

MARCH 08

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TODAY™

THE VOICE OF EDUCATION-BASED ATHLETICS AND FINE ARTS ACTIVITIES

A Day in the Life of a High School Athletic Director

Team Leadership

Who's in charge of the athletic program?

Emerging Sports

Lacrosse, bowling, others on rise across nation

Extended School Day

New program slows dropout rate



A PUBLICATION OF THE NATIONAL FEDERATION OF STATE HIGH SCHOOL ASSOCIATIONS



State Tourney Experience Offers “March Mystique”

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

March is an exciting time of year when the chill of winter wanes and we welcome warmer weather and the vivid colors of spring. It is also a time when sports fans across the country experience a common euphoria – “March Madness/ March Mystique.”

While March Madness is commonly used to refer to the NCAA Division I Men’s Basketball Championship, media and the public also make it a common identifier that bridges all levels of play in this sport at high school basketball tournaments. However, we like to think of the high school experience more in terms of March Mystique.

According to the 2006-07 High School Athletics Participation Survey conducted by the NFHS, more than one million boys and girls in America participate in high school basketball. In terms of participation, it is second only to football. A sport of this magnitude has the capability to instill a great amount of excitement in both participants and fans when the state championships come around.

Today, state championships for not only basketball, but also wrestling, swimming, ice hockey, gymnastics, and indoor track and field have become a central part of the electricity that surrounds this time of year. They are integrally woven into that fabric known as the high school experience.

During March, fans and participants crowd gyms, stadiums and natatoriums to witness the spectacle of the state championship. Together, they experience the sights and sounds. Basketballs thump on the floor, feet splash in the water, sticks slam the ice, and hands hit the mat. Blurred colors race back and forth across the court, track, rink and pool.

State championships represent the pinnacle of achievement offered by state high school associations. They provide rare opportunities for high school students who take part in sports to participate in an event that will add to some of the greatest lifelong memories of their high school athletic careers.

Because very few high school student-athletes go on to play at the college and professional levels, state tournaments generate a great deal of enthusiasm during those few days when the state’s best student-athletes converge to compete for the state title. For many high school seniors, being able to participate in the state championship provides

both a memorable capstone experience and a sense of accomplishment at the end of their high school years.

Education-based athletics attempt to separate the madness from the mystique. We’re not about madness – we’re about the mystique of representing the community and the high school and participating in an experience that will live forever in their memories.

Part of the thrill of being a high school student-athlete is the opportunity to participate in the state championships. It shouldn’t matter to those participants whether they win or lose, but rather that they were simply able to participate and to make it to that level. That is more easily written than experienced and we acknowledge that fact.

As state championship participants, student-athletes are given the opportunity to represent not only their schools and fellow students, but also their communities. It’s not often that young people are put on such high pedestals within their communities. Such an honor can heighten self-esteem and reinforce the importance of teamwork. By working together to make it to the state championships, small-town teams can enjoy the same recognition as their large-town counterparts.

Student-athletes and fans alike listen every year to hear that one special word – “Cinderella.” Cinderella stories describe the longshot teams who seemingly come out of nowhere to be a part of the state championship and sometimes even win it.

No matter where you come from – city, small town, farmland – everyone can enjoy the glory of striving to be a Cinderella team. Even in defeat, that Cinderella team has accomplished something amazing simply by participating in the state championships.

The glory of state championships is a universal feeling. It applies to young and old, male and female, athlete and non-athlete. Grandparents can relive the memories of high school sports championships from their childhoods, and young children can find role models in the championship participants – provided we exhibit the mystique over the madness.

For a few days at the beginning of spring, millions across the nation have the opportunity to take part in that March Mystique tradition that is high school state championships. It is a time-honored tradition that reflects the best high schools can be and the best we can all hope to become. After all, “WE ARE HIGH SCHOOL.” ●

Never Give Up

David Romero of Rio Grande High School and Mike Lee of Cibola High School wrestling at the 2007 New Mexico Activities Association State Wrestling Championships in the 125-pound weight class.

Photograph by Kim Lee Photography, New Mexico

Great Shot







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HighSchool TODAY™

THE VOICE OF EDUCATION-BASED ATHLETICS AND FINE ARTS ACTIVITIES

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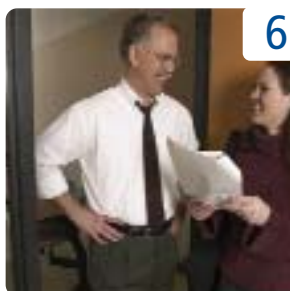
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Contents



6

COVER STORY: A Day in the Life of a High School Athletic Director: Five athletic directors describe their typical day.
—Robert Zayas

FEATURES



10

Team Leadership

Who is Really in Charge of Your Athletic Program?: Athletic director, principal, superintendent and board of education manage program. —Joe Loomis



14

Legal Issues

Retaliation Lawsuits – A Legal Issue for Athletics Programs: School administrators need to re-examine their policies.
—Lee Green



16

Emerging Sports

Lacrosse, Bowling Among Nation's Emerging High School Sports: Activities landscape bolstered by new and rising sports offerings.
—Bill Boyle

DEPARTMENTS

1 NFHS Report	24 Top High School Performances
20 Ideas That Work	26 Fine Arts
22 Above and Beyond	28 In the News

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

A Day in the Life of a High School Athletic Director

BY ROBERT ZAYAS, CAA

Have you ever wondered what your school's athletic director does in a given day? Well, the National Federation of State High School Associations examined the roles and responsibilities of five athletic directors on one common Friday in the fall to gain a better understanding of the challenges, difficulties and experiences faced by a high school athletic director in our nation today.

The most common similarity between these five athletic directors is that they perform many more roles than just "athletic director." These individuals are also assistant principals, activity directors, teachers and coaches. Athletic directors are often the first to arrive and the last to leave their schools and have little help or assistance.

The National Interscholastic Athletic Administrators Association (NIAAA) estimates that more than 21,000 individuals nationwide serve their schools and districts as athletic directors.

The five athletic directors surveyed, who were randomly selected, estimate they often work between 60 and 70 hours a week. The median age is roughly 44, and their combined years of experience in the position of athletic director total just 27.

Their commitment to the students they serve and the communities they influence is evident through their work. Each athletic director responded to a series of questions; following are highlights of their responses.

A Day in Michael Rowan's Life

- 5:45 a.m. – Wake up and get to work
- 7:00 a.m. – Hall duty
- 8:00 a.m. – Duties not related to athletic director
- 9:00 a.m. – Check on football field
- Noon – Break up fight between students
- 1:00 p.m. – Parent meeting
- 5:00 p.m. – Dinner with family
- 7:00 p.m. – Kickoff
- 11:30 p.m. – Head home

Michael Rowan's day is filled with hall duty, administrative meetings and many thrills that come with the title "athletic director." Rowan said, "In my school district, athletic directors are also school administrators. So along with the athletic responsibilities, I also oversee school facilities, custodians and the student affairs office."

11:00 a.m. – Putting Out Fires

During his first two years as an athletic director, Rowan has put out many fires; however, none of them involved an actual fire extinguisher. Rowan's morning concluded with a surprise call over the radio requesting that he report to the rear of the cafeteria, near the football stadium. Apparently, the hot coals used to cook the junior varsity football team's pregame meal the night before were poured into the dumpster, which ignited the fire.

3:30 p.m. – Time to Dance

Rowan met with the student government and sponsor to discuss and possibly resolve a homecoming venue problem; the ballroom originally reserved for the homecoming dance was too small to accommodate the student body expected to attend the dance.

7:00 p.m. – National Television Trumps High School

Rowan's responsibilities for a football game are plenty. Those re-



Michael Rowan

Location: Tampa, Florida

School: Wharton High School

Age: 38

Athletic Director: 2 Years

Years in Education: 14 Years

School Enrollment: 2,400

sponsibilities become more challenging when many of his “normal” workers attend a nationally televised college football game.

The University of South Florida football team was ranked No. 18 in the country and hosted No. 5 Virginia Tech at nearby Raymond James Stadium. Rowan said, “Our normal public-address announcer, business manager, one of our school administrators and many volunteers, who are all USF alumni, went to the game, leaving us with fill-ins.”

In addition to finding “fill-ins,” Rowan had to ensure the parking lot was set up to accommodate reserved parking, the field was lined and cut to perfection, security and administrators were in place at game time and the score was reported to the state association by the end of the night.



Thomas Mabrey

Location: Farmington, New Mexico

School: Piedra Vista High School

Age: 40

Athletic Director: 2 Years

Years in Education: 12 Years

School Enrollment: 1,300

A Day in Thomas Mabrey's Life

- 5:30 a.m. – Wake and head for the office
- 8:00 a.m. – Meeting with superintendent and school board
- 10:00 a.m. – Monitor school hallways
- Noon – Leave for away football game
- 5:00 p.m. – Kickoff
- 10:00 p.m. – Start the drive home
- 11:15 p.m. – Bus breaks down
- 3:30 a.m. – Arrive at home

Mabrey recently accepted the position of executive director of the New Mexico High School Coaches Association – a position he starts later this spring. In his second year as an athletic and activities director, he also serves as the school's assistant principal. Mabrey's days are often filled with many issues – some of which are absolute surprises.

8:00 a.m. – Changing the Status Quo

When Mabrey assumed the role of athletic director at Piedra Vista High School, he never thought he would be in the middle of a communitywide controversy. Several weeks before Mabrey was surveyed for this article, a group of students asked to form a Gay/Straight Alliance Club. After consulting with his superintendent and district attorneys, Mabrey realized that not permitting a Gay/Straight Alliance Club would violate these students' constitutional rights.

10:30 a.m. – Parent Meeting

Athletic directors are often required to meet with parents for various reasons. Unfortunately, the majority of the time the parent is upset and wants immediate answers and action. Today, Mabrey met with a parent who felt that her daughter was being mistreated by the coach. The meeting ended successfully and the parent left Mabrey's office understanding that everything that her daughter told her was not the truth.

Mabrey said, “I have parent meetings almost every day. These parents are amazing sometimes. Dealing with parents may be the most difficult thing about being an athletic director today.”

10:00 p.m. – Late-night Check-in

After the victorious away football game, Mabrey began the four-hour drive home, following the team bus in his truck. Approximately an hour into the drive, the bus broke down, leaving the team stranded in Albuquerque. With nearly three hours remaining in the trip and no access to a mechanic until the next day, it was Mabrey's responsibility to find hotel accommodations for the team and coaches. This setback resulted in him arriving home about 3:30 a.m. To make matters worse, Mabrey had to be at the gymnasium the following morning at 8:00.

Mabrey said, “We got lucky finding a hotel for the team; however, the biggest issue in this situation was that none of the athletes or coaches had their cell phone chargers.”



Janet Erhardt

Location: Center, North Dakota

School: Center Staton High School

Age: 48

Athletic Director: 5 Years

Years in Education: 27 Years

School Enrollment: 100

A Day in Janet Erhardt's Life

- 6:45 a.m. – Wake up
- 7:45 a.m. – Meet with guest speaker
- 10:15 a.m. – E-mails and administrative duties
- 12:30 p.m. – Physical education class
- 2:30 p.m. – Players' practice gear in the wash
- 3:30 p.m. – Volleyball practice
- 5:30 p.m. – Prepare for tournament
- 10:30 p.m. – E-mails and administrative catch-up
- 12:15 a.m. – Head for home

Erhardt estimates that she is one of approximately eight female athletic directors in the state of North Dakota. She teaches five different classes at Center Staton High School while juggling the role of athletic director, activity director and head girls volleyball coach.

Her team finished the 2007 season with a 34-5 record, placing sixth in state. Center Staton lost in the opening round of the state championships to the team that went on to win the state title.

8:00 a.m. – So Much More Than Athletics

Erhardt met with Dr. Bob Edwards, who was scheduled to speak to the Center Staton student body about suicide prevention. According to a North Dakota Legislative Council report, more than 30,000 individuals commit suicide every year and it is the second-leading cause of death among those between the ages of 10 and 24. In 1999, North Dakota was faced with data showing the suicide rate for North Dakotans in this age group was almost twice the national average.

2:30 p.m. – Fifty Minutes A Day

In addition to teaching five classes, Erhardt had to cover two other classes toward the end of the day for teachers chaperoning a science class field trip. This time was typically reserved for athletic director planning, which meant that Erhardt's work was left for later that night. At Center Staton High School, similar to most high schools, teachers are asked to use their prep time to substitute for absent teachers.

Erhardt has a 50-minute period dedicated to athletic director duties and another 50-minute period devoted to teaching responsibilities each day. When asked how much time she would need if it was available for her athletic director business, she said "at times 50 minutes is enough; at other times during the year it doesn't even make a dent on the 'to-do' list."

3:30 p.m. – "Athletic Director" and "Coach" and "Mom"

Erhardt enters the gym for another afternoon of practice. Her day has been hectic and practice provides her with the only opportunity to focus on volleyball and her team. In the gym, the phone does not ring and she cannot see the e-mails entering her Inbox. She says, "I love seeing my kids have success."

Erhardt says, "Being an athletic director and a coach is extremely difficult at times; however, after 27 years of coaching I am getting better every year. I tend to spend a lot of time on the week-ends in the office trying to catch up during the fall . . . and that is OK with me. At times, the athletic director's role and the coach's role overlap and I ask for help from other administrators."

A Day in Luis Macedo's Life

- 6:15 a.m. – Meet with principal for coffee
- 7:00 a.m. – Welcome students
- 8:30 a.m. – Administrative work
- 10:00 a.m. – Line soccer fields
- 1:45 p.m. – Bus duty
- 3:30 p.m. – Soccer games
- 5:30 p.m. – Family time
- 6:15 p.m. – Leave for away football game
- 10:30 p.m. – Arrive at home

Luis Macedo begins each day with a quick meeting with the principal at a local coffee shop. He refers to this 15-20 minute meeting as "heads-up time" when he and the principal discuss events for the day or week. This communication with the principal is one of the most important parts of Macedo's position at Hudson High School. As the athletic director, he also oversees the activities and assists with various monitoring duties throughout the day.

8:00 a.m. – The Wheels On The Bus

Much of Macedo's day is spent scheduling teams and the busses used to get those teams to their games and contests. He says, "Everyday I have to look at the schedules and confirm the busses for the day. I have to make sure that the busses pick teams up with enough time to get the team to its destination with enough time to warm up and get ready to participate."

Macedo schedules games, contests and busses for 24 varsity teams and nearly 30 subvarsity teams. This requires constant attention to detail and an incredible amount of organization.

5:30 p.m. – Family Time

On this particular Friday, Macedo actually gets to spend 45 minutes with his wife over a quick dinner before he heads out the door for an away football game. During home games, he leaves the house at 6:30 a.m. and often does not return until after 10:30 p.m.

When his kids were playing – they are now 21 and 26 years old – Macedo's wife attended all of the games. He says "this was quality time for our family . . . I never missed one of my kids' games." Now that his oldest son is part of his coaching staff, his wife has started coming to more and more games to watch her son which affords this athletic director the opportunity to spend a little time with the woman he has been married to for more than 27 years.

6:15 p.m. – Football Kickoff

An away football game presents its own set of responsibilities compared to that of a home game. He always attends every away football and hockey game. Going to away basketball games is difficult because if the boys squad is playing away, then the Hudson High School girls basketball team is at home. "If the game is a big



Luis Macedo

Location: Hudson, Massachusetts

School: Hudson High School

Age: 50

Athletic Director: 9 Years

Years in Education: 28 Years

School Enrollment: 1,169

rivalry, I will get another administrator to fill in for me so I can attend the away game,” Macedo said.

For the visiting athletic director, away games are obviously much easier than home games. On this night at Auburn High School, similar to all away games, Macedo was responsible for the Hudson High School crowd and its actions. He says, “Our fans are usually great. My attendance just helps the home athletic director and ensures that our school’s fans don’t get out of control.”



Stan Leech

Location: Boerne, Texas

School: Boerne High School

Age: 47

Athletic Director: 9 Years

Years in Education: 26 Years

School Enrollment: 2,026

A Day in Stan Leech’s Life

- 5:15 a.m. – Wake up for a morning jog
- 7:45 a.m. – Arrive at school
- 9:45 a.m. – PR at the coffee shop
- 10:30 a.m. – Meeting with principal
- 11:00 a.m. – Basketball practice
- 1:30 p.m. – Visit friend whose husband passed away
- 2:45 p.m. – Pep rally
- 7:30 p.m. – Kickoff
- 11:30 p.m. – Leave stadium after game

Stan Leech fills the role of athletic director and head boys basketball coach at Boerne High School in Boerne, Texas. He has spent the majority of his career in Boerne, which has resulted in him building lasting relationships with members of the community. He serves the role of athletic director, but in this small Texas town he is often viewed as much more than an athletic director or coach.

5:30 a.m. – Start The Day Running

Leech starts each day with a three-mile jog around his neighborhood with a group of friends. The group can be as large as 10 and as small as three. He says “We have all been running together each morning for about 10 years. We don’t run as fast as we used to, but it is still a lot of fun.”

The purpose of the morning runs for Leech, who was the NFHS Basketball Coach of the Year during the 2006-07 school year, is both social and health-related. “Without my group of friends, I doubt I would run as often as I do,” he says when questioned how much the group really means. He added “running is more fun and a lot cheaper than golf and I don’t ever break anything!”

With his busy schedule, the early-morning hours are about the only real time Leech has for a workout. The role of the athletic director today is so unpredictable that any type of routine is difficult to keep. Leech says his day really begins around 3 p.m. “At 3 o’clock is when the kids are out of school and the parents are getting off from work. In the morning, I deal with e-mails, phone calls, budget concerns and administrative meetings. In the afternoon, it really gets busy.”

9:45 a.m. – The Coffee Shop

As often as possible, Leech stops by the coffee shop in the small but growing, central Texas town. It doesn’t occur every day, but it is an important part of each week and school year for Leech to be an active member of the community.

“I often stop by on my way to other campuses, just to say ‘hello,’” he said about the regular coffee shop visits. Just being seen in the community and being available is essential to Leech, who has been in Boerne for 22 years.

The questions and comments regarding the athletic programs are plenty, and Leech believes that the coffee shop and other establishments throughout the city are great ways to build relationships. He says, “In today’s world, people cannot just stop by my office to visit; that is why it is so important for me to stop by and see them.”

High schools are constantly seeking assistance from the community, and in Leech’s case, he believes it is equally essential for him to give back to the community.

1:30 p.m. – More than Sports

Leech visited the wife of a good friend who recently passed away after having a heart attack. “The most challenging aspect of my day was attempting to do my job while mourning the loss of my good friend.” His friend served as vice president of the booster club and his son plays on the varsity football team. Leech was later asked to deliver the eulogy at his friend’s funeral.

The job description for a high school athletic director may vary depending on the school or school district. As we have seen, athletic directors are often called upon to oversee areas that have nothing to do with athletics. They put out dumpster fires, arrange hotel rooms in the middle of the night, generate positive public relations within the community, schedule busses and teach classes.

These women and men often serve as the “backbone” of the school or school district. They are the ones who other administrators rely on for help and assistance. ●

Robert Zayas is in his sixth year as an assistant director of the New Mexico Activities Association and is currently pursuing a Ph.D. in sports administration at the University of New Mexico. He is a member of the High School Today Publications Committee.

Who is Really in Charge of Your Athletic Program?

BY JOE LOOMIS

Probably as many answers to this question exist as there are school districts in this country. Who is right? The current climate unfortunately does not give us much guidance. Education-based athletics should follow the standards proposed by David Hoch in the November 2007 issue of this publication – learning, improving, enjoying, and displaying sportsmanship and respect in their representation of the school, etc. However, to the surprise of no one, the standard that seems to matter most is winning.

For decades, high school principals have joked that it would be easier to drop two elective departments from the curriculum than to drop one winning athletic program. If you have not heard that one, it might be because it is now more true than amusing. Consider the current conditions that put enormous pressure on anyone responsible for athletics:

- Almost every athletic publication, local newspaper and coaches association maintain a top 10 or fabulous 15 list based on winning.
- Schools display trophies and banners awarded to winning teams.
- Student-athletes on winning teams are noticed more by college recruiters with scholarship money in hand.
- Gate receipts, the financial basis of most athletic departments, are up for winning teams and down for losing teams.
- Coaches are generally awarded one-year contracts. No tenure or longevity is guaranteed; only an examination of the number of wins is promised.
- During a season, the public has an opportunity to observe and evaluate a game performance at least once a week. Practices, offseason preparation and values taught to students are not observed . . . only winning or losing.

So who is in charge of such an education-based program that is so focused on winning? Is there a correct answer or a model that should be followed? The answer is yes – the management team. That team consists of the athletic director, the principal, the su-

perintendent and the members of the board of education. The members of that team must display a positive commitment to young people, embrace a working chain of command and showcase a unified team chemistry while managing all programs and troubleshooting all problems. Each team member clearly understands the responsibilities of his or her role and is held accountable for them. While school districts may define these roles differently, they do need to define and follow them.

CONSIDERATIONS FOR ROLE DEFINITIONS OF THE MANAGEMENT TEAM

Board of Education

No one says that he or she wants to be a school board member when he or she grows up, prepares for it with professional training, or expects to provide for a family with the salary attached to the position. Those who win these positions must, however, be trained in good boardsmanship and understand the huge policy-making responsibilities of their “calling.” That training must also include (among 1,000 other items) the importance of an administrative chain of command, a background in athletic areas that does not exceed that of academic areas and no desire to manage the athletic program. Also, maintaining a good working relationship with the superintendent is critical for any board.

Superintendent

If the management team concept is to be successful, the superintendent is the key player. The superintendent provides the training for the board, keeps it informed on hundreds of topics, and coaches the board on the benefits of an effective chain of command. The superintendent is the administrative director of the entire school district and has (or should have) very little time to micromanage an athletic program. Maintaining a strong philosophical bond with the building principal, supporting the principal’s control of the athletic program, holding the principal accountable for the success of that program, and coordinating in-



formation between the board and the principal are processes that must be led by the superintendent.

Principal

Since about every aspect of a high school falls somewhere in the job description of the building principal, to conclude that the “buck stops” on the principal’s desk for the athletic program is not inaccurate. Since board members and superintendents are not evaluated on athletic topics, the principal becomes the first member of the administrative team to have job security sensitivities. The temptation to be overly involved with the athletic program is fed by the public’s desire to win, by the insistence on keeping athletics education-based and by job security. However, the pressures of academic success are now greater and consume more time and attention than ever before.

Athletic Director

Successful principals are dependent on successful athletic directors. This may involve hiring, training, coaching and supporting an athletic director in whom the principal has great confidence . . . and then letting him or her assume total responsibility for all aspects of the athletic program. However, the athletic director cannot operate in a vacuum. Success, as well as longevity in the position, must include constant consultation with the principal and an accurate, ongoing barometer of community expectations. Regular dissemination of information to each member of the man-

agement team is also important. Knowing the pulse of all stakeholders on all issues is a trait of the exemplary athletic director. The enormous number of tasks, the tremendous detail associated with those tasks, and the overwhelming number of hours needed to accomplish those tasks make the position of athletic director complicated and difficult. No other person on the management team should pretend to have a greater knowledge of any aspect of the program.

The preceding paragraphs have acknowledged our obligation to operate an education-based athletic program, recognized the passion of all for winning, and outlined a team concept to manage the minefield we call athletic administration. Who is really in charge of your athletic program? You are. Unless your management team exhibits a flawless process that is embraced by everyone as a model of perfection, why not take the first step to change it?

That first step does not have to be a hostile one. Schedule a meeting with the management team (it probably meets regularly already), be sure each member has this magazine, point out this article and ask for reactions. You will, of course, encounter egos and obstacles. However, if “what is best for our students” is the bottom line of the dialogue, the discussion(s) over time just might result in consensus.

Take charge. Take the first step. ☉

Joe Loomis is principal of Mt. Vernon High School in Fortville, Indiana, and is a member of the High School Today Publications Committee.



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

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



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Retaliation Lawsuits: A Legal Issue For Athletics Programs

BY LEE GREEN

In July 2007, a jury awarded \$5.85 million to Lindy Vivas, former Fresno (California) State University head women's volleyball coach, who had sued the school under Title IX alleging that the nonrenewal of her coaching contract was a retaliatory action in response to her complaints about the school's treatment of women's sports teams. The outcome of the case, application of a retaliation cause of action to protect those who complain of sex discrimination, and the size of the award – \$1.75 million more than the \$4.1 million Vivas had requested in the suit – highlight the need for school administrators to re-examine policies regarding response to and resolution of Title IX complaints.

The threshold issue in such policy revision is to identify the types of actions by school districts that might be considered retaliatory and the contexts in which claims of retaliation are most likely to arise. Consider the following five hypotheticals and the analysis as to whether, based on currently prevailing legal standards, retaliation has occurred in each scenario.

Hypothetical One: The coach of a girls high school softball team is fired after repeatedly complaining to the school's athletics director and principal about the fact that the girls team does not receive funding equal to the boys baseball team and that the girls team is being denied benefits equal to that of the boys team with regard to uniforms, equipment, facilities, travel, practice time, publicity and other components of program support. Does the removal of the coach constitute retaliation despite the fact that the coach was not the direct victim of sex discrimination and was instead a third-party complainant on behalf of other individuals (the players) who were the direct victims?

Legal Analysis: The U.S. Supreme Court's 2005 decision in *Jackson v. Birmingham Board of Education* is directly on point. Roderick Jackson, head girls basketball coach at Ensley High School in Birmingham, Alabama, was dismissed from his coaching position after complaining to superiors about the unequal treatment of his team. Although the Title IX statute does not expressly mention retaliation, the Supreme Court concluded that a retaliation cause of action is implied in Title IX and that retaliation in any form is pro-

hibited not just against the direct victims of sex discrimination in educational settings, but also against any individual who has complained about the occurrence of such discrimination.

The Court held that in evaluating a retaliation claim under Title IX, the appropriate standard was that incorporated into Title VII of the Civil Rights Act of 1964 which prohibits discrimination by employers and expressly provides for a retaliation claim where an employee suffers an adverse employment action because of the employee's opposition to discriminatory activity.

Modifying the Title VII paradigm to fit the educational context of Title IX, the Court decided that a prima facie case for retaliation is established by showing that the alleged retaliator took action disadvantageous to the plaintiff and that a retaliatory motive played a substantial part in prompting that adverse action. Therefore, as did Roderick Jackson following the Court's ruling, the softball coach in Hypothetical One would have legal recourse both to the express retaliation provisions of Title VII and the implied retaliation provisions of Title IX.

Hypothetical Two: A high school athletic director recognizes deficiencies in his program's compliance with Title IX regarding sports participation opportunities and other athletics benefits for girls. Motivated both by the desire to do the right thing and by the intent to comply with the legal mandates of Title IX, the athletic director repeatedly presents a strategic plan to district personnel to remedy the inequities. Over a several-year period, this input is ignored with the only feedback being expressions of growing consternation by district personnel at the athletic director's continuing insistence that a Title IX problem exists. Does the continuing inaction by the district constitute unlawful retaliation against the athletic director? Does an ongoing pattern of behavior by a school district in ignoring complaints about discrimination rise to the level of retaliation against the individual who repeatedly files those complaints to no avail and who is in essence being forced to work within and continue to perpetrate a discriminatory system?

Legal Analysis: In *Ross v. Mercer University*, a U.S. District Court stated that "various courts have held that deliberately harm-

ful inaction may equal a disadvantageous action for the purposes of retaliation” and that “numerous courts have held that Title VII protects employees from employers who condone and encourage discrimination by failing to investigate and remedy it.” Although other courts have ruled that retaliation occurs only when the school inflicts tangible adverse consequences on the complainant, school administrators should err on the side of caution and avoid ignoring Title IX complaints or delaying the implementation of remedies when allegations of discriminatory behavior are lodged.

Hypothetical Three: A female basketball player repeatedly complains to her coach, athletic director, principal and various district personnel about the lack of equal benefits between the girls basketball team and the boys team. She is then suspended from the team for disruptive behavior. Was the player’s dismissal from her team a form of unlawful retaliation under Title IX?

Legal Analysis: Based on *Jackson v. Birmingham Board of Education*, the suspended player would have access to the protections against retaliation implied in the Title IX statute. Her retaliation claim, given that she is a direct victim of the discriminatory conditions, is even stronger than was the claim of Roderick Jackson, who was a third-party complainant reporting discrimination against his team members.



Hypothetical Four: A cheerleader complains to the high school athletic director that a young assistant football coach has been “hitting on her.” The athletic director talks to the coach and warns him to be careful about his interaction with the girl. The athletic director does not believe the situation is serious enough to warrant filing a report about the incident with his school district’s Title IX reporting officer pursuant to the district’s sexual harassment policy. The coach’s behavior continues and escalates. Several months later, a hostile environment sexual harassment lawsuit is filed by the cheerleader and one of the claims in the suit is an allegation of retaliation. Did the athletic director’s failure to file a report regarding the cheerleader’s disclosure to him and the resulting lack of any in-

vestigation constitute retaliation against the young woman?

Legal Analysis: Based on the U.S. Supreme Court’s decision in *Gebser v. Lago Vista ISD*, Title IX is violated when an individual in a position to take remedial action regarding teacher-student sexual harassment exhibits deliberate indifference that allows the harassment to continue. Combined with the holding in *Jackson v. Birmingham* that a retaliation cause of action is implied in Title IX, the cheerleader has a strong argument that the athletic director’s failure to report her claims and the school’s failure to investigate resulted in adverse consequences for her (the ongoing sexual harassment by the coach) rising to the level of retaliatory behavior.

Hypothetical Five: A high school wrestling coach hears rumors that upperclassmen on his team have been hazing freshman team members. The coach reminds his team captains that, although he appreciates their efforts in initiating team-building activities, hazing is prohibited by school policy. The coach believes that his talk with the captains will be sufficient to prevent any further problems and the coach does not file a report with the school district’s Title IX reporting officer pursuant to the district’s anti-hazing policy. Several months later, a hazing civil suit is filed by several of the freshmen and it is revealed during pretrial discovery that, subsequent to the coach’s talk with the captains, a hazing incident occurred during which the freshmen were sodomized with foreign objects. Did the coach’s failure to file a report and the resulting lack of any investigation constitute retaliation against the hazing victims?

Legal Analysis: In *Davis v. Monroe County Board of Education*, the U.S. Supreme Court held that Title IX is violated by deliberate indifference to the sexual harassment of a student by another student. In *Oncale v. Sundowner Offshore Services*, the Supreme Court ruled that sexual harassment is actionable even when perpetrated by someone of the same gender as the victim. Combined with the holding in *Jackson v. Birmingham* that a retaliation cause of action is implied in Title IX, the hazing victims have a strong argument that the coach’s failure to report and the school’s failure to investigate resulted in adverse consequences for them (the ensuing sexual battery) rising to the level of retaliatory behavior.

In summary, school districts place themselves at risk for retaliation claims not only when adverse actions are taken against school employees who report Title IX violations related to sports participation and benefit inequities (Hypothetical One), but also in instances when such reports by school employees are ignored (Hypothetical Two), when student-athletes are sanctioned for complaining of discriminatory practices (Hypothetical Three), when student-athletes are the victims of sexual harassment (Hypothetical Four), and when student-athletes are the victims of hazing (Hypothetical Five). ●

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

Lacrosse, Bowling Among Nation's Emerging High School Sports

BY BILL BOYLE

Over the years, many sports have been popular mainstays in high schools across America – tried-and-true sports such as football, basketball, baseball, track and now, soccer.

A number of additional sports are in the process of emerging into the mainstream. Although presently small in number, they have fervent followings and someday might end up with the same participation levels as the tried-and-true sports.

Other emerging sports may never have widespread appeal, but they add tremendous depth and breadth to the educational experience of students across the nation.

In Illinois, fostering the development of emerging sports is of high importance to the Illinois High School Association (IHSA), which has created an emerging sports policy.

Beth Sauser, assistant executive director of the IHSA, said the policy was created because the association didn't have a good gauge about how many sports were being offered in Illinois schools.

Now, the schools in Illinois file an annual report listing their emerging club sports and activities. The 2007-08 list includes boys and girls ice hockey, boys and girls lacrosse, girls field hockey, as well as competitive dance, drill team and pom poms.

Sauser adds that there are no limits to the sports or activities that can be on the emerging sports list. "We are listening to what our kids are telling us and what the schools are telling us," Sauser said. "What we need to do is track the interest levels of kids."

The goal, according to Sauser, is to be ready as these emerging sports continue to grow. The association requires that 10 percent of the state's 750 member schools (75 schools) sponsor a team before a state tournament is authorized.

Sauser estimates that lacrosse will be the next sport to move from the emerging sports list to the sanctioned sports list. As of January 30, 31 schools in Illinois offered girls lacrosse and 37 schools offered boys lacrosse.

Illinois already sanctions a large number of sports and activities, with boys bowling and water polo added in the past five or six years and competitive cheerleading in the past three years. Illinois also sanctions interscholastic activities ranging from chess to journalism to water polo.

Growth Models

As sports emerge, many follow one of several growth models, including the development of club sports in suburban areas. Lacrosse has grown this way in many states, beginning in suburban schools and growing to widespread acceptance in schools in other areas.

In Utah, suburban schools began offering soccer programs many years ago. The number of schools offering programs steadily expanded throughout the state and in 2007, the Utah High School Activities Association sponsored the first state tournament for the small, rural schools.



Photographs provided by Illinois High School Association.

If the suburban club model is followed in Colorado, rugby may be the next emerging sport. "The suburban schools are pushing very hard in rugby," said Paul Angelico, associate commissioner of the Colorado High School Activities Association.

Another factor that influences the growth of emerging sports appears to be the support of an enthusiastic advocacy group.

"The bowling community is trying very hard in Colorado," said Angelico, which is why he believes that it will be sanctioned in coming years. Angelico explains that the advocacy of the bowling community "makes it very easy to adopt bowling as a new sport."

The growth of sports is often influenced by the growth of ethnic communities. The growth of soccer, in particular, is driven in many areas by corresponding growth in Spanish-speaking communities. In many areas with new and emerging soccer programs, coaches are as likely to yell instructions in Spanish as in English.

Geography or regional issues limit the growth of many sports, such as snowboarding or rodeo. "We have a few calls each year wondering when we are sanctioning surfing," said Emmy Zack of the California Interscholastic Federation, who adds that the calls come from a very limited geographic area.

Sanctioning Process

Florida has recognized eight new sports since 2003, and all have followed one of the growth models. These new sports include bowling, competitive cheerleading, flag football, lacrosse, soccer, boys volleyball, water polo and girls weightlifting.

Robert Hernberger, director of media relations for the Florida High School Athletic Association, explains that the process of moving the eight new "recognized" sports to the status of "sanctioned" sports might take several years. After the designation of lacrosse as a recognized sport this year, Hernberger said it might be several years before another sport is added.

John Andrews, director of special events for the Alaska School Activities Association (ASAA), explains that the process of becoming a sanctioned sport in Alaska is arduous. Sports have a five-year window to become sanctioned. Four of the six regions in Alaska need to sponsor an event before it can be sanctioned. At the current time, the fledgling flag football program is sponsored in just one region.

Some emerging sports may never have national appeal because of geographic, cultural or regional issues. The ASAA sponsored Eskimo games for one year, in 1980. While the Native Youth Olympics are still held in Alaska each year, they include participation from elementary school students to adults. As a result, the ASAA does not sanction them.

Soccer

Soccer has experienced steady and solid growth year after year after year. Many emerging sports look to soccer as the model they would like to emulate. The first sanctioned soccer programs, for

boys only, began in 1969 with fewer than 50,000 participants. Now, soccer boasts the fourth-largest number of participants of any sport, with 715,631 athletes in 2007. Soccer trails only football, basketball, and track and field in the number of participants for boys and girls combined.

Steady growth continues, with 1,482 additional soccer programs added in the United States between 2005 and 2007. Soccer is now offered in every state except South Dakota, which plans to add the sport in 2010-11.

Lacrosse

In recent years, the sport that may be experiencing the most explosive growth across the United States is lacrosse. During a 10-year period between 1997 and 2007, the number of lacrosse teams grew from 1,048 to 3,068. In the same period, the number of participants grew from 45,050 to 126,295, which represents a growth rate exceeding 10 percent every year.

Long established in the northeast United States, interscholastic lacrosse is being added by a number of state associations around the United States. By 2007, 22 states offered boys programs and 23 offered programs for girls.

In Colorado, lacrosse began as a club sport in suburban schools and was first sanctioned in 1999. In that first year, 27 schools in four leagues competed for the boys title and 16 teams competed for the girls title.

Since that time, lacrosse has "grown like crazy," said Colorado's Angelico. The number of schools sponsoring boys programs has grown to 64 and they now compete in eight leagues.

Florida has recognized eight new sports since 2003, including lacrosse. There are 64 boys teams and 65 girls team that will compete for Florida's first state lacrosse championship on April 18-19.

Flag Football

Flag football for girls may have the broadest geographic appeal of all, with successful new programs in Florida and Alaska.

Flag football has grown into one of largest sports in Florida, growing from 75 schools in 2002 to more than 160 in 2008. Hernberger adds that some of the growth in the sport might have come at the expense of long-established sports.

The level of competition is very high. Hernberger said that many people laughed when the sport was first introduced and equated it with powder puff. "They are absolutely bona fide athletes," explains Hernberger of the flag football athletes. "It is a very physical sport and they play it without pads."

Andrews explains that interest in flag football more than doubled between the first and second year of participation in the Anchorage area. Many schools are now fielding full varsity and junior varsity squads. The fledgling flag football program is sponsored in just one of the six regions in Alaska.

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Bowling

Another sport experiencing explosive growth is bowling. Between 1997 and 2007, the number of bowling programs grew from 1,423 to 4,101 and participation grew from 15,600 to 44,229. Boys bowling is offered in 20 states and girls programs are offered in 21 states.

In Illinois, boys bowling joined girls bowling in 2003 as a sanctioned sport. Participation has seen a steady increase since that time, growing from 111 schools in 2003 to 153 schools in 2008.

According to Sue Hinrichsen, assistant executive director for the IHSA, adding boys bowling has contributed to growth in the girls bowling program. "The growth in girls bowling is comparable to boys bowling in recent years," Hinrichsen said. "Now when schools add bowling, they add both boys and girls teams. The schools feel the support of the bowling community when they go to competition."

Weightlifting

Weightlifting programs have experienced steady and significant growth in recent years. The number of schools with a boys program has grown by nearly seven percent a year in the most recent participation surveys, from 521 in 2004 to 620 in 2007. Programs are offered in nine states.

Similarly, the number of schools with girls weightlifting programs has grown by 15 percent a year in recent years, from 214 in 2004 to 318 in 2007. In total, nearly 28,301 students participated in weightlifting in the most recent participation survey, up from 21,938 in only two years.

Competitive Cheer

The number of students participating in competitive cheer was 97,324 in the most recent participation survey, covering 25 state associations. Many state associations are grappling with cheerleading issues, as the activity continues to evolve to a sanctioned competitive sport.

Snowboarding

Snowboarding is a winter sport that has seen tremendous growth in recent years, but still has limited geographic scope for interscholastic competition.

Since snowboarding was first sanctioned in 2003, the number of participants had grown to 1,192 by 2007. Snowboarding is a popular interscholastic sport in areas of northeast California, where 29 boys programs and 27 girls programs are in operation.

While skiing is a long-established sport in Colorado, Angelico states that there is not an organized effort to add snowboarding to the sanctioned sports in the state.

Bass Fishing

One of the most interesting new activities in Illinois is bass fishing, which is still in the exploratory stage. (See article on page 30.)

Dave Gannaway, assistant executive director for the IHSA, estimates that the first bass fishing competition will take place in Illinois in the 2008-09 school year.

"This is an entirely different concept compared to the traditional club model followed by other emerging sports," said Scott Johnson of the IHSA. The IHSA hopes that bass fishing competition will appeal to a portion of the high school population that is not currently participating in high school activities. ●

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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Extended School Day Slows Dropout Rate

BY MIKE PHIPPS



The last things any high school administrator wants to encounter are high dropout rates and a struggling student population. The students' well-being and comfort within any high school are of utmost importance.

But, all schools are not alike. Each school is a different scenario, a different setting, a different environment. Students react differently due to population, peer and socioeconomic influences. Everyone's lives simply aren't the same.

So, what happens when things start to slide? An attempt must be made to turn things around.

In the mid-1980s, I was principal of Artesia (New Mexico) High School. There were roughly 1,050 students, many of whom were in low-income and high-risk situations. Many of the students were not

regularly attending classes, and the dropout rate was increasing.

Several students needed to work during the day — for instance, a typical 8 a.m. to 3:30 p.m. day shift — in order to provide necessities for their families, and this compromised their coursework. The requirements for graduation simply were not being met because the students could not be in school during traditional hours.

We had to find an answer to this dilemma. And the answer certainly was not letting those rates continue to drop.

My staff of teachers and counselors worked together and realized that many of the students who were dropping out or were not successful could benefit from an alternative school day schedule — classes from 3:30 to 9 p.m. So we adopted our "Extended Day Program."

We kept our facilities open in the evening, opened the media center two nights a week for tutoring and hired extra tutors for English and math. This was our attempt to help out the kids who were so willing to help out their own families in need.

We started with a limited (but dedicated) staff and limited class offerings. More than 90 students chose to take advantage of the classes we offered during the Extended Day Program, and more than 100 students were involved in the nighttime tutoring and media center availability.

It turns out that this program, which was intended for the needs of at-risk students, met the needs of all students at the high school. Many students were able to enroll in classes they couldn't have before due to extracurricular activities. They didn't have to abandon the love of their activity, and they were able to further the scope of their education. It was a dream come true.

After we had a semester under our belt, we tried new class schedules. We expanded the length of the classes to 1½ hours twice a week instead of 45-minute classes four times a week. This change simply made it easier for the students to keep up their attendance. The media center also allowed students to take "make-up tests" rather than taking them during class time. This was a great opportunity to receive homework credit and recover assignment credits.

The Extended Day Program is still successful today. Our classes have expanded to include jazz band, chorus, woodworking, computer classes, science, physical education, drafting and auto mechanics in addition to the original math and English classes.

Our graduation rates increased, and the dropout rates decreased. Grade-point averages also improved. It was the kind of improvement we desired from the beginning.

The students were able to broaden their educational experience by taking additional classes that weren't available to them during the traditional school day, and they were still able to work or fulfill other family obligations.

Twenty years later, and the Extended Day Program still continues. There are more than 90 students furthering their educational experience and interscholastic activity participation each semester, and many students have graduated by specifically enrolling in the Extended Day Program.

Even though the school facilities are kept open and active until 9 p.m., the benefits outweigh those costs. The cost of the program is negligible because our student enrollment figure remains high and our dropout rate remains low.

This program also provides additional income for our staff. Those staff members who choose to teach in the Extended Day Program earn more money for their families as well.

It would be too easy to glance over problematic scenarios and hope they just go away. High school is a critical time in any teenager's life. Students learn things that will carry over into their older years; they will gain social skills as they interact with peers; and they will inherit invaluable lessons from the people who so desperately want to see them succeed.

For high school administrators who have seen students suffer academically or socially because of outside influences or family obligations, the Extended Day Program can be a useful remedy.

Will it be easy and effortless? No.

Will all the aspects translate perfectly to your high school? Probably not.

Will it be a panacea? Not exactly.

But here's the most important question: Will it be worth it? Absolutely.

You can never place a value on a kid's education, and an Extended Day Program certainly is an idea that can help out any high school in a similar situation. ☉

Mike Phipps is superintendent of the Artesia (New Mexico) Public Schools and is a member of the High School Today Publications Committee. Assistance on this article was provided by Bob Herman, a fall semester intern in the NFHS Publications/Communications Department and a junior at Butler University in Indianapolis, Indiana.

"When the game is on the line"

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Running Toward Goals

BY EMILY CERLING

Every Friday night before the following day's meet, the Shorewood (Wisconsin) High School cross country team would circle up at a pasta party to discuss the next day's goals. Whether it was to keep his shoelaces tied or to finish the race, Collin Brusnahan expressed his goals and followed through.

He wasn't always the first to reveal his goals for the upcoming meet.

Oftentimes, the team would go around in a circle, each person discussing his goal for the next day. If Collin wasn't ready, his teammates would skip him. Eventually, he said he was ready to announce his goal. Sometimes he would copy what other teammates said just to fit in.

At first, his objectives were simple: He wanted to make sure his shoelaces were tied, and he wanted to make sure he would be able to finish the race.

Brusnahan, a high school sophomore, is afflicted with autism. Autism is a brain development disorder that impairs social interaction and communication, and causes restricted and repetitive behavior.

Instead of being asked questions, Brusnahan would rather ask the questions.

Transition can be very difficult for individuals with autism. Running cross country required Collin to show up and practice at the high school a few weeks before school started.

"This worked out great because he was able to become comfortable on the school grounds before school started," said his mother, Lynn Stansberry-Brusnahan.

Although he joined the team, Brusnahan never really grasped the concept of competition. One of his simple goals developed when his shoelace came untied.

He didn't stop; he just kept going. Next time, he wanted to keep his shoelaces tied.

His coach, Dominic Newman, was first introduced to Brusnahan when he was in elementary school.

"Since I am an elementary school teacher, I have known Collin since he was in the third grade," Newman said. "But then I had to teach a class at the middle school, and we were able to reformulate that bond between us when he was in seventh grade.

"Over the summer I saw him at a bike race, and I asked him to



Photographs provided by Shorewood (Wisconsin) High School.

come out for the team. I didn't really think he was going to run, but I thought it was a really great social network. Generally, cross country is an excellent sport for that.

Brusnahan did come out for the team. Rather than acting as the team manager by distributing water bottles and handing out towels, Brusnahan was running.

"Cross country is a great sport for an individual who thrives on routine. All of the runners start in the same spot and finish at the same place," Stansberry-Brusnahan said. "They all run the same route – it is easy to figure out."

However, teammates were leery of Brusnahan running through the various trails.

"Shorewood is like a small city, and the paths are pretty familiar," Newman said.

Still, teammates would run behind him during practice, just to ensure that Brusnahan would not stray off the path. As the season progressed, Brusnahan unveiled more of his goals to his teammates and friends. He was still timid at the pasta dinners, but those events helped him socialize and acquaint himself with his peers.

One Friday, Brusnahan showed up at the dinner before everyone else did. The host was a mother who he did not know, and she did not know about his autism. Once his teammates were around, he was very engaging. Normally, it takes him about two or three weeks to engage in conversation or to trust a person.

Whether it was running or playing video games with the guys, Brusnahan belonged to a group.

"Once the team saw that Collin really want to succeed, they joined him in that goal. This team's attitude toward Collin really shows the importance of inclusion of individuals with special needs in mainstream environments," Brusnahan said.

As the season progressed, Brusnahan announced he had a competitive goal. At one of the Friday evening events, he stated he

wanted to run the 5,000-meter course in less than 24 minutes. Finishing the course in 23:49, Brusnahan was able to achieve that goal.

Even though the cross country season came to an end, the track season began in the spring and Brusnahan took that opportunity as well.

"One of the biggest steps we noticed is that he likes to be around people he knows well," Newman said. "There was a major stepping stone last year when we went to track. Since he had been accustomed to cross country running, we thought he would gravitate toward the distance crew. Collin didn't want to do that, he wanted to go to the sprint coach – and all the guys saw that.

Because Brusnahan is autistic, the coach had to be informed about his disabilities.

"We had to explain to the sprint coach that Collin was autistic, but he trained him like he was any other runner," Newman said.

"When Collin first started track, it was a little intimidating – there were lots of different events happening at once. Coach Newman really went the extra yard to ensure Collin was supported in whatever he needed to succeed," Brusnahan-Stansberry said. ☉

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

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Florida Wrestler Ties Fastest-fall Record

BY CASSIE KRISHER

Setting a national record can be as easy as one, two, three.

Three seconds was all it took for Paul

Medling, a St. Petersburg (Florida) Catholic High School sophomore, to tie the national record in wrestling for fastest fall in the 189-pound weight class.

Medling tied the record set by Burt Kennedy of Pomeroy (Ohio) Meigs in 1991.

"In 22 years of coaching, I'd never seen anything like that," said Bob Damron, the Barons' head wrestling coach. "I'd seen six- and seven-second pins, but nothing that fast."

Medling tied the record at the eighth annual A-Patriot Championships at Miami Florida Christian High School.

Damron said he was awestruck when he looked up at the clock after the pin.

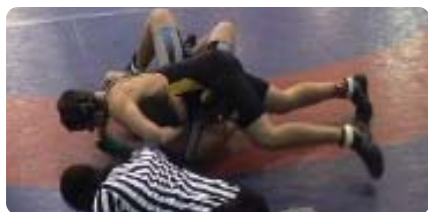
"It's very rare in our sport to get a three-second pin," he said. "All of the components have to match up. Medling took [his opponent] to his back, and the ref was right there on top of it. I knew that had to be a record somewhere."

Medling said he wasn't aware that he had set a record until his coach told him.

"I was excited, but I wanted to stay focused on the tournament because I wanted to place," Medling said.

Medling placed second in the tournament and set a personal goal to qualify for the Florida state championships February 14-16 in Lakeland.

"He hasn't let having a national record get to him," said Damron. "He continues to work hard to achieve his goals." ◎



Add to that list **Jimmy Feigen, a San Antonio (Texas) Winston Churchill High School senior**.

Feigen posted a time of :19.65 in the event in the preliminaries of the Texas University Interscholastic League District 26 Class 5A championship meet on January 25, breaking the high school national record.

Michael Cavic of Tustin (California) High School set the previous record of :19.69 in 2002.

"He had a perfect start and didn't take any breaths during his swim," said Winston Churchill swimming coach Al Marks. "It all came together. It was the perfect swim."



Feigen sets national record in 50-yard freestyle

BY CASSIE KRISHER

Only two high school boys swimmers have posted national records under the 20-second mark in the 50-yard freestyle.

Feigen is close to breaking the national record for the 100-yard freestyle. He posted a time of :43.83 at the same meet, placing him third in the National High School Sports Record Book, barely edging Olympian Gary Hall's 1993 time of :43.85. Feigen needs to drop four-tenths of a second to get the record.

Coach Marks said he expects Feigen to receive gold medals at the regional and state meets.

This season is Marks' last as head coach of the Winston Churchill swim team. Part of Feigen's and his teammates' motivation this year has been to have their coach experience a successful last year and "go out with a bang."

Although Marks has already experienced the "bang" of being coach to a national recordholder, the team has two more opportunities at regionals and state to make their coach's last year unforgettable. ☉

Ohio hoopster scores 62 points

BY CASSIE KRISHER

B.J. Mullens, a senior at Canal Winchester (Ohio) High School, scored 62 points for the Indians in a game against Centereach (New York) Our Savior New American School.

The Indians defeated Our Savior, 79-69, in the final game of the three-day Flyin' to the Hoop boys basketball tournament at Dayton (Ohio) Fairmont High School.

The 7-foot-1 center will play for Ohio State University next year.

Mullens scored 20 points in the first quarter and rounded out the first half with 36 of Canal Winchester's 38 points. His previous high of 46 points, which was also a school record, was broken by the third quarter, when he added 18 more points. He notched eight more points in the fourth to bring the total to 62.

Mullens made 28 of 34 field goals and six of 12 at the free-throw line. He also contributed 21 rebounds and blocked three shots.

His 62-point game is tied for 31st in Ohio's records. The state record is 120 points set by Dick Bogenrife of Sedalia (Ohio) Midway in 1953. ☉

Galuski sinks 15 3-pointers to tie national record

BY CASSIE KRISHER

Dribble, shoot, score.

Repeat 14 more times.

That's what Cohoes (New York) High School senior forward/guard Courtney Galuski did on January 8 to make her way



into the National High School Sports Record Book. With 15 three-pointers, Galuski tied the girls basketball national record for most three-point field goals made in one game.

Galuski's previous career high of 20 points in a game was shattered by halftime with eight three-pointers already under her belt.

"She's a teenager with 100,000 things on her mind," said Cohoes girls basketball coach Dan Hytko. "This is just one accomplishment for her."

Maureen O'Malley of Taylor (Michigan) Light and Life set the national record of 15 in 1998. Ashley Hutchcraft of Guy-Perkins (Arkansas) tied it in 1999, and Meganlyn Mosher of Farmington (New Hampshire) tied it again in 2004.

"She was excited, but she kept things in perspective," Hytko said of Galuski. "She was reserved. I think she was more satisfied about winning the game than her performance."

The previous school record, as well as New York's Section II record, for most three-pointers in a game was eight. It was set by coach Hytko's daughter Morgan, who also had Cohoes and Section II records of 56 three-pointers in one season — until Galuski broke those records as well. On January 29, she made her 59th three-pointer of the season.

In addition to her athletic accomplishments, Galuski was recognized as a Section II Scholar-Athlete last year.

"She's academically oriented, intelligent and down-to-earth," Hytko said. "You have to meet her to get the aura around her." ☉

Cassie Krisher is a spring semester intern in the NFHS Publications/Communication Department. She is a senior at Butler (Indiana) University, majoring in journalism and media arts.

Value of Fine Arts in a “No Child Left Behind” World

BY STEFFEN PARKER

The controversial 2001 federal legislation, No Child Left Behind (NCLB), is aimed at improving the performance and accountability of America's public education system. It also gives parents more options when choosing the schools their children will attend. While it focuses much of America's educational energy and resources on just three subjects – science, reading and mathematics – it also brings out two other areas of concern: the assessment of basic student skills and teacher quality. While most agree that there is room for improvement in our educational system, the controversy comes in whether or not standardized student testing and standardized teacher evaluations/qualifications will help inspire school districts to take the steps to make the locally specific changes that are needed. Giving each state the authority to individually develop those basic skill assessments has softened the effect of this unfunded mandate to some degree, but still leaves the identified core academic subjects not identified within its policies “out in the cold” when it comes to sharing in the limited resources school budgets have to offer.

So where does that leave the fine arts – subjects not considered core academic in most schools; subjects where student assessment is much more subjective than the objective curriculum taught in math, science and reading classes; subjects where extensive or continued enrollment is not required to graduate? Does the implementation of NCLB's assessment and evaluation requirements further push fine arts courses to the sideline or completely out of the educational possibilities for most students? Or is this yet another opportunity for the fine arts teacher to provide his or her colleagues, school and students with additional resources so that all can be successful in not only meeting NCLB's goals, but in reaching them without resorting to “teaching to the test”?

Just like any other school policy or requirement, the effect of NCLB on an individual school system and its various programs is determined more by the professionals involved than by the specifics in print. The fine arts educator needs to look at this legislation as a chance rather than a condemnation.

That chance has four different dimensions – dimensions that involve the four groups affected most by NCLB. Those four groups are

those that have the most to gain by successfully negotiating through the NCLB process: the administration, the teachers, the students and the parents. And for each, the fine arts educator has something to offer within his or her own curriculum – something that will support their efforts. The key is not only providing that support, but making sure that all involved are aware of its value in the school's progress towards NCLB completion. Once again, the fine arts educator needs to “sell” the program as an important part of the overall educational picture for the community and its youth.

Within any fine arts curriculum are a plethora of reinforcements to complete the NCLB requirements. Those reinforcements come in fine arts classes where students are engaged, active and often personally motivated. And they are provided within the structure of a non-threatening classroom where the assessment is the last consideration, not the first. Because of these factors, fine arts curricula allow students to assimilate the information provided in a more internal manner, connecting it to how they felt, what they saw, how it sounded, how it looked – all ways that provide for easier recall when facing NCLB's standardized testing. The key is making those connections.

The first and most important connection that needs to be made is between teachers – finding parallel points between the curriculum paths that the reading, math, science and fine arts teachers have planned for the students in any particular year. There does not need to be hundreds, but when the fine arts educator is able to relate the historical, cultural, racial, physical or social aspect of a project in his or her class to an assignment, exercise or project in another class, both courses and the students benefit. Those connections provide students with stronger foundations for using and recalling information and concepts, and reinforce the value of the overall learning. Those connections are easy to make if both teachers are aware of the other's basic curricula and the scope of their linear learning paths. Yes, a bit of additional work, but the benefit to the students, the school and the community is certainly a fair trade.

The historical connections can also be extended to the physical science and the parallels in math that fine arts courses offer students. But it is the reinforcement of those concepts through the actual class

activities that are most valuable to the students and their NCLB success. Playing music, creating artwork, learning dance movements – all provide opportunities for students to not only develop physical skills, but to put scientific and mathematical ideas to use in individual and group situations.

A simple mention of how those fine arts concepts relate back to the math taught yesterday or the science project next week allow students to better conceptualize abstract concepts. Allowing students to then share their fine arts experiences in their science or math classes gives more students the opportunity to visualize what their classmates do in their other classes and extends the comprehension of those concepts. Students teaching students is a very powerful connection and one that can often help disconnected students learn better, participate more and make steadier progress.

Connecting to the parents and administrators is an extension of those teacher–teacher, student–student connections. Highlighting those connections in any and all communications becomes easier when those connections happen every day in every class. Eventually, the teachers won't need to be the primary communicators as the students will share their connections with all who will listen and appreciate. Once established, the students begin to generate their own connections through their exploration of potential relationships among all of their subjects. Being willing to allow that to happen and supporting the sharing that follows is the only teacher requirement.

Every class requires communication, and the comprehension, creation and review of printed material all play a major factor in any teaching scenario. And while the NCLB reading assessment evaluates the proper use of the English written word, that comprehension is not singularly the providence of any individual subject area. Every class in a student's day should reinforce the proper use of the

vernacular, and fine arts can not only support the efforts of other subjects, but expose the student to next concepts and words.

Fine arts can also provide a more physical environment to develop verbalizations and extend the language concept to other languages (music is especially valuable in this way). When words have meaning in every part of a student's day; when language is valued and proper grammar, spelling and good penmanship are expected, students develop the skills to meet those needs. When those expectations are daily occurrences, assessments become less stressful and opportunities to shine and show others what can be accomplished.

While the value the fine arts educators offers to those involved in this process is similar for each of the four groups, its use and, therefore, its description, needs to be adjusted to match the audience. The presentation of these values to the students themselves is subtle, incorporated in their teaching and not noted as a part separate from the learning going on. A discussion of these values to parents takes on a very different form, but highlights the concepts that the students understand, but don't have to acknowledge. Colleagues and administrators understand and appreciate those concepts, but need to be aware of the steps that follow and how they assist them in providing successes for the students within their care. Much like athletics or employment, inclusion, communication, sharing of ideas, working together and clear goals allow all to contribute, all to be valued, all to feel successful. ☉

Steffen Parker, a ninth-generation Vermonter, has been an instrumental music educator for 29 years, with degrees in performance, education and conducting. Parker organizes several music events in his state and region, and is in his 14th year as the Vermont All State Music Festival Director. He started a computer company, Music Festival Software Solutions, to help other states move their data processing online and provides that type of service to several groups, including the Vermont Principals' Association and the Vermont Superintendents' Association.

MUSIC EDUCATOR AWARDS

BY CASSIE KRISHER

➞ Twenty individuals have been selected to receive the 2007-08 Outstanding Music Educator Awards, given by the NFHS Music Association.

The Music Advisory Committee selected the recipients based on their significant contributions to high school music activities. The awards recognize high school or college band, choral or orchestral directors, supervisors and adjudicators. This year, six individuals were section winners and 14 were state winners. ☉

For complete biographical information on this year's Music Educator Award winners, visit the NFHS Web site at www.nfhs.org/hstoday.

Cassie Krisher is a spring semester intern in the NFHS Publications/Communication Department. She is a senior at Butler (Indiana) University, majoring in journalism and media arts.

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

SECTION WINNERS

Vance Wigginton
Section 3 – Mississippi
Lee Nelson
Section 4 – Iowa
Dale Revone Fiedler
Section 5 – South Dakota
Jay Bret Dunnahoo
Section 6 – Texas
Ferron Holt
Section 7 – Utah
Erik Engebretson
Section 8 – Montana

STATE WINNERS

Gary Ambrosier, Colorado
Kathleen Dollahon, New Mexico
Leslie A. Garrett, West Virginia
Sharon Hoffman, Nebraska
Paula A. Keeler, Iowa
Lee A. Kjesbo, Minnesota
William Klouse, Washington
Robert E. Lee, Kansas
Kirt Mosier, Missouri
Tina Niederbrach, Arkansas
Louis A. Ricci, Illinois
Alfred F. Sturchio, Texas
Dawn Thrailkill, Oklahoma
Robert Wells, Montana

Ruth Rehn to Retire in South Dakota

BY CASSIE KRISHER



After 34 years of developing girls athletics in South Dakota, **Ruth Rehn, assistant executive director** of the **South Dakota High School Activities Association (SDHSAA)**, will retire from her position June 30.

"The contributions Ruth have made to high school activities programs are immeasurable," said Wayne Carney, SDHSAA executive director. "Ruth has been a strong

voice locally as well as nationally and has seen the growth of activity opportunities for both male and female student-athletes throughout her 34-year career."

"When I started working for the SDHSAA in 1974, the only sports available for girls at that time were tennis, golf, gymnastics, and track and field," Ruth said.

With Rehn's leadership, the list has expanded and now also includes basketball, competitive cheer, competitive dance and cross country.

Rehn was instrumental in developing officials associations for gymnastics, volleyball, basketball/football and wrestling. The SDHSAA was one of the first states to adopt the NFHS Officials Education program.

At the national level, Rehn has served on the NFHS Volleyball Rules Committee, Equity Committee, National Records Committee and Officials Advisory Committee. She has received several NFHS awards, including the NFHS Citation Award in 2000, Officials Association Distinguished National Contributor in 2004, and Spirit Association National Spirit Contributor Award in 2005. She also received the NIAAA Distinguished Service Award in 2005.

Rehn has served as the state chair for the NFHS National Girls and Women in Sports Day. In her home state, she organizes an annual honors program for female student-athletes in South Dakota. She has been the recipient of the South Dakota Girls and Women in Sports Service and Leadership awards.

"I was fortunate to be on the ground floor and to be part of history in the development and expansion of girls sports in South Dakota," Rehn said. "Perhaps my biggest accomplishment may be that I made a commitment to continue to work for the expansion

and equality of girls sports in the state."

Rehn plans to spend time with family and friends after retirement and enjoy hobbies and travel.

"Ruth will not only be missed in the South Dakota office and among our member schools, but she will also be greatly missed at the national level for all the work she has done during her career," Carney said. ●

Endodontists urge importance of mouthguard use

BY CASSIE KRISHER

The **American Association of Endodontists (AAE)** is urging the use of mouthguards as part of every student-athlete's safety regimen. Mouthguards and other forms of facial protection help prevent teeth getting knocked out.

In support of National Facial Protection Month, the AAE wants all athletic directors, coaches and parents to enforce the use of mouthguards for high school student-athletes.

While many people associate dental and facial injury with football and ice hockey, many other sports have high risk for dental trauma. According to the Journal of Pediatric Care, soccer players suffer mouth injuries three times more often than football players. Basketball players are twice more likely to suffer mouth injury than football or hockey players.

In the event that an athlete does suffer a knocked-out tooth, an endodontist should be consulted immediately. Endodontists are dentists who specialize in the treatment of tooth injuries. With careful and quick action, many knocked-out teeth can be replanted to last for years.

The AAE recommends the following five steps to save a tooth that has been knocked out:

- Handle the tooth by the crown, not the roots. Avoid touching the tooth opening.
- Rinse the tooth with water. Do not use soap or chemicals, and do not wrap it in cloth or tissue.
- If possible, replace the tooth in the socket. Hold the tooth in

place gently. If it cannot be placed in the socket, put it in a glass of milk or in the mouth next to the cheek.

- Keep the tooth moist.
- See an endodontist within 30 minutes. Quick professional help greatly increases the chances of saving the tooth. ☉

National survey shows decline in youth drug use

BY CASSIE KRISHER

The results of a **Monitoring the Future (MTF)** study released in December show significant long-term reductions in steroid use by teens nationwide.

Since 2001, the number of eighth-, 10th- and 12th-graders who reported using steroids in the previous month has decreased 33 percent. Additionally, the number of students who reported using steroids in the previous year has decreased 45 percent since 2001.

Research conducted by the Partnership for a Drug-Free America shows that many high school athletes view steroid use as risky. However, the research also shows that parents and coaches do not talk to their teen athletes about the dangers of steroid use as often as they talk about the dangers of other drugs.

Working with Major League Baseball, the Partnership for a Drug-Free America is developing an advertising campaign to educate teens, parents and coaches about the risks of steroids and other performance-enhancing drugs.

In 2005, the NFHS produced a series of educational videos, posters and pamphlets urging student-athletes to "Make the Right Choice" and avoid steroid use.

The MTF study also reported significant declines in the overall use of illicit drugs among eighth-, 10th- and 12th-graders nationwide. ☉

Illinois will test student-athletes for steroids

BY CASSIE KRISHER

Beginning with the 2008-09 school year, student-athletes in Illinois will be subject to random mandatory drug tests in an effort to deter steroid use. The Illinois High School Association (IHSA) Board of Directors approved the program at its January 14 meeting.

The IHSA is the fourth member association of the NFHS to establish a program to test for steroids in student-athletes, but it is the first to do so without a state legislative mandate, said Kurt Gibson,

assistant executive director of IHSA and liaison to the state's sports medicine advisory committee.

New Jersey, Florida and Texas have already established statewide programs to test for performance-enhancing drugs in high school student-athletes.

The push for steroid testing in student-athletes comes on the heels of the Mitchell Report on illegal steroid use in Major League Baseball (MLB). The report was released in December 2007 and called for higher standards to eliminate steroid use from MLB.

However, the IHSA's steroid-testing program has been in the works for almost three years. The sports medicine advisory committee has had initiatives to raise awareness about steroids, but the association felt that "to be comprehensive, we also needed to have a testing component," Gibson said.

"Our staff, committee and member schools realized that this is a problem," Gibson said. "The most important part of this whole thing is that we're trying to protect the safety of our children."

The IHSA program will test high school student-athletes at random at any level of postseason tournaments. New Jersey also tests only during state competitions, but Florida and Texas test at any time during the season.

"We expect to conduct between 800 and 900 drug tests during the school year," Gibson said.

The IHSA Board of Directors has yet to determine which sports will be affected and the consequences

for a student-athlete who tests positive, as well as consequences for a team or school whose student-athlete tests positive. New Jersey, Florida and Texas suspend student-athletes from competition for a certain amount of time as a penalty for a positive test.

Currently, the IHSA is partnering with the U.S. Anti-Doping Agency to provide publications about "competing in a clean and fair manner" to its member schools, Gibson said. The Illinois state legislature recently set a requirement for all high schools to provide steroid education to students. The IHSA helped schools meet that requirement with educational units, such as "Success Without Steroids" and "Integrity of Competition," available on the IHSA Web site.

Steroids can have dangerous side effects, such as stunted growth, severe acne, mood swings, insomnia and paranoia. In boys, steroid use can cause breast tissue to develop and testicles to shrink. In girls, steroid use can cause increased body hair and irregular menstrual cycles.

The NFHS encourages athletic directors, coaches and parents to talk with their student-athletes and encourage them to "Make the Right Choice" when pressured to use steroids. ☉

Cassie Krisher is a spring semester intern in the NFHS Publications/Communications Department. She is a senior at Butler (Indiana) University, majoring in journalism and media arts.

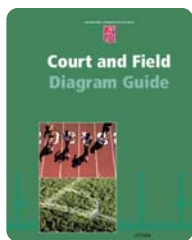


2008 edition of "Court and Field Diagram Guide" published

The 2008 edition of the "NFHS Court and Field Diagram Guide" has been published and may be ordered at this time.

The Guide is a comprehensive publication containing current diagrams, descriptions and dimensions of playing fields and courts used in 50 sports. It also contains ball specifications, metric-to-English distance conversions, a directory of national sports governing bodies and how to set up different types of tournament drawings. All of the diagrams, specifications and information contained in the Guide are accurate and current as of February 2008.

"The NFHS is pleased to be able to offer this latest edition of its very popular 'Court and Field Diagram Guide,'" said NFHS Executive Director Bob Kanaby. "It is an ideal resource for athletic directors, coaches, building and grounds supervisors, architects, and others involved with athletic administration. Since first published 16 years ago, it consistently has been one of the NFHS' most-requested publications, and is an invaluable resource. No high school in America should be without at least one copy of it." ●



The cost of the Guide is \$19.95. To order the 2008 edition of the "NFHS Court and Field Diagram Guide," call toll-free 1-800-776-3462 or order online at <www.nfhs.com>.

Girls and Women in Sports Day luncheon held

BY JENNIFER SEARCY

Ruth Riley, former high school standout at Denver (Indiana) North Miami High School, college basketball player of the year at the University of Notre Dame in 2001, and a seven-year veteran of the Women's National Basketball Association (WNBA), was the special guest speaker at the National Girls and Women in Sports Day Luncheon February 7 at the Indianapolis Downtown Marriott.

The ninth annual event, hosted by the National Federation of State High School Associations (NFHS), was presented by the Oxley Financial Group of Raymond James & Associates and celebrated the many opportunities and achievements of girls and women in interscholastic activities.

Riley is a seven-year WNBA veteran and currently plays for the San Antonio Silver Stars. Riley helped the Shock to WNBA titles in 2003 and 2006, and was most valuable player of the 2003 WNBA finals. In

2004, Riley was a member of the U.S. women's basketball team that won a Gold Medal at the Summer Olympics in Athens, Greece.

Riley won the Naismith Award and was named Associated Press Player of the Year in 2001 after leading Notre Dame to the NCAA Division I Women's Basketball Championship.

She drew from her experiences in the WNBA and other sports to encourage female athletes to set goals to help reach their dreams. Riley's message to the 450 people in attendance was to "believe in the beauty of their dreams."

Several awards were presented to Indiana student-athletes and coaches at the luncheon. They include:

- Leadership Award: Ashley Thomas, Indianapolis (Indiana) Lutheran High School
- Outstanding Contribution to Sport Award: Aubrey Little, Indianapolis (Indiana) Park Tudor High School
- IHSA Sportsmanship Award: Deb Webster, Terre Haute (Indiana) South High School
- Achievement Award: Brittany Bedwell, Campbellsburg (Indiana) West Washington High School
- Courage Award: Mahogany Williams, Indianapolis (Indiana) Arlington High School
- NCAA Robert F. Kanaby Citizenship Award: Lauren Marshall, Garrett (Indiana) High School
- Spirit of Sport Award: Jacquie Rost, Elkhart (Indiana) Memorial High School ●

Jennifer Searcy is a spring semester intern and a junior at Franklin (Indiana) College.

Illinois High School Association to begin first fishing competitions next year

BY BOB HERMAN

Illinois high school students, like all high school students, are fishing for a genuine high school experience and education. By spring 2009, these Illinois students can participate in actual fishing.

The Illinois High School Association (IHSA) has received approval from its Board of Directors to pursue a statewide sanctioned fishing event, and everything is already in the works. A bass fishing ad hoc committee has been formed that will iron out all the terms and conditions of the sport.

"We have a lot of bass clubs and charter boat clubs that are willing to help and provide boats and drivers," IHSA Assistant Executive Director Dave Gannaway said. "A lot of schools said they would uti-



lize their own boats to help put kids out on the lake for a sectional tournament, too.

"We have to make this an event that we can handle. We're going to start small with teaming and pairing."

Funding also does not appear to be a problem, as many sponsors have already voluntarily offered their services.

"We have several sponsors," Gannaway said. "We'll be able to release everything once we finalize the deals with them which will be later this school year, probably just prior to the summer."

Other details of the fishing events, such as the use of life jackets, the speed of the boats and the time participants must return to the dock, among other factors, will also be handled by the ad hoc committee.

There will be a two-day scoring event for state finals and a one-day scoring event for sectionals. There will be up to eight sectionals before state finals, and the scoring of the tournaments will be similar to professional events. A weigh-in at the end of the day will determine the winning team with the greatest total weight. The fish then have to be released, or a penalty will be incurred.

Gannaway thinks this opportunity, which is not offered at the high school level anywhere else in the country, has many benefits that any sport with rules and regulations offers.

"I think it's popular, but it's a different type of sport that reaches a different kid," Gannaway said. "The more activities you can provide the kids, the better off they're going to be with their high school experience." ●

Lacrosse championships now a part of FHSAA

BY BOB HERMAN

Roughly six months after the Florida High School Athletic Association (FHSAA) approved competitive cheer as a recognized sport with state championships, another sport – lacrosse – was added to the mix.

The FHSAA Board of Directors approved boys and girls lacrosse as a recognized sport (which means the interested schools pay a participation fee to the FHSAA to have the sport), and the state championships are scheduled to be held April 18-19, 2008, at a site not yet determined.

"We have a classification policy," FHSAA Assistant Executive Director Paul McLaughlin said. "When you have 48 or more schools (interested in a sport), you can offer an invitational state championship. We put a survey on our Web site during the last week in August, and enough schools wanted it. We made a conscientious effort."

There currently are 66 schools that offer boys lacrosse and 65 schools that offer girls lacrosse. The championship site has not yet been determined because different areas are still submitting hosting

bids, but a decision should be made by the end of January.

"We'll take a look at the different venues that are proposed and then we'll go from there," McLaughlin said. "We have received excellent cooperation from the lacrosse community and people (who were involved with) club sports."

McLaughlin said bowling is the one recognized sport in Florida that has grown more than any other. Provided that the participating schools have the facilities, coaches and other necessary items to succeed, lacrosse could experience a similar growth.

"It gives a different part of the student body an opportunity to participate, and high school sports are about participation," McLaughlin said. ●

2007 Football Fatality Survey shows decrease of deaths

BY BOB HERMAN

According to the Annual Survey of Football Injury Research, there were three direct and six indirect fatalities in high school football in 2007, though the nine total fatalities from this year are fewer than last year's 13.

Every year since 1931, the NFHS, the National Collegiate Athletic Association and the American Football Coaches Association collectively sponsor the Annual Survey of Football Injury Research.

A direct fatality directly results from participation in the fundamental skills of football, while an indirect fatality is caused by a systemic failure as a result of overexertion while playing football.

The three direct fatalities stemmed from the simplest faction of the sport – tackling or being tackled.

"Over the years, (tackling techniques) have definitely improved," said Frederick O. Mueller, Ph.D., University of North Carolina at Chapel Hill and author of the study.

"In the report, we continue to suggest proper tackling techniques, and coaches are aware that these tackling techniques need to be taught. That's made a big impact on the number of fatalities," Mueller said.

For the past decade, though, direct fatalities have not been the source of a majority of all football fatalities. Indirect fatalities, most due to heat stroke, other heat illnesses or heart-related causes, have made up 68 percent of all high school football fatalities since 1997.

"The heat is always a concern," Mueller said. "I think coaches are making players more aware that they should be drinking water before, during and after practice." ●

For a more in-depth look at the Annual Survey of Football Injury Research, visit the NFHS Web site at www.nfhs.org/hstoday.

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



Teamwork.

One of many subjects covered in this classroom.

Every time these students take the court, they're learning valuable life lessons about leadership, commitment and respect for themselves and their community. That's why T-Mobile and the National Federation of State High School Associations (NFHS) have partnered to create the T-Mobile Invitational. It's the only national high school tournament sponsored by the NFHS. And it provides students with skills—and memories—that'll last a lifetime. It's just our way of celebrating everything that's great about high school athletics.



www.t-mobileinvitational.com