APRIL 11

HighSchool TODAY™

THE VOICE OF EDUCATION-BASED ATHLETIC AND FINE ARTS ACTIVITIES

Addressing Budget Issues

Without Cutting Services



Legal Issues
Case addresses student electronic privacy issues

Student Events
Expectations of school's public-address announcer

Sportsmanship
Technology helps promote safety at high school games

A PUBLICATION OF THE NATIONAL FEDERATION OF STATE HIGH SCHOOL ASSOCIATIONS




Activities Other Than Sports Offered in Many States

BY ROBERT B. GARDNER, NFHS EXECUTIVE DIRECTOR, AND NINA VAN ERK, NFHS PRESIDENT

The tagline on our cover states that *High School Today* is "the voice of education-based athletic and fine arts programs." While high school sports often receives the lion's share of attention, there are more than four million students involved in other co-curricular activity programs who receive similar lifetime benefits.

Most of these individuals are competing on teams, vying for a state title and, like those students in high school sports, learning lifelong lessons that complement the academic lessons taught in the classroom.

In addition to its services on the athletics side, the NFHS has been a resource in the areas of speech, debate, music and theatre since the 1970s, when "Athletic" was dropped from the organization's title of National Federation of State High School Athletic Associations.

Among the services of the NFHS in the fine arts area is the organization's involvement in selecting the National High School Debate Topic each year. This year, high school students are debating the "Military Presence" topic, and in the last issue of *High School Today*, "Space" was announced as the 2011-12 debate topic.

The values of being a member of the school's debate team are as important as being a part of the football or basketball squad. Being a part of a team that works together to accomplish a goal is a tremendous benefit of high school activity programs – whether it is in the debate room, on stage with a choir or orchestra or on the football field or basketball court. Learning how to deal with "the thrill of victory and the agony of defeat" is an invaluable lesson learned in all of these settings.

Among the 51 NFHS-member associations (50 states plus the District of Columbia), 27 are "activity" associations, meaning they are involved in sponsoring statewide events other than athletics. And, in most of these states, opportunities for involvement go far beyond the "standard" offerings of speech, debate, music and theatre.

Chess, for instance, is offered in four states – Arizona, Arkansas, Illinois and New Mexico. Academic competition (Scholars Bowl, Scholastic Bowl) is a sponsored activity in nine states – Alaska, Illinois, Kansas, Missouri, Oklahoma, Rhode Island, Texas, Vermont and Virginia. Journalism is offered in a number of states, as is Student Council. Winter Guard is a part of state association programs in Arizona and Missouri, and science fair competition is held in Maine, New Mexico, Texas and Vermont.

New Mexico is the lone state involved with rodeo, and New Mexico and Wyoming are involved with Future Farmers of America competition. In addition, visual art is a part of the offerings in Alaska and Minnesota. Although it could fall on either side of the athletics/other activities ledger, Illinois lays claim to the nation's only bass fishing championship.

Although the other 24 NFHS member state associations govern athletics only, other organizations in those states are involved with directing activities such as speech, debate and music, so the opportunity for involvement in activity programs other than athletics exists in all states.

While performance in the classroom has to be the first priority for high school students, involvement in any of these activity programs can be a life-changing experience. In the February issue of *High School Today*, Janet Rubin offered 10 benefits of arts education.

Although some are similar to ones listed in "The Case for High School Activities" document published by the NFHS, such as better attendance, lower dropout rates, higher grade-point averages, improved self-esteem and self-confidence, and leveling the playing field for students from disadvantaged socioeconomic backgrounds, Rubin also noted the arts education improves academic and performance skills for children with learning disabilities, improves literacy skills, fosters motivation, creates empathy for and understanding of others, and improves oral and written communication skills.

While many adults in the business world today link their success to involvement in high school sports, others in position of leadership point to their experience in the arts or other activity programs as the springboard to the future. In addition to making sure that high school athletic programs stay afloat during tough economic times, we must keep the door open to all of these other opportunities for student involvement in activities.

Whether football or debate, lacrosse or journalism, cross country or chess, we must keep the doors of opportunity open for students to . . . **Take Part. Get Set For Life.**™ ⊙



The Final Crescendo

Competition from the 2010 Oregon School Activities Association Band/Orchestra State Championships.

Photograph provided by Northwest Sports Photography, Beaverton, Oregon.

Great Shot



HighSchool TODAY™ THE VOICE OF EDUCATION-BASED ATHLETIC AND FINE ARTS ACTIVITIES

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

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➲ COVER STORY

Addressing Budget Issues Without Cutting Services: Schools are employing a combination of transportation and contest modifications, along with increasing revenue, to offset budget cuts. – Jeff Lamb, CAA

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It All Started Here



Photo provided by Jaime M. Berdoza, athletic director of Carlsbad (New Mexico) High School.



Photo provided by Creative Commons Attribution 2.0 Generic, Wikipedia.org.

Cody Ross

Cody Ross was born December 23, 1980, in Portales, New Mexico, a city of approximately 12,000 and the location of Eastern New Mexico University.

Ross later moved to Carlsbad, New Mexico, where he played Class 5A baseball for the Carlsbad High School Cavemen and graduated in 1999.

Although a professional baseball career has panned out for Ross, his childhood dream was to be a rodeo clown, wanting such a career because his father was a professional bull rider.

Baseball distracted Ross from that dream, though. As a freshman, Ross was called up to the varsity team to hit during a midseason tournament against Roswell (New Mexico) Goddard High School. In his first at bat, he hit a home run, which his then-teammate Justin Estrada said went "over the fence, over the lights and over the road."

Three years and two state titles later, Ross earned national attention during his senior season. He hit .525 with 12 home runs and 45 runs-batted-in and also pitched a perfect game, which was enough to be named one of Baseball America's Second-Team High School All-Americans.

The Detroit Tigers drafted Ross in the fourth round of the 1999 Major League Baseball Draft. In the 11 seasons that followed, Ross was traded four times and eventually landed in right field for the San Francisco Giants.

The Giants won the World Series last year, and Ross was named MVP of the National League Championship Series before helping his team defeat the Texas Rangers in the league playoff's final series. In that NLCS against the Philadelphia Phillies, Ross hit .350 with three home runs, three doubles and five runs-batted-in. ⊙

For the Record

BASEBALL

Most Grand Slams, Career



Drew Henson

10	**Drew Henson**	(Brighton, MI), 1995-98
8	**Preston Wilson**	(Bamberg-Ehrhardt, SC), 1989-92
8	**Kyle Young**	(Greenville, IL), 1997-99
7	**Jordan Adams**	(Mason City Newman Catholic, IA), 2006-09
7	**Brad Wilson**	(Hiawassee Towns County, GA), 1986-89
7	**Scott Pickands**	(Oak Forest, IL), 1984-86

Source: 2011 National High School Sports Record Book. To view the Record Book, visit the NFHS Web site at **www.nfhs.org** and select "Publications" on the home page.

Top High School Performances

Two females start as baseball pitchers

On February 26 – in what is believed the first time ever in high school baseball – a game featured two girls as starting pitchers. **Marti Sementelli** started for Lake Balboa (California) Birmingham High School, and **Ghazaleh Sailors** started for Santa Barbara (California) San Marcos High School. Birmingham won the game, 6-1, thanks to Sementelli's first career complete game. Sailors, who began pitching at age 7, also had a hit to left-center field as a pinch-hitter in the seventh inning.

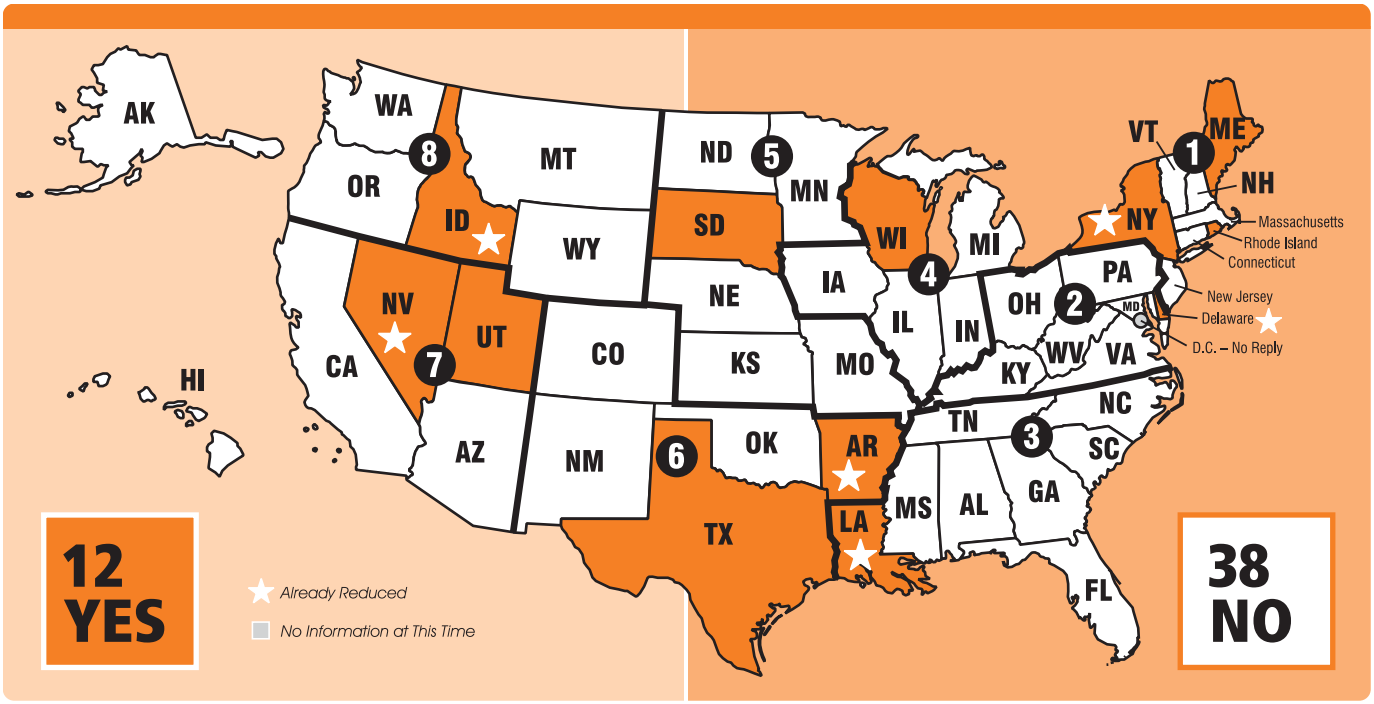
Softball player powers up to tie national record



During Bear Creek (North Carolina) Chatham Central's March 9 softball game against Denton (North Carolina) South Davidson High School, sophomore **Erin Sugg** stepped up to the plate at a pivotal moment in the game. The bases were loaded in the third inning with the score tied 1-1. Sugg came through, blasting a home run to give the Bears a 5-1 advantage. Later in the same inning, Sugg found herself in the same scenario with the bases loaded. And again, Sugg came through. Her second grand slam of the inning gave her team a 13-1 lead and tied Sugg for the national record with two grand slams in one inning. In addition, her eight runs-batted-in in the inning is the fourth-most all time.

Around the Nation

Question: Is your state considering reducing the number of allowable contests in sports/activities due to budget concerns?



Unusual Nicknames



Ord High School Chanticleers

As a bird, the **Chanticleer** is a rooster appearing in fables whose name is French for "sing clear." As a mascot, the Chanticleer is even more obscure, belonging to only two schools. Coastal Carolina University claims it as a mascot, as does **Ord (Nebraska) High School**. As the only high school to boast the mascot, Ord commonly refers to its athletic teams as the Chants. Its version depicts a menacing rooster with red and black colors.

The Chanticleer name can also mean a male vocal ensemble and has been used as a ship name for several boats in the United States Navy and British Royal Navy. ⊙

The Cost

TRACK HURDLES





High quality – $173

Economy type – $102

Hurdle dolly – $400 (holds 10 hurdles)

*These prices serve as approximate costs and are not intended to reflect any specific manufacturer's prices.

Top Five

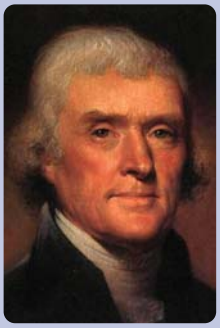
FAMOUS PEOPLE WHO PLAYED IN THEIR HIGH SCHOOL BANDS

Editor's Note: *Tim Christensen, a member of the High School Today Publications Committee from Oregon, provides his thoughts on the Top Five famous people who played in their high school bands. He says that many of today's leaders got their starts in the performing arts.*

In these times of ever-shrinking tax dollars, we often read that school districts are making drastic cuts to keep the doors open. Sadly, it seems that one area that often gets cut is the area of band/choir.

In honor of the world of high school music programs, we give you this month's "Top Five."







1. 66th U.S. Secretary of State Condoleezza Rice

We could all aspire to "Be Like Condy." An accomplished author, musician, politician and diplomat, Rice graduated from St. Mary's Academy in Cherry Hills Village, Colorado. Rice studied ballet and languages from age three, and she was an accomplished pianist who played in the Aspen Music Festival.

2. American Actor Meryl Streep

Streep, the most Academy Award-nominated actress, is regarded as perhaps the greatest living American actress. On her list of hit films are "Julie & Julia," "The Devil Wears Prada," "The Bridges of Madison County" and "Sophie's Choice."

She graduated from Benards High School in Benardsville, New Jersey. While at Benards, she played violin in the school orchestra and also starred in several school productions.

3. President Thomas Jefferson

A little bit of a stretch here as there is no record of Jefferson's high school music performances. Jefferson, who drafted the Declaration of Independence and was instrumental in finalizing the Louisiana Purchase, certainly would have been a star if "Glee" had been touring the area by wagon train: Jefferson played the cello, clavichord and violin.

4. American Actor Richard Gere

Gere, who is perhaps best known for his roles in "An Officer and a Gentleman" and "Pretty Woman," graduated from North Syracuse (New York) Central High School, where he played trumpet in the school band.

Gere also played Billy Flynn in the movie version of "Chicago." In the original filming, Gere played a trumpet solo that did not make the final cut of the movie.

5. President Bill Clinton

Clinton graduated from Hot Springs (Arkansas) High School, where he played saxophone in the school band. Many credit Clinton's walk-on performance playing his saxophone on the Arsenio Hall Show for influencing younger voters that the President of the United States could be cool. Clinton capitalized on that "coolness" to sweep to victory. ⊙

Addressing Budget Issues Without Cutting Services

BY JEFF LAMB, CAA

In light of the current budget crisis in schools across the country, some individuals have suggested that districts eliminate all high schools sports programs. The result, as we know, would be catastrophic. What can be done to ensure that this doesn't happen? How do schools defend their athletic programs and the inherent value of those programs?

If education-based school athletics and activity programs are going to survive, athletic directors and other school leaders must spend time protecting and defending their programs. At every opportunity, athletic directors, coaches and others must be prepared to share facts about the benefits of high school athletics. In that regard, following are some ideas:

- Use NFHS, NIAAA and state publications as well as the local newspaper to promote high school athletics.
- At the school's parent-athlete meetings, stress the challenges of providing an athletic program under the current financial crisis.
- Let the community know that the budget crisis could potentially mean eliminating lower-level teams and non-revenue producing sports.
- Explain the worst-case scenario of dropping all athletic teams if funds are not available.

If the budget crunch hasn't hit in your school district, cuts are undoubtedly on the way. Schools nationwide are trying to keep these important and vital programs alive despite the loss of district funds.

In some cases, however, schools have had to eliminate athletics altogether, although these still rare occurrences. Others have eliminated sports that are non-revenue producing, or reduced or eliminated lower-level teams. Some schools have cut or reduced coaching stipends or eliminated assistant coaches.

TRANSPORTATION MODIFICATIONS

Certainly, these are worst-case scenarios and only done when all



else fails. One area where schools have been able to reduce expenses and keep programs alive is transportation, which is one of the biggest expense items for high school athletic departments. Following are some ways that schools across the country are cutting transportation costs.

- Charging a transportation fee per sport, although this is illegal for public schools in California.
- No transportation provided to any contests. Students are responsible for getting to and from contests themselves. This, obviously, could amount to huge savings, but it also could place school districts in a liability situation if anything should happen.
- No transportation to weekend games.
- One-way buses. Schools, when playing in reasonable proximity to their home school, only transport players to the game; parents are asked to pick up their athletes after the game.
- Double up softball and baseball games to save on transportation costs.
- Set a mileage limit for non-league away contests whenever possible.
- Combine busing with two or more sports teams on the same bus going to different locations but in similar directions.
- Use of charter buses. In some cases, these are less expensive than school buses because charters are looking for business.
- Transport varsity, junior varsity and freshman teams on the same bus.
- Rent vans for teams. Companies can give government rate, which is very good and includes insurance.
- Have parents drive students to contests. Parents must submit driver form/affidavit accepting full responsibility and attach proof of driver's license and a minimum level of required insurance.
- Have parents sign permission forms for their sons or daughters to ride in private cars.

CONTEST MODIFICATIONS

Some state associations have reduced the maximum number of contests that schools can play in particular sports in a given year. (See the Around the Nation map on page 7.) In other states, the decision to reduce the number contests has been made at the school level.

Reducing the number of contests reduces costs for transportation and officials. While some schools have cut the allowable number of athletic contests for all levels, some have limited the reductions to freshman and junior varsity teams. Other schools are scheduling games on weekends to reduce transportation costs.

Other ideas related to contest modifications include:

- Having varsity leagues with only five to six schools.
  - Play in close geographical proximity
  - Traditional double round-robin
  - League model is more sustainable in terms of officials, travel and cost of mandatory league contests
- Having teams play only three to four preseason games.
- Having only one to two tournaments to create diverse competition.
- Reducing all sports to a season total of 14 or 15 contests.
- Having a league schedule with only one contest a week like football.

INCREASING REVENUE

Instead of making cuts, some schools have increased their revenue through a variety of methods. "Pay to Play" programs have continued to evolve across the nation as more schools are faced with



no other option. Many schools have been successful with this process when the alternatives and facts have been presented to the parents. Fees from $50 to $200 per player, per sport are standard. Through this process, some programs will gain about $170,000.

The possibilities for raising additional funds for the athletic program are limitless. Following are a few suggestions offered by schools across the country.

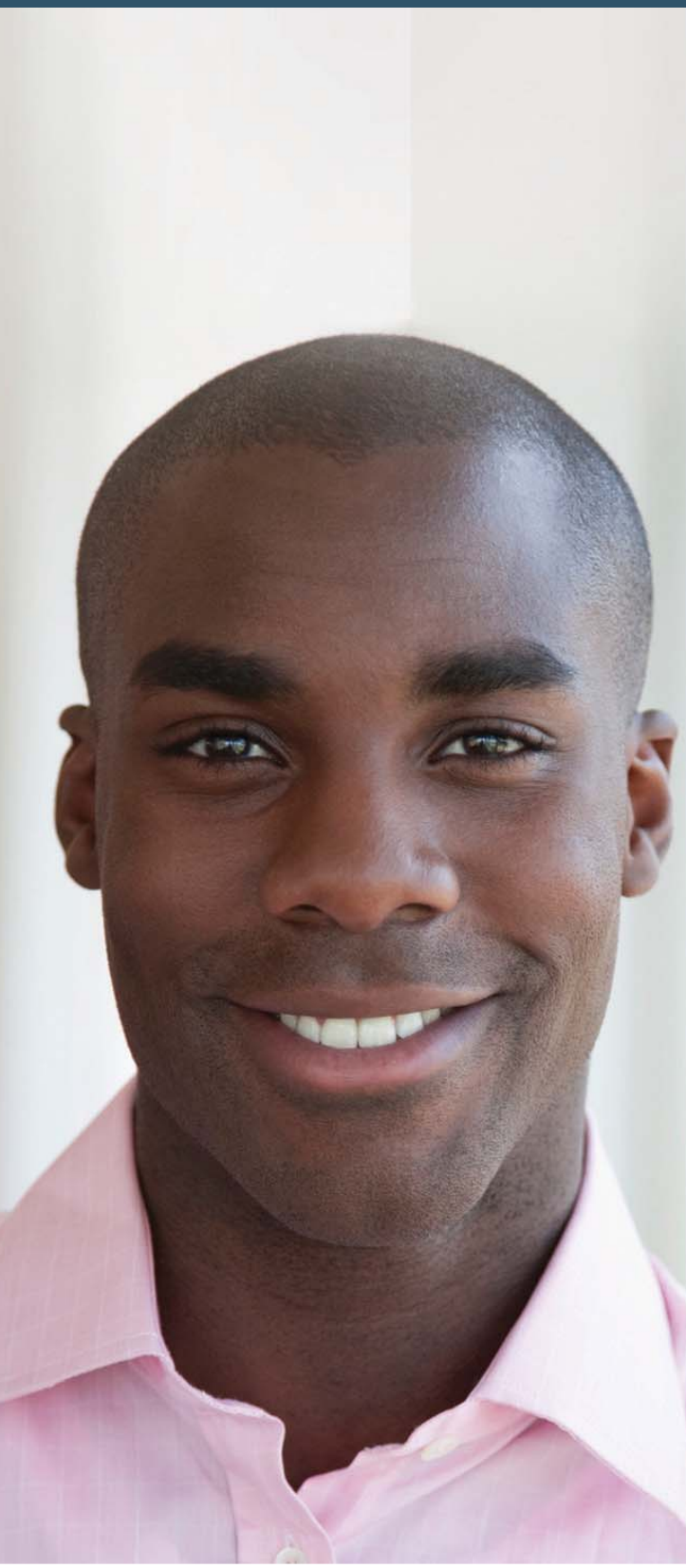
- Have booster clubs (501(c)(3) nonprofit organization) register on the Web site – www.networkforgood.org. This site allows for Individuals to make online donations and can link to the school's athletic Web site.
- Enlist corporations for development money.
  - Most corporations have money set aside to help support non-profit organizations.
  - Parents may know individuals in these companies.
- Start a High School Athletic Foundation (estimated $60,000 to $150,000 a year).
- Start an Athletic Booster Club.
  - Membership levels: $50, $100, $250, $500, $1,000, $2,500 (lifetime pass)
- Create an Endowment Plan for Athletics.
- Develop an Alumni Support Group to help with donations.
  - Contact alumni through Twitter or Facebook, as well as a bulk mailing.
  - Create an Alumni Pass for $10 (admission to all home games). These individuals may become future booster club members.
- Sell sponsorship signage on field and gym.
- Create an arrangement with a local Officials Association. Officials could use school classrooms for meetings and pay the school by covering the school's travel fees for officials.
- Allow food in gym during volleyball, basketball and wrestling events.
- Request that the site rental fees benefit the athletic program.
- Require groups that rent high school facilities to donate equipment, such as soccer nets, corner flags, balls.
- Host a golf tournament, which has the potential to generate $6,000 to $11,000 a year.
- Use an outside poster company – $3,000 a year.
- Have the booster club generate programs for each of the sport seasons.
- Host tournaments in various sports – volleyball, basketball, soccer, baseball, softball.
- Have teams fundraisers (car washes, magazine sales, cookie dough, etc.).
- Have a Taco Night.
- Host a Dance Festival competition or performances with a local group.
- Request the Athletic Booster Club to pay for all uniforms and awards.
- Organize Summer Camps/Youth Camps. Coaches receive 70 percent of proceeds, and the school receives the other 30 percent.
- Provide shooting clinics during spring break in boys basketball and girls basketball.
- Charge for reserved parking.
- Charge for reserved seating.
- Charge for alumni games.
- Sell merchandise – T-Shirts, hats and sweatshirts.
- Host a Powder Puff Football game and charge admission.
- Organize a pasta feed or fundraising dinners.
- Sell Varsity Gold Cards (discount cards) for each sport.
- Have a Poker/Casino Night.
- Host an annual Sports Hall of Fame Dinner.
- Offer online driver's education classes, in conjunction with an online driver's education company, on the school's athletic Web site, with the athletic department receiving a percentage of the revenue.
- Sell fireworks for July 4. Some schools have been able to raise $12,000 through this method alone.
- Sell Christmas trees. Some schools have made more than $20,000 in one year through this fundraising plan.
- Have Booster Club sell E-scripts.
  - Take part in an annual schoolwide auction. After eight years, an auction is now bringing one school $35,000 to $40,000 each year for athletics. It requires lots of work, but this can be a great community builder as well as money-maker. An event such as this requires four to five months of planning and should be promoted and advertised through every avenue.

Whatever measures schools use to address their financial situation, adjustments are necessary for high school athletics to survive. Through better planning, modifications and creative revenue-producing ideas, schools can and will be able to provide athletic opportunities for their student-athletes. Athletics educates and provides life lessons that cannot be taught in our classrooms. It is of the utmost importance that we do our best to continue to provide athletics in our schools where our core educational values can be supported. ⊙

Jeff Lamb, CAA, is athletic director and head varsity volleyball coach at Milpitas (California) High School. Lamb led a workshop on this topic at the recent National Athletic Directors Conference in Orlando. He is immediate past president of the California State Athletic Directors Association. Lamb can be reached at jlamb@musd.org.

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'WebcamGate' Case Addresses Student Electronic Privacy Issues

BY LEE GREEN

Student Electronic Privacy Issues

Imagine a high school student sitting at his family's dining room table in the evening working on his homework. Unknown to the student, the Webcam built into the laptop computer on which he is typing is covertly snapping photographs of him and other family members in the privacy of their home. Spyware embedded in a part of the computer's hard drive inaccessible to the student is also recording screenshots – pictures of whatever is displayed on the computer's screen, including images of Web sites being visited by the student, writings being edited by the student in word processing programs, artwork being created by the student in desktop publishing programs, and other variations of analytical or creative work being performed by the student using software for spreadsheets, databases or presentations.

Imagine a high school student sitting in her bedroom late at night, doing some online research on her laptop for a school project, with the computer's Webcam secretly snapping pictures of her in a state of partial undress in the privacy of her own room. Spyware is recording the Internet Protocol (IP) address where the laptop is being used, along with the content of e-mails and instant messages being sent by the student, social media postings by the student on sites such as Facebook and Twitter, and playlists of all the music, movies and podcasts downloaded by the student.

Imagine, in both of the above scenarios, real-time transmission of all gathered information from the individual computers to a server being used by a school district where the images and data would be stored and available for review by school administrators. Following transmission, the spyware erases all evidence that the information has been gathered and forwarded so that even the most computer-savvy of students would not realize they were being clandestinely monitored.

The WebcamGate Court Case

A lawsuit resolved in the fall of 2010 in U.S. District Court for the Eastern District of Pennsylvania, *Robbins v. Lower Merion School District*, addressed such electronic privacy issues. In February 2010, Blake Robbins, a junior at Lower Merion High School, filed a lawsuit against the school, district and district personnel after being confronted by school administrators in possession of more than 200 photos showing him in his bedroom in his family's home – images obtained using the Webcam on his school-issued laptop computer. According to the suit, Robbins had been summoned to a vice principal's office and accused of taking illegal pills, the evidence being the Webcam pictures of him sitting in front of his laptop in his bedroom while ingesting the alleged contraband – a mistaken assumption, the school soon concluded, when it was discovered that the "pills" he had been taking were pieces of *Mike and Ike* candy on which he had been snacking while doing homework.

The district had not informed the 2,300-plus students at its two high schools who had been issued laptops, or their parents, that remote activation and tracking software had been loaded onto each computer that would allow secret activation of each laptop's Webcam, along with the capability for screenshot capture and monitoring of all other uses of the computers by each student. In its written response to the suit, the district argued that its only purpose for installing the spyware on the laptops was to track and recover computers that were either stolen or misplaced and that Robbins had impermissibly taken his laptop home before paying a required insurance fee that was a condition of its issuance.

Jalil Hasan, another student at the school, soon joined the suit after discovering that pictures had also been covertly taken of him in his bedroom at home, also via the camera built into his school-issued computer. The discovery phase of the lawsuit revealed that in total, 56,000 images of 40 students had been obtained by the district, along with extensive additional information regarding the uses of and content created by those students on their computers. Over the course of the two years in which the monitoring system had been in place in the Lower Merion School District, the covert surveillance methods had been helpful in locating a handful of stolen and misplaced laptops, but the vast majority of the pictures taken and data captured were in situations where students were properly using the laptops which had been provided to them by the school.



Legal Standards

On October 12, 2010, the federal court approved a settlement in which the Lower Merion School District agreed to pay $610,000 to resolve the lawsuits by Robbins and Hasan. The terms of the agreement stipulated that $175,000 is to be paid to Robbins, $10,000 to Hasan, and $425,000 to their attorney.

The most important ramification of the case for school districts across the country and school administrators responsible for developing policies related to student electronic privacy is the language of the permanent injunction issued against Lower Merion School District by the federal court at the time it approved the financial settlement. The court order makes it clear that, even though the case never went to trial, the federal court considers the use of spyware technology under the circumstances of the Robbins case to be an impermissible invasion of student privacy rights by schools.

In the five-page court order establishing the permanent injunction (available full-text at *http://docs.justia.com/cases*), U.S. District Judge Jan E. DuBois imposed the following stipulations on the Lower Merion School District (LMSD):

- LMSD is permanently enjoined from remotely activating Webcams on laptop computers issued by the LMSD to its students.
- LMSD is permanently enjoined from purchasing any software, hardware or other technology that allows for the remote activation of Webcams on student laptops or the remote monitoring of audio or video from student laptops.
- LMSD is permanently enjoined from remotely capturing, or causing to be captured, screenshots of student laptops.
- LMSD may implement a technological alternative to track student laptops that are reported by the student or his or her parent or guardian as lost or stolen.
- LMSD is permanently enjoined from accessing or reviewing any student-created files contained on student laptops (including, but not limited to, documents, e-mails, instant messaging records, photographs, Internet usage logs, and Web-browsing histories).
- LMSD shall prepare and adopt official policies governing the distribution, maintenance and permissible uses of student laptops; the privacy of student data in such laptops; the training of district personnel with respect to student laptops and privacy; and the administration, oversight and enforcement of such policies.

The permanent injunction does allow the LMSD, in certain limited circumstances, to access and review files on student laptops in order to ensure that students are not impermissibly using the laptops in violation of school policy (consult the full-text ruling for details regarding the criteria necessary to justify school access to and review of files on the computers). However, the district is required to explain to and obtain written consent of students and parents or guardians with respect to the situations in which such reviews will take place.

In addition to the financial settlement and permanent injunction in the civil lawsuit, the FBI, the U.S. Attorney's Office, and the Montgomery County (PA) District Attorney's Office conducted a joint investigation regarding whether the LMSD had broken any federal or state criminal laws. Although prosecution of district personnel under criminal wiretapping laws might have been possible, the decision was made not to seek such indictments because of insufficient evidence "that would establish beyond a reasonable doubt that anyone involved had criminal intent in the matter."

On March 29, 2010, the Senate Judiciary Subcommittee on Crime and Drugs held a hearing on the invasion of privacy issues related to the monitoring of school-issued computers, following which on April 12, 2010 legislation was introduced in the U.S. Senate to amend the Federal Wiretap Act to criminalize the use of laptop Webcams for covert surveillance.

Both the criminal investigation and the legislative action arising from the Robbins situation reinforce for school administrators the standard of practice that, although the right of districts to engage in limited invasions of student privacy through on-school-premises searches of lockers, backpacks, automobiles and the like has been upheld by courts, invasions of the electronic privacy rights of students may be far more problematic. ⊙

Lee Green is an attorney and a professor at Baker University in Baldwin City, Kansas, where he teaches courses in sports law, business law and constitutional law. He is a member of the High School Today Publications Committee. He may be contacted at *Lee.Green@BakerU.Edu*.

Expectations of the High School Public-address Announcer

BY JEFF KURTZ

Picture this. You have just settled into your seat at your local high school gymnasium. Dressed in school colors, you are ready to support and cheer for your hometown kids as they face their crosstown rivals in a Friday night basketball game.

Suddenly, you are jolted out of your relaxed state by a screaming, ranting, rafter-vibrating voice exhorting you to "Get up on your feet and make some noise." By the time your heart rate returns to normal sinus rhythm, you have been subjected to a cacophony of music, lyrics and high-volume vocal "entertainment" that just doesn't seem to be appropriate for this environment. And it doesn't stop.

The public-address announcer continues to "push the needle to the limit" as we say in the sound business, mimicking what he or she has heard at most NBA and college games – a never-ending surplus of noise, with the louder the better. For those of us who live and work in the world of interscholastic athletics, however, this is really not appropriate.

As the venerable, late, great New York Yankees public-address announcer Bob Sheppard once said, "A P.A. announcer is not a cheerleader, or a circus barker or a hometown screecher – he is a reporter." Sheppard was the master of keeping it short and simple. His voice and delivery commanded respect and there was never any "listen to me" kind of attitude in anything he said over the microphone. Bob Sheppard was the consummate public-address announcer.

That definition and expectations of a public-address announcer have been lost somewhere in a marketing/promotion department's vision of "the game experience." And while all that screaming and hollering and amplifier-induced "enjoyment of the game" may be fine for the NBA or WWE events, when it trickles down to the interscholastic sports level our kids (student-athletes) are lost in the noisy shuffle and our fans are subjected to an experience that is anything but sportsmanlike and appropriate for this level.

The National Association of Sports Public Address Announcers (NASPAA) has provided clear expectations in its code of conduct regarding what a public-address announcer should and should not do when working at the high school level, which appears on its Web site at www.naspaa.net.



First and foremost, the role of the public-address announcer is to provide pertinent information in a timely manner and to do it professionally. This doesn't mean screaming at the top of your lungs when introducing the home team's starting lineup or every time a player on your team scores a basket – as if you don't have a microphone and all of your listeners are at least 100 yards away!

From a purely professional perspective, announcers should not attempt to be bigger than the game by doing play-by-play or providing commentary in an effort to draw attention to themselves. Haven't we all been at a high school game where the public-address announcer thinks he or she is auditioning for a reality TV show and is the source of the entertainment? At the high school level, the entertainment should be our student-athletes, band and cheerleaders!

Announcers should promote good sportsmanship by what they say and how they act because sportsmanship is the cornerstone of high school sports.

In addition to how they act on the microphone, announcers should be competent, prepared and professional in the way they

represent their schools, teams and sports. After all, they are an extension of the school and the program.

Regrettably, many announcers feel that one of their duties is to be a "homer." Some are over the top – screaming and yelling – while trying to incite the crowd or cheerleaders. At the high school level, this is totally unacceptable. The responsibility for exciting the crowd belongs to the players, cheerleaders, band, dance squad and mascot. Allowing an announcer to use his/her position to try to gain an advantage for the home team clearly demonstrates the wrong expectations for interscholastic athletics.

Athletic directors and state high school associations can play key roles in raising the level of professionalism of public-address announcing by setting standards for their announcers. Most state high school associations have expectations or guidelines for announcing their state championships, which should serve as the model for all regular-season games and events.



Athletic directors would be well-served to take their state association's public-address announcing guidelines and expectations to heart and incorporate them into the expectations for their own public-address announcers. Prior to the season, athletic directors should make it a point to meet with their announcers to establish and review those guidelines and expectations that serve as part of the job description for public-address announcers. Everyone who has a job has a job description, which provides them with a clear understanding of what they are to do and what the expectations are. This should be no different for public-address announcers.

Athletic directors who have taken the National Interscholastic Athletic Administrators Association's Leadership Training Course on game/event announcing have a much better understanding of what they need to do to improve the announcing at their schools. An area that is addressed extensively is the need for state high school associations and athletic directors to set expectations for public-address announcing.

Public-address announcers play a key role in administering high school athletic contests and events. Their voice is the primary – and often only – voice that is heard at those contests and events. That is why training, education and having access to professional development is so important. Are your announcers familiar with the school's emergency plan? Does it cover all possible emergency situations? Are they prepared to help execute the plan? From a risk-minimization standpoint, public-address announcers must be prepared for emergencies.

To this end, NASPAA provides an online public-address announcer's certification course. Recognizing that the majority of the nation's high school public-address announcers have had little or no training or education, NASPAA produced the course to provide all public-address announcers access to professional development.

The support of the NFHS, which is an affiliate member of NASPAA, in promoting the NASPAA Public-address Announcers Online Certification Course and membership in NASPAA will go a long way toward raising the quality of our sports public-address announcers and significantly increasing consistency and national uniformity. After all, there's more to being a public-address announcer than just having a good voice! ⊙

Jeff Kurtz, athletic director at Hudson (Ohio) Middle School and assistant athletic director at Hudson (Ohio) High School, is a veteran public-address announcer with more than 30 years of high school, college and professional sports to his credit. He has served as the primary public-address announcer for athletics at his alma mater – Kent State University – since 1980. In addition, he serves as the press box media announcer for the Cleveland Browns and has also worked as a public-address announcer for the Cleveland Indians. He is a member of the NASPAA Board of Directors and serves on the NIAAA's Leadership Training Faculty.

Performing with Understanding, Teaching with Intention – A Primer for Music Teachers and Administrators

BY LAURA K. SINDBERG, Ph.D.

"When you understand the music, you can play it better, just because you understand what is going on…" (Melissa, band student, excerpted from Sindberg, 2006, p. 1)

Teachers in the ensemble setting are masterful in achieving performance excellence. Many initiatives have been introduced to broaden the musical experience beyond technical proficiency, including the Comprehensive Musicianship through Performance (CMP) model for planning instruction. CMP is a distinct model for planning instruction that goes beyond technical skill development to other areas of musical understanding, by presenting ideas designed to encourage a more student-centered culture in the ensemble setting.

CMP is a planning model that contains five discrete points that facilitate an intentional approach to teaching in band, choir and orchestra. The planning points include music selection, analysis, outcomes, strategies and assessment. Using a composition selected by the teacher, the teacher moves through each point of the model and develops a teaching plan that details what will be taught and how. **Brief descriptions of each point of the CMP model are provided following Figure 1, a depiction of the CMP model.**

Figure 1: the CMP Model (WMEA, 1977)



- **Selecting quality music.** The repertoire forms the basis of our curriculum in high school bands, choirs and orchestras. It is imperative that teachers select out music that offers meaningful learning opportunities for students.
- **Analyzing the music to discover what it might "teach."** If a teacher selects a Bach Brandenberg concerto (original or a quality arrangement by Merle Isaacs), he or she will discover the overall form, harmonic organization and motivic development of this well-known Baroque work; this information will lead to the construction of outcomes and strategies. Students can also participate in the analysis of music as part of their study.
- **Writing outcomes or learning goals based on the music being studied.** These outcomes go beyond skill development to including the knowledge and the affective domain of the musical experience. Affective outcomes set CMP aside from other forms of comprehensive musicianship, and address feeling aspects of the musical experience.
- **Creating teaching strategies that help students achieve those outcomes.** These strategies should engage students through varied musician-like activities, such as composing, improvising, analyzing music and evaluating performances. Having students use a VENN diagram to compare two different musical examples, for instance, is one way to help in the development of critical listening skills.
- **Devising assessment tasks to see if students are learning what the teacher is teaching.** While most teachers work diligently to observe and evaluate student learning, observation reveals only a portion of what students are actually learning. Assessment tasks can and should actively involve students – the CMP model helps teachers develop effective assessment tasks. For example, as an ensemble rehearses a particular piece, students can offer their evaluations of what is going well and what needs work. This information guides the planning process.

The teacher takes responsibility for crafting a CMP teaching plan and implementing that plan over several weeks (a typical concert cycle). Successful implementation of a CMP teaching plan calls for balancing that plan among the many events that constitute the high

school ensemble, particularly performance expectations. While the process of writing a teaching plan may seem arduous, the benefits of seeing students understand the music they are performing make the investment worthwhile. In addition, several resources are available to assist teachers in their work.

In the context of a classroom in which teachers implement the CMP model, one sees varied activities, many of which are student-centered. As an example, students rehearsing the *Stars and Stripes Forever* for part of their study may research the role of John Philip Sousa in American music history. They could compare this march with other musical forms, or they may examine aspects of the *Stars and Stripes Forever* that evoke patriotism and what their particular perception of patriotism looks like. This work would be undertaken in addition to the pursuit of performing the work at a high musical level.

Three distinct benefits to employing CMP are described. Two go beyond the individual teacher's classroom and one comes from the student. These are only some of the examples of positive effects of using CMP in the ensemble setting.

First, the use of a planning model such as CMP forwards not only musical understanding in band, choir and orchestra, it also facilitates a more collaborative culture across the entire music department. Rather than thinking of themselves as strictly choir directors, CMP promotes a broader label of *music teacher*. This more holistic perspective also is a positive example for students as they see their teachers working together to plan curriculum.

Second, CMP fits comfortably within standards-based curricula. District, state and national standards identify the knowledge and skills that are to be mastered by all students by the end of a grade level or grade band, help define the requirements for course credit and graduation from high school, and guide educators in the adoption and design of curricula.

Finally, the experience for students in a classroom where teachers use the CMP model illustrates its value from the perspective of Kyle, one such student:

"When we first started reading the music, I think I just expected the typical two or three folk songs that would kind of just get us through the concert, not be our centerpiece. As it turned out, this was obviously not the case. English Folk Song Suite turned out to be a very interesting piece. The project we did really helped to better understand the piece as a whole." (Sindberg, 2006, p. 236)

The ideas forwarded by CMP are not newly invented. Outcomes, strategies and assessment are components of good teaching practices. The idea of analyzing music is part of music teacher preparation. What CMP does, however, is combine those components with the individual teacher's knowledge base in relation to pedagogy, content and experience to create a meaningful, rich and lasting musical experience for students in band, choir and orchestra.

Amidst increasing evidence that points to the importance of music and arts education (Pink, 2006), administrators are called to support professional development for all teachers, and the CMP model provides an opportunity for teachers to teach with intention. ⊙

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Dr. Laura Sindberg is assistant professor of music education at the University of Minnesota and Chair of the Wisconsin CMP Project. For more information, contact Sindberg at lsindber@umn.edu.

SPEECH, DEBATE AND THEATRE EDUCATOR AWARDS

➲ The NFHS Speech, Debate and Theatre Association has selected 17 individuals to receive the 2010-11 Outstanding Speech, Debate and Theatre Educator Awards.

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

For complete biographical information on this year's Speech-Theatre-Debate Educator Award winners, visit the NFHS Web site at <**www.nfhs.org/hstoday**>.

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

SECTION WINNERS

Section 2 – Ronald Richards, VA
Section 3 – Stacy Howell, MS
Section 4 – Tara Tate, IL
Section 5 – Rebecca Pierce, MO
Section 6 – Eloise Weisinger Blair, TX
Section 7 – Elizabeth Clarke, AZ
Section 8 – Tracy Harrison, ID

STATE WINNERS

Brother Dennis Gunn – Mississippi
Terry Coleman – Iowa
Matt Rund – Indiana
Kirstin Carolin – Michigan
Leo Kallis – South Dakota
Roxy Janke – Minnesota
Christine Adams – Missouri
Martin Glendinning – Oklahoma
Mike Shackelford – Utah
June Gerst – Oregon

Student Sacrifices Spot on Team with Others in Mind

BY STEVEN PEEK



"It reminds me of why we have activities for our students and the benefit of those endeavors."

Kori Hall, far left, with classmates at Rolla (Kansas) Senior High School.

Would you sacrifice a spot you earned on a team that had just qualified for regionals?

Kori Hall, a sophomore at Rolla (Kansas) Senior High School, did just that with her spot on the high school's Scholars' Bowl varsity team, which eventually went on to win its 10th Kansas State High School Activities Association Class 1A Division I State Championship in February.

"My daughter has been blessed with a servant's heart," said Kori's mother, Kris Hall, who is also the team's head coach. "Her decision was very much in line with her character. It didn't surprise me at all."

Why would Kori have given up her spot?

Hall earned the last of six spots when her qualification exam put her a few points better than another student, Trevor McGuire, a sophomore who happens to be autistic.

Hall gave her spot to McGuire, stating that his hard work that year had made him more deserving of the spot on the team. Hall also said she had previous opportunities for success in volleyball and basketball, and she wanted to let him have his "shot" at the Scholars' Bowl.

"I can't express how proud I was of her at that moment," Kris Hall said. "She had thought it through and told me Trevor would make a better team member because she still had basketball practices, and Trevor could devote more time to practicing Scholars' Bowl.

"Then she told me, 'Mom, you don't know how much this means to him.' That was powerful."

When the coaches and Kori told McGuire that he'd be competing with the team for the remainder of the season, McGuire was reluctant to take the spot that Kori had earned.

"Kori is my friend," McGuire said. "I felt kind of upset because I didn't want her to feel badly for giving up her spot on the team."

But assistant coach Mary Courtney told him that Kori was giving "a gift from her heart" and that he should accept it and should start practicing for regionals.

"I am so proud of this young man, but also the young lady who gave up her spot for the better cause," Rolla Principal Stuart Sutton said. "It reminds me of why we have activities for our students and the benefit of those endeavors."

McGuire competed as the team's alternate. He answered all the questions he attempted at regionals, and answered three questions during half of the matches at the state competition.

One of those three correct answers came at a crucial time during the final match against Ashland High School.

"We all studied very hard on our question packets," McGuire said. "It was not easy, but it was worth the effort."

McGuire also handled the pressure of competitions well. Trevor's mother, Sharna, said that the intensity in the competition rooms is amazing and that Trevor's father, Henry, could no longer sit and watch at one point.

"I think he about broke his chair in half from gripping it so hard while watching a tiebreak round," she said.

Rolla had lost its first round of play during the state competition, but finished the day by winning the next nine rounds.

"I had never been to regionals, let alone state, and I had been on Scholars' Bowl for four years," Trevor said. "When they announced Rolla as state champions, I thought 'oh my stars, I don't believe it.'"

Sharna McGuire said she still begins to cry when she thinks back on the situation or speaks about it for too long.

"The thought of Kori's kindness and selfless act toward my Trevor just blew me away and still does," she said. "This particular act of kindness is not something you hear of very often. I don't think she or anyone will ever understand the full degree of the positive impact she has made in Trevor's life and in our lives as parents of an autistic young man."

After the Rolla Scholars' Bowl team won its state title and returned to school the following week, Kori Hall displayed her most telling sign of selflessness.

"I watched her face as the team was congratulated the Monday after the state tournament," Kris Hall said. "There was not a hint of sorrow there – she was so proud of the team. ⊙

"That was a true display of sportsmanship."

Steven Peek is the NFHS Publications/Communications Department's intern for the spring of 2011. He is a senior studying journalism and history at Butler (Indiana) University.

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The National Strength and Conditioning Association (NSCA) and the President's Council on Fitness, Sports and Nutrition have teamed up to honor excellence in high school strength and conditioning programs, supervision, education, and facilities.

Shellie Pfohl, Executive Director of the President's Council on Fitness, Sports and Nutrition, flanked by the 2010 Strength of America Award recipients, from left: Steve Szymkowiak, Homewood-Flossmoor HS (Ill.); Mike Nitka, Muskego HS (Wis.); Bob Tim, Widefield HS (Colo.); and Patrick McHenry, Castle View HS (Colo.).

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Supervision and Risk Management of Off-campus Events

BY DR. DAVID HOCH, CMAA

Wherever schools host an athletic contest, it is important that plans for supervision and risk management are done ahead of time. Emergency plans need to be in place, and the school leadership team needs to do everything to ensure a safe environment for the athletes and fans. This process is even more important when schools host off-campus events, whether they are contests or practice sessions.

As athletic programs have expanded and new teams have been added, facilities may not be readily available at existing schools. In addition, some buildings were also built prior to the implementation of Title IX, and with the accommodations that had to be made over the years, there is simply no more room. The use of community or shared facilities may be the only solution.

With off-campus use, there has to be a heightened awareness, considerations and planning involved for supervision and risk management. Coaches and teams may not have all of the easily available equipment, supplies and support that they would normally have at the school. Therefore, all details have to be reviewed and covered.

If a coach or team member forgets something prior to a contest or practice session at school, they can usually run into the locker room or equipment room to retrieve it. This isn't possible when the team is off-campus.

Following are some things to consider when using off-campus facilities:

1. Make sure that you prepare an emergency plan for each venue. These plans should already be in place for your campus facilities and they should provide a good starting point and example for any off-campus location.
2. Prepare checklists for all coaches who will be using off-campus facilities. It is important that ice, water, first-aid supplies, team equipment and everything necessary for a practice session or game are present.
3. Remind coaches when using off-campus facilities that the inspection of the playing surface is even more important than when using a school venue. Other groups or vandalism could have created problems that often do not exist on-campus. Vigilance is extremely important.
4. Pay attention to changing weather conditions such as thundershowers and lightning. You probably will not have readily accessible locker rooms or shelters for your teams, and a decision to stop practice or a game may have to be made sooner.
5. Always let everyone possible know where the team will be on any given day. This list should include the secretaries in the main office, school resource office, athletic trainer and anyone else who might be helpful in case of an emergency.
6. Schedule school buses, vans or bonded carriers in order to transport your coaches and team to off-campus venues. For both legs of the trip, attendance has to be taken using a team roster, including team managers and scorekeepers. The daily forms need to be kept on file.
7. Make sure that a coach, student manager, athletic trainer or someone else at the site has a cell phone. While your emergency plan may include all of the instructions and procedures to follow, you can't send a team manager into the school if there is a problem. Be prepared!
8. Don't forget to provide your opponents with directions to your off-campus location. Review what amenities – such as water, lavatories and shelter – are or aren't available so that they will be prepared. This reminder should be sent each year, because there may have been a change in the coaching staff or athletic director.
9. Coordinate security coverage with municipal agencies for all gate-producing events at off-campus venues. Your planning efforts will also have to include securing game workers – ticket sellers, announcers and chain crew – and



providing them with any specific directions due to the different facility. You will also want to think through a system for extra change and supplies for your ticket booth.

Special consideration and planning needs to be employed with a sport such as cross country or track in which groups of runners may leave campus to run on roads surrounding the school or in the community park. The coach should plan the routes daily and give the runners a simple map or directions to carry with them.

If possible, a coach should travel along the route in a car in order to monitor the runners. It is especially important to review the safety procedures with your athletes. This would include running while facing traffic and remaining in a single file along the side or apron of the road.

Remind the runners that when running on a road, headphones are not acceptable. It is vital that the athletes be aware of traffic at all times and it is also a good idea to consider asking one in the group to carry a cell phone. Always pair up runners so that no one is out alone on the roadway.

While your golf matches will take place on a course that will have a clubhouse and phone access, safety and risk management aspects need to be in place and considered for practice sessions. It is possible that your golf team may on occasion use a driving range or field at a park. The coach and athletes have to also be prepared for any emergency.

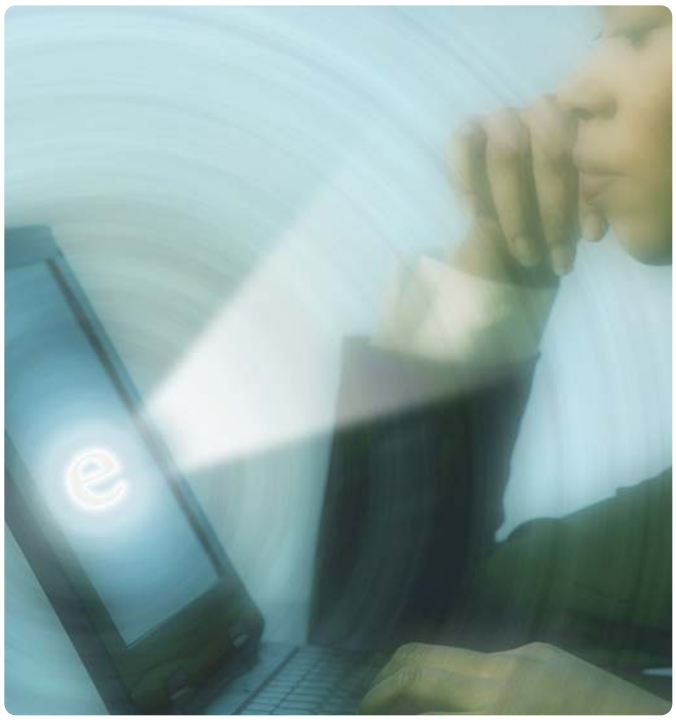
Finally, supervision and risk management aspects must be paramount for any off-campus events. It is also important to remind your athletes and your coaches that they are guests. In the truest sense, your coaches and athletes are ambassadors for your school. Their appearance, behavior and language are also under scrutiny and always needs to be positive.

Preparation and careful planning can ensure a very positive experience for your teams at off-campus venues. Where did you say that game was being played? ⊙

Dr. David Hoch recently retired as the athletic director at Loch Raven High School in Towson, Maryland (Baltimore County). He assumed this position in 2003 after nine years as director of athletics at Eastern Technological High School in Baltimore County. He has 24 years experience coaching basketball, including 14 years on the collegiate level. Hoch, who has a doctorate in sports management from Temple University, is past president of the Maryland State Athletic Directors Association, and he formerly was president of the Maryland State Coaches Association. He has had more than 350 articles published in professional magazines and journals, as well as two textbook chapters. Hoch is a member of the NFHS High School Today Publications Committee.

E-communication with Your Families

BY JEANNETTE BRUNO, CAA



Many issues, concerns and complaints surrounding athletic programs often arise from lack of information or misinformation. Due to this communication gap, false perceptions and opinions are developed and problems may surface.

Many of the parents involved in your program may lead complicated lives that take them in a whirlwind of directions. Wise athletic administrators should look, therefore, for every proactive effort and method to reach out to everyone involved with their programs.

Your families may already receive a great deal of information from television, e-mail, Facebook, Twitter and various other electronic modes of communication. As an athletic director in the 21st century, one challenge is how to maximize communication with the stakeholders using the tools already in use. What method would be most efficient, effective and free?

Colts Neck High School may have found the answer. Every Sunday evening, it produces a weekly E-newsletter for parents and friends of the school.

Sensing a need to reach out to their parents, Colts Neck athletic department leaders conducted an initial Google search centered on learning more about "e-mail blast" possibilities. The Google search resulted in more than nine million postings ranging from software to Web sites with various fees attached. Now what?

The athletic director consulted with the technology administrator for the district and the search was narrowed to Mailchimp.com. This e-mail marketing tool allows the registered user to create a subscription form for potential recipients.

The form can include optional or required information as well as "categories" to qualify the subscriber. For example, the name and e-mail address of the parent can be required while a phone number could be optional.

The subscriber may also be asked to check a category in order to be put into a predefined group within the subscriber's list. At Colts Neck High School, the subscribers might be a staff member; a parent; a fall, winter or spring athlete; or the coaching staff. These groups can then be sent e-mail messages and information specific to their category.

After the subscription form is created, the next task is to ask your families, athletes and staff members to go to the Web-based site to sign up. A flyer handout that advertises the opportunity to subscribe to your electronic newsletter is a great method to accomplish this step.

The flyer can and should be distributed at any parent meetings, including the Eighth-grade Orientation Session, seasonal sport upsign meetings, preseason meet-the-coach evening, Back-to-school Night and at parent-teacher conference nights. The flyer can also be posted on the school Web site and Facebook page to encourage subscriptions.

Even during the process in which your stakeholders are signing up, you can create your first newsletter on MailChimp.com. The site offers various templates or the option to insert an image to develop your own. You can send a simple, plain text e-mail or the newsletter style.

When your first issue is ready, you can send it to a "particular group" or your entire subscription list. At Colts Neck High School, the electronic newsletter was developed to be a weekly tool to announce upcoming events. By taking this approach, parents are informed of events and activities for the week, and it also serves as a reminder to students.

By using your list of weekly scheduled games and student activities, a brief announcement can be written about what will occur during the upcoming week. For example, the Colts Neck Newsletter would include:

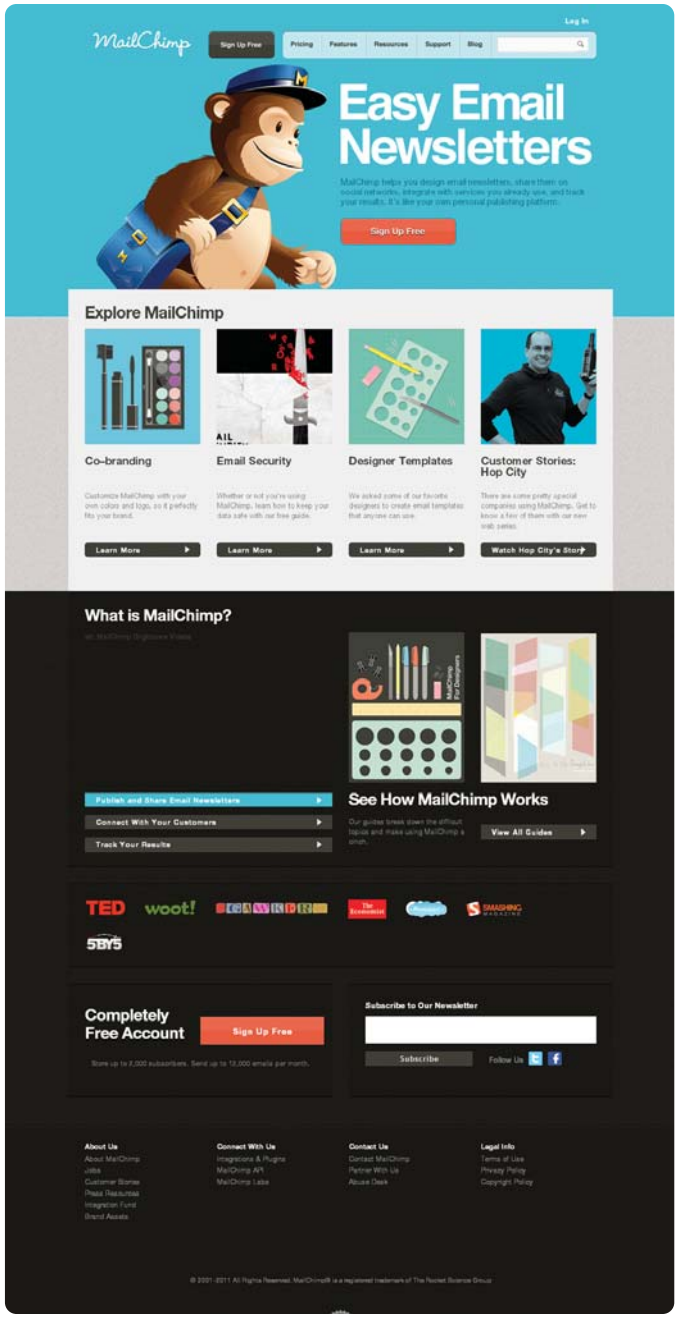
"Winter Concert Thursday at 7 p.m. Come hear the Sounds of the Season on Thursday in the auditorium. Under the direction of Mr. Maniaci, the CNHS jazz band and chorus will perform the holiday favorites. Come enjoy!"

Boys basketball hosts the Howell Rebels on Tuesday. The junior varsity contest starts at 5 p.m. and the varsity will follow at 7 p.m. The girls junior varsity and varsity teams will be playing at Howell High School at the same times.

In addition, all club, parent and special meetings are also listed for the week to encourage the readers of the newsletter to attend. Some of the special meetings might include one with the athletic trainer to explain the procedures and cautions involving concussions or explaining the basics of the college athletic recruiting process.

In addition to providing snippets and notices for upcoming events, you can also tackle some of the current topics surrounding your program. You can try covering some of the following examples with a few brief paragraphs.

- Include some quick hydration and nutritional tips for athletes. Your athletic trainer would be a good resource for this helpful information.
- Tackle the issue of sportsmanship and provide a few, simple suggestions to improve sportsmanship at your contests. You might even want to publish your "Expectations for Fans" in your newsletter.
- Try explaining to your parents how tryouts will be conducted and how to ask questions within your chain of command. Having this type of information in advance can prevent many problems.
- Don't forget to explain the procedures for practice sessions and games when inclement weather has been forecast. Families will appreciate this type of information so that they can plan properly.
- Include items that will make your job easier in your setting and will help keep your families well-informed.



Once your newsletter is completed and sent, MailChimp also allows for posting a link to the newsletter on social networking sites. After it is sent as an e-mail, it is then posted to the school FaceBook and Twitter for even more access.

The Colts Neck High School E-mail Newsletter has been a great success. It has accomplished the goal of providing more information to those associated with the athletic and activity programs in a timely and efficient manner. ⊙

Jeannette Bruno, CAA, is supervisor of extracurricular activities at Colts Neck (New Jersey) High School. She is in her third year after 18 years as a history and psychology teacher and head softball coach. She is involved with the NIAAA Leadership Training Institute and earned her master's in athletic administration from Ohio University.


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Alabama, Mississippi Benefit from Required Sportsmanship Education

BY STEVEN PEEK



A sportsmanship program mandated by both the Alabama High School Athletic Association (AHSAA) and the Mississippi High School Activities Association (MHSAA) has greatly reduced the number of ejections from their respective athletic competitions.

STAR (Stop, Think, Act, Replay) is the program that both state associations have required of their athletic participants. It is a Web-based program that uses a 40-minute online course to teach high school students how to positively deal with situations that might arise during play.

Since the program was instituted five years ago, Alabama has seen a 78-percent decline in ejections, while Mississippi has experienced a 68-percent decline in its ejections.

The unsettling increase in unsportsmanlike conduct in high school sports has created a new trend among state high school associations – an increase in sportsmanship campaigns. (See 'Utah Raises Bar for Sportsmanship' in the March *High School Today*.) STAR is one such campaign intended to increase basic awareness of issues and to create consequences for bad behavior.

Learning Through Sports is the education company that created the Web-based program. Founder and CEO Brian Shulman said that the successes in Alabama and Mississippi can be attributed to the associations' decisions to mandate the programs and their respective state legislatures' support of holding all to the same standard.

"If you want to impact sportsmanship on a global basis, the only way to do that is through a mandate," Shulman said.

According to Shulman, STAR costs approximately $5 per student, but can be as low as $2 per student in cases where large groups such as the AHSAA and the MHSAA purchase programming in bulk.

STAR was created in the wake of Shulman's research, which he said revealed concerns from many athletic directors calling the lack of sportsmanship "a big problem."

STAR also provides courses for coaches, parents and referees. Remediation classes also exist for offenders, who must re-pass required classes in order to return to competition.

Student-athletes are vulnerable to the influence of adults – especially their coaches. Southington (Connecticut) High School head football coach D.J. Hernandez recently admitted he did not set a good example after he used an opponent's armband to predict plays during a November 2010 game.

The AHSAA Sportsmanship Manual recognizes the danger of a poor example from a coach, calling the examples that adults provide "contagious – good or bad." The manual encourages athletic participants to embrace and model the concepts of good sportsmanship.

The values held by the MHSAA reflect those of the AHSAA. Mississippi expects all participants to exhibit good sportsmanship, what MHSAA Executive Director Ennis Proctor describes as "conduct that imposes a type of self-control involving honest rivalry, courteous relations and graceful acceptance of results."

Without that self-control, high school athletics can transform from inspirational to embarrassing.

The mandated sportsmanship programs established by the AHSAA and MHSAA have proven to be vehicles of fair play in those states. The fewer number of ejections have shown that STAR is giving student-athletes a firm basis for choosing the most ethical course of action.

Steven Peek is the NFHS Publications/Communications Department's intern for the spring of 2011. He is a senior studying journalism and history at Butler (Indiana) University.

New Technology Promotes Safety at After-school Events

BY STEVEN PEEK

Safety is always a concern in the back of school administrators' minds. Schools have hall passes and policies during the day, but often, anyone with a ticket can enter an after-school event.

Jay Hammes is taking it upon himself to utilize modern technology to make sports fans feel more secure.

Hammes, the athletic director at Racine (Wisconsin) William Horlick High School, has developed and expanded the use of his technology, which borrows an idea from the airlines in order to make after-school events safer.

One of Hammes' missions is to ensure that schools do not let down their guard after classes are dismissed.

"Most schools have a comprehensive security plan during the day," Hammes said. "I feel it's important to have one after school in case something should happen during a game."

Hammes created "Safe Sport Zone" – a free, online ticketing program for high school events that was launched during the winter of 2007 at his high school. The technology ensures that tickets sold in advance (a strategy not foreign to many schools) are used by the people who purchased them.

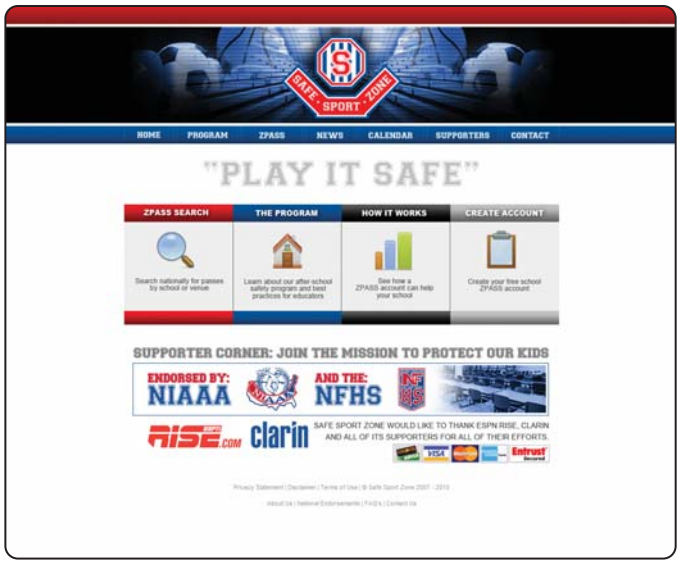
According to the Safe Sport Zone Web site, a small part of the public has a different agenda that is disruptive and counterproductive – an element that is less likely to appear if identities have to be disclosed and known.

After entering personal information online, ticketholders at the event must have the name on their printed ZPASS match the name on their driver's license.

"This helps school districts provide a safer environment by monitoring and controlling attendees at the event," Hammes said. "Matching the pre-sold ticket with an I.D. is just like what happens at airport security."

Mike Gosz, athletic director at Sussex (Wisconsin) Hamilton High School, echoed Hammes' opinion.

"It's like going to the airport where you feel relatively safe after going through the last security check," he said. "With Jay's program of background and security checks, it alleviates a lot of headaches for athletic directors."



"The identification system helps provide a safer and more secure area for athletic contests."

Milwaukee public high schools had a headache when a fight erupted after a basketball game in January 2007 at Bradley Technology & Trade High School. Twenty people were arrested during the incident.

It's no coincidence that Safe Sport Zone was started the following winter.

"Some of the larger urban schools have tried selling advance tickets, but there was no name on the ticket as a way of preventing violence and that hasn't worked effectively," Hammes said.

One downside to the technology is that schools will not be able to make as much revenue from at-the-door ticket sales.

But Gosz said that Safe Sport Zone does currently give a greater convenience to fans throughout Wisconsin, and future technological advances could eventually allow electronic purchasing at events.

Safe Sport Zone is endorsed by the National Interscholastic Athletic Administrators Association (NIAAA) and the National Federation of State High School Associations (NFHS) and was developed with oversight from the two organizations.



Photo provided by Pam Wagner, Colorado High School Activities Association.

"The ZPASS system prevents unwanted individuals from attending the event and reduces long lines at event entrances," said Bruce Whitehead, executive director of the NIAAA. "Most importantly, it can help curb disruptive behavior at no cost to the school."

Bob Gardner, NFHS executive director, said that the technology is a good idea for any school.

"We certainly think there's a market for it in areas where there are security concerns," he said. "The identification system helps provide a safer and more secure area for athletic contests."

ESPN RISE, *HighSchoolSports.net* and the National Association of Sports Public Address Announcers also openly endorse the technology.

Hammes has been targeting Safe Sport Zone toward major metropolitan areas where security problems have occurred most often. The software has been most often used for sports that have the potential to attract large crowds, most notably basketball and football.

Safe Sport Zone is currently in use at 86 high schools in the state of Wisconsin, including 27 in Milwaukee and six in Green Bay. The technology was also used at the Wisconsin Interscholastic Athletic Association's basketball playoffs. ⊙

Steven Peek is the NFHS Publications/Communications Department's intern for the spring of 2011. He is a senior studying journalism and history at Butler (Indiana) University.



Leading the Way Means Showing the Way

BY DAN CARDONE

High school athletic directors are the unquestioned leaders of athletic departments, but they have much to do and often not enough time to do it all. Their leadership role is quite challenging as they build teams, communicate with parents and support their student-athletes.



Following are five key points that can help the athletic director refine this leadership component:

1. **Bring Attitude.** Your attitude determines their altitude. Start each day on the right track by sharing five positive thoughts or ideas with members of your athletic community.
   - Stop an athlete in the hall, and compliment him or her on the effort in last night's game.
   - Let the stadium maintenance person know that the most recent event ran smoothly because of his or her crew's efforts.
   - Send a positive note to any of your coaches congratulating them on a great game.
   - Send an e-mail or make a quick phone call to a booster club member or supportive parent, thanking them (and the organization) for providing a service at the last event.

   The key to keeping your athletic community moving forward is to appreciate the efforts they make every day.
2. **Have the Right Stuff.** How you carry yourself as the athletic director is paramount. If asked to speak at an event, have you prepared to the best of your ability to connect with the audience? If making comments at the football banquet, can you share anecdotes about the staff and players that show you are in tune with the program? Speaking with authority and sincerity will make those in attendance listen to your every word.

   Having the right stuff means that you are as the Italians say "il uomo di rispetto" – a person of respect. You are someone who people admire not because of your title, but because of how you conduct yourself.
3. **Further Everyone's Reach.** An image of pole vaulters, long jumpers, high jumpers and hurdlers trying to reach new heights is the perfect analogy for leadership in sport. What expectations do you have for coaches, athletes and parents when it comes to sportsmanship and respect? How do you build a team of administrators that will not only enforce proper behavior at sporting events, but also be there as active supporters? What proactive measures have you taken to have everyone represent your athletic program to the best of their ability?

   In education, we should endeavor to take all kids – the talented and the not-so-talented – and make them better athletes, better students, better people. When coaches identify players on the team who have leadership skills, they often name them team captains. We must be willing to invest in educating and supporting them in that role. Through a captain's academy or a leadership seminar, we can teach them to handle conflict, be a calming influence when emotions run high, and gain the respect of their teammates and opponents.
4. **Be a Difference-maker.** Encourage your coaches at the preseason meeting to take the high road in all situations, at

all opportunities. Say thanks to the bus driver when he or she drops you off after a long road trip; leave the guest locker room the same way you found it – both send a message of appreciation for the effort made. The idea is to have everyone who comes in contact with your school's teams feel as if they were a fine group of young people, worthy of their support.

5. **Win Over People One at a Time.** In the movie *Remember the Titans*, despite the conflict and tension, coach Boone remained steadfast in accomplishing one thing – winning over the two captains, Gerry Bertier and Julius Campbell. Once accomplished, the rest of his plan to build a championship team fell into place. Was it easily done? Not by any means. But winning over people to your way of thinking, to your team, is both satisfying and rewarding.

Trying to convince people toward your way of thinking is not always sound strategy. Consider the saying, "A man convinced against his will is of the same opinion still." It is preferable for the athletic director to have a solid approach that includes the opinions, ideas and efforts of others. Weighing the pros and cons of each decision works better if you have all the information. If we measure decisions by what is best for kids, we cannot go wrong.

Demonstrating one's ability to lead may mean working behind the scenes to prevent the termination of a coach, or bringing in students prior to a rival game to let them know the expectation for their behavior is at an all-time high. Additionally, the athletic director's guidance is often sought out by principals, teachers, coaches and parents when they are faced with difficult decisions.

What goes on in the athletic realm helps to determine perceptions about your league or district. Winning a rival game is one thing; having it marred by an ugly scene during or after the contest places a damper on the outcome and a shadow over the school itself. Being a leader requires an unwavering determination to further your reach. By doing so, all involved in athletics will try to emulate your approach. ⊙

Remember the motto: ***"If it is to be, it is up to me."***

Dan Cardone is director of athletics at North Hills High School in Pittsburgh, Pennsylvania. He has been a teacher, coach and athletic administrator in western Pennsylvania for more than 30 years. He has been a presenter at state and national conferences and has had about 75 articles on athletic administration published in various publications.

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Meeting the Needs of ADHD Students in Athletic Programs

BY DAVID CSILLAN, MS, ATC, LAT

Much attention has been given in recent years to ensure that all students have a fair and equal chance for academic achievement in the classroom. However, when these students assume the role of athletes after school, their classrooms become the courts, fields and track. Their coaches and athletic trainers serve as teachers. Remembering game plays replaces quizzes and tests. Finally, successful execution of those plays reflects achievement.

As in the classroom, what seems a simple task for most students becomes a challenge for learning-disabled student-athletes. It is imperative that athletic administrators, athletic directors, coaches and athletic trainers recognize the challenges of these students and are flexible enough to adjust their methods to better meet the student-athletes' needs.

"Learning-disabled" is an umbrella term covering all students with specific learning deficits. One of the most common learning disabilities among athletes is Attention Deficit Hyperactivity Disorder, or ADHD. Before developing a plan of action, one must understand the clinical definition of ADHD.

According to Russell Barkley, Ph.D., research professor in the Department of Psychiatry at State University of New York Upstate Medical University in Syracuse, New York, ADHD is "the current term for a specific developmental disorder seen in both children and adults that is composed of deficits in behavioral inhibition, sustained attention and resistance to distraction, and the regulation of one's activity level to the demands of a situation (hyperactivity or restlessness)."

The reasons for ADHD vary from environmental to genetics to neurobiology, although most medical professionals agree the two greatest associated causes of ADHD are genetics and neurobiology. According to the National Institute of Mental Health (NIMH), 25 percent of immediate family members with ADHD have children with the same disorder.

A landmark study by Dr. Alan Zemetkin and his colleagues at the NIMH was released in November 1990. As seen through positron emission tomography (PET) scans, they showed reduced activity in the frontal cortex of the brain. This area is specific to attention, planning and motor activity.



To further complicate matters, approximately 20 to 30 percent of adolescents with ADHD also have another learning disability. It's not uncommon for ADHD student-athletes to be diagnosed with Tourette syndrome (i.e., nervous tics, vocal sounds); oppositional defiant disorder (i.e., non-compliant, stubborn behavior); conduct disorder (i.e., poor social skills); anxiety (i.e., anxious attitude, panic attacks); depression (i.e., low self-esteem) and bipolar disorder (i.e., mood cycling). Thus, many refer to ADHD as the "Two-For-One" disorder.

Meeting the needs of ADHD student-athletes may be difficult without disclosing their diagnosis. Although individuals such as the school nurse, student success staff and athletic trainer should be aware of any specific medical concerns, school districts should be careful to ensure that their use of medical information regarding student-athletes does not violate either the Federal Educational Rights & Privacy Act (FERPA) or the Health Insurance Portability & Accountability Act (HIPAA), both of which prohibit the release of student medical information to outsiders and restrict its use internally to only those school personnel who are directly involved with accommodating the student's medical needs.

The safest course of action for districts is to have student-athletes sign a release form consenting to the use of their medical information internally. The release should also make it clear that the information will be shared only among school personnel directly involved with ac-

commodating the student-athletes' medical needs and that the information will be used only for the purpose of accommodating the student-athletes' medical needs.

The first step begins with the school district's board of education approving the disclosure of medical information to those staff members directly involved with the student. In this case, it includes classroom teachers, guidance counselors, administrators, the athletic trainer, the athletic director and the coach.

At the beginning of each academic school year, the school nurse



Photo provided by Kim Jew Photography, New Mexico.

and student success staff usually develop and maintain a list of learning-disabled students in their files. During this time, all members of the athletic department – athletic directors, athletic trainers and coaches – should be encouraged to review the list and make note of those students playing on their team. Just as the athletic staff should be made aware of any medical conditions that may develop into medical emergencies (e.g., asthma, epilepsy and diabetes), the staff should equally be aware of their student-athletes' learning disabilities.

In many schools, sports physical packets may be up to six pages in length and include a variety of forms. Submission of all completed forms is usually required for participation in athletics.

With a submission due date approaching, coaches and athletic directors should pay particular attention to ineligible athletes due to incomplete forms. ADHD athletes have poor time management skills. They possess little concept of time and don't understand due dates. To make matters worse, they are visual learners.

For example, if a coach or athletic director asks the ADHD student-athlete if his or her physical packet is complete and submitted, the athlete may respond with a "yes," when, in fact, it has not been finished. The coach or athletic director may need to show the athlete the packet and the specific forms that are incomplete. The incomplete forms should be returned to the student with a due date of the very next day. Since ADHD athletes have very short-term memory, be prepared for that "very next day" to be stretched over the course of a week. It is easy for athletic directors and coaches to become frustrated with an ADHD student-athlete's repetitive forgetfulness.

Instructions during practice and games must be clear and concise in order for the athlete to understand correctly. In athletics, sarcasm sometimes is utilized to bring levity to a situation. However, those with ADHD think literally, so sarcasm may be misinterpreted as negative criticism. When a task is completed successfully, be prepared to reward the behavior. From a pat on the back to a stick of gum, such rewards help maintain focus and serve as motivation. One must remember that these individuals are learning-disabled and they have an opportunity for success only if their accommodations are met.

Most secondary school-aged ADHD individuals are managed by their physician with daily medication. Stimulants are most often the medication of choice and coaches should be aware of the common side effects associated with use of these medications, which include, but are not limited to, decreased appetite, anxiety, irritability and insomnia. In addition, some individuals have reported stomach ache, headache, slight chest discomfort and/or chest palpitations.

As previously indicated, ADHD is referred to as the "Two-for-One" disorder, so these student-athletes may be treated with various medications. For example, those also suffering from mood disorder may be taking medications that disrupt the body's ability to reduce core body temperature. A coach has to exercise care when placing these athletes in conditions that may contribute to an elevation in core body temperature, e.g., exercising strenuously, exposure to extreme heat or being subject to dehydration. ADHD student-athletes participating in fall preseason events and wrestling activities are most susceptible.

In addition, with some mood stabilizers, a correlation has been shown between the drug and a slight weight gain. As a result, wrestlers taking this medication may have a particularly difficult time cutting weight. An unknowing coach may unnecessarily be angry at the wrestler unable to cut weight when it's virtually out of his control.

Working successfully with the ADHD student-athlete is an everyday process. Just when you think they "get it," they don't. It's imperative that athletic directors and coaches change their teaching styles to accentuate the positives with these individuals, allowing for the best opportunity for athletic achievement. Equally important is an understanding of how certain medications may affect their methods of training.

Proper management of the ADHD student-athlete is a team approach beginning with the school district's board of education. The best tip for athletic staff members is to attempt to see the world the way ADHD student-athletes see it. ⊙

David Csillan, MS, ATC, LAT, has been athletic trainer at Ewing (New Jersey) High School since 1991. He has served on numerous committees with the National Athletic Trainers' Association and is a former member of the NFHS Sports Medicine Advisory Committee.

New North Carolina Initiative Encourages Sportsmanship

BY STEVEN PEEK

The **North Carolina High School Athletic Association (NCHSAA)** has launched a new initiative, "Sportsmanship. It's Up to You," that is designed to help schools and their programs to comport themselves in a sportsmanlike manner.

The new program emphasizes the role and benefits of sportsmanship in high school athletics, and is based on the NFHS Sportsmanship Toolkit of the same name.



"Sportsmanship has always been one of the cornerstones of the 'wholesome athletic environment' the NCHSAA promotes," said **Davis Whitfield**, commissioner of the NCHSAA. "But we are concerned about an upward trend in ejections in the recent months and want schools to stay in the game and be eligible for postseason play."

Whitfield noted that the NCHSAA has had several teams exceed the limit of ejections for a season this year, thus making themselves ineligible for postseason play.

"Many of our schools do an excellent job in this area," Whitfield said. "Sportsmanship is not just a one-time thing but rather something that should be stressed continually. We will be calling on each of our member schools to renew their commitment to emphasizing positive behavior and sportsmanship in the weeks and months ahead."

The program urges coaches to develop an action plan in case of an on-court or on-field altercation, and specifically to make sure that players do not leave the bench.

The new NCHSAA program encourages the use of NCHSAA-provided resources. One such resource is the aforementioned NFHS Sportsmanship Toolkit, which provides an implementation guide, motivational video, posters, scripts and a pledge card, among other helpful materials.

The NCHSAA already has awards in place to reward good sportsmanship, such as the Clary Medal for athletes and the Toby Webb Coach of the Year award. The association also has endowment programs to fund sportsmanship programs in high schools and has a student services department that teaches respect and teamwork in athletics. ⊙

TSSAA Hall of Fame welcomes Ronnie Carter



Ronnie Carter, who served as executive director of the Tennessee Secondary School Athletic Association (TSSAA) from 1986 to 2009, will be inducted into the organization's hall of fame April 9 in Murfreesboro, Tennessee.

Carter was with the TSSAA for 31 years, 23 of which he spent as executive director before retiring in June 2009. He said that he was humbled and honored to be inducted into the hall of fame.

"I remember the first induction in 1982, and realizing you're in there with so many of those people is special," Carter said.

Carter was a teacher, coach, official and administrator during his 40-year career in secondary education and athletics. He started as a mathematics teacher, and coached football, basketball, wrestling and track.

In addition to his work with the TSSAA, Carter has also served the NFHS in numerous ways. He was first involved with the NFHS Football Rules Committee, on which he served 25 years. Carter also served on the Basketball Rules Committee for eight years and on the Wrestling Rules Committee for four. Additionally, Carter served on the NFHS Board of Directors from 1998 to 2002, including one year as NFHS President during the final year of that term. ⊙

Illinois association loses two former staff members

Within an eight-day period, two former Illinois High School Association (IHSA) administrators passed away.

Lavere L. (Liz) Astroth, who was executive director from 1978 until his retirement in 1991, passed away January 23 in Kansas City

at the age of 89. **Don Robinson**, who was on the administrative staff from 1978 until his retirement in 1999, passed away January 30 at the age of 72 after recently being diagnosed with cancer.

Astroth had a 45-year career in education, including time as a teacher, coach and administrator. During Astroth's tenure as the IHSA executive director, the state association added state finals in 12 girls sports, established a football playoff system, added a State Series in Scholastic Bowl, moved to multiple classes in several sports and organized the IHSA's first-ever television network.

Robinson, a native of Warsaw, Illinois, started a 36-year career in education at Savanna (Illinois) High School, where he served as head football coach, head wrestling coach and the assistant coach for track and golf from 1963 to 1965.

Following his time at Savanna, he was a coach and official in five different sports, and an administrator for student affairs before becoming an IHSA assistant executive director in 1978. He was promoted to associate executive director in 1991.

Robinson served on the NFHS Football Rules Committee from 1979 until his retirement, and on the NFHS Wrestling Rules Committee from 1988 to 1994. ⊙

Nassar, new foundation increase autism awareness

Autism awareness has a new voice — **The Gymnastics Doctor Autism Foundation**.

The new foundation was started by **Dr. Larry Nassar**, who is the physician for the USA Gymnastics Women's National Team, and will work to support the role of gymnastics in the lives of special-needs children.

Nassar said he and his foundation are dedicated to raising awareness, developing programs for special-needs children in gymnastics clubs, and funding research to help such children reach their potential.

Approximately one in every 110 children is diagnosed with autism, according to Nassar.

In order to raise funds, Nassar and his foundation will team up with competitions throughout the United States. The first event to be a part of the awareness campaign was the "Flip for Autism Awareness Meet," an event hosted by The Flip Zone November 13-14 in Plainfield, Indiana. Nearly 500 gymnasts from 24 gyms competed in the event.

"Nearly 1,000 spectators attended ['Flip for Autism Awareness'], including Olympic silver-medalist and 2009 world champion Bridget Sloan," said Stephanie Stout, the owner of Flip Zone. "The event raised $1,900 for autism awareness, plus an additional $1,000 for scholarships at Flip Zone."

The Gymnastics Doctor for Autism Foundation has hosted two additional events. Sloan was a special guest at one on January 8 in Lansing, Michigan, and Olympic gold-medalist Nastia Liukin was the special guest at one on February 25 at Michigan State University in East Lansing, Michigan. ⊙

CSIET looks to future with new executive director

There has been a changing of the guard for the **Council on Standards for International Educational Travel** (CSIET), a group dedicated to promoting international youth exchange.

John Hishmeh, executive director of CSIET, has retired from the organization to continue his career with the U.S. Foreign Service. He has been succeeded by **Chris Page**, who began his tenure February 7. Page served on the CSIET Board of Directors from 2003 to 2009 and also served on the CSIET School Outreach Working Group.

Page, who has bachelor's degrees in Spanish and economics and a master's in Spanish Language and Culture, has served in various capacities on the faculty at Episcopal High School in Alexandria, Virginia, where he has been since 1989.

"We are very pleased to have Chris join our community," said John Doty, chair of the CSIET Board of Directors. "With his varied background as an educator, school administrator and exchange program director, [he] is uniquely qualified to lead CSIET going forward."

Hishmeh was with CSIET for nearly 10 years and worked with people involved with international youth exchange – program sponsors, educators, sports and activities organizations, government agencies and host families. Doty said that the organization was fortunate to have had Hishmeh at the helm as CSIET evolved into the strong organization it is today.

"John has become the go-to authority when it comes to anything exchange-related in the United States and abroad," Doty said. "And his knowledge and expertise have served us all very well." ⊙

Round Valley loses funding for athletics

Athletics for the **Elks of Eagar (Arizona) Round Valley High School** will not be school-funded during the 2011-12 school year.

In January, the school board cut funding for sports from the budget as a means of saving the school system money. However, studies suggest the district will be eliminating more than the cost of the program.

Studies done by the NFHS, the Colorado High School Activities Association, the Colorado Department of Education and the New Mexico Activities Association have yielded similar results showing that extracurricular participation can positively affect the attitudes and behaviors of high school students.

The NFHS Case for High School Activities revealed that student-athletes tend to have higher grade-point averages, better attendance records, fewer dropouts and fewer discipline problems than non-participating students.

That same publication showed that students learn teamwork, sportsmanship, the rewards of hard work, self-discipline and self-confidence through athletic participation.

The situation has sent some Round Valley residents, who believe sports play a crucial role in the development of young people, searching for ways to fund athletics in the fall of 2011.

Round Valley athletics may have to lean more on supporting organizations, including the Friends And Neighbors (FAN) Club, Mogollon Sporting Association and the Payson Rodeo Committee, than they have in the past.

The Elks have produced some of the state's best-known football players – Tim Landers (Arizona State University); Mark Gastineau (University of Oklahoma, New York Jets); Dustin Johnson (Brigham Young University, New York Jets, Seattle Seahawks); Mike Keim (Brigham Young University, New Orleans Saints). ⊙

Steven Peek is the NFHS Publications/Communications Department's intern for the spring of 2011. He is a senior studying journalism and history at Butler (Indiana) University.

2011 National High School Hall of Fame Class Selected

Leta Andrews, the winningest coach in high school basketball history (boys or girls) from Granbury (Texas) High School, along with five outstanding former high school athletes who later excelled at the Olympic, college and professional levels, headline the 2011 class of the National High School Hall of Fame.

Andrews, who just completed her 49th year as a high school girls basketball coach, won her 1,334th game on December 7, 2010, to surpass Robert Hughes, the all-time boys basketball coaching leader from Fort Worth (Texas) Dunbar High School who retired in 2005 with 1,333 victories. Andrews finished the 2010-11 season with 1,346 career victories. She is the all-time girls basketball coaching leader by almost 150 victories.

Former high school athletes selected for the 2011 class are **Randall McDaniel**, football and basketball player, Agua Fria High School, Avondale, Arizona; **Kevin McReynolds**, baseball player, Sylvan Hills High School, Sherwood, Arkansas; **Kenny Monday**, wrestler, Booker T. Washington High School, Tulsa, Oklahoma; **Billy Owens**, basketball player, Carlisle (Pennsylvania) High School; and the late **Brad Van Pelt**, baseball, basketball and football player, Owosso (Michigan) High School.

These six individuals are among the 12 individuals who will be inducted in the National Federation of State High School Associations (NFHS) National High School Hall of Fame July 2 at the Philadelphia Marriott Downtown in Philadelphia, Pennsylvania. The 29th Hall of Fame Induction Ceremony will be the closing event of the 92nd annual NFHS Summer Meeting.

Besides Andrews, other coaches in this year's class are **Curt Bladt**, football coach, Harlan (Iowa) High School; **Larry Shaw**, recently retired wrestling coach, Oak Glen High School, New Cumberland, West Virginia; and **Pete Shock**, basketball and track coach, Cliff (New Mexico) High School.

The remainder of the 2011 class is composed of two contest officials – **Emry Dilday**, a football and track and field/cross country official from Springfield, Missouri, and **Rick Tucci**, a wrestling official from Pembroke Pines, Florida – and **Dan Washburn**, a state high school association administrator from Opelika, Alabama.

The National High School Hall of Fame was started in 1982 by the NFHS to honor high school athletes, coaches, contest officials, administrators, fine arts coaches/directors and others for their extraordinary achievements and accomplishments in high school sports and activity programs. This year's class increases the number in the Hall of Fame to 386.

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

2009-10

National Interscholastic Athletic Administrators Association

Saluting States Qualifying for the NIAAA Membership Commendation Program

States with 100% NIAAA membership:

(members in relation to number of schools in state athletic association)

Connecticut Association of Athletic Directors, **Indiana** Interscholastic Athletic Administrators Association
Maryland State Athletic Directors Association, **New Hampshire** Interscholastic Athletic Administrators
Rhode Island Interscholastic Athletic Administrators Association
Utah Interscholastic Athletic Administrators Association

Reached both NIAAA membership commendation levels of 10% growth and 70% membership among athletic directors in respective state:

New Hampshire

South Dakota

Utah

Wisconsin

Wyoming

Maintained at least 70% NIAAA membership from among number of athletic directors in state:

Connecticut

District of Columbia

Hawaii

Indiana

Maine

Maryland

Nevada

New Jersey

New York

North Dakota

Rhode Island

Vermont

Virginia

Raised NIAAA membership by at least 10%:

Alasaka

Arkansas

Colorado

Delaware

Iowa

Kentucky

Michigan

Oklahoma

Texas

Washington

Acknowledging state athletic director associations that raised 2007-08 and/or 2008-09 NIAAA membership. State association either increased membership by at least 10 % or maintained at least 70 % membership among those athletic administrators, directors, liaisons, or coordinators at schools belonging to the respective state athletic association.

VOICES OF THE NATION

Q *Who has influenced you the most in your school athletic/ activities career – and how has that person influenced you?*



Eric Dean
Southport High School
Indianapolis, Indiana

My freshman wrestling coach, Mr. Darren Petty, has influenced me the most in my athletic career. The workouts we did that year were grueling and he always pushed us to be the best we could be, both on and off the mat. He wanted us to be good wrestlers, but more importantly, he wanted us to be good people and to succeed in whatever we decided to do in the future. The work ethic and discipline that he taught me have carried over to track and field and have helped me become a better athlete and a better person.



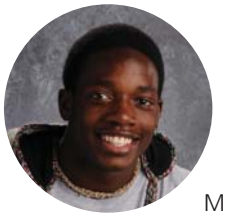
Joseph Natale
Hunterdon Central Regional High School
Flemington, New Jersey

Throughout my high school athletic career, no one has been as influential to me as my school's strength and conditioning coach, Mr. Doug Sellmann. By teaching the proper techniques and practices of weightlifting and speed training, he helped transform me and my teammates alike into bigger, faster and stronger athletes. Likewise, the many successes of our school's various sports teams can be attributed greatly in part to him. He always preached that everything we did was "10 percent physical and 90 percent mental." Buying into this belief has helped me to become a better football player, and an even better person.



Lorenzo Domondon
West Lafayette High School
West Lafayette, Indiana

There have been many people who have influenced me throughout my athletics, but the people who have influenced me the most have been my coaches. The coaches I have had throughout my life have helped me develop not only my athletic abilities, but have also taught me valuable life lessons. My coaches have helped me with the ways I deal with my schoolwork and the ways I conduct myself outside of sports and school. I believe that without my coaches I wouldn't be the same person I am today.



Melvin Gordon
Kenosha Bradford High School
Kenosha, Wisconsin

My parents, Carmelita Gordon and Melvin Gordon, have influenced me the most in my school athletic/activities career. They designed a path that we were going to walk together as a family to achieve my athletic goals. Hard work, dedication, determination and sacrifice were the tools we needed to make my goals possible. My father showed me that failure can create success and that failure is necessary to make the adjustments needed to build a strong foundation. He instilled in me a work ethic that will carry me through adulthood. My mother is the rock in our family; she represents strength for me. My mother has influenced me to be the best that no one has seen without losing my identity.