

SEPTEMBER 12

HighSchool

TODAY™

THE VOICE OF EDUCATION-BASED ATHLETIC AND PERFORMING ARTS ACTIVITIES

DEALING WITH PROPER BOUNDARIES, Bullying, Hazing in High School Athletics

Legal Issues

Lessons from the Penn State scandal for scholastic athletics

Coaching

Teacher-coaches – an endangered species?

Sports Medicine

Concussions: developing return-to-academics policies





Issues at Penn State Should Serve as Wake-up Call

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

This issue marks the beginning of the sixth year of publication for *High School Today*. We have tried to cover the key issues in high school athletics and performing arts programs and keep you abreast of key developments at the national level.

On the flip side of all the great moments in sports this past year are the incomprehensible events that have occurred at Penn State University. Who could have imagined that these unconscionable acts happened at a school that once was among the most revered in college sports – not to mention the cover-up by high-profile administrators and an iconic coach?

We are all saddened by these events on two fronts – the inappropriate behavior by a coach who should have been a positive role model and the win-at-all-costs mentality that drove the decision to not report the information.

This should serve as a wake-up call to leaders in our nation's high schools. If these types of events could occur at Penn State, they could happen anywhere. As we did with the concussion issue several years ago, the NFHS has provided educational information to help state associations and schools avoid issues dealing with inappropriate behavior, hazing and bullying.

In his legal column on page 14, Lee Green discusses some lessons to be learned from the Penn State case for scholastic athletic programs. Likewise, Chris Stankovich in his feature on bullying, hazing and inappropriate relationships on page 10, offers some tips for creating a healthy sports culture and ways to protect student-athletes at your school.

As is indicated in these articles and as was the case at Penn State, there are two distinct areas in which schools need to be prepared: 1) discussion of expected behaviors during the interviewing/hiring process and 2) an anti-harassment policy that would include a process to follow in reporting any abuse.

With more and more schools hiring non-teachers as coaches, it is imperative that schools are covering these issues with prospective coaches. The expectations must be clearly stated before an individual is hired to work with your school's student-athletes. The preseason meeting is another avenue to inform everyone – students, parents and coaches – that hazing, bullying and inappropriate

relationships will not be tolerated in your school's program.

It might be necessary to re-state the definitions of hazing and bullying so that everyone is on the same page. Perhaps there are some "traditions" in your school that border on hazing. Any type of situation that forces a person to do something against his or her will to be a part of the team is wrong. Make sure these types of events are not a part of your school's programs.

As these articles also indicate, you should have a very clear-cut plan for the reporting of any observed or suspected harassment, hazing or bullying. Individuals must be free to report any incident without fear of reprisal as the safety of our student-athletes is the No. 1 priority.

We are pleased to report that the NFHS – through its Coach Education Program – has some resources available to help schools deal with these issues. Because of the need for schools to access this important information, we have made the online course "*Creating a Safe and Respectful Environment*" available for free.

In only about 20 minutes, coaches, administrators and anyone else involved with the school's athletic program can take this course online at www.nfhslearn.com. It addresses hazing, bullying and appropriate ways to interact with players and the public. Since we dropped the \$20 fee on August 1, about 1,000 individuals a day have been taking the course. We encourage you to take the course if you haven't already, and then tell someone else about it.

Although we believe this course is an excellent resource for coaches and other school personnel, it should be only the beginning of an ongoing education program. Coaches and other school personnel must understand the importance of these issues. Indeed, this information is more important than teaching the Xs and Os in the playbook.

If your school district does not have an anti-harassment policy to protect your student-athletes, we encourage you to get started today. The information in these articles should provide tremendous assistance in adopting a policy. Contact information for our authors is also provided if you need additional help.

Thanks for all you do in working with student-athletes – the future leaders of our country. ●



Power of Eight

Action from the team competition of a previous Minnesota State High School League Girls Synchronized Swimming State Championship.

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

Great Shot



HighSchool

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

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Welcome

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

➔ VOLUME 6, NUMBER 1



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Dealing with Proper Boundaries, Bullying, Hazing in High School Athletics: Schools must create healthy sport culture to better protect student-athletes. –Christopher Stankovich, Ph.D.

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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.*

Brannum v. Overton County School District U.S. Sixth Circuit Court of Appeals 2008

Facts: Thirty-four students filed a lawsuit against their school district and school personnel arguing that their right of privacy and right against unreasonable searches was violated when school athletics personnel installed video surveillance cameras in the boys and girls locker rooms – ostensibly for security, supervision and liability reasons. Although intended to be a secure surveillance system that would allow appropriate district administrators to investigate – after-the-fact – any locker-room incidents, numerous intrusions into the system took place online by third parties who were able to easily bypass the username and password features of the system to view students in various states of undress in the locker rooms.

Issue: Are student rights of privacy and against unreasonable searches outweighed by the legal duty of schools to adequately supervise students in locker rooms?

Ruling: Although schools generally have greater latitude than other quasi-governmental entities to conduct searches, the Sixth

Circuit held that video surveillance of a locker room violates a student's Fourth Amendment right against unreasonable searches and constitutional right of privacy. The Court of Appeals also declined to apply a state statutory immunity law to shield from personal financial liability those school personnel who participated in the decision to install the cameras.

Standard of Practice: Although the installation of a camera in a locker room might seem to be a clear violation of common sense, such incidents are uncovered numerous times each year. During 2012, a Fort Worth, Texas, middle school principal was suspended and is facing criminal charges for allegedly planting a video camera in a basketball locker room; a Sapulpa, Oklahoma, softball coach was suspended and is facing criminal charges for allegedly hiding a video camera in his team's locker room; and a Troy, New York, college employee is facing criminal charges for allegedly placing a motion-sensitive camera in his school's women's swim team locker room. The latter was caught because he accidentally took a picture of himself as he installed the camera behind a ceiling tile.

⊙

NFHS – Here for You



Did You Know that the National Federation of State High School Associations (NFHS) annually coordinates the selection of the policy debate topic used by high school debate students throughout the United States?

The NFHS has directed the year-long process of selecting the policy debate topic since 1979. More than 200,000 students debate the topic annually in high school programs throughout the country.

The Policy Debate Topic Selection Meeting is held in late summer

each year. Delegates from NFHS member state associations, the National Forensic League, National Catholic Forensic League and National Debate Coaches Association select the top five topics to be considered. The two-step voting process culminates in January with the selection of the debate topic for the upcoming school year.

Some of the topics debated in recent years are military presence, poverty, alternative energy, Africa, national service, United Nations and civil liberties. ⊙



Top High School Performances

Newbold sets national softball mark; ranks in three other categories

Lacey Newbold, a recent graduate of Marion (Illinois) Crab Orchard High School, ended her outstanding high school softball career with one national record and three other entries in the National Federation of State High School Associations' online multimedia National High School Sports Record Book.

Newbold, who was a two-time first-team all-state selection and was most valuable player of the All-South Conference four times and of the Great Egyptian Conference three times, drew a national-record 130 career walks.

Newbold also finished her career with a .660 batting average (ranks third all time) and 226 runs (ranks 11th all time), and scored 75 runs as a sophomore in 2010 to rank tied for seventh all time in that single-season category.

Newbold signed a national letter of intent to play softball at Southern Illinois University. ☉



Hansen ties national softball record; ranks in two other categories

Sara Hansen, a softball shortstop who recently concluded her sophomore year at Mount Pleasant (Michigan) Sacred Heart Academy, tied a national record and ranks in two other record categories.

Hansen scored a national-record 82 runs in spring 2012. According to the National Federation of State High School Associations' online multimedia National High School Sports Record Book, that ties Hansen with Ragan McLain of Tuscaloosa (Alabama) American Christian High School, who set the mark in 1998, and Jamie Koss of Casey (Illinois) Westfield High School, who did the same in 1992.

Hansen also has an active 56-game hitting streak that started May 9, 2011, which ranks second all time. Kayla Braud of Eugene (Oregon) Marist High School hit safely in 103 consecutive games from March



3, 2006 to June 6, 2009 to set the national record in that particular category.

In addition, Hansen had 100 hits in 2012, which ties for eighth place in that category. Dana Stipe of Carroll (Iowa) Kuemper Catholic High School set the national record of 117 hits in 2005.

Hansen's three performances are also Michigan state records. Her efforts this spring helped lead the Fighting Irish to a 31-8 record and to the Michigan High School Athletic Association Division 4 state semi-finals. ☉

Martensdale-St. Marys wins third consecutive baseball state title behind no-hitter

Behind senior JD Nielsen's no-hit pitching performance, Martensdale-St. Marys High School won its third consecutive Iowa High School Athletic Association (IHSAA) Class 1-A baseball state title and fourth overall with a 1-0 win over Iowa City Newman High School on July 28.

In the process, Nielsen became just the fourth pitcher in IHSAA state tournament history to throw a no-hitter in the championship game and the first to accomplish the feat since Davenport Assumption High School pitcher Jason Flach in 1992.

Third-ranked Martensdale-St. Marys finished its season with a 40-5 record, while top-ranked Newman ended 35-5. The left-handed Nielsen improved his record to 8-3 with the state title win.

In the process, Martensdale-St. Marys became just the fifth Iowa high school to win both a baseball state championship and a softball state championship during the same season.

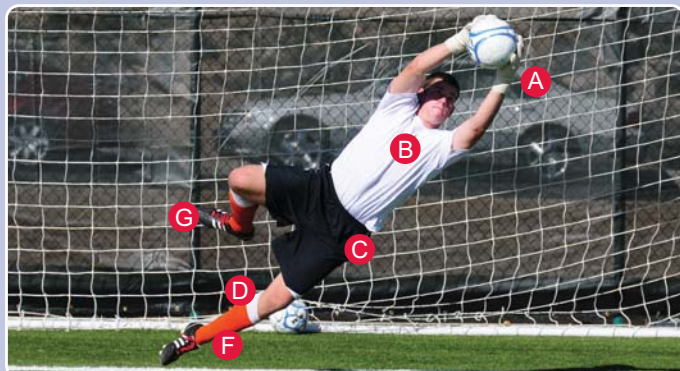
On July 20, the third-ranked Martensdale-St. Marys softball team won the 2012 Iowa Girls High School Athletic Union Class 1-A state title with an 11-inning, 1-0 victory over second-ranked Earlham High School at the Rogers Sports Complex in Fort Dodge.

The Blue Devils, who were playing in their fifth consecutive softball state tournament, finished 41-2 as they won their first state title. Earlham finished the season with a 35-5 record.

The Martensdale-St. Marys baseball program had won 88 consecutive games from 2010 to 2012. According to the National Federation of State High School Associations' online multimedia National High School Sports Record Book, the Blue Devils' streak ranks second to Portsmouth (New Hampshire) High School, which won 89 consecutive games from 2008 to 2012. Interestingly, Nielsen was the pitcher when Martensdale-St. Marys' 88-game winning streak was snapped by Des Moines East High School on May 22. ☉

The Cost

SOCCER GOALKEEPER UNIFORM



A) Gloves	Low End – \$20	High End – \$160
B) Goalie Jersey	Low End – \$15	High End – \$35
C) Goalie Shorts/Pants	Low End – \$35	High End – \$45
D) Shin Guards	Low End – \$10	High End – \$40
F) Socks	Low End – \$8	High End – \$12
G) Soccer Cleats	Low End – \$30	High End – \$300

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

Unusual Nicknames

Mater Dei Prep Seraphs

Mater Dei Prep in Middletown, New Jersey, is home to the **Seraphs**. While there are different winged angels in biblical studies, a seraph is a six-winged angel.

When the high school was founded by Monsignor Robert T.

Bulman, the already existing grammar school was known as the Angels. It was decided at that time a specific angel would be used as the high school's mascot – the Seraph.

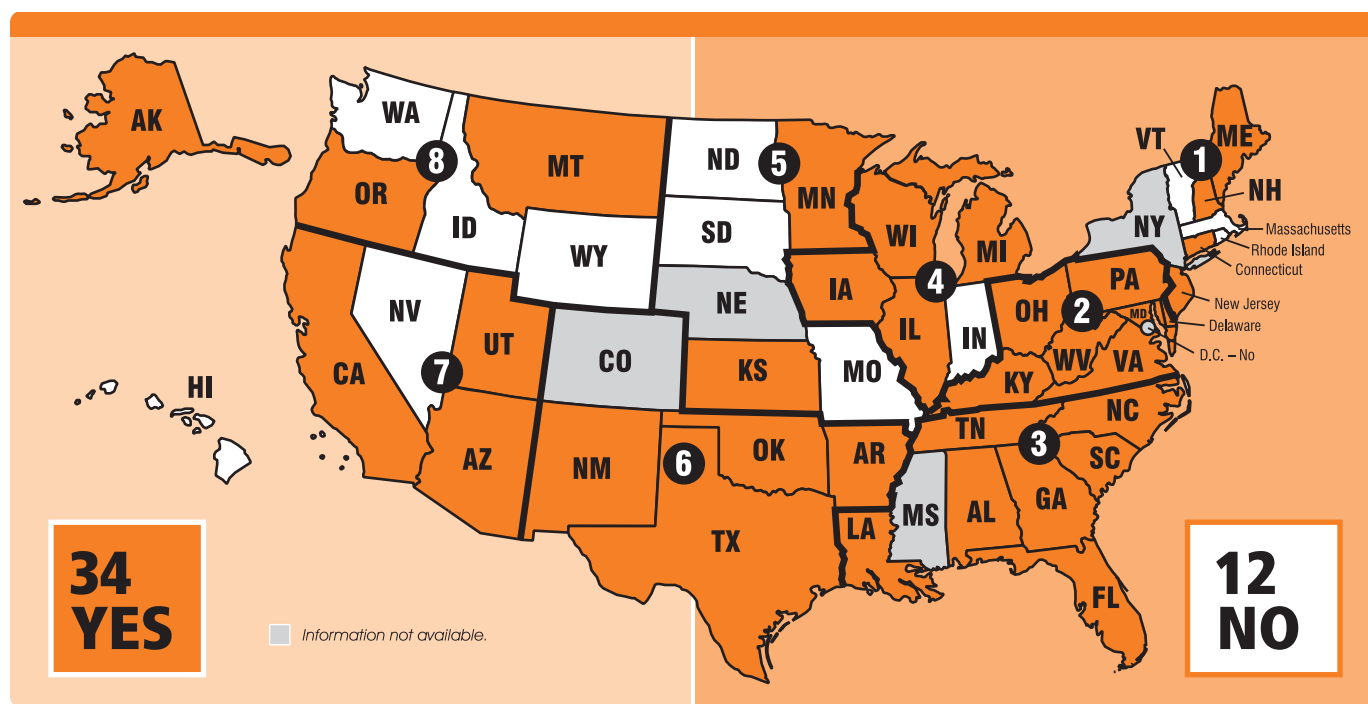
In biblical studies, the Seraph was the Warrior Angel. An army of these six-winged angels helped kick the devil out of heaven. From this story, the Mater Dei Prep Seraphs were born. ☺

*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.



Around the Nation

Question: Does your state have any female football officials?



For the Record

BOYS CROSS COUNTRY

Most Consecutive State Championships



1994 Shawnee Mission Northwest, Kansas, boys and girls state champions.

19

Kearns Canyon Hopi, AZ
(1990-2008)

16

Baton Rouge Episcopal, LA
(1996-2011)

14

Bernardsville Bernards, NJ
(1974-87)

14

Shawnee Mission Northwest, KS
(1994-2007)

12

Gallup, NM (1983-94)

12

Wilmington Salesianum, DE
(1976-87)

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

It All Started Here



Missy Franklin

Technically for Missy Franklin, the 17-year-old American swimmer who captured five medals – including four gold – at the London Summer Games, her rise to success is still happening. The country's newest star in the pool still has a senior year at Aurora (Colorado) Regis Jesuit High School to complete before she can fully reflect on her interscholastic experience. In fact, with school starting just four days after the closing ceremony, Franklin's mom had her books waiting for her when she returned from London.

In a sport where elite athletes rarely compete at the high school level, Franklin has continued to represent Regis in the pool, even helping to lead the school to its first Colorado High School Activities Association state championship in 2011. On more than one occasion, Franklin has spoken about her love of the team camaraderie swimming for Regis. It is probably no accident then that Franklin became a leader on the U.S. team, mirroring her role on the Regis team and already seeing the benefits of her high school experience.

While at Regis, Franklin has raced to two individual state records in the 50-yard freestyle and the 100-yard backstroke. And as a part of the school's 400-yard freestyle relay team, Franklin set the national record in 2011.

Even before her historic Olympic swims, Franklin turned down lucrative sponsorship offers in order to maintain her amateur status and swim for her high school, and eventually in college. If she remains an amateur, it's a decision that will allow Franklin another state championship run. Though the team finished second this past February, Franklin has another chance to help Regis to a state title in 2013. ©

Dealing with Proper Boundaries, Bullying, Hazing in High School Athletics

BY CHRISTOPHER STANKOVICH, Ph.D.

While most student-athletes in interscholastic sports have a fun, safe and meaningful experience, there are growing national concerns about responsible coach-student boundaries and oversight of students, and the ways in which school leaders react and respond to alleged incidents.

Three specific areas that have received a lot of attention in recent years include inappropriate relationships between coaches and student-athletes, sports bullying and incidents related to sports hazing.

The tragic stories that emerged from Penn State University last November have cast light and raised awareness about how important it is to protect young people. Unfortunately, the crimes committed at Penn State are not the only examples of kids being sexually abused in sport settings, as a quick Internet search reveals literally hundreds of cases nationwide where coaches have breached the trust built within the coach-student relationship, engaging in inappropriate (and illegal) sexual relations with kids. Sadly, the exact number of young people who have been the victims of sexual crimes in sports is impossible to say, as many rape victims never come forward due to shame, fear and embarrassment.

Bullying and hazing are other important concerns relating to interpersonal relationships developed in sports, even if some would argue that it's simply "part of the game" for veteran student-athletes to pick on, belittle or abuse newer students in the program. In worst-case scenarios, victims of bullying and hazing have endured tremendous physical and emotional pain, sometimes leading to mental health problems, reckless means for coping with stress and, in rare occasions, even suicide.

It is for these reasons that school leaders must begin to take more overt and assertive measures in both the ways they screen coach candidates, and develop protocols and procedures for creating safer sports environments.

Reasons why these problems are growing

There are a number of psychological theories why issues with responsible boundaries, bullying and hazing continue to exist in interscholastic sports. First, the typical sports environment is very informal compared to other places where adults and kids interact, like in school. Sports environments are often susceptible to having loose boundaries, casual and coarse language, and even their own set of informal "rules," such as specific hazing acts required for new athletes.

Many would argue that this loose type of environment lends itself to relationships that may develop in different and atypical ways, and actually seem quite normal to the participants involved. For example, when the Penn State stories first emerged, there was a national debate on whether or not it is normal for adult coaches to shower with the athletes they coach. Obviously, this isn't an issue even considered in an environment like school, church or any of the other places where adults and kids typically interact.

A second growing concern pertains to adults who apply for coaching positions today. Unlike just a generation ago when nearly every school coach was also a teacher (and thus held a college degree and was formally trained to responsibly work with kids), many schools today are filling the majority of their coaching positions with non-teacher coaches – individuals in the community who have had little, if any, formal training to teach and guide student-athletes.

Of course, this does not mean to suggest that adults who are not teachers are bad people, or that they are more likely to abuse kids, but it does suggest that today's generation of coaches is very differently trained than in the past, and many of these new coaches may not have the appropriate education or skills to provide responsible and safe leadership for young people (even if they are experts in the X's and O's of their sport).

With fewer teacher-coaches involved in coaching today, schools have had to enlarge

their applicant pool to include non-teachers, or otherwise face the harsh reality that they may need to shut down a specific sport indefinitely until they find a responsible coach to lead the team.

In response to these changes, criminal background checks are being more widely used by schools today, but even that mechanism is limited in scope and fails if the individual applying for the coaching position has not been previously arrested. As disturbing as it might seem to be, with such a desperate need for coaches coupled by the minimal requirement thresholds needed to coach, it could be easily argued that pedophiles are finding youth and interscholastic sports as relatively easy portals to developing inappropriate relationships with kids.

A third area of concern regarding inappropriate relationships between coaches and student-athletes pertains to the amount of training – or lack thereof – coaches receive. In many schools, once a coach is hired he or she might receive a minimal amount of required first-aid training; after that the coach is left to his or her own discretions and autonomy when it comes to providing leadership and oversight of kids.

Unfortunately, school athletic directors are typically too overwhelmed with the responsibilities of running their athletic programs and have little, if any, time and financial resources available to provide training in these contemporary psychosocial issues of boundaries, bullying and hazing. Without educational training, some coaches are never taught about the importance of responsible leadership and how to create a safe team culture.

What schools can do to help

Again, it should be noted that the majority of adults who serve as coaches in interscholastic sports are responsible individuals who do an outstanding job in leading and overseeing their athletes. Still, there are too many reported and unreported incidents that prompt schools to take more direct measures to better protect kids from issues pertaining to inappropriate boundaries, bullying and hazing.

Of course, new protocols and system implementation will involve additional costs and possibly even push-back from coaches who already feel their jobs are busy enough. However, the impact on high school students who have been victimized by sexual predators, or have endured bullying and hazing, is too important to ignore.

Following are some tips and suggestions for creating a healthy sports culture and better protecting student-athletes at your school:

- Raise awareness of these problems any way you can. Unfortunately, there's been an "elephant in the room" in too many cases where school officials suspect something is



BALL STATE + ONLINE



"I wanted something to help me advance in the coaching world," says Rich Hargitt about his search for an **online master's in coaching education** which led him to Ball State. Today Hargitt is passing game coordinator and quarterbacks coach for Nation Ford High School in Fort Mill, South Carolina. An authority on the high school passing game, Hargitt produced a six-part DVD series, *The Spread Wing-T Offense*, and is co-author of a manual which details the spread wing-T. He was guest speaker at the 2012 Nike Coach of the Year Clinic in Charlotte, North Carolina.

Earn your master's in coaching education without snapping your team's winning streak.

You want to become a competent master coach. But you don't have the option of leaving your coaching position to pursue further education. What you need is a **world-class master's degree in coaching education** that's offered **100 percent online**. Ball State University is the industry leader, and here are a few reasons why . . .

- Our master of arts in physical education with a coaching specialization was the **first online athletic coaching education program** in the country.
- Our faculty are known on the national and international stages of coaching, having coached Olympians and NCAA champion athletes.
- We provide **individual instruction** and **highly interactive classes** by keeping our class size in a range of 12 to 20 students.
- By taking two classes per semester, you can finish this **33-credit hour program** in six semesters as you work toward the status of a level five master coach.

Learn more at webinar set for **12:30 p.m.** Eastern time **September 12**, where you can chat live with a faculty advisor. Register at www.bsu.edu/distance/coaching.



going on, yet find it easier to look the other way and hope there really aren't any problems. (Ironically, this is exactly what happened at Penn State.)

- Review your current coach-hiring protocols and look for ways to integrate standardized questions about responsible leadership and how the coach candidate might respond when confronted with rumors about boundary issues, bullying and hazing. Do your coaches know the differences between playful and unsafe interpersonal boundaries, as well as safe team traditions versus unsafe hazing and bullying?
- Provide continuing education opportunities, and make sure that coaches view these programs as enhancements to their jobs – and not punitive measures.
- Develop relationships with local police and other helping professionals who are well-versed in subjects like pedophile behavior, child abuse and bullying. Ask them for specific warning signs they may have encountered in their jobs when working with these situations, and what advice they have for you in case you should encounter a situation at your school (you may want to ask if they can provide an in-service to the coaches at your school).
- Because it is well-known that many victims of sexual crimes, bullying and hazing do not come forward and report the perpetrator, it is imperative to develop safe and anonymous ways for student-athletes to report unethical and illegal behaviors without fear of being discovered or being in a position of retribution.
- Keep in mind there is not one “type” of perpetrator, nor is there one “type” of potential victim when it comes to interpersonal violations. Pedophiles don't always look “creepy,” and kids who are bullied or hazed aren't always “wimps.” Be sure to guard against stereotypes whenever possible.
- Develop rules that guard against coaches developing casual relationships with athletes, especially as it pertains to “friending” kids on Facebook or using text-messaging to communicate. It is also important to prohibit coaches from meeting with student-athletes in unusual and questionable settings, like at a party or at the school well after everyone has left for the day. ©

Dr. Chris Stankovich is a professional athletic counselor and advocate for safe and healthy youth sport participation. His latest educational DVD, *“Tough Topics, Practical Solutions,”* helps school athletic departments with responsible coach/ student-athlete boundaries and the prevention of sports hazing. You can learn more about this video at www.championshipproductions.com and can contact Dr. Stankovich at www.drstankovich.com.

NFHS Offers Free Online Course – ‘Creating a Safe and Respectful Environment’

In an effort to provide information on hazing, bullying and inappropriate relationships to more high school coaches, school administrators and the general public, the National Federation of State High School Associations (NFHS) is now offering its online course *“Creating a Safe and Respectful Environment”* for free on the NFHS Coach Education Web site at www.nfhslearn.com.

Creating a Safe and Respectful Environment, which has been available for \$20 since February 2012, provides education for coaches on the critically important topics of inappropriate relationships, hazing, bullying and cyber-bullying, and the appropriate use of technology when interacting with players and the public. The course provides examples of court cases involving these issues and suggests appropriate actions that coaches should take when these types of issues arise.

Tim Flannery, CMAA, NFHS Director of Coach Education, said with the issues surrounding the situation at Penn State University, the NFHS made a decision to drop the fee for this course in the hope that many more coaches and school administrators become educated on these important topics that negatively affect young people.

“With regard to these important topics of inappropriate relationships, hazing and bullying, we want to educate the masses and change the culture,” Flannery said, “and in order to do that, we thought we needed to make the course available for free.

“This course is about getting the coach's attention and saying ‘You will be held responsible for inappropriate actions and for not taking appropriate steps when these situations occur,’” Flannery said. “Many individuals who accept a coaching job are ignorant of the laws and policies by which they are required to abide. This course will assist athletic programs by providing standardized training for coaches, which will result in a permanent record that can be accessed and verified by the school.”

Since *“Creating a Safe and Respectful Environment”* was made available for free on August 1, about 1,000 individuals a day have been taking the course.

For information on other courses available through the NFHS Coach Education Program, see the article on page 23. All courses are available at www.nfhslearn.com. ©

Lessons from the Penn State Scandal for Scholastic Athletics Programs

BY LEE GREEN, J.D.

Knowledge plus deliberate indifference.

Now that Jerry Sandusky has been convicted of 45 counts of child sexual abuse and will likely spend the rest of his life in prison, and now that Special Investigative Counsel Louis Freeh's 267-page report has meticulously detailed the multi-year cover-up by Penn State University leaders of Sandusky's crimes, and now that the NCAA has levied unprecedented sanctions against Penn State and its athletics program, what are the lessons to be learned from these events regarding the development and implementation of child-protection policies by school districts and scholastic athletics programs?

Knowledge plus deliberate indifference.

In the late 1990s, the U.S. Supreme Court issued rulings in two cases dealing with the responsibility of school districts to protect students from sexual harassment. In *Gebser v. Lago Vista ISD*, a 1998 decision dealing with the liability of schools and school personnel for sexual harassment of a student by a school employee, and *Davis v. Monroe County Board of Education*, a 1999 ruling dealing with the liability of schools and school personnel for sexual harassment of a student by another student, the Supreme Court ruled that "schools will be held strictly liable when someone in a position to take remedial action has knowledge that the harassment is occurring and exhibits deliberate indifference to remedying the situation."

Knowledge plus deliberate indifference.

The legal standard established by the *Gebser* and *Davis* cases is that schools and school personnel will incur automatic liability for the sexual harassment suffered by a student or young person participating in a school-sponsored or school-related activity if someone in a position to take corrective action knew that the harassment was taking place, failed to immediately report the abuse to the appropriate parties, and even if a timely report was made, neglected to follow up to ensure that investigation and remediation of the harassment occurred.

In the Penn State situation, four senior university officials – former university president Graham Spanier, former senior vice president for finance Gary Schultz, former athletic director Timothy Curley and former head football coach Joe Paterno – are alleged to have had knowledge of multiple acts of child sexual abuse by Sandusky beginning in 1998 and for 14 years to have covered up those acts, failing to report the incidents to authorities as required by a federal crimes-on-campus reporting law and a Pennsylvania state child abuse reporting statute, failing to report the incidents to university trustees, and failing to restrict Sandusky's access to university facilities in order to protect from him children who might visit the campus for university-related activities and events.

Knowledge plus deliberate indifference.

In addition to the legal standard established by the *Gebser* and *Davis* cases, the Supreme Court held in its 2009 decision in *Fitzgerald v. Barnstable School District* that school personnel may incur personal financial liability when they know about and ignore instances of abuse. In the *Fitzgerald* case, a female student allegedly suffered a combination of sexual harassment, physical abuse and bullying from a male classmate and the Court's ruling inferred that the knowledge-plus-deliberate-indifference standard may apply to a broad range of forms of harassment in educational institutions, including child abuse, sexual harassment, hazing and bullying.

The key lesson from the Penn State scandal for school districts, scholastic athletics programs and school personnel is that it is imperative that districts develop and implement strong and effective anti-harassment policies to protect students, student-athletes and youths visiting a campus or participating in school-sponsored or school-related events. Four considerations should be taken into account when developing such a policy.

Consideration No. 1: Content of the Policy

- The policy should encompass the often-overlapping issues of sex-



ual harassment, hazing, bullying and child abuse.

- The policy should begin with a statement of purpose setting forth the district's commitment to protecting from harassment both students and non-student participants in school-sponsored or school-related activities.
- The policy should clearly enumerate all prohibited behaviors by school personnel, including protocols eliminating to the greatest extent possible one adult-one child interactions, the context within which most child abuse and sexual harassment occurs.
- The policy should mandate that to the greatest extent possible, adult-child contact needs to be observable and interceptable by other school personnel.
- The policy should include procedures for conducting background checks on all persons who will have contact with students or non-student participants in any activity on school property or sponsored by the school, including not just district employees, but also non-employee third parties and volunteers who play a role in extracurricular activities, summer camps on school property, school-sponsored trips for students and other such school-related events.
- The policy should enumerate all prohibited behaviors by students toward other students and non-students regarding hazing and bullying and should include procedures to ensure adequate supervision by adults of all school-related activities to prevent peer harassment, hazing, bullying or abuse.

Consideration No. 2: Reporting Procedures

- Reporting procedures should be included in the policy mandating the immediate reporting to the school district employee designated to receive such reports of any observed or suspected instance of harassment, hazing, bullying or abuse. School districts are required by federal law to have a Title IX reporting officer to investigate allegations of gender discrimination and harassment and this individual would be the logical designee in an integrated harassment-hazing-bullying-abuse policy to receive such reports. Contact information for the reporting officer, including address, phone and e-mail, should be provided.
- Reporting procedures should impose the duty to report upon all school employees, volunteers (e.g., coaches, teachers' aides and others who are not technically employees, yet who assist with or participate in school activities and events) and students.
- Reporting procedures should set forth in detail the requirements of the applicable state child abuse reporting law and impose the duty upon all school employees, volunteers and students to immediately report to the appropriate law enforcement authority any observed or suspected instance of harassment, hazing, bullying or abuse covered by the statute. Contact information for the law enforcement authority or agency designated by the state law, including address, phone and e-mail, should be clearly identified in the policy. A comprehensive, up-to-date listing of all state child

abuse reporting statutes, including the detailed requirements of each state law, is available at the U.S. Department of Health & Human Services Child Welfare Information Gateway Web site at www.childwelfare.gov/systemwide/laws_policies/state.

Consideration No. 3: Communication of the Policy to School Personnel and Students

- Effective implementation of the policy requires that interested parties, including those individuals who have reporting duties under the policy and those who may potentially seek the protections of the policy, be educated regarding the policy's purpose, specific provisions and reporting procedures.
- Communication strategies might include in-service training for school personnel accompanied by distribution of hard copies of the policy and evidenced by sign-offs from each individual, educational programs for students accompanied by distribution of hard copies and evidenced by sign-offs, posting of the policy on the school's Web site, and program-specific communication techniques such as for an athletic program incorporating the policy into coaching handbooks, student-athlete sports participation agreements and discussion of the policy at meetings of athletics personnel, student-athletes and parents.

Consideration No. 4: Ongoing Monitoring of the Policy

- Effective long-term implementation of the policy will require a high level of vigilance to ensure that, as turnover occurs in school personnel and students, each new "generation" of administrators, staff, teachers, athletics personnel, activity supervisors, volunteers, students and parents is informed about all aspects of the policy and incentivized to adhere to all of the mandates and reporting requirements set forth in the policy.
- The Freeh Report, issued on July 12, 2012, sets forth 119 specific recommendations for the development and implementation of child protection policies by educational institutions and might serve as a valuable resource for school and athletics administrators as they work to ensure the ongoing effectiveness of policies. The recommendations are based on a comprehensive investigation conducted by former FBI Director Louis Freeh's law firm, including 430 interviews of Penn State personnel and constituents, examination of 3.5 million documents and electronic communications, evaluation of standards of practice at other universities and youth-serving organizations, and input regarding child protection guidelines from law enforcement agencies, government agencies, child advocacy agencies and athletics governing bodies. The full text of the report is available at <http://thefreehreportonpsu.com>. ©

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Teacher-Coaches – An Endangered Species?

BY MIKE WILLIAMS, CMAA

Increasingly, schools and school systems are under intense pressure to meet testing expectations and goals. Testing modalities, such as PSAT, SAT and ACT College Entrance Exams, Advanced Placement Exams, and High School Assessments, have focused teacher recruitment on the very best academicians available.

The focus on quality teachers is logical, but may have also contributed to a decline in the number of certified teacher-coaches and activity advisors in almost every jurisdiction in the country. High school athletics and activities, as they have been known for decades, may be endangered.

High school principals and athletic administrators, as a result of this narrowed academic focus, have been forced to hire emergency community coaches. These community coaches come to an athletic and activity environment that, in theory and in practice, should be student-centered and education-based.

All too often, the emergency community coach works only with winning in mind. The win-at-all-costs philosophy neglects the two most desired outcomes of student involvement in athletics and activities:

- The promotion of lifelong learning, in and out of the classroom, and
- The development of better citizens and people with shared core values.

Experience has taught teacher-coaches that students who are learners and growing in character are more likely to be winners on and off the field of competition than those who are not.

Coupled with other pressures on teacher-coaches, many schools and school systems have seen the number of coaches who are actually teachers in the schoolhouse decline to less than 50 percent. These other pressures such as stagnant and insufficient financial compensation, time demands, unreasonable parent expectations, a struggling economy and competition with outside club and travel teams have severely limited the identification, recruitment and retention of certified teacher-coaches.

Coaches and activity sponsors – emergency community or certified – can make an activity or sport undesirable if they do not have a student-centered, education-based philosophy and approach. At best, “if it ain’t fun,” student participation will be limited. At worst, this will end student participation.

Schools with teacher-coaches and sponsors who make participation fun and challenging have better school and community atmospheres. Improved school and community spirit improves the overall atmosphere for learning in the schoolhouse – students want to be in school. In turn, the improved atmosphere enhances the support of the vision, missions, goals, policies and procedures of the board of education while creating support for board of education short- and long-term budgets.

Students who are not participating in activities and/or athletics are not connected to the school. Disconnected students who have no “ownership” – at best – lack academic motivation and struggle with attendance. At worst, they may become a Columbine shooter.

And, as many previous articles in this magazine have pointed out, students who participate in education-based activities and athletics are more likely to be motivated, creative learners and better citizens. They are also more likely to be leaders and Fortune 500 CEOs.

So, how is this undesired trend reversed? Here are some suggested strategies. They should be used in concert with existing programs, not considered as stand-alone options.

- **Educate the Board of Education, Superintendent, Staff and Community:** Constantly be on the lookout for opportunities to promote the value of high school athletics and activities. Newsletters, Web sites, board of education reports, video and camera shots, parent orientations, booster club and PTA meetings, and all media sources should be used for this purpose.
- **The Hiring Process:** From the beginning of the application process and the first interview, this question should be asked: “What else can you do that will enhance students’ high school experiences?” The teacher candidates who are



willing and able to provide both should be the first hired when everything else is equal. Established written procedures should be developed and implemented so that the process is not open to interpretation.

- **Financial Compensation:** Some school districts have not had a cost-of-living increase in three years. It has even been longer for coaches and activity sponsors in many districts. Find the money to fairly compensate teachers for a career in education and coaching that is as essential as any profession in society.
- **Coaching Education:** Require all coaches to be trained in student-centered, education-based athletics and activities. Provide financial help whenever possible by setting aside gate receipts, booster club donations or sponsorships. Not only should they talk the talk, they should walk the walk. Properly educated coaches promote learning, citizenship, good sportsmanship and fair, wholesome competition.
- **Mentoring:** Experienced, good coaches should be partnered with beginning coaches. Seasoned out-of-season coaches should be matched with younger in-season coaches. It does not matter that they coach different sports. It may be that rapport with the students and parents is more important than X's and O's or that planning a day's practice plan is more important than planning a pregame social. This

also gives the mentor-coach the opportunity to observe practices and contests in order to provide feedback to the younger coach. Athletic administrators should not be the only "go-to" colleagues when new coaches need advice, guidance or assistance.

Coaches and sponsors educated and mentored in best practices and standards of care in a student-centered, education-based interscholastic athletic and activities program are less likely to burn out. Students, similarly educated, are less likely to be unsportsmanlike and more likely to benefit from and enjoy the experience. Parents will be less likely to interfere with what are traditionally coaching decisions: team selection, playing time, positions played, tactics and strategies.

Fairly compensating coaches and sponsors, along with providing facilities, uniforms and equipment, transportation and officials, all require adequate funding. Boards of education, superintendents and school administrators will be more likely to find the necessary financial and human resources to adequately support an education-based athletics and activities program even in the toughest of economic hard times. ☉

Mike Williams, CMAA, is coordinator of athletics for the Howard County Public School System in Ellicott City, Maryland.

Hawaii Offers Nation's Only Canoe Paddling Championship

BY KYLE GALDEIRA



For thousands of years, Polynesians used canoes as an integral means of survival as they scoured the Pacific Ocean in search of uncharted territories. Whether it was searching for new land, ferrying goods between islands or simply satisfying competitive desires through races, canoes allowed the early inhabitants of countless Pacific locales the opportunity to forge identities of which many still hold true to present day.

Prior to contact with explorers and missionaries, Native Hawaiians engaged in high-stakes canoe races. According to accounts, spectators and paddlers alike would risk possessions, land, wives and even their own lives on the outcome of an individual crew's performance. Chiefs and high-ranking officials would hand pick crews to race on their behalf, and the chosen paddlers would, in turn, be afforded special privileges and an elevated status among their fellow citizens. While the stakes aren't quite as drastic today, canoe paddling still serves as an important thread woven within the fabric of the Hawaiian culture.

The sport has transformed from local pastime to worldwide pursuit as other states and countries now participate in prestigious races, including the annual Molokai-to-Oahu races, which are regarded as the world championships of paddling for both men and women as paddlers make the nearly 40-mile journey through treacherous seas in pursuit of championship hardware. However, in the prep ranks, Hawaii is currently the only state to offer outrigger canoe paddling as an official competitive sport. The Hawaii High School Athletic Association (HHSAA) has sanctioned state

championship races since 2002, while individual high school organizations have featured the sport for decades.

Earlier this year, the top qualifying schools from each of the state's high school athletics organizations converged on Hilo Bay, located on the east side of the Big Island, to compete in the 2012 First Hawaiian Bank/HHSAA State Canoe Paddling Championships. Schools fielded crews of six people apiece that paddled in uniform fiberglass canoes, which are lighter and more-forgiving alternatives to the traditional koa wood vessels. The ½-mile race course was set up parallel to the shore with buoyed flags marking the lanes as well as the turning point situated a quarter-mile from the start/finish line.

As in past years, private schools representing Oahu's Interscholastic League of Honolulu (ILH) dominated the competition. Kamehameha Schools-Kapalama claimed its second consecutive state crown in the mixed (three boys, three girls) race, finishing the race in 3 minutes, 43.43 seconds. The Warriors fended off ILH rival Punahou by a mere two-tenths of a second – a margin usually correlated to a single stroke of the paddle.

"Because the sport originates here, and we're a Hawaiian school, it gives the accomplishment that much more meaning," said Tyler Meditz, a member of Kamehameha's winning crew. "It's our sport, and to perpetuate it on the island of Hawaii, where Kamehameha was born, it allowed us to draw the mana (power). We'll continue to train hard and come back next season stronger than we were this year."

Punahou got revenge, however, and emerged victorious over Kamehameha-Kapalama in the boys competition with a winning time of 3:34.8. The Buffanblu held off the Warriors, who finished one-tenth of a second behind in what proved to be the day's closest margin of victory. The win added to Punahou's extensive paddling resume under the direction of longtime skipper Rocky Higgins, who also guided the boys to victory in the inaugural race in 2002.

"We have great regard for Kamehameha's paddling program and their kids," Higgins said following the announcement that his team indeed won the race by the slimmest of margins. "Coming up here, I told the kids that this is the frosting on the cake following a tough ILH season."

mau Crater atop the Kilauea Volcano. The experience allowed the team to prepare mentally while also embracing the sport's significance within the Hawaiian culture.

"Getting up here, we hadn't planned to visit the volcano, but our athletic director gave us the 'OK' and we ended up driving up as a group at night," Higgins said. "When we got there, the moon was up and the stars were out. It was a very moving experience, and a nice way to prepare before finishing up the season."

Pac-Five, a conglomerate of small private schools that competes in multiple sports under the ILH banner, claimed its second girls title in three years. The Wolfpack held off perennial power Kamehameha-Kapalama, finishing in 4:01.9 – half a second ahead of

Photos provided by Hawaii High School Athletic Association.



Higgins credited Eric Abbott, former paddler turned assistant coach, with preparing the program's state championship crew. Abbott previously worked with the junior varsity paddlers, but was elevated by Higgins to work with the varsity crew on refining technique and, according to the emotional head coach, "he really helped these guys. I look at it as the old guard helping the young blood, and they really responded."

Added Abbott, "they came together as classmates and friends, so it became enjoyable every day coming out and working with them. That, at the end of the day, is what high school sports are all about. Canoe paddling is one of those unique sports that allows you to do that. It's a neat atmosphere for everybody involved."

Another successful coaching move by Higgins included taking his team to the Volcanoes National Park just south of Hilo where the team was able to observe the active lava flow in the Halemau-

the Warriors. Under the guidance of head coach David Ahia, Pac-Five supplemented its recent surge of success by holding off a Kamehameha squad that had won six of the previous 10 state championship races.

"With paddling being the state sport, it pales in comparison to some of the bigger sports that make money in Hawaii," said Ahia following the victory. "For a small program like Pac-Five, it's a real accomplishment. The hard work put in by the girls, it shows that small schools can step up and do well in these big races and events. It really shows what we've been trying to put forward. A lot of the girls are four-year paddlers, and their hard work came across and paid off for us today." ●

Kyle Galdeira is a writer for the Hawaii High School Athletic Association and SportsHigh.com.



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NFHS Coach Education Reaches New Heights Through Free Courses

BY SHANE MONAGHAN

The National Federation of State High School Associations (NFHS) Coach Education Program has seen a major spike recently in the numbers of courses taken, predominately due to the introduction of three free courses – “*Concussion in Sports – What You Need to Know*,” “*A Guide to Heat Acclimatization and Heat Illness Prevention*” and “*Creating a Safe and Respectful Environment*.”

“We are thrilled with the success of the free courses,” said Dan Schuster, NFHS assistant director of coach education. “We’re proud to be able to offer these courses at no cost in hopes that we will be able to reach every coach in the country.”

In the first week of August, there were 40,000 courses taken, the majority being the “*Concussion in Sports – What You Need to Know*” and “*A Guide to Heat Acclimatization and Heat Illness Prevention*” courses. Since the “*Creating a Safe and Respectful Environment*” course became free August 1, about 1,000 courses a day have been taken.

“The ‘*Creating a Safe and Respectful Environment*’ course is one that when it was not free, we had only a few hundred taken,” Schuster said. “Within five days of it being free, we had tripled the total number of courses.”

Along with “*Concussion in Sports – What You Need to Know*” and “*A Guide to Heat Acclimatization and Heat Illness Prevention*,” Schuster believes that all three courses have more than enough beneficial reasons to take them.

“There are great resources in [‘*Creating a Safe and Respectful Environment*’],” Schuster said. “Hazing, bullying, sexual harassment, it’s all in there. Every course includes great resources. Among those three courses alone, if we could get every coach in the country to take them, what a great thing it would be for our students.”

“*Concussion in Sports – What You Need to Know*” was developed in May 2010. To date, an astounding 535,000 coaches, administrators, parents and others have taken the course, which provides a brief overview of how a person can recognize the signs and symptoms of a concussion.

“*A Guide to Heat Acclimatization and Heat Illness Prevention*”



is another course offered by the NFHS to provide critical information designed to minimize the risk of activity-related heat illness and heat stroke among high school athletes.

As more and more coaches take the free courses provided through the NFHS Coach Education Program, the interest in other courses has also begun to increase.

“Really, what we’ve found is that the more people who take our free courses want to take our other courses, which is exactly what we are looking for in professional development. Ongoing, continuing education is the direction we want to go. The goal is for coaches to be certified, to want that training. Coaches need refreshers and updated content, and they need to make sure they are current in the profession. This is the way that coaches are able to do that. Ongoing education is really the key.”

Although the number of free courses taken has risen significantly, Schuster believes that coaches education is just starting to scratch the surface with what it has to offer in the future.

“[The numbers] are powerful,” Schuster said. “It’s exciting, but what is more exciting is the potential. I think our potential is so great. We’ve had more than 620,000 people take courses with us, and we will continue to create a bigger impact on our students, our coaches, our schools and our member state associations. Learning is an ongoing process, and we want to instill that in our coaches. Promoting professional development and continuing education will be our goal moving forward. That’s the mission of this program – to change the culture of coaching. It doesn’t happen overnight, but we are starting to see it. That is the direction we’re headed.”

The three free courses, along with all 29 NFHS Coach Education Program courses, can be accessed at www.nfhs-learn.com.

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

Five Potential Debate Topics Selected for 2013-14

Thirty-five delegates from 23 states, the National Catholic Forensic League (NCFL), the National Debate Coaches Association (NDCA) and the National Forensic League (NFL) attended the NFHS-sponsored Topic Selection Meeting August 3-5 in Boston, Massachusetts. Nine topic reports were presented by authors who researched each topic area for 11 months. State delegates and participants deliberated for three days to determine the final five topic areas.

Serving on the 2012 Wording Committee were Russell Kirkscey, Texas (chairperson); Randy Pierce, Missouri; Pam McComas, Kansas; Duane Hyland, Virginia; Ruth Kay, Michigan; William Murray, Pennsylvania; and Chuck Ballingall, California.

The NCDCA, NFL and David Glass hosted the annual meeting and a reception the first night of the meeting for attendees and spouses. Glass and Stefan Bauschard served as the local coordinators.



Balloting for the 2013-14 national high school debate topic will take place in a twofold process. During the months of September and October, coaches and students will have the opportunity to discuss the five selected problem areas. The first ballot will narrow the topics to two. A second ballot will be distributed to determine

the final topic. Each state, the NFL, NCFL and the NDCA will conduct voting in November and December to determine the favored topic area. In January, the NFHS will announce the 2013-14 national high school debate topic and resolution. It will be posted on the NFHS Web site at www.nfhs.org and sent to state associations and affiliate members.

Following are the five topics for consideration:

PROBLEM AREA I: Export Controls

Resolved: The United States federal government should substantially strengthen its export controls on military and/or dual-use technology toward one or more of the following: China, India, Israel, Russia, Taiwan.

PROBLEM AREA II: India

Resolved: The United States federal government should substantially increase its diplomatic engagement toward India in one or more of the following: nuclear non-proliferation, trade, terrorism.

PROBLEM AREA III: Latin America

Resolved: The United States federal government should substantially increase its economic engagement toward Cuba, Mexico or Venezuela.

PROBLEM AREA IV: Russia

Resolved: The United States federal government should substantially increase its engagement toward the Russian Federation in one or more of the following: nuclear arms reduction, missile defense cooperation, trade barrier reduction.

PROBLEM AREA V: Southeast Asia

Resolved: The United States federal government should substantially increase its military presence and/or economic engagement in Southeast Asia. ©



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Greatest Athlete in Iowa History? Hoiberg Could Make a Claim

BY ALEX SWENSON



Fred Hoiberg is considered the greatest athlete in the history of Ames (Iowa) High School and was voted one of the 10 best athletes in Iowa history. He was a phenomenal three-sport athlete (football, basketball, track and field) at Ames High School from 1989 to 1991. In basketball, he averaged 29.8 points per game as a senior while helping his team to the state title and winning the Mr. Basketball Award. He was a stand-out basketball player at Iowa State University, played 10 years in the National Basketball Association and currently is the basketball coach at Iowa State. This past summer, Hoiberg was inducted into the National High School Hall of Fame.

Q. What does it mean to you to be inducted into the National High School Hall of Fame?

Hoiberg: It's a tremendous honor and I'm very humbled by the selection. The NFHS is a great organization with a lot of big-time athletes in its hall of fame. I'm very excited to follow in their footsteps and accept the award.

Q. You were a multi-sport star in high school and had the choice of two sports to play in college. How did you settle on basketball?

Hoiberg: It was a tough decision for me. I knew I was going to play either football or basketball, and I got quite a few offers in both sports. With football, though, I got beat up pretty good. As quarterback, my offensive line was pretty small, and I took quite a bit of punishment. For me, basketball was the right way to go. A lot of people asked me if I would ever try and play both, but I always planned on picking one and living with that decision. Basketball just seemed like the better decision for me and my future.

Q. How did your high school experiences help to shape your career path as a player, and then as a coach?

Hoiberg: The big thing back in those days was that most high school athletes played multiple sports. These days you almost have to choose a sport in which to specialize. Playing several different sports was valuable for me. Running track kept me in shape and helped with

my overall athleticism. Playing quarterback really developed my leadership skills. Baseball and basketball were my two loves, though, but the whole situation was valuable. Also, with both parents being educators, my academic priorities had to be in line. I always had to complete my academics before I could focus on my athletics, and that really helped on all levels.

Q. Was coaching something you knew you always wanted to do after you stopped playing?

Hoiberg: I knew that I wanted to continue a career in basketball when I was finished playing. Unfortunately, my heart condition caused it to happen before I was ready. I felt I could have played longer, but I always tried to stay prepared for a career past basketball. I was fortunate enough to land a great position with the Minnesota Timberwolves after my playing days were over, which helped move my career forward. I did plan to get into coaching, though, so when the opportunity came about, I was ready. I always try to keep myself prepared to take on any situation or change in plans.

Q. Was it an easy decision for you to return home to be a part of the Cyclones' basketball program again?

Hoiberg: Absolutely. I'm home now. I still have my parents and in-laws in Ames, and it's always been my kids' second home. It ended up really being a pretty seamless and smooth transition for us back to Iowa. I love being home, and it's great to be able to coach for the same people who supported me for so long.

Q. The Iowa State program has seen a great turnaround since you have taken over. What have been your keys to success?

Hoiberg: I've really leaned on my staff since being here, and they've been great. I came in without a ton of coaching experience, so we have had to put in a lot of work to sort of get us over that hump. It was a great feeling beating the defending national champions (Connecticut) in the NCAA tournament this year; and even though we lost to the eventual national champions (Kentucky), we have done a great job getting the right people in the program to help compete. I think it helps me, personally, being from the area and having attended Iowa State, and I have seen what it takes to be successful here.

Q. You won a state basketball championship in high school, played in the NCAA tournament three times and coached in it once. How do those feelings and those moments stack up to one another?

Hoiberg: The NCAA tournament is where you want to be. It's what you prepare for. You spend long hours over the summer and during the season to make it to that tournament, where anything can happen. One of greatest memories as a player was playing in three NCAA tournaments against the best competition in college basketball. This year, I was able to coach against John Calipari and Hall of Famer Jim Calhoun, which was a thrill. As a coach, you try to figure out what guys like that will do and put your best game plan forward. Hopefully, this year was just our first of many appearances.

Q. What is your best basketball-related memory?

Hoiberg: I think my best memory is winning a state championship in high school. It has been my only championship throughout my basketball days, and that is what you strive for – being the very best. I would put playing in the conference finals during my NBA career (with the Indiana Pacers) on the list as well. Everyone ultimately wants to be on top, and it was thrilling being that close to winning a world championship.

Q. Who had the greatest influence on your career?

Hoiberg: I think my family would be No. 1. My parents raised me

right and set my priorities straight from an early age. I did not get to know my grandfather very well, but he was a great coach. I hear from his former players very often about how he helped mold them into the type of people they are today. I would say those stories have definitely had an impact on me. That's the No. 1 job as a coach – to help these young people and steer them in the right direction for the rest of their lives.

Q. How important has goal-setting been during your career, and what are some of your goals moving forward?

Hoiberg: I think you have to set your goals very high, which is something I've always done. When I got into college, I set a goal to make it to the NBA. I knew it was a long shot, but if you don't set your goals there you won't achieve them. I set a 10-year plan when I was a player, and I've done the same thing as a coach. This year, we set a team goal to win the Big 12. We finished third behind two very good teams, but we have to set high goals in order to reach them. Another goal was to get to the NCAA tournament. We did that, and the fact that we won a game shows that we are on the right path. ☺

Alex Swenson was a spring intern in the NFHS Publications/Communications Department. He attends Franklin (IN) College and is majoring in broadcast journalism and public relations.



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A Professional Development Program for High School Coaches

BY DR. DAVID HOCH, CMAA

Among the numerous responsibilities of a high school athletic administrator, none is more important than helping coaches to improve so that they can provide the best possible education-based environment for the student-athletes. Fortunately, the NFHS has an excellent Coach Education Program, which leads to national certification, and this is a great place to start.

The NFHS Coach Education courses, which are available online, provide an excellent basis for all coaches – the beginning and experienced ones. There are currently 29 courses in place and additional ones are continually being developed. Although this program is outstanding, it is only the initial step.



Within a school or district, it is also essential that the athletic director, as the “Coach of Coaches,” creates and provides a professional development program. This effort is vital in order to prepare coaches for the specific requirements, procedures and ideas on how to handle potential problems in the school – and most settings are unique.

The professional development program should cover any recent events. This would include new regulations that have been established by the state athletic/activity association and any district policies that affect athletics. It is essential that all coaches follow procedures and comply with all regulations. This doesn’t happen by accident; it requires effort by the athletic director.

In addition to regulations and procedures, a wide variety of top-

ics should be included that will help coaches perform their duties and improve their competencies. Anything and everything that will create a better environment for student-athletes should be presented.

While the following is not intended to be an all-inclusive list, these topics should be considered for a school’s professional development program.

- **Concussion recognition and treatment.** This should include the district’s protocols and efforts to communicate and explain them to parents.
- **Methods to prevent hazing and bullying.** It is important for coaches to understand that there are alternative methods to create team bonding and unity that do not include hazing. In education-based athletics, everyone has an obligation to create settings in which student-athletes are not subjected to hazing or bullying.
- **Approaches and techniques to improve the effectiveness of communicating with parents of athletes.** Since dealing with parents is a major issue in high school athletics, there is always something more to learn, whether a coach is just starting or is an experienced veteran.
- **Media protocols.** Most local newspapers have space reserved for high school teams. It is essential that coaches report results after every game – not just victories. Also understanding what to say and what not to say is extremely important.
- **Organizational techniques.** There may be coaches on the staff who do not understand the importance, as well as the steps and methods, of developing a practice plan. A session providing examples and drawing a comparison to teachers’ lesson plans can be extremely beneficial. This topic should also include completing forms and associated paperwork correctly and on time.
- **Risk management.** Anything dealing with the treatment and reporting of injuries, inspecting equipment and fields for problems, and reviewing heat and lightning protocols should be

covered annually. The health and safety of athletes have to be the coaches' highest priorities.

- **Foundation and principles of education-based athletics.**

To best serve the student-athletes, it is essential that coaches understand and embrace this philosophical concept. To accomplish this goal, an athletic administrator has to share examples of how to provide an educational environment for athletes and review the school's expectations. Nothing should be left to chance.

It can be challenging to find the time to conduct professional development activities for your staff. This is where a little creativity comes into play. A breakfast meeting before the start of school might work, or perhaps Monday right after the conclusion of the school day. Why Monday? It usually has the least number of scheduled games. By pushing back the start of practice session by an hour, you have time for your professional development.

There could also be another opportunity to host sessions for coaches. In some school schedules, there may be religious observances or days on which your teams are not allowed to practice. This is an excellent time to host a professional development session.

And if you are using a breakfast meeting or providing refreshments for an afternoon session, you also have to consider the cost.

Some may use gate receipt funds, although the booster club could underwrite this essential and valuable program. After understanding the ultimate purpose and goals, most clubs would be eager to help.

In addition to providing a meal or refreshments, the athletic director could bring in a speaker for a specialized topic. For example, a college coach or former coach could help with recruiting information; an athletic trainer for concussions, MRSA and helpful hints; and an expert in time management would be great to help your coaches. Of course, consideration has to be given to the cost for these speakers.

The professional development of coaches falls squarely on the athletic director's shoulders. An ideal plan would incorporate the NFHS Coach Education Program courses and the initiative designed and conducted at the school level. Regardless of the source of the program, the athletic administrator is ultimately responsible for the growth and improvement of his or her coaching staff. ☉

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 University, is past president of the Maryland State Athletic Directors Association, and he formerly was president of the Maryland State Coaches Association. He has had more than 350 articles published in professional magazines and journals, as well as two textbook chapters. He is the author of a new book entitled *Blueprint for Better Coaching*. Hoch is a member of the NFHS High School Today Publications Committee.

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The Benefits of Social Media for the Athletic Director

BY PATRICK MCHUGH

High school athletic directors take note – people are talking about you and your athletic department through social media all the time, and you should consider engaging in that conversation. Just search the words “Athletic Director” in Twitter and see how frequently those words appear. It is often hundreds of times a day.

School athletics is the most public area of education today, and social media is the new public square where everyone is equal and shooting off opinions about athletic programs. Athletic directors should be aware about what is being said and take part in and help shape the discussion.

Athletic directors have had growing responsibilities as communicators during the past two decades. Although the role for years seemed to be primarily one of facilitator, involving scheduling, hiring, purchasing and monitoring, gradually it has expanded to include communicator. What is going on in athletics? How do athletic departments advance the educational mission of schools? Why should anyone be excited? These are all questions that people are talking about and answers are needed from athletic directors.

Despite what may seem like a vehicle for people to critically attack a school’s program, social media provides athletic directors the chance to think before they speak. Through writing and revising thoughts, athletic directors can more clearly communicate why their schools or athletic departments are doing what they are doing.

The three most common social media platforms being used and worth investigating are Facebook, Twitter and blogging.

Facebook

Facebook is probably the most prevalent social networking service available. There are about 750 million users who create a profile that can include photos, contact information and interests. Through “friending” or being “friended,” you can keep in contact casually with a large group of people.

Most people keep in contact through status updates that alert friends about what they are doing. You can also link your Face-



book page to other social media like Twitter, Blogger or Foursquare updates. Many in your school community have probably created Interest Groups. A Facebook Group is easy to set up for your athletic department and allows you to control posting. You can subscribe to Groups as well and receive updates.

Facebook can be an effective way to communicate and have fun, but it is not without controversy. Once you are on Facebook, you are connected to people in your community in ways that sometimes you do not expect. An example of this is tagging.

Someone can take your picture and “tag you.” This allows you to see it, but the entire Facebook community can also see it, which can lead to embarrassment for some. The opposite is also true when you might see a picture of someone in your community – a student for example – saying or doing something that does not live up to the standards of your community. This can put you in an uncomfortable position as to what you should do about what you see on Facebook.

There are ways to adjust privacy settings that can occasionally be circumvented. In the past year, *The New York Times* wrote an article about how college students spend a lot of time on Sundays untagging themselves from unflattering pictures taken on Friday or Saturday night. It is important for schools to have Facebook policies for the administration, faculty and staff, and discouraging “friending” students is probably advisable.

Twitter

Twitter was created initially as a micro-blogging service. Tweets are text-based posts of up to 140 characters that are displayed on the user’s profile page. Most people now send and receive their



Tweets from a mobile phone. About 200 million people use Twitter today and send 350 million Tweets a day.

Coaches and athletic directors can use Twitter to notify team members and families about changes to practice and game schedules as well as providing game results. Each Twitter user has followers and people he or she follows.

Like Facebook, your Twitter profile can be linked to other social media. Re-tweeting is one of the most helpful ways that Twitter can be used to effectively distribute a message. It is like a super-charged telephone tree. When someone re-tweets a message, a whole new group of people will get the message that was initially sent to just the followers. Twitter is an effective way to distribute a message as well as staying on top of news.

The downside of Twitter is that people Tweet before they think. Unfortunately, there are very few privacy controls on Twitter. You can lock your Tweets to only approved followers, but most people do not do that.

The whole idea of Twitter is to get your message out, distribute information, promote school events or share something you know your followers will find interesting; however, personal opinions should be avoided. You can also find the occasional unsavory character following you, so you need to monitor who is following you and dump anyone whose real goal is to try and promote his or her services.

Blogging

Blog is short for weblog and it is a way to keep an online journal. Posting daily or weekly is a great way to get stakeholders to check in on what is going on in your program. Posts can vary in length from a few words to several thousand. However, most bloggers know that posts longer than 300 words are not read as much.

Athletic directors should focus posts on the results and procedures involved in the school’s athletic program. Blogs are a great way to promote your department, what you are doing and why you are doing it. Blogs are also a great way to be creative. You can add pictures and video to your posts. Don’t be surprised if you end up with several hundred people following your blog every week.

The best thing about the blog is that you have complete control over the message. The worst thing about the blog is you have complete control over the message. Making sure you are expressing yourself accurately, especially when a complicated issue is involved, is very important.

It is important to remember that you have time to revise initial drafts several times and to sleep on tricky posts before you publish them. Also, keep the tone of your blog positive and avoid criticizing others. You cannot take it back once you have hit “Publish This.”

The two main blogging options are Blogger, which is a Google product, and WordPress. There are others – some with a monthly fee – that can add extra bells and whistles. As with Facebook and Twitter, you can link your Blog with other social media platforms.

Many athletic directors may be a bit fearful about diving into social media. One suggestion is to start small with Twitter and a weekly Tweet from the athletic department. You will be surprised at the positive reaction you will receive. A large part of an athletic director’s job is to solve problems for members of the community. These social media options allow more contact with the entire community – people who are happy as well as upset.

Athletic directors are leaders within schools and can use social media to stay in touch with the people with whom they work and to help create programs that will make the athletes and community proud. ☺

Patrick McHugh is track coach and athletic director at North Shore Country Day School in Winnetka, Illinois. He can be contacted on Facebook (Patrick McHugh, Winnetka, Illinois) and Twitter (@NorthShoreTrack), and his blog is available at www.raiderathletics.blogspot.com.

New Technology Available for Completing Teacher Evaluations

BY MOLLY DUBOIS

As school systems and state departments require more data on teacher evaluation, many supervisors are looking for tools that will help them collect this data quickly and accurately, and manage it easily. There are many tools that allow individuals to do just that on Apple's iPad.

The most powerful observation tools come in the form of free apps, supported by a subscription-only database management system. There are also a handful of other apps available for the iPad that allow administrators to collect data in other ways.

TeachPoint has an intuitive and comprehensive walk-through, formal observation and teacher evaluation app. This tool is designed to be used by both supervisors and teachers collaboratively.

In a goal statement, for example, teachers fill in details about their own expectations (with their own app, on their own iPad), and the document is shared with the evaluator. The observation tools are simple and easy to use. Schools can work with TeachPoint to develop and edit the fields and forms to fit the needs of their district or state.

Pricing (found directly on its Web site, www.goteachpoint.com) is \$20 per user for the first 100 users, with prices decreasing with additional users. In this pricing system, both administrators and teachers are considered users.

Developed in collaboration with Charlotte Danielson and ETS, TeachScape is another handy, easy-to-use, walk-through observation tool. The iPad app is only a small part of the rubrics and evaluation tools offered by the company. Schools using the TeachScape system subscribe to multiple services that

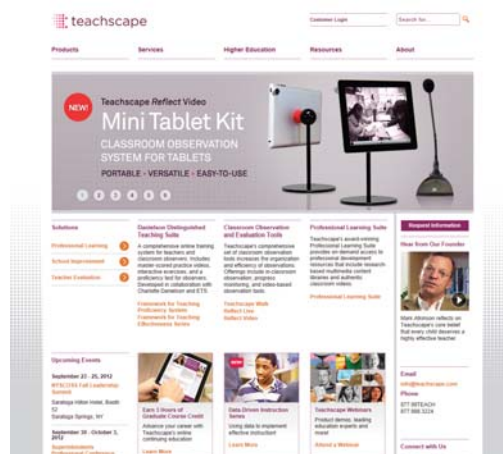
cover the entire spectrum of teacher development and evaluation. More information can be found at www.teachscope.com.

The eCOVE suite has tools for teacher observation and student observation, with separate apps for special educators and administrators. The tools provided in the walk-through app are far superior to its competitors, including checklists, timers and easy note-taking windows. While the iPad app is free, the back-end support that includes data management is \$299 per computer, according to its Web site at www.ecove.net. Administrators can download this free app directly from the AppStore, where they can choose from SPED, General or Admin versions. A few sample observations come loaded on the app, so supervisors can actually test the app in a trial observation to see how the tools can be used.

GoObserve is a newcomer to the observation apps collection. The company provides first-time users with a 10-day free trial to explore the tool. Supervisors can use the app for walk-throughs, observations, scheduling, staff management and collecting reports. The app provides many tools, including intuitive sliders, check-boxes and notes areas.

Administrators can personalize the app to match their school's needs directly in the app itself. A neat feature in this particular tool is the ability to take photos and add them directly to the report. An annual subscription for a supervisor, including iCloud backup services, is \$150 per user, and in this case, only the supervisors are users.

Aside from these four main observation-specific apps, there are



more ways supervisors can use their iPad during observation and evaluation. Some districts are not willing or financially able to subscribe to one of the commercial services. Others want to use rubrics and forms they have worked hard to create in PDF or Microsoft Word format. Additionally, there are some administrators who are looking for simple tools to enhance or help complete traditional

pen-and-paper scripted observations.

For supervisors who are working with an established rubric or form, the easiest and most professional word processing app is Pages. This app, developed by Apple for the iPad, allows users to open any document in the .doc format, which they can edit, save and share (via e-mail or iCloud) directly from the iPad. Pages, which can be purchased for \$9.99 from the iPad's App Store, also allows administrators to create documents – from a simple note, to a PTA meeting flyer or an annual report – right on the iPad.

The most simple note-taking tool on the iPad is the Notes app (free, and included on every iPad) – a simple text editor. This is the right choice for supervisors who are most comfortable taking traditional scripted notes on a notepad. Text can be edited and saved right in the app, and reports can be shared by e-mail. Other simple tools a supervisor might try are the Camera, a voice recorder like QuickVoice (free), and Dragon Dictation (free).

The iPad is an excellent toolbox for any administrator, regardless of the school's or district's observation expectations. ☉

Molly Dubois has been a music teacher at Burlington (Vermont) High School since 2010. She also is a music teacher at Hunt Middle School in Burlington and assistant band director at Burlington High School. Dubois, who earned her master's degree from Harvard (Massachusetts) University, is technology chair for the Vermont Music Educators Association Board.

Concussions: Schools Asked to Develop “Return-to-academics” Policies

BY BRIAN ROBINSON, MS, ATC

As parents become more aware of the possible long-term ramifications of concussions, they are concerned that these injuries are interfering with the academic success of their students. As the students struggle to complete assignments, they may, in fact, be delaying their recovery. Teachers, counselors and school administrators are frequently faced with requests for academic modifications for students who have experienced a concussion.

Although the majority of these concussions result from athletic activities, school nurses and athletic trainers are seeing increasing numbers of non-interscholastic sport-related concussions within the school environment. These concussions may be the result of activities such as physical education, club sports, aggressive interaction between students or other accidents that occur with daily teenage activities.

As a result, school administrators are being asked to develop plans for re-integrating recovering students into the academic routine, while allowing for full recovery. Although there are widely accepted, definitive post-concussion “return-to-play” protocols, these steps do not address the “return-to-academics” issue.

A concussion may interfere with many aspects of a student's life off the playing field. It is not unusual for students diagnosed with a concussion to experience short- and long-term memory problems as well as difficulties with concentration and organization. These students may be experiencing sleep disturbances as well as emotional concerns. Although these issues usually do not last longer than one or two weeks, it is possible for these symptoms to last for weeks or months.

Continued research reveals that a student's best chance for a timely recovery hinges on two critical components – cognitive rest and physical rest. Medical expertise and common sense dictate that a student would not be allowed to walk on a fractured ankle, thereby delaying the healing process; the same concept should be applied to the effect that school work has on a brain recovering from a concussion.

Cognitive rest is essential to the quick resolution of concussion symptoms. Cognitive stimulation such as driving, video games, computers, text-messaging, cell phone use, loud and/or bright environ-

ments, television, reading and studying must be limited. In some cases, these cognitive stimulants must be completely avoided. Standardized testing should be delayed until the student has completely recovered.



Physical activity such as physical education, sports activities and strength or cardiovascular conditioning must be avoided or carefully regulated while recovering from a concussion. Recovery from a concussion is a very individualized process; caution must be taken not to compare students as they progress through the healing process.

It is recommended that all students experiencing the signs and symptoms of a concussion be evaluated by a health-care professional who is trained in concussion management. Once evaluated and proper documentation is presented, the school nurse and/or the athletic trainer can work with the student's physician in the role of “point person” in order to coordinate the student's return to academics.

“Return-to-academics” guidelines should include concussion education for the faculty and staff. A plan for regular communication with the student's teachers and academic advisor should be developed with regard to expectations for the student as well as alerting the teacher to important symptoms and signs that that may be observed in class.

The role of the school nurse or athletic trainer is to facilitate and monitor the student's recovery during the school day as he or she

gradually returns to classroom activity. Once the student returns to school, a process of daily reporting by the student to the school nurse or athletic trainer should be initiated. This allows for the swift identification of lingering symptoms or factors that may affect recovery and the ability to complete academic assignments.

The following progression to full classroom and academic activity was developed in order to assist students, parents, teachers, counselors and school administrators with full recovery from the student's concussion episode.

Four-stage Progression to Full Return to Classroom Activity

Stage 1: No school attendance, emphasize cognitive and physical rest

During this stage, the student will display severe symptoms at rest, which may include, but not limited to, headache, dizziness, nausea, increased sensitivity to light and sound. Abnormal neurocognitive testing results based on preseason baselines will be evident. Students may not be able to read for more than 10 minutes without an increase in symptoms. The student may complain of frequent/continuous and intense headaches. Actions recommended include no tests, quizzes or homework. The student should be furnished with a copy of class notes.

Progression to Stage 2 is based on the student's decreased sensitivity to light and noise as well as the decreased frequency and intensity of headaches. In addition, the student should be able to read for 10 minutes without increasing symptoms.

Stage 2: Option for modified daily class schedule

The characteristics expected in this stage include mild symptoms at rest, which increase with physical and mental activity, as well as the continued deviation of neurocognitive testing when compared to preseason baselines.

Many students express anxiety regarding the amount of school work that they may be missing. Being isolated from their friends and normal daily routine can increase this anxiety as well, which may delay recovery. Therefore, a modified schedule may be appropriate in order to ease that anxiety while gradually re-introducing their normal routine.

An example may be that the student attends morning classes the first day, and afternoon classes the next. Another option may be to attend every other class during the day, such as Periods 1, 3, 5, 7 on the first day and Periods 2, 4, 6, 8 the next day. Even reducing the weight of a backpack the student may be carrying by providing a

second set of textbooks for home can aid recovery.

Many students express discomfort when viewing Smart Boards during class, due to the intense brightness. Permitting the student to use sunglasses in these situations has been shown to be beneficial by allowing the student to remain engaged in class. A hall pass to allow the student to leave class five minutes early in order to avoid the chaos and noise in the hallways is also an option that may be helpful.

The student should continue to be provided copies of class notes while still avoiding physical education and sports activities. The student should have access to a quiet place such as the school nurse's office if symptoms present themselves during the day. In some cases, a noisy cafeteria may need to be avoided so as not to aggravate symptoms. It is important that a mechanism be in place that maintains daily contact between the school nurse/athletic trainer and the recovering student.

Progression to Stage 3 is predicated on the student's ability to attend each class at least once and that this activity does not result in the increase of symptoms. At this point, all symptoms should continue to decrease. The daily monitoring of the student is essential to pick up any lingering symptoms.

Stage 3: Full day of school

The student should be symptom-free at rest; however, mild to moderate symptoms may return with mental and physical activity. The policy of no tests, homework or quizzes should be maintained along with continuing to facilitate the student's access to class notes. The student should continue to avoid physical education classes and athletic activities. As within the previous stages, continued daily monitoring of symptoms by the school nurse or athletic trainer is recommended.

Progression to Stage 4 is based on the fact that the student is symptom-free with mental and physical activity, and neurocognitive testing returns to preseason baseline levels. In addition, a clinical evaluation conducted by a health-care professional with expertise in concussion management confirms continued recovery.

Stage 4: Full academic load and return-to-play protocol

The student should be expected to return to current academic responsibilities based on the positive results of a clinical exam and neurocognitive testing results. In conjunction with the student's counselor and teachers, a plan should be devised for possible modifications and gradual completion of missed tests, homework and quizzes.

Based on the policies of the individual school district, students who have experienced a prolonged recovery may benefit from a Section 504 Plan. Furthermore, it may be unrealistic to expect students, especially those enrolled in Advanced Placement curriculum who

have had prolonged recoveries, to complete all of the missed assignments. Teachers should have the discretion to apply mastery learning criteria within their subject. Students should be encouraged to begin a gradual resumption of physical activity monitored by the school nurse or athletic trainer. As part of these guidelines, students are given the opportunity to complete missed assignments within a specific time allotment based on the total number of days within Stages 1 through 3.

Students involved with interscholastic athletics are required to complete the recommended five-step "return-to-play" protocol, consisting of a gradual increase in physical activity.

Follow-up

The student should be encouraged to meet regularly with his or her counselor or academic advisor to discuss progress, grades and the status of back assignments. The school nurse or athletic trainer should meet at least weekly to review any recurring symptoms, disrupted sleep habits or emotional concerns.

Media attention and education efforts of school communities have given rise to the understanding that concussions are an issue not only affecting athletics but the classroom as well. School administrators and teachers should be prepared to assist with a stu-

dent's recovery within the academic environment. Cognitive rest and regular communication among the student, parents, teachers, school administrators and health-care professionals will greatly improve the chances for full recovery. Parents are concerned as to how these concussions will affect their student's academic progression and are increasingly turning to the school community for support and guidance.

Increasing pressure on many of today's students to attain a high level of academic achievement in high school in order to increase their post-high school opportunities makes it imperative that the school community, as well as family members, understand the importance of following an accepted protocol/policy for academic and athletic return. Additionally, many of the students who are active in athletics may also be very active in other activities. These also need to be modified. The impact of a concussion, whether it occurs on the playing field or elsewhere, impacts the student in all facets of life. The school community should be prepared to offer the student and his or her family the support and guidance necessary to ensure the best possible outcome. ☉

Brian Robinson, MS, ATC, LAT, is the athletic trainer at Glenbrook South High School in Glenview, Illinois. Robinson is a member of the High School Today Publications Committee.

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New NFHS Officers, Board Members Elected for 2012-13



Kevin Charles, executive director of the Delaware Interscholastic Athletic Association (DIAA), is the new president of the National Federation of State High School Associations (NFHS) for 2012-13. Charles, the 53rd president of the NFHS, began his one-year term July 12 following the NFHS Summer Meeting in Nashville, Tennessee.

Charles joined the DIAA in 2004 as coordinator of officials and was named executive director in 2005. He previously was employed by the Delaware Division of Public Health for 25 years before his retirement in 2004.

Harold Slemmer, executive director of the Arizona Interscholastic Association (AIA), was elected by the NFHS Board of Directors to the position of president-elect for the upcoming year.

Slemmer was named executive director of the AIA in 1999, after nine years as inaugural principal of the award-winning Mountain Pointe High School in Phoenix.

Under Slemmer's leadership, Mountain Pointe received numerous awards, including A+ Schools Recognition semifinalist three times.

In addition, three new NFHS Board of Directors members were approved for four-year terms. All Board of Directors members were approved by the NFHS National Council. **Marty Hickman**, executive director of the Illinois High School Association (IHSA), Section 4; **Tom Welter**, executive director of the Oregon School Activities Association (OSAA), Section 8; and **Michael Rubin**, principal of East Boston (Massachusetts) High School, at large, Sections 1 and 4, will begin their terms this year.

Hickman joined the IHSA staff in 1991 as assistant executive director and was promoted to associate executive director in 1999 and executive director in 2002. Hickman began his career in education as a teacher and coach at Girard (Illinois) High School, and



then served as a principal at Bluffs (Illinois) Junior-Senior High School and Joy (Illinois) Westmer Secondary School. In 1987, he was named principal of Monmouth (Illinois) High School and served in that capacity for four years before joining the IHSA staff.

Welter, a native of Oregon, joined the OSAA in 1995 as assistant executive director and was chosen executive director in 2001. After graduating from Oregon State University in 1971, Welter taught in Whyalla, South Australia, for three years before returning to Oregon in 1974, where he began a 20-year term of service at Central Catholic High School in Portland. He began as a teacher and coach and was the school's athletic director for 18 years and vice principal/dean of students for 15 years.

Rubin has been principal of East Boston High School for the past nine years after serving as a teacher, coach and administrator at the school for 24 years. During his time as the school's basketball coach, Rubin led East Boston to four state championships. ☉

Robert Zayas named director of New York state association



Robert Zayas, associate director of the New Mexico Activities Association (NMAA), has been chosen as the new executive director of the New York State Public High School Athletic Association (NYSPHSAA). He began his duties September 1.

Zayas succeeds Nina Van Erk, who resigned earlier this year after 12 years in the position. His appointment was confirmed July 31 by the NYSPHSAA Central Committee.

Zayas began his tenure at the NMAA in 2002 as assistant director and was promoted to associate director in 2010. During his 10 years at the NMAA, Zayas' responsibilities expanded from media relations, Web site development, classification and alignment, to

administration for the sports of swimming, track and field, and soccer. He also developed the NMAA's highly successful "Life of an Athlete" Program.

At the national level, Zayas has served on numerous NFHS committees, including the *High School Today* Publications Committee, National High School Spirit of Sport Award Selection Committee and Citizenship/Equity Committee.

A graduate of Texas A&M University-Commerce with a master's from the University of New Mexico, Zayas taught and coached at the middle school and high school levels in Central Texas prior to joining the NMAA. He currently is pursuing his doctorate in physical education from the University of New Mexico. ●

Roger Blake named CIF executive director

Roger Blake, who has served in the high school education field for 36 years, including 15 years at the California Interscholastic Federation (CIF) state office, has been named the CIF's new executive



director. He succeeds Marie Ishida, who announced her retirement in February. Blake is the CIF's eighth executive director.

Blake was named associate executive director in 2007, and began his role as executive director on August 1. Ishida leaves the organization after 18 years as executive director.

Blake graduated from Cal State Fullerton in 1976 with a bachelor of science degree and held coaching and teaching posts at Cajon and Sonora high schools. From there, he served several positions during 24 years in the Lake Elsinore Unified School District, including coaching, teaching and administrative jobs. Blake went on to earn his master of arts degree from Azusa Pacific (California) University.

Blake was named CIF director of education and training in 1998 and, in 2001, was named assistant executive director.

Founded in 1914, the CIF is the governing body for California high school sports with more than 1,500 public and private schools that boast more than 750,000 student-athletes. ●

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VOICES OF THE NATION

Q *What is the most important thing you've learned from your high school coach?*



Emily Vandewater

Hereford High School
Parkton, Maryland

Over the past four years, my coaches have provided me with outstanding leadership. Being passionate, enthusiastic runners themselves, they understand the work and dedication required to succeed. My coaches exemplified the fact that one cannot simply wish to be good at a sport, but that hard work over time is the answer. In order to compete at a high level, rigorous training and perseverance through tough times are crucial. Much of my success can be attributed to my coaches' positive attitude, allowing me to realize my potential as a runner.



Neil Moore

Lake Nona High School
Orlando, Florida

Throughout my years of high school sports, the coaches have taught me valuable life lessons that are applicable to the rest of my life. Persevering through discomfort, committing to finishing what you've started, and many other lessons were learned by me over the years. By far the most important lesson that I've learned is to absolutely dedicate everything to the team. The ability to put the team and others before oneself is invaluable, and empowers you beyond your means.



Sarah Wontrobski

Telluride High School
Telluride, Colorado

The most important thing that my high school coach has taught me is that there are numerous ways to be an effective



Michaela Ullrich

Southport High School
Indianapolis, Indiana

The life of a high schooler is hectic. Trying to juggle academics, practices, matches, extra activities and a social life can really break someone. There are days when quitting just seems more and more appealing. But there is someone that has taught me the value of hard work and persistence. My coach believes in me, even on days when I don't believe in myself. He pushes me to reach my potential and give my all every day. I've learned that through resilience and determination, I am capable of anything I set my mind to. He has taught me to really see the best in myself.



Drew Grout

Yarmouth High School
Yarmouth, Maine

The most important thing that I have learned from my high school coach is how to be motivated while retaining a healthy balance between my athletic and scholastic careers. Without a balance, it is nearly impossible to stay focused and fully invested in your endeavors. This learning carries a lot of weight because it is applicable in all facets of life, a true life lesson. ●