

NOVEMBER 12

# HighSchool

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

## STATE LEGISLATURES

### Enact Concussion Laws

#### Sportsmanship

Schools address unruly parents, fans

#### Above and Beyond

Volunteers help North Dakota school rebuild field

#### In Their Own Words

Kevin Johnson: Relationships key value of sports





# Playing Multiple Sports Offers Many Benefits

BY ROBERT B. GARDNER, NFHS EXECUTIVE DIRECTOR, AND KEVIN CHARLES, NFHS PRESIDENT

The values of participating in high school activity programs are well-documented. Generally speaking, these students have higher grades and better attendance, are more disciplined and self-confident and have better chances for a successful career than those students who do not participate in sports or performing arts.

So, if participation in one sport or activity during the school year is a positive step, what about involvement in multiple sports or activities? For instance, does the student who participates in football in the fall, basketball in the winter and baseball in the spring accrue more benefits than a single-sport participant?

We would answer most assuredly “yes.” Somewhere along the line, however, specialization in a single sport began to creep into high school sports, and the movement in that direction continues today – not only for athletes but coaches as well. The proliferation of non-school coaches certainly has played a large role in the reduction of multiple-sport coaches.

At a recent meeting of state associations in Sections 7 and 8 (Western part of the United States), staff members from the Montana High School Association noted that schools in the Big Sky Country are struggling to field teams and fill coaching positions because more athletes – and coaches – are specializing in one sport. Many schools in the less-populous Western states rely on multiple-sport participants to fill teams.

While it might be a slippery slope to say that something was better in the past, in the case of athletes who had the opportunity to play multiple sports in high school, we believe that to be true. Case in point was this year’s National High School Hall of Fame Induction Ceremony and the four athletes who were inducted. All four eventually selected one sport in which to specialize, but in high school they all were multiple-sport participants.

Fred Hoiberg played four sports at Ames (Iowa) High School – and excelled in all of them – before eventually playing basketball professionally. Kevin Johnson, one of the best players in NBA history, didn’t play the sport year-round in high school. He was a tremendous baseball player as well. Pat Sullivan was one of the most highly sought football players in Alabama high school history, but he also was a two-time all-state selection in basketball. Tracy

Hill was the most prolific scorer in Colorado girls basketball history, but she also played volleyball and ran track.

In a feature in last month’s *High School Today*, Hoiberg said, “Playing several different sports was valuable to me. Running track kept me in shape and helped with my overall athleticism. Playing quarterback really helped develop my leadership skills. Baseball and basketball were my two loves, though, but the whole situation was valuable.”

Having noted the benefits of multiple-sport participation personally, however, Hoiberg also noted that “These days you almost have to choose a sport in which to specialize.”

Undoubtedly, the growth of non-school sports teams has played a significant role in the reduction of multiple-sport participants as parents and coaches have encouraged specialization because they believe it is an investment in a future scholarship in college and – in some cases – a future professional career.

While there may be a small number of high school athletes who could benefit from a year-round focus on one sport, the overwhelming majority of the almost 7.7 million participants in high school sports will gain far more benefits by being involved in multiple sports.

The benefits of multiple-sport participation include better leadership and teamwork skills from cross-training, reduced risk of burnout in one sport, a variety of experiences from involvement with different sports and teams, reduced risk of overuse injuries in one sport and exposure to a variety of coaching styles.

Perhaps the argument for multiple-sport participation is best stated by what the student loses by specializing in one sport.

Matthew Shomper, athletic director at Tippecanoe High School in Tipp City, Ohio, in the May 2011 *High School Today*, noted that when a student-athlete specializes in one sport, he or she loses “the socialization with a slightly different peer group, a different coaching model and seeing things in a different context than if the individual played a variety of sports each year.”

We would encourage school leaders to educate parents and students about the benefits of multiple-sport participation. As the old saying goes, “variety is the spice of life.” ☉





# Great Shot

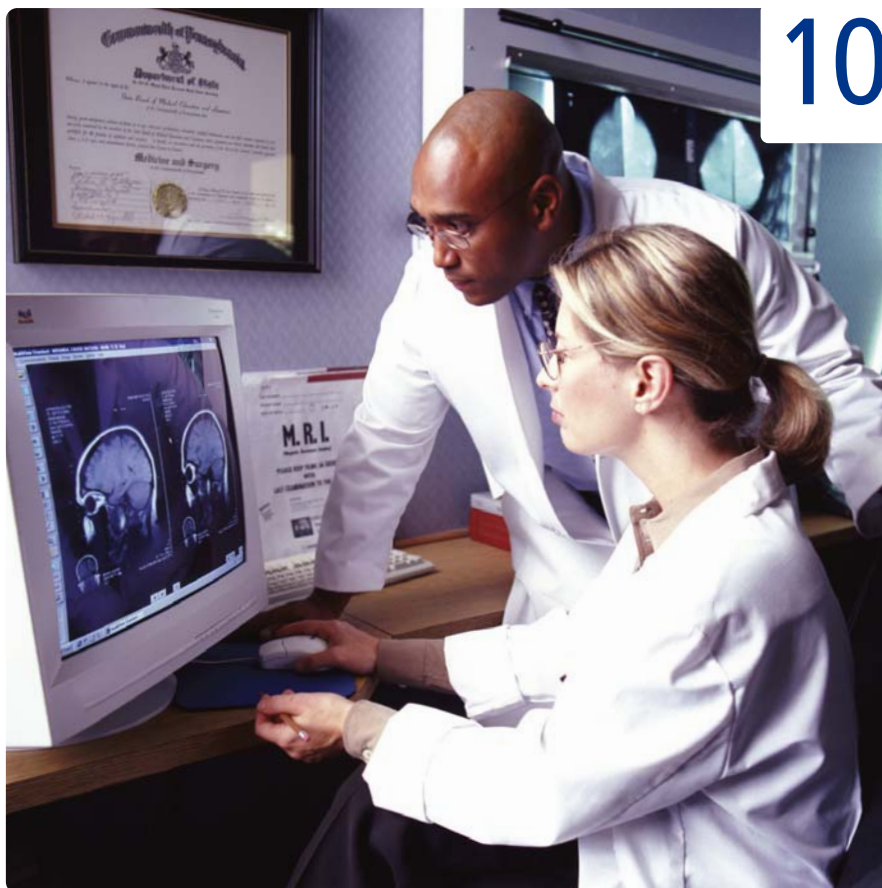
## Eagles Have Spirit

The cheerleading squad from Santa Rita High School in Tucson, Arizona, performs during the 2009 Arizona Interscholastic Association Class 4A-Division II Boys Basketball Championship.

Photograph provided by Paynter Pics, Arizona Interscholastic Association.

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### Welcome

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**Majority of State Legislatures Have Enacted Concussion Laws:** NFHS “Concussion in Sports – What You Need to Know” course among recommendations for schools. –Lee Green, J.D.

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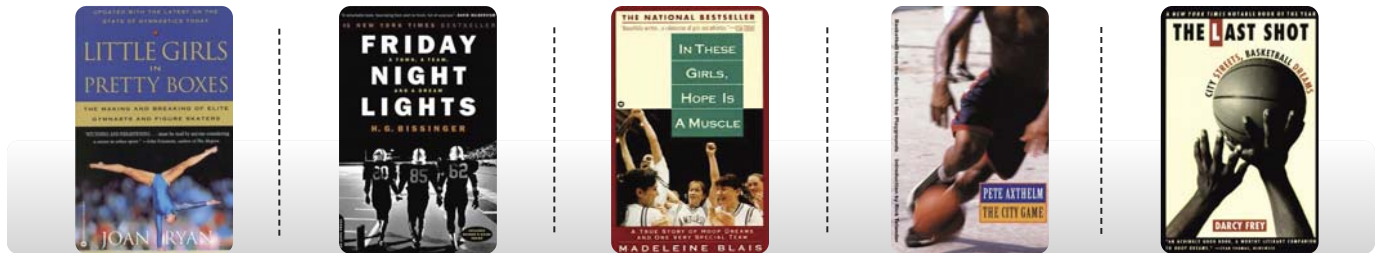
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## Top Five

BOOKS ABOUT HIGH SCHOOL SPORTS

**Editor's Note:** *Tim Christensen, a member of the High School Today Publications Committee from Oregon, provides his thoughts on the Top Five books about high school sports.*

I was sitting in a meeting at the Oregon School Activities Association and someone asked, "Are there any great books about high school sports?" I visited my storage locker and went through boxes and boxes of books I have read over the decades. It was five straight nights of dusting off "dust covers" (now I see why they are called that) and really taking some critical thought about writers who attempt to tell the real student-athlete story.



### *Little Girls in Pretty Boxes* – Joan Ryan (1995)

This book leaves a lasting impression on any reader. The author, Joan Ryan, did relentless research on the impact of very young (sometimes prepubescent) girls preparing for competition in both gymnastics and ice skating. Be ready for extreme detail in eating disorders, bone-growth disorders and delay menstruation. The book is well worth the read and you'll never view Bela Karolyi in the same light as the guy carrying Kerri Strug to the medal stand.

### *Friday Night Lights* – H.G. Bissinger (1990)

Well, everything is big in Texas and FNL is quite a diary of Texas high school football. The story of the famed Permian Panthers of Odessa is starkly honest in the portrayal of big-time high school football in a poor and aimless town. The book is so much better than the television show you'll be glad you spent the time to understand what high schools sports can do to bring a town together.

### *In These Girls, Hope is a Muscle* – Madeleine Blais (1995)

Don't jump to the conclusion that this book is about "girls basketball" as it is so much more. Blais, a Pulitzer Prize winner, winds the story of the 1992-93 Amherst (Massachusetts) High School girls team from tryouts to the state championship. But not unlike a Hitchcock movie, the game is only a "maguffin" that leads you to the real story. The real story is about empowerment and young women and how – through a sport – student-athletes can grow to be so much more than was expected. A great read for a cold, snowy night.

### *The City Game* – Pete Axthelm (1970)

People sometimes forget how great a writer the late Axthelm was. We remember him mostly as the guy who gave NFL point spreads and reported on horse racing. Axthelm was at his best when writing about inner-city turmoil in New York City. This book compares the championship run of the 1969-70 New York Knicks to the playground games of Harlem. The heart-wrenching part of this story is just how many young people with great talent get lost in a system that is broken.

### *The Last Shot* – Darcy Frey (1994)

For most high school student-athletes, basketball is a game. The story of Stephon Marbury and three other high school basketball stars is about how they played their way out of the ghetto. As the book follows the lives of four inner-city adolescents, we see an educational system that is flawed, a community impacted by street-corner drug dealers and poverty beyond belief. Sadly, the book shows how little assistance the four student-athletes received from even their own support groups and family. There is incredible pain when the four children are faced with the ugly side of college recruiters. ☹



## For the Record

### GIRLS SWIMMING

#### Most State Championships, Consecutive

**26** Carmel, IN  
(1987-2012)

**21** Ft. Lauderdale Pine Crest, FL  
(1956-76)

**20** Salt Lake City Brighton, UT  
(1982-2001)

**22** Honolulu Punahou, HI  
(1974-95)

**21** Jacksonville Bolles, FL  
(1991-2011)

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

## Top High School Performances

### Brownings Earn 900th Career Coaching Victory

On August 24, **Patty** and **Tippy Browning** combined to win their milestone 900th career victory as they coached the **Lamesa (Texas) High School girls volleyball team** to a 25-18, 25-16 win over Van Horn (Texas) High School. The victory came in the team's second match of the Crane Invitational.

With the win, the 67-year-old fraternal twins improved their career coaching mark to 900-448, all of which has been accomplished at Lamesa High School during the past 45 seasons. During their coaching career, the Brownings have averaged 20 wins per season. They had coached much of their career in the Texas University Interscholastic League (UIL) Class 3A and 4A enrollment classifications until moving to Class 2A this season. The sisters led the Lamesa program to 21 district championships and to the 1986 UIL Class 4A state championship.

According to the National Federation of State High School Associations' online multimedia National High School Sports Record Book, the Brownings' victory total ranks 15th nationally among active coaches and 24th all time. ☉

## It All Started Here



### Mike Trout

Technically, Mike Trout began playing baseball at high school when he was two years old. Trout would accompany his baseball coach-father, Jeff, to Millville (New Jersey) High School's practices and run the bases or shag flies.

By the time he officially joined the team as a freshman, Trout was just as versatile on the field as he is today with the Los Angeles Angels. He began his high school career as a shortstop and pitcher, going 8-2 with a 1.77 ERA and earning all-state honors as a sophomore. However, his speed and athleticism was on full display when he moved to center field.

As a senior outfielder, Trout batted .531 with 49 runs, 45 RBI and 19 stolen bases. He also hit a state-record 18 home runs that season.

After being drafted 25th overall by the Angels in 2009, Trout was named Minor League Player of the Year in 2010 by Topps and in 2011 by Baseball America. In his first full season with the Angels in 2012, Trout hit .326 with 30 home runs, 83 RBI and 49 stolen bases.

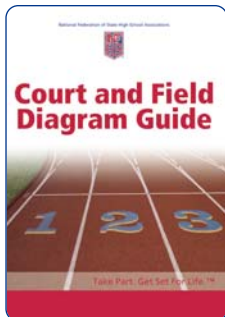
Trout's versatility extends beyond the baseball field. He played quarterback and safety on Millville's football team, and power forward on the school's basketball team. In addition, his parents – both teachers – emphasized academics, which helped Trout become a member of the National Honor Society. ☉

## NFHS – Here for You



**Did You Know** that the National Federation of State High School Associations (NFHS) publishes the Court and Field Diagram Guide? The Court and Field Diagram Guide is a comprehensive publication containing current diagrams, descriptions and dimensions of playing fields and courts used in 50 sports.

The Court and Field Diagram Guide is an ideal resource for athletic directors, coaches, building and grounds supervisors, architects and others involved with athletic administration. It was first published 20 years ago and the 2012 guide is the 11th edition of the publication. The publication can be ordered online at [www.nfhs.com](http://www.nfhs.com) or by calling the toll-free number at 800-776-3462. ☺



## Unusual Nicknames

### Teutopolis Wooden Shoes

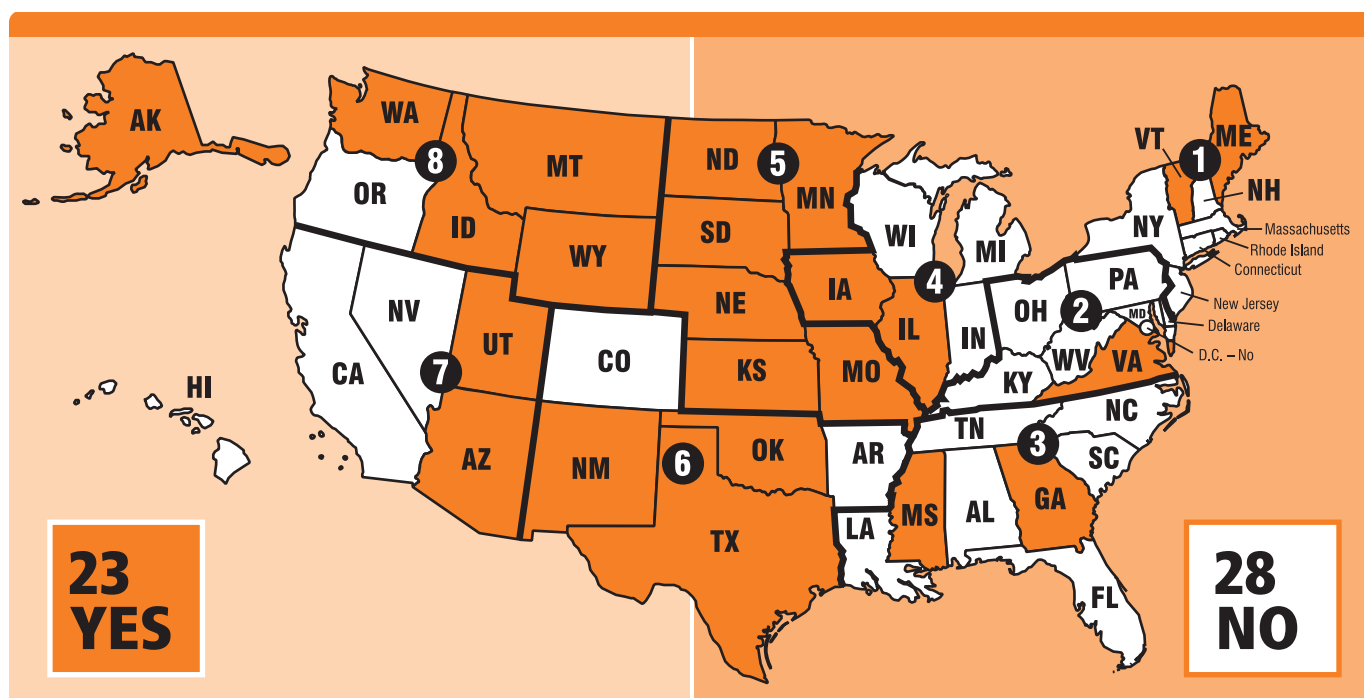
The **Teutopolis (Illinois) High School Wooden Shoes** trace their nickname to 1935 when boys basketball coach J.H. Griffith searched for a new mascot for the team. When a pair of local businessmen presented the coach with a pair of wooden shoes, the coach had the shoes painted with the school's colors of blue and gold and used them as a trophy for the annual game with local rival Neoga High School. To this day, the two schools play for the wooden shoes, and the school's gym is named in honor of Griffith. ☺



\*If you know of a school with an unusual nickname and want it to appear in *High School Today*, please submit your information to Bruce Howard at [bhoward@nfhs.org](mailto:bhoward@nfhs.org).

## Around the Nation

**Question:** Does your state association sponsor theatre competition?



# Majority of State Legislatures Have Enacted Concussion Laws

BY LEE GREEN, J.D.

## Head Games

In September 2012, a documentary titled *Head Games* by producer-director Steve James (*Hoop Dreams*) was released in theaters nationwide and via video-on-demand. The film, based on the book of the same name by former Harvard football player Chris Nowinski, deals with the issue of concussions in professional, college, high school and youth sports.

One of the challenges for athletics personnel highlighted by the documentary is the frequency with which high school and youth sport athletes will conceal symptoms of a concussion because they do not want to be removed from play, do not want to disappoint their coaches or parents, do not want to lose a starting position, do not want to miss a big rivalry game, do not want to damage their opportunity for a college scholarship, or do not want to do anything that might interfere with their dreams of a professional sports career.

The overriding message of *Head Games* is that sports personnel – athletic directors, coaches and athletic trainers – are the most important and effective line of defense to protect the long-term health and safety of student-athletes who have sustained a traumatic brain injury. Unfortunately, however, as the film also points out in numerous scenes, some athletics personnel lack the level of professional education necessary to recognize the indicia of a concussion or to follow proper return-to-action protocols following a concussion.

One telling moment in the documentary is when a high school district athletic director, commenting on a former football player whose suicide may have been linked to multiple concussions suffered during his high school and college sports career, states that during the previous school year, across all sports in his district, only 14 concussions had been suffered by the 1,600 student-athletes participating in district athletics programs.



When these numbers, astoundingly low based on the research studies that have been conducted regarding the incidence of concussions in sports, were related to Dr. Robert Cantu, Clinical Professor of Neurosurgery at Boston University's School of Medicine who is the director of BU's Center for the Study of Traumatic Encephalopathy and who in the 1980s developed the first post-con-

discussion, return-to-action guidelines for athletes, he grimaced in disbelief, shook his head and then commented that the assertion of such statistics indicates how under-recognized and under-reported concussions really are in high school sports.

Another scene, even more disturbing, shows a concussion education seminar being presented to athletics personnel, parents and student-athletes at a high school where the school's head athletic trainer verbally assaults the presenter for using "fear tactics" and discloses that the school's football coach intentionally scheduled a mandatory weight-lifting session to conflict with the seminar so that team members could not attend the education program.

Sports law, as it relates to athletic administration, is sometimes mistakenly perceived as merely a burdensome set of legal principles designed solely to limit the liability exposure of schools and athletics personnel. However, in its most relevant and useful manifestation, sports law represents a society-wide consensus regarding best practices to safeguard student-athletes. Although the above-described scenes from *Head Games* and others like them in the documentary may be outliers with regard to the knowledge and attitude of most athletics personnel, a society-wide consensus regarding protocols for dealing with concussions in high school and youth sports has begun to emerge over the past three years as reflected in the enactment by almost all state legislatures of concussion safety laws.

### State Concussion Statutes

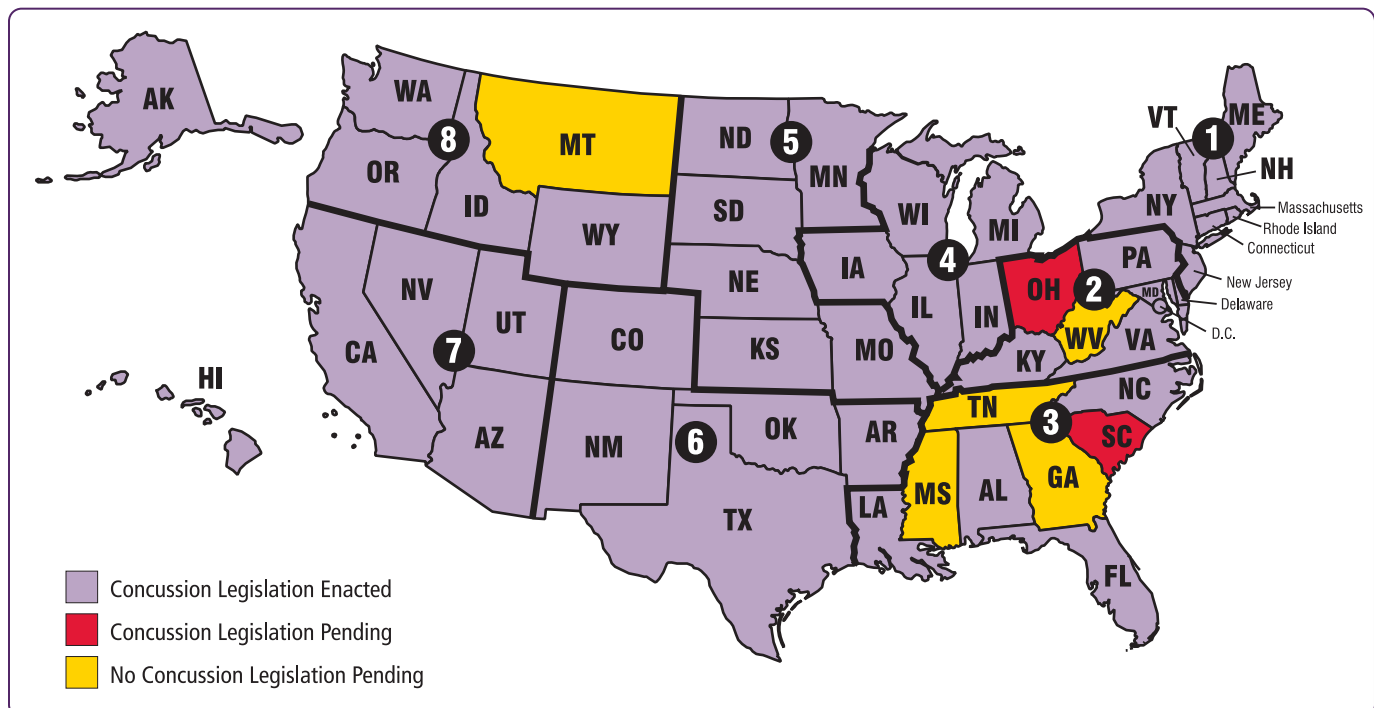
As of October 5, 2012, 42 states and the District of Columbia had enacted sports concussion safety legislation (see graphic

below). The legislature of a 43rd state, Michigan, finalized a bill on October 3, 2012 that was expected to be signed into law shortly thereafter by Governor Rick Snyder. Two states – Ohio and South Carolina – have legislation pending that is expected to be enacted during their legislatures' 2012 terms. Five states – Georgia, Mississippi, Montana, Tennessee and West Virginia – do not have concussion legislation pending (bills never introduced or bills dead for the 2012 legislative calendars).

Although it is essential for every athletic administrator to understand the precise requirements of the sport concussion safety law enacted by his or her home state legislature, it is also important to understand the common tenets included in such legislation nationwide. The determination as to whether "reasonable care" has been exercised to safeguard the health of a student-athlete is typically made in reference to the measures used by other informed, reasonable and prudent athletics personnel across the country. Therefore, it is important to have a thorough understanding of the common threads included in concussion protocol legislation throughout the United States.

The first concussion bill to be enacted was Washington's 2009 *Zackery Lystedt Law*, named after a football player who was injured late in the second quarter of a game when his head struck the ground after he tackled an opponent. Video of the incident shows Lystedt lying on the ground in a state of near-unconsciousness with his hands clutching both sides of his helmet. He was removed from the game for the last three plays of the half, but returned to action at the beginning of the third quarter.

During the second half, Lystedt collapsed on the field, was transported to a hospital and underwent life-saving surgery to re-



move part of his skull to relieve the pressure from his badly damaged and rapidly swelling brain. He suffered several strokes, spent a week on a ventilator and was in a coma for three months. It was nine months before he was able to speak his first word, more than a year before he regained any movement in his limbs and more than 20 months before he was able to be removed from a feeding tube.

**The Zackery Lystedt Law is considered to be a model concussion protocol statute and it contains three key components:**

1. All organizations operating sports programs for athletes under the age of 18 (including both schools and youth sports organizations) must provide education programs and materials to inform coaches, parents and student-athletes about the nature and risks of concussions, and on an annual basis a concussion information form must be signed by each athlete and his or her parents/guardians.
2. An athlete suspected of having sustained a concussion during any sports activity including practice or competition must be immediately removed from action.
3. An athlete suspected of having sustained a concussion cannot return to action until having been evaluated by a licensed health-care provider trained in the evaluation and management of concussions and receiving written clearance from that health-care provider. Those allowed to provide return-to-play authorization are medical doctors, doctors of osteopathy, advanced registered nurse practitioners, physician assistants and licensed certified athletic trainers.

Forty of the state laws enacted to-date includes all three basic tenets of the *Zackery Lystedt Law* – education programs, immediate removal from play and written clearance before return-to-action. Minor variations exist, however, in the precise mandates of each law, including the type of education programs required for coaches, student-athletes and parents; the definition of who is permitted to grant return-to-play authorization; and the scope of application of the law (some apply only to school sports and others also to youth sports programs). Many state laws require more than the three tenets of the *Zackery Lystedt Law*, including some that mandate baseline testing of student-athletes and others that require more extensive return-to-action protocols.

To read a summary and the full-text of your state's concussion law, go to the Web site of the *National Conference of State Legislatures* at [www.ncsl.org](http://www.ncsl.org) (keyword search: *concussions*).

### Recommendations Regarding Concussion Protocols

In order to ensure that you are not only in compliance with your state concussion safety statute, but that you are exercising the

fullest possible measure of reasonable care to safeguard student-athletes, consider implementing the following suggestions.

- Require all of your school's athletics personnel, including all athletics administrators, head coaches, assistant coaches, non-teacher coaches, volunteer coaches, strength and conditioning personnel, and athletic trainers to complete the NFHS online course titled "Concussion In Sports – What You Need To Know." The class requires approximately one-half hour to complete and is free-of-cost, and an athletic administrator may set up an easy-to-use online account to monitor completion of the course by all of the mandated personnel. Go to [www.nfhslearn.com](http://www.nfhslearn.com) for more information.
- In addition to having all of your student-athletes and parents/guardians sign off on a concussion information form, require them to complete the NFHS concussion education course. Given that one of the greatest challenges in concussion safety is to get student-athletes and parents to appreciate the gravity of the issues related to concussions, the NFHS course provides a powerful educational resource that is free of cost. As of the beginning of the 2012 fall school term, more than 570,000 individuals had completed the NFHS course.
- Require baseline testing for all student-athletes. At scale, the cost of such tests are low and school districts across the country have had success in obtaining financial sponsorship for baseline concussion testing from local hospitals, medical practices and health insurance providers.
- If at all possible given the logistical issues regarding the location of your school and the nature of health-care specialists available in your geographic area, consider requiring return-to-action clearance to be given by a specialist in the treatment of traumatic brain injuries. Try to avoid allowing clearance to be given by lower-level medical professionals who may never have received any specialized training in concussions or traumatic brain injuries.
- Consider incorporating into your return-to-play guidelines the five-step process mandated by the *Zurich Consensus Statement on Concussion in Sport* pursuant to which after an athlete is symptom-free, he or she must advance through a protocol of light aerobic exercise, sport-specific activity, noncontact drills, full-contact drills and finally return-to-action. Details about the Zurich Consensus are available at [www.sportconcussions.com/html/Zurich%20Statement.pdf](http://www.sportconcussions.com/html/Zurich%20Statement.pdf).

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

# Does your soccer coach's check list look like this?

- ✓ Complete the online NFHS Fundamentals of Coaching Course
- ✓ Pay NSCAA Membership Dues to be eligible for:
  - High School All-America honors for athletes
  - Senior Excellence Award
  - High School Player of the Week
  - Coach of the Year Program
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  - Online Resource Library
  - Coaching Diploma Courses
  - Instructional Online Videos
- ✓ Register for 2013 NSCAA Convention



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# High School Debate Offers Several Formats for Developing Critical Skills

BY TREVA DAYTON

When high school students and coaches refer to their forensic competition, they are not talking about preparing for medical science careers or trying out for a part on a TV show such as “CSI.”

The word “forensic” comes from the Latin adjective *forensis*, meaning “of or before a forum or place of assembly.” In ancient Athens, criminal charges were argued before a group of public individuals in the forum, where both the accused and the accuser presented their side of the story. The person with the best arguments and delivery would win – no small matter for those involved.

Today, “forensic” has two meanings: as a form of legal evidence, and as a category of public presentation. This second definition includes high school public speaking and interpretive events, as well as several types of debate.

Competitive debate has a long and rich tradition throughout our nation’s history, and continues to provide an effective means of helping students develop skills essential not only to their academic success, but their careers, their personal and family lives, and their role as citizens.

## Policy or CX Debate

The oldest and most traditional form of high school debate is policy debate, also known as “Cross-Examination” or “CX” debate because opponents directly question each other, although other formats also include such questioning. Long practiced in American higher education, high school policy debate was started in the early 1900s, and today thousands of American students participate.

In this format, two-member teams debate a resolution that calls for a change of policy, usually by the U.S. federal government. The topic or resolution selection process is administered by the NFHS, and every school participating in the event has the opportunity for input into the process.

Once selected, the same topic is debated throughout the country for the entire academic year. The current resolution is: “Resolved: The United States federal government should substantially increase its transportation infrastructure investment in the United States.”

Each debater gives a constructive speech in which arguments are presented and developed, and a rebuttal speech where the focus is on responding to opponents’ arguments and rebuilding their own. Each debater also questions an opposing team member and is questioned by one. A CX debate takes approximately 90 minutes, and competitors will debate multiple times (or rounds) in any given tournament.

In policy debate, the affirmative team, which supports the resolution, must prove that a significant problem exists and that its plan for change will solve the problem without creating an even worse one. The negative team may argue that the problem isn’t significant or that it can be addressed through the present system, or that the affirmative plan would have opportunity costs that make it undesirable.

In all forms of competitive debate, individuals or teams alternate debating for or against the resolution, ensuring that they are not only well-informed, but that they have thoroughly explored both sides of an issue. CX debate requires extensive research and appeals most to students interested in public policy and the nuts and bolts of how such policy works – or doesn’t.

## Lincoln–Douglas or LD Debate

Another common format is Lincoln-Douglas debate, begun in the 1970s. Individual debaters – not teams – from each school face each other to argue a resolution of value. Fortunately, today’s LD debate takes approximately 35 minutes per round, and not the hours of the original debates between Abraham Lincoln and Stephen Douglas in their race for the Senate in 1858. Each LD debate consists of five speeches and two cross-examination periods.

Resolutions of value require students to become familiar with major philosophers and philosophical systems, and to evaluate what ought to be, rather than what is. Examples of LD resolutions include: “Resolved: The *Citizens United v. Federal Election Commission*, 558 U.S. 50 (2010) ruling undermines democracy in the United States,” or “Resolved: That civil disobedience is justified in a democracy.”

Lincoln-Douglas resolutions are selected by committees appointed by the National Forensic League (NFL) or by state associations that offer the event. Topics change every two months, or at minimum twice a year. This format appeals to students who enjoy delving into philosophical issues and social values, and who can use persuasiveness and logical arguments effectively.

### Public Forum Debate

Public forum debate is one of the newer forensic events in the country, started in the early 2000s. The emphasis is on sound reasoning, concise arguments, and clear and persuasive delivery. The event was designed so that any citizen should be able to judge it comfortably, without learning complex jargon or event rules.



The topics for public forum debate change monthly, and are based on important issues of the day. Research, therefore, is less extensive for each resolution, but must be repeated with each new topic throughout the year. Resolutions may be of fact, of value or of policy, although they are predominantly policy resolutions such as “Resolved: Direct popular vote should replace electoral vote in presidential elections.”

Two-member teams flip a coin to begin each round, and the winner of the toss may choose which side they want (affirming or negating the resolution) or their speaking order. Each team member speaks twice, and participates in cross-examination, which in this event includes both direct questioning from an opposing debater and a segment called the “Grand Crossfire,” in which all four participants take part.

This format is designed along the lines of media programs such as *Crossfire* or the *McLaughlin Group*, and appeals to students who are interested in current events, who enjoy exploring a variety of issues, and who can determine the most critical issues to be addressed and then do so concisely and persuasively.

### What Debate Teaches

There are literally countless ways in which participating in debate helps students develop crucial life skills, but among them are enhancing their ability to:

- Analyze and synthesize information
- Understand national and international issues, policies and relationships
- Detect bias and evaluate the credibility of sources
- Distinguish between fact and opinion
- Gather and organize information into logical units
- Understand and respond ethically to arguments of others
- Engage in independent learning
- Speak before an audience with confidence and clarity
- Communicate complex ideas concisely
- Select and organize ideas quickly
- Develop effective listening and note-taking skills
- Formulate and respond effectively to questions
- Manage time wisely
- Work effectively as a team member

Such a list could go on and on, and there is an abundance of both empirical and anecdotal evidence that supports the positive impact that debate participation has on students, including thousands of economically disadvantaged inner-city young people being served by a growing network of urban debate leagues.

These activities enhance not only the academic achievement and the educational mission of our schools, but serve our communities and our society as well. It has been said that “debate exists only in democratic societies, and no democratic society can exist without debate.” ☺

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Treva Dayton is a former debater, classroom teacher, forensic coach and theatre director. She has served as state director of speech and debate for the Texas University Interscholastic League (UIL) and as an assistant director for the NFHS. She recently retired as director of academics for UIL.

# Unruly Parents, Fans Increasing Problem for School Administrators

BY SHANE MONAGHAN

Fans at high school events are unlike those at the college and professional levels as many have a vested interest. Although various groups from the local community are in attendance, high school events are supported primarily by the student body and parents of the participants on the court or field.

In recent years, the prevalence of the “vocal parent” at high school events has increased, and the behavior of these individuals – in some cases – has been alarming.

“Over the past five years it seems that we have had to tackle the issue of unruly fans and parents more and more at our contests,” said Scott Drabczyk, athletic director at Ocoee (Florida) High School. “I would say that we have to address a guest maybe one to three times a month depending on the season and what sport is going on.”

“We have a few issues at football games – at all levels – with parents shouting from the stands for their sons to do things differently, or that the coaches suck,” said Valerie Miyares, athletic director at Edgewater (Florida) High School. “They are not shy about it.”

Across the nation, more and more athletic administrators are dealing with inappropriate behavior by fans, and more times than not, these “fans” are parents of the athletes involved in the contest. So, what has caused this decline in behavior by parents?



“Our fan base has changed,” said **Richard Bechard**, athletic director of the Blue Valley School District in Overland Park, Kansas. “I believe they are driven by different motives than before. The pressure of winning and the desire for playing at the next level, and the involvement in club sports have created a variety of motives which in turn creates an atmosphere for negative behavior.”

Janet Wolbert, athletic and activities director at Orlando (Florida) University High School, reflects Bechard’s sentiments.

“Children are becoming athletes at a younger age, with higher expectations from the parents,” Wolbert said. “Parents are also depending more on the child getting money for athletics to pay for college. Parents seem to also believe that their child deserves more

playing time, plays called for their child, and that their child is the best athlete on the playing field [or] court. When a play, game or call does not go in favor of their child, then the fault lies with everyone other than their child. Parents get frustrated and then protect their children more than they should and help the child put the blame somewhere other than taking responsibility. Youth leagues emphasize that everyone gets to play and everyone gets an award, but that is not the case in high school. When athletes get to high school and are no longer receiving all the playing time and awards they are used to, parents get upset and want more for their athlete without putting in the effort sometimes needed by the athlete.”

“I believe it stems from a lot of parents wanting what is best for their children, but not being able to express their emotions in the ‘heat of a game’ appropriately and with sportsmanship,” Drabczyk adds. “Years ago, parents viewed education-based athletics as a tool to help give their child a well-rounded upbringing; now they are viewing it as the way to push their child to receive a college scholarship or even more so what they believe should be a professional paycheck down the road.”

Athletic administrators have also seen a culture change in fans taking place at high school events within the past decade.

“Society has started accepting negative behavior, especially at the professional level, and it is trickling down to becoming acceptable at the high school level by both the fans and the athletes themselves,” Wolbert said.



“Society has changed in the fact that, 10-15 years ago, it did not bother me to go up into the stands and say to somebody you are going to leave,” said **Phil Rison**, assistant superintendent of Montgomery County (Kentucky) Schools. “Nowadays, I think I am a little more apprehensive in the fact that, from a societal [standpoint], I do not know what someone is going to do. Someone half-crazed might punch me, might pull out a knife. You never know. The old adage of ‘The Art of War,’ I want to be prepared for the unexpected.”

Bechard has a similar take.

“Early in my career I had little or no security and supervision at an athletic event,” Bechard said. “Now, we never host an event without security and supervision in place. It has become a safety issue more than anything. You never know in this day and age what an irate fan can and will do in the heat of the moment.”

At the state level, the Wyoming High School Activities Association (WHSAA) has made an attempt to combat this culture change at athletic events.



Photo provided by Paynter Pics, Arizona Interscholastic Association.

“We need to keep in mind that parents, like their kids, need to be educated about the school’s expectations.”

Along with the Wyoming Student Advisory Council (WSAC), the WHSAA has adopted a sportsmanship initiative called “Join the RIDE,” an acronym that stands for Respect, Integrity, Dedication and Encouragement. To be a “RIDER,” an individual must show:

- Respect to participants, officials, guests, school, opposing school and himself/herself.
- Integrity by treating others as he/she wishes to be treated.
- Dedication through understanding that the RIDE takes time; it’s worth it in the end – not just for the “RIDER,” but for all.
- Encouragement by promoting good sportsmanship just as much as he/she discourages bad sportsmanship.

Along with “RIDE,” the WSAC identified five groups that are essential in promoting and having an impact on positive sportsmanship: administrators, coaches, spectators, participants and officials. If a fan or parent is showing conduct not acceptable of the “RIDE” initiative at a WHSAA event, he or she is handed a warning card that states their behavior is not acceptable, and to review the “RIDE” guidelines.

As the WHSAA implements its new initiative, other administrators throughout the country have adopted their own ways of dealing with the unruly fan or parent.

“We are in the process of getting signage made for our facilities that clearly outline our expectation for good sportsmanship at our events,” Drabczyk said. “We also have this documented in our stu-

dent-athlete contract that every parent is required to sign for their child to be eligible to participate.”

Others, like the WHSAA, have taken on a similar sportsmanship style of thinking.

“We have adopted the ‘Enjoy the Game’ philosophy which started out in Kansas City,” said Dory Smith, athletic director at St. Louis (Missouri) Villa Duchesne School. “The whole idea is let the coaches coach, let the officials officiate and the players play. Your job as a fan is to enjoy the game. If anyone crosses over and tries to do someone else’s job, then [that is a] problem. We really try to share that. We share it in announcements and we share it in our programs. If your parents or students were asked ‘what is the philosophy or thought on sportsmanship?’ at your school, and they do not know, then you have not



said it enough. You have not really reiterated that message.”

**Tom Doyle**, Washington Interscholastic Activities Association District 2 director, spoke at the 42nd National Athletic Directors Conference on “Building on the Positives in Parent Relationships.” He believes that great communication is the key tool in promoting sportsmanship.

“We need to keep in mind that parents – like their kids – need to be educated about the school’s expectations,” Doyle said. “There is no such thing as too much communication. Athletic directors need to explain what is acceptable and what is not. They need to repeat this over and over. They need to confront unruly behavior immediately. They need to ‘catch’ people doing the right things, and recognize and reward that behavior. Unless schools aggressively take on this topic before the problems occur, it will continue to grow. Schools can address it with a conscious education program and a plan to get the great parents we have in our stands to help us with the few who are a problem. The vast majority are great parents. We need to empower them to set the standard and raise expectations.”

Although the issue of the unruly parent and fan seems to have escalated in recent years, there is confidence among athletic administrators that – with the right messages – the issue can diminish.

“I am optimistic it can – and will – get better,” Bechard said. “It will always be a challenge. I want all our fans to be passionate and enthusiastic about our teams, but it has to happen within appropriate parameters of acceptable conduct.”

“Hopefully, there will be a shift back to cheering positively for the teams and not being negative toward any participant,” Wolbert said. “There are parents in the stands who do not appreciate that behavior, but not enough that they stand up for putting a stop to it. If the positive message is relayed often enough at high school athletic events, those parents and fans will be more likely to help reinforce that behavior rather than silently accept the negative behaviors.”

Shane Monaghan is graphic arts technician/editorial assistant in the NFHS Publications and Communications Department.

# Superintendent-Athletic Director Relationship Vital to Program's Success

BY BILL BRUNO, CMAA

History teachers attempt to draw parallels of life for their students. The examples of Lewis and Clark, Grant and Lee, Crazy Horse and Custer quickly come to mind. To that extent, it may also be apparent that the relationship between the superintendent and the athletic director is so intertwined that their roles cannot be overstated.

The working relationship that an athletic director shares with his or her superintendent may be similar to that of Lewis and Clark, whose journey to the unknown forged the concept "Manifest Destiny." Or is it more like the relationship between Custer and Crazy Horse that ended the career of one on a windswept hilltop in southern Montana known as the "Battle of the Little Big Horn."

The athletic administrator has a significant role in not only shaping the school's athletic department policy, but also the district policy. The value of participation is noted in a variety of studies, and it is clear that students who participate have greater success academically, emotionally and physically. It is, therefore, the responsibility of athletic administrators to develop a program that will benefit their students, and this can only be done with a close and positive relationship with the superintendent.

According to Dr. Walter Uszenski, superintendent of the Brick Township Public Schools in Ocean County, New Jersey, "This is, perhaps, one of the closest relationships in the district because the superintendent must have a clear awareness of the athletic program and the students in that program. There is a continuous exchange of information between the athletic administrator and the superintendent regarding budget, program successes and losses, as well as individual issues."

When something goes wrong, there must be a cooperative effort so that policy and procedures are followed. Ultimately, the two must work closely and positively so that what is done is in the best interest of the students and families in the district.

The constant involvement that the athletic administrator has with parents and the community can be the most difficult part of the position.



"The athletic director – very much like the superintendent – must please all people, at all times, in all places, in all situations, no matter what is happening ... while juggling an unimaginable amount of variables on any given day," Uszenski said. "I have found that many of the parents in my community feel that I and the athletic director should be available 24/7 for their questions and concerns."

Furthermore, there is a great similarity between the characteristics and qualities that superintendents believe are necessary and vital for the athletic administrator's position.

"Athletic administrators must be organized and detail-oriented," said Charles Sampson, superintendent of the Freehold Regional High School District in Englishtown, New Jersey. "Interpersonal skills are critical as the athletic director is the school district's face to the community at numerous events throughout the

school year. The athletic director must be able to articulate well, interact in a positive manner and bear the flag of the district."

Superintendents value the professional development for the athletic administrator and members of the coaching staff. This continuing education keeps everyone informed as to the legal liabilities that surround administrative and coaching jobs, and these efforts provide student-athletes with the best possible educational environment, which is ultimately the No. 1 goal in education-based activities.

Considering the role that athletics plays in the school district, Uszenski said, "Athletics are essential to the development of the whole child." In some cases, achieving on the athletic field can facilitate success in the classroom.

"The opportunity to participate in team and individual sports allows for the development of leadership skills, team-building, collaboration and physical exercise that nurtures the whole student," Sampson said.

"The athletic director is the leader of this highly visible component of education and sets the tone," said Thomas Gialanella, superintendent of the Jackson (New Jersey) School District. "I stress with my coaches and parents that athletics round out the academic experience and help to prepare our students for life beyond high school – should it be the workforce, military or college and post-secondary education."

Considering the importance, visibility and role that athletics plays in the school district, Uszenski, Sampson and Gialanella unanimously agreed that the best advice for new superintendents and athletic administrators is to communicate effectively. They said it will maintain clear expectations, and people are more effective if they understand exactly what is expected of them to perform their jobs well.

No superintendent, building principal or athletic director wants to be blindsided. It is a good practice to apprise everyone in the chain of command of any possible issue or concern that may arise. In this manner, everyone can be proactive and deal with the situation in a timely, competent and professional manner.

The superintendent and athletic administrator should have one of the closest-working relationships in the school district. Both need to be on the same page. Like Lewis and Clark, the superintendent and athletic director should be sharing a wonderful journey. How they navigate the waters of 21st century high school athletics will determine the functionality of their relationship and ultimately the success of the educational experience of the student-athletes. ☉

Bill Bruno is the district athletic director for the Brick Township Public Schools in Ocean County, New Jersey. He is a National Interscholastic Athletic Administrators Association Leadership Training Institute National Faculty member for Leadership Training Classes 501 and 724.

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# Volunteers Step Forward to Help Fargo, North Dakota School

BY SHANE MONAGHAN



Oak Grove Lutheran School is nestled in the metropolitan area of Fargo-Moorhead, North Dakota, an area prone to flooding. Flood-fighting efforts cost the region millions of dollars every year, on top of the damage caused by the floods. Although the adversity caused by yearly flooding is great, the pride of the community is greater – exhibited most recently by efforts to restore the school’s football field.

“Fargo-Moorhead has been dealing with flooding for as long as I have been around,” said Scott Gorder, Oak Grove Class of 1988. “Really, from a community standpoint, it’s one of those situations where the river comes up, and clay dikes and sandbag dikes get put in. People have been around here long enough and experienced it enough that day-to-day life – for the most part – does not really change a whole lot.”

However, in the early morning of March 29, 2009, the permanent dike on the north side of Oak Grove’s campus gave way, resulting in flooding of two buildings on campus, as well as the accumulation of 15 feet of water on the football field.

“We all knew that there would be some amount of flooding that spring due to the wet fall and early freeze,” said Darrin Roach, Oak Grove principal and superintendent, “but nothing could have prepared us for what was ahead. The rate at which the water rose – and the amount of people and property that were affected – was extraordinary.”

“It was a crisis of such a proportion that basically businesses came to a stop,” said Dan Bieude, Oak Grove Class of 1983. “Schools were let out because everyone was building and placing sandbags in a battle against the weather.”

After hours of volunteer work, the laying of 50,000 sandbags around the campus and maintaining 24-hour dike-patrol teams to monitor the floodwalls, the damage to the campus and the football field had already been done.

“After that flood, the football field, being right next to the river, was flooded out,” said Mark Pierce, parent. “The school did not have the funds or the resources to renovate it. Any extra money was being devoted to getting the campus back in shape.”

Fortunately for Oak Grove, Concordia (Minnesota) College allowed the school to play home games on its football field.

“We had been playing our games over there, which was great, but they have no lights,” Pierce said. “This meant we played Friday afternoons at 4 p.m. It was difficult to get a lot of fans there.”

“It was a tough transition, playing on another field each home game,” Roach said. “Our players had to haul all of their equipment and necessities to another site, just like it was an away game. It was more planning and prep for coaches to keep athletes focused during the transition period. The move was costly to our gate and concession revenue as well. We had to forfeit some of our revenue to the host site, and it affected our football funds and purchases.”



just borrowed a tractor and a tiller and figured, 'Well, if they get mad at me, they'll come down and tell me to quit.' When I was about halfway done, I looked over to the steps that lead down to the field and there was a lady standing there. It was Marilyn Guy, who was the interim president at the time. She had a concerned look on her face and asked me what I was doing. I told her that I was tilling up the football field to plant grass, and explained it wouldn't cost the school anything. She said, 'OK, go ahead.'"

With one obstacle overcome, the next was one that the volunteers knew all too well.

"We leveled [the field] out as best we could, and planted the grass seed, and that was in 2010. Then comes the flood in the

With attendance low, and gate and concessions down to nearly nothing, something just never felt right to Oak Grove about playing at Concordia.

"[Concordia] had just put down new turf a couple of years ago," Pierce said. "It's a million-dollar field. It's gorgeous, but it's not yours."

"A classmate of mine came back to run a marathon and asked what happened to the football field," said Brian Kounovsky, Oak Grove Class of 1986. "He said it 'looked like a bomb went off down there' with the clutter and the really high weeds. Nothing had been happening down there for two years."

That's when Kounovsky took a drive to see the field, and realized something had to be done.

"I got ahold of the former football coach [Kyle Bakken] and [Gorder], and the three of us started talking about spraying to kill the weeds to at least make it look decent, and not like the school was abandoning this area," Kounovsky said. "Then, as we talked, we decided that after spraying [we should] get a tiller down there and start tilling. Then we were just going to reseed it and get it rolling."

"When we started, I didn't really ask anyone," Gorder said. "I

spring of 2011."

In May 2011, an uncommonly common flood hit Fargo, putting the field underwater for weeks and burying the grass under three inches of river silt.

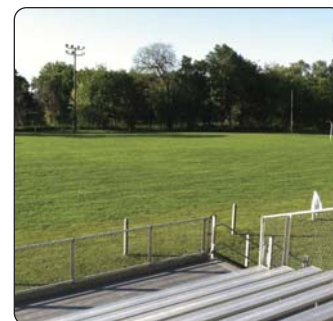
"What killed the football field in 2011 was the fact that the water was on the field for six to eight weeks," Gorder said. "That amount of high water is not normal. It wound up killing it all."

Although a major setback, the volunteers continued to reseed the field. However, they wound up in the same predicament.

"We replanted in June 2011," Gorder said. "Five days later, we had grass shoots starting to come up. Then, the next day, it flooded again and killed all the grass. The water went back down in mid-July and [we tried again]. Exact same story. Five days later we would have grass, the next day flooding. We didn't have enough time to get grass for a practice field for the school [before the start of the season]. We figured we would just wait till next year."

In late May of this year, the volunteers attempted to seed the field for a third time, but unlike the first two attempts, they were successful. As the grass grew on the football field, so did the help for Gorder, Kounovsky, Pierce and Bieude.

"The group that was helping – the ones that wanted to see



football back on campus – started to grow in that couple of years,” Bieude said. “Outside of those core people, there were another five or six who would show up pretty regularly. Pretty soon we had a good working group.”

Along with the rest of the volunteers, the “Grounds Crew” – as Gorder, Kounovsky, Pierce and Bieude refer to themselves – sat down and came up with a list of tasks that needed to be accomplished before the start of the season.

Grounds Crew’s pockets.

“We thought that the largest single expense was going to be getting electricity back to the poles so that we could have lights and a scoreboard,” Gorder said. “Originally, that estimate started out at \$15,800. By the time all was said and done, between changing what they were going to do a little bit, and a donation from the owner of the electrical company, that bill was whittled down to about \$5,000, which was fantastic. I suppose between [Kounovsky] and myself, with grass seed, lumber for the press box and ‘crow’s nest,’ gas and miscellaneous stuff, we’re talking \$7,000-\$7,500.”

Work on the field continued all the way up until kickoff on August 24, when the Kindred (North Dakota) High School Vikings came to Fargo to play the Grovers – on their home field for the first time since 2008.

“The outpouring was unbelievable,” Bieude said. “We had a huge turnout of area people who were interested. The media [was also] interested, as they did pieces both in the paper and on television. It was neat to see the community react and see it as a positive to have that venue back in action. It definitely had a buzz about it. We had kids sitting in couches around the end zone, and kids running up the side of the hill. [It was] just like in the glory days. We had sixth-graders and below running around playing football down in the practice area by the end zone. If you had compared it to a snapshot of 30 years ago, it would have looked exactly the same.”

Through all the adversity of the flood – setbacks in the seeding process, labor and finances – would the Grounds Crew do it all over again?

“I have no doubt that if you ask the four or five people who are in our inner group if we would do it again, there’s no question about it,” Bieude said. “Of course, we’d do it again.”

“For myself – all the hours, all the time, all the money – quite frankly the first night of the first kickoff, I completely forgot about it,” Gorder said. “Seeing all the people there, seeing the kids all excited, that’s ultimately why we did this.

To be able to provide that kind of opportunity is pretty special. Had we not had the issues that we had in the spring of 2011, obviously it would have been a lot less work. The biggest challenges we had is that we’re not horticulturalists, we’re not turf management specialists. We’re just a bunch of guys who think it is important that the kids have an opportunity to experience Friday night football under the lights.” ☉



“There were a couple of different pieces to putting the field together,” Gorder said. “There was the grass, and building a press box and a ‘crow’s nest’ for filming games. There was a lot of ... ‘How do we do this, and how should we do that?’ The most work was making sure that the field stayed wet. We have a couple of irrigation cannons that are pretty good-sized, but we were using two-inch vinyl hose, and having to move it every two hours. That part of it was an extraordinarily challenging amount of work. To do the whole field, one time from start to finish, was 11½ hours.”

Even with the help from volunteers and selling advertising space under the scoreboard, most of the budget came directly out of the

Shane Monaghan is graphic arts technician/editorial assistant in the NFHS Publications/Communications Department.

Photos provided by Steve Rezac, Director of Media and Communications at Oak Grove Lutheran School.

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# Ways to Balance Work and Life in Athletic Administration

BY KEN MOHNEY, CMAA

## Imagine the following scenario after being hired as the new athletic director:

*“Congratulations on your new job. Your mission – if you choose to accept it – is to lead and coordinate all aspects of a successful interscholastic athletic program. You must work long hours to uphold the values of educational athletics in a spirited and emotionally charged environment. You must perform all duties while also maintaining your own personal health and taking care of your family. This tape will self-destruct in five seconds.” Good luck.*

Although probably not as dramatic as a scene in the movies, keeping up with the rigors of athletic management, long hours of event supervision and the demands of home and family may often seem like a “mission impossible.” However, the following strategies may assist in maintaining that important balance between work and life.

### 1. GET ORGANIZED

Anyone can reduce stress and increase office efficiency by taking time up front to anticipate and plan for future events. Technology can be very useful as there are several software programs that may assist with daily tasks such as scheduling, budgeting, student data tracking and communication. Proper organization and

time management techniques will help eliminate wasted time and office mistakes.

### 2. COMMUNICATE

Personal and professional conflict is often created by misunderstanding or lack of communication. Be sure to help eliminate this conflict by keeping your constituents informed of events that occur within your school and department. Consider using e-mail groups or social media to inform students and parents of schedule changes and cancellations. Sending calendar and other information updates to office support staff, teachers and building administrators may allow them to answer general questions and reduce the time you spend responding to questions yourself.

Most importantly, you must keep your spouse informed of your evening and weekend activities schedule. Create a home calendar of “work nights” and “off nights” so that everyone at home may anticipate and plan for quality family time.

### 3. DELEGATE

Athletic directors often find it difficult to ask others to assist with tasks that usually can be completed quickly and accurately themselves. However, there are probably others within your department or district who, with a small amount of training, are perfectly capable of assisting with various tasks.



Coaches, especially those who aspire to enter the field of athletic administration, may welcome the opportunity to assist with department tasks such as officials/event scheduling, facility supervision and score reporting. Team captains may feel honored to have the opportunity to assist with duties such as parent night coordination, uniform distribution and parent/player communication. Again, it may seem easier to just do it yourself, but delegating certain jobs to others will develop their pride and leadership capacity.

#### 4. RECHARGE

Airline passenger briefings instruct that in an emergency, adults should place the oxygen mask on themselves first and then assist the children. However, athletic directors often seem to place “oxygen masks” on everyone else before looking out for their own needs. It is important to prioritize and maintain your own personal health in order to effectively assist everyone else at work and home. Avoiding unhealthy concession foods and exercising at least 30 minutes a day are good initial steps. Carving out just a little bit of personal time away from mobile phones, e-mail or other constant interruptions will give you the mental and physical rest you need in order to “recharge.”

#### 5. APPRECIATE

So often with our hectic schedules, we forget to thank those who constantly provide support and assistance at work and at home. Those persons are your daily “lifeline” and although they would typically not expect it, it is important to show your gratitude with a simple “thank you.”

Family members especially need to know that even though you have a job to do, they are your No. 1 priority. Involving your spouse or children while you are at work may be a way for them to feel important and at least spend some time with you. Your spouse may be very supportive of your role as an athletic director, but remember that other careers and priorities outside of athletics are of equal importance to the success of the family.

We all desire to be at our best for our jobs and family. Balancing the challenges of athletic administration while managing a family can be very difficult. However, with effective preparation, planning and priorities, it doesn't need to be a “mission impossible.” ☉

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Ken Mohney, CMAA, is director of student activities for the Mattawan (Michigan) Consolidated Schools. He also is president of the Michigan Interscholastic Athletic Administrators Association and a member of the National Interscholastic Athletic Administrators Association Board of Directors.

## Staffing Games With Community Groups

BY CHRIS BOONE

Volunteers are vital to athletic directors' game-day operations – given the numerous areas for which they are responsible. So when Bridgeway Church approached former Beaufort (North Carolina) East Carteret High School Athletic Director Ralph Holloway regarding helping out on game days, Holloway jumped at the opportunity.



The church wanted a way to give back to its community and offered to staff the concession stands during home football games. It is a partnership that continues under current athletic director Billy Anderson.

“We aren't afraid of doing hard work down here,” Anderson said. “But, we are always looking for volunteers to help out.”

East Carteret science teacher Tammy Schooley is a member of the Bridgeway congregation and facilitated the partnership. She coordinates the staffing with six to eight volunteers for each game.

“It's a smooth operation,” Anderson said. “I'll go in at halftime to get drinks for the officials and they definitely have a system going.”

As a thank you, the school gives the church sign space at the entrance of the school to advertise.

“It's a win-win for both,” Anderson said. “They see it as a way to serve the community and it's one less thing for us to worry about.”

Anderson said another local church has started to volunteer its members to work concession stands during basketball games as well. ☉

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Chris Boone is the Web Content Manager in the NFHS Publications/Communications Department.

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# Life Without Interscholastic Activities Would Be Tragic

BY C.W. "BUTCH" POWELL

In today's economic climate, school systems across the country continue to look at the reduction of interscholastic activities as an effective way to make budget cuts. The results of reducing or eliminating education-based activities would be tragic.

School sports programs and other interscholastic activities are about providing an opportunity to participate – they are not about winning a state championship or college scholarship. If state titles or scholarships come to pass, they add to the experience, but they should not be the measure of success or failure.

According to a *USA Today* survey, 95 percent of Fortune 500 company chief executives have one thing in common: participation in education-based activity programs while in high school. Education-based activity programs provide an opportunity to learn valuable lessons that cannot be obtained in a classroom setting alone. Teamwork, sportsmanship, winning and losing while handling competitive situations, sacrifice and dedication are not the only lessons associated with participation.

School systems looking for a dropout prevention program need to look no further than activity programs, including the athletic fields of competition. One survey recently discovered that 96 percent of high school dropouts did not participate in activity programs. Participation is often a predictor of later success in college or when entering the job market. Studies have shown that benefits of activities include higher grade-point averages, better attendance records, lower dropout rates and fewer discipline problems than the general student population.

County Boards of Education looking for a drug and teen pregnancy prevention program need to explore education-based activities. According to the United States Department of Education No

Child Left Behind: "The Facts about 21st Century Learning" in 2002, students who spend no time in activity programs are 49 percent more likely to use drugs, and 37 percent are more likely to become teen parents than those who spend one to four hours per week in activities. After-school hours of unsupervised time for youth can lead to one or more life-altering events.

Scholastic achievement can also be linked to participation in education-based activities.

The College Entrance Examination Board indicated music students scored about 11 percent higher than non-music students on SAT exams. In an issue of "Medicine and Science in Sports and Exercise," it was noted that students who took part in vigorous sports did approximately 10 percent better in math, science, English and social studies. Student participants also learn important lessons in time management as a result of their participation. The juggling of practice, games, travel and scholastic achievement will be invaluable as they enter adulthood.

County Boards of Education generally spend only between one and three percent of their total operating budget on sports and other activity programs. Oftentimes, expenses to operate programs are generated by booster clubs, gate receipts and the business community. Decreasing the number of activities will cause irreversible harm to the development of our youth today. Community support for bonds and levies to build new schools, textbooks and teacher salaries would be adversely affected if activities are reduced or eliminated. Activities are the other half of education and participation should be strongly encouraged for all students. ☉



C.W. "Butch" Powell is assistant executive director of the West Virginia Secondary School Activities Commission in Parkersburg, West Virginia.

# Kevin Johnson: “Building Relationships, Character Key Values of High School Sports”



**(Editor’s Note:** *Following are excerpts from Kevin Johnson’s acceptance speech at the 2012 National High School Hall of Fame Induction Ceremony in Nashville, Tennessee. Johnson, currently the mayor of Sacramento, California, led the state of California in scoring as a senior at Sacramento High School in 1982-83 before a stellar 13-year career in the National Basketball Association.*)

Good evening everyone ... I get the honor of being able to speak on behalf of 12 incredible people. The inductees who make up this particular class are unbelievable in their own right and I got a chance to spend yesterday and today with them, getting to know them, and they’re all very remarkable people ... Athletics plays such an important role in all of our lives. I think we all would admit that the foundation for everything that we decided to do in life always points back to high school, and I think that was a common theme for all of us.

Yesterday, the 12 inductees participated in a press conference and we all spoke about our high school experience and what it meant to us, and it was amazing how consistent all of our comments were. And since I get a chance to speak on behalf of everybody, I thought I’d try to sum up what everyone said yesterday in a very clear and hopefully concise manner.

The three critical things that we all said we learned in high school were these. **The first lesson was relationships.** We built such meaningful relationships in high school. Every person yesterday talked about their teammates, their coaches, their friends, their families, their teachers. Everybody had such an indelible impact on their lives in high school, and the relationships that they formed through the participation in sports made us all who we are today.

This is much more true than when you don’t play sports and when you don’t participate in sports. And when you work together



for a common goal, when you align toward the same purpose, when you have these big challenges that somehow you can all rally together, these things are what make us who we are in terms of sports. I think every young person should have an opportunity to play high school sports because the lessons that you learn are so critical.

And when I think about relationships, I think what we probably take away more than anything is that we learn to serve each

other. We learn to be unselfish. We learn to give back. We learn to put others before ourselves and each of these inductees certainly represents that ...

**The second lesson that makes high school athletics so critical to all of us is that it builds character.** You know, lessons in life were learned playing high school sports, and we all said that in the video. As I said, in high school it was a pivotal time for each of us.

I remember thinking about this transition from a child to an adult of what took place in high school, where you learn the skills and the knowledge and the habits that are going to be with you the rest of your life. Participating in athletics – it was such an incredible experience for all of us. And even if you don't reach the heights that many of the people here today have reached, I believe and we believe it's such an integral part of every young person's development. We want to encourage everyone to participate in sports or performing arts or whatever your passion happens to be because the life lessons and the character stays with you for the rest of your life ...

**And then the last thing that we talked about yesterday without saying it in so many words was high school sports was more than winning and losing.** It brought us together as

people. And it's the only medium where we convene together and it doesn't matter what color you are, how much money you have, which side of the tracks that you live on. It's the thing that brings us all together.

And then when you look at all of our stories, it doesn't matter if you're 70 or 80 years old or 30 or 40, sports has this unbelievable ability to bring us together, and I think as an elected official that sportsmanship is what we need a little bit more in politics today, whether it be in Washington or anywhere else.

So, needless to say, athletics brings us together and sports transcend politics, gender and race, and I think that's something that we are all very proud of. I will close out with this last simple story and it's very consistent to what we've said earlier. Our high school experience has catapulted us into all the things that we're doing today. All of us, all 12 inductees, whatever we're doing today, is because of what we learned in high school and those experiences that we had ...

More importantly, I brought my mom here today because she would not have believed I made it to the National High School Hall of Fame. So ladies and gentlemen, mom – we did it. On behalf of all the inductees, this is an incredible night we'll remember for a lifetime. Thank you very much and God bless you. ☺

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# Expressing Appreciation Will Improve Leadership, Staff Morale

BY DR. DAVID HOCH, CMAA

**A**t a recent statewide meeting, a longtime athletic administrator made a surprising announcement that this would be his last year. While retirements and resignations happen all of the time around the country, this one had a disappointing twist.

During his announcement, the distinguished athletic director explained that, as everyone in the meeting knew, the hours and weeks were ridiculously long and filled with unending challenges. The athletic director commented that he did the job every day to the best of his ability – which was considerable – for the athletes and his coaches.

And he concluded that he would do it all over again in a heartbeat. But during the past two years, he felt he was not appreciated for what he did and was taken for granted by the administration at his school. Everyone in the meeting gasped. How could you not appreciate what this man did for the athletes, coaches and program? That was inexcusable.

The athletic director finally said that everyone eventually faces the question of when to step aside. Since he was still in good health, the athletic director wanted to do some things in life that he never had time for after attending to the needs of the children of others and mentoring a staff of coaches.

After this brief announcement, the meeting continued and eventually concluded after covering all of the agenda items. However, this announcement and the statement that lack of appreciation was a major factor in the decision resonated for weeks thereafter. Despite the demands of the position, this athletic director might have continued if appreciation had been expressed.

Many who attended the meeting were similarly affected. They totally understood the dynamics that had unfolded and went into the athletic director's decision. But those who heard the announcement also realized that there were other alternatives, and the result could have turned out differently.

And there were also others who could readily relate to this un-

fortunate development, because they were in a similar position. The lack of expressed appreciation wasn't necessarily isolated to athletic directors, but could extend to any number of individuals in a school system. As expectations and accountability continue to grow and resources shrink, many in educational administrative positions face pressure, time constraints and challenges.

Regardless of the administrative position – athletic director, principal or superintendent – school leaders have to make difficult decisions and maintain control, and they have a multitude of responsibilities. However, unlike the corporate world, raises and bonuses can't be awarded to worthy coaches or fine arts advisors. Praise, thanks and appreciation are the ingredients that are available.

"The power of a compliment is immeasurable."



## In your leadership position, consider the following in your relationship and approach with your staff.

- Don't limit your expression of appreciation or take any individual for granted. Whenever one of your staff does something well, puts in extraordinary effort or makes a major contribution, acknowledge the accomplishment. For some, this may occur every few days and expressions of appreciation should be used each time.

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- Understand that most individuals are busy and may have unbelievable expectations placed upon them, and this should not become a convenient excuse for forgetting to recognize deserving individuals. A few minutes spent offering appreciation will have little effect upon your daily or weekly schedule and will contribute greatly to staff morale and their efforts.

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- Involve and include others on your staff and encourage them to also express appreciation. When you expand the use of appreciation and acknowledge contributions of others, you can build a positive, caring culture that can accomplish great things.

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- Remember that expressing or showing appreciation isn't a sign of weakness. It can be the ultimate strength of character and leadership. One does not abdicate control by encouraging and appreciating others.

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- Reflect and think about how you like to be treated. Seldom does being taken for granted motivate someone to do more. If leadership is about helping others to be better, expressing gratitude and appreciation will produce better results. Ben Franklin supposedly coined the phrase, "You catch more bees with honey than with vinegar." How can you argue with Ben?

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- Look for inexpensive, creative ways of expressing your appreciation. A few comments posted on the school's Web site, a mention of ongoing effort and hard work at an awards program and a well-placed thank you in the school's newspaper may do the trick. And an occasional gift card or a token t-shirt may also serve the purpose. It is the thought that counts!

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- Consider that the effort of retaining good people is vital for organizations and is much more cost-efficient than finding replacements. Human resource managers in the corporate world clearly understand that training new employees takes time and money, and this should extend to the educational realm. A little appreciation may make a huge difference in the operational function of your programs.



The use of compounded interest is an established principle of building resources and return on investments in the financial world. In like fashion for administrative positions in education, the continual use of appreciation can enhance and build your leadership ability with your staff.

It doesn't take much. The power of a compliment is immeasurable. A few positive, encouraging words are free and only take a minute or two to deliver, but they can perk up and motivate the person receiving them for a week or more.

The more that you acknowledge contributions and accomplishments, the greater the results will be. If you use more appreciation with your staff, your leadership quotient may also grow exponentially. "Nice job," should be part of your standard approach. ☺

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Dr. David Hoch is a former athletic director at Loch Raven High School in Towson, Maryland (Baltimore County). He assumed this position in 2003 after nine years as director of athletics at Eastern Technological High School in Baltimore County. He has 24 years experience coaching basketball, including 14 years on the collegiate level. Hoch, who has a doctorate in sports management from Temple (Pennsylvania) University, is past president of the Maryland State Athletic Directors Association, and he formerly was president of the Maryland State Coaches Association. He has had more than 380 articles published in professional magazines and journals, as well as two textbook chapters. He is the author of a new book entitled *Blueprint for Better Coaching*. Hoch is a member of the NFHS *High School Today* Publications Committee.

# New Jersey First State to Require Coach Certification

BY SHANE MONAGHAN

Beginning with the 2012-13 school year, all new coaches in New Jersey will be required to register for the “blended version” of the NFHS Fundamentals of Coaching course within 120 days after being hired. This new ruling, put in place by the New Jersey State Interscholastic Athletic Association (NJSIAA), makes New Jersey the first state to require coaches to be certified to coach their respective sport.

“We are excited that New Jersey has taken that step to be the first state to require certification, and we are hoping that in the next few years, more states will respond to New Jersey and we will have multiple states requiring certification,” said Dan Schuster, NFHS assistant director of coach education.

In addition to Fundamentals of Coaching, the NJSIAA’s added components require new coaches to complete a sport first aid course, and be certified in CPR/AED, concussion awareness signs and symptoms, and heat acclimatization and heat illness prevention within 60 days after completion of Fundamentals of Coaching. Also, coaches must be recertified annually in concussion awareness signs and symptoms, and heat acclimatization and heat illness prevention. Coaches currently in place and/or those who have experience coaching in an NJSIAA high school prior to the 2006-07 school year are exempt from the NJSIAA’s ruling. ☉

## North Dakota, North Carolina Enact Coaching Requirements

In an effort to improve coaching quality in their respective states, the North Carolina High School Athletic Association (NCHSAA) and the North Dakota High School Activities Association (NDHSAA) have recently ratified coaching requirements to take effect within the next year. Although the two state associations have different requirements for coaches, both have mandated the completion of the NFHS online course, “*Fundamentals of Coaching*,” as part of their individual certification processes.

“The NFHS courses are tremendous in terms of quality, content and delivery,” said Davis Whitfield, NCHSAA commissioner. “As pro-

fessionals, we all seek opportunities to further develop the necessary skills and abilities needed to help lead our young people. Asking our coaches to complete the *Fundamentals of Coaching* course is the first step in teaching and training them in the proven techniques of managing a high school athletics team or program.”

The NCHSAA now requires coaches to complete *Fundamentals of Coaching* within 60 days of hiring, and hopes to have all high school coaches in North Carolina certified within the next three years.

Along with completion of *Fundamentals of Coaching* or a coaching fundamentals course while in college, the NDHSAA requires all coaches to complete the NFHS “*Concussion in Sports – What You Need to Know*” course, as well as a first aid course. Coaches also will need to attain a CPR certification and automated external defibrillator (AED) usage every two years. When all of the requirements have been met, the NDHSAA will forward a list of all certified coaches to the North Dakota High School Coaches Association (NDHSCA), which, in turn, will issue permits to said coaches.

The NDHSAA requires the permit to be renewed every five years by certification in CPR and concussion management, as well as familiarity with all appropriate rules clinics. Coaches must also complete two of four additional requirements, including five hours of training at a national, state or local coaching clinic; one sport-specific course from the NFHS Coach Education Program; one elective course from the NFHS; and/or attendance at one NDHSCA convention over five years.

“We are excited about having Coach Education requirements in North Dakota,” said Sherman Sylling, executive secretary of the NDHSAA. “We believe this will go a long way in helping to maintain education-based activities. Out of necessity, good people without educational backgrounds are stepping up to be coaches, and we need to do our part to help them understand and promote the educational process. This is a great first step.” ☉



Davis Whitfield



Sherman Sylling

# Dan Schuster Named Assistant Director of NFHS Coach Education Program



Dan Schuster

Dan Schuster, CAA, AIC, has been named to the administrative staff of the National Federation of State High School Associations (NFHS) as assistant director of coach education after serving as an education program specialist on the staff since 2008.

Schuster has worked with Tim Flannery, NFHS director of coach education, for the past four years and has been instrumental in the growth of the program. Schuster has helped manage the program through marketing and social media, and he has assisted with course development and updates.

In addition to his work with the NFHS Coach Education Program, Schuster has served as staff liaison to the NFHS Ice Hockey Rules Committee and editor of the NFHS Ice Hockey Rules Book since 2010.

Schuster earned his bachelor's degree from Indiana University in 2007 with a sports communication major, and sports marketing/management and telecommunications double minor. He earned his master's in athletic administration from Indiana a year later, with a focus on budgeting, sport law and marketing.

Prior to joining the NFHS staff in 2008, Schuster worked with the NFHS Coach Education Program as an intern at Creative Street Media Group in Indianapolis.

Schuster is an Accredited Interscholastic Coach (AIC), having completed the professional development coursework designed for interscholastic coaches, and he has completed all 30 courses in the NFHS Coach Education Program. Schuster also has earned his Certified Athletic Administrator (CAA) designation through the National Interscholastic Athletic Administrators Association (NIAAA) and has completed six NIAAA Leadership Training Institute courses. ☉

## NFHS Offers Free Online Course – “Coaching Special Olympics Unified Sports®”

The NFHS Coach Education Program is offering another free online course on [www.nfhslearn.com](http://www.nfhslearn.com) to assist coaches who are involved in Special Olympics Unified Sports programs.

“Coaching Special Olympics Unified Sports®” provides techniques and tools for coaches who work with these programs, where Special Olympics athletes with intellectual disabilities and individuals with

out intellectual disabilities (partners) train and compete together as a team.

This new course introduces coaches to another side of coaching, one in which goals, motivations and even the meaning of winning are just as unique as the position itself. With an introduction by former NFL quarterback Kurt Warner and his wife, Brenda, this course strives to help in the understanding and implementation of the most successful coaching strategies for Special Olympics Unified Sports athletes, as well as incorporating the similar challenges – such as fostering teamwork and defining roles in line with abilities – that any coaching position would encounter.

The NFHS received assistance from the Arizona Interscholastic Association (AIA), Special Olympics North America, Special Olympics Arizona and Special Olympics, Inc. in developing this new online course.



“With the assistance of Special Olympics, the AIA and Special Olympics Arizona, we are pleased to be able to offer this course,” said Tim Flannery, NFHS director of coach education. “This program promotes social inclusion and participation for all students, and this course will be of tremendous help to coaches who serve in these programs.”

The NFHS Coach Education Program offers 31 online courses, including the two core courses – *Fundamentals of Coaching* and *First Aid Health and Safety for Coaches*. Coaching Special Olympics Unified Sports® is the seventh free course in the NFHS Coach Education Program. The NFHS also offers 13 sport-specific courses and nine elective courses. ☉

All NFHS Coach Education Program courses are available at [www.nfhslearn.com](http://www.nfhslearn.com).

Shane Monaghan is a graphic arts technician/editorial assistant in the NFHS Publications/Communications Department.

# How to Retain Your School's Athletic Director

BY JASON HEEREMA, CAA

**W**ise principals, superintendents and school boards recognize that it is not a coincidence that the successful athletic programs in their area have highly competent athletic administrators with longevity.

Selecting the right athletic director, therefore, is vital. Schools try to find one who is patient, calm under pressure, detail-oriented, passionate about educational athletics, tough and fair, endures long hours and brings people together to move the entire program forward. Retaining this outstanding individual will take effort and planning, but it can be accomplished.

## Reasons Why Athletic Directors Leave Their Jobs



**Long Hours** – It is well-established that an athletic administrator puts in an incredible amount of time, although that is understood when he or she takes the job. However, if this professional has a family, it is especially important to have a balance in life.

Events with large crowds require the athletic administrator's presence; however, if other sports have a minimal draw, consider hiring an event manager to run the event for \$50-\$75 per contest. An athletic director should still be visible during the season, but coaches and parents could be informed as to why the athletic director cannot be at all events. Good principals should monitor their athletic administrators and make sure they are not burning the candle at both ends.



**Parent Issues** – This aspect drives more athletic administrators out of the profession than anything else because of the stress it causes. Reducing parental complaints is a long-term process,

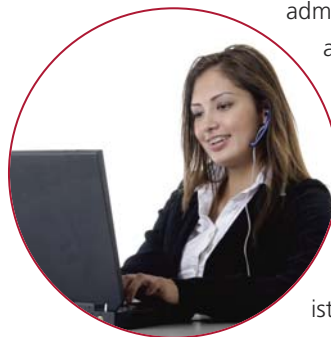
but it is possible through deliberate education and support from the principal, superintendent and school board.

The first step is to educate parents concerning what areas are open for discussion. Also delineate what is not appropriate to discuss, such as playing time, other athletes or strategy.

Parents then need to understand that athletes should try to ask questions and resolve differences with the coach first. If this attempt is unsuccessful, a parent can then contact the coach. The athletic administrator only gets involved after these first two steps have been taken.

If these steps are honored, a tremendous amount of friction and misunderstandings can be avoided. The key piece is that the individuals in authority, to whom the athletic director reports, honor the chain of command by not taking the parental phone calls and instead ask the parents to follow the proper process. If parents feel upper-level administrators have a willing ear and will solve their problem, this is the individual to whom they will go. They may attempt to solve the problems out of context and with incomplete in-

formation. This can be frustrating to the athletic administrator by causing new issues and not empowering him or her to have authority over the responsibilities of the department.



### **Administrative Assistant**

– This position is a critical component for a successful athletic department. A competent administrative assistant handles numerous daily details. If an athletic administrator is burdened with either an underperforming assistant or doesn't have one, eventually the department will get caught short on a critical issue, such as eligibility or scheduling.

Also, a current trend in athletic departments is to make the athletic director also the dean of students, assistant principal or any of a number of other positions. The modern high school athletic department has greater expectations placed upon it than ever before,

requiring more time and attention, not less. The athletic department will operate the best when it consists of an athletic director, assistant athletic director and an administrative assistant.

### Clarifying the Role of the Athletic Director

**Walk a Mile in My Shoes** – A great technique is to have an administrator or board member follow the athletic director for an entire day. Many people only see the athletic director at the games, wearing school logo gear and watching the game. Who would not want that job? This would help others to see what happens behind the scenes to create the finished product on Friday evenings.

**Include as a District Level Administrator** – Athletics reaches into many different aspects of district operations. This includes sharing of facilities, academic issues, budget and transportation. If the athletic director can attend at least part of the meetings, there will be greater understanding and cooperation among all departments. This will also help the athletic department provide good information to counter all of the rumors and misunderstandings that often surround athletics.

**Remove Additional Non-athletic Duties** – Do not overburden the athletic administrator with additional duties such as lunchroom duty, transportation supervisor or assistant principal. If a

school wants a well-run program, the athletic director has to have some time to reflect, strategize and make plans for success. An athletic director should also attend state and national conventions, which are a great source of new ideas.

**Boosters Under the Athletic Director's Direction** – This is a must. A quality booster club under the close supervision of the school's athletic administration can be a tremendous asset. If it is not, it can be a powder keg ready to blow up on the athletic department and the district. Booster clubs need to be audited and need to pay careful attention to Title IX requirements.

**Compensation** – If you have hired a professional athletic administrator, compensate him or her appropriately. This individual heads the most visible aspect of the school district and needs to be a trained and experienced professional. If you pay this person like a first-year teacher, you will not attract or retain quality candidates. This is a sound investment in the long-term health and well-being of the school district. Well-run athletic programs will attract and retain families to your district. ☉

Jason Heerema, CAA, is the athletic director at Grand Rapids (Michigan) Christian School. He is president of the White Division of the Ottawa-Kent Conference, the largest conference in Michigan.

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# Alaska Association Receives Student Input on Board of Directors

BY SHANE MONAGHAN

The Alaska School Activities Association (ASAA), much like the other 50 NFHS member state associations, is governed by a board of directors. The ASAA Board is composed of appointed individuals from six different regions of the state, as well as from the Alaska Association of School Boards and the Alaska Association of School Administrators – all of whom work toward the betterment of interscholastic athletics and activities for students. While those eight positions are similar to other state associations, the ninth seat on the ASAA Board differs from most – if not all – states. The ninth position is, in fact, filled by one who is directly affected by the Board's decisions.

In 1977, the Alaska Association of Student Governments (AASG) petitioned the ASAA in an effort to gain a student voice and perspective on the Board of Directors. The very next year, the ASAA approved the request.

"I think the original rationale [to have a student representative on the Board of Directors] was to gather input as to how students felt about issues impacting their activities," said Billy Strickland, current ASAA Board president. "It has been very beneficial to the Board to have a student's perspective during discussion. The Board gives a lot of thought and weight to the views held and expressed by the student representative, and the student's input has, at times, caused the other Board members to re-think their initial position."

Although the student serves in an advisory and non-voting role, he or she participates in all meetings and discussions – aside from hearings – by the Board, and brings forth positions of students throughout the state to help the Board gain a better perspective on how students may react to their decisions. In addition, the student representative helps the Board stay current on ways that students communicate with each other – such as social media – to better share the ASAA's message. The current student representative is Rachel Gulanes of Unalaska (Alaska) High School, whose term began in 2010.

"As student representative, I have strived to make sure that I represent all students of the state of Alaska to the best of my ability, [helping out] with different [initiatives] that our AASG board takes a part of, and to represent ASAA well at various AASG meetings and conferences," Gulanes said.

"This model works well for Alaska and cements the close working relationship between ASAA and the [AASG]," said Gary Matthews, executive director of the ASAA. "I foresee that a student will be a member of the Board of Directors as long as we have the association."

The student representative term of service is two years beginning in December, following a selection process by the AASG, which the ASAA oversees and supports.

"I had to turn in an application that included a letter of recommendation from my student council advisor, a common information form, a resume and an agreement form that showed support from my parents and my school," Gulanes said. "After I turned in my complete application, I was interviewed by the AASG executive board members."

While holding the position of student representative, Gulanes believes that the experience has shown her a lot about who the ASAA serves, and the mission of its Board of Directors.

"I can honestly say that the student representative position I've held for the last two years has been a unique and amazing [experience]," Gulanes said. "Holding office as student representative for the ASAA board has made me realize that many adults from all over care so much about having youth succeed in multiple ways, whether it be by playing a sport, playing an instrument or competing in some kind of academic activity."

Strickland not only thinks that the student representative position is a positive one, but that it should be a staple on every Board dealing directly with students.

"Since I've been on the Board, we've had two different student representatives," Strickland said. "Both have been key to the Board's ability to help serve the students of Alaska. I would encourage any Board dealing with student issues to have actual students on their Boards. If Alaska can make it happen with our issues of travel and such, I would think any of the other states could do so as well. Giving students a voice does not mean you always do what they want, but it does always give them a chance to be heard." ☺

Shane Monaghan is graphic arts technician/editorial assistant in the NFHS Publications and Communications Department.

# Marquez Named Director of New Mexico Association



**Sally Marquez**, a member of the New Mexico Activities Association (NMAA) administrative staff for the past eight years, has been named executive director of the NMAA. Marquez was appointed to the position on September 26 by the NMAA Board of Directors.

Marquez succeeds Gary Tripp, who resigned earlier this summer after eight years in the position.

Marquez began her career at the NMAA in 2008 as associate director and was promoted to assistant executive director in July 2011. Prior to joining the NMAA, Marquez held a variety of positions in the Rio Rancho Public District in



New Mexico, including teacher, dean of students, assistant principal and director of personnel. Marquez held a number of teaching and coaching positions in New Mexico, Texas and Virginia for 14 years before joining the Rio Rancho district.

A graduate of Albuquerque (New Mexico) Manzano High School, Marquez earned her bachelor's degree from the University of New Mexico and her master's degree from Virginia Tech University.

Marquez is the third current female chief executive of a state high school association. The others are Karissa Niehoff of the Connecticut Interscholastic Athletic Conference and Rhonda Blanford-Green of the Nebraska School Activities Association. ☉

"US Lacrosse shares the concern of many lacrosse players, parents and coaches that the college recruiting process is not structured or timed in the best interests of high school student-athletes. The current landscape of recruiting events and club programs – some of which operate throughout the calendar year – has encouraged an increasing number of young student-athletes to forgo a well-rounded high school experience based on unrealistic expectations and misperceptions about playing college lacrosse.



"Parents are being led to believe that college coaches focus on recruiting only those children who play year-round lacrosse and who attend multiple, expensive recruiting events throughout the year. While some recruiting programs and events offer positive experiences for student-athletes, others – particularly those that conflict with the school calendar or occur outside of the traditional lacrosse season – threaten the well-being of student-athletes with incidents of injury and burnout. This intense recruiting culture also has eroded the work-life balance of coaches and parents.

"US Lacrosse will continue to work with high school programs, clubs, tournament directors, the Intercollegiate Men's Lacrosse Coaches Association and the Intercollegiate Women's Lacrosse Coaches Association to provide the information, resources and leadership necessary to enable high school student-athletes and their parents to make the best decisions about their lacrosse experience." ☉

## US Lacrosse Shows Support For High School Programs

The US Lacrosse Board of Directors distributed a statement last month that supports the value of the sport of lacrosse at the high school level.

# HTM PARTNERS WITH NFHS

## SUPPORTING INTERSCHOLASTIC EDUCATION-BASED ATHLETICS



More than **19,000** member high schools

**7.6 million** student athletes  
– this number has increased for the past 22 consecutive years

**500 million** fans  
attend high school sports annually

Source - NFHS High School Athletics Participation Survey



## HOME TEAM MARKETING

*The #1 High School Platform in America*

National Federation of State  
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*"The NFHS and our member state associations believe the value of education-based athletics is priceless to students and their communities. We salute those organizations that support high school students locally and nationwide. We thank our partner, Home Team Marketing, for their commitment to programs that always give back and financially support high schools across the country."*

Bob Gardner  
Executive Director  
NFHS

## VOICES OF THE NATION

**Q** *How does your participation in fine arts help you think more logically in your everyday life?*



**Robert Shaw**

Glenbrook South High School  
Glenview, Illinois

Participating in policy debate has been extremely rewarding. Dealing with time constraints in combination with the blistering speeds at which policy debaters talk has trained me to think on my feet and constantly examine the situations that I am presented with. Debate requires both competitors to provide logical justifications for every argument made. This form of analysis has spilled over to my everyday life, as I now see myself constantly applying the same rigorous approach to school and life situations.



**Ian Dome**

Cheyenne East High School  
Cheyenne, Wyoming

My high school experience simply wouldn't have been complete without participating in fine arts. As a debater, I am part of an activity that is based largely on logic and common sense, and the best part is that I can apply these skills directly to my everyday life. In classroom discussions, I am contributing more and becoming more involved. I am more organized and do better in school because I can think logically and come to logical conclusions. Bottom line, participating in the fine arts made me a better thinker.



**Eleanor Kirksey**

Blanco High School  
Blanco, Texas

"Participating in speech and debate has taught me to apply a logical framework to every thought process both in and out of my classes. After spending three years debating, I find that I contemplate every decision with a critical mindset. Rather than simply memorizing information in my schoolwork, I think through the truth of a subject. I feel that this is an important skill that I will use for the rest of my life."



**Luke Van Seters**

Bishop Guertin High School  
Nashua, New Hampshire

Debate competitively incentivizes me to think more logically in my everyday life. By switching sides in defending various issues, I have to rely on reason over emotion to convince a judge, or whomever, to prefer my position to the opponent's. Beyond persuading others, debate arms me with cost-benefit analysis skills, teaching me to rationally weigh one option against another, resulting in better decision-making. Also, by role-playing as different actors, such as the government, debate provides me with an understanding of the interests and ideas of other people that I can use to complement or alter my own opinions. ©