

OCTOBER 12

HighSchool

TODAY™

THE VOICE OF EDUCATION-BASED ATHLETIC AND PERFORMING ARTS ACTIVITIES

TRADEMARK LAW AND SPORTS LICENSING

By School Athletic Programs

High School Sports

Participation increases for
23rd consecutive year

Athletic Programs

Schools seek ways to work
with club sports

Legal Issues

Authority to conduct student
cell phone searches



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Boys Should Have Same Option as Girls in Soccer

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

It is proving to be a banner year for girls sports in the United States.

In June, we celebrated the 40th anniversary of Title IX – the landmark ruling that paved the way for girls to participate in organized sports competition.

About a month later, the U.S. women's soccer team won its third consecutive Olympic gold medal by defeating Japan at the 2012 Summer Olympic Games in London.

And in late August, the NFHS released its annual High School Athletics Participation Survey, which set another all-time record thanks to a sizeable increase in girls participation.

As our article on page 16 indicates, an additional 33,984 girls participated in high school sports last year to push the all-time record total to 3,207,533. This rise in girls participation offset a small decline in boys sports to push the overall total to 7,692,520 – the 23rd consecutive year that participation in high school sports has increased.

Appropriately perhaps, given the success of the U.S. team in London, soccer registered the most additional participants among girls sports from the previous year (9,419). This jump moved soccer past fast-pitch softball and into the No. 4 spot in girls participants. Soccer now trails only track and field, basketball and volleyball.

Among those participants on high school soccer teams during the past 10-15 years were most of the players on the gold-medal Olympic team.

Lauren Cheney played four years at Indianapolis (Indiana) Ben Davis High School and scored 118 career goals. Abby Wambach scored 142 goals at Our Lady of Mercy High School in New York. Hope Solo was a two-time Parade All-American at Richland (Washington) High School. Alex Morgan was a three-time all-league player at Diamond Bar High School in California. Carli Lloyd was High School Girls Player of the Year twice at Deltran (New Jersey) High School. Tobin Heath was three-time Parade All-American at Ridge High School in New Jersey and led her team to a state title. Amy Rodriguez was a two-time all-California Interscholastic Federation pick while playing at Santa Margarita Catholic High School in California.

While these athletes also played on a variety of out-of-school teams through U.S. Soccer, their fundamental and core training

began every year with their high school teams. This dual-team concept has worked to the tune of great high school success and benefits of education-based athletics, and, at the other end, three consecutive gold medals – the best of both worlds.

As we reported in this column in the April 2012 issue, even with the success of this formula on the girls side, U.S. Soccer has pulled the plug on this nation's top male high school players. With the movement to a 10-month season with its U.S. Soccer Development Academy, the approximately 4,000 boys who compete in the 78-team Development Academy no longer can play soccer on their high school teams. These individuals are forced to choose between one or the other.

Many state associations and individual schools and coaches have voiced displeasure over this decision by U.S. Soccer.

Jesuit High School in Portland, Oregon, lost five players. Coach Chris Thurley said, "It's not gone over well." Mike Thoin, soccer coach at St. Joseph's in Buffalo, New York, said, "... it's putting kids in a bad position. There are certain things they will miss out on at the high school level. They will miss participating in a sport they love with their schoolmates." Todd Marquardt of Kenmore West High School in Buffalo said, "They're (U.S. Soccer) locking these kids into a commitment and saying they can't wear their high school jersey across their chest. Playing for your high school team is priceless."

As we stated in the April article, the NFHS and its member state associations are tremendously disappointed in this decision by U.S. Soccer. And, now that the high school soccer season has started throughout the country, it is apparent that many others at the local school level are as well.

The co-existence of the high school and club programs seems to be working fairly successfully on the girls side. Members of the U.S. women's team were able to compete with their high school teammates and retain all the benefits of education-based athletics. After their high school seasons, these players turned their attention to the national team. Obviously, participation in high school-based programs served as a great launching pad to their careers.

Very simply, why should it be any different for the 4,000 boys who are now locked out of their high school teams? ●





Great Shot

Winning a Point

These teammates from Tempe (Arizona) Corona del Sol High School celebrate after winning a point against Phoenix (Arizona) Mountain Pointe High School in the 2008 Arizona Interscholastic Association Badminton Championship.

Photograph provided by Paynter Pics, Arizona Interscholastic Association.

HighSchool TODAY™

THE VOICE OF EDUCATION-BASED ATHLETIC AND PERFORMING ARTS ACTIVITIES

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

➔ VOLUME 6, NUMBER 2



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➔ COVER STORY

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National Federation of State High School Associations
 PO Box 690, Indianapolis, Indiana 46206
 Telephone 317-972-6900; fax 317.822.5700

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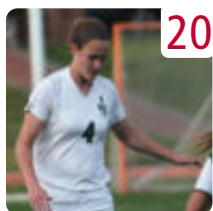
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Legal Brief

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

Seger v. Kentucky High School Athletic Association U.S. Sixth Circuit Court of Appeals 2011

Facts: Four non-public-school students and their parents filed a lawsuit against the Kentucky High School Athletic Association (KHSAA) challenging state association Bylaw 13, which limits merit-based financial aid to 25 percent of the cost of tuition in order for a student-athlete to maintain his or her athletic eligibility and prohibits student-athletes from accepting financial aid from a source not under the custody and control of the school. The purpose of the rule is to prevent and deter improper recruitment by private schools of student-athletes. The plaintiffs argued that the bylaw discriminates on the basis of religion by inhibiting the ability of students to attend faith-based schools and that the bylaw interferes with the parents’ fundamental right to control the upbringing and education of their children.

Issue: Does KHSAA Bylaw 13 discriminate against students and their parents on the basis of religion and on the basis of the fundamental right of parents to control the education of their children?

Ruling: KHSAA Bylaw 13 does not discriminate on the basis of religion because it applies in the same manner to students attending any non-public school whether or not the school is religiously affiliated. Bylaw 13 also does not interfere with parents’ fundamental right to control their children’s education because it only limits the amount of aid a student can receive and retain athletic eligibility; it does not limit the amount of aid a student may receive if he or she chooses not to participate in sports and it is well-established that students do not have a constitutional right to participate in extracurricular activities and athletics. Finally, the court concluded that Bylaw 13 has a rational connection to its intended purpose of deterring the use of financial aid as an improper athletic recruitment tool.

Standard of Practice: It is important to note that the bylaw in question does not limit the amount of need-based aid a student-athlete may receive; the rule affects merit-based aid and funds received from non-school-controlled sources. ●

The Cost

FIELD HOCKEY GOALKEEPER UNIFORM



A) Helmets	\$130 – \$300	E) Hand protectors and gloves	\$175 – \$240
B) Chest and body protection.....	\$200 – \$350	F) Goalie jersey	\$21 – \$30
C) Pants and girdles.....	\$95 – \$200	G) Stick	\$85 – \$120
D) Leg guards.....	\$300 – \$400		

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

For the Record

FOOTBALL

Most Passing Yards, Per Game – Season

436.0

Ben Mauk, OH
(Kenton), 2002

405.5

Thomas Thrash, AR
(Little Rock Pulaski Academy),
2001

391.5

Corey Robinson, KY
(Lone Oak), 2007

387

Tim Brasic, IL
(Riverside Riverside-Brookfield),
2001

384.7

Ben Mauk, OH
(Kenton), 2001

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

It All Started Here



David Boudia

Like many Olympic athletes, American diver David Boudia trained with a private coach and competed on non-school teams while in high school. However, the two-time Olympian did experience success in interscholastic athletics while at Noblesville (Indiana) High School.

Boudia competed on the Noblesville diving team during his freshman and sophomore years, winning the one-meter state title as a sophomore.

Former Noblesville Athletic Director Steve Hurst remembered Boudia's focus and determination to succeed despite a busy training schedule.

"The swimming and diving team is so close; like a family, and David was definitely a part of that," Hurst said. "He was very grounded, not cocky."

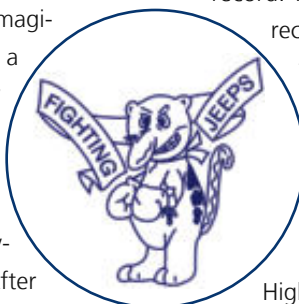
Boudia followed his 2008 Beijing Summer Olympic experience with two medals at the London Games. He and partner Nick McCrory won a bronze medal in the 10-meter platform synchronized diving event, and he took home gold in the 10-meter platform dive. ☉

Unusual Nicknames

Northeast Dubois Jeeps

In 1936, the "Popeye" comic strip featured an imaginary little creature known as "Jeep." This critter had a long nose, curly tail and was very intelligent. The only words it would ever say were "Jeep-Jeep-Jeep." This became the battle cry of Northeast Dubois (Indiana) High School fans.

One night in 1936, a group of 15 basketball players at the school discussed a mascot for the team. After a long and heated discussion, the group unanimously decided on the Jeep as the school mascot.



The first game played as Jeeps was played at Shoals (Indiana) High School on November 6, 1936, paving the way to a 17-4 record. In 1937-38, the Northeast Dubois basketball team recorded an 18-5 record, and the Jeep mascot was here to stay.

AJ Kreitzer, a local store owner in Dubois (who would also later become coach of the Jeeps), purchased a miniature Jeep in St. Louis, which is still on display in the school trophy case.

The mascot is also used by South Webster (Ohio) High School. ☉

*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.

Top High School Performances

Kansas quarterback has excelled in four states

Similar to the wandering subject of Ricky Nelson's chart-topping 1961 single "Travelin' Man," Prairie Village (Kansas) Shawnee Mission East High School senior football quarterback Jordan Darling has already seen a lot of the land.

Through that process, he has been the starting quarterback at four different high schools in four different states. Making that even more remarkable is the fact that at each school, he had a game in which he passed for 100 yards, passed for a touchdown and ran for a touchdown in leading his team to a victory.

The 6-foot-4, 226-pound Darling started his career in the fall of 2009 at Platte City (Missouri) Platte County High School, where he was the first freshman in school history to be a starting quarterback for the Pirates.



The following year, he was the first sophomore to be a starting quarterback at Westchester (Ohio) Lakota West High School. He also was the only Firebirds quarterback in school history to lead the conference in passing.

As a junior, Darling called the signals for the Waco (Texas) Midway High School Panthers, where he was one of only two Midway quarterbacks in school history to participate in a Texas University Interscholastic League Class 4A state title game.

Earlier this fall, Darling threw for 288 yards and three touchdowns as he helped lead East to a 30-7 win over Olathe (Kansas) North High School, a rival team that the Lancers had not beaten since 1988.

Each of his four schools played the No. 1 team in the state and they played against 10 different teams that won state titles.

Darling's frequent relocating results from the fact that he comes from a military family. His father, Bill, is retired military and his mother, Leslie, is a lieutenant colonel in the U.S. Army, and as such

is often assigned to a new locale. With each relocation, Jordan was given the option to remain at his current high school, but instead elected to move with his parents.

Darling, who maintains a 3.5 grade-point average, will attend the University of Kansas, where he plans to play for the Jayhawks football program and head coach Charlie Weis. There, he will be under the close tutelage of KU quarterbacks coach Ron Powlus, who was a star quarterback at Berwick (Pennsylvania) High School from 1989 to 1992 and is listed in the National Federation of State High School Associations' online multimedia National High School Sports Record Book with 7,342 career passing yards. ●

Tyner celebrates birthday by setting Oregon rushing records

On September 14, Beaverton (Oregon) Aloha High School running back Thomas Tyner celebrated his 18th birthday in fine style by setting state single-game rushing records of 643 yards and 10 touchdowns in the Warriors' 84-63 football win over Lakeridge High School.

The 6-foot, 205-pound Tyner, who has committed to the University of Oregon, carried the ball 38 times. A state champion track sprinter, Tyner maximized the efficiency of his workhorse number of carries as he averaged 16.9 yards on each and scored a touchdown on 26.3 percent of them. After running for a 20-yard touchdown on the opening drive, he scored on runs of 41, 62, 60, 65, 48, 41, 40, 34 and 10 yards, with his 10 touchdowns equally distributed with five in each half. Thus far this season, Tyner has rushed for 1,228 yards and 17 touchdowns.

The former Oregon state record of 508 rushing yards was set in 2011 by Jake LaCoste of West Albany (Oregon) High School, while Robert Malarkey of Astoria (Oregon) High School set the former state record of nine rushing touchdowns a century earlier on October 22, 1911.

According to the NFHS' online multimedia National High School Sports Record Book, Tyner's single-game rushing effort ranks third all time nationally and his 10 rushing touchdowns ranks tied for third. John Giannantonio of Netcong (New Jersey) High School rushed for 754 yards against Mt. Lakes (New Jersey) High School in 1950 to set that record, while Tony Diaz of Paint Rock (Texas) High School and Ken Pearson of Hugo (Colorado) High School set the national record for single-game rushing touchdowns with 12 each in 2010 and 1930, respectively. ●

Trademark Law and Sports Licensing by School Athletic Programs

BY LEE GREEN, J.D.

The Marketplace

As school districts nationwide struggle through the country's economic downturn facing the dual problems of decreasing public financial support for schools and increasing costs for the operation of activity programs, the need has intensified to develop new and innovative streams of revenue. One such source rapidly gaining popularity is the sale by schools of officially licensed merchandise and apparel bearing trademarked names, logos, mascots, emblems, nicknames, color schemes, slogans and other distinctive insignia.

According to Street & Smith's *Sports Business Journal*, high schools have since the early 1980s engaged in the informal marketing and sale of merchandise and apparel, primarily as fundraisers by athletics booster clubs, sports teams and other school organizations such as bands, clubs and honorary societies. Only recently, however, based on the exploding consumer market for officially licensed products sold by professional sports teams and college athletics departments, have school districts begun to realize the economic potential of more formally structured marketing efforts at the K-12 level.

The Licensing Letter's 2011 *Sports Licensing Report* disclosed total revenue of \$6 billion in the United States for the 2011 calendar year from the sale of officially licensed professional sports merchandise and apparel. The Collegiate Licensing Corporation (CLC), a group licensing program that operates as a division of IMG College, reported total revenue of \$4.6 billion from July 1, 2011, through June 30, 2012, for the sale of trademarked goods by its

clients, primarily made up of college athletic departments, intercollegiate athletic conferences and bowl games.

As school districts and interscholastic athletic programs seek to formalize their marketing efforts for products bearing school and team marks, it is important for administrators to understand the basics of trademark law and the value of group licensing programs.

Trademark Law 101

The three key functions of trademark protection are 1) to protect against confusion over the origin of goods, thereby preventing infringers from "cashing in" on the brand recognition established over time by mark holders; 2) to encourage trademark owners to invest the necessary financial resources and marketing efforts by allowing them exclusive financial benefits from their marks; and 3) to allow lawful holders to control the quality of goods bearing their trademarks by granting the holders exclusive rights to license their marks to third parties.

The Federal Trademark Act of 1946, more commonly known as the Lanham Act, defines a trademark as "any word, name, symbol or device, or any combination thereof that is used by the owner of the mark to distinguish the owner's goods in the marketplace." Courts have interpreted this definition to include, in the context of educational institutions and sports teams, school names, logos, nicknames, mascots, catchphrases, color schemes, slogans, emblems and other distinctive insignia.

The strength of a mark, whether it will be approved by the U.S.



Patent & Trademark Office (USPTO) for federal protection under the Lanham Act, and the level of judicial protection it will receive, is based on the distinctiveness of the mark. Courts have classified marks into four legal categories according to their level of distinctiveness:

- **Generic Marks:** Excessively common or overly general names, logos or phrases cannot be registered or protected. For instance, many sports team nicknames or mascots are used by hundreds of high schools. A 2010 article on *www.ESPN.com* listed the 50 most common, with the top five being Eagles (1,276 schools), Tigers (883), Panthers (808), Bulldogs (806) and Wildcats (668). Without additional elements of distinctiveness, such names are unregistrable and unprotectable.
- **Descriptive Marks:** Identifiers that include elements describing the geographic location, function, use or other characteristics of a good or service may transform an otherwise generic mark into a descriptive one. A descriptive mark may be registered and protected but only if it has acquired secondary meaning – recognition by the majority of consumers

in the applicable market of the mark's true origin. For example, although the word Eagles is too generic to be registered or protected, the phrase Olathe North High School Eagles would likely be held to be sufficiently descriptive because it is the only high school in the nation using that five-word combination, and the majority of consumers of its athletics merchandise and apparel in the applicable market (the Kansas City area) would almost certainly be able to associate the five-word mark with its true source.

- **Suggestive Marks:** Identifiers possessing a high level of distinctiveness that, through the use of the typical consumer's imagination, convey the essence of a mark's meaning are registrable and protectable even without secondary meaning. For instance, Texas A&M's slogan "12th Man" – used as a mark by the university on a wide range of merchandise and apparel – has been held by courts to be a suggestive mark because the typical purchaser of sports products understands the phrase's allusion to fans collectively and metaphorically serving as an additional player on a football field.

Schools Earn Royalties on Their Marks Through NFHS Licensing Program

As suggested in Lee Green's article on trademark protection, schools may benefit from involvement in a group licensing program to protect and earn royalties on their various marks.

The NFHS – now in its third year of the NFHS Licensing Program with the Licensing Resource Group (LRG) – has provided that opportunity for schools throughout the country free of charge.

Created to bring a new revenue stream directly to high schools and to help schools protect their marks from being used by third parties without paying a royalty to the school, the NFHS Licensing Program collected approximately \$1.6 million in royalty revenue during the 2011-12 school year. More than 7,500 schools participated in the program and received revenue.

Apparel and other promotional products with high school names and marks are

produced by designated licensees and sold by national and regional retailers. All NFHS Official High School Licensed Product has a distinctive hang-tag or sticker. This mark ensures that the manufacturer and retailer are participating in the program and providing royalty payments, of which a portion is returned to the school.

Retailers involved in the NFHS Licensing Program include Dick's Sporting Goods, Academy Sports, Walmart, K-Mart, Dollar General, Dunham's Sports, Fred's, Hibbett Sports, Meijer, MC Sports, Menard's, Walgreens and Sports Authority.

In addition to royalty payments for the sale of licensed product in retail stores, schools now have an additional revenue opportunity through a free online fan shop for their Web site.

Rokkitwear will provide participating schools a cutting-edge online fan shop at



no cost. Supporters of the school can purchase apparel, fan gear and merchandise branded specifically for the school. Schools will receive a percentage of each online sales transaction.

Schools interested in becoming involved in the NFHS Licensing Program can visit the recently updated Web site at www.nfhslicensing.com. In addition to complete information on the program, schools can sign up for the program online by downloading the licensing agreement. Information on starting a free online fan store is also available at www.rokkitwear.com. ©

- **Arbitrary Or Fanciful Marks:** Identifiers so distinctive that they appear to have no relationship to the product or service and to have been uniquely created are registerable and protectable even with secondary meaning. For example, the University of Georgia's English Bulldog mascot and the University of Kansas' 100-year-old, chant-derived phrase "Rock Chalk, Jayhawk" have been held by courts to be arbitrary and fanciful marks.

In recent years, the U.S. Patent & Trademark Office (USPTO) has streamlined the process of applying for and obtaining trademarks. To obtain information on registering a trademark, visit www.uspto.gov.

Suggestions for School Licensing of Marks

First, when choosing sports team names, logos, nicknames, mascots, catchphrases, color schemes, slogans, emblems and other insignia, schools should attempt to add multiple distinctive elements to each mark to ensure that it would not be considered generic or merely descriptive, but that it would be automatically registerable and protectable as a suggestive or arbitrary/fanciful mark.

Second, when choosing and refining marks, schools should conduct a trademark search to safeguard against any overlap with already registered marks. Numerous legal disputes have arisen in recent years involving sports marks, most commonly with a university asserting trademark rights against an allegedly infringing high school through the use of a "Cease and Desist Letter" demanding that the high school terminate its use of the marks, compliance with which may inflict extensive costs on the high school with regard to withdrawing merchandise from the marketplace; removing marks from fields, courts, scoreboards and other surfaces; replacing uniforms and equipment bearing the marks; and developing replacement marks.

Although some universities are willing to allow high school use of similar marks for minimal rights fees, many colleges still aggressively enforce all possible infringements and the safest course of action by high schools is to always conduct a trademark search during the design stage of the mark development process. A trademark search may be conducted on the USPTO Web site at www.uspto.gov by clicking on the link for the Trademark Electronic Search System (TESS).

Third, all marks should be registered to protect the school's intellectual property revenue streams. Even if a school is presently deriving only modest financial returns from limited sales of merchandise and apparel, the future potential of the marks may be



significant as the trends impacting professional and college sports continue to filter down to the high school level, including the increasing monetization of marks via their advertising value on Web sites and social media platforms, their broadcasting value on traditional media and across multiple emerging mobile media applications, and the almost inevitable future incorporation of high school sports into social gaming, fantasy sports and video game products.

Finally, the most efficient and profitable strategy for schools may be to participate in a group licensing program with an agency that will assist in the choice of marks, registration of marks, protection of marks and the licensing of marks to manufacturers of merchandise and apparel. Although group licensing programs retain a percentage of the licensing revenues generated from the sale of school products, the access of such agencies to retail and online distribution networks more extensive than a school could develop on its own may result in greater overall net royalties for a sports program and significant savings in the time and effort required to administer the program by school officials. ☉

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.

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
High School Associations



"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

The Authority of Schools to Conduct Student Cell Phone Searches

BY LEE GREEN, J.D.

School Cell Phone Policies

In recent years, school districts have increasingly enacted student conduct policies regarding the use of cell phones and other communication devices. The policies typically restrict or prohibit the use by students of such phones and devices in classrooms, on school property, on school buses and/or at specific categories of school-sponsored events.

The rationale for such policies include school discipline concerns, classroom management concerns, pedagogical concerns, academic misconduct and cheating concerns, safety concerns related to information on devices regarding student possession of drugs or weapons, student protection concerns related to bullying and harassment, and child abuse concerns related to incidents of sexting and transmission of inappropriate photographs that may be subject to state child abuse reporting laws and that may violate provisions of criminal law.

The sanctions typically imposed on students for the violation of cell phone policies is temporary seizure of the device, eventual return of the phone but only to a parent or guardian, imposition of a fine or administrative fee for the return of the device, and additional penalties, including in-school suspensions, out-of-school suspensions, or expulsion, depending on the nature and severity of other infractions revealed pursuant to the seizure of the phone.

In some instances, students sanctioned for violation of a cell phone policy have filed lawsuits alleging a violation of their constitutional rights, specifically the Fourth Amendment's prohibition on unreasonable searches and seizures and the right of privacy accorded to citizens pursuant to numerous provisions contained in the Bill of Rights. A recent judicial decision illustrates the legal issues related to cell phone policies and the safeguards that should be observed by school administrators to limit their personal legal exposure and that of their district.

Mendoza v. Klein Independent School District

On March 16, 2011, a U.S. District Court magistrate in Texas ruled that a student had a valid Fourth Amendment search and seizure

complaint against a Klein Independent School District administrator who, pursuant to a written policy prohibiting the use on school property of cell phones and similar communication devices, had confiscated her phone and then searched the contents of the device.

The Klein ISD policy states that "[i]f a student is using any cell phone or pager during the school day, or on a school bus to and from school, the school employee observing the student's use of the device will confiscate it. The school employee is to turn over the device to his or her administrator/supervisor. The parent will be notified by the administrator to pick up the device at his/her school during school hours after the payment of a \$15 administration fee."

In November of 2009, A.M., an eighth-grader at Krimmel Middle School, was observed in a hallway by an assistant principal showing a group of seven to 10 female students something on the screen of a phone. As the assistant principal approached the group, A.M. turned the phone off, placed it in her pocket, and aggressively denied having used the device that day at school. When the assistant principal demanded that A.M. take the phone out of her pocket, the girl begged the administrator not to take it because it was the third time in the first three months of the school year that her phone had been confiscated and she was afraid that her mother would make her pay out of her allowance the \$15 fee required to reclaim the phone.

Because A.M. denied using the phone at school that day, the assistant principal turned on the phone and accessed the "Sent Text" menu, discovering a series of messages that had been sent from the device that day during school hours. The administrator then began opening the texts listed on the menu and discovered nude pictures of a male classmate that he had sent to A.M. and nude pictures of A.M. that she had sent to the boy. The assistant principal notified the principal and the Klein ISD school resource officer, following which a report was made to the local police department's Child Exploitation Division. A.M.'s mother was also contacted and informed that her daughter would receive a three-day, in-school suspension pending further investigation of the situation.

Following a thorough inquiry by the Klein ISD, A.M. was found to have violated the Student Handbook's prohibition of "incurable

behavior” for her repeated violations of the cell phone policy, her repeated abusive behavior towards school personnel and the inappropriate nature of the photographs found in the phone. She received a 30-day reassignment to the district’s Disciplinary Alternative Education Program, pursuant to which she also lost her position on the school’s basketball team and her standing in other extracurricular activities.



Following an unsuccessful appeal to the Klein ISD School Board, A.M.’s mother filed a federal lawsuit against the district, the middle school principal and the assistant principal, claiming that the cell phone search violated her daughter’s constitutional rights. The suit also alleged that the district had failed to create policies and procedures to prevent illegal searches and seizures and that the district had failed to train school personnel regarding student constitutional rights.

In analyzing the Fourth Amendment issues in A.M.’s case, the federal magistrate relied upon the U.S. Supreme Court’s 1985 decision *New Jersey v. TLO*, a case in which the Court evaluated the appropriate balance between a student’s search and seizure rights and the authority of schools to maintain discipline and order in the educational process. Although acknowledging in its ruling that the Fourth Amendment does limit searches conducted by school personnel and that students have some expectation of privacy with respect to personal items at school, the Court in *TLO* held that search of a student and his or her possessions is constitutional when there exists a “reasonable suspicion” of wrongdoing. The Court stated that reasonableness is to be evaluated using a two-prong test: 1) whether the search was justified at its inception, and 2) whether the ongoing scope of the search was justified under the circumstances.

Applying the *TLO* two-prong test to A.M.’s case, the federal magistrate concluded that because the assistant principal had observed the girl looking at the screen of the cell phone, the initial phase of the search in which the “Sent Texts” menu was accessed satisfied the “justified at its inception” requirement because the administrator was merely confirming that the phone had been turned on by the student in violation of the district policy. However, the magistrate concluded that the issue whether the “scope of the search” limitation had been exceeded was a question that should be resolved by a jury that would have to evaluate if the assistant principal needed

to open individual texts and view private content within the phone in order to establish that the phone had been turned on in violation of school policy. As a result, the magistrate recommended that the Fourth Amendment claims against the assistant principal should go forward to a full jury trial on the issue as to whether the scope of the search was justified.

Cell Phone Search Recommendations for School Administrators

In order to ensure that the seizure and search of a student’s cell phone satisfies the “reasonable suspicion” standard established by the Supreme Court in the *TLO* case – both the “justified at its inception” requirement and the “scope of the search” limitation – school administrators should consider implementing each of the following suggestions.

- Include a detailed cell phone policy in the school’s Student Code of Conduct and ensure that the policy is adequately communicated to all students and parents/guardians.
- Establish a specific process consistent with federal and state law for conducting student cell phone searches and provide in-service training to all school personnel regarding the process.
- Include in the process provisions regarding the situations where the school resource officer or local law enforcement will be summoned to participate in the search of a phone.
- At the time a violation of the policy occurs and a phone is confiscated from a student, ask for the student’s consent before conducting a search of the contents of the phone.
- If the student does not grant consent, contact a parent/guardian and request consent to search before accessing the contents of the phone.
- If consent is not granted by the student or parent/guardian, evaluate whether the circumstances present an emergency in which exigent safety concerns are present (a reasonable suspicion exists that information is in the phone regarding weapons, drugs or imminent threats of harm to students or school personnel).
- If consent is not granted and the situation is not an emergency, evaluate whether a reasonable suspicion exists that information or photos are present in the phone implicating child abuse, bullying or harassment that would trigger a requirement to immediately contact appropriate authorities pursuant to mandatory state reporting laws.
- If possible, defer any search of the phone until approval to search is granted by either senior district officials or district legal counsel. ●

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.

Participation in Sports Increases for 23rd Consecutive Year

BY SHANE MONAGHAN

Boosted by continued growth in several girls sports, participation in high school sports increased for the 23rd consecutive year in 2011-12, according to the annual High School Athletics Participation Survey conducted by the National Federation of State High School Associations (NFHS).

Based on figures from the 51 NFHS-member state high school athletic/activity associations, which includes the District of Columbia, sports participation for the 2011-12 school year reached an all-time high of 7,692,520 participants – an increase of 24,565 from the previous year.

“In this time of ever-increasing financial challenges in our nation’s high schools, we are greatly encouraged to know that participation in high school sports continues to rise,” said Bob Gardner, NFHS executive director. “With more than 55 percent of students enrolled in high schools participating in athletics, the value of these programs in an education-based setting continues to be significant.”

An additional 33,984 girls participated in high school sports last year, making the all-time record total 3,207,533. This also marks the 23rd consecutive year for an increase in the number of female participants. Outdoor track and field (468,747), basketball (435,885)

TEN MOST POPULAR BOYS PROGRAMS

Schools	
1. Basketball	18,099
2. Track and Field – Outdoor	16,218
3. Baseball	15,838
4. Football – 11-Player	14,241
5. Cross Country	14,155
6. Golf	13,624
7. Soccer	11,600
8. Wrestling	10,407
9. Tennis	9,841
10. Swimming and Diving	7,001

Participants	
1. Football – 11-Player	1,095,993
2. Track and Field – Outdoor	575,628
3. Basketball	535,289
4. Baseball	474,219
5. Soccer	411,757
6. Wrestling	272,149
7. Cross Country	248,494
8. Tennis	159,800
9. Golf	152,725
10. Swimming and Diving	133,823

TEN MOST POPULAR GIRLS PROGRAMS

Schools	
1. Basketball	17,768
2. Track and Field – Outdoor	16,143
3. Volleyball	15,569
4. Softball – Fast Pitch	14,142
5. Cross Country	13,970
6. Soccer	11,127
7. Tennis	10,058
8. Golf	9,667
9. Swimming and Diving	7,221
10. Competitive Spirit Squads	4,916

Participants	
1. Track and Field – Outdoor	468,747
2. Basketball	435,885
3. Volleyball	418,903
4. Soccer	370,975
5. Softball – Fast Pitch	367,023
6. Cross Country	212,262
7. Tennis	180,870
8. Swimming and Diving	160,456
9. Competitive Spirit Squads	108,307
10. Lacrosse	74,993

and volleyball (418,903) continued to be the top three participatory sports for girls, with volleyball up 9,571 participants from 2010-11.

Soccer (370,975) surpassed fast-pitch softball (367,023) as the fourth most-popular girls sport, up 9,419 from last year, while cross country (212,262), tennis (180,870), swimming and diving (160,456), competitive spirit squads (108,307) and lacrosse (74,993) completed the top 10. Along with soccer and volleyball, cross country, competitive spirit squads and lacrosse all had increased participation from 2010-11.



While girls participation continued to climb, boys participation figures dipped for the first time since the 1992-93 school year, down 9,419 from last year's number of 4,494,406 to 4,484,987. Seven of the top 10 boys sports registered drops in participation, with 11-

player football (1,095,993), outdoor track and field (575,628), basketball (535,289), wrestling (272,149), tennis (159,800), golf (152,725) and swimming and diving (133,823) all down from last year. Baseball (474,219), soccer (411,757) and cross country (248,494) all had increases from the previous year, with soccer registering the largest increase of 13,406.

Lacrosse, which ranks No. 11 in participation among boys sports, topped the 100,000 mark (100,641) for the first time with about 5,000 additional participants. Wrestling continued its rise in popularity among girls, with almost 1,000 additional participants up to 8,235.

Participants by state stayed true to last year's order, as Texas and California once again topped the list with 808,806 and 781,912, respectively, followed by New York (389,475), Illinois (346,896), Ohio (333,349), Pennsylvania (317,869), Michigan (308,080), New Jersey (259,219), Florida (257,282) and Minnesota (238,363). Twenty states registered increases in participation in 2011-12.

The participation survey has been compiled since 1971 by the NFHS through numbers it receives from its member associations. The complete 2011-12 High School Athletics Participation Survey is available on the NFHS Web site at www.nfhs.org.

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

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

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Firestone Overcomes Adversity; Continues to Help Others

BY JOHN GILLIS

If one were to look up the word “inspirational” in the dictionary, the definition would be a perfect fit for 2012 Spirit of Sport Section 2 award recipient Gracie Firestone.

Other potential descriptors might include “driven,” “indomitable” and “selfless.”

Whatever term one might use to describe her, one thing is certain – she has clearly made a difference in the lives of many people.

While in high school, Firestone took it upon herself to help others through a myriad of fund-raising efforts. Today, she continues with that very noble effort.

A 2011 graduate of Wilmington (Delaware) Tower Hill School, Firestone was both an exceptional athlete and student in high school.

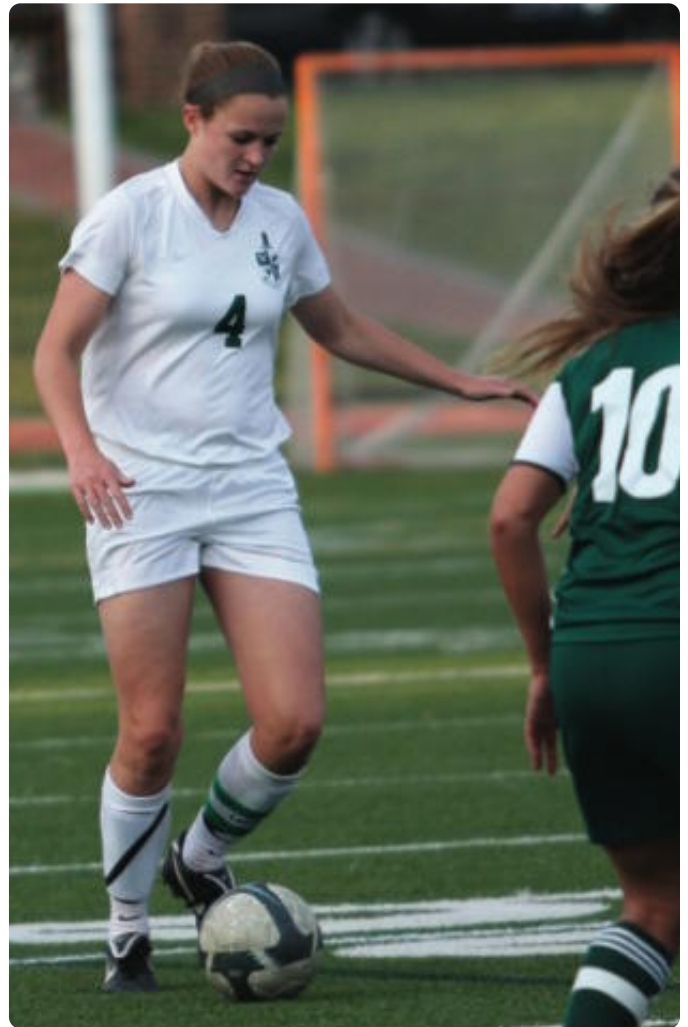
In addition to earning 15 varsity letters and garnering all-state honors in three sports, Firestone maintained a 3.93 grade-point average. She exhibited tremendous leadership qualities and was student body president.

The recipient of several awards, Firestone was a strong role model for younger kids. She also started a number of community service projects including the “*Spirit Challenge*” and “*Let the Kids Play*,” the latter of which has raised thousands of dollars for needy youth as far away as Africa. In recognition of her outstanding leadership abilities, she was chosen to be a delegate to the 2010 Delaware Interscholastic Athletic Association (DIAA) Leadership Conference.

However, her life changed forever on June 6, 2011.

On that day, Firestone went to her mother’s room to tell her that she wasn’t feeling well. Shortly thereafter, she collapsed on her bed and her heart stopped. Her mother immediately called 911, and her brother administered CPR during the three minutes it took the EMTs to arrive. In the ambulance, Firestone had to be shocked six times to prevent her from having complete heart failure. The EMTs drilled into her shin to prevent her veins from shutting down and she was put on breathing tubes in the emergency room.

Afterward, the Wilmington community rallied together in prayer vigils in support of its young leader. The Caring Pages Web site,



Gracie Firestone (above) playing soccer for Wilmington (Delaware) Tower Hill School.

which was filled with daily updates on Firestone’s condition, soon was overflowing with messages from rival athletes, coaches and parents. Her story served as an inspiration not only within the Tower Hill School community and within the state of Delaware, but also to the young people in Africa whom she assisted through her fund-raising efforts.

Photo provided by Gracie Firestone

Firestone now wears an implantable cardioverter-defibrillator (ICD) that will shock her heart back to a normal rhythm if her heart rate ever gets too fast. She also experienced swelling in the front of her brain that has resulted in mild short-term memory loss. However, throughout the entire ordeal, Firestone never felt sorry for herself and instead stayed positive and selfless and focused on her "Let the Kids Play" community service project.

And in true full-circle fashion, Firestone addressed that same DIAA Leadership Conference a year later in 2011. During her presentation, she shared her amazing story with the attendees. As an individual who at a young age very possibly might not have been able to attend that conference, Firestone exhorted the audience members to learn from her example and to take full advantage of

"Fifteen to 25 people from around the world will be participating in this climb. I am hoping to meet them through social media in the upcoming months, but do not yet know who will be accompanying me."

After being invited to join their team, Firestone learned that the fund-raising goal per participant is \$6,000, most of which goes directly to the Flying Kites children, with the remainder going toward sponsoring her trip to Kenya and climb of the mountain.

The fund-raising event for the trip, which will be held November 30 in a Delaware banquet hall, will include free food and live music for the guests. After dinner, Firestone will make a presentation, show a video and ask for donations to Flying Kites.

"In addition to the 'business' side of things, I hope to create a

"One thing that I have learned in the past year is that if you believe in your heart that you can do something, do it, and don't let anyone stop you."

what they can during the here and now.

Fast-forward to autumn 2012.

Firestone is now a sophomore at the University of Delaware, where she maintains a 3.6 grade-point average and is majoring in biology with an eye toward medical school.

Because she is not legally allowed to play varsity soccer at UD, she is playing club soccer for the second consecutive autumn. She also plays intramural basketball and volleyball, and by her own description, "physically feels great."

While volunteering at a hospital last summer, Firestone had the unique opportunity to observe from mere inches away surgeons testing and implanting ICDs in exactly the same procedure she underwent herself. She also served in the Cardiac Prep and Hold Unit, where she shared stories with patients about to undergo ICD implants and cardiac procedures.

After taking about a year off from "Let The Kids Play" to get back on track after the "incident," she received an e-mail in response to her interest in going to Kenya this winter to participate in the Flying Kites' "Adventure Challenges Mt. Kilimanjaro New Year's Trek." As part of that, she would scale the daunting 19,341-foot peak, which is the highest point on the African continent.

"A spark went off in my heart and head when I was looking at the FK Web site and found their extraordinary 'Adventure Challenges,'" Firestone said. "Wow. Of course, when I first saw these climbs, I just thought it was an amazing thing that people far away were doing. However, when I kept going back to the site and watched the advertised video over and over again, I itched to be a part of this amazing thing, a friend to these remarkable people. The next possible climb was the New Year's Trek up Kilimanjaro.

poster entitled the 'Mountain of Dreams,'" Firestone said. "On this mountain, every guest will write one dream that they have for their (or a friend's) child, as LTKP was created in the spirit of sponsoring young dreams around the world."

The well-deserved accolades for Firestone continue to roll in, as in recognition of her outstanding fund-raising work with "Let the Kids Play," she will be presented the Youth in Philanthropy Award from the Brandywine Chapter of the Association of Fundraising Professionals at its annual Philanthropy Day celebration on November 15.

As she prepares for her literal climb up Mt. Kilimanjaro and for the metaphorical climbs of life, Firestone's indomitable spirit is clearly evident.

"One thing that I have learned in the past year is that if you believe in your heart that you can do something, do it, and don't let anyone stop you," Firestone said. "People told me I shouldn't go to college right away, that I should wait a semester, a year for my brain to fully heal. People told me not to play sports ever again, that my body wasn't ready. I've learned that it's worth taking a chance. It's worth believing in yourself."

In an e-mailed correspondence to the NFHS following receipt of the 2012 Spirit of Sport Section 2 award, Firestone stated "I promise you that the spirit of sport will forever run through my veins."

Indeed it will. ☉

John Gillis is the associate director of publications and communications of the NFHS and administrator of the National High School Spirit of Sport Award.

Interscholastic Sports and Club Sports – Bridging the Gap

BY SHANE MONAGHAN



The 2011-12 high school sports season marked the 23rd consecutive year of participant growth, according to the annual NFHS High School Athletics Participation Survey. However, along with financial issues, the growth of club sports could present challenges to education-based high school programs down the road.

Year-round club sport programs continue to evolve, most recently with U.S. Soccer's decision to move to a 10-month season (for boys) for its Development Academy Program. Student-athletes now must choose between playing for their high school team or for a year-round club. If other sports follow U.S. Soccer, will there be a 24th consecutive year of growth for high school athletics?

While U.S. Soccer's decision is being hailed by soccer enthusiasts, it is a headache for athletic administrators in the high school ranks. The forbidding of Academy players to play for their high school teams has been opposed by state associations and the NFHS.

In the April issue of *High School Today*, Bob Gardner, NFHS executive director, and Rick Wulkow, former NFHS president, expressed their "extreme disappointment" in the new ruling, particularly given the fact that many NFHS member state associations have enacted specific bylaw provisions to permit Olympic Development Program participation by high school athletes in an attempt to co-exist. The statement goes on to say that the NFHS "... will continue its efforts to persuade U.S. Soccer to reverse this decision so that these individuals can continue to enjoy the benefits of education-based interscholastic sports."

Proponents of club sports believe it is beneficial for an athlete to specialize in a specific sport early in his or her career in an attempt to

reach peak potential. When athletes (and their families) are told that they are potentially "Division I" or "Olympic" talent, it often fuels the jump from high school athletics to a year-round club sport.

However, there are others who voice concerns about specialization. High costs, risk of overuse injuries and "burning out" are some issues noted by opponents of year-round club sports, and perhaps most importantly, the lack of precious developmental qualities that high school athletics provide.

"Education-based athletics are just that – education-based," Gardner said. "Student-athletes must perform in the classroom before they can perform on the court and/or field. These standards are not just meant for regulatory purposes, but as a part of a student-athlete's growth and development as a young adult. Besides academic requirements, attendance at school, demeanor in the classroom and many other standards are needed to be met that club sports just do not emphasize as heavily."

Other issues and concerns with club sports voiced by high school activity directors are the lack of promoting good sportsmanship, participation and representation on the school and community. Club sports are seen by many to be primarily concerned with development of the athlete on a physical or performance level, as well as to make a profit.

Since both high school-based programs and club sports are here to stay, is there a way to bridge the gap? In December 2011, the NFHS and the National Interscholastic Athletic Administrators Association hosted the 42nd National Athletic Directors Conference in Indi-

anapolis, Indiana. During a workshop session entitled “The Evolving Relationship Between Interscholastic Athletics and Club Sports,” Steve Shanahan, executive director of the Nebraska School Activities Association at that time, shared a list of possible solutions for the separation of high school athletics and club sports:

- A club coach also coaching a high school team.
- Lessening of out-of-season practice rules to allow club and school coaches to work cooperatively for the benefit of the student-athlete.
- Thinking of the club sport as a feeder program for the high school team, as opposed to a feeder program for a college team.
- Scaling back on the perks, travel and glitz that many club programs have.
- Making sure club coaches and high school coaches maintain an open line of communication and “give and take.”
- Not running club sport seasons simultaneously with high school sport seasons.

“The biggest thing that we have done is the majority of our coaches in our program are high school coaches,” said Rich Gray, founder of the St. Louis Eagles Basketball Club. “So we have bonded the relationship from that perspective. Also, since we have been

around for as long as we have, the majority of the high school coaches in the area have played in our programs. It makes it kind of an easy ‘dovetail’ for us because we have quite a few high school coaches that are in the community, that have gone through our programs and it makes it easier for them to not only work with our club, but also to help in mentoring the kids. What we’ve found in this particular area is that if you are developing the kids and working with the high school programs, you tend to not have some of the issues that you have throughout the country.”

As more student-athletes get involved in club programs and specializing at an earlier age, what is the cost? The price of participation, possible overuse injury and “burnout,” or is it missing out on the experiences, growth and development that interscholastic sport strives to promote?

“At this time, for basketball, there does not seem to be much push for players to play only club sports,” said Don Showalter, head basketball coach of Iowa City (Iowa) High School and the USA Men’s Developmental National Team. “The AAU circuit or the club sports for basketball take place mainly in the off-season, which leaves the players available for their high school team. Most elite players strive to win a state title for their high school team.”

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

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Maximizing Technology in the Band Classroom

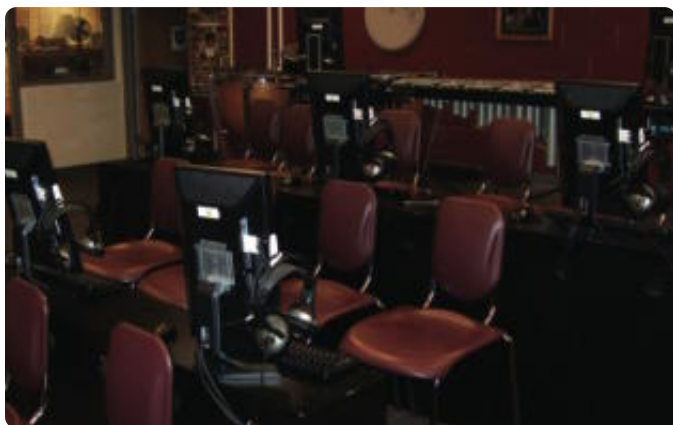
BY OWEN EVANS

Without question, technology is a major component of today's society. It is a vital part of the business, social and entertainment world. Music technology quite often has negative connotations linked to the use of digital synthesized music and MIDI sound effects. However, it is important for music educators to see technology as a valuable tool for creating and performing music, as well as teaching music to students.

In an interview for a Boston Pops Orchestra performance, John Williams said, "Music and technology need to merge." To ignore the progress of technology will effectively stifle one of the most progressive and creative venues of the human spirit – music!

Overall concept and design

The Overland Trail Middle School (OTMS, Overland Park, Kansas) band room has been designed to combine all the attributes of a standard rehearsal room with those features of a music theory computer lab. The concept is to allow students to seamlessly transition between performance and instructional activities, as well as accommodate simultaneous activities by different sections (or individuals) in the band.



Beginning band classes log on to computers at individual stations and participate in music workbook activities, music theory, demonstration videos and performance assessment software. Activities can be switched back and forth between individual work

and full class performance (or review) via the projector screen on the wall above the director's head. Advanced performance classes use the stations as virtual music stands. This allows students to access the entire music performance library, edit and mark their music, use advanced theory programs, view reference materials (fingering/trill charts, music terms) and use digital tools (tuner, metronome, virtual keyboard, etc.).

The physical set-up

At this point, students use regular music stands and sheet music for performances, so it is important that the classroom environment be as similar to this as possible. (This may change as tablet PC technology progresses.) The OTMS band room is a traditional terraced classroom with music posture chairs, save that all the stands have been replaced with computers and monitors (in the "portrait" position) on custom-built tables. The whole system is networked so students can login at any station. Students view all music on the monitor screen just as though it were a music stand. The main difference is the inclusion of a keyboard and mouse instead of a pencil for marking music.

All stations are equipped with headphones attached to the sides of the monitors that allow students to listen to a section of music and review while the director is working with other groups. Stations are also equipped with a mic input for the use of digital noise cancelling mutes so they can practice without disturbing the rest of the class. Woodwind and percussion students can use a small clip-on mic to hear their instrument while they practice. This arrangement allows the teacher to have unlimited lessons going on simultaneously, while still having all students under their direct supervision.

It is important for the director to have everything at his or her fingertips so class time can move quickly and smoothly. The director's computer screen is readily visible just above the conducting stand. A pull-out keyboard and mouse is at standing waist level. The sound system is integrated with the computer, DVD and CD players, and can be controlled without having to stoop or turn



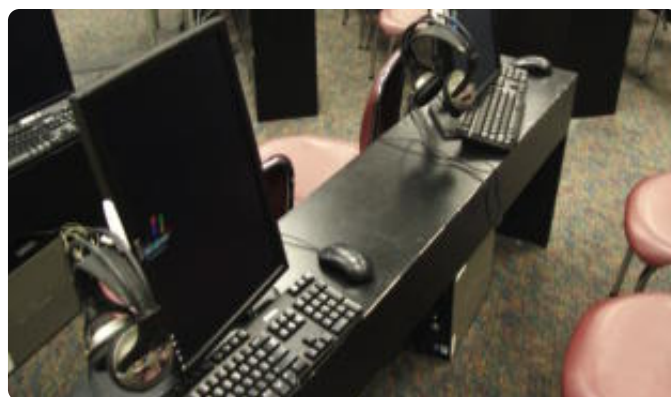
away from the class. The video projector screen is just above the director's head so students can maintain a view of the director at all times without having to adjust their posture or playing position. Student computers are restricted and controlled from the director's console using commercial software used in many computer labs. A television monitor mounted on the wall to the side of the projector screen shows all the students' desktops so the director (and the rest of the class) can monitor activities.



Music lab benefits

This set-up allows incredible flexibility in classroom rehearsal management. Students can perform, edit, save and e-mail music right at their seats in class. Students can rotate effortlessly between music performance and music theory assignments without needing to leave their seats to change parts, look up a fingering, listen to an audio example or check a theory term.

The lab also allows students to work independently in the same room. Computers can be monitored and controlled from the director's podium via commercial software; therefore, students can be directed back for group instruction with the click of the mouse. Additionally, the use of the tuner, metronome and virtual keyboard on the overhead screen is incredibly helpful for theory concepts and ear training for the entire band. Once the physical lab is established, the only limitation is your software budget and imagination!



Challenges to a digital band room

The physical layout of the band room technology, as well as its ease of use and reliability, is as important as the technology itself. Think ahead for all the features that will make the system truly useful to you and your students. It is important to have enough electrical circuits and computer drop ports before you get started. Talk with your building and district technology department before you start, and make sure your plans fit within the confinements of your district. Students must have plenty of room for all the daily classroom activities, as well as space for correct seat placement and posture.

It is important to plan ahead and consider everything needed throughout the year to include in your design. The initial cost can also be prohibitive for even the wealthiest of schools or districts. Start with a small section and build from there. Adapt existing or unused equipment. Maybe start with a station in the practice room, or just the front row of the class. Progress to additional sections in the class that you think will receive the most benefit and use the technology to the fullest as more becomes available.

Looking ahead

Technology is changing at an unprecedented rate, so always be looking for what the ideal situation would be in the future while taking advantage of the resources you have available now. Be patient and don't try to incorporate too much at once. Many things will change faster than you want or expect, so stay away from the trends and focus on items that will have consistent value for your classes. It is important not to lose more time in the set-up than is gained in student learning. Be excited about the new things you can try with your students! A well-planned digital classroom can allow you to reach out to your music students faster and more completely than you ever thought possible. ●

Owen Evans has been the band director at Overland Trail Middle School in Overland Park, Kansas, since 1991. He received his undergraduate degree in music education from the University of Kansas, where he studied French horn and voice, and his master's degree in education from MidAmerica Nazarene University in Olathe, Kansas. He has more than 25 years' experience in technical, audio and lighting production for local schools, theaters and churches.



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Equine-assisted Therapy Helps Special-needs Students

BY DAVID A. SNYDER, Ph.D.

Equine Assisted Activities and Therapies (EAAT) is a term that describes activities that utilize associations with the horse for a positive influence on the life of individuals. More than 800 member centers with the Professional Association of Therapeutic Horsemanship, International (PATH, Intl.) provide these activities throughout North America. Activities include therapeutic horseback riding, therapeutic driving, interactive vaulting and equine-assisted learning.

Tarleton Equine Assisted Therapy (TREAT) was developed in 1995 primarily to offer horseback riding as a recreational activity that provides physical and emotional benefit to individuals with special needs in the local community. Therapeutic horseback riding or therapeutic riding involves all of the muscles of the body and stimulates all body systems. This type of therapeutic modality is believed to improve the individual's self-awareness, confidence and discipline along with improving fine motor skills, posture, balance and coordination. The second and equally important objective of TREAT is to serve as a training program for students who will be involved with children and adults with special needs in their chosen profession or through future volunteer efforts.

Therapeutic riding involves a rider or participant with special needs (such as a disability) who experiences horseback riding. The participant is accompanied by volunteers – someone leading the horse (the leader) and one or two side walkers who are individuals on each side of the horse at the participant's legs to support the participant if necessary.

Typically, a qualified instructor conducts the riding session and communicates with the rider. TREAT operates as a laboratory for a college class with students participating as volunteers. Each volunteer establishes a relationship with the rider during the therapeutic riding activity. TREAT riding sessions are conducted two days a week.

Participants include a number of students with disabilities from local high schools who are involved in the regular riding sessions as an after-school activity. Twice a year, TREAT sponsors "Special Kids Rodeos" so that more students with special needs from area schools can have the opportunity to experience the benefits of



horseback riding as a class activity. In March of this year, 60 high school students with disabilities experienced a Special Kids Rodeo activity that was jointly sponsored by the local Lions Club. Once a week, TREAT also provides the horseback riding experience for teens who are involved in a local chemical-abuse treatment program.

The positive effects of EAAT on students with special needs are noted by observers and are documented in the literature. The positive effects of EAAT on the volunteers and others who are working with the students with special needs in these programs are also reported but not well-documented. Faculty members (a therapeutic riding instructor, a registered nurse and two mental-health practitioners) at Tarleton State University in Stephenville, Texas, initiated a series of research projects to evaluate these effects on the volunteers. Preliminary results from the first project indicate improvements in confidence and self-awareness among volunteers.

Local high school students volunteer for TREAT while completing their community service requirements for honors graduation. They also experience the positive benefits of working with people with disabilities. Equine-assisted activities through the TREAT program provide a positive, life-changing experience for all of those who are involved – participants, volunteers and students. ●

David A. Snyder, Ph.D, is director of the Tarleton Equine Assisted Therapy Department of Animal Sciences. He started the TREAT program in 1995. Also assisting with the article were Julie Merriman, Ph.D, LPC-S, NCC, RPT-S; Susan Rugari, Ph.D, RN, CNS; and Allison Stewart, PsyD – all professors at Tarleton State University in Stephenville, Texas.

Relationship Between Schools and Officials is Two-way Street

BY TIM CHRISTENSEN

On the 1970s television show “The Paper Chase,” Dr. Charles W. Kingsfield Jr. always stated that “nothing is important that isn’t within the four borders of the contract.”

Every athletic contest has an important contract – written or implied – between two important entities – the school and the contest officials. Different areas of the United States handle contract officials differently. What is interesting is there are clear expectations for each of the partners in the agreement, and they are more in common than different.

Communication

Steve Borer, athletic director at Seward (Nebraska) High School said, “We would like advanced notice (e-mail, phone call, etc.) of when the crew is arriving at the game site and any accommodations or equipment they might need.” Ronnie Carter, former executive director of the Tennessee Secondary School Athletic Association, said, “Some type of communication early lets you know they are set to come.”

Effective communication is also important to the contest officials.

“I expect timely communication of a canceled event,” said Rich Fronhesier, a three-sport official from Madison, Wisconsin. “The schools know my crew’s driving time to the event.”

The building of the relationship between the school and official is integral to the success of the event. The team is much stronger working together if the communication aisle is opened early.

Mike Byron, a baseball umpire in Ohio, said “As soon as I park my car, I head down to the field to tell the home team’s head coach that our crew is here. This is also the perfect time to discuss any weather issues or field problems.”

Professionalism

Because of the nature of high school sports officiating, there is normally a large difference in skill set, income and maturity of officials at all levels. Not all new officials can afford the top-rated new

equipment, uniforms and shoes. Sadly, many officials who can afford these items don’t pay enough attention to how they look.

“Officials should conduct all duties both inside and outside the lines in a professional manner,” Carter said.

Being “professional” takes more than a shine on the shoes and a clean uniform. It also includes game management.

“Two things we look for – do not try to bait the coach (when things get hot, some officials will push the coach’s buttons) and stop worrying about how long the game is going on,” said Jeff Markle, athletic director at Parkville High School in Maryland.

“Officials need to speak to me if they are having any problem areas (students, fans, coaches) during the game so that I can address them,” Borer said.

Achieving ideal game management is a two-way street.

“As a three-sport official, I know that I will have great game management at football and basketball games, but we never have an ‘official’ game administrator in baseball,” Fronheiser said. “We recognize that in the spring, the athletic director could be covering several events that day; however, just placing us in a situation where our only resource is the head coach just doesn’t work.”



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

So, what are the keys to a strong relationship between the school and officials?

- ➔ School administration needs to recognize that the pool of sports officials is constantly changing. In times of a poor economy, many people turn to sports officiating to supplement income to keep their families secure financially. This means that some people are in officiating “for the money.” That, in itself, is not wrong.
- ➔ As the pool of officials changes, not all officials are as experienced and trained as well as those who have left. Sub-varsity coaches should be reminded that their games are a training ground for new officials. The officials might not be as competent as what the junior varsity coach experienced as a college player. Help teach those individuals how to officiate.
- ➔ Facilities, facilities, facilities. In this day of shrinking budgets and more complicated mixes of people (e.g., you could have a doubleheader basketball game with a boys varsity game followed by a girls varsity game and the officiating crew could also be a mixture of men and women), you need to have a well-designed plan of how to keep the officials secure, an adequate dressing facility and a guide to get them from dressing facility to game location and back.

- ➔ Game administrators need to be proactive in heading off issues between fans and officials. Just as officials are trained to never talk to fans, a diligent administrator should not become a fan and watch the contest. Administrators should watch the crowd and spot problems before they develop.
- ➔ Pay officials promptly. It seems that there are many styles and processes for paying officials. Develop a system that ensures that payment goes out the next day, if possible, and make sure someone is responsible to verify that the payment is made.

Highly trained professional educators have to deal with a varying cross-section of individuals who officiate high school sports as a hobby. Officials come in all makes and models – some well-trained and some who may be officiating their first contest.

There is a common mantra used by sports officials: “Get in, get done and get out.” The administration in high school athletic programs can help make this happen and make the game better for everyone. ☉

Tim Christensen, a member of the *High School Today* Publications Committee from Portland, Oregon, is a longtime baseball umpire.

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Heiteen: Communication Skills Biggest Benefit of Arts Programs

BY SHANE MONAGHAN



Jan Heiteen is the most accomplished and successful speech coach in Illinois history. Heiteen has served as head speech coach and drama director at Downers Grove (Illinois) South High School for 32 years. Heiteen's speech teams have won 16 Illinois High School Association (IHSA) Speech/Individual

Events Team State Championships, including eight of the past nine years. Since winning her first state title in 1985, Heiteen's teams have finished first or second in 23 of the 28 state championships. In 2009, Heiteen was inducted into the National Forensic League Hall of Fame, and earlier this year, the NFHS National High School Hall of Fame. Heiteen is the 24th individual representing the IHSA in the NFHS National High School Hall of Fame, and the first from Illinois in the Performing Arts category.

Q: What are some of the things that you try to instill in your students about the importance of participating in performing arts programs?

Heiteen: Participation in co-curricular athletics and activities is essential to the growth of any student. Those kids who go home at 3:30 p.m., it is over for them; they will never rise to the level of their peers who participate. Because some kids are not athletically inclined, we want to get them involved in any way possible. Speech, debate, theatre, music – any kind of visual arts will help kids to really move themselves forward in terms of being part of the school community. Research says that communication is the No. 1 skill [to have]. You can get that anywhere, but obviously kids who are in the live performing arts are working on that on a regular basis. They find ways to express themselves orally, and work with not only their performance, but then their leadership skills.

I had a really great experience last week at a wedding of one of my former students. One of the friends of the bride came up and said, "I just wanted you to know that because I did forensics, I can

interview better than anybody I know. I know what to say and how to say it. I know how to communicate, but I also know who I am and I am comfortable with that, and able to express that." When kids say this is a life skill, what can feel better to a teacher than to hear that? It's those life skills that they get from performing, the confidence that they gain from recognizing who they are as performers. It's the same kind of skills that they get with anything that they do after school, whether it's student council or some kind of club. I think that their grades are better, not just because we keep them on academic eligibility, but the things that they learn in the arts, they bring back to the classroom and to their peers. It is a beautiful cycle.

Q: How significant are performing arts programs in a young person's development/future?

Heiteen: Besides participation, [students] also learn the raw communication skills because what they have to recognize is how to reach out beyond themselves to some sort of an audience. They learn about other people, and the best way to put out a message.

We find that a lot of our students, while they are surely interested in the arts, do not become professional speakers and actors. They become our doctors, our lawyers, our politicians – those individuals who make a difference in society – and it is the skills that they learn here that help them to do that. I just do not think we can ever ignore the amount of leadership that students learn from working in these activities.

Q: Do you see the same kind of characteristics in your students as the students who participate in organized team sports? What are the differences?

Heiteen: The obvious difference is we use fewer balls and helmets! Seriously, other than that, I really think that they are exactly the same. I have always said the people who are the best coaches, if they [thoroughly understood] the rules, they would be able to



Jan Heiteen receives her Hall of Fame award from Iowa's Rick Wulkow, NFHS president in 2011-12, and signs autographs following the ceremony.

coach anything. I think a really good speech coach could coach tennis – if he or she learns the rules. Because what we are trying to teach the kids – other than the skills of the game or the skills of the activity – is how to understand themselves as performers, as competitors.

What is winning and losing? I do not believe there is any good coach who does not help kids to negotiate the ability to win gracefully, and to lose without losing hope. I think we do that in the arts, too. In competitive speech and debate [for example], there are wins and losses just as there are in sports. If you are going to come to the table to compete, you have to learn about yourself regardless of what activity or sport you are doing. So I see them as being very, very similar.

Getting kids involved in anything is so important to their development. Some of the most interesting kids I've coached have done both arts and sports. The skills that they bring to both of them enrich them as individuals. They are getting such a wide array and variety of skills. What college, what university does not like that kid who is well-rounded? You can get a three-season athlete, but you can also get that kid who does both [sports and activities].

Q: How much of an influence have performing arts had on your life?

Heiteen: The arts enriched everything in my life when I was a student. When I was in high school, I gravitated toward sports because I'm 5-foot-10, but I sprained an ankle at the first basketball practice and someone said, "Come on, let's go audition for a play," and I never went back to sports. I had found my love. It was the live performance and communication that I think was the most important thing to me.

I was a public speaker when I was 14. I was put on the stage and recognized the importance of what I was communicating to an audience. This gave me so much more confidence to feel either strongly that I could do something or strongly that I could fake it till I made it. It is huge. What I say to my students is "You are here to communicate. If you happen to win, that is terrific, good for you, but you are here to communicate a message." I think that is what I have found to be the most rewarding is the ability to speak to people and really communicate. It is the confidence that the arts give you, and really any activity that you do and care about will bring that out. That communication aspect is so essential to everything that you do in life.

Q: Where do you think you'd be today if you hadn't participated in performing arts in high school?

Heiteen: I always wanted to be a teacher, and I think I still would have been a teacher, but for me, my life would not be as rich. Getting to work with students in a situation where I am asking them to share of themselves, it just enriches all of us. I know that I would not have had the time of my life because the relationship, the marriage between the classroom and the co-curricular activities is so great in the performing arts. I have directed so many plays, and I love the literature on the page, but bringing it to life is just so much more magical. There are more opportunities to touch lives and know that those lives are going to touch lives in the future. So, I still would have been a teacher, but I don't think it would have been as much fun and as magical as this has been.

©

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

Teachable Moments for Your Coaches

BY DR. DAVID HOCH, CMAA

When one hears the term “teachable moments” in athletics, it is usually associated with the educational concept used with student-athletes. And this assumption can rightfully be made, since this is an important component of education-based athletics.

There is no reason why this valuable learning technique cannot and should not also be employed with coaches. Just as with athletes, there are many things that coaches can gain from teachable moments, and the additional knowledge will ultimately benefit the student-athletes.

While the athletic administrator would typically be the person to provide teachable moments for the coaching staff, others in the school district can also contribute. Once this educational approach is established and operational within the school, virtually anyone associated with the program can offer ideas.

Possible topics for teachable moments could come from principals, teachers, guidance counselors, athletic trainers and even parents. The greater number of contributors to this effort will increase the scope, usefulness and practicality of the topics that can be presented.

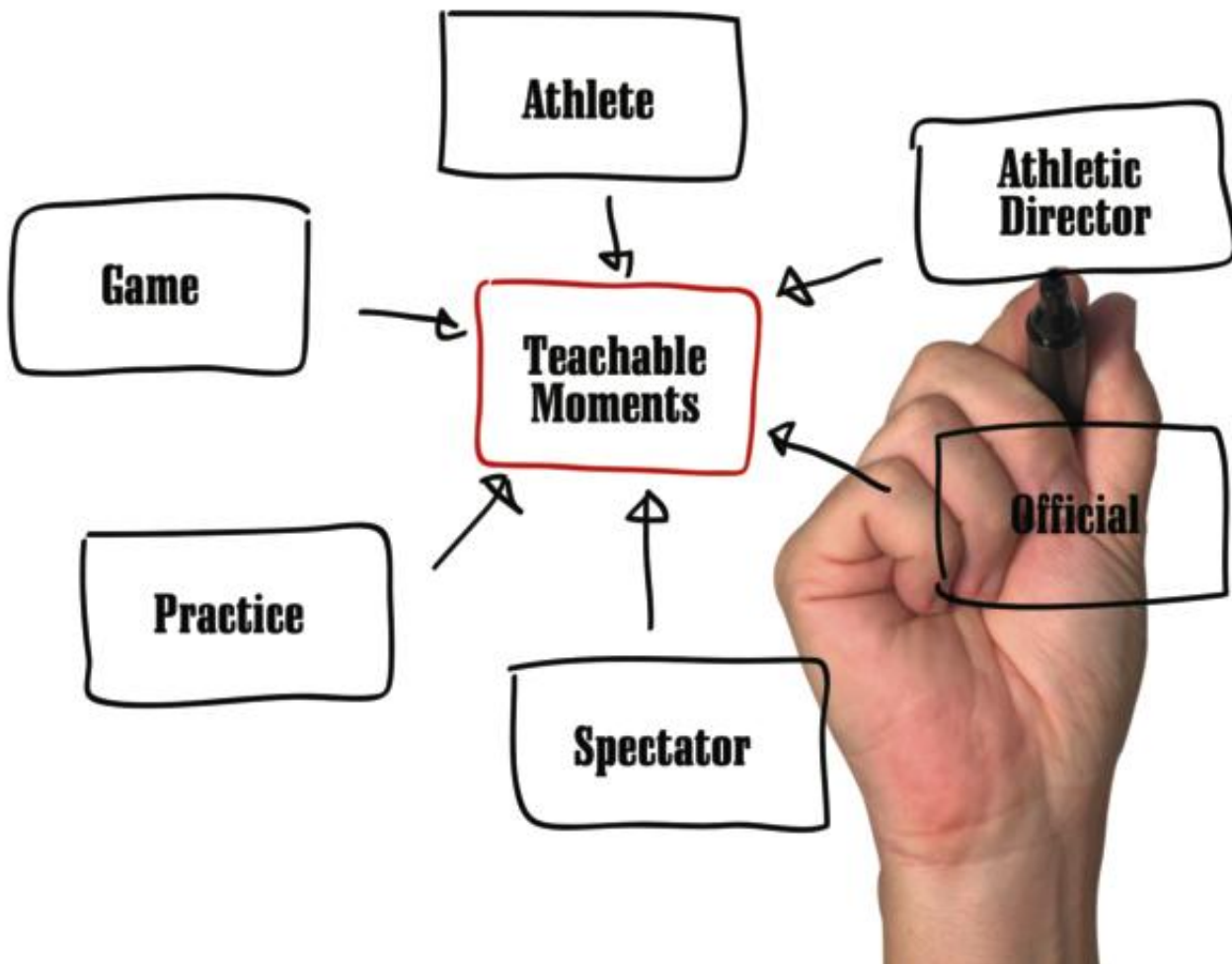
As with athletes, teachable moments for coaches are all around. All administrators have to do is be aware and take advantage of the various possibilities. Consider the following.

- Situations that have occurred in a practice session or game should always be used. These possibilities could include interactions with athletes, other coaches, officials and spectators, and these incidents do not have to be negative ones. Obviously, prime examples that might occur in practice or competition could include taking steps to promote sportsmanship, serving as a role model, and the use of effective communication skills.

Obviously, individuals should use tact and discretion in order to avoid embarrassing any coach involved in any teachable moment used as an example with others on the staff. With a little thought, planning and care, these examples can be very useful when a preface, context and appropriate details are provided.

Articles from local newspapers or Web sites that featured examples of other schools and their athletic programs are extremely valuable. These sources can be used as excellent, tangible examples for coaches. The introduction of the teachable topic can be as simple as, “Did you see what occurred at ...?” Or you might start with, “The reported incident concerning ... it could happen here.” These articles often will highlight problems that a school may have had with hazing, bullying, alcohol abuse or the misuse of social media sites.

- National publications can also be an excellent source for teachable moments for the coaching staff. There was an article in *Sports Illustrated* a few years ago, for example, that detailed the reaction and efforts of opposing players carrying an injured player around the bases in championship softball. Why? Because the fielders felt it was the “right thing to do.”
- Web sites sponsored by national associations and organizations should be viewed by athletic administrators, and the helpful articles and resources can be recommended to their coaches. Since the content is usually updated every few weeks on these sites, a frequent return is recommended.
- High on your list of professional sites should be NFHS Coaching Today at www.nfhs.org, Coaches Locker.com at www.nfhslearn.com and useful articles that can be shared from www.niaaa.org. And don’t forget to also refer to the respective state athletic association and state athletic directors association Web sites. While there are other useful professional sites, these five should be the basic staples.
- Regional and national newspapers can provide the most recent occurrences or developments covering a wide variety of athletic topics. There might be a report about a hazing or bullying incident that took place at a school or an example of poor sportsmanship that was displayed. These can be excellent sources for emphasizing and teaching the values that are desired in your program.



► Reminders can be used with great success as a teachable moment. While expectations, procedures, protocols and deadlines are covered in preseason staff meetings and in handbooks, it is always a good practice to remind coaches of these responsibilities. These quick, proactive efforts can prevent many problems and emphasize the importance of planning and organization.

To make the most of teachable moments for the coaching staff, a culture first has to be created in which these individuals understand that these efforts will help them become better coaches. Also, a more professional and informed coaching staff will be able to offer a better educational environment and opportunities for the student-athletes.

Once coaches understand the use and concept of teachable moments, you can quickly and easily e-mail them the topics with the links to use. The message of the e-mail can be as simple as, "I think that you will find this helpful and it will only take a few minutes to read."

If the article cannot be accessed via a link, the tried-and-true method of photocopying can be utilized. While it may take a few

extra minutes, these copies should then be placed in each coach's mailbox. An e-mail message could be sent as well to alert the coaches to look for the article and not to discard it as junk mail.

Teachable moments can yield an unbelievable opportunity for the professional development and growth of a school's coaches. To implement this technique, involve individuals who will contribute ideas and explain the approach to the coaches. Lastly, simply observe and be aware of what is happening in athletics. And it does not cost a thing!

Almost anything can be a valuable teachable moment. Use it and watch the results. Your student-athletes and program will be the beneficiaries! ☉

Dr. David Hoch retired recently as the athletic director at Loch Raven High School in Towson, Maryland (Baltimore County). He assumed this position in 2003 after nine years as director of athletics at Eastern Technological High School in Baltimore County. He has 24 years experience coaching basketball, including 14 years on the collegiate level. Hoch, who has a doctorate in sports management from Temple (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.



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Sports Hygiene: Making a Case for Using Skin Wipes

BY B.J. ANDERSON, M.D.

Beginning with instructions from mom at home, we've been instructed to wash our hands after using the bathroom throughout our lives. Why? Transmission of bacteria or viruses is drastically reduced with simple hand washing. However, this simple principle seems to be getting "washed away" with the multitude of skin cleansers and coatings flooding the market.

Fear of MRSA (Methicillin-resistant *Staph aureus*) or "super-bug" or "flesh-eating" bacteria has raised the concern among communities across the nation. Sports venues are no different. At this time, there are dozens of products sold to professional, college and high school athletic teams with the simple focus of reducing infections among their athletes. Skin infections are the primary concern with the advent of MRSA in the early 2000s that has led to serious debilitating infections and even death in some athletes – primarily in football and wrestling.



Controlling these pathogens means being more aware of how they develop and spread. Simple *Staph aureus* exists in the nose of about 30 percent of the general population. It can exist in the nose without creating a problem and is usually contracted through our daily activities. It is a dynamic process that can change over several months, and can be eradicated with heightened hygiene.

MRSA carriage in the nose and sinuses increases the risk of skin infections about 10 times over the incidence for those with simple

Staph aureus. Its prevalence in the nose has risen from 0.8 percent in 2001 to as high as 9.2 percent in some communities. With transmission primarily via skin-to-skin contact, some sports are prone to its development, with most cases occurring in football and wrestling. With antibiotic development at a seriously low level, the prospect for a new agent to fight these pathogens is bleak for the immediate future. Control thus rests on proper hygienic principles: skin cleansing, athletic environmental disinfection and proper athlete education.

The NFHS has provided excellent educational resources aimed at preventing skin infections in athletes (Visit the NFHS Web site or access the NFHS Sports Medicine Handbook for more information):

- 1. Recognition of specific types of infections.** Knowing the difference between bacterial, fungal and viral infections is crucial. Treatment for each of these is different. Antibiotics will treat bacterial infections, such as MRSA. Antifungal creams or tablets will treat Tinea or fungal infections. Antiviral medications can help treat herpes or cold sores. These medications won't permanently get rid of the virus, but will speed up the clearance of a viral outbreak.
- 2. Proper hygiene.** Showering immediately after practice/competition is the most important action an athlete can do to reduce risk of getting a skin infection. After each football practice or game, players should shower at school. At a day-long wrestling tournament, participants should shower after each match.
- 3. Cleaning the environment.** Washing sports equipment reduces bacterial and fungal presence. Football helmets and shoulder pads need disinfecting on a routine basis. Wrestling mats should be cleaned before every practice and meet. For day-long tournaments, schedule cleaning multiple times during the event. Knee pads and headgear should also be cleaned several times a week.

Skin cleansing is an area that is probably the most simple, yet heavily underemphasized means to prevent skin infections. If left

alone, simple *Staph aureus* can grow quickly and, under the right conditions, double in quantity on the skin in one hour. Unfortunately, almost eight percent of high school athletes fail to perform the one simple cleansing technique guaranteed to reduce the presence of these organisms – showering after competition.

Research performed in the high school wrestling community found that 7.9 percent of high school wrestlers fail to shower immediately after competition at a day-long tournament. With competition at these venues lasting up to 12-14 hours, the amount of exposure to organisms can be extensive.

Alternatives have been offered and a recently published article indicated the use of a simple soap-and-water wipe can significantly reduce organism presence. The study evaluated the use of these wipes compared to alcohol-based wipes and found the former to be more effective in reducing skin infections when used immediately after each bout at daylong tournaments. All exposed body surfaces, including scalp and face, were wiped after competition. Their use showed a drop in skin infections from 15.7 percent in the Control group to 8.9 percent in the Alcohol group to 1.8 percent in the soap-and-water group. Combining those results with the cost, it appears the soap-and-water wipe is cheaper and more effective in reducing skin infections. Extrapolating this data to a

14-person team at a daylong tournament, if used after each bout the team could reduce its skin infection rate by 97 percent.

Other agents such as chlorhexidine gluconate 4% (Betacept®) or tea tree oil have been promoted to cleanse the skin, but studies are lacking. With weight-cutting and dehydration a constant battle for these athletes, skin irritation from daily usage of these cleansers is a concern. Also a recent study in the *New England Journal of Medicine* found young adolescent males using tea tree oil with lavender in a shampoo developed gynecomastia, i.e., breast tissue enlargement.

Basic principles and simple measures should be implemented as a means to reduce the risk of skin infections. Showering immediately after practice and competition is the best means to reduce organisms on the skin surface. If not feasible, consider using a simple soap-and-water wipe after each match – a simple principle even your mother would love. ☺

B.J. Anderson, M.D., is a family practitioner at Boynton Health Services at the University of Minnesota in Minneapolis, Minnesota. He currently serves on the Minnesota State High School League Sports Medicine Advisory Committee and is a former member of the NFHS Sports Medicine Advisory Committee. Dr. Anderson is the team physician for the Augsburg (Minnesota) College wrestling team, and medical advisor for Minnesota/USA Wrestling.

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Arkansas to Allow Home-school Athletes to Participate

BY PATRICK SLOANE

The Arkansas Activities Association (AAA) will allow home-school students to be involved in high school sports and activities starting with the 2013-14 school year – if they are enrolled in at least one class a day, meet standardized testing requirements and, make the team.

The association’s schools voted 155-82 to overturn a long-standing prohibition against home-school students taking part in activities ranging from football to chess club. Proposals to include home-school students in school activities were voted down in the past two regular legislative sessions by the state’s general assembly.

Students will have to submit paperwork to the district by July 1 in order to play for that school year. Applicants will also have to take an aptitude test to establish that the student is learning at an age-appropriate level, and will have to score average or higher on the SAT-10 Assessment in math, science, English and social studies. Following all assessments, superintendents then notify the applicants by the end of July on whether or not their application for eligibility has been approved. ●

Patrick Sloane was the summer intern in the NFHS Publications/Communications department. He is a junior at Franklin (Indiana) College majoring in broadcast journalism.

Kentucky Leader Louis Stout Passes Away at Age 73

Louis Stout, former commissioner of the Kentucky High School Athletic Association (KHSAA) and most recently president of the Amateur Athletic Union, passed away September 9 in Lexington, Kentucky.



Stout, 73, was an outstanding athlete, coach and official before his 30-year career with the KHSAA. After serving as an assistant commissioner for 23 years, Stout became the first African-American to serve as the executive director/commissioner of a state high school association when he was appointed KHSAA commissioner in 1994.

In 2006, Stout was inducted into the National High School Hall of Fame for his accomplishments as a high school athlete, coach, official and administrator. He also was a member of the KHSAA Hall of Fame and the AAU Hall of Fame. One of Stout’s lasting legacies will be his success in recruiting more minorities as high school coaches and officials. ●

Appeals Court Upholds Title IX Cheerleading Decision

BY CHRIS BOONE

In August, a federal appeals court upheld an earlier decision that Quinnipiac (Connecticut) University could not count its competitive cheerleading team as a varsity sport for Title IX purposes. While the team met some of the necessary elements, it lacked the required threshold levels of competition, rules consistency and championship opportunity.

Judge Stefan Underhill noted that competitive cheerleading is physically challenging and requires strength, agility and grace. He continued that with better organization and defined rules, it might warrant recognition as a varsity sport in the future.

The ruling suggests that colleges and high school must be very specific when calculating equal athletic opportunities.

In a response on its Web site, the NFHS stated: “The NFHS recognizes the benefits that girls and boys gain from participation in sideline cheer. They stay fit and learn leadership skills while helping their schools display positive energy in support of their teams. That being said, the NFHS believes that competitive cheer (whether called cheer, stunt or acrobatics and tumbling) can play a parallel role as a Title IX-countable sport. With an eye toward adherence to judicial and administrative guidance, the NFHS and its membership are exploring options. Enhancing opportunity under Title IX remains one of the central goals of the nation’s high school community.” ●

Chris Boone is the Web content manager for the NFHS.



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VOICES OF THE NATION

Q | *What do you believe is your biggest impact on high school athletics?*



Mike Carroll, ATC, MS, Athletic Trainer

Stephenville High School
Stephenville, Texas

Having an athletic trainer on staff is the best way to maintain or improve the health and safety of all participants in school-sponsored athletics. The presence of an athletic trainer on staff at a high school also gives the school a competitive advantage over a school that does not employ one because the school with the athletic trainer will have athletes who return from injuries sooner and in better physical condition than the school where no trained individual is present.



Dave Edell, MS, ATC, Athletic Trainer

DeMatha High School
Houston, Texas

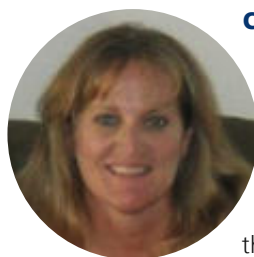
Serving at a school where there are 43 native languages spoken, more than 60 percent of the students are on free/reduced lunch and more than 50 percent are uninsured, I may be the only health-care professional that my students come in contact with. Due to this, I feel my greatest impact is in the prevention aspect of athletic training. I am my student-athletes' de-facto primary-care medical professional. If I feel that a student needs or does not need the services of a physician, my parents have learned to trust my judgment and referrals. My presence saves my families significant dollars in unnecessary emergency room visits.



Rick O'Leary, Athletic Trainer/Athletic Director

Bishop Blanchet High School
Seattle, Washington

The biggest impact of the high school athletic trainer is providing immediate, competent and effective health-care and wellness education to a population that would otherwise lack such care. The presence of our athletic trainer places the medical decisions in the hands of an on-site licensed health-care provider, instead of in the hands of coaches whose training cannot compare and whose motivations could theoretically be at odds with the welfare of the student-athlete. The athletic trainer protects the athlete and the school simultaneously.



Cindy Clivio, ATC, MS, Head Athletic Trainer

Kamehameha Schools
Kapalama, Hawaii

Within the secondary school system, the athletic trainer fills a unique role. The athletic trainer is one of, if not the only staff member who does not grade, rank or somehow judge our student-athletes. Our primary purpose is to put the needs of the student-athletes first and take care of them. We have a trusted relationship and because of this we have the pulse of the school within our walls. We are the first to know all the gossip and drama and what is both good and bad within the athletic program. We are able to alert administrators and coaches to problems before they turn into catastrophes or media events. We are able to help kids to see their role in being a part of something that is bigger than themselves and reinforce the values that athletics teaches. ●



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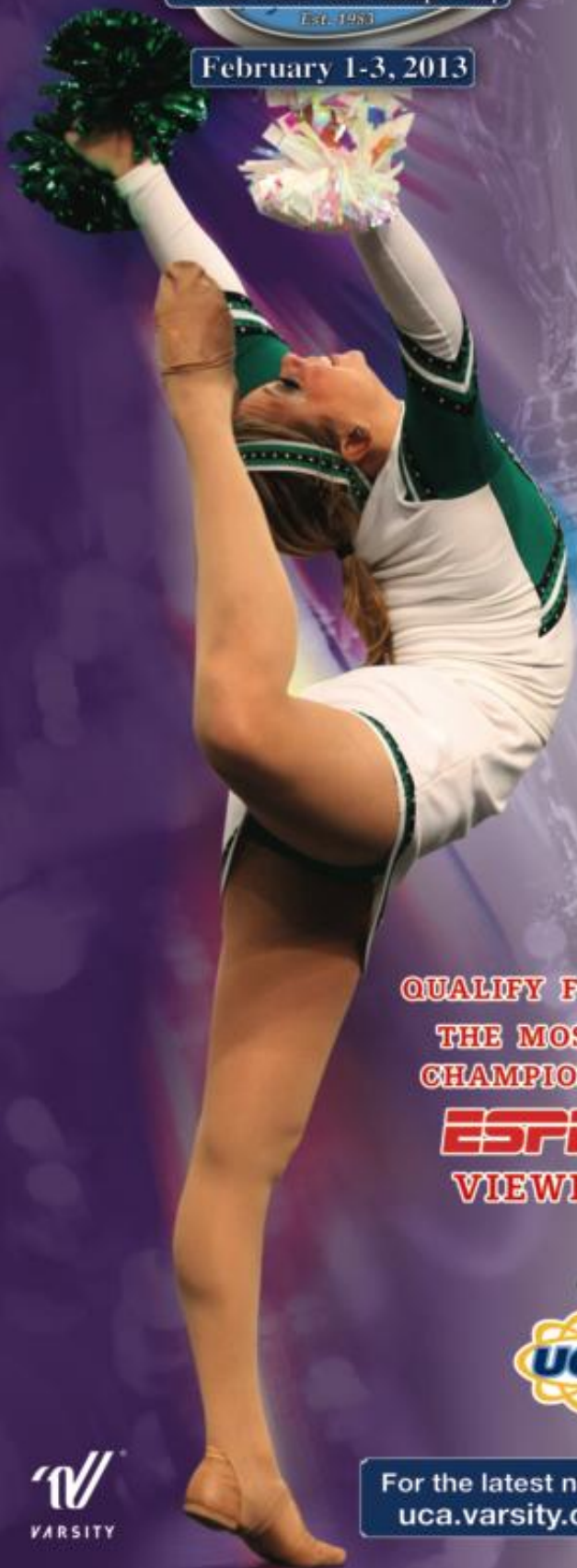
– Lee Green, J.D., Professor of Business and Economics,
Baker University, Kansas



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