also discussed a new initiative that is being developed in conjunction with the National Interscholastic Athletic Administrators Association and the National Association of Secondary School Principals to provide a DVD by February 2008. This 10-minute video covers the mission and purpose of interscholastic athletics, sportsmanship, the legal duties of coaches, the relationship between the principal and the athletic director, as well as how to interact with parents.

In addition, a 45-minute communications module will be created that is designed to provide teacher/coaches, principals and athletic administrators with more tools to use in interscholastic athletics. This learning device is based on the athletic triangle, paying particular attention to the relationship between parents and

coaches. This module is to be finalized by June 2008.

While discussing the five-year agenda, Flannery reviewed the missions and goals of the NFHS Coach Education Program and how the objectives would be achieved. To stay on track, some of the courses and modules are scheduled for completion by August 2008. The NFHS hopes to launch the NFHS Coach Certification program sometime in 2009. The NFHS' targeted goal is to reach 100,000 teacher/coaches per year by 2012, with hopes of changing the culture of coaching.

NFHS Director of Marketing Judy Shoemaker introduced the marketing strategy to the committee. To reach the desired market, the NFHS must reiterate the organization's most important initiative – to promote the mission and purpose of educational athletics in the nation's high schools. The NFHS also reinforces that a student's education in the classroom extends to the playing field with education-based athletics.

According to Flannery, the five-year financial projections are difficult to predict. However, he suggested that a potential source of revenue can be derived from various sponsors.

"We've had phenomenal reactions to the online program so far," Flannery said. "As of now, almost every state is offering, promoting or reviewing a coach education program, and that has never happened before." ☉

UIL Council mandates NFHS Coach Education policy

BY EMILY CERLING

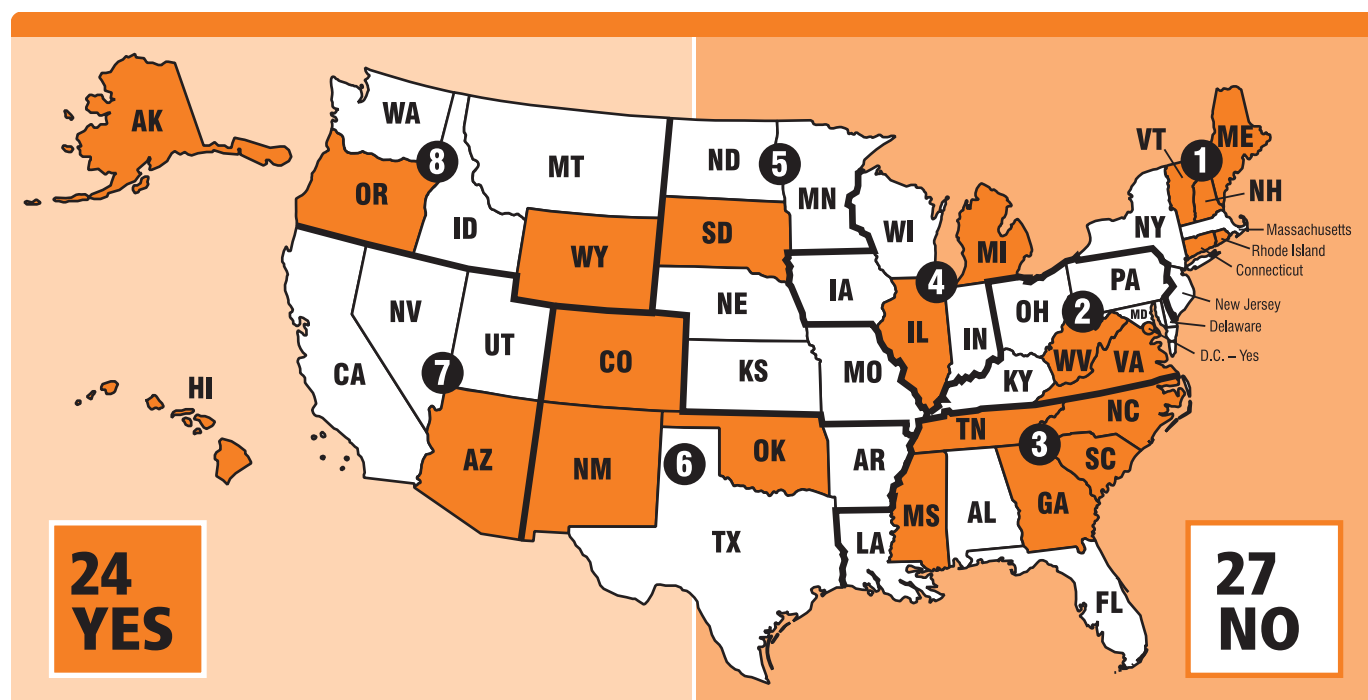
At its October meeting, the Texas University Interscholastic League (UIL) Legislative Council decided that all coaches who have been ejected from a contest and have not had the ejection overturned by the UIL State Executive Committee must complete the National Federation of State High School Associations' (NFHS) Fundamentals of Coaching Course. In addition, the course must also be completed by all first-year coaches and any coach who is not a full-time employee of the school district.

Currently, 36 states are using the NFHS Coach Education Program and eight states are considering it. The remaining states either have their own programs or have contracts with other coach education providers. ☉

Emily Cerling is a fall semester intern in the NFHS Publications/Communications Department. She is a senior at Butler (Indiana) University, majoring in integrated communications.

AROUND THE NATION

Question: Do you sponsor a state championship in competitive cheer for either girls or boys?



Arkansas Activities Association Discusses Public/Private Differences

BY BOB HERMAN

In an effort to help alleviate differences between public and nonpublic high schools in Arkansas, the **Arkansas Activities Association** (AAA) holds meetings biannually to discuss the issues between the two parties. The most recent meeting occurred October 9, and the next is scheduled for March 5.



"There was never any communication between the two administrative groups," AAA Executive Director **Lance Taylor** said. "(These meetings) have been very beneficial."

Taylor said that public schools think private schools have a distinct advantage in state championships, and that's the root of the public/private issue.

"Nonpublic schools were winning a lot of state championships, and that became a problem (between the two groups)," Taylor said. "There are about 500 members in the AAA, and about 25 are nonpublic. They make up seven percent of our membership, but they're winning 38 to 39 percent of our state championships. We've worked hard to try to establish rules and policies to make sure we have a level playing field."

One of those policies was a multiplier for private schools. A multiplier was the three-year enrollment average of 10th- to 12th-grade students multiplied by 1.35 (and later 1.75). Hypothetically, a private high school with about 400 students would be classified like a high school of 540 students. However, starting in 2008, the multiplier will be discontinued, and the private schools will instead be simply bumped up one classification.

"The multiplier moved some nonpublic schools up two classifications, and some didn't move up at all," said **Mike McSpadden**, assistant superintendent of the Alma (Arkansas) School District. "The governing body in our schools felt that simply moving the nonpublic schools up one class was fairer."

These meetings began last year, and the most recent one further discussed details and initiatives that had been passed in the spring.

Although the AAA distinctly holds these discussions, public and private issues are universal across the United States.

"I don't think this is a problem that is unique to Arkansas," McSpadden said. "There is contention between public and nonpublic schools, and there is initiative by the AAA staff to try and bring these two groups to the table."

McSpadden also explained that the meetings help set up a stronger relationship between the administrators, who don't convene frequently.

"It's been a great and positive thing for our state," McSpadden said. "Many of our nonpublic school members don't attend the same school meetings as the public schools, so there hasn't been much relationship-building between the administration at nonpublic and public schools. Public school administrators always see each other at other education meetings, but nonpublic administrators only see each other at athletic events."

"The more opportunities for these two to meet together, the better it'll be for the future." ●

Bob Herman is a fall semester intern in the NFHS Publications/Communications Department. He is a junior at Butler (Indiana) University, majoring in journalism (news editorial) and minoring in Spanish.

NFHS launches online interpreters meetings

BY EMILY CERLING

With new technology continually changing the way we communicate, the National Federation of State High School Associations (NFHS) has initiated a series of online rules interpreters meetings. In July, the NFHS launched trial online meetings for one fall, winter and spring sport.

Due to travel costs and time restraints, online meetings offer another means of communication for officials who are unable to attend the actual meeting. The in-person meetings generally last

most of a day, but the online version is kept at 90 minutes, while still addressing the annual rules changes and Points of Emphasis. While this option is still new, it is an effective tool for the NFHS to interact with its member state high school associations.

"The online meeting does not take the place of the in-person meetings because those enable so much more interaction," NFHS Chief Operating Officer Bob Gardner said. "However, attending an online meeting is a resourceful tool and time well-spent gathering information that was discussed at the in-person meeting."

The main purpose of these meetings is to open lines of communication among individual officials, their respective organizations and the member schools they service, and to foster a spirit of cooperation among all groups.

In July, the online soccer rules interpreters meeting was the first of the trials to be held. This event had limited success as only nine participants from their respective states participated, as opposed to the 38 attendees from 25 states attending the in-person meeting.



However, the online wrestling rules interpreters meeting conducted in September by NFHS Assistant Director Bob Colgate was more popular. The in-person meeting had 41 people from 27 states in attendance, and the online meeting had 19 people from 16 different states. In addition, the online meeting added representatives from 13 states previously not in attendance in person.

The January online baseball rules interpreters meeting will be conducted in the same fashion. After it concludes, the NFHS staff will assess the role of these meetings and fine-tune them for the future.

"We hope to expand these meetings to all sports regulated by the NFHS," Gardner said.

For those who participate in the online meeting, a fee of \$50 per computer is applied. Other information is available on the NFHS Web site at www.nfhs.org. ●

NFHS creates National High School Spirit of Sport Award

BY EMILY CERLING

When boys basketball coaches **Jim Johnson of Greece Athena (New York) High School** and **Josh Harter of Spencerport (New York) High School** met in the last game of the 2005-06 season, they hardly knew they would be responsible for the birth of a new National Federation of State High School Associations (NFHS) award.

At that game, **Jason McElwain**, the autistic team manager of the Greece Athena team who previously never played, was provided playing time on the basketball court. In his three minutes of action, he scored an outstanding 20 points, including six three-point field goals.

Although the "National High School Spirit of Sport Award" was not officially established at that time, Johnson and Harter received the award at the 2006 National Conference of High School Directors of Athletics last December in Anaheim, California. Their inspiration and spirit led the NFHS into formalizing the award. The NFHS will now present the award to worthy individuals on an annual basis, starting in summer 2008.

In collaboration with the National Interscholastic Athletic Administrators Association, the NFHS has further developed the specific criteria for the new award. Among those, the deserving individual should reflect the mission of education-based athletics. Once the national award winner has been

identified, he or she will be recognized at the annual NFHS Summer Meeting.

The recipient can be a coach, athletic administrator, trainer or student-athlete who embodies the principles of a positive spirit of sport. The award can be given to an individual for an ongoing activity or for one specific event.

Worthy individuals can be nominated either by a high school working through a member state high school association or through the state association itself. The nomination forms are distributed among member high school associations and their respective high schools. The form is also available on the NFHS Web site.

Nominations can be submitted until March 1, when the selection process begins. The eight-member national committee is composed of state association administrators, as well as high school

administrators, athletic directors and coaches. Each of the eight NFHS sections is represented by the members of the committee.

After all nominations are received, the committee selects one national winner as well as several state and regional winners. Each winner is recognized in the May issue of "High School Today," as well as on the NFHS Web site. ☉

Emily Cerling is a fall semester intern in the NFHS Publications/Communications Department. She is a senior at Butler (Indiana) University, majoring in integrated communications.

Utah school voucher program rejected

BY BILL BOYLE

.....

Voters in Utah clearly rejected on November 6 what would have been the most comprehensive school voucher program in the nation.

More than **62 percent of voters rejected the plan**, which was passed into law by the Utah State Legislature and signed into law by the governor in February 2007.

An aggressive petition campaign was successful in gathering the signatures of 124,000 Utah voters and putting the issue on the ballot.

The election garnered interest both in the state and across the nation, with millions of dollars spent in the off-year election. An estimated \$8.5 million was spent during the campaign for a program that would have cost \$5.5 million in the first year.

Utah has been at the forefront of the voucher movement in recent years. The state is extremely conservative and faces challenges educating its growing population.

The demographic challenges created by the young population is unprecedented in the United States. Utah has the lowest per-pupil spending in the nation, but also spends the highest percentage of its state budget on education.

The Utah Legislature has considered school vouchers in each of the past 10 legislative sessions. In 2004, the Legislature passed the Carson Smith Special Needs Scholarship, which created a voucher system for handicapped children.

The proposal on the ballot passed by a single vote in February during the 2007 legislative season. The bill was signed into law the next day by Utah Governor Jon Huntsman Jr. The plan dwarfed other state voucher plans by creating universal vouchers between \$500 and \$3,000 that could be used for private school tuition. The voucher amount would have been dependent upon the parents' income. It was a universal voucher program, with all students eligible for some voucher.

A coalition of educational organizations, "Utahns for Public Schools," coalesced in opposition to the voucher plan. The coalition included the state Education Association, School Board Association, Parent Teacher Association, School Employees Association and others. The National Education Association and education associations from other states contributed the majority of the funding in opposition to the voucher plan.

Voucher supporters include the Republican leadership in the Utah State Legislature, Utah Governor Huntsman, several business and trade groups, and Parents for Choice in Education. "All Children Matter," a pro-voucher group based in Michigan, has for several years donated money to support legislative candidates who support vouchers. The Patrick Bryne family, the founders of Utah-based Overstock.com, contributed the majority of the funding for the campaign in favor of vouchers.

After the election, Bryne called the referendum a "statewide IQ test" that Utahns failed. ☉

Bill Boyle is editor and publisher of the San Juan Record in Monticello, Utah. He is also a member of the board of the San Juan School District, the Utah High School Activities Association and the High School Today Publications Committee.

STUDENT-ATHLETES INVITED TO JOIN THE SOUPER BOWL OF CARING TEAM

➡ Souper Bowl of Caring is a national youth movement that is transforming Super Bowl Weekend into a time of giving and serving, while fighting hunger and poverty in local communities. An estimated 140,000 youth participated in 2007, generating more than \$8 million for nonprofits nationwide. The project can be the effort of one classroom or student organization or a school-wide event.

Groups in schools across the country will participate in the Souper Bowl of Caring in the week leading up to Super Bowl Sunday (January 28-February 1, 2008). Participating schools will receive recognition as a National School of Caring, rights to use the associated logo, and a commemorative display-size certificate. Registered groups will receive a free Resource Kit that includes an owner's manual with step-by-step instructions, an educational DVD and more.

Students perform service projects and collect donations of money, canned goods and other items to benefit nonprofits in their communities that provide direct services to their neighbors in need. They report their totals to Souper Bowl of Caring, and donate 100 percent to the local organization of their choice.

Register today at www.souperbowl.org and make your school a National School of Caring. ☉

Negatives of Drug-testing

(continued from page 23)

the Association of Addiction Professionals to the National Education Association, have expressed numerous misgivings.

Drug-testing is arguably invasive and the collection of a specimen can be especially alienating to adolescents. Schools must ask students to disclose their private medical information regarding their prescription medications to try to control false positives, raising additional anxieties about breaches in confidentiality and false accusations.

Students (and their parents) may object to drug-testing based on principle, fear of humiliation, or a desire to avoid detection. Testing can, therefore, have the unanticipated effect of keeping students from participating in extracurricular activities – the very activities that provide supervision during the peak hours of adolescent drug use from 3 to 6 p.m., and which are likely to increase students' connection to caring adults at school. Of particular concern are students at the "margins" who have much to gain from participating in extracurricular activities. Drug-testing programs also punish those who test positive by suspending them from after-school activities at the very moment they need structure and engagement.

Testing may trigger oppositional behavior, such as trying to "beat" the test. The American Academy of Pediatrics warns that mandatory testing may inadvertently encourage more students to abuse alcohol – not included in many standard testing panels – or may motivate some drug-involved adolescents to switch to harder drugs that leave the system more quickly.

For its high price tag, testing is inefficient when it comes to detecting drug problems. Though it may provide a false sense of security among school officials and parents, testing detects only a tiny fraction of users and misses too many who might be in real trouble.

Linn Goldberg, lead researcher from Oregon Health and Science University, echoes these concerns: "Here's what I see is the big problem. If you put in drug-testing and you think it works, then you're not going to put anything else in. You're not going to care about anything else because you probably feel, 'We've taken care of it.' ... They're happy as can be that they think they've got just a wonderful program. In reality, kids are using just as many drugs and the administrators are walking around in their dream world."

Coaches and activity directors know all too well that we cannot afford to gamble our scarce resources on programs that may do more harm than good. After five years of going down this path, the Janesville School District in Wisconsin abandoned its random drug-testing program with a \$20,000 annual price tag because it failed to reduce drug use among students, particularly binge drinking. The Dublin School District in Ohio abandoned its \$35,000 drug-testing program and instead hired two full-time substance-abuse counselors. For most cash-strapped schools, even when a drug problem is detected there are often no qualified substance-abuse professionals on staff to appropriately handle the problem.

We would better serve our young people by facing the reality that there is no quick fix for the complex issues surrounding substance abuse. Random drug-testing, like the "Just Say No" approach, oversimplifies the complexities of life our teenagers face these days. Instead of investing in surveillance, we should spend our time and resources educating students through comprehensive, interactive and honest drug education with identification of, and assistance for, students whose lives are disrupted by substance use. ●

Jennifer Kern, a research associate at the Drug Policy Alliance, spearheads the New York-based group's campaign to provide parents, caregivers and educators with tools to oppose random student drug-testing in schools. She is co-author of *Making Sense of Student Drug Testing: Why Educators Are Saying No*. For more information see <www.drugpolicy.org> and <www.satefy1st.org>.

MISSION STATEMENT

➡ 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. ●

 **Free SAT/ACT**
eKnowledge
freedom to learn

*eKnowledge & NFL players
help you*
TACKLE
the SAT & ACT!

Free
\$200 PowerPrep™
Program

Over 60,000 sponsored programs shipped.
Valued over \$13,000,000.

How to Get Yours

1. Visit www.eknowledge.com/NFL
2. Enter Code **31b8607802**

sponsored by eKnowledge and the NFL players
represented by Victory Sports Group

Make plans to attend! You don't want to miss these awesome conferences!

AACCA

CONFERENCES '08

April 4-6, 2008 - MEMPHIS

April 11-13, 2008 - ST. LOUIS

April 25-27, 2008 - PHILADELPHIA

NATIONALLY RECOGNIZED SPEAKERS!

- AACCA certification
- NFHS Coach Education Program
- More classes and choices than ever
- Great locations

Call **800.533.6583** for more
information or visit www.aacca.org
to view schedules and Speaker Bios

EXTRA! EXTRA!

*This year, the conference is **PACKED** with
great material **AND** has many optional
add-ons to choose from!*

Sponsored by



National
Federation of
State High School
Associations

