

SEPTEMBER 08

# HighSchool

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



## Hurricane Katrina

Rebuilding efforts continue in New Orleans

## Media Blogs

Concerns about bullying on rise

## Drug Testing

Some states reconsidering programs

## Participants in Activity Programs Do Better in Classroom





# Activity Programs: A Right or Privilege?

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

**T**he opportunity to participate in high school activities is just that – an opportunity. It is an advantage, an honor and a privilege. What participation in high school activities is not is a right.

Students have the right to an education; this we all know is inalienable. But once the school day ends, so does that right. All after-school athletic and activity programs, whether it is a debate team meeting or a football game, fall into the category of “privilege.”

Over the years, the line between right and privilege has been blurred, although a distinction exists between school and activities despite their common goal of educating youth.

In an attempt to convey the importance of demonstrating appropriate behavior, many schools require students to agree to a mandatory code of conduct in order to participate in activities. This spells out the school’s expectations of its students and makes it clear that behavior in violation of the code can lead to ineligibility. Although many schools have these conduct guidelines, some students who fail to abide by these standards still believe they should be allowed the privilege of participating in activities.

One of the arguments in favor of participation by students who behave inappropriately revolves around the idea that prohibiting them from competing would inhibit their ability to gain a college scholarship.

There was a case when a student, who was a member of his school’s basketball team, was arrested and charged with a felony. The school’s principal initially prohibited the student from participation, but the student took the case to court on the grounds that scholarship and financial aid possibilities would be diminished by not allowing participation. Appropriately, the city solicitor defended the principal by eloquently stating there is, “no right under the Constitution to play basketball.” Despite the principal’s and solicitor’s efforts, a judge eventually ruled in favor of the student on the grounds that the crime was unrelated to the high school.

In these flawed decisions to allow participation – and consequently missing an opportunity to teach the students that their actions have repercussions – the true purpose of activity programs is misjudged. The purpose is not to earn a college scholarship; the purpose is to ed-


ucate and inspire lifelong values. Less than one percent of students who participate in high school activities earn a college scholarship for their efforts, further establishing the reason activities exist in our school systems as extensions of an educational experience that must be earned. Last year alone, more than 11 million students benefitted from their experiences and lessons learned in interscholastic activities, accepting the responsibilities that come with participation.

When a student engages in high school sports or fine arts, certain responsibilities beyond those of a typical student are inevitable. That student becomes a representative of the school at-large and must display appropriate conduct not only in the classroom, but while participating in the activity outside of the school setting. The student is also responsible for achieving grades that meet the standards so they are eligible to participate. A decision to engage in activities programs is a decision to accept these responsibilities and others. The values that extracurricular activities instill are certainly worth the added responsibility.

Activity programs provide valuable lessons for practical situations – teamwork, sportsmanship, winning and losing, and hard work. Through participation in activity programs, students learn self-discipline, build self-confidence and develop skills to handle competitive situations. These are qualities the public expects schools to produce in students so that they become responsible adults and productive citizens.

Furthermore, activities are not a diversion, but are rather an extension of a good educational program. Students who participate in activity programs tend to have higher grade-point averages, better attendance records, lower dropout rates and fewer discipline problems than the general student population.

For the past 19 years, participation in high school sports has been rising, proving that activities remain important to young people regardless of the changes in life that have occurred during that time. Ultimately, the hope is that students continue to appreciate the inherent benefits of participation and understand the responsibility involved. Through that understanding, they are better able to take advantage of this privilege – a privilege that does not exist in most countries. High school sports and activities remain one of America’s defining characteristics. ©



## Divine Help

Jon Stillwell of Bloomington (Minnesota) Jefferson High School pulls for his teammates during a shootout at the 2004 Minnesota State High School League Class AA Boys Soccer Championship.

Photograph provided by Minnesota Prep  
Photo/[www.MNPrepPhoto.com](http://www.MNPrepPhoto.com).

## Great Shot



# HighSchool

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

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### Welcome

Effective with this issue, High School Today is being mailed to superintendents, principals, athletic directors and school board presidents at all high schools throughout the United States. We hope you enjoy this publication and welcome your feedback. You may contact Bruce Howard or John Gillis, editors of High School Today, at [bhoward@nfhs.org](mailto:bhoward@nfhs.org) or [jgillis@nfhs.org](mailto:jgillis@nfhs.org).



### ➔ VOLUME 2, NUMBER 1



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### ➔ COVER STORY

## Participants in Activity Programs Do Better in Classroom: Survey reveals grades improved with each additional activity. –Don Showalter

Band member photograph courtesy of Utah, Nebo Tournament of Bands.  
 Track runner photograph courtesy of Kim Jew Photography, New Mexico.

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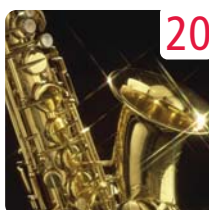
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The Learning Network website provides a variety of educational resources. It includes sections for 'Student CONNECTIONS' with daily news questions, 'Teacher CONNECTIONS' with lesson plans, and 'Parent CONNECTIONS' with activities. A featured article discusses the 2008 Beijing Olympics opening ceremony. The site also offers lesson plan searches and news snippets for various subjects.

<http://www.nytimes.com/learning>

High School Ace is an academic homepage for high school students. It features subject guides for Biology, Chemistry, Earth Science, English, Foreign Languages, Math, Physics, U.S. History, and World History. The site also offers daily news quizzes, fact checks, and SAT prep questions. Reference tools include a dictionary, encyclopedia, and rhymes. The site is supported by Quiz Hub and advertising sponsors.

<http://highschoolace.com/ace/ace.cfm>

The Busy Teachers' WebSite K-12 is a resource site for teachers. It offers a wide range of materials including lesson plans, worksheets, and activities for various subjects like Art, History, Math, and Science. The site is organized into categories such as 'Art', 'History', 'Math', 'Science', and 'Social Studies'.

<http://www.ceismc.gatech.edu/busyt>

MERLOT (Middle East Research and Learning Online) is a digital library of educational resources. It provides access to a vast collection of materials, including textbooks, videos, and interactive content. The site is organized by subject area and offers search functionality for users to find specific resources.

<http://www.merlot.org/merlot/index.htm>

## The Cost

### HIGH SCHOOL FOOTBALL EQUIPMENT

Helmet \$200

Hip Pads \$10

Thigh Pads \$10

Knee Pads \$5

Shocks \$3.50

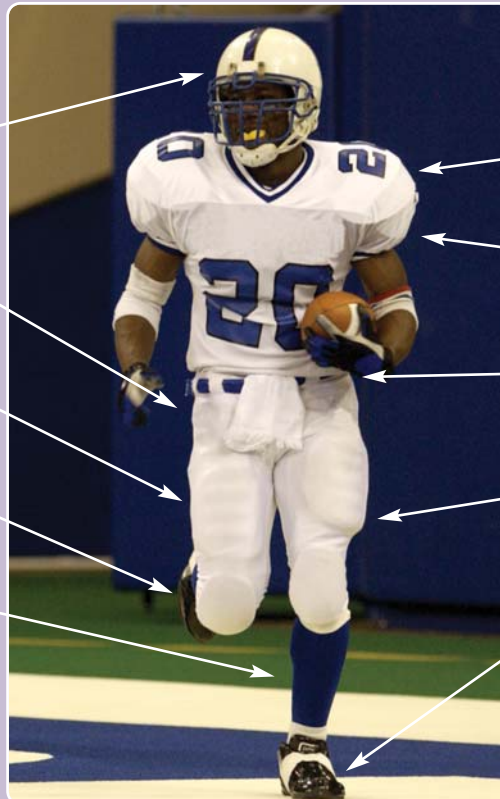
Shoulder Pads \$200

Jersey \$100

Belt \$1.25

Pants \$85

Shoes \$90



**Total: \$704.75**

\*These prices serve as approximate costs and are not intended to reflect any specific manufacturer's prices. Also, these costs would not be annual costs since schools use some of this equipment for multiple years.

# High School Today Past Issues

ARTICLES FROM 2007-08 SCHOOL YEAR

Welcome to high school superintendents, principals and school board presidents. In its first year of publication during the 2007-08 school year, many important topics were covered. Following is an issue-by-issue look at last school year. You can access all these articles on the NFHS Web site at [www.nfhs.org/hstoday](http://www.nfhs.org/hstoday).

## September

- Title IX – 35 Years and Counting: A View of Educational Equity (part 1)
- Friday Night Lights Shine on First Amendment
- Celebrate National High School Activities Week
- A Private School Coach Living in a Public School World
- Turmoil to Triumph
- Sportsmanship, Basketball and Life: Interview with John Wooden
- Hall of Fame/Summer Meeting
- National Student Leadership Conference

## October

- 7.3 Million Participants in High School Sports
- Title IX – 35 Years and Counting: A View of Educational Equity (part 2)
- Student Speech Rights Case May Impact Athletics Policies
- How to Get and Keep Officials
- Student-athlete is Their Teacher
- Parents, Coaches Were Biggest Influences: Interview with Terry Steinbach
- Managing the Student-athlete Suffering from Concussion: Is it Worth the Headache?
- School Music Advocacy for the Non-musician
- NCAA Eligibility Center

## November

- Accommodating Disabled Students into Athletic Programs
- Participation Fees – Attempts to Keep Athletic Programs Afloat
- Athletic Programs and the Fair Labor Standards Act
- Is Winning all that Matters?
- Winning One for Ken...
- Handling Growth – Technology and the Internet
- New Approaches to Economic Realities and Enforcement of Title IX

## December/January

- Hazing in Interscholastic Athletics: Legal Issues and Strategies for Prevention
- Curbing Violence at Athletic Events
- Fund-raising by Student Groups
- Granby Athletes Promote Breast Cancer Awareness
- Kansas School Keeps Sportsmanship in Mind
- CA-MRSA and the Athlete
- The NFHS Wrestling Weight Management Program
- The Positives (and Negatives) of Mandatory Random Student Drug-testing
- Health Care, Alternative Energy Final Choices for 2008-09 Debate Topic

- Annual Music Conference Held in Indianapolis
- NFHS Coach Education Committee Discusses Five-year Strategic Plan

## February

- Addressing Funding Issues in High School Activities
- School Boards Face Funding Challenges
- Proposed Legislation Would Impact Athletics Programs
- Tips for Administrators in Evaluating Music Educators
- Alternative Energy Chosen as 2008-09 National Debate Topic
- NFHS to Hold Adjudicator Seminar at Walt Disney World in Florida
- Winning State Title Favorite Memory: Interview with Cal Ripken Jr.
- Singleton Excels Despite Physical Odds
- Cross Country Meet – The Essence of High School Sports
- Florida Adds Cheerleading State Championship
- Second Annual T-Mobile Invitational a Resounding Success

## March

- A Day in the Life of a High School Athletic Director
- Who is Really in Charge of Your Athletic Program?
- Retaliation Lawsuits: A Legal Issue for Athletics Programs
- Lacrosse, Bowling Among Nation's Emerging High School Sports
- Extended School Day Slows Dropout Rate
- Running Toward Goals
- Value of Fine Arts in a "No Child Left Behind" World

## April

- Sports Event Security: Legal Issues and Strategies
- Recruiting and Retaining Coaches
- Pinning the Issue of Girls Wrestling in High School
- The Alarming Turnover Rate of Athletic Directors
- Bob Kanaby Addresses U.S. House of Representatives Subcommittee on Performance-enhancing Drugs
- Minnesota Teen Saves Collapsed Official
- Illinois Family Creates Wrestling Legacy with 645 Combined Victories
- NFHS Sports Medicine Advisory Committee Enters 12th Year

## May

- Sexual Harassment in Athletic Programs: Legal Issues and Strategies for Prevention
- The Successful Athletic Director: Planning, Patience, Perseverance, Persistence, Passion
- Creative Fund-raising Ideas for High School Athletic Departments
- State Associations Broadcast Games on Web
- Down Syndrome Doesn't Keep This Wrestler Down
- Missouri Basketball Teams Join Cancer Fight
- Duties of Administrators Regarding Heat Illness
- Imagine if you Treated Opponents Like Guests

You can read all of these articles at [www.nfhs.org/hstoday](http://www.nfhs.org/hstoday).

## IT ALL STARTED HERE



## Peyton Manning

➡ Before he was throwing touchdown passes for the Indianapolis Colts, Peyton Manning was a high school star at Isidore Newman High School in New Orleans, Louisiana. As quarterback at Newman, Manning passed for 7,207 yards and 92 touchdowns. He led Newman to a 34-5 record and was named Gatorade State Player of the Year in 1993. 🎯

# National High School Activities Week

OCTOBER 2008

12 National Be A Sport Day SUNDAY	13 National Fine Arts Activities Day MONDAY	14 National Officials Day TUESDAY	15 National Youth Health Awareness Day WEDNESDAY	16 National Coaches Day THURSDAY	17 National Fan Appreciation Day FRIDAY	18 National Community Service/Participation Day SATURDAY
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# Participants in Activity Programs Do Better in Classroom

BY DON SHOWALTER

Several years ago, I read with interest the results of a survey by Scott Kibby from Cedar Rapids (Iowa) Jefferson High school regarding the correlation between grade-point averages and involvement in high school activity programs. This information motivated me to discover what impact activities had on grades in our school – Mid-Prairie High School in Wellman, Iowa.

I had a good idea about the correlation of activities and performance in the classroom but wanted to provide some proof to my theory that students involved in activities have better grades.

The activities included athletic activities; fine arts activities in band, chorus and drama; Future Farmers of America (FFA); and speech. I took the cumulative grade points through the third quarter of last school year for all students and determined the students' participation in no activities, one activity, two activities and three or

more activities. I then averaged the grade-point average of each student with the number of activities that they participated in during this year. The three-year results are broken down by classification in school as well.

Obviously, the results confirmed my belief that students who are involved in activity programs do much better in the classroom. Additionally, our survey indicated that the grades improved with each additional activity in which the student was involved.

For the most part, the grade-point averages of those involved in activity programs improved each of the past three years, and, within each year of school, students' performances in the classroom improved.

This past year (2007-08) was particularly noteworthy for those students involved in three or more activities. Ninth-graders regis-

Average GPAs	9th Grade	10th Grade	11th Grade	12th Grade	Total
<b>GPA</b> for students who are in <b>NO</b> activities	(05-06) 2.14	2.22	2.10	2.33	2.14
	(06-07) 2.06	2.12	2.18	2.04	2.10
	(07-08) 2.02	2.00	2.14	1.90	2.02
<b>GPA</b> for students who are in <b>ONE</b> activity	(05-06) 3.10	3.12	3.23	3.13	3.18
	(06-07) 3.15	3.21	3.14	3.33	3.23
	(07-08) 3.00	3.22	3.30	3.20	3.17
<b>GPA</b> for students who are in <b>TWO</b> activities	(05-06) 3.30	3.33	3.40	3.23	3.33
	(06-07) 3.33	3.34	3.40	3.45	3.41
	(07-08) 3.40	3.44	3.50	3.60	3.52
<b>GPA</b> for students who are in <b>THREE</b> or more activities	(05-06) 3.42	3.40	3.67	3.33	3.45
	(06-07) 3.52	3.45	3.50	3.75	3.55
	(07-08) 3.60	3.59	3.50	3.86	3.62

tered a 3.60 GPA, followed by 3.59 for sophomores, 3.50 for juniors and an astounding 3.86 for seniors. The 3.86 figure was more than double the average GPA for seniors involved in no activities last year (1.90).

Perhaps the most extraordinary of all the figures in the survey was the vast disparity in the numbers of those involved in no activities and those who participated in at least one activity. This past year, the average GPA for those involved in no activities was 2.02, compared to 3.17 for those in one activity, 3.52 for those in two activities and 3.62 for those in three or more activities. In other words, those involved in activities were "A" and "B" students, while those not involved in activities were low "C" or high "D" students.

**There are a number of reasons why students involved in activities do better academically:**


- Students are better "connected" to school when involved in activities. These students have pride in their school and their performance in the classroom as well as on the athletic field or stage.
- Students are put in other situations where they are with and taught by caring, supporting educators. These coaches and sponsors make good "connections" with the students. They monitor attendance, behavior and grades for each partici-

pant in their activity. They are mentors who help students with personal skills as well as academic issues.

- Activities teach a strong work ethic and many personal skills like responsibility to the team. Activities teach students to set goals and the process by which they can be obtained. These students make a connection to the school. The fact that these students are around caring and hard-working coaches is vital to academic success.

There is much discussion on the state and national levels about increasing educational standards and improving student performance. There seems to be all sorts of programs and ideas on how to increase the performance of students in the classroom. Why not require students to be in a minimum of one activity each year? This may be somewhat of a radical thought, but I have so much faith in the power of activities that I think we would see increased performance in our students. ☉

Don Showalter is the athletic director and boys basketball coach at Mid-Prairie High School in Wellman, Iowa, a dual position he has held for the past 24 years. Showalter is a member of the High School Today Publications Committee and just recently concluded 12 years on the Publications Committee of the NFHS Coaches' Quarterly, including the last seven years as chair.



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# What is the NFHS?

BY STEVE APPELHANS

The question is simple: What is the NFHS?  
The answer is a bit more complex.

The NFHS, or the National Federation of State High School Associations, might be better understood by comparing it to a slightly better known organization – the National Collegiate Athletic Association (NCAA). In short, the NCAA is the national governing body for college athletics while the NFHS is the national leadership organization for high school athletics. The two organizations have some similarities, but the NFHS plays a different role in governing athletics as it serves its members with administrative support.

## Membership

The NFHS – which is also the administrative body for high school fine arts programs, including speech, debate, theatre and music – has 51 members: high school athletic/activity associations in all 50 states and the District of Columbia. Serving these members is one of the NFHS's primary purposes. As its mission statement declares, "the NFHS serves its members, related professional organizations and students by providing leadership for the administration of education-based interscholastic activities, which support academic achievement, good citizenship and equitable opportunities."

## Governance

The legislative body of the NFHS is the National Council, which consists of one representative from each state association. The Council meets twice each year and has the authority to enact amendments to the NFHS Constitution and Bylaws and to elect representatives to the NFHS Board of Directors.

The administration of the NFHS is vested in the 12-member Board of Directors. With one representative from each of the eight geographical sections and four at-large members, the Board of Directors has the power to make administrative decisions affecting both the NFHS and high school athletics/activities.

## Service to Members

One way the NFHS serves its members is by establishing playing rules for 17 sports. The rules are written specifically for the high

school level of participation and are intended to promote and preserve the sound traditions of the sport and to minimize the risk of injury for participants.

The NFHS also creates standards for fine arts and annually selects the national high school debate topic.

Every year, the rules of each activity are reviewed by the 17 different sports and activities committees. Each committee gathers following its respective season to address specific issues and make necessary revisions.

In addition to the 17 rules committees, the NFHS also has 11 general committees. These committees provide direction for several aspects of the NFHS, including publications (Coaches' Quarterly Publications Committee, National Records Committee and Officials' Quarterly Publications Committee), meetings (Annual Meeting Advisory Committee and Athletic Directors Advisory Committee), sanctioning (Appeal Board and Equity Committee), citizenship (Citizenship Committee), sports medicine (Sports Medicine Advisory Committee) and the hall of fame (Hall of Fame Screening Committee).

## Professional Organizations

Five professional organizations are also offered by the NFHS: the NFHS Officials Association; the NFHS Coaches Association; the NFHS Music Association; the NFHS Speech, Debate & Theatre Association; and the NFHS Spirit Association. Organization members receive various resource materials, the opportunity to serve on rules committees and their organization's publications.

## Publications

The NFHS offers three major publications, including High School Today, which is published eight times a year and serves as the major news vehicle for the organization. Two quarterly magazines are produced for specific groups: NFHS Coaches' Quarterly for high school coaches and NFHS Officials' Quarterly for high school officials.

More than eight million copies of publications and materials are produced annually by the NFHS. In addition to 15 rules books covering 17 sports, the NFHS publishes case books, officials manuals and handbooks in selected sports.

Another popular NFHS publication is the annual National High School Sports Record Book. The record book is a compilation of the

top high school athletic performances in 16 different sports. With its records maintained through a detailed system of verifying, recording and preserving, this program brings proper recognition to boys and girls who have achieved unprecedented performances in interscholastic athletic competition.

To complement its various publications, the NFHS produces a number of different educational videos and DVDs. Eleven sport-specific rules DVDs provide further explanation of the rules outlined in



NFHS rules books, while other videos cover topics ranging from risk management for high school athletic administrators to steroid education for players and coaches.

### Education Programs

Additional instruction for coaches is available through the NFHS Coach Education Program. The NFHS began the program in 2007 to offer training in coaching principles and sport first aid. Since its inception, more than 24,000 coaches have completed the five-unit program, with more than 15,000 completing it online.

The NFHS is in the beginning stages of developing its own Officials Education Program. The program will consist of video instructional materials and will be available online on the NFHS Web site.

### Student Services

While the NFHS supplies a great deal of resources for officials, coaches and administrators, it also provides service directly to students. In association with T-Mobile USA, Inc., the NFHS hosts the annual National Student Leadership Conference, a four-day leadership conference designed to help students become better citizens, who will be positive, contributing adults. Students hear accomplished speakers and participate in breakout sessions that address topics such as respect, positive values, perspective, sportsmanship, teamwork, healthy lifestyles, community service and self-evaluation.

### Other Programs

The NFHS also plays a role in sanctioning, hosting national meetings, supplying educational resources and maintaining the National High School Hall of Fame.

Sanctioning by the NFHS guarantees that approved programs adhere to sound and detailed criteria, which meet the specific requirements of a school-based experience and tradition. The NFHS sanctioning program has the primary purpose of protecting the welfare of high school students. Also, it seeks to protect the existing programs sponsored by member schools.

In addition to hosting its own summer and winter meetings for its members, the NFHS sponsors the annual National Conference of High School Directors of Athletics with the National Interscholastic Athletic Administrators Association. The conference is the largest gathering of its type in the nation.

Along with information regarding alcohol and other drugs, the NFHS provides educational resources on performance-enhancing drugs, sportsmanship, eating disorders, Title IX, the value of activity programs, gender issues and ethnicity concerns. The goal of these resources is to inform administrators, coaches and players on the issues that affect high schools across the country. Furthermore, the NFHS was the first to create a citizenship curriculum especially for high school coaches – the Citizenship Through Sports and Fine Arts Curriculum.

In 1982, the NFHS started the National High School Sports Hall of Fame to properly recognize high school athletes, coaches, officials, administrators and others for their outstanding contributions and/or accomplishments in high school athletics. In 2003, its name was changed to the National High School Hall of Fame when individuals in the fine arts became eligible for induction. More than 350 individuals have been enshrined since its beginning, with track and field Olympic silver medalist Natasha Kaiser-Brown and former NCAA All-Around champion gymnast Jackie Brummer highlighting the 2008 class. ©

For more information on the NFHS, check out its Web site, <[www.nfhs.org](http://www.nfhs.org)>.

Steve Appelhans was a summer intern in the NFHS Publications/Communications Department. He is a senior at the University of Wisconsin-La Crosse majoring in sport management.

# Three National Records Set at State Track Meets

BY STEVE APPELHANS

Three senior runners rewrote the National High School Sports Record Book published by the NFHS this past May. **Christine Babcock of Irvine (California) Woodbridge High School, German Fernandez of Riverbank (California) High School and Chanelle Price of Easton (Pennsylvania) Area High School** each set track and field national records in their respective state championship meets.

Babcock ran away from the competition at the California Interscholastic Federation (CIF) state meet to win the girls 1,600-meter run in 4:33.82, more than 15 seconds ahead of her nearest competitor. She broke her own national record of 4:36.57 that she had set one week earlier.

Babcock, who now attends the University of Washington, came close to owning the record a year ago. She ran 4:38.85 in 2007, which would have bettered the 4:39.4 mark set in 1985 by Laura Matson of Bloomfield Hills-Andover (Michigan) High School, but had to settle for second on the list as Alex Kosinski of El Dorado Hills (California) Oak Ridge High School ran 4:38.15 in the 1,600 that same year.

A three-time state champion in the 1,600, Babcock now holds four of the top 10 all-time performances in the event.

Not to be outdone by his fellow Californian, Fernandez showed great determination in shattering the boys 3,200-meter national record at the CIF state meet. He finished in 8:34.23, almost seven seconds better than the previous record of 8:41.10 held by Dathan Ritzenhein of Rockford (Michigan) High School. Fernandez crossed the finish line more than 24 seconds in front of his nearest competitor.

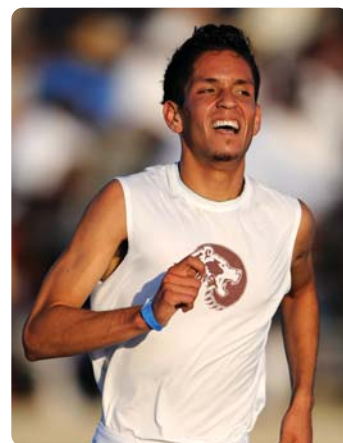
What makes **Fernandez's** record-breaking performance even more impressive is that he came within eight-tenths of a second of breaking the boys 1,600-meter national record less than three hours earlier. Fernandez set the California state record with his winning time of 4:00.29 in the 1,600. That mark is second all time to the 3:59.51 run by Alan Webb of Reston (Virginia) South Lakes High School.

During the cross country season, Fernandez also captured the state title. He ran the five-kilometer course in 14:24, breaking the California state record by 14 seconds.

Fernandez now runs at Oklahoma State University.

Price etched her name in the national record book by running 2:02.90 in the girls 800-meter run at the Pennsylvania Interscholastic Athletic Association state meet, nearly 10 seconds faster than her nearest competitor. Her time betters the old mark of 2:04.5 set by Joetta Clark of Maplewood (New Jersey) Columbia High School. A University of Tennessee student-athlete, Price finished sixth in a personal-record time of 2:01.61 at the Prefontaine Classic.

Price, who was named the 2008 Gatorade National Girls Track & Field Athlete of the Year, finished her high school career as a three-time state champion in the 800. ●



## New York lacrosse player finishes record-setting career

BY STEVE APPELHANS



The first time **Shannon Smith of West Babylon (New York) High School** picked

up a lacrosse stick, she was a fifth-grader in the backyard with her father. The next time she picks up a lacrosse stick, she will be wearing the purple and white of four-time defending lacrosse national

champion Northwestern (Illinois) University.

Smith recently capped a stellar high school lacrosse career in which she scored a national-record 611 points. She totaled 428

goals and 183 assists in her four years at West Babylon. Both career marks rank second all time. Her 13-goal performance in a game last season also ranks second for goals in a single game.

A three-time first-team All-American, Smith holds the national record for most goals in a season with 129. She set that mark her sophomore season and might have bettered it last season had it not been for an ankle injury that sidelined Smith for

# Oregon softball player's hitting streak reaches 73 games ... and counting

BY STEVE APPELHANS

It has been nearly three years since **Kayla Braud of Eugene (Oregon) Marist High School** has been held without a hit.

Braud, a standout softball player who just finished her junior season, shattered the national record for consecutive games with a hit by hitting safely in 73 straight games. The mark betters the previous record of 46 games set by Natalie Johnson of Burlington (Iowa) High School.

The streak began early in Braud's freshman season when she recorded a hit in her last 17 games. She went on to get a hit in each of her team's 26 games as a sophomore and 30 games as a junior.

Braud was not even aware of her hitting streak until this past season. Once she found out, she tried not to let it affect her.

"It made me a little more nervous," said Braud, a left-handed slapper, "but I didn't think about it that much. I just tried to focus on getting on base so we had a better chance to score."

In addition to Braud's individual accomplishment, the Marist short-stop recently led her team to a 29-1 record and an Oregon School Activities Association state championship this past season. She had some help along the way from Nyree White, a freshman pitcher who finished the season with an 18-1 record. Braud was 3-for-5 in the title game while White pitched all 10 innings of the 1-0 victory, striking out 18.

Braud finished the season with a .645 batting average and a .740 on-base percentage while scoring 65 runs and recording 30 RBIs. She was also 28-for-28 in stolen bases.

Despite her gaudy stats, Braud is quick to credit her teammates for some of her success.

"My teammates were always looking out for me and encouraging me," Braud said.



Her accolades include being named first-team all-state three times, chosen league player of the year twice, and selected as the 2008 Oregon co-Player of the Year (she shared the honors with White).

With her senior season still upcoming, Braud is not done quite yet. Oregon pitchers will have to face the University of Alabama recruit for another year as she tries to extend her 73-game hitting streak.

While Marist will lose six seniors, including five starters, Braud has her sights set on doing whatever it takes to win another state title next season – not necessarily on keeping the streak alive.

"I'm just going to go out there and play," said Braud. "I think we can win another [state championship] next year." ●

a month. She still wound up with 97 goals and 23 assists.

Smith, a three-time All-Long Island first-team selection, led her team to its best finish in school history this past season, coming within one game of making the state tournament.

Her coaches frequently comment about Smith's supreme knowledge of the game and uncanny ability to see the next play before it happens. That, along with a fierce

competitive streak, has made the Long Island native a terror for opposing teams – especially at the end of games.

"I always want the ball when the game is on the line," Smith said.

In 2007, Smith was given the opportunity to represent the United States on the U-19 women's lacrosse team that won the World Cup. She was also given the chance to play on the gold medal-winning Empire State Games team last year and in the

Under Armor All-American game last summer.

But Smith knows that nothing will be given to her this year at Northwestern.

"I have to go out and work hard and gain my spot on the team," Smith said. "I have to earn my playing time." ●

Steve Appelhans was a summer intern in the NFHS Publications/Communications Department. He is a senior at the University of Wisconsin-La Crosse majoring in sport management.

# New Orleans Schools Continue Rebuilding Effort From Katrina

BY RON BROCATO

**O**n Thursday, August 25, 2005, the Desire Street Academy, a private school of no denomination opened in New Orleans' Ninth Ward by former Florida Heisman Trophy winner Danny Wuerffel, played its first football game.

The school had not yet formed a band, but that didn't matter to the young Lions, who donned their new silver-on-white uniforms with maroon helmets as they began their athletic history in the season's first football jamboree against Clark High School. Clark won the mini-game, 12-6, but that really didn't matter. The modest crowd watched with delight as the young men from the inner city put on a good show. High fives were the salute of the day.

News quickly followed that a hurricane, which formed over the Bahamas on August 23, was now raging in the warm water of the Gulf of Mexico and taking a path that was sure to track between New Orleans and the Mississippi Gulf Coast. It was time to go.

Named "Katrina," the summer storm was the sixth-strongest Atlantic hurricane on record (a Category 5), and on August 29, she screamed across the mouth of the Mississippi River and crossed the Louisiana/Mississippi state line like a Valkyrie.

The din of anticipation of a football season gave way to an eerie silence over the city, and it would remain that way for several weeks.

Under a raging cascade of water that dislodged trees, houses and structures of all sizes, the city slowly drowned. Within 24 hours, 80 percent of New Orleans and neighboring parishes were flooded and remained partially submerged for weeks. And the Desire Street Academy and nearly a dozen other high schools no longer existed.

Although it is estimated that more than 1 million residents safely evacuated, at least 1,836 people lost their lives. Katrina is estimated to have been responsible for \$81.2 billion in damages, according to U.S. Army Corps of Engineers statistics.

Today, just three years after Katrina, the city may appear to visitors to have recovered. At night, its downtown and French Quarter lights twinkle again like the Southern star of the Mississippi. But as

one rides through the hardest-hit areas – Lakeview, the Lower Ninth Ward and the Chalmette communities – the aftermath is not only catastrophic, but remains an ongoing project of recovery.

As the city and state approach another football season, it is evident that the landscape of the city and schools has changed dramatically. Before the storm, 70 area schools played football. That number is now 56. Six public schools within the city proper have not or will not re-open.

As families and businesses were forced to re-establish their lives and livelihoods in other Louisiana or U.S. cities, those who returned home began the arduous task of rebuilding their homes, schools and lifestyles.

*"Before the storm, 70 area schools played football. That number is now 56."*

In Plaquemines Parish, the southeastern most part of Louisiana, three high schools with very good athletic programs – Buras, Boothville-Venice and Port Sulphur – were destroyed by the storm surge. A year later, as the population of 26,700 began to re-settle in the fishing communities, a single school – South Plaquemines High – was built on the Port Sulphur school site. Perhaps in defiance of the tragedy, the student body gave its school the nickname "Hurricanes."

South Plaquemines fielded its first team in 2006 and in just one year won the state Class 1A championship and was the subject of a book.

The city's many single-sex Catholic high schools were able to gather many of their students and continue classes in other locations while their buildings were undergoing repairs.

Katrina's aftermath not only affected the city's schools, but caused scheduling problems for schools throughout the Louisiana High



Holy Cross High School has rebuilt after Katrina destroyed its school.

School Athletic Association (LHSAA) and recruiting headaches for the LHSAA staff.

Many of the top athletes whose families evacuated the city enrolled in schools that had winning football reputations. One in particular – Bastrop – was fined and stripped of its Class 4A state title for violating LHSAA eligibility rules by enrolling two outstanding players from Port Sulphur. Several schools that were scheduled to play New Orleans schools looked to each other to fill bye dates.

A few of the local Catholic schools, however, were determined to be part of the football season as soon as they could get enough players together. “To give our kids a feeling of normalcy in their confused lives,” said Jesuit principal Mike Giambelluca.

Some played as many as six games, others as few as two or three.

Because the state playoff field is determined by power ratings, the LHSAA was forced to make some quick decisions. Recognizing that the low number of games played in Southeast Louisiana would render the power ratings unreliable, the LHSAA allowed any school that won at least one district game to be eligible for the postseason. East Jefferson and Riverdale settled their district championship in a one-game playoff.

Another profound decision the LHSAA was forced to make was declaring Orleans Parish an open-attendance zone. Under LHSAA eligibility rules, non-public schools are placed in attendance zones dictated by the closest public school in their area to discourage open recruiting of athletes. But because New Orleans had lost two entire districts of Class 5A and 4A public schools, the LHSAA suspended the rule in an effort to help the city recover.

“Sometimes you have to go against everything you believe in for

the benefit of the kids. And what’s best for the kids is what the LHSAA is all about,” said then-LHSAA commissioner Tommy Henry, who retired last year.

With the Louisiana Superdome suffering millions of dollars of damage from the hurricane and people taking refuge, the state championship games had to be moved to Independence Stadium in Shreveport for a year.

Most Jefferson Parish public and private schools were able to re-open within a few months. John Curtis in River Ridge experienced minor wind and water damage, but re-opened within a month and recalled enough of its football players to win its 20th state championship.

Like most of the private schools, some New Orleans public schools were able to salvage the 2005-06 school year. O. Perry Walker and Edna Karr, both located in Algiers, and McMain in uptown New Orleans, resumed play in 2006. McDonogh 35, the city’s oldest high school for African-American students, was first to re-open in 2006.

John McDonogh, Clark, Reed and Warren Easton, now a charter school, fielded teams in 2007, but were hardly competitive on the state level. Rabouin, Carver and Douglass have games scheduled for 2008.

But, most inner-city schools are not as lucky.

Former junior high, Gregory, which was scheduled to play its first high school football game in 2005, was destroyed in the storm. Lawless, Landry, Booker T. Washington, John F. Kennedy and Abramson have not re-opened.

Archbishop Hannan, located in St. Bernard Parish, was devastated and had to re-locate its campus in a small community near Covington. Redeemer-Seton, a small Catholic school located in Lakeview, never re-opened. Holy Cross’ administration bought the land to build its new campus in an effort to regain the 300 to 400 students it lost over the past three years. Chalmette, which lost all of its public district opponents, is the lone Class 5A public school in the area and was placed in a district with the remaining large Catholic schools.

So, three years after Katrina’s visit, New Orleans is preparing for its 113th high school football season, smaller in size (with a population drop of 255,000 today from 484,674 in 2005). Schools that had large enrollments are now competing in lower classes. The city that glitters by night still languishes to restore itself by day.

The city’s two main high school stadiums – Tad Gormley (24,500 seating capacity) and Pan American (3,400) – will be fully functioning by the start of the season. However, the City Park commission raised rental fees on the more popular Gormley to \$2,000 for a game on Friday nights and Saturday days and nights. In addition, schools will have to pay a surcharge of \$1 for every ticket sold at the gate, an increase that has many athletic directors outraged.

“When you consider a home team’s expenses include rental fee, officials’ costs, payment for security, an EMS ambulance, ticket-takers and a split of the gate receipts with the opposing team, that leaves little if any profit,” noted Brother Martin’s Barry Hebert.

(Continued on page 27)

*National High School Spirit of Sport Award*

# Colorado Cheer Coach Puts Individual Ahead of Team Championship

Tammy Dufford, cheerleading coach at Evergreen (Colorado) High School, and her freshman cheerleader, Megan Bomgaars, are the 2008 national recipients of the NFHS "National High School Spirit of Sport Award."

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

Entering her first year as cheerleading coach at Evergreen last fall, Dufford opened the door for Bomgaars, an incoming freshman with Down syndrome, to try out for the cheerleading squad. Not only did Bomgaars try out, she made the team.

As the competitive part of the season approached, Bomgaars' mother said she would understand if Dufford withheld Megan from tournament events because it could affect the team's chances of winning. Dufford and the rest of her team said that Megan was a member of the team and that meant every game and every tournament, so she continued with the team all the way to the state championship.

After placing third at the Jefferson County league meet and winning the small varsity division in regional competition, Evergreen finished 12th at the Colorado High School Activities Association (CHSAA) State Spirit Championships in early December and received the award for good sportsmanship. Megan was lifted to the



Pictured with Tammy Dufford (third from left in back row) and Megan Bomgaars (standing in middle) and the Evergreen cheerleaders are (left to right in back) Robert Kanaby, NFHS executive director; Bill Reader, commissioner of the Colorado High School Activities Association; and Ron Laird, NFHS president in 2007-08.

top of the final formation to a thunderous standing ovation from the 8,000 in attendance at Denver Coliseum. While other cheerleaders with Down syndrome have participated in cheerleading at local Colorado schools, CHSAA officials said this was the first occurrence at the tournament level.

"This is an exceptional story and one that embodies all that is good and right about high school sports," said Robert F. Kanaby, NFHS executive director. "Placing the individual above the team's pursuit of winning championships is a perfect example of the spirit of sport. Coach Dufford, Megan and the rest of the Evergreen cheerleading team are to be congratulated for their great act of sportsmanship."

In addition to the selection of Dufford and Bomgaars as the national winners, the National High School Spirit of Sport Award Selection Committee chose seven other individuals for section awards. Following are the 2008 National High School Spirit of Sport section winners:

**Section 1 – Connor David**, student-athlete, King Philip Regional High School, Wrentham, Massachusetts.

**Section 2 – Diane Dennis**, coach, Churchland High School, Portsmouth, Virginia.

**Section 3 – Leah Dorsett**, student-athlete, Crossville (Alabama) High School.

**Section 4 – Curt Blatt**, coach, Harlan (Iowa) Community School.

**Section 5 – Josh Jones**, student-athlete, Omaha (Nebraska) Central High School.

**Section 6 – Tammy Dufford**, coach, and **Megan Bomgaars**, student-athlete, Evergreen (Colorado) High School.

**Section 7 – Porter Ellett**, student-athlete, Wayne High School, Bicknell, Utah.

**Section 8 – Eric Ragan**, student-athlete, Lander (Wyoming) Valley High School.

Nominations were generated through NFHS-member state associations and reviewed by the NFHS National High School Spirit of Sport Award Selection Committee composed of state association staff members. While the national winners were honored July 6 at the NFHS Summer Meeting in Washington, D.C., section award winners were recognized within their respective states. ☉

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# Media Blogs Create Concerns About High-tech Bullying

BY BILL BOYLE

The advent of blogs on Internet Web sites has had a significant impact on media coverage of high school sports. In addition to providing journalistic coverage of activities, the sites allow dispersed groups of fans, who may share a common passion for a team, with a forum to discuss how the team is doing.

Fans have responded in large numbers, making the high school sports blogs some of the most popular Web sites. The blogs help drive fans to media Web sites and are key to the growth strategy of many media outlets.

Problems may result when a fan's passion for a team turns excessively negative. All too often, a fan's venom is shared, with relative anonymity, at the expense of young student-athletes.

A number of the negative respondents are "trolls," who post controversial statements with the simple intent of causing havoc.

They are not contributing to the discussion as much as trying to disrupt the discussion.

Many officials are concerned about the extreme negativity of many comments on some sites and the possible damage that they can cause.

In Kentucky, state legislator Tim Couch finally lost patience with spiraling negativity on the online blogs and introduced legislation that would outlaw anonymous postings on Web sites.

Couch's bill proposed that Web site operators be fined \$500 if someone was allowed to make anonymous posts on Web sites. The fine would double for subsequent offenses.

The bill was filed in March 2008. Had it become law, enforcing the bill would have been a challenge for a number of reasons.

While it failed to advance through the Kentucky House of Representatives for a host of reasons, Couch's bill did shed light on the issue to the general public. While Couch is from the same area of Kentucky, he is not the Tim Couch who played football for the University of Kentucky.

In another attempt to address the problem, in 2008 the Utah High School Activities Association (UHSAA) released a statement expressing concern about the growing negativity of blogs.

The statement was written by Dave Wilkey, the Association's then-assistant director, and carried the signatures of Laura Baker and Paul C. Smith, the chairs of the association's Board of Directors and Executive Committee, respectively.

The letter requests "that media outlets adopt parameters for allowing appropriate public comment, especially anonymously, when directed toward high school coaches and administrators and toward our impressionable high school athletes."

The letter praises the positive impact of the increased coverage, but pleads that media outlets "assume responsibility by eliminating the vulgar, untrue and very damaging remarks that appear without consequence to the writer. Even though these comments are not printed in papers nor read on newscasts, they are published to thousands of blog readers."

Wilkey, who has since become UHSAA executive director, re-



ports that he was very pleased with the response to the letter. “The response from coaches, principals, students and parents has been universally positive,” he said. “They understand the problem and appreciate our efforts.”

He added that he is most satisfied with the response from the media. “I am very pleased that the media understands the issue and has been very positive in their response. One community newspaper published a glowing editorial in support of the letter.”

Any expectations that the blogs will be dismantled are misplaced. It is clear that they are here to stay. They offer fans a chance to have their voice heard and drive a great deal of traffic to Web sites.

**There are a number of steps that can be taken to address negativity on high school blog sites. They include:**

- **Monitor the blogs.** Simply following the traffic on the popular blogs will give school officials an idea of trends and offer a heads-up if problems begin to develop. Officials can respond quickly if someone is being attacked.
- **Express concerns to the Web sites.** There are a number of steps that many Web sites are taking to limit abuse on blogs. They include requiring registration of blog participants, allowing other blog visitors to designate “trolls,” and monitoring sites for inappropriate comments.

Media outlets know well how hiding behind anonymity seems to embolden writers to say things that they would never say with their name attached to a Letter to the Editor.

- **Respond to negative comments on the blogs.** A simple reminder of the need to be civil may go a long way in solving problems. Blogs have exhibited an ability to police themselves. However, if negative comments go unchallenged, they will become the accepted practice. Voices of reason need to develop appropriate responses to inappropriate comments. Avoid the negative.
- **Refer to school bullying policies.** Negative comments on blog sites can be, in many ways, nothing more than high-tech bullying. Schools have developed bullying policies that may help develop appropriate responses.
- **Notify appropriate parties.** This may include the student, parents, teachers, coaches, administrators and activity association officials. Counseling with a student who is being attacked may be useful. ☉

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

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# ‘Music and the Arts Carried Me Through Life’

BY JOEL SENESAC

On the coast of Massachusetts, in a town called Gloucester, sits Hammond Castle, the medieval-style home of the eccentric American inventor John Hays Hammond Jr. He was one of America’s most prolific inventors, but of all his creations, he never built the one device that would have helped me most at this visit: an elevator.

As someone in a wheelchair, the narrow stone spiral staircase leading down to the main interior of the castle would seem to be an insurmountable obstacle. But this was a band trip and while I don’t believe our director was ever in the military, he certainly held strong to the credo “leave no man behind.”

So he, along with a handful of chaperones and other band members, took on the task of lifting me in the chair down the stairway and into the castle’s Great Hall.

Just as my fellow musicians carried me on those stairs, music and the arts carried me through high school and through my life. It seems cliché, but it is true that I can’t picture my life without it. The lessons I learned, the confidence I gained, the experiences I’ve had, and, most importantly, the friendships that were forged could never be accomplished without a fine arts education.

## Finding My Way

The discovery of the arts as a force in my life came at a pivotal time in my education. I was born with Duchenne Muscular Dystrophy, a disease that causes a gradual weakening of the muscles. It was around the fifth and sixth grades that I was transitioning into life in a wheelchair. At a time when I was faced with what I couldn’t do, music and theater showed me what I could do.

In the fifth grade, our class was to perform about a teacher sharing memories of the ‘50s and ‘60s with a few of his students. The scenes alternated between the actors in the spoken parts and the rest of the cast performing song-and-dance numbers.

At the time, I loved oldies music and couldn’t wait to be a part of the musical scenes. Instead, I was disappointed to be given the role of the teacher. It was, in essence, having to admit my own physical limitations. In the end, however, it became the spark for an interest in theater that grew through involvement in middle school to high

school where it became an important part of those years.

My love for playing music was initiated the following year when band was first offered. We learned about all the instruments and had to make our choice of which instrument we would play. I thought about trumpet and flute for the simple reason that they would be the lightest to hold.

Thankfully, Mr. Parker, my band director, didn’t feel I should limit myself to these two choices. He suggested the saxophone, knowing its use of a neck strap and the shape of it, might work well. It did and I loved playing it right away. When it became too heavy for me, he devised a holder for my chair which made it possible for me to continue in music for as long as I have.



## The Best Education

By the time I reached high school, it was clear that music and theater would be a necessary part of my education. What I didn’t realize was that it would become essential to my very being.

Band practice was always a welcome part of my day. It also had so many benefits beyond the pure enjoyment of playing. Physically, my doctors credited it for helping keep my lungs strong. Plus, I loved learning everything I could about a piece of music and, though my disability presented some limitations on my technical skills, I could make up for this by being mentally sharp and aware.

Academically, it was a challenge I didn’t always face in my other classes. There was always room to improve, always a chance to set

the bar higher. That is one of the reasons music is truly universal. No matter what skill level you reach, there is success and failure to be found, not in comparison to others, but in your personal quest for self-improvement.

Music also served as my entrance into high school theater. I participated in six productions, four of which involved playing the saxophone, most notably directing and writing some music for a band in our production of "A Thurber Carnival." This, like so many theatrical experiences, helped me build confidence and leadership abilities that I could not have gained in a typical classroom.

In most classes, each student is working toward an end result that is a purely individual goal. One's success is strictly one's own. But in theater, as in music, everyone works for a common goal. When that end result is a success, the feeling of accomplishment is indescribable and unmatched by any feeling gained by a good test score.

For me, participating in the arts gave me a place where I could strive toward a common goal with others and the wheelchair didn't matter. In theater, the parts I played were based on the level of my acting ability and not my physical disability.

When we did "Jesus Christ Superstar," I played a priest. The production was done in period costume and the priests wore long, black robes, which partially concealed my wheels. I heard from someone who saw the show, not knowing it was me, who didn't see it as wheelchair at all, but rather a kind of floating throne. It was as if my disability had simply disappeared.

## An Artistic Fellowship

I am not ashamed to say I was somewhat of a nerd in school. I worked hard at my studies and excelled in the classroom, but didn't have much of a social life away from school. My social life was tied to the activities in which I participated. Almost all of my closest friends were fellow musicians and theater company members. And what great friends they were.

The bonds between members of these groups is undeniable. There are many reasons for these bonds, and I think one is that we all step out from the crowd together. My nerdy nature was not the only unique personality in the music and theater crowds. For many, the band room or the theater were the only places they could feel truly accepted – The only place they could feel safe from the social microscope of high school, and the only place to be themselves without fear of judgment.

One of the greatest aspects of involvement with the arts is its concept of inclusion. Anyone, regardless of ability, is welcome to participate. Of course, as one advances in a musical or theatrical life, tryouts become a necessary part of the process, but, at their very basic level, all are welcome.

In both fields, no member is unimportant. If one musician makes a mistake, it affects the outcome of the performance. The group suc-

ceeds or falters together. And in theater, the actors may be the ones on stage, but they are only seen and heard if the light and sound people are doing their jobs. At cast parties, everyone from actors on stage to the people handing out programs at the door was made to feel welcome. We were all important parts of the whole.

I remember one rehearsal when I was in the pit band for the school musical. There was a moment when I soloed and was meant to hold a high note and then make a run at the end. But I held the note a little too long not realizing the entire cast was holding their note with me and about to run out of air. The conductor finally got my attention to stop. The moment was a revelation to me about how my seemingly small role could have a big impact.

When traveling to another school to a one-act play festival, we arrived at the school only to find the theater inaccessible through the main entrance and the accessible entrance blocked by snow. Even though the opening ceremonies were about to begin, our director Mr. Coon held everyone on the bus until my path was clear. None of the students disagreed or complained about having to wait. They wouldn't leave me behind, either.

Today, the phrase "No Child Left Behind" refers to a law about test scores and school funding. But for me, the concept was never something that had to be enacted into law. As long as I had the arts, I never had to worry about being left behind. ●

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Joel Senesac continues to play his saxophone and participate in local theatre. He was the co-vicepresident of his high school class and has a degree in journalism from St. Michael's College, where he not only received the highest senior award in the journalism department, but also the award as the top senior in his entire college graduating class.

## Space, health care, immigration, federal elections and poverty are five suggested debate topics for 2009-10

➔ Five potential topics for the 2009-10 national high school debate topic were chosen August 1-3 at the NFHS Debate Topic Selection Meeting in Austin, Texas.

The 2009-10 debate topic will be selected from among health care, immigration, space, federal elections and poverty.

Forty-five delegates from 26 states, the National Catholic Forensic League (NCFL), the National Debate Coaches Association and the National Forensic League (NFL) attended this year's meeting.

Balloting for the 2009-10 national high school debate topic will take place in a twofold process. During September and October, coaches and students will have the opportunity to discuss the initial five problem areas. A first ballot will narrow the topics to two, and a second ballot will determine the final topic. Each state, the NFL and the NCFL will conduct voting in November and December to determine the favored topic area. In January, the NFHS will announce the 2009-10 national high school debate topic and resolution. ●

For more information on the five potential topics for 2009-10, visit our Web site at [www.nfhs.org/highschooltoday](http://www.nfhs.org/highschooltoday).

# NFHS Coach Education Program Begins to Take Form

BY STEVE APPELHANS

➔ Slightly more than a year and a half after it began, the NFHS Coach Education Program is flourishing.

"We've built this program from the ground up, and it has established itself as the only training program for interscholastic coaches," said Tim Flannery, NFHS assistant director and director of the Coach Education Program. "We started with the vision of having an interactive, online course to educate interscholastic coaches on the basics of coaching, and it is expanding into something much bigger."

Currently, the Coach Education Program offers two courses, Fundamentals of Coaching and First Aid for Coaches, which have combined for more than 30,000 courses delivered. The Fundamentals of Coaching course – offered both online and through a blended version of online and classroom delivery – contains content from the eight domains and 40 objectives described in the 2006 National Standards for Sport Coaches (What Coaches Should Know and Be Able to Do), while First Aid for Coaches – an online course only – teaches coaches how to become a first responder for injury and emergency situations.

Recently, the NFHS and the United States Sports Academy (USSA) agreed on an educational partnership through which the USSA will offer two Carnegie Education Units (CEUs) to coaches who have completed the Fundamentals of Coaching course. The NFHS also partnered with the University of Colorado-Colorado Springs (UCCS) to offer students and coaches who complete the courses one college credit for Fundamentals of Coaching and one-half credit for First Aid for Coaches.

In addition, the NFHS has partnered with a number of national coaching organizations to develop courses focusing on sport-specific fundamental coaching strategies (see box).

These courses will all be part of an unprecedented three-level system for licensing coaches. Coaches will receive certificates for completing each level: level one – Accredited Interscholastic Coach; level two – Certified Interscholastic Coach; level three – Master Interscholastic Coach.

"Licensing all interscholastic coaches is the direction we're going, and with the continuing development of this program, we are on our way to meeting that goal," Flannery said. "To put it in perspective, you take your children to doctors, dentists and hairdressers who all have licenses. Why would you want your children to be coached by someone without one?"

In order to achieve level one, Accredited Interscholastic Coach, coaches must complete Fundamentals of Coaching, First Aid for Coaches (or its equivalent) and the fundamentals

course for their specific sport. Level two, Certified Interscholastic Coach, status can be attained by meeting level one requirements and completing advanced coaching courses. The requirements for level three, Master Interscholastic Coach, have yet to be determined.

## Sport-Specific Fundamental Coaching Courses

Sport	Partner	Release Date
Soccer	National Soccer Coaches Association of America	October 2008
Wrestling	National Wrestling Coaches Association	Fall 2008
Football	USA Football	February 2009
Volleyball	American Volleyball Coaches Association, USA Volleyball	Spring 2009
Basketball	USA Basketball, National Basketball Coaches Association, Women's Basketball Coaches Association	Summer 2009

Several sport-science courses will be made available on topics such as sport psychology and biomechanics, while the single-focused modules will serve as professional development supplements that – much like the sport-science courses – can be taken either in conjunction with the licensing program or independently. The first module will be on effectively engaging parents and is set to be completed this December. Other module topics will range from sportsmanship to hazing.

The NFHS Coach Education Program differs from most coaching resources because all of its courses are designed specifically for interscholastic coaches, whose role is primarily to educate. In addition, coaches benefit from watching interactive videos online, so they can actually see the skills they will be teaching instead of reading about them and taking quizzes like many coaching aids.

Currently, 40 states have agreed to endorse and promote the NFHS Fundamentals of Coaching course while six states are still reviewing it for adoption. The goal is to have all 51 members adopt the program in some capacity. ➔

For more information on the NFHS Coach Education Program, visit [www.nfhslearn.com](http://www.nfhslearn.com).

Steve Appelhans was a summer intern in the NFHS Publications/Communications Department. He is a senior at the University of Wisconsin-La Crosse majoring in sport management.



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# Rethinking Steroid-testing Programs

BY STEVE APPELHANS

With the concern about steroids and other performance-enhancing drugs at an all-time high, it seems logical that testing high school student-athletes for such illegal substances is a good thing. So why are many state representatives thinking twice before implementing steroid-testing programs? And why are some of those states with a steroid-testing program choosing to discontinue it?

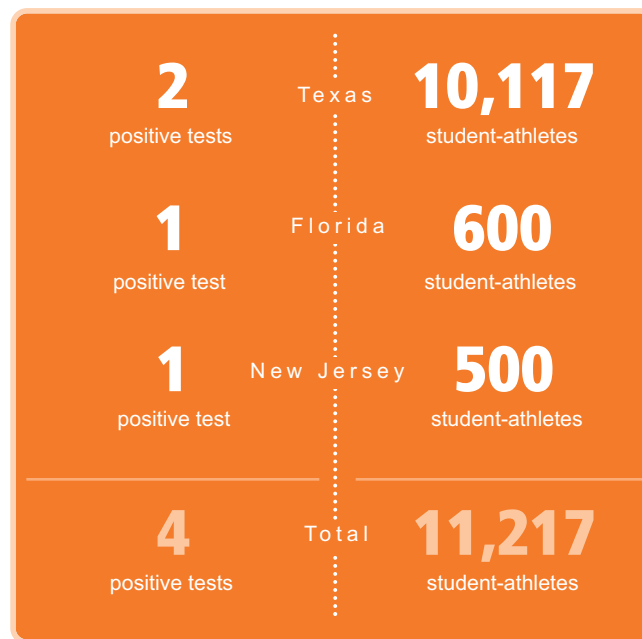
Simply put – almost no one has tested positive.

According to the most recent statistics, only four of the 11,217 student-athletes who were screened nationwide tested positive for steroids.

The vast majority of student-athletes who were tested – 10,117 to be exact – reside in Texas, and only two of them tested positive. One positive test came from the 600 student-athletes tested in Florida, while the other came from one of 500 student-athletes tested in New Jersey.

In addition to Texas, New Jersey – which started the nation's first high school testing program in 2006 – and Illinois – which is starting its first year of testing – currently have steroid-testing programs in place. On the other hand, Florida discontinued its program after one year, and Indiana has decided against implementing a program of its own.

"We're not against steroid testing," Bobby Cox, assistant commissioner at the Indiana High School Athletic Association, told USA Today. "You look at Florida and New Jersey, and they have two positive tests. Is it really worth it to put that much money to get that kind of return?"



That kind of money ranges from Florida's former \$100,000 program to Texas's current \$3 million program. So the question becomes: Is it worth it?

For many states, the answer is no.

In most cases, individual state governments are responsible for funding the steroid testing programs. However, some legislators believe the money used for testing could be put to better use.

"I thought it was a ridiculous use of money at the time and now we're finding it's even more ridiculous than I expected," Debbie Riddle, Texas State Representative, told USA Today. "Their intentions are honorable, but I think if they had to do it again, I bet there would be four people voting for it rather than four people voting against it."

Riddle doubts the program, which concludes after the 2008-

09 school year, will be renewed.

The Illinois High School Associations (IHSA) has decided to take a different approach. Instead of getting the state to fund a program, the IHSA is spending \$150,000 to test as many as 750 students – a cost that will be covered by ticket sales during the postseason. ●

*\*See related story on page 26.*

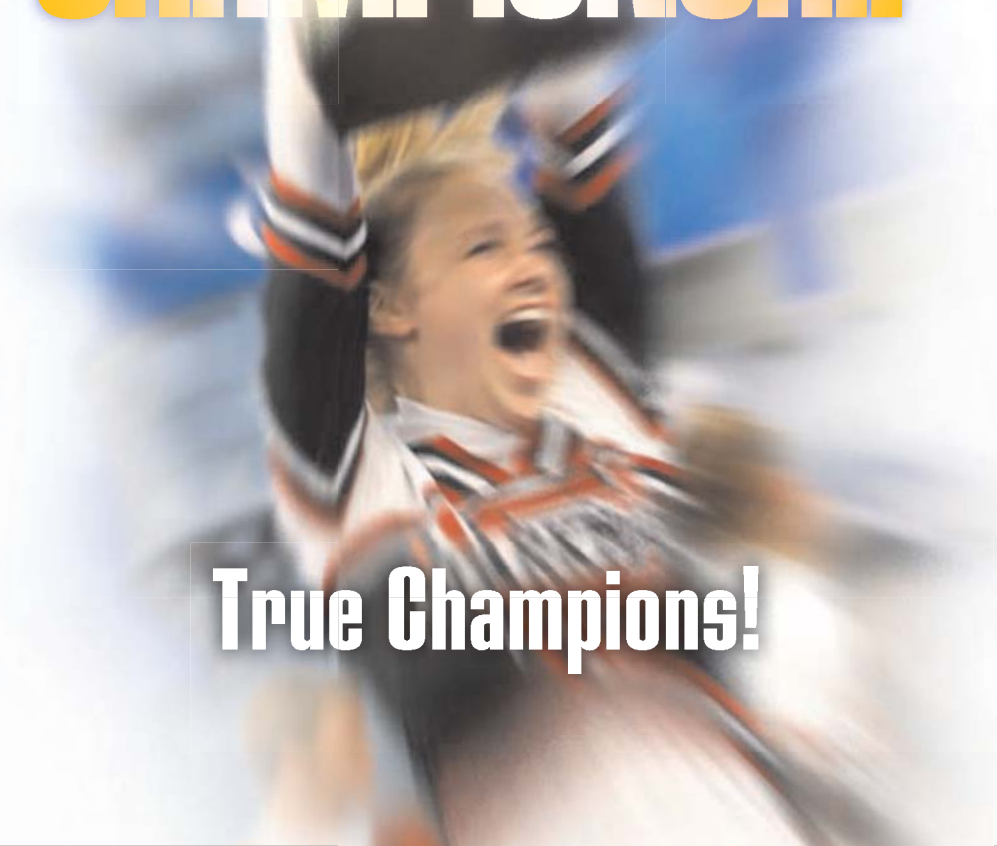
Steve Appelhans was a summer intern in the NFHS Publications/Communications Department. He is a senior at the University of Wisconsin-La Crosse majoring in sport management.



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# Alternatives to Drug Testing

BY JOHN UNDERWOOD

In the wake of last year's steroid scandals, several states allocated funding for drug testing for high school athletes. Already, however, one of those states has decided to discontinue testing, and another state is considering putting a halt to its program as well.

Some people believe that random drug and alcohol testing does not reliably keep student-athletes from using. In fact, the mere presence of drug testing increases some risk factors for future substance use, Oregon Health & Science University (OHSU) researchers report. Their findings are published in the November issue of the *Journal of Adolescent Health*, the journal of the Society for Adolescent Medicine. The study, named SATURN (Student Athlete Testing Using Random Notification), is the first-ever prospective, randomized clinical trial to assess the deterrent effects of drug testing among high school athletes.

"Prior to this study, there was little research and no randomized trials to establish whether student-athlete drug testing is an effective deterrent," said Linn Goldberg, M.D., F.A.C.S.M., principal investigator, professor of medicine and head of the Division of Health Promotion and Sports Medicine, OHSU School of Medicine. "As a result of this study, drug testing is better understood. Although drug testing did not appear to reduce school sport participation as some had suggested it would, it did not reduce past 30-day drug or a combination of drug and alcohol use, and only intermittently lowered past-year use. Armed with this information, parents, schools and policy-makers now can make evidence-based, cost-effective decisions about how best to protect the health and well-being of young athletes."

"This was a state-of-the-art collection and testing program that exceeded those of typical school testing programs. If this did not show significant deterrent effects, less-sophisticated programs are not likely to be more successful," said Diane Elliot, M.D., co-investigator and certified doping control officer for the United States Anti-Doping Agency.

## Alternatives to drug testing must take into consideration the following:

### Steroids and Supplements:

- A strongly written policy banning steroid use and making evident the legal ramifications of possession and/or use, which must be signed by all student-athletes and their parents. Violators would be subject to school or district legal and civil penalties.

- School resource officers used to deliver the legal ramifications educational piece in school-mandated meetings with all parents, athletes and coaches. As an example, New York's Public Health Law classifies anabolic steroids as controlled substances. Selling or giving away anabolic steroids is a Class D felony regardless of the quantity involved and is punishable by up to seven years in prison. Selling or possessing steroids with the intent to sell is also a federal felony.
- All high school athletes are required to have a physical examination by a competent medical professional prior to practice or competition. This is a perfect opportunity to assess any possible reasonable suspicion for steroid use.



- Mandated education and training in steroids and muscle-building dietary supplements should be required for the state's coaches and medical professionals involved in student-athlete physical examinations that would help them spot steroid use as well as to warn players and parents about the health dangers of use. A strong warning should be given that the supplement industry is unregulated and use of any of these substances is dangerous.
- A prohibition on school sponsorships from any muscle-building supplements should be in place, as well as a ban on any school staff members encouraging or distributing muscle-building supplements. Violators would be subject to personnel actions by their schools or districts as well as civil and criminal penalties.
- Establish a reasonable suspicion process to employ drug testing for social drugs, street drugs and steroids. The myriad of signs and indicators associated with steroid/drug use can be enough to warrant this process in lieu of allocating millions of

dollars to test high school athletes. (Example: Texas spent \$3 million to confirm two athletes who tested positive this past year. When you consider that there are fewer than 20 NCAA positive tests per year nationwide, this minimal number of positive tests in the high school population indicates few who are using steroids. The reasonable suspicion testing is enough of a deterrent.

### Reasonable Suspicion Screening (for steroids or any drugs and/or alcohol)

A student-athlete may be subject to drug testing at any time when the director of athletics or his/her administrative designee determines there is individualized reasonable suspicion to believe the student-athlete may be using a prohibited substance, or there is suspicion or confirmation within a team that use of prohibited substances has occurred. Such reasonable suspicion may be based on objective information as determined by the director of athletics or by a qualified medical or health-care professional, head coach, assistant coach, head athletic trainer, assistant athletic trainer, or school district physician, academic counselor/social worker or school nurse and deemed reliable by the director of athletics or his/her administrative designee.

Reasonable suspicion may be found, but not limited to 1) observed possession or use of substances appearing to be prohibited drugs, 2) arrest or conviction for a criminal offense related to the possession or transfer of prohibited drugs or substances, or 3) observed abnormal appearance, conduct or behavior reasonably interpretable as being caused by the use of prohibited drugs or substances. Among the indicators that may be used in evaluating a student-athlete's abnormal appearance, conduct or performance are: class attendance, significant GPA changes, athletic practice attendance, increased injury rate or illness, extreme physical appearance changes, academic/athletic motivational level, emotional condition, mood changes and legal involvement.

### Upon Verification

If reasonable suspicion is verified, the director of athletics or his/her designee will notify the student-athlete and the parent/guardian. The student-athlete and parent/guardian must comply with the request to take a drug test upon notification and an adequate specimen must be produced. The student-athlete and a parent/guardian must immediately schedule a drug test with a designated and competent agency that will conduct the test by set procedural process. Failure to comply with a request within the established process or timeframe shall be confirmation of a positive test. Sanctions shall be administered for a positive test.

**Note:** The possession and/or use of illegal substances may be determined by means other than urinalysis (e.g., using on-site saliva testing products/breathalyzer testing to determine alcohol consumption). When an individual is found to be in possession and/or using such substances, he/she may be subject to the same procedures that would be followed in the case of a positive urinalysis.

**Last, but not by any means least, pay attention to alcohol and marijuana use.** Student-athletes are not just cheating to win a championship. They are being cheated out of their potential, their dreams and most tragically their health and lives with marijuana and alcohol. Athletes clearly use more of these social drugs than non-athletes.

- The lack of concern for social drug use in the student-athlete population is hard to imagine. Alcohol-use rates by 12th-grade student-athletes is at 58.5 percent and marijuana at 20.1 percent, yet this is not a priority. ☉

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John Underwood, who is the founder and president of the American Athletic Institute and the master trainer for the New York State Public High School Athletic Association drug prevention program, has worked with numerous sports governing bodies including the National Collegiate Athletic Association, the National Hockey League, the United States Olympic Committee, the International Olympic Committee and Sport Canada. A former NCAA All-American and international-level distance runner, Underwood has coached or advised more than two dozen Olympians.

## New Orleans Schools Continue Rebuilding Effort from Katrina

*(Continued from page 15)*

On the other hand, there is no rental fee for the completely renovated Pan American Field – just a \$1 walk-up surcharge. As a result, the city's public schools have opted to play at the smaller stadium. Pan Am will host 34 regular-season games and Gormley, a stadium that was built for the exclusive use of high schools in 1937, has just 15 games scheduled.

Katrina also affected the delicate ranks of football officials. Already working with a low number of officials, the city's assigning secretary, Charley Myers, saw his small army of officials reduced to just a platoon. New qualified officials are beginning to increase the ranks. The LHSAA recently approved a raise for the officials, a move long overdue and one that should lure more prospects.

Unless another "100-year storm" finds its way to the Crescent City, there will be a football season. But, New Orleans is clearly far

from being fully recovered. That could take two decades, according to Gulf Coast Recovery Coordinator Dan Powell, who describes the situation as a "complex, bottom-up process that could take five to 25 years for it all to fit in place."

And little Desire Street Academy is no longer part of New Orleans. The ministries that run the school moved it to Baton Rouge. Desire's return to the place of its origin is improbable. ☉

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Ron Brocato currently serves as sports editor and news reporter for the Clarion Herald, the official newspaper of the Archdiocese of New Orleans. Brocato previously was a sportswriter for the New Orleans Times-Picayune after beginning his career at newspapers in Southern California. Brocato was named Louisiana's Sportswriter of the Year by the National Sportswriters and Sportscasters Association in 1974 and Prep Writer of the Year by the Louisiana Sportswriters Association in 1997. He authored his first book, "The Golden Game: When Prep Football Was King in New Orleans," published in 2002, and is currently working on his second book, "Friday Night Fever."

# Religion and High School Sports – A Delicate Balance

BY LEE GREEN

*“Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.”*

*–United States Constitution - First Amendment*

## Background

In recent years, school districts across the country have been confronted with a variety of legal issues arising at the intersection of religion and sport. Does a prayer, invocation or other religion-themed activity attendant to a sports event violate the First Amendment’s *Establishment Clause*, the prohibition on endorsement of a specific religion by the government or quasi-governmental entities, including public schools? Or conversely, does a limitation on such activities violate the First Amendment’s *Free Exercise Clause*, which generally forbids limitations by government on the religious practices of individuals?

What if the religious activity at a sports event is purely student-initiated and does not carry the imprimatur of government (school) endorsement? Does a limitation on student-initiated religious activity violate the First Amendment’s *Free Speech Clause*, which has consistently been interpreted to protect against infringement on private speech containing a faith-related message? And how would the participation of coaches or other school-employed athletics personnel in student-initiated prayer affect the constitutionality of the activity?

What if the issue is one of religious accommodation, for instance a behavior required by a student-athlete’s faith that conflicts with a rule established by a sports governing body? Should a Muslim athlete be disqualified from competition because her faith-required clothing violates the rules established by a governing body regarding uniforms? Would such a disqualification violate the First Amendment’s *Free Exercise Clause*?

In order for school districts to establish constitutionally sound policies regarding religion and sport, it is instructive to examine the prevailing legal standards applied by courts to interpret the *Establishment Clause*, the *Free Exercise Clause* and the *Free Speech Clause*.

## Legal Standards

In its 1971 decision in the case *Lemon v. Kurtzman*, the United States Supreme Court established a three-prong test for determining whether a government action violates the First Amendment. A practice will be considered constitutional only if it (1) has a secular purpose, (2) has a primary effect neither advancing or inhibiting religion and (3) does not excessively entangle government with religion.

In its 1984 ruling in *Lynch v. Donnelly*, the Supreme Court added an endorsement test to its methodology of First Amendment analysis, holding that government action is unconstitutional if it implies endorsement or disapproval of religion.

And in its 1992 decision in *Lee v. Weisman*, the Court added a coercion test to its analysis of school-specific First Amendment religion issues, holding that unconstitutional coercion occurs where a school sponsors a religious activity that requires the unwilling participation of objectors.

Since the establishment of these three legal standards – the *Lemon* test, the endorsement test and the coercion test – most lower federal courts evaluate challenged religion-related government practices to determine if any of the three tests are violated. If so, the practice in question is generally held to be unconstitutional.

## The Landmark Case: School Sports and Religion

The landmark case applying these principles in a school sports context is *Santa Fe Independent School District v. Doe*, decided by the U.S. Supreme Court in 2000. The issue posed by the case was the constitutionality of student-initiated prayer before high school sports events. The challenged practice was the tradition of the Santa Fe High School Student Council Chaplain (a student who had been elected to the post) delivering a prayer over the public-address system before home varsity football games. The U.S. District Court ruled that the practice was constitutional so long as the message delivered was a “nonsectarian, nonproselytizing prayer.” The Fifth Circuit Court of Appeals reversed, holding that the pregame prayers were unconstitutional because they violated the *Lemon v. Kurtzman* three-prong test, the *Lynch v. Donnelly* endorsement test and the *Lee v.*

*Weisman* coercion test. The U.S. Supreme Court agreed to hear the case, limited to the following question: “Whether petitioner’s [the Santa Fe School District’s] policy permitting student-led, student-initiated prayer at football games violates the Establishment Clause.”

In its analysis of the issue, the Supreme Court stated that “[t]he principle that government may accommodate the free exercise of religion does not supersede the fundamental limitations imposed by the Establishment Clause. It is beyond dispute that, at a minimum, the Constitution guarantees that government may not coerce anyone to support or participate in religion or its exercise ...”



Despite the argument by the school district that no coercion had occurred because attendance at sports events was voluntary, the Court concluded that “[e]ven if we regard every high school student’s decision to attend a home football game as purely voluntary, we are nevertheless persuaded that the delivery of a pregame prayer has the improper effect of coercing those present to participate in an act of religious worship.” The Court therefore concluded that the pregame prayers constituted a violation of the Establishment Clause.

The Court also emphasized that its ruling would not result in an infringement upon the Free Exercise Clause or the Free Speech Clause. “By no means do these commands [the Religion Clauses of the First Amendment] impose a prohibition on all religious activity in our public schools ... nothing in the Constitution as interpreted by this Court prohibits any public-school student from voluntarily praying at any time before, during or after the school day. But the religious liberty protected by the Constitution is abridged when the State affirmatively sponsors the particular religious practice of prayer.”

## Recent Trends

In April of 2008, the U.S. Court of Appeals for the Third Circuit issued its decision in a case involving the participation by a coach in voluntary, student-initiated prayer. In *Borden v. East Brunswick School District*, the Lemon, endorsement and coercion tests were applied to a New Jersey school district’s school prayer policy. Marcus Borden, the head varsity football coach for 23 years at East Brunswick High School in New Jersey, had traditionally participated in player-initiated

prayer preceding pregame meals and player-initiated prayer in the locker room before the team took the field. Borden’s participation was generally limited to the silent acts of bowing his head or kneeling during the student-led prayers. After complaints by some parents, the school district amended its school prayer policy to prohibit participation by school personnel in student-initiated prayer. The purpose of the policy was to ensure that no actual or perceived government coercion or endorsement of religion was taking place during what otherwise constituted constitutionally permissible, student-initiated, student-led prayer.

The Third Circuit upheld the school district’s policy prohibiting participation by school personnel in student-initiated prayer, finding that the policy “prohibited only conduct that amounted to school sponsorship or endorsement of religion.” The Court of Appeals also stated that “the school district has a legitimate educational interest in avoiding Establishment Clause violations and its policy was reasonably related to that interest.”

In another dispute that has not, to date, resulted in litigation, a Muslim athlete was banned from a track meet because of her clothing. In January 2008, Juashaunna Kelly, a Theodore Roosevelt High School (Washington, D.C.) senior middle distancer who had been named the 2007 Gatorade girls cross country runner of the year in D.C. and who had posted the fastest mile and two-miles times for the season of any female runner in D.C., was disqualified from the Montgomery Invitational indoor track and field meet in Maryland after officials ruled her uniform violated NFHS competition rules.

A Muslim, Kelly was wearing the same uniform she had worn throughout her high school career, a blue-and-orange unitard that covers her head, arms, torso and legs. On top of the unitard, she wore the same uniform of t-shirt and shorts as her teammates. The unitard allows Kelly to compete while complying with her Muslim faith, which forbids displaying any skin other than her face and hands.

Kelly’s disqualification, although technically a violation of the NFHS solid-color and logo-display rules governing uniforms, illustrates an emerging issue at the intersection of religion and sport. Even in situations where the enactment or enforcement of a rule is done with no overt intent to discriminate, it is possible that the rule in question may have a disparate impact on individuals of a particular faith or religious denomination, thus rendering the rule constitutionally suspect if it were to be challenged in court on “free exercise” grounds. It is incumbent on governing bodies and athletics personnel to ensure that rules, religion-related exceptions to those rules and waiver procedures, are carefully crafted to avoid unintended, discriminatory impact on student-athletes of faith. ●

Lee Green is an attorney and a professor at Baker University, where he teaches courses in sports law, business law and constitutional law. He may be contacted at Lee.Green@BakerU.Edu.

# Rules Revised in Five Fall Sports

BY STEVE APPELHANS

National Federation of State High School Associations (NFHS) rules committees for football, volleyball, soccer, field hockey and spirit convened in Indianapolis this past January for their annual meetings. Each committee revised several rules that were subsequently approved by the NFHS Board of Directors. The following are some of the notable changes for each sport, all of which take effect in 2008-09 unless noted otherwise.

## FOOTBALL

- Defensive penalties on the last timed down of the first half can carry over to the second-half kickoff. Defensive penalties on the last timed down of the second half cannot carry over to overtime.
- The option to carry over unused time-outs from the second half to overtime was removed. Teams receive one time-out per overtime period with no option to carry over time-outs.
- Required pieces of equipment must not be altered from the manufacturer's original design or production.

## VOLLEYBALL

- To more accurately reflect their position, all references to referees and umpires in the NFHS Volleyball Rules Book were changed to first referee and second referee. In addition, the position of "assistant scorer" will now be referred to as "libero tracker."
- The use of flags by line judges will now be determined by individual state associations.
- More than one team captain per team will be allowed at the prematch conference to allow for co-captains.

## SOCCER

- In a rule adopted last year, the coach will be issued a caution (yellow card) for an illegally equipped player. Beginning this season, all subsequent cautions for illegally equipped players will be issued directly to the player and not the coach.
- Shinguards must meet the National Operating Committee on Standards for Athletic Equipment (NOCSAE) standard.
- To allow for games to be played on college or professional fields, the maximum field width was expanded from 75 to 80 yards.



Photo provided by 2020 Photographic, Mt. Pleasant, Michigan.

## FIELD HOCKEY

- Effective in 2011, the home team must wear a single solid white uniform top, and the visiting team must wear a single solid black or dark-colored uniform top to help officials differentiate teams.
- The goalkeeper may move the ball away from her body with a stick, protective equipment or any part of her body while on the ground.
- Rule 8-1-1o was changed to include a foul for a "goalkeeper striking and/or kicking in an intimidating manner, playing the ball without the stick in her hand or placing the ball after a hand stop of an aerial ball."
- All goals will stand once the subsequent center pass has taken place.

## SPIRIT

- Flyers must "maintain hand-to-hand/arm contact with at least one bracer during the entire loss of contact with her bases."
- A base or spotter must maintain contact with a flyer while she is inverted until she becomes no longer inverted.
- A forward suspended roll will be legal as long as the flyer

begins from the performance surface or from a stunt at shoulder height or below.

- An exception was added to Rule 3-1-6 to allow “Pedini-style dance shoes or others with heels of sufficient height to raise the bottom of the foot off of the floor.” ☉

For a complete listing of rules changes, visit the NFHS Web site at [www.nfhs.org](http://www.nfhs.org).

## New NFHS officers, board members elected



Jim Tenopir



Ennis Proctor

**Jim Tenopir**, executive director of the Nebraska School Activities Association (NSAA), is the new president of the National Federation of State High School Associations (NFHS) for 2008-09. Tenopir, the 49th president of the NFHS, began his one-year term July 7 following the NFHS Summer Meeting in Washington, D.C.

**Ennis Proctor**, executive director of the Mississippi High School Activities Association (MHSAA), was elected by the NFHS Board of Directors to the position of president-elect for the upcoming year.

Tenopir began his career at Otis (Kansas) Bison High School and later moved to McCook (Nebraska) High School to teach and coach football. He was named athletic director at McCook, where he stayed for the next 10 years. After one year as general manager of a radio station, Tenopir served as athletic director at Scottsbluff (Nebraska) High School before becoming the superintendent of Cambridge (Nebraska) High School in 1983. He remained at Cambridge until being named NSAA executive director in 2001.

Proctor got his start in education as a teacher and coach in Titusville (Florida) Public Schools in 1964. After three years at Titusville, Proctor moved back to Mississippi to serve as a coach, athletic director, assistant principal and principal at the high school level.

In 1991, Proctor was named executive director of the MHSAA. During his 17 years as executive director, Proctor has served as president of both the Mississippi Sports Hall of Fame and the South

Jackson Rotary Club. At the national level, he has served on the NFHS Appeals Board, the NFHS Football Rules Committee and the NFHS Hall of Fame Screening Committee. He was chair of the Operations Subcommittee of the NFHS Strategic Planning Committee earlier this year.

In addition, three new NFHS Board of Directors members were approved for four-year terms while one new board member was appointed to a one-year term following the retirement of a previous board member. All Board of Directors members were approved by the NFHS National Council.

**Rick Wulkow**, executive director of the Iowa High School Athletic Association, Section 4; **Mike Colbrese**, executive director of the Washington Interscholastic Activities Association, Section 8; and **Karen Leinaar**, Benzie County (Michigan) Central Schools athletic director, at-large, will begin their four-year terms this year. **Brad Cashman**, executive director of the Pennsylvania Interscholastic Athletic Association, Section 2, will serve a one-year unexpired term during 2008-09. ☉

For more information on the new officers and board members, visit the NFHS Web site at [www.nfhs.org](http://www.nfhs.org).

## OHSAA institutes new penalty for ejected coaches

Coaches in Ohio will have to make sure they are on their best behavior after the Ohio High School Athletic Association (OHSAA) instituted a policy aimed at improving their behavior on the sidelines and decreasing the number of ejections.

High school and middle school coaches who are ejected from a game in Ohio will be fined \$100 and must take an online course through the National Federation of State High School Associations (NFHS) that promotes good sportsmanship.

In addition, coaches will receive a two-game suspension (one game for football), which has been an OHSAA policy since 1994.

After about 200 ejections last year – a number that has not been decreasing in recent years as the OHSAA would like – the OHSAA determined harsher punishment was necessary for unacceptable behavior.

“We don’t like to penalize people,” said OHSAA Assistant Commissioner Deborah Moore, “but it’s a good way to get people’s attention.”

The money from fines will go toward the OHSAA’s “Respect The Game” sportsmanship program. ☉

Steve Appelhans was a summer intern in the NFHS Publications/Communications Department. He is a senior at the University of Wisconsin-La Crosse majoring in sport management.



## National Interscholastic Athletic Administrators Association

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

Go to [www.niaaa.org](http://www.niaaa.org) for further information on membership, services, programs, partnerships and professional development opportunities.