

FEBRUARY 12

# HighSchool

TODAY™

THE VOICE OF EDUCATION-BASED ATHLETIC AND PERFORMING ARTS ACTIVITIES



## Schools Should Develop, Implement Anti-hazing Policy

### Performing Arts

'Infrastructure' is 2012-13 debate topic

### Above and Beyond

Iowa wheelchair athletes make history

### Coaching

Whether rural or urban, coaches face challenges



A PUBLICATION OF THE NATIONAL FEDERATION OF STATE HIGH SCHOOL ASSOCIATIONS



# Renewed Emphasis Needed Against Hazing Activities

BY ROBERT B. GARDNER, NFHS EXECUTIVE DIRECTOR, AND RICK WULKOW, NFHS PRESIDENT

We encourage you to read Lee Green's cover story (page 12) on recent court cases that help clarify legal standards of hazing. Lee has done his usual outstanding job in researching this issue, and he offers a five-step process for implementing an anti-hazing policy in a school's athletics program.

The disturbing and disappointing aspect of this article is the news that hazing incidents continue to occur in high school athletics – programs that are supposed to be education-based and designed to improve self-esteem in young people, not tear it down or destroy it.

It was a short two years ago when we discussed the same subject in this column. Have we made any progress since that time? Hopefully, the answer to that question is "yes" but recent incidents noted in Lee's article would suggest that we still have much work to do.

If we can draw a parallel from the unfortunate events that occurred in college sports last year, we believe there are two key issues for high school coaches and administrators to monitor when it comes to hazing prevention.

First, coaches and/or administrators must be physically present at all times during any team-related practices, activities or functions. When that's not possible, there must be an open communication plan in place that would allow a student to report information without fear of reprisal.

Second, once anyone becomes aware of a hazing incident, he or she must report it to the appropriate school personnel. We have seen the effects of failure to report this type of information to the necessary authorities; the results usually are not good.

One thing is certain – remaining silent on this subject is not the answer. If your school has not developed and implemented an anti-hazing policy, we urge you to take that step sooner rather than later. It is the legally prudent thing to do, but more importantly it will serve to defend and preserve the educational nature of your activities program.

By definition, hazing is any humiliating or dangerous activity expected of a student to belong to a group, regardless of the person's willingness to participate. Any kind of initiation expectations should

never be a part of the high school athletic or performing arts scenes.

Sometimes, the activities appear harmless in the beginning but tend to escalate. The view that hazing is necessary to develop camaraderie and respect among teammates or other peer groups is unfounded. The reality – as documented in Lee's article – is that hazing rituals are frequently dangerous and can harm relationships among team or group members or even be life-threatening.

Through development of an anti-hazing policy and distribution of the policy to student participants and their parents, the school indicates that hazing will not be tolerated and that strong disciplinary action will be taken if hazing occurs. It is far better to have procedures in place before a hazing situation happens than to try to pull everything together after an incident occurs.

First and foremost, the purpose of the policy would be to maintain a safe learning environment – one that is free from hazing – for students and staff members. Hazing activities of any type are inconsistent with the educational goals of our schools and should be prohibited at all times.

In addition to providing a definition and examples of hazing, the policy should state that any person who believes that he or she has been the victim of hazing shall report the alleged act to the appropriate school official. And all teachers and other school officials should report any questionable conduct to the principal. Make sure that the policy ensures that a person feels comfortable in reporting violations without fear of repercussion.

The policy then should require the school district to undertake an investigation of any reported hazing activity and outline the appropriate action that will be taken against individuals involved in a hazing activity.

Many schools have traditions that have been passed down through the years, and in most cases, those events are fun and positive, but any activity that requires a person to do something against his or her will should be reconsidered. Certainly, degrading another person in the name of "tradition" has no place in the community of education-based activities.

Let's be certain our "community" is a place of learning, support, understanding and positive lifetime memories. ☉





## Great Shot

### Victory Huddle

Players from the girls lacrosse team at Upper Arlington (Ohio) High School celebrate after a recent victory.

Photograph provided by 20/20 Photographic, Mt. Pleasant, Michigan.

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### Welcome

We hope you enjoy this publication and welcome your feedback. Please take a few moments to complete the Review Form on the NFHS Web site at [www.nfhs.org/hstoday](http://www.nfhs.org/hstoday). You may contact Bruce Howard, editor of High School Today, at [bhoward@nfhs.org](mailto:bhoward@nfhs.org).

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**Recent Court Case Spotlights Hazing Legal Standards:**  
 Schools should develop anti-hazing policy using a five-step process.  
 –Lee Green, J.D.

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## NFHS – Here for You



**Did You Know** that the National Federation of State High School Associations (NFHS) writes playing rules in 17 high school sports for boys and girls. NFHS rules are available in the sports of baseball, basketball, cross country, field hockey, football, girls gymnastics, boys gymnastics, ice hockey, boys lacrosse, soccer, softball, spirit, swimming and diving, track and field, volleyball, water polo and wrestling.

NFHS playing rules are written specifically for varsity competition among student-athletes of high school age and are intended to maintain the sound traditions of the sport, encourage sportsmanship and minimize the inherent risk of injury for participants. ☉

NFHS publications can be ordered online at [www.nfhs.com](http://www.nfhs.com).



## Unusual Nicknames



### Churchland Truckers

There has been a **Churchland (Virginia) High School** since the late 1850s, but the school's current mascot did not come into existence until the 1920s. During this time, Portsmouth, Virginia, was a rich farming region growing potatoes and other vegetables. The produce was then trucked from local farms to northern markets. Surrounded by the wealthy truck farms, Churchland's athletic teams adopted the Truckers as their nickname. Churchland's current logo is based on a design created by teacher and track coach Henry Brody. Recently, students from the school's Class of 2009 created murals depicting the school's old mascot as well as its current one. ☉

## Legal Brief

**Editor's Note:** This column features an analysis of a landmark court case highlighting a key standard of practice for scholastic sports programs. This material is provided by Lee Green, an attorney and member of the High School Today Publications Committee.



### Wyatt v. Kilgore Independent School District U.S. District Court Texas 2011

**Facts:** Two high school softball coaches revealed to a player's mother that they suspected the player was gay and involved in a relationship with a girl. After the coaches disclosed the information to the mother, she reported the incident to the school's athletic director and the district superintendent, but no steps were taken to investigate the disclosure of private information about a student by the coaches. After a formal complaint to the district and unsuccessful completion of the district's administrative hearing process, the mother filed suit on behalf of her daughter against the coaches and district.

**Issues:** Does a student have a right to privacy with regard to disclosure of her sexual orientation? Do school districts have a legal duty to train employees to keep information about the sexual orientation of students confidential?

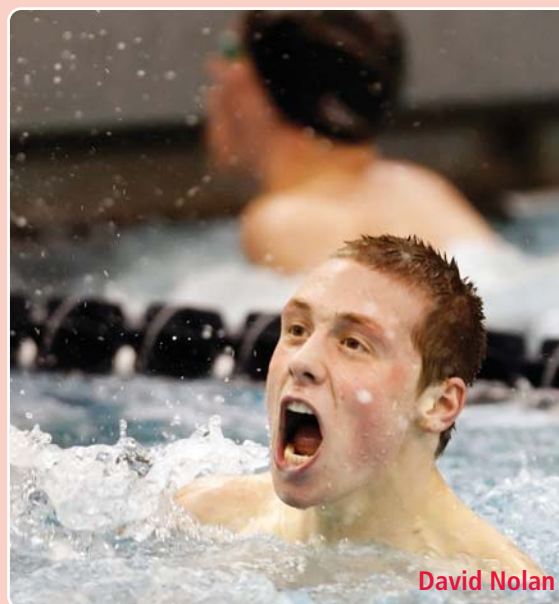
**Ruling:** The court refused to grant summary judgment to the coaches and the district, holding that the student had a right to privacy in her sexual orientation and that the coaches did not have a legitimate reason for disclosing the information to the mother. The court also found that districts have a legal duty to properly train employees regarding student privacy rights.

**Standard of Practice:** Athletic personnel should receive in-service training regarding all issues related to student privacy rights, including the requirements of FERPA and HIPAA that protect student information and health data. ©

## For the Record

### BOYS SWIMMING AND DIVING

#### 100-Yard Freestyle



David Nolan

**:42.34**

**David Nolan**  
(Hershey, PA), 2011

**:42.87**

**Vladimir Morozov**  
(Torrance, CA), 2010

**:43.05**

**Jimmy Feigen**  
(San Antonio Churchill, TX), 2008

**:43.27**

**David Nolan**  
(Hershey, PA), 2010

**:43.41**

**Jimmy Feigen**  
(San Antonio Churchill, TX), 2008

**Source:** National High School Sports Record Book. To view the online Record Book, visit [www.nfhs.org/recordbook](http://www.nfhs.org/recordbook).

## It All Started Here



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### Robin Roberts

BY SHANE MONAGHAN

Before becoming co-anchor of ABC's morning show *Good Morning America*, Robin Roberts began what has become an illustrious broadcasting career in her home state of Mississippi.

The youngest of four children, Roberts grew up in Pass Christian, where she attended Pass Christian (Mississippi) High School. Roberts was a standout student-athlete in every sense. Among other sports, she played basketball and tennis, and graduated from Pass Christian in 1979 as salutatorian.

After high school, Roberts was offered a basketball scholarship at Louisiana State University, but turned it down believing that the school was too big and impersonal for her educational needs. Instead, Roberts enrolled at Southeastern Louisiana University. During her time at Southeastern Louisiana, Roberts continued her basketball career, averaging 15.2 points per game in her senior season, and becoming the school's third all-time leading scorer (1,446) and rebounder (1,034). In 1983, Roberts graduated cum laude from Southeastern Louisiana with a degree in communications.

Roberts' broadcasting career began in college as sports director at WHMD/WFPR Radio in Hammond, Louisiana. After college, she worked as a sports anchor and reporter at WDAM-TV in Hattiesburg, Mississippi, from 1983 to 1984 and WLOX-TV in Biloxi, Mississippi, from 1984 to 1986. Roberts served as sports anchor and reporter for WSMV-TV in Nashville, Tennessee, from 1986 to 1988, and then became sports reporter and anchor at WAGA-TV and morning personality on WVEE-FM in Atlanta, Georgia.

In 1990, Roberts became a sportscaster for the ESPN show *SportsCenter*, where she became well-known for her signature catchphrase, "Go on with your bad self!" From there, Roberts began to work for ABC News as a feature reporter for *Good Morning America* in 1995. Roberts continued to work for both ESPN and ABC, until being promoted to co-anchor of *Good Morning America* in 2005.

During Roberts' time as co-anchor of *Good Morning America*, she has done everything from conducting interviews with President Barack Obama and First Lady Michelle Obama, to extensive reporting from around the globe. Roberts was also an integral part of the launching of "'GMA' Gets It Done," a year-long effort to rebuild Roberts' hometown of Pass Christian after the devastation from Hurricane Katrina on the Gulf Coast.

With Roberts' contributions, *Good Morning America* has won three consecutive Emmy Awards for Outstanding Morning Program. She has been named a "Louisiana Legend" by Louisiana Public Broadcasting, inducted in the Women's Institute on Sports and Education Foundation's Hall of Fame and will be inducted into the Women's Basketball Hall of Fame as part of the 2012 class for her contributions to, and impact on, the game of women's basketball through broadcasting.

From her Mississippi roots, to her New York roost, Roberts continues to show how to "go on with one's bad self." ☺

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Shane Monaghan is an intern in the NFHS Publications/Communications and Events Departments. Monaghan is a graduate of Ball State (Indiana) University, where he specialized in sports administration.



## Top High School Performances

### Hedlund sets national field goal record

With field goals of 29 and 36 yards in **Argyle (Texas) High School's** 34-14 win over Monahans (Texas) High School on December 9, **Cole Hedlund** become the national record-holder for single-season field goals in 11-player football.



The two field goals gave the 5-foot-9, 160-pound sophomore 23 field goals for the season. The former record of 22 field goals was held by Philip Doyle of Birmingham (Alabama) Huffman High School (1985), Chris Sailer of Sherman Oaks (California) Notre Dame High School (1994), and Jimmy Stevens of Oklahoma City (Oklahoma) Heritage Hall High School (2005), according to the National Federation of State High School Associations' National High School Sports Record Book.

Hedlund added two more field goals in Argyle's December 16th Texas University Interscholastic League Class 3A Division II state championship game with Wimberley (Texas) High School to give him 25 for the season.

### Routt sets Illinois state record; ranks third in the nation in two categories

On December 27, 2011, the **Jacksonville (Illinois) Routt Catholic High School girls basketball team** set an Illinois state record and had two performances that rank third in the National Federation of State High School Associations' National High School Sports Record Book.

In Routt's 63-51 victory over Carthage (Illinois) Illini West High School in the Beardstown Lady Tiger Classic, the Rockets attempted a state-record 66 free throws and made 42 of them, which ranks second in state history. The former state record of 61 free-throw attempts in a game was set by Flossmoor (Illinois) Homewood-Flossmoor High School in 1994.

Interestingly, both national records are held by Minnesota high schools. The national record of 75 free-throw attempts in a game was set by Red Wing (Minnesota) High School on January 8, 2008, while the national record of 46 free throws made in a game was set by Sauk Centre (Minnesota) High School on January 31, 2003.

### Dixon sets Arkansas rushing record

**Ken Dixon**, a 5-foot-10, 210-pound senior running back from **Strong (Arkansas) High School**, broke the state single-season rushing record in 11-player football in the Bulldogs' 45-20 win over Carlisle (Arkansas) High School in the Arkansas Activities Association Class AA state championship game.



In that game, Dixon ran for 348 yards to give him 3,153 rushing yards this season. He surpassed Derek Lawson of Jonesboro (Arkansas) Nettleton, who rushed for 3,093 yards in 2006, according to the National Federation of State High School Associations' National High School Sports Record Book.

Strong, which finished the season with a 10-3 record, advanced to the title game for the first time. ☉

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got milk?

# Recent Court Case Spotlights Hazing Legal Standards

BY LEE GREEN, J.D.

## Recent Hazing Incidents

The November 2011 hazing death of Robert Champion, a drum major in Florida A&M University's (FAMU) acclaimed Marching 100, from blunt-force trauma following a savage, initiation-ritual beating by fellow band members has brought renewed attention to the problem of educational institutions failing to develop and implement effective anti-hazing policies to protect students. As has occurred following so many hazing incidents at colleges and high schools, investigation of the FAMU situation revealed a history and widespread culture of hazing, including just weeks before Champion's death a beating inflicted with fists and metal rulers on a female musician and multiple previous attacks going back more than a decade that were so severe that they resulted in the hospitalization of band members.

Hazing continues to be an issue of concern in high school athletics programs and one of the most often-litigated claims against districts and athletics personnel, with courts typically imposing liability either because of the failure to create an anti-hazing policy or for developing a policy that is substantively inadequate or ineffectively implemented. And despite the level of media attention in recent years on hazing, a troubling number of districts have yet to adopt measures designed to protect students from such harassment.

In January 2012, a lawsuit was filed by a high school baseball player and his family against the Picayune (Mississippi) School District and district athletics personnel for injuries sustained by the player as a result of an alleged ongoing series of hazing activities of which the district, high school and coaches supposedly had knowledge. The suit claims that the victim suffered a seizure and was hospitalized after he was restrained by teammates and repeatedly punched in the chest as part of a team initiation ritual. The suit also asserts that the district did not have an effective anti-hazing policy in place to safeguard students from harm.

Also in January 2012, a Warsaw (New York) Central School District wrestling coach returned to his duties after a suspension re-

lated to a December 2011 hazing incident in which a 15-year-old wrestler suffered a broken jaw. Two other wrestlers were charged with criminal hazing and the Warsaw County district attorney stated that the lack of an effective anti-hazing policy and the lack of adequate supervision of the wrestlers allowed "a tradition of hazing to flourish" on the team.

When attempting to develop and implement anti-hazing policies, one of the most useful resources for districts is to examine court cases clarifying the legal standards governing hazing and the precise duties of school administrators and athletics personnel with regard to the prevention of hazing.

## An Instructive Court Case

In March 2011, a U.S. District Court in Tennessee issued its decision in *Mathis v. Wayne County Board of Education*, a case in which two basketball players were the victims of ongoing hazing of a sexual nature by older team members. The harassment, which took place during the fall of 2008, generally occurred in the team's unsupervised locker room before and after practice. According to the testimony at trial of players on the team, the coach was a relatively infrequent presence in the locker room and when he was not there, it was "chaos ... a wild, insane, crazy" environment in which older players constantly bullied younger players.

The harassment consisted of several specific hazing rituals, including "lights out" – an activity where the older players would shout "lights out" at which time the locker room would go dark and naked upperclassmen would surround unclothed underclassmen and begin "humping and gyrating on them." Another of the hazing rituals was "blindfolded situps" – a hazing activity recommended to the upperclassmen by their coach in which underclassmen were blindfolded and forced to perform situps into the naked rear ends of other players squatting over them.

Most serious of all, the hazing behaviors intensified over time to include sodomy of the younger players with foreign objects, including pencils and markers. News of the sexual assaults began to



circulate both among the student body at the school and in the community; and despite acknowledging that rumors had been circulating about the events, the coach and school administrators alleged that they had no direct knowledge of any of the incidents of harassment or sexual assault until being confronted by a victim's parents who had been informed of the sexual assaults by their former minister.

At that point, school administrators contacted law enforcement and temporarily transferred the students who were the perpetrators of the sexual assault to an alternative school pending a disciplinary hearing authority (DHA) meeting. After 10 days, the maximum suspension prior to DHA action, the students were reinstated to school and eventually, based on rulings by the DHA and the Wayne County Board of Education, they were also reinstated to the basketball team.

Because of their concerns about the level of punishment imposed upon the perpetrators and ongoing fears regarding the well-being of their sons, the parents of the victims withdrew their children from the school and filed suit against the district and its personnel. The federal court refused to grant summary judgment to the defendants, ruling that schools, administrators and coaches may be held liable for hazing and peer sexual harassment when a school official in a position to take remedial action 1) has knowledge that harassment is occurring and 2) exhibits deliberate indifference to remedying the situation.

With regard to determining when school officials will be con-

sidered to have had "knowledge" of harassment, the federal court stated that "to be liable, the institution must have possessed enough knowledge of the harassment that it reasonably could have responded with remedial measures." In essence, the legal standard recognized by the court is that if any indicia of harassment are present – a report by a victim or witness, a rumor among students or faculty of hazing activities by a team, an unexplained injury to a student-athlete, or any indicia that would be interpreted by experienced athletics personnel as possible evidence of hazing behaviors – then an investigation of the situation should be immediately initiated.

With regard to determining when school officials will be considered to have exhibited "deliberate indifference" to remedying a hazing situation, the federal court stated that the school "must merely respond to known peer harassment in a manner that is not clearly unreasonable. The court is not to second-guess disciplinary decisions made by school officials ... if the response of the school officials can be considered reasonable, a finding of deliberate indifference is not appropriate."

In refusing to grant summary judgment to the district and its personnel, the federal court decided that a full trial should be held to determine whether the two criteria of "knowledge" and "deliberate indifference" were present based on the facts of the case and that a reasonable jury might conclude that the defendants had knowledge of the hazing and exhibited deliberate indifference to remedying the situation.

## Standards of Practice

The lesson to be learned from the rulings in court cases such as *Mathis v. Wayne County Board of Education* is that schools should develop and implement an anti-hazing policy for their athletics programs using the following five-step process:

- 1. Definition:** Create a working definition of hazing that includes a list of all of the specific, prohibited activities that will be considered to constitute hazing.
- 2. Procedures:** Create both a reporting procedure and an investigation procedure. The reporting procedure should avoid designating anyone with a potential conflict of interest as the individual to whom reports should be made, e.g., the coach or athletic director. In most cases, a district's federally mandated Title IX officer would be an appropriate choice. The reporting procedure should absolutely mandate that school personnel, student-athletes or parents who suspect hazing must immediately file a report. The investigation procedure should set forth all of the stages of the investigation process, a timetable for completion of the investigation process, and sanctions for parties determined to have violated the hazing policy.
- 3. Communication:** Create a system for communicating the policy to athletics personnel, student-athletes and parents.

Incorporate the policy into coaching handbooks, student-athlete codes of conduct and sports participation agreements signed by student-athletes and parents. Develop strategies for presenting and discussing the policy, including in-service programs for personnel and multi-media presentations to use at gatherings of student-athletes and parents.

- 4. Alternatives:** Create alternative, positive team-unity and character-building activities to replace prohibited hazing activities. Examples might include leadership training courses, team-building activities, mentoring programs, community service initiatives, social activities and fundraising efforts. Involve team captains in the process of developing and implementing such activities.
- 5. Monitor:** Create a policy and procedures that can be continually monitored by athletics personnel and that are capable of repetition each and every year as new coaches, student-athletes and parents become involved in the athletics program. ☉

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](mailto:Lee.Green@BakerU.Edu).

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# Infrastructure is Selected as 2012-13 National Policy Debate Topic

On January 10, 2012, ballots from 32 states, the National Catholic Forensic League, National Debate Coaches Association and the National Forensic League were tabulated at NFHS headquarters to select the 2012-13 national high school policy debate topic. Infrastructure was selected over Immigration with 57 percent of the votes.

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

The following chart summarizes the state-by-state balloting on topic areas.

## Choice of problem area and resolution

### by Official Referendum Vote:

NCFL – ■ NDCA – ■ NFL – ■

Unshaded states did not report a vote prior to publication.

## National Policy Debate Topic Area Balloting:

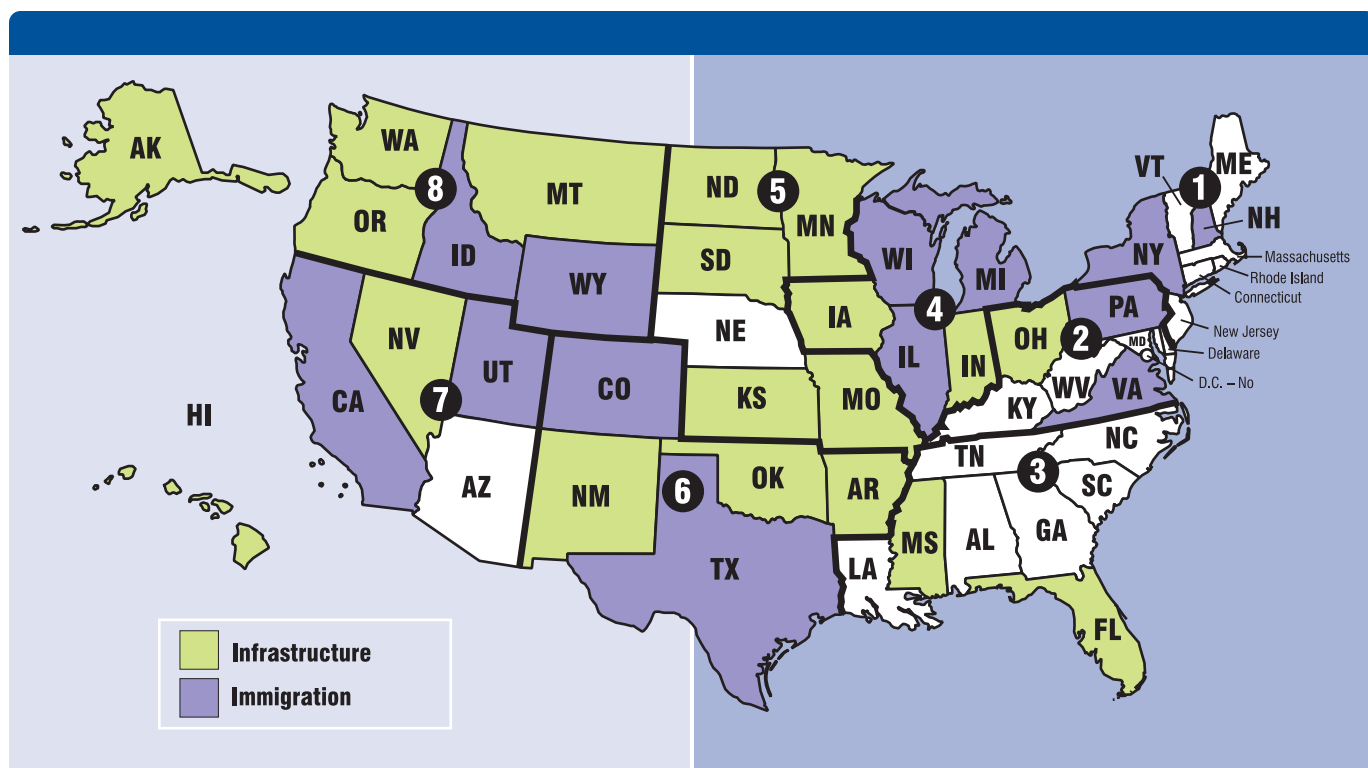
### 20 INFRASTRUCTURE

**Resolved:** The United States federal government should substantially increase its transportation infrastructure investment in the United States.

### 15 IMMIGRATION

**Resolved:** The United States federal government should substantially increase its legal protection of economic migrants in the United States. ☉

## HOW THEY VOTED FOR 2012-13:



# Selecting the National High School Policy Debate Resolution

BY PAULA FISHER

Each year, millions of high school students research, analyze and advocate the pros and cons of a nationwide cross-examination debate resolution. In 1928, the topic centered around creating a department of education; in 1941, increasing the power of the federal government; in 1957, supporting the prices of agricultural products; and in 1982, curtailing arm sales to other countries. Surprisingly, many of the past debate topics are still relevant today. As important as the resolution becomes for competitors during a school year, few people are aware of how it is selected.

To choose the resolution, the National Federation of State High School Associations (NFHS) hosts an annual Debate Topic Selection Committee meeting of state delegates in August. The location rotates around the country and anyone may attend and contribute. The participants generate five potential topics so that the NFHS can conduct a national election during the fall, with each state casting one official vote.

The topics are narrowed from five to two and another vote is repeated in December. The final topic is chosen in January and becomes the debate resolution for the upcoming school year.

Larry McCarty, director of the Texas University Interscholastic League Social Studies Contest and author of the 1997-98 resolution, recalls, "Being part of the topic selection process was a truly unique experience providing the opportunity to see, firsthand, the work of some of the most influential persons in the debate and education community as they shared ideas about a wide range of subjects."

At the summer meetings, the delegates brainstorm current issues in an effort to generate possible resolutions for the future. The top 12 topics of interest are assigned to individuals who prepare study reports for presentation the next year.

The author of five topics that made the final ballot, Matthew Murrells, who is presently attending Georgetown University Law Center, maintains, "Several authors write research papers that (hopefully) give an objective view of a particular literature base in a certain topic area. The author takes that information and presents it both in paper form and orally to the topic committee. The goal

is then to create a resolution that will be balanced; that is, we want both sides to be able to have an equal shot at winning (in other words, the author needs to ensure that the literature supports arguments on both sides of a resolution instead of heavily favoring one side)."



Once the committee has heard the presentations, the members narrow the field to five topics. At this point, the committee begins the tedious process of making certain that the wording of each is appropriate. Ruth Kay, coach of the competitive debate program at Detroit Country Day School in Beverly Hills, Michigan, has been a state delegate to the Debate Topic Selection Committee for more than 25 years.

"... the Wording Committee spends hours debating what words will provide for a balance on both sides of the debate topic and provide a year of quality debate for high school students," Kay said.

Because cross-examination debaters must be prepared to defend both sides of the resolution, releasing a balanced topic is vital to all concerned.

The delegates must consider the following criteria when selecting the five topics that are submitted for a vote:

- The resolutions should be neither too broad nor too narrow, be timely and appear frequently in the media.
- Since the selection process takes almost two years, it is important that the topics not be rendered meaningless (for example, by the passage of new laws) by the time the debates occur.
- The topics should address a problem that is significant in all sectors of the country, not merely in a single area or for a particular group of people.
- Resolutions should be appropriate for novice debaters, yet challenge advanced competitors.
- The issues involved in the topic should have enough depth to last for a full year without producing repetitive debates.

- The topics must provide exposure to divergent points of view, experience in analyzing significant current issues and problems, and the opportunity to develop analytical and problem-solving skills.
- There should be a wealth of material available to encourage debaters to utilize a wide range of reference materials.

As Kay explains, *"The debate topic selection process is not as simple as just voting on what area would be good for high school students to debate. The process involves months of research ... to discover if an area is viable for year-long debate."*

Selection of the resolution does not happen overnight. It is the result of extensive study, discussion and dialogue among outstanding debate coaches throughout the United States. ☉

Paula Fisher presently serves as the academic grant coordinator for the Texas University Interscholastic League. She has been a high school administrator, department chairman, academic coordinator and a speech, debate and English teacher. In 1989, she authored the national high school debate topic and in 1990 was named the National Outstanding Speech Educator by the NFHS Speech, Debate and Theatre Association.

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# Launchpad Wisconsin Celebrates the Reach of Music Education

BY ANNE PROESCHOLDT

In this day and age, schools struggle to cater to the numerous urgent educational needs of every student. This is where organizations like the Wisconsin School Music Association (WSMA) have a place in supporting schools as they attempt to reach these needs.

Dedicated to the belief that music is a basic human need and helps develop life skills, WSMA partners with music teachers and school administrators in Wisconsin to provide programming designed to enrich and expand classroom learning. One such program is Launchpad, a music competition for high school students in bands established beyond school premises. Groups from all genres – rock, pop, folk, bluegrass, etc. – are welcome to participate.

Launchpad celebrates the reach of music education and recognizes these bands for music exploration outside of the classroom. Sixty bands are chosen to perform at four regional competitions around Wisconsin, and three bands from each regional advance to the state finals. The winning band at finals earns free studio recording time, an appearance at Summerfest (“the world’s largest music festival” held in Milwaukee), a Yamaha instrument/equipment package for their school and the Les Paul Launchpad Award. Les Paul, Waukesha native and “Father of the Electric Guitar,” was a believer in the musical promise of high school garage bands and personally supported the Launchpad program.

Participating bands are required to play three songs – either originals, covers or some of each. A panel of experienced judges focuses on five major elements of performance: expression and creativity, technique, time, blend and synergy. Judges pay close attention to a band’s musicality and connection with the audience, adherence to precision, ability to stay together and listen to one another, and preparation to deliver a polished performance. Stu-

dents receive expert feedback that they can take back to the garage, school, etc., to help direct their focus for improvement.

Launchpad is not only about recognizing student passion for musical expression applied outside of school – it is about emphasizing the educational benefits gained from “real-world” experience. In addition to performing onstage, bands competing in the regional and state competitions work with professional stage and sound crews to put on their performances.

Bands making it to finals earn the opportunity to meet and learn from professional musicians like Tom Brechtlein, Ndugu Chancler, Nathan East, Susie Ibarra, Chris Poland, Leland Sklar and Hanah Jon Taylor. It is unlikely that many schools could provide the sheer scope and intensity of this educational experience. WSMA, therefore, works to bring its resources to students who may never have access otherwise.

Education can happen anywhere at any time – not just in a traditional classroom setting; however, alternative approaches to learning often go unrecognized. Thus, students who have interests and talents beyond what a typical school day can provide may not have access to the support and encouragement needed to validate and cultivate special skills – skills these students could use to nurture fulfillment in their own lives and in those of others. Students may consequently abandon or starve their potential, thinking that it is not important enough to pursue. It is a shame to leave any child behind, is it not?

Launchpad helps draw connections and strengthen relationships between high school music programs and students. Entry into the competition requires that at least one member from each band actively participates in a school music program.

In the application process, each band is asked to name a music educator who has been a positive influence in their musical devel-



opment, therefore qualifying the winning band's school music program for the Yamaha prize package. But Launchpad does not have to begin and end with a band's participation in the competition, nor does its healthy effects require bands to win; at its most essential and important level, Launchpad can affect the way that administrators, teachers and students view the widening scope of music education.

Launchpad 2011 winner "Chase Promenade" (Matt Spatol, Billy Akers, Brandon Kempf and Tony Diaz) acknowledged Wilmot High School band director John Sorenson for his support of their music education.

"On behalf of our group, we would like to thank John Soren-

son for helping us and giving us the opportunities to participate in the function and other WSMA productions," Sorenson said. "Making music is a wonderful gift that can be shared with those around you. It is my hope that when the students leave Wilmot High School, they will have the tools necessary to create music whenever and wherever they choose."

It is this very attitude – that music study and appreciation is not bound to a particular time and space – that WSMA hopes to encourage between music students and their teachers through programs like Launchpad.



WSMA Executive Director Michael George stated, "School music teachers have become more aware of the great amount of music performance, composition and arranging that goes on outside of school. This finds its way into school offerings that provide increased opportunity for creativity and innovation, with students often taking lead responsibility for their own learning. Educators

in school have become more sensitized to the importance of connecting in-school opportunities with student interests outside of school." These connections are vital when considering the goal of quality education for all students; with more connections made between traditional and nontraditional approaches to learning come more students who feel included, cared for and challenged.

"A significant impact of Launchpad is on students who may feel alienated from our mainstream educational and social institutions. They inform us of this in several ways. Look first at the names they give to their music ensembles: 'Emulate,' 'Access Denied,' 'Unsung Hero,' 'Fragile Utopia,' 'Victims of Society,' 'Trees on the Moon,'

'The Flipside,' 'A More Likeable Companion,'" George suggested. "They are speaking to us ... we are learning to listen."

Launchpad responds to these student voices in its effort to reach out to and include them in the exploration and enjoyment of music. Music in all of its forms is an integral part of life, and Launchpad provides a resource for that exploration. ☺

For more information on Launchpad, including participation details, video footage, supporting sponsors, etc., go to [www.launchpadwisconsin.org](http://www.launchpadwisconsin.org). Visit [www.wsmamusic.org](http://www.wsmamusic.org) for more about WSMA and its other programs.

Anne Proescholdt is a staff writer at the Wisconsin School Music Association and is a senior communication studies major at Luther College in Decorah, Iowa. She attributes much of her love for music to her high school band program and has been involved with many WSMA programs. She continues to play trombone in various groups at Luther.

# Iowa Wheelchair Athletes Unknowingly Make History

BY SHANE MONAGHAN

“There is a first time for everything” – that famous saying has become more of a cliché than words to live by. But in the case of two Iowa athletes, there is more truth in the saying than ever before.

On October 29, 2011, Jordan Houdeshell, a junior from Marion (Iowa) Linn-Mar High School, and Drake Sachsenmeier, a sophomore from Camanche (Iowa) High School, became the state’s first champions in the cross country wheelchair division.



“Being able to compete in this year’s state cross country meet was amazing,” Houdeshell said. “At the beginning of the season, I wasn’t sure if I was going to be able to go to state since it had never been sanctioned before.”

Although Iowa opened its state track meet to wheelchair athletes in 1990, there had been no such sanctioning for the cross country state meet until this year.

“We were very appreciative that the state made this a sanctioned event for wheelchair athletes,” Linn-Mar cross country coach Todd Goodell said. “Dave Anderson [assistant executive director and cross country and track and field administrator] from the Iowa High School Athletic Association started working on this about a year ago. It was a cooperative effort to create the best opportunity for both wheelchair athletes in the state to qualify, and have the best experience possible at the state meet.”

After the sanctioning, both Houdeshell and Sachsenmeier qualified for the meet – as other high school competitors did – by finishing at a district.

“Drake has worked very hard this season,” Camanche cross country coach Mark Metzger said. “[Being able to compete at the state meet was] a great reward for his hard work.”

The state cross country meet was held at Kennedy Park in Fort Dodge. The terrain – unlike the smooth, all-weather ovals of Iowa’s track meets – is hilly, uneven and was crowded with other runners and about 6,000 fans in attendance.

“Prior to the race, we reviewed the course and identified challenging parts,” Goodell said. “We wanted to make sure [Jordan] did not go out too fast so that he would have plenty of strength to make it through the rolling hills in the second half of the course. We also discussed throughout the season when and how to best shift and utilize his gears.”

“Most of my thoughts [before the race] concerned [Drake’s] bike,” Metzger said. “I just kept reminding him when he needed to shift gears [when going] up hills and down hills. Drake, mentally, got himself ready to compete.”

And with that, Houdeshell, competing in Class 4A, and Sachsenmeier, competing in Class 2A, lined up for history; taking their marks at the starting line.

“The only thing going through my head before and during the race was don’t stop pushing; ‘it’s only five [kilometers],” Houdeshell said.

However, just before the race began, the two athletes were informed that they were not only making state history, but national history as well.

“I knew that I was one of the first to run in the state of Iowa, but I did not know that I was one of the first in the nation,” Houdeshell said. “When I was at the starting line and they announced that, I got butterflies in my stomach. It definitely meant a lot to me.”

As the race began, Houdeshell took off for the lead.

"I was definitely in a zone," Houdeshell said. "I could hear people yelling for me, but I could not see them. All I could do is focus on the pace vehicle in front of me. I do know that I passed the pace vehicle once or twice going down a hill and then he would catch me again at the top of the hill. I cut three minutes off of my best time all year at the state meet."

Houdeshell finished with a time of 17:04, but did not stop to take in the moment. Instead, he watched for his competitor to finish the race.

"After the race, I thought 'this is amazing,'" Houdeshell said. "I felt good, and all I could do is look and wait to see when Drake was finishing."

Sachsenmeier finished in 21:28.

"Drake saved his best performance for the state meet," Metzger said. "I think Drake liked the big stage."

After both competitors finished their race, an ambiance of something special was radiating through the crowd, the state and even the nation.

"Drake has been a great inspiration to his teammates and



**Drake Sachsenmeier of  
Camanche (Iowa) High School**

**"It has given me a new appreciation for anyone who has a disability and also for those parents and individuals who work with people with a disability on a daily basis."**

me," Metzger said. "It has given me a new appreciation for anyone who has a disability and also for those parents and individuals who work with people with a disability on a daily basis."

Goodell parallels Metzger's thoughts.

"[The state championship] means many things to me," Goodell said. "It breaks down barriers for all athletes, not just handicapped. [Jordan's] attitude, work ethic and perspective are inspirational. We were aware this was the first for the state of Iowa. It was news to us that day that it was also the first in the nation. As Jordan puts it, he wishes it wasn't the first in the nation. He wishes others would have had the opportunity before him. As a coach, I will refer to his example as a role model for all. Hopefully, other states will now offer the opportunity. Personally, I think I get more from him than he gets from me." ☺

Shane Monaghan is an intern in the NFHS Publications/Communications and Events Departments. Monaghan is a graduate of Ball State (Indiana) University, where he specialized in sports administration.



**Jordan Houdeshell of Marion  
(Iowa) Linn-Mar High School**

# Whether Rural, Inner-city or Suburban, Coaches Face Similar Issues

BY ALEX SWENSON

In any high school sport, both athletes and coaches face ups and downs, dreams and disappointments, triumphs and challenges. The never-ending roller coaster is what drives competition at all levels. However, high school coaches face challenges not found at other levels of sports.

In high school sports, coaches don't have millionaire owners, state-of-the-art facilities and scholarship players. They have to make do with the budget set by the school, enrollment numbers and the kids interested in playing sports. Coaches all across the country are met with these issues every day, and they have to do their best to react and adapt.

Although coaches in all sports will go through periods of highs and lows, no two coaching experiences are the same. Much of the difference is based on the size and location of the school and community, and many of the discrepancies are unique to a particular coach in a particular area.



**Pete Shock**

Take Pete Shock, for example. Shock is the head basketball coach in Cliff, New Mexico, a small town in the southwestern part of the state. Cliff High School – where Shock has coached for more than 30 years – has an enrollment that usually hovers around 150 students in grades 7-12. Shock, however, sees

the close-knit, small community as an advantage when it comes to basketball.

“Ballgame nights would be a pretty good time for a burglar to go to work,” he said. “Our community support is excellent. The school is the center of the community. It is really the place to be.”

Jill Phillips coaches girls basketball at Princeton High School in a suburban setting just outside Cincinnati, Ohio, where about 1,800 students are enrolled. Stephanie Keller is the girls basketball coach and assistant athletic director at Arsenal Technical High School on the east side of Indianapolis, Indiana. Both said the community aspect of small schools is something that makes them unique.



“I’m not saying we don’t have a good following,” Phillips said. “But in the small schools, it brings the community closer together.”

Keller, who grew up in a small community, said one of her friends coaches in a rural setting in Indiana and gets that same level of support.

“They have the same people in the same seats for years. That’s one thing I miss.” she said.

Eric Olson echoed that sentiment. He is the girls track and boys and girls cross country coach at Central Clinton High School in Clinton County, Iowa, a school of about 540 in rural eastern Iowa.

“In small towns, high school sports are sort of the pride of the town,” he said. “Bigger cities tend to forget about high schools. What happens there can be a second thought.”

Matt Johnson coaches in one of those big cities. He is the varsity boys basketball coach at Strawberry Mansion High School in inner-city

Philadelphia, Pennsylvania. Johnson, who played at Strawberry Mansion, said that his support is pretty strong due to his recognition around the community. Unfortunately, Johnson's team faces other issues, and many of them can be attributed to the new trends and a struggling economy.

When Johnson was a student at Strawberry Mansion middle and high schools from 2001 to 2006, there were about 1,000 students between the two. The count is now down to around 360.

"In the past, we would usually be contending for championships. The last two years, we have been kind of down due to [decreasing] enrollment," Johnson said.

Johnson pointed to the rise in charter schools within the city as a big factor in the decline.

Participation issues are not exclusively big-city problems, though.



Shock, who has also served as track and field coach and athletic director, said that his numbers have gone down, too, mainly due to competing activities pulling students away from sports.

"We struggle with participation, and I credit that to the technology boom," he said. "Being an athlete used to be a highlight in a high school career. Kids now have varied interests."

Shock used a personal example, saying that he used to have rock fights with his neighbors. While kids may have slightly safer hobbies today, it seems that every day there is something new to do in which kids become more interested.

Olson also finds his own share of challenges in his rural setting. He pointed more toward the lack of resources in a small-school community.

"Facilities are always a big thing," he said, saying that his programs would really benefit from an indoor track. "There isn't much

for kids to do as far as outside-of-school training. The high school has a weight room, but kids have to travel to the nearest big cities to do more stuff specific to their sport."

While money may be one of the factors preventing rural schools from getting new equipment and facilities, budget issues are hitting hard in the big cities as well.

At Arsenal Tech, a school of about 2,200, Keller said that the relative lack of money often limits what her team can do, but that her support staff is dedicated to making it work.

"It's a constant battle to try and bring in dollars for each account," she said, pointing to other sports' budget problems, as well. "We've worked countless hours trying to fundraise and spend personal money sometimes, and the athletic department chips in what it can."

Keller said that the coaches try to keep their athletes in a "little bubble" so that the outside issues don't affect their performance.

Johnson knows the effect that money can have on a team as well.

"Some charter schools have large budgets. The kids ask how the other schools get to have all the nice clothes and shoes. It's a mental issue that takes a toll on the kids."

Johnson did say, however, that a lot of the athletes get support through the athletic programs that they may not have gotten otherwise.

"As a player ... you don't know some of the people in the community until they come out to support you," he said, adding that former National Basketball Association player Ronald "Flip" Murray, a Strawberry Mansion alum, came to give the players new shoes and uniforms. "The more people that you can gain a relationship with and bond with, the more outlets you have."

Tony Stallworth coached basketball at Brantly High School in rural Alabama. His thoughts were similar to Johnson's on the benefits that high school athletics can provide, although in a small community in the southern United States, sports can play a different part in the lives of athletes.

"You had to take advantage of being a part of athletics," Stallworth said. "It was your ticket out of a small town. It did not matter where you came from; it's what you did when you got there."

High schools come in all shapes and sizes, from the mountainous lower regions of New Mexico, to the heart of the City of Brotherly Love. Despite the different settings of these six coaches, they all have a passion for athletics. Whether it is raising up a championship trophy under the lights, or quietly strolling back to the locker room after a devastating loss, they do their work day-in and day-out to provide the best possible experience for the athletes, the school and the fans.

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# Instead of Being Next Dolly Parton, Andrews Becomes Top Coach

BY SHANE MONAGHAN



**Leta Andrews** is the winningest high school basketball coach in history with 1,367 victories (as of January 26). In her 50th season as a head coach, she has taken her team to 16 State Final Four appearances, winning the Texas state title in 1990. Andrews has received numerous awards over her career including the 1993 Outstanding American Coach-Teacher of the Year Award by the

Walt Disney Company, the 2007 inaugural Morgan Wootten Lifetime Achievement Award by the Naismith Memorial Basketball Hall of Fame, the 2007 NHSCA National High School Coach of the Year, as well as the 2009 Bayard H. Friedman HERO Award by Score a Goal In The Classroom school incentive program for being the most outstanding girls' basketball coach in Texas. In 2004, Andrews coached the 2004 McDonald's All-American Game. She is a member of the Texas High School Basketball Hall of Fame, the Texas Sports Hall of Fame and the Women's Basketball Hall of Fame. Most recently, Andrews was inducted into the National High School Hall of Fame by the NFHS.



Leta Andrews receives her Hall of Fame Award from former NFHS president Nina Van Erk.

**Q:** How did you get your start in basketball?

**Andrews:** My start in basketball was in early elementary school. Originally, I thought I would grow up to be the next Dolly Parton. I would love to sing and sing all the time. I would come home every

day after school and practice; then one day my dad told me that I better "put singing on the back burner, and start bouncing that basketball." I began to love the game and it was all due to my parents' encouragement.

**Q:** Who has influenced you as a coach and a person?

**Andrews:** My father, my mother and Don Smith, my high school coach and principal. [Smith] had such a great love for basketball and athletics. It just so happened that I was the lucky one that got a lot of direction from him in life. He showed a spirit of caring. He used to say "It doesn't matter how much one knows, unless your athletes know you care."

I remember [Smith] wanted me to be a coach, but when the time came for me to get my degree, I instead went with elementary education. He was disappointed in my choice, but I went ahead with it. After I interned in the classroom a couple of times, I knew that I just couldn't do [elementary education]. So I went back and got a degree in kinesiology and English, and got into [the high school ranks].

As a player of [Smith's], we had been close to a state championship before during my junior and senior years of high school, but just couldn't get it done. Later, when I won the state championship [at Corpus Christi Calallen] in 1990, I received a telegram from Don, and the first thing it said was "We did it." He has always stayed connected in what I was doing, and how I was doing it.

From my parents, to coach Smith, I learned what hard work really means, and that it is a big part of life.

**Q:** How do you try to influence your players on and off the court?

**Andrews:** I strive to always be a good role model [for them]. I instill in my players to be true to themselves. I always want my young ladies to be polite, courteous and to know that I care and love them. It is so important that they know you care about them.

**Q:** What does it mean to you being the winningest coach in high school basketball, girls or boys?

**Andrews:** To this day, I am still in awe that a female could be-

come the winningest basketball coach in the USA. I had a great group of girls on [the team that broke the record]. Breaking the record was tough; there was so much pressure surrounding the girls. We had a stint where we would lose by one, or in overtime leading up to win. It was nice to finally get it.

**Q:** How did you feel when you were inducted into the National High School Hall of Fame, and how did it compare to being inducted into the other halls of fame?

**Andrews:** I was very honored and impressed. [The inductions] are very dear to me. I am a blessed person, who has had good health and the opportunity to work with so many young ladies.

**Q:** How has the game changed in your 50 years of coaching?

**Andrews:** Of course the athletes are bigger, stronger, faster and quicker, but the biggest change that I have seen is to a five-player game. It's always seemed to be a six-player game, because not everyone can shoot [the basketball], but you learned that you can play [defense] with persistence and get the job done. It's like the rich got richer and the poor got poorer.

I remember John Wooden, a very good friend of mine, used to say "No coach can win consistently without good material." I have always had hard workers. I have played a lot of teams with unbelievable athletes. I've come to realize that if talent doesn't beat 'em, hard work can.

**Q:** How do you see the importance of high school sports against club organizations such as AAU?

**Andrews:** High school has [the] spirit and pride of playing with your classmates; it's the times that you cherish. Not many go on to play at the collegiate level, so there is nothing like [high school basketball]. We have better coaches [in the way that] they know their players, and they teach fundamentals. AAU is about individual players reaping the benefits of high school basketball programs. They only care about my number one [and two] best players, not my three, four, five [best players]. High school basketball is such a great experience in learning to work and commit. It's starting and ending something even if the road gets bumpy and rough. It teaches lifetime traits.

**Q:** Has the thought crossed your mind of moving on to college or pro?

**Andrews:** I did try for a college position with Texas Christian University in the early '90s. I was a top-five candidate, and then a top-three, but it just didn't happen. The other candidates had college experience, and that's OK because I believe that all things work out for the best. I am where I need to be.

**Q:** What has been your most memorable moment as a basketball coach?

**Andrews:** Winning a state championship would be my most

memorable moment. It was so special because we had been there before and gotten beat by one point in overtime. I have had other teams, probably better teams, but it had just not been their time. It just never seemed to work out for them. That group of overachievers accomplished the mission of taking it to the limit one more time.

**Q:** What do you see for the future of girls high school basketball, and high school sports in general?

**Andrews:** I think the possibility of a shot clock is always there. Workouts before and after school will probably become more prevalent, as well as athletes having to "pay to play."

**Q:** What advice would you give other coaches in girls and boys basketball?

**Andrews:** Number one is having a passion for the sport of basketball. Two, is always try and be the very best that you can be. Number three is to be a caring and loving coach. Four, is always teach, never assume anything. Number five is having a standard of preparation. Six, is "one has to work and work hard" – there is no substitute for hard work. Number seven is that you must be a leader, and being that leader you must generate enthusiasm. Finally, number eight is to be loyal. It means keeping your self-respect. Respect, in turn, helps promote loyalty.

I have based my career on those eight things. They are my makeup, and I could not go without them. I still do them to this very day.

**Q:** What is left for you to accomplish as a coach?

**Andrews:** I want my young ladies to get a state championship in Granbury. It would warm my heart. I would also like to be inducted into the James Naismith Hall of Fame. That is as sweet as it could get. I have filled out all of the information [for the Hall of Fame], and whether I do get it, or not, I don't know. I remember that when I coached at Corpus Christi, [Naismith's] granddaughter lived across the street from me. Although I never got to meet [Naismith], I at least got a touch of the family through the love of basketball.

With that being said, I fell in love with basketball [at an early age]. It's like the doors have opened up [for me], and things [have] worked out well. I have had to budget my time, being a wife and mother of three. One thing that I never wanted to do was put family on the back burner, which I haven't. My husband of 55 years has been behind me the whole way. I never missed many days of work; I was always there. I wanted to teach, and help my girls taste the fruits of success. The only win that is important for me [now] is the next one. It's been a great ride. God has truly been good to me. ☺

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Shane Monaghan is an intern in the NFHS Publications/Communications and Events Departments. Monaghan is a graduate of Ball State (Indiana) University, where he specialized in sports administration.

# Athletic Directors – Dealing with Unrealistic Expectations

BY DR. DAVID HOCH, CMAA

**A** number of individuals in a school district may be affected by having unrealistic expectations thrust upon them. More is added to one's plate and rarely is anything removed. The athletic director certainly has his or her share of unrealistic expectations, and this may occur because athletics is arguably the most visible aspect of education.

There are several plausible explanations why unrealistic expectations arise.

- Many individuals – parents, coaches and administrators – don't understand and appreciate the nature and scope of responsibilities that are associated with the position, and the limited time that an athletic director has available to accomplish those tasks.
- Additional tasks and responsibilities may be added, but usually there may be no increase in accompanying resources to accomplish the added items.
- The person responsible for creating the additional expectations may be promoting his or her own agenda or exercising the power of the position.
- Any number of other influences and combinations of sources and reasons may contribute to the dilemma of unrealistic expectations.

For example, parents love their children and only want the best for them. Due to the narrow focus on their offspring, however, parents may occasionally overlook reason and logic. As a result, unrealistic demands and expectations arise.

In like fashion, coaches are passionate about their sport and may be blind to the fact that others also exist. They may believe that their team is the most important. As a result, these coaches always need and expect an athletic director's immediate and complete attention. This could also extend to believing that they deserve the greatest amount of financial support.

With the current economic downturn and reductions in staff, administrators may also need athletic directors to undertake additional responsibilities. While there can be no mistake that there are

additional tasks and responsibilities that have to be covered, these administrators may not fully understand how overloaded an athletic director may be. Their singular concern is filling the staffing needs in order to cope with their own unrealistic expectations.

While the reasons for unrealistic expectations can be extremely varied, it is important that athletic directors understand the problems and have a course of action for dealing with them. In order to survive and perhaps even thrive in this demanding environment, what should an athletic director or administrator do?

- Athletic directors should develop an understanding and mindset that they will never be able to please everyone. Regardless of their efforts, decisions or actions taken, someone will be unhappy. The only solution and salvation is to do the best possible every day.

If athletic directors constantly keep the athletes and coaches in their programs as the No. 1 priority, they are headed in the right direction. Being able to look into the mirror every day knowing that they have given their all is the only expectation they should strive to meet.

- Athletic directors should organize, plan and prioritize every minute of the day in order to be as efficient and productive as possible. While also handling emergencies that arise, patience is paramount because they will never accomplish everything they want or should in any day, week or even year. Athletic directors should not beat themselves up and become their own worst enemies over unrealistic expectations.

- Take advantage of every opportunity to explain the aspects, scope and details of the position, and educate everyone possible about what athletic directors do and how it impacts the largest segment of young people in the school. This can be accomplished in meetings with various groups, newsletters and even by updating current projects on the school's Web site. Keep everyone informed about the accomplishments of the program.



• Athletic directors can invite a parent, coach or administrator to shadow them for a day. There is an expression that a picture is worth a 1,000 words and, in this case, if someone walks in their shoes for a day, it would be worth quite a bit more than one photo. Spending one day with the athletic director can be extremely illustrative. This doesn't mean for an hour or two, but from the start to the finish of an entire day.

• There is a great support group with fellow athletic directors in the league or region, as well as family members. Using and relying on their support can get one through even the most difficult times associated with unrealistic expectations. After all, they are the only individuals who truly understand what you go through on a daily basis.

• Daily remind yourself why you undertook the athletic director's position – the belief in education-based athletics and the accompanying benefits. The ultimate goal is to provide

the best environment for student-athletes and coaches. This little internal pep talk can ease the pressure of unrealistic expectations.

In the words of Admiral David Farragut, "Damn the torpedoes, full speed ahead!" As an athletic director take a similar approach and push ahead. Do what is right for the young people and coaches in your program and don't worry about the landmines of unrealistic expectations that may be planted all around. ☉

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Dr. David Hoch retired last year 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. He is the author of a new book entitled *Blueprint for Better Coaching*. Hoch is a member of the NFHS High School Today Publications Committee.

# REAP – A Community-based Concussion Management Protocol

BY KAREN McAVOY

In September of 2004, a young freshman football player named Jake Snakenberg took a typical hit and collapsed on the field. He was airlifted to the hospital where he later died of “Second Impact Syndrome.” This tragic event became the impetus, seven years later, for the passing of legislation in Colorado called the “Jake Snakenberg Youth Concussion Act.”

While the details of this state bill do not differ much from the elements of other state concussion bills (education for coaches, removal from play for a suspected concussion and return to play under health-care guidance), the development of a Community-Based Multi-Disciplinary Team Approach to concussion management is the lasting legacy of Jake Snakenberg’s death.

In the years since his death, the high school where he attended has been instrumental in the development of the REAP Concussion Management Protocol. REAP – Reduce, Educate, Accommodate and Pace – has become a helpful roadmap for families, schools and health-care professionals to navigate the often tricky waters of concussion from diagnosis, to removal from play and then return to play.

The REAP protocol outlines how a community can pull together in the immediate one-to-three-week recovery period of a student-athlete from concussion. The Multi-Disciplinary Team consists of three separate teams:

1. **Family Team** – the student-athlete, parents, guardians, grandparents and peers of the student.
2. **Medical Team** – the Health-care Provider, the Primary-care Provider (PCP) and/or the specialty clinic. The Health-care Provider may also work closely with other medical professionals, which may include the Certified Athletic Trainer (ATC), physical therapist, massage therapist, chiropractor and occupational therapist.
3. **School Team** – the school team has two distinct and important teams:
  - a. **The Physical Team** – including the ATC, school nurse, coach and physical education teacher, **AND THE**
  - b. **The Academic Team** – including the teacher(s), counselor, school psychologist and school social worker.

Each team member has an important part in observing the student-athlete’s symptoms and in helping to create the environment that will allow for the healing of the brain. REAP outlines responsibilities for each team member and a timeframe for following/managing symptoms. The collection of “multiple sources of data” from “multiple perspectives” allows the return-to-play decision to be based upon the most comprehensive convergence of data.

Other sources of data, like computerized neurocognitive tests, can add even more validity to data already collected. However, REAP is written in such a way that the multi-disciplinary team approach alone is still the safest way to return a student-athlete to play.

The acronym of REAP helps all team members remember the four important components to concussion management:

**Reduce** – Reduce both physical and cognitive demands. It is essential for the student-athlete to immediately reduce physical activity so as not to incur a second hit to the head. However, it is commonly known that both physical exertion and mental exertion can exacerbate symptoms after a concussion. The old adage of simply “pushing through the pain” (the symptoms) is actually counterproductive in a concussion. It not only makes the student-athlete feel worse, it also delays recovery.

**Educate** – All team members must understand what symptoms of a concussion may look like and what they are telling us about the recovery of the concussion. A concussion is theorized to be a problem between the balance of elements within the cell versus outside the cell. In effect, a concussion renders the brain cells ineffective.

As it is the job of the brain cell to deliver fuel (glucose) to the brain whenever physically and/or mentally challenged, it follows then that symptoms will flare when the student-athlete places higher demands on the brain. Symptoms become the “barometer” of the concussion. As they flare or as they resolve, team members will be able to watch and adjust the management plan accordingly. The REAP Manual teaches all those around the student-athlete to watch for



symptoms in four domains – Physical, Cognitive, Emotional and Maintenance. (See chart below)

**Accommodate** – Most coaches understand the need to “bench” their athletes until recovered from a concussion; however, most teachers struggle with how to adjust for the “student” in the term student-athlete. Students cannot be benched from school for the entire duration of the recovery from concussion (potentially three to four weeks). Therefore, the REAP manual details the most common academic adjustments teachers can make to reduce the mental demands and promote the recovery of the concussion.

**Pace** – All experts agree that every student-athlete should be returned to play in a gradual, step-wise progression. The REAP manual outlines the six steps of graduated return to play from the Consensus Statement on Concussion in Sport from the 3rd International Conference on Concussion in Sport held in Zurich in November 2008.

REAP promotes the collection and convergence of data from all of the four multi-disciplinary teams. When all members of the multi-disciplinary teams agree that there are 1) no symptoms (without medications) and 2) when the student-athlete is functioning back to baseline in the classroom and/or on neurocognitive measures, the health-care professional may then approve the student-athlete to start the six steps of physical exertion. If the student-athlete can successfully negotiate the six-step process of increased physical exertion without flaring symptoms, he/she can then be safely returned to their sport.

Tens of thousands of REAP Manuals have been printed, shared and used in trainings to entire school districts, at large-scale community events and to health-care professionals in hospitals/offices across the state of Colorado. The REAP Manual has become an effective tool in teaching stakeholders how to create this safety net in each and every community – no matter the size or demographics. All a community needs is parents, a school system and a medical provider. This is the composition of the multi-disciplinary team and this formula of *increased collaboration and coordination* helps to keep our student-athletes as safe as possible and as comfortable as possible throughout the entire recovery from concussion.

In addition, from August 2009 to the present, the REAP Manual has been given out in numerous emergency departments in the Den-

ver Metro area. In this manner, REAP has helped to educate 538 communities.

At the point of diagnosis of “concussion,” the family is given a REAP Manual in the emergency department. They are asked to share it and the concepts with their child’s school and PCP when they go home. The families also sign a Release of Information so that a phone contact can be made from the hospital to the child’s school and PCP. A follow-up call is made to the school and PCP after the child leaves the emergency department and a copy of REAP is sent electronically.

Speaking the same language and having a common plan of action (namely REAP) allows the teams to come together to begin a coordinated concussion management plan. To date, this emergency department component of REAP has introduced the multi-disciplinary team approach to 253 public schools in 33 separate school districts and to 23 private schools.

The secondary benefit of this protocol is that once a school nurse/teacher/counselor has been introduced to REAP via the emergency department notification, they learn how to apply good concussion management to other students with concussions – those not necessarily seen in emergency rooms. PCPs who have been contacted after their patients have been diagnosed in the emergency room with a concussion learn how to manage all concussions that come to their attention, even – and especially – those where they are the first to make the diagnosis.

Each referral helps to “coach” a family, a school and a PCP through the process of building a team approach to better manage concussions and ultimately helps to build capacity for exceptional concussion management across the entire state. ☉

REAP can be downloaded for free at [www.youth-sportsmed.com](http://www.youth-sportsmed.com). It can also be customized and personalized to other states and communities.

Karen McAvoy is a licensed clinical psychologist and a school psychologist in Colorado. She was the school psychologist at the high school attended by Jake Snakenberg before he passed away from “Second Impact Syndrome” in 2004. As a result, McAvoy developed the REAP program. After 20 years in schools, McAvoy took a half-time position with the Colorado Department of Education as the principal consultant on brain injury and a half-time position as the director of the Center for Concussion with the Rocky Mountain Hospital for Children.

Physical (How a person feels physically)	Cognitive (How a person thinks)	Emotional (How a person feels emotionally)	Maintenance (How a person experiences energy and sleep)
<ul style="list-style-type: none"> <li>• Headache</li> <li>• Neck Pain/Pressure</li> <li>• Blurred Vision</li> <li>• Dizziness</li> <li>• Poor Balance</li> <li>• Ringing in the Ears</li> <li>• Vacant Stare/Glassy-Eyed</li> <li>• Nausea</li> <li>• Seeing “Stars”</li> <li>• Vomiting</li> <li>• Numbness/Tingling</li> <li>• Sensitivity to Light</li> <li>• Sensitivity to Noise</li> <li>• Disorientation</li> </ul>	<ul style="list-style-type: none"> <li>• Feeling in a “Fog”</li> <li>• Feeling “Slowed Down”</li> <li>• Difficulty Remembering</li> <li>• Difficulty Concentrating</li> <li>• Slowed Speech</li> <li>• Easily Confused</li> </ul>	<ul style="list-style-type: none"> <li>• Inappropriate Feelings</li> <li>• Personality Changes</li> <li>• Nervousness/Anxiety</li> <li>• Feeling More “Emotional”</li> <li>• Irritability</li> <li>• Sadness</li> <li>• Lack of Motivation</li> </ul>	<ul style="list-style-type: none"> <li>• Fatigue</li> <li>• Drowsiness</li> <li>• Excess Sleep</li> <li>• Trouble Falling Asleep</li> <li>• Sleeping Less Than Usual</li> </ul>

# WHAT MAKES UP YOUR GAME?





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# A Winning Combination: Balancing Athletics and Academics

BY ERIC SEYMOUR

Most coaches and educators would support the refrain, “If you don’t make the grades, you don’t get to play.” Hopefully, most school leaders would also declare **student** always comes before **athlete**; and no matter how talented a player is, if he or she is academically ineligible, helping the team is not an option.

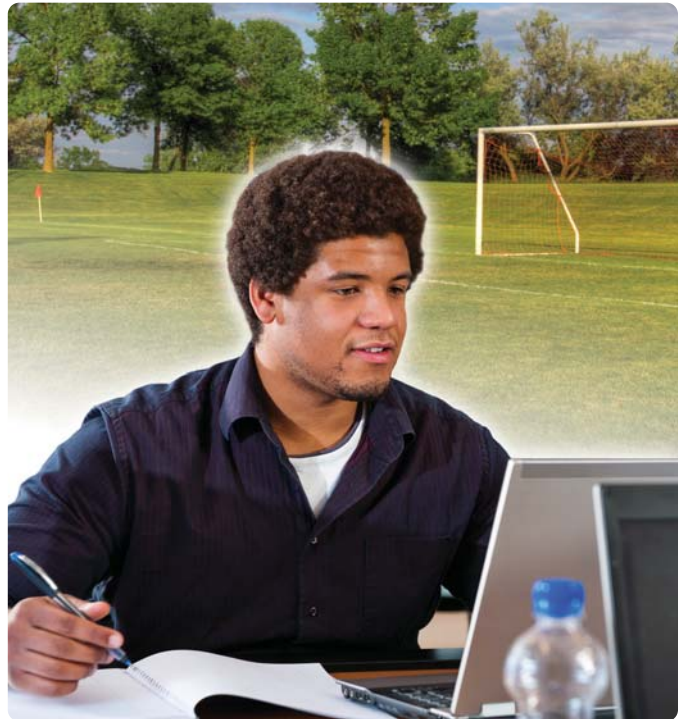
Yet, with rigorous classes, weekly games or matches, daily practice and workouts, student-athletes have limited time to study and do required homework. So two years ago, my administration and coaches put together a program wherein our 700 student-athletes are given access to a Web-based instructional program that provides self-paced, standards-based instruction, practice and systematic assessments – before the athletes ever step foot on a field or court. The program has been a wild success, with students winning in the classroom as well as on the field.

## Turning the Trend

With nearly one-fourth of our student population participating in organized high school sanctioned sports, we decided it was important to review the academic performance of our athletes as a separate, yet important subgroup. What we saw was a disturbing trend: Many of our student-athletes were performing well on the field, but not academically – especially compared to other students in the classroom.

This prompted a meeting with the school’s athletic director. A former administrator himself, he understood the challenges we faced, and felt it was important to enlist the support of our coaching staff to turn this disappointing tendency into a winning solution.

We met with our coaches and told them our plan. Every student-athlete would be required to spend 35 to 45 minutes every day before practice working on Study Island, an online standards mastery program that offers rigorous, yet fun and engaging supplemental instructional content in math, reading, writing, science and social studies. The program includes customized assessments, games, digital writing portfolios, and college and career readiness tools. It helped us address learning gaps and prepared our students for the Florida Comprehensive Assessment Test (FCAT).



## From Senior to Rookies – Unity Among Athletes Gained in Extended-day Learning

Most would agree it is a shame to have talent and natural ability, but not be able to reach a goal because priorities are not set. So with the help of our teachers, computer lab support staff and our coaches, we set the priorities for our student-athletes to help them achieve their highest potential – on and off the field.

Our study strategies began with developing a routine, a habit of studying. No matter if a student-athlete was at, above or below grade level, every athlete was required to complete his or her time on Study Island.

A schedule was developed to accommodate the various sports practices that take place on our campus any given day throughout the year. The lab manager – an important component of the program – took roll call and was available to assist students if they had any questions or needed additional instructional support. If a student did not complete the required time on the program, he or she could not practice. Period.

It was not long after instituting this program that we began to see the rewards. Nearly all the athletes who used Study Island improved their performance on our benchmark exams. The football players, who had the lowest averages in class and the lowest success rate on our exams, made substantial increases. We also saw significant gains among other athletes, including members of our baseball, tennis and swim teams. Some members of our girls lacrosse team received letters of acceptance to some of the most renowned colleges in the nation, including MIT, Cornell, Vanderbilt, Virginia Tech and West Virginia.

The secret to our success was making academic practice as important as athletic practice. We all know that no “performer” would prepare for the big event without a training program and schedule. Intentional, balanced scheduling is the foundation of the successful athlete or performer. The same principle applies to learning.

**This is what our coaching staff, teachers and lab managers did that worked for us:**

- Provided encouragement/motivation, monitored progress and assessed achievement.
- Assisted in developing a personal and individualized set of performance and mastery-oriented academic goals that meshed.

- Helped in developing an academic team for mutual support in achieving goals where teachers and coaches collaborated.
- Held the coaches accountable for academic performance.
- Provided positive feedback and celebration.

**End Game: Top-performing 6A School**

With strong study skills and the right amount of individually paced practice in math, reading, writing, science and social studies, we made sure our student-athletes were going to deliver a successful season. As a result, the Florida High School Athletic Association rated Vero Beach High School the top-performing 6A school in the state of Florida!

Certainly, school is a time for fun and lasting memories, but poor grade performance can have a lasting effect on a student’s life. If everyone works together at our schools and follows a few simple strategies to improve study habits, and thereby close achievement gaps, we will have the satisfaction of knowing that we have done everything possible to give our student-athletes a winning combination of academics and athletics that will provide an added advantage going into higher education and beyond. ☺

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Eric Seymour is principal at Vero Beach (Florida) High School.

National Federation of State High School Associations



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# Indiana's Theresa Wynns to Join NFHS Staff



**Theresa Wynns**, assistant commissioner of the Indiana High School Athletic Association (IHSAA) since 1997, has been named **director of sports and officials education** for the National Federation of State High School Associations (NFHS).

Wynns, who will complete the 2011-12 school year at the IHSAA, is expected to join the NFHS administrative staff in June. She fills the position previously held by Mary Struckhoff, who resigned in September after 12 years on the NFHS staff.

Wynns will serve as administrator for the sports of basketball and softball, and she will be director of the NFHS Officials Association and the NFHS Officials Education Program.

Basketball and officiating will be second nature to Wynns as she has served as IHSAA staff administrator for basketball and director of the IHSAA Officials Department for 14 years.

In addition to basketball, Wynns has been responsible for boys and girls soccer, and boys and girls tennis. She also oversees the IHSAA sportsmanship program and tournament merchandising.

At the NFHS, Wynns also will be responsible for the sport of softball along with basketball and the officials program.

"We are extremely pleased to add Theresa Wynns to the NFHS family of directors," said Bob Gardner, NFHS executive director. "Theresa's work in the Indiana High School Athletic Association provides great insight into the needs of our member state associations. She brings a wealth of experience in officiating and will be an asset to all officials as we build our officials education program. In addition, she will be an excellent liaison for the sports of basketball and softball."

After graduating from South Carolina State University and serving a brief teaching stint at Easley Junior High School in South Carolina, Wynns joined the Indianapolis Public Schools (IPS) in 1971 as a teacher and coach. She taught at two IPS schools during her 10 years with the state's largest school system and also coached track and field, volleyball, kickball and cheerleading.

From 1981 until she joined the IHSAA in 1997, Wynns held a number of positions in the Warren Township Schools in Indianapolis. She was dean for student services at Warren Central High School for three years and assistant principal at Creston Middle School for three years before a 10-year run as principal of Creston Middle School.

A licensed official for 19 years, Wynns dedicated her early career to officiating basketball, swimming, volleyball, and track and field. She worked three state finals in volleyball and six state finals in girls basketball. Wynns officiated the IHSAA girls state basketball championship games in 1977, 1981 and 1986.

In recognition of her officiating prowess, Wynns was named Indiana's outstanding girls basketball official in 1983 by the IHSAA and the NFHS Officials Association. In 2009, Wynns received the Silver Medal Award from the Indiana Basketball Hall of Fame and the NFHS Citation for Section 4.

Wynns has been involved with several NFHS committees during her 14 years with the IHSAA. She currently serves on the NFHS Citizenship/Equity Committee and the NFHS Officials Association Advisory Committee, and is a past member of the NFHS Basketball Rules Committee.

Wynns earned her master's degree from Butler (Indiana) University in 1974 and an educational specialist degree in school management and administration from Indiana University in 1985.

Wynns and her husband, Joseph, have a daughter, Whitley, who graduated from Indiana University this past summer. Joseph Wynns formerly was director of Indy Parks and Recreation and currently heads a consulting firm focused on urban strategies. ☺

## NFHS launches first rules application for mobile devices

The National Federation of State High School Associations (NFHS), which has written and published playing rules for high school sports throughout its 93-year history, has released its first rules application for mobile devices.



practice limitations that we already had in place for a number of years," said Mark Cousins, UIL director of athletics. "Our medical advisory committee actually put in place a rule on practice limitations back as early as 2006-07, and this is part of an ongoing process of evaluating our current rules based on the latest information available and what different associations at different levels are doing."

Under the new rules, among other revisions, there will be no two-a-days for the first four days of practice, no two-a-days on consecutive days, and on days in which two-a-day practices are allowed, the break between sessions must be at least two hours.

"[The ruling is] something that was continually being put under the evaluation process since we put our first practice limitations in place," Cousins said. "It wasn't like we went from no practice limits to practice limits; we've had practice limits in place for a number of years. [It was all] just part of the evaluation process of the rules."

Texas isn't the only state looking at limitations during the summer season. Nearly every state association Web site has a link or document embedded in it relating to heat precautions, and heat-related injuries. For example, the Alabama High School Athletic Association mandates that heat time-outs be called during the first dead-ball period after the six-minute mark in each of the four quarters in football games across the state for the first three weeks of the season.

Recently, most colleges and the National Football League (NFL) have limited the practice of two-a-days, with the NFL outlawing the practices altogether in its latest collective bargaining agreement. With Texas finishing the hottest summer on record for any state in the United States this past year, the UIL's changes could not come soon enough.

"Certainly, I think there are going to be those coaches out there who are going to be concerned about the possibility of the loss of teaching time associated with the rule changes, but you have to also take into [consideration] the ability to limit students' exposures to injury," Cousins said. "There will be those out there that are in favor of it, and there may be those out there that aren't, but ultimately all the schools will be following the same rules so everyone will be on the same playing field." ☉

## NFHS, NIAAA develop radio PSAs to promote education-based athletics

BY SHANE MONAGHAN

The NFHS and the National Interscholastic Athletic Administrators Association (NIAAA) have



teamed up to create four public-service announcements promoting education-based athletics.

"We felt a need to assist our states and schools to get the message out of the value of education-based athletics," NIAAA Executive Director Bruce Whitehead said.

The public-service announcements, or PSAs, originated during meetings between NIAAA Associate Executive Director Michael Blackburn, NFHS Executive Director Bob Gardner, NFHS Chief Operating Officer Jim Tenopir and Whitehead. Each PSA is a radio spot, 60 seconds in length, customized for each state that will be recorded on audio CDs. Every state athletic/activity association in cooperation with each state athletic directors association will be sent a number of CDs to be distributed to every radio station throughout their states.

"I believe the goal of the four of us is to raise awareness in the public sector of the enormous value of education-based athletics to not only the students, but the entire community," Whitehead said.

The PSAs were promoted to the state athletic directors associations at the National Athletic Directors Conference in December, as well as recently promoted to state athletic/activity association executives at the NFHS Winter Meeting. The goal is for the CDs to be distributed to all radio stations throughout the country by the end of January, and begin being heard on the radio airways in February.

"I believe that they are well done and certainly convey the message of the importance of education-based athletics and the positive impact they have on not only the students who participate, but the entire school and community," Whitehead said.

The PSAs speak on the importance of participation in sports and how it promotes citizenship and sportsmanship. They also mention how studies have shown that participation in sports, along with other extracurricular activities, is one of the best ways to teach leadership, cooperation, accountability and other life skills while also making it more likely for student-athletes to enjoy greater levels of achievement in their academic lives. Gardner believes that the awareness in the positives of interscholastic activities could not be more pertinent.

"We believe that the timeliness of the message of the value of high school sports is most appropriate when many of our states and many of their schools are facing budget cuts," Gardner said. "It's a good time to reinforce the values that [interscholastic activities] provide for young people. That is the essence of the message that we want to provide."

The PSAs will also be available to individual schools upon request in the form of MP3 files, to be played at local school athletic events and state association tournament events. ☉

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Shane Monaghan is an intern in the NFHS Publications/Communications and Events Departments. Monaghan is a graduate of Ball State (Indiana) University, where he specialized in sports administration.

## SPORTSMANSHIP IN ACTION

*Editor's Note: This column highlights sportsmanship programs at the local and state levels throughout the country.*



**Florida High School Athletic Association  
Gainesville, Florida**

The FHSAA honors its schools with the Fred E. Rozelle Sportsmanship Awards. Any member school, student-athlete, parent or fan can submit a good sportsmanship report to the FHSAA office utilizing a specifically designed form. The association awards schools with the most positive reports based on their classification and section at the end of each school year. The section winner of each classification receives a \$500 award for its athletic department, and an overall winner is selected from each classification. Those winners receive an additional \$2,500 award for their athletic department.



**Ohio High School Athletic Association  
Columbus, Ohio**

The OHSAA plays its sportsmanship public-service announcements (PSAs) on the video boards during state tournaments and sends DVDs of the PSAs to other stadiums/arenas that have video boards. Perhaps something unique to Ohio is that during our girls and boys basketball state tournaments, which are played in a "final four" format with four divisions, we select a player from each semifinal winner and videotape a scripted 30-second sportsmanship message. Then before each championship game, we merge the two spots together and it looks like one player is tossing the ball to the other player and the messages are played back-to-back with the house lights off. The arena goes quiet and people watch the two kids talk about sportsmanship for a minute before the starting lineups are introduced.



**Tennessee Secondary School Athletic Association  
Hermitage, Tennessee**

As part of the "Just Do What's Right!" program, the TSSAA recognizes member schools that have made the effort to remind their athletic family that there is a particular code of conduct, a particular level of expected behavior, and a way to act that is proper if one wishes to be a part of an athletic contest, regardless of how they participate.

"Just Do What's Right!" focuses on the foundation of what we hope all participants will do – just do what you are supposed to do in representing yourself, your family, your school and community. Those schools that received no reported unsportsmanlike conduct incidents during each season receive a certificate with the "Just Do What's Right!" logo.

Local officials associations are asked to nominate schools that they service that have displayed this overall positive effort to teach, expect and demand a positive atmosphere of sportsmanship at their particular contests. Member schools are also asked to nominate individuals or schools for special recognition for going the extra mile to do what's right.

From these nominees and the schools that have received no reported unsportsmanlike conduct during the previous school year, 27 schools are selected to receive the A.F. Bridges Award at the divisional level. These schools are presented "Just Do What's Right!" recognition banners at the regional meetings in each grand division of our state during November.

Of these 27 divisional recipients, one school in each class receives Tennessee's top award for overall outstanding effort in its division. These schools will be presented the A.F. Bridges State Award of Excellence. This is the highest award that can be bestowed upon a school to honor its overall efforts to promote citizenship and sportsmanship at school, and at athletic contests. ☉

## VOICES OF THE NATION

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*How do you combine sportsmanship and the competitive drive to win?*



**Conradette King**

Jefferson City High School  
Jefferson City, Missouri

The drive to win is definitely very important to me when I run, but it is not more important than being a good sport. In cross country, there are plenty of opportunities to cut runners off, knock runners off stride or even elbow other runners without being caught. Winning is a great feeling, but using these types of tactics to win would leave me with an empty feeling. I always work to win every race, but not at the expense of displaying poor sportsmanship.



**Connor Crane**

Ponderosa High School  
Parker, Colorado

As a baseball player and a wrestler, I have become a very competitive athlete. A drive to win is a characteristic that I was born with and it takes hard work to consistently exceed and win. Although when you work valiantly and lose, it is tough to take and can be very frustrating. Even if this happens, it is important to respect your opponent and maintain good sportsmanship. I focus on what I can do to improve so that I can beat my opponent next time and this helps me remain composed and show sportsmanship.



**Matt Ubinger**

North Hills Senior High School  
Pittsburgh, Pennsylvania

While competing in soccer or track, coming out on top is a key motivator for me. At the same time, I try to remind myself that displaying good sportsmanship should be an equal partner to winning. During the contest, I make it a point to demonstrate respect towards my teammates and opponents. One way I try to be a good sport is to pick someone up if they fall short or fall down. My actions help our team to keep the right perspective while competing. I have also come to learn that by respecting the game now, I will be ahead of the game in life.



**Katelyn Conlee**

Stephenville High School  
Stephenville, Texas

I combine sportsmanship and the drive to win by staying calm and taking a deep breath. I keep my head held high no matter what is happening on the field. I just keep pushing through until the end of the game. I remember to always cheer on my team. Once I step onto the field I show no fear, I concentrate on what I want, and take whatever comes at me with a positive attitude. ☺