

MAY 12

# HighSchool

TODAY™

THE VOICE OF EDUCATION-BASED ATHLETIC AND PERFORMING ARTS ACTIVITIES

## Title IX at 40: More Important Than Ever

### Legal Issues

Title IX compliance in  
scholastic athletics

### Sports Medicine

Heat acclimatization and  
heat illness prevention

### Administration

Mentoring the  
non-teacher coach



A PUBLICATION OF THE NATIONAL FEDERATION OF STATE HIGH SCHOOL ASSOCIATIONS





# Celebrating Title IX 40 Years Later

BY ROBERT B. GARDNER, NFHS EXECUTIVE DIRECTOR, AND RICK WULKOW, NFHS PRESIDENT

This issue completes our fifth year of publishing *High School Today* for superintendents, principals, athletic directors and school board members. We hope you have enjoyed receiving this publication every month during the school year. We always welcome your feedback – visit us at [www.nfhs.org/hstoday](http://www.nfhs.org/hstoday) and let us know how we’re doing.

In our first issue five years ago (September 2007), Peg Pennepacker wrote our lead article on the 35th anniversary of Title IX. As we now look forward to the 40th anniversary next month, we are pleased to have Peg back as the author of our lead article once again.

This issue contains four additional articles on Title IX – one from the viewpoint of a superintendent, one looking at the female pioneer leaders in state associations, another profiling an outstanding female athlete from the 1970s (Geri Grigsby) and Lee Green’s legal article on Title IX compliance.

In the school year before Title IX was passed in the summer of 1972, there were 294,015 girls participating in high school sports, compared to 3.6 million boys. By the end of that decade, 1.8 million girls were competing in high school sports and today – 40 years after the passage of Title IX – that number has climbed to an all-time high of 3,173,549.

While the rate of growth has slowed from the early Title IX days in the 1970s, the number of girls participating in sports has increased every year since 1988. While there are still 1.3 million fewer girls than boys in high school sports, the gap has closed remarkably from the 3 million deficit 40 years ago.

And if the sport of football (1,134,000) was removed from the boys participation totals, the numbers would be almost identical. In those sports in which both boys and girls participate, the chart indicates that numbers are pretty similar in most cases.

Girls		Boys		Girls		Boys	
Basketball .....	438,933 .....	545,844	Swimming &				
Track & Field .....	475,265 .....	579,302	Diving .....	160,881 .....	133,900		
Soccer .....	361,556 .....	398,351	Golf .....	71,764 .....	156,866		
Cross Country .....	204,653 .....	246,948	Lacrosse .....	74,927 .....	95,683		
Tennis .....	182,074 .....	161,367					

In addition to the opportunities that Title IX has provided for girls to participate in high school sports, that landmark law was also a springboard for women to become involved in high school coaching and administration.

Our feature on the women pioneer leaders in state high school associations on page 16 provides a glimpse of the tremendous contributions that these individuals made to the growth of girls programs in the 1970s. Although legally the door had been opened with the passage of Title IX, these trailblazers in state offices were met with challenges.

First and foremost, perhaps, was the notion that “girls don’t play sports.” Dorothy McIntyre, who blazed the Title IX trail in Minnesota, offered the following pre-Title IX perspective:

“That attitude (that girls don’t play sports) germinated in the 1920s and 1930s when a national attitude swept the country that the lives of girls and women would be better – and more healthy – if they played for fun and not with the pressure of winning, intense coaching and excited crowds ... Girls sat on the sidelines and watched. The Girls Athletic Association and its recreational activities were deemed to be ‘sufficient’ for girls, or perhaps they could be cheerleaders for the boys teams.”

Certainly, we are indebted to Dorothy and many others noted in the article for their tireless efforts in kick-starting statewide programs for girls – led by the incomparable Ola Bundy of Illinois, dubbed the “First Lady of America’s Girls Interscholastic Athletics.”

There were trailblazers at the local level as well. In 1968, Barb Twardus was one of the first female athletic directors when she began her 31-year career for the Seattle Public Schools. In 1967, Alice Bar-ron became the first female administrator for the Jefferson County Schools in Golden, Colorado, and built the girls program from no sports to 11 by the time she retired in 1989. Both Twardus and Bar-ron are deservedly in the NFHS National High School Hall of Fame.

We urge all leaders in high schools today – superintendents, principals, athletic directors and school board members – to promote equity and fairness as a priority in our schools across the country. We’ve come a long way, but there are many more opportunities ahead for girls to continue to make their mark in high school sports. ☉





## Standing Together

The softball team from Piedra Vista High School in Farmington, New Mexico participates in the National Anthem prior to the 2008 New Mexico Activities Association tournament. Piedra Vista claimed the 4-A state title.

Photograph provided by Kim Jew Photography, New Mexico.

Great Shot







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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](http://www.nfhs.org/hstoday). You may contact Bruce Howard, editor of High School Today, at [bhoward@nfhs.org](mailto:bhoward@nfhs.org).

### ➔ VOLUME 5, NUMBER 8



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### ➔ COVER STORY

**Title IX at 40: More Important Than Ever:** Title IX compliance and enforcement at the high school level could be even more critical than at the college level. —Peg Pennepacker, CAA

Cover photo provided by Kim Jew Photography, New Mexico.

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#### Female Pioneers in State Associations Lead Growth of Girls Sports:

Passage of Title IX created opportunities for women in state associations. —Bruce Howard

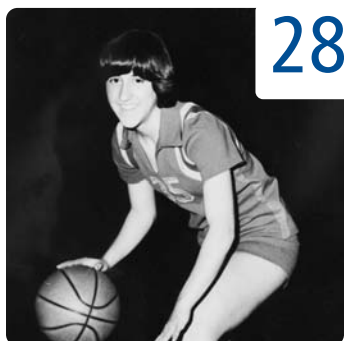


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## Top High School Performances

### Four high schools win both football and boys basketball state titles

A recent survey of NFHS state associations revealed that four large-enrollment high schools accomplished the rare feat of winning state championships in both football and boys basketball during the 2011-12 school year.

#### Those four high schools and their respective state associations are:

- 1) Carmel (Indiana) High School – Indiana High School Athletic Association
- 2) Louisville (Kentucky) Trinity High School – Kentucky High School Athletic Association
- 3) Highland (Utah) Lone Peak High School – Utah High School Activities Association
- 4) Las Vegas (Nevada) Bishop Gorman High School – Nevada Interscholastic Activities Association

Interestingly, the two Midwestern states (Indiana and Kentucky) border each other, as also do the two Mountain Region states (Utah and Nevada). ☉

## Unusual Nicknames

### Carlsbad Cavemen

Carlsbad, New Mexico, is situated just to the north of Carlsbad Caverns, a national park home to some of the biggest caves in North America. It only makes sense that the local **Carlsbad High School** employs the nickname **Cavemen** (and Cavegirls for girls teams). The school's mascot is named "Rusty" after the first cavemen statue on display at the school. Rusty was often decorated and dressed for special games and occasions, but now resides in the library overlooking the campus. ☉



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

## The Cost

### ATHLETIC TRAINING ROOM



A) Treatment table .....	\$500
B) Taping table .....	\$350
C) Upright freezer .....	\$500
D) Ice machine.....	\$2500
E) Whirlpool, 110 gallons.....	\$3500
F) Combination ultrasound/muscle stimulator unit .....	\$3500
G) AED .....	\$3200
H) Spine Board .....	\$200

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



## NFHS – Here for You



**Did You Know** that the National Federation of State High School Associations (NFHS) sponsors the National High School Hall of Fame? The Hall of Fame was started in 1982 as a sports-only hall of fame but expanded to include performing arts in 2003.

Counting the 30th class that will be inducted this summer in Nashville, Tennessee, there are 398 members of the National High School Hall of Fame, which annually salutes the accomplishments of high school athletes, coaches, officials, administrators and those in the performing arts. All inductees in the Hall

of Fame must be approved by their respective state high school association.

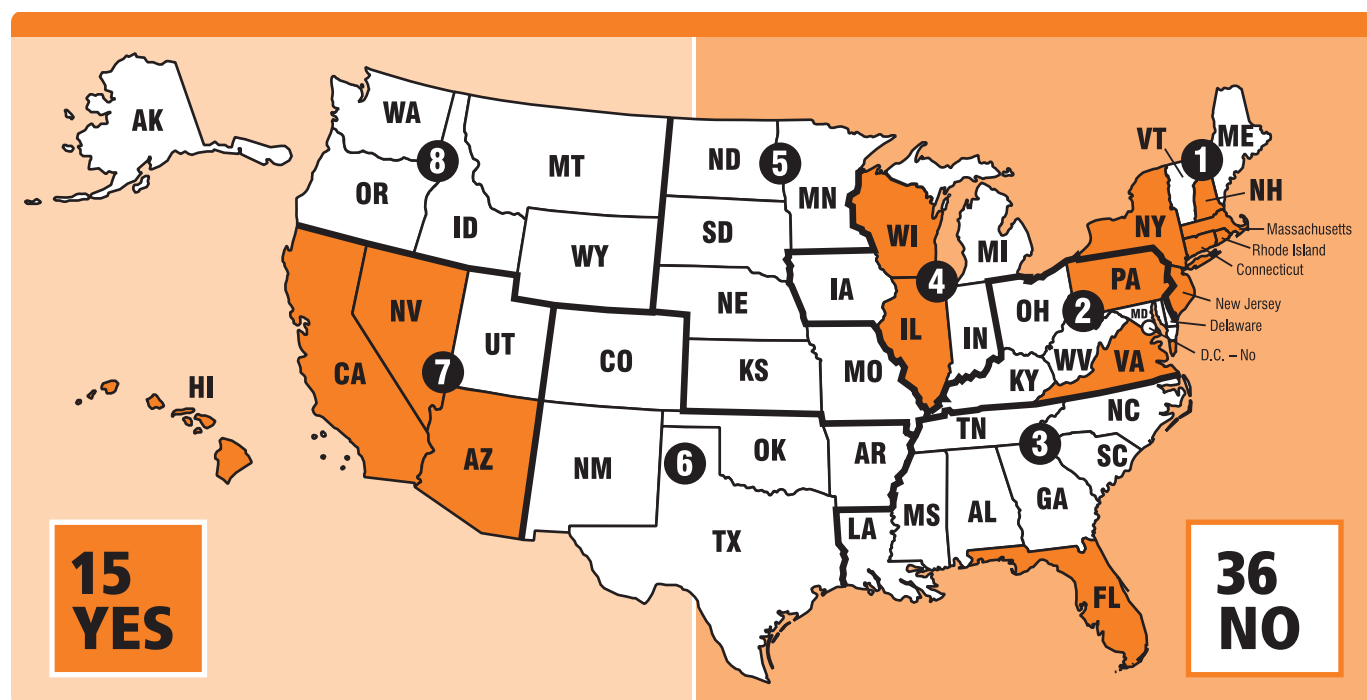
Plaques of the current class are housed in the NFHS office in Indianapolis. After a year at the NFHS, the plaques

are sent to the respective state association for permanent display. This year's induction ceremony will be held July 11 at the NFHS Summer Meeting in Nashville.



## Around the Nation

**Question:** Does your state sponsor a state championship in boys volleyball?





## 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.

### **Parker v. Franklin County Community School Corp. U.S. Seventh Circuit Court of Appeals 2012**

**Facts:** Two female basketball players filed a Title IX and Equal Protection lawsuit against their district, 13 other districts with which their school scheduled games, and the Indiana High School Athletic Association, claiming that their team played a disproportionately small percentage of its games on the “primetime” nights of Friday and Saturday (approximately 50%) while the boys team played almost all of its games on primetime nights (approximately 95%).

**Issue:** Is Title IX violated by a disparity in prime-night-of-the-week scheduling between boys teams and girls teams?

**Ruling:** The Seventh Circuit Court of Appeals, citing other appellate and district court rulings around the country, overturned the 2010 decision of a lower federal court in Indiana granting summary judgment to the defendants. The Appeals Court held that the disproportionate scheduling of girls games on school nights placed female student-athletes at a significant academic disadvantage, inhibited community support for girls teams, contributed to lower attendance at girls games, and made a symbolic state-

ment that girls teams were not valued on par with boys teams. The Court of Appeals remanded the case to the lower federal court in Indiana for further proceedings consistent with its conclusion that Title IX and Equal Protection had been violated.

#### **Standard of Practice:**

Title IX mandates that schools and leagues, as part of the “other athletics benefits and opportunities” component of compliance, should avoid disadvantaging girls teams in the scheduling of contests. It is also important to note that the Parker case involves districts other than the Franklin CCSC in which the plaintiffs are enrolled because as the Appeals Court stated, “the defendants jointly agree on the schedules and Franklin cannot unilaterally change the schedules.” ☉



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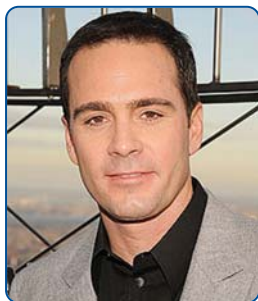


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- Articles are welcomed.

## It All Started Here

### Jimmie Johnson

BY ALEX SWENSON



While attending a sporting event at Granite Hills High School in El Cajon, California, one might find a conspicuous absence from the jerseys worn by the school's student-athletes – the number 48, which has been retired from all sports that Granite Hills offers. The reason? Granite Hills alum and NASCAR driver Jimmie Johnson races every Sunday with a big “48” painted on the side of his car.

Johnson was born 15 miles east of San Diego and 20 miles north of the Mexican border. He got the itch to drive at an early age and began racing motorcycles when he was just five years old. Even then, few would have expected a little boy from Southern California to become one of racing's all-time greats.

Even though racing was his true passion, Johnson still had a well-rounded high school experience, participating in both water polo, and swimming and diving.

Upon graduating from high school in 1993, Johnson began his racing career in earnest. As a NASCAR driver, 2006 would prove to be Johnson's breakout year. During the '06 campaign, he would become the first driver to win at least three races in his first five seasons en route to his first Sprint Cup championship. Little did the NASCAR world know that Johnson didn't plan on relinquishing his crown until 2010, setting numerous records along the way.

Johnson's five straight Cup championships were a first in NASCAR's premier series. Actually, Johnson set the record when he became the only driver to win four straight titles in 2009, and his fifth championship just extended that achievement.

At just 36 years of age, Johnson has won 55 Sprint Cup races, placing him eighth all-time, and he has recorded 229 top 10s.

In addition to his driving prowess, Johnson has also established the Jimmie Johnson Foundation with his wife, Chandra. The organization helps children, families and communities in need. Johnson has also worked with Habitat for Humanity, the Make-A-Wish Foundation and Victory Junction throughout his career. 🕒

Alex Swenson is an intern in the NFHS Publications/Communications department. He is a junior at Franklin (Indiana) College majoring in broadcast journalism and public relations.

## For the Record

### BASEBALL

#### Longest Hitting Streak



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**Brandon Boles**

(Kokomo, IN), 1998-2000

51

**Shawn Gallagher**

(Wilmington New Hanover, NC),  
1994-95

51

**Stan Brown**

(Walton Cass, IN), 1984-85

49

**Matt Dillon**

(Reading, MI), 2002-03

47

**Rob Campbell**

(Bloomfield Hills Andover, MI),  
2002-04

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



# Title IX at 40: More Important Than Ever

BY PEG PENNEPACKER, CAA

**M**ore than any other federal legislation, Title IX has dramatically changed the course of education for female students and leaders in academics and athletics in the United States.

Title IX is the federal civil rights law that prohibits discrimination on the basis of sex, including on the basis of sex stereotypes, in educational programs and activities that receive federal funds. Title IX benefits both boys and girls in its efforts to promote and establish gender equity in schools.

On June 23, 2012, Title IX celebrates its 40th anniversary. It is so important to celebrate this anniversary because it means more than what has happened in college sports and in the professional world of women's sports. While Title IX is best known for its impact on high school and collegiate athletics, the purpose of the statute is much broader.

females with the benefits of physical fitness and overall health. It builds leadership skills, teaches teamwork and develops character – among many other attributes.

Furthermore, the value of girls playing sports has been well-documented in numerous studies. It has been shown to decrease obesity, increase educational and employment opportunities, and lead to higher self-esteem. In addition, involving young females in sports has shown to reduce prejudice against women, which allows for more extensive social integration into society. This development increases networking, job opportunities and social opportunities in general.

The Wharton Business School conducted a study that showed how an increased opportunity in sports for women actually resulted in an increase for them in the labor force as well. The study revealed that girls who play sports have a greater chance of employ-

**"Simply put, let's do the right thing for all young people!"**

The impact of Title IX has arguably been most felt in athletics through the tremendous increase in women's and girls participation. However, just as impressive is the law's influence in opening educational opportunities that were previously closed to women.

In 1971, before Title IX, women earned less than 10 percent of law and medical degrees, and just 13 percent of doctoral degrees. Today, women earn nearly half of all law and medical degrees, and more than 50 percent of all doctoral degrees. And, this advancement is attributed to the revolutionary change in women's entry in unprecedented numbers into all areas of society. The law remains critical as it contains guarantees of equality for women and girls in other areas of education beyond athletics.

Girls who engage in sports reap a myriad of social benefits. Participation in sports – no matter when experienced in life – provides

ment later in life and also receive salaries 14-19 percent higher than those who did not participate in sports.

Participation in sports builds endurance – both physically and mentally. Goal-setting plays a part in most every sport, and those who participate learn how to push themselves toward overcoming barriers and reaching those goals. Values and mindsets learned through participation in sports eventually become part of an individual's practices and habits, and mesh with other parts of their lives in order to enable them to achieve more professionally.

However, now 40 years later, a gender gap still exists in this country. Women hold far fewer management positions than men do and earn only 77 cents for every dollar that a male counterpart makes. Some claim that a "glass ceiling" exists for women in the workplace. And, although there has been a whopping 904 percent



increase in the numbers of girls playing high school sports since Title IX's inception, there are still 1.3 million fewer girls participating in high school sports.

Title IX compliance and enforcement at the high school level could be even more critical than at the college level. While much of the conversation about Title IX and its enforcement has been centered on the collegiate level, it is really about what happens at the K-12 or grassroots levels that prepares or does not prepare young girls to want to be involved in sports and to gain all of the benefits of that participation.

In order to combat the discrimination and prejudice that exists in society, participation in sports can be the catalyst for change. The courts have explained that Title IX was enacted in order to remedy such discrimination that may result from stereotyped notions of female's interests and abilities. Also, it may be argued that interests and abilities rarely develop in a vacuum, but rather as a function of opportunity and experience.

Title IX is not a "sports law." It is an education law. Athletics in American schools, which is an extension of the classroom, is an integral part of the educational process. Educators cannot afford to limit opportunities and potential for some. In the truest sense, gender equity requires specific action to create conditions that provide quality educational opportunities and experiences for all student-

athletes and enable achievement and career outcomes without regard to gender.

It is time for everyone to understand and fully embrace this law. The vital point to remember is that it is important to continue to support the athletic ambition of girls and boys while not curtailing the progress of one over the other. For schools, this will call for good governance, fairness and ethical judgment from educational leaders and decision-makers to ensure that boys and girls share the classroom and playing fields.

Title IX's intent is to ensure that male and female athletes have equal access to all that athletics offers: competition, scholarships, coaching, friendships, health and wellness, and leadership opportunities. School districts need to first concentrate on preparing students for the academic challenges that lay ahead, but they also must develop a long-range strategic plan to institute the elements of education that go beyond the textbooks.

Simply put, let's do the right thing for all young people! ☉

---

Peg Pennepacker, CAA, is athletic director at State College Area School District, State College, Pennsylvania, and has been in public education for 31 years and a high school athletic director for 21 years. She is an advocate for Title IX at the high school level and serves as the Title IX consultant for the Pennsylvania Athletic Directors Association. She can be contacted at [ppack19@yahoo.com](mailto:ppack19@yahoo.com) or 814-470-7101.



# Title IX Compliance in Scholastic Athletics

BY LEE GREEN, J.D.

## Forty Years Later

Despite the dramatic increase in high school sports participation by female student-athletes since Title IX's 1972 enactment, many districts still fail to adequately monitor compliance with all of the statute's requirements as set forth by Congress and clarified by the U.S. Office for Civil Rights (OCR) – the federal agency charged with the responsibility for enforcing the law.

Four decades of legal pronouncements – the language of the Title IX statute, the various policy interpretations issued by the OCR, the Title IX Investigator's Manual created by the OCR, and the extensive body of case law established by 40 years of federal court case decisions and OCR settlement agreements – have contributed to the development of a *Title IX Compliance Framework* that may be used by schools as an assessment tool to conduct Title IX self-audits and proactively implement any measures necessary to ensure full compliance with both the spirit and the letter of the law's gender equity mandates.

### TITLE IX COMPLIANCE FRAMEWORK

#### COMPONENT I: SPORTS OFFERINGS

- A. Participation Opportunities: The Three-Prong Test
  - ◆ Substantial Proportionality or
  - ◆ History and Continuing Practice of Program Expansion or
  - ◆ Full and Effective Accommodation of Athletics Interests and Abilities
- B. Levels of Competition: The Two-Prong Test
  - ◆ Equivalently Advanced Competitive Opportunities or
  - ◆ History and Continuing Practice of Improvement

#### COMPONENT II: ATHLETICS-RELATED FINANCIAL AID

#### COMPONENT III: OTHER ATHLETICS BENEFITS & OPPORTUNITIES

##### P-L-A-Y-I-N-G F-A-I-R

- P** – Protective Athletic Equipment, Uniforms, Supplies and Storage
- L** – Locker Rooms, Practice Facilities and Competition Facilities
- A** – Allocation of Travel, Transportation and Per Diem Benefits
- Y** – Years of Experience, Quality and Compensation of Coaches
- I** – Institutional Housing Facilities and Dining Services
- N** – Nature of Publicity, Marketing and Media Services
- G** – Game and Practice Scheduling
- F** – Facilities for and Access to Athletic Training and Medical Services
- A** – Academic Tutoring Services for Student-Athletes
- I** – Institutional and Administrative Support Services for Athletic Programs
- R** – Recruiting Resources and Support Provided to Athletics Programs

On February 9, 2012, the U.S. District Court for the Southern District of California issued its decision in a Title IX case involving a school district that in a 2009 ruling the court found to be in violation of Title IX's "three-prong test" mandating equal sports participation opportunities for female students and then in the 2012 decision found to be in violation of numerous requirements related to equal treatment of female student-athletes in the "other athletics benefits and opportunities" component of Title IX represented (at left) by the acronym *PLAYING FAIR*. The case is an instructive one for school and athletics administrators and provides a blueprint for Title IX compliance by scholastic sports programs.

### Ollier v. Sweetwater Union High School District (2009)

In the spring of 2006, the father of a varsity softball player at Castle Park High School (CPHS) in Chula Vista, California, complained to the school's principal and to its athletic director about specific gender inequities in the softball program and broader gender inequities permeating all of the school's sports programs.

Separately, the softball team's head coach for the previous seven years also provided input to CPHS administrators regarding the unequal treatment of his softball team as compared to the school's baseball team. His complaints focused on the inferior quality of the

softball facilities in comparison to the school's baseball facilities, inequities regarding uniforms, equipment, supplies, storage, locker rooms, athletic training services, scheduling of practices, scheduling of games, promotional support by the school for the team, and the cumulative impact of these inequities on his efforts to generate interest among girls at the school in participating in softball.

In May of 2006, the father and the head coach jointly met with the school's athletic director to discuss the situation. At the meeting, the athletic director allegedly implied, by mentioning that coaches could be released from their employment at any time, that he would terminate the coach if additional Title IX complaints were made about the treatment of the softball team. Approximately six weeks later, following the coach's continuing efforts seeking redress of the inequities facing his team, the coach was fired.

In April 2007, a class action lawsuit was filed in federal court on behalf of all present and future CPHS female students for unlawful discrimination in violation of Title IX and on behalf of the coach for unlawful retaliation in violation of Title IX.

On March 26, 2009, the court made its decision in the first phase of the case, issuing a summary judgment that the plaintiffs had established through uncontroverted evidence the district's failure to comply with any of the three prongs of Title IX's mandate that schools provide equal sports participation opportunities for girls.

The remaining Title IX claims – that the school had failed to provide equal treatment for female student-athletes in the "other athletics benefits and opportunities" accompanying athletic participation and that the school had unlawfully retaliated against the softball coach by firing him – went to trial.



Photo provided by Kim Jew Photography, New Mexico.

### Ollier v. Sweetwater Union High School District (2012)

Following a 10-day bench trial during which two Title IX experts who had conducted on-site inspections of CPHS testified – Sue Enquist, a former All-American, national collegiate champion, and world champion softball player who served as UCLA's head coach for 26 years, and Donna Lopiano, who for 18 years served as the director of women's athletics at the University of Texas at Austin

and for 16 years as the chief executive officer of the Women's Sports Foundation – the federal court found numerous inequities in the treatment of CPHS female student-athletes in the "other athletics benefits and opportunities" component of Title IX represented by the acronym *PLAYING FAIR*.

#### ◆ **Protective Athletic Equipment, Uniforms, Supplies and Storage:**

The court concluded that "male athletes were provided with more and superior quality equipment and supplies than those provided to female athletes. The availability and type of uniforms provided to the female athletes were not equitable to male athletes. Further, male athletes were provided with more and better storage facilities than the female athletes at CPHS."

#### ◆ **Locker Rooms, Practice Facilities and Competition Facilities:**

The court found that the "quality, size and location of the lockers and locker rooms were better for male athletes than female athletes at CPHS. Similarly, the evidence shows that male athletes have higher quality practice and competitive facilities than female athletes."

#### ◆ **Years of Experience, Quality and Compensation of Coaches:**

The court stated that "the girls teams coaches at CPHS were fewer in number, less experienced and more overburdened than the boys teams coaches. This disparity impacted the quantity and quality of the instructional benefits that the coaches provided to the female athletes."

#### ◆ **Nature Of Publicity, Marketing and Media Services:**

The court concluded that the "evidence presented shows that girls athletic activities were provided with less coverage and promotion in yearbooks, fewer announcements in the school's Daily Bulletin, less signage on the school's electronic marquee and inferior signage. The CPHS band and cheerleaders performed at more boys sports than girls sports."

#### ◆ **Game and Practice Scheduling:**

The court found that the girls teams at CPHS were deprived in the "equitable number of competitive events per sport, the time of day competitive events are scheduled, the number and length of practice opportunities, and the time of day practices are scheduled."

#### ◆ **Facilities for and Access to Athletic Training and Medical Services:**

The court stated that "male athletes at CPHS were provided with greater access to athletic trainers and medical services than female athletes. These disparities deny girls opportunity and benefits that boys enjoy and they are not negligible."

#### ◆ **Institutional and Administrative Support Services for Athletic Programs:**

The court concluded that "CPHS failed to provide a system for Title IX implementation and compliance. Instead, Title IX compliance was at the discretion of individual coaches ... no evidence was presented that CPHS had ever conducted a Title IX self-evaluation."



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◆ **Recruiting Resources and Support Provided to Athletic Programs:** The court found that with regard to CPHS generating interest among enrolled students in participating in school sports programs, “equal efforts to recruit male and female athletes are required under Title IX. The evidence demonstrates that defendants have not instituted recruiting policies and have failed to monitor athletic recruiting that provides for equitable efforts to recruit female athletes at CPHS. As a result, there are significant disparities in female athlete recruitment.”

Another issue on which the court focused in its ruling related to the financial resources needed to provide equitable treatment for female student-athletes in the provision of “other athletics benefits and opportunities.” In addition to school-allocated funding for sports programs, teams often receive outside funding through booster clubs, donors, fundraising efforts, corporate sponsorships and grants from third-party organizations. Such outside funding may lead to inequities in one or more of the *PLAYING FAIR* categories, but does not mitigate the duty of the school to comply with Title IX. In the Ollier decision, the court concluded that no one at CPHS had monitored such outside funding for its impact on the equitable treatment of girls sports at the school and that the lack

of oversight had contributed to the aforementioned inequities.

The court also found that the termination of the softball coach constituted unlawful retaliation as defined by the U.S. Supreme Court in its 2005 ruling in *Jackson v. Birmingham Board of Education*, a decision that clarified the right of coaches, student-athletes, parents and other gender-equity advocates to bring Title IX issues to the attention of school authorities without having to suffer adverse punitive repercussions. Although CPHS administrators argued that the softball coach had been dismissed for reasons constituting just cause, the court decided that the primary factor in the decision to fire the coach was his ongoing advocacy for the Title IX rights of his team members. ☉

For a more complete examination of the court’s analysis regarding the keys to Title IX compliance for a school sports program, the full-text of the Ollier decision is available at [http://www.las-elc.org/docs/cases/Sweetwater\\_Order.2012.02.09.pdf](http://www.las-elc.org/docs/cases/Sweetwater_Order.2012.02.09.pdf).

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# Female Pioneers in State Associations Lead Growth of Girls Sports

BY BRUCE HOWARD

**N**ot only did the passage of Title IX open a whole new world for girls to compete in high school sports, it also created new opportunities for females in the areas of coaching, administration and state high school associations.

As high schools began opening the doors for girls to compete in sports in the early 1970s, state associations began to hire female administrators to direct statewide events for girls. Looking back, there were several leaders in state association offices who played significant roles in the early growth of high school sports opportunities for girls – women who etched their names in history.



Seven of those individuals have been inducted into the NFHS' National High School Hall of Fame, and any discussion about the history of girls high school sports in the United States has to start with the incomparable **Ola Bundy** of Illinois.

Known by many in the Midwest as the "First Lady of America's Girls Interscholastic Athletics," Bundy became the first state association female administrator when she joined the Illinois High School Association (IHSA) staff in August 1967. During her storied 30-year career, the late Bundy administered statewide events for girls in the sports of volleyball, track and field, tennis, bowling, badminton, golf, field hockey, swimming and gymnastics.

In addition, Bundy helped write the Illinois State Board of Education Sex Equity Rules, which are standards for all secondary schools in Illinois, and which have served as a model in many other states.

"No one in Illinois, and possible the country, did more to promote interscholastic athletic programs for high school girls than Ola Bundy," said Marty Hickman, IHSA executive director who served on the administrative staff with Bundy during the latter years of her tenure. "She was a tireless fighter and advocate for young women. Ola led the crusade from participation in the Girls Athletic

Association (GAA) to participation in a full-blown interscholastic program for high school girls in Illinois.

"We are proud to offer a wide variety of interscholastic programs for high school girls in Illinois; and while many deserve credit for where we are today, Ola will always be considered the valedictorian of the class."

In the Western part of the United States, **Sharon Wilch** of Col-



orado was the early leader in the fight for girls sports. Wilch joined the Colorado High School Activities Association (CHSAA) staff in 1969, and was one of the first administrators in the nation to form a summit for state educators on how to effectively deal with equity issues.

During her outstanding 27-year career at the CHSAA, Wilch was involved in organizing and operating every sanctioned CHSAA activity. She also was involved with the U.S. Olympic Committee in the sports of gymnastics and swimming, and she was chair of the NFHS Girls Gymnastics Rules Committee for 15 years.

"My best memories of the 1970s were the hiring of women athletic directors, and more and more women replacing male coaches for girls sports," Wilch said. "I was most proud of Colorado and its many females coaches ... I was also proud of the girls – now called athletes – and their improvement in performance and love of sport."

Three other states beat the Title IX clock with the hiring of future Hall of Fame leaders – **Dorothy McIntyre** (1970) in Minnesota, the late **Claudia Dodson** (1971) in Virginia and **Karen Kuhn** (1971) in Wisconsin.

McIntyre's remarkable 32-year career began in 1970 when the Minnesota State High School League (MSHSL) hired her to assist schools in developing girls sports programs. McIntyre was involved in tournament management for the sports of girls tennis, girls vol-



*Dorothy McIntyre*



*Claudia Dodson*



*Karen Kuhn*



*Ruth Rehn*



*Sandy Scott*

leyball, girls basketball, and girls and boys track and field.

"The early pioneers who promoted bringing girls sports teams into the schools met with resistance, apathy and eventually some support," McIntyre said. "In Minnesota, our hard work resulted in the MSHSL approving our recommendation that the League sponsor girls sports as they did for boys sports. That was in 1969 – well ahead of the passage of Title IX.

"I was hired in 1970 to help schools develop teams. The landscape was still pretty bare with a scattering of school teams experimenting with some competition in various sports around the state. So we continued working, expanding our efforts and encouraging schools to develop teams as quickly as they could.

"Our first state tournament for girls was track and field in 1972 – the year that Title IX was passed. Even Congress had no idea what it had passed would end up with a focus on equity in athletics and would change the face of sports by the end of the decade. I enjoyed each and every 'first' state tournament, but my favorite memory was watching the flag being raised at the very first MSHSL State Girls Basketball Tournament in 1976."

Dodson joined the Virginia High School League (VHSL) in 1971 and was one of the nation's recognized leaders for girls athletics during her 30-year career. Only a few schools in Virginia had organized sports when Dodson joined the VHSL staff, and there was only one sport in which girls could earn individual championships (gymnastics), but no team competition existed.

From that beginning, Dodson developed a statewide program that featured 32 state championships in 13 different sports for girls. She was the first woman to serve on the National Basketball Rules Committee for the NCAA, NAIA and NFHS. She also was the first woman to serve on the NFHS Basketball Rules Committee.

"Claudia Dodson stood at the forefront with a handful of state association administrators who were trailblazers in developing programs and opportunities that benefited hundreds of thousands of female athletes, coaches, athletic directors and officials," said Ken Tilley, executive director of the VHSL. "We all owe Claudia Dodson and her colleagues a huge debt of gratitude for making a difference in so many lives. What an incredible legacy they have given us."

Also in 1971, Karen Kuhn was helping to launch girls sports in Wisconsin. When she joined the Wisconsin Interscholastic Athletic Association (WIAA) in 1971, there were state meets for girls in

swimming and diving, track and field, and gymnastics. Under Kuhn's guidance, that number increased to 11.

"When I was hired in 1971, girls interscholastic sports were just getting started as state associations had changed their constitutions to allow girls sports," Kuhn said. "Many schools, however, were critical of their state association for moving too quickly in organizing statewide competition. After five to 10 years with the help of Title IX, the programs arrived and continued to advance.

"My best memory from the 1970s was in May of 1976 when our WIAA Boys and Girls Track and Field Tournaments were combined. ... This change allowed a field event coach, for example, to work with both the female and male shot putters – and these athletes to then cheer for all their competing classmates at meets. Female athletes were now being given the same recognition as their male counterparts."

Two more Hall of Fame members made their appearances in state associations in the mid 1970s – **Ruth Rehn** in South Dakota (1974) and **Sandy Scott** in New York (1975).

Rehn championed the cause for 34 years in South Dakota until her retirement in 2008. She was responsible for the addition of basketball, volleyball, cross country and competitive cheer/dance as girls sports in South Dakota.

Rehn was a pioneer nationally with some of her statewide changes. South Dakota was the first state to experiment with the use of a smaller basketball for girls, which eventually was adopted at the national level. Rehn also led the way in volleyball by experimenting with the use of rally scoring and the libero player. She also assisted with the switch of seasons in girls basketball and girls volleyball in South Dakota.

Scott joined the New York State Public High School Athletic Association (NYSPHSAA) in 1975 as an assistant director and then made history 15 years later when she became the first female in the nation to lead a state athletic/activity association on a full-time basis. Scott orchestrated the growth of athletics for high school boys and girls in New York, including increasing the fiscal control of state tournaments and the number of state championships that the NYSPHSAA offered.

Although they might not have had the national impact of the aforementioned seven leaders, five other women helped jump-start girls programs in their states in the early 1970s.





Top left: Patricia Roy, Bonnie Northcutt and Alice Sullivan. Second row: Margaret Davis, Myrna Johns and Cecelia Jackson. Third row: Suzanne Martin, Virginia Yankoskie and Mildred Ball. Fourth row: Sheryl Solberg, Brigid DeVries and Susan True.

**Patricia Roy**, who served 27 years as an assistant commissioner with the Indiana High School Athletic Association (IHSAA), started her work in 1972 and was a pioneer of girls athletics in the Hoosier state. As the IHSAA's first director of girls athletics, Roy was the leader in the implementation of girls athletics programs in Indiana schools during the 1972-73 school year.

Bob Gardner, currently executive director of the NFHS, worked with Roy during his years with the IHSAA and saw first-hand her contributions to girls athletics programs.

"Pat Roy led Indiana into girls sports with passion, vision and courage," Gardner said. "She often met resistance from those who did not want to share the stage with girls programs. She preserved and developed a sports program for girls that made a difference in the lives of thousands of young ladies.

"Pat stood courtside in historic Hinkle Fieldhouse when the doors opened for the first-ever Indiana Girls State Basketball Finals in 1976. She did not know if the girls would draw (a crowd). It did not take long for the answer. The seats started filling – the girls program had arrived. Pat Roy's dedication paved the way."

In Texas, **Bonnie Northcutt** was the early leader after her hiring by the Texas University Interscholastic League (UIL) in 1972.

"Bonnie was a role model, especially for girls and women," said former UIL Executive Director Bill Farney. "She was a pioneer showing how effective women could be in positions like hers at a time when not many women across the U.S. held them."

The late **Dolores Billhardt** was the early leader in Ohio. Billhardt joined the Ohio High School Athletic Association (OHSAA) in 1971 and was instrumental in starting girls programs in field hockey, volleyball, gymnastics, basketball and softball. Nationally, she served on NFHS rules committees in softball, volleyball and basketball. She died in a tragic car accident in 1988 after 17 years on the OHSAA staff.

In Rhode Island, **Alice Sullivan** wore many hats while building the foundation for girls sports. She was a teacher and coach at East Providence High School, but she was the recognized expert on girls athletics across the state and helped the Rhode Island Interscholastic League implement statewide programs. In New Jersey, **Flo Peragallo** joined the New Jersey State Interscholastic Athletic Association in the early 1970s and served for 20 years.

On the other side of the country, **Margaret Davis** joined the California Interscholastic Federation (CIF) – Southern Section in 1974 and is credited with the implementation of girls sports programs in that area of California. She later was associate executive director of the CIF state office and had a profound impact on girls sports during her tenure.

In addition, two other women helped start programs in Michigan and North Dakota in the early 1970s but had short tenures.

**Joan Warrington** helped start programs for the Michigan High School Athletic Association, and **Mary Anderson** did the same with the North Dakota High School Activities Association.

In the second half of the 1970s, there were seven others who joined state high school associations and played significant roles in developing programs for girls. They are **Myrna Johns** (1976) of Idaho, **Cecelia Jackson** (1976) of Florida, **Suzanne Martin** (1977) of Michigan, **Virginia Yankoskie** (1977) of Oregon, **Mildred Ball** (1977) of Indiana, **Sheryl Solberg** (1978) of North Dakota and **Brigid DeVries** (1979) of Kentucky.

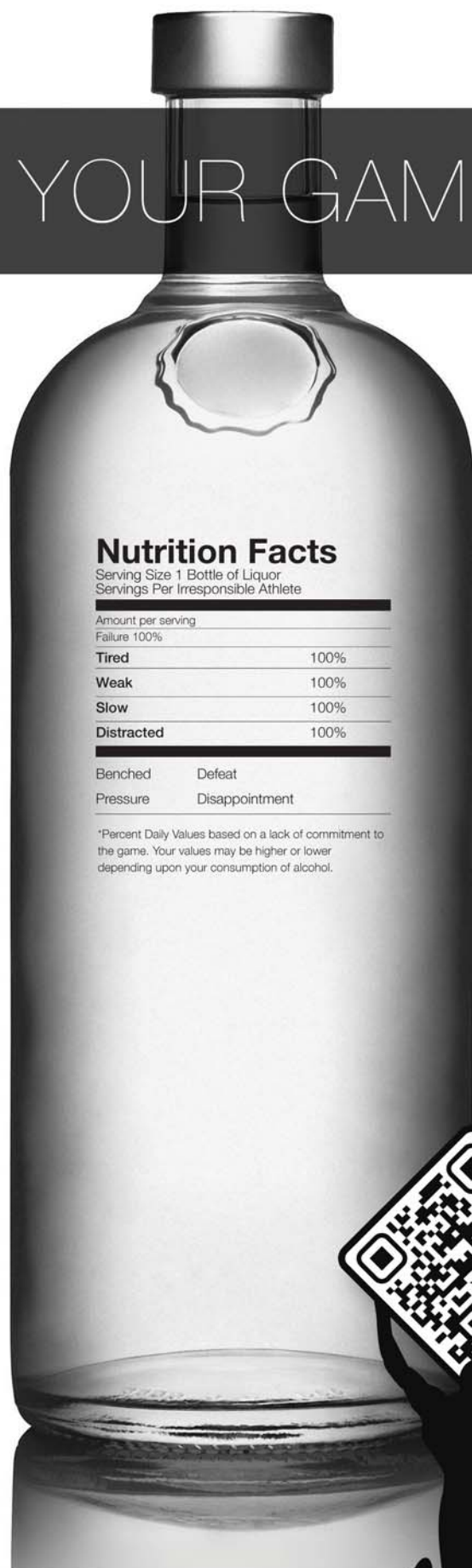
And no review of the magnificent growth of girls high school sports would be complete without mention of the tremendous contributions at the national level by **Susan True**, who served as NFHS assistant director for 17 years and was the national leader in the sports of gymnastics, volleyball, field hockey, swimming and diving, water polo and spirit.

In addition to her work in the rules-writing area and with national governing bodies, True was instrumental in starting the NFHS Equity Committee, which helped to produce diversity on NFHS rules committees and throughout other NFHS programs.

While the passage of the law by Congress in 1972 opened the door for girls to play high school sports, those opportunities would not have been available without the tremendous efforts of these leaders – and others who followed in their footsteps – in state association offices. ☉

Bruce Howard is director of publications and communications for the NFHS and editor of High School Today.

# WHAT MAKES UP YOUR GAME?





# Obstacles Not a Hindrance for 2012 Spirit of Sport Award Recipient

BY JOHN GILLIS

Jacob Goldberg, a senior at Fort Lauderdale (Florida) The Pine Crest School and the 2012 recipient of the NFHS' National High School Spirit of Sport Award, boasts a resume that would be the envy of someone three times his age.

For starters, Goldberg has taken nine advanced placement courses in highly challenging subjects at Pine Crest, considered one of the top academic schools in Florida. Since 2009, he has been a dual-enrolled student at Florida Atlantic University (FAU). Despite that highly challenging academic regimen, he maintains a glittering 4.56 grade-point average (on a 4.0-scale).

Goldberg is extremely active within the school, as he is a member of several clubs, including the Pine Crest Beta Club, the Spanish Honor Society and the Math Club. He has been very deservedly recognized with numerous awards, including the Powerful Kid Award, the Emory Book Award and the Florida Lions Club International Award.

A standout distance runner on the Pine Crest track and cross country squads, Goldberg has also competed in nine half-marathons and four triathlons. A cross country varsity letter-winner, he helped lead Pine Crest to the Broward District championship and to a regional runner-up finish.

Not content to restrict himself to simply the basics, Goldberg does volunteer work at an Alzheimer's Day Care center, studies macular degeneration and diabetes under the direction of a doctor, and in 2007 cofounded with his sister, Rachael, "Together We See," a not-for-profit foundation that has raised more than \$60,000 to help send underprivileged blind and disabled youth to camp in Northern Florida.

And while all of those accomplishments are extremely admirable and impressive, they are made truly incredible by the fact that Goldberg is legally blind and has Tourette syndrome.

But don't ask him if he considers those to be disabilities or if he

feels that he has been dealt an unfair hand in life.

According to Pine Crest Athletic Director Jim Foster, Goldberg will instead tell you that he doesn't view those as obstacles, but rather as adjustments he must make to attain the goals to which he aspires.

"This is a young man whose vocabulary does not include the words 'I can't,'" Foster said. "Instead, he simply finds a way to persevere without complaint. He has constantly used his misfortunes as a platform to selflessly help others.

"Further, this remarkable young man is the epitome of independence. While attending class at FAU, he takes the bus to school. When walking about campus or running in cross country races, he doesn't use a guide dog."

In short, Goldberg would be considered to be extraordinary even if he didn't have the disabilities beset him. And, he clearly maintains an incredibly optimistic attitude about life.

"I am so grateful for everything that I have and realize that my situation could be much worse, and that I am actually extremely lucky," Goldberg said. "Every day is a new opportunity for me. I discovered that if I lived my life pitying myself over my disability, then that surely would not be worth it. I also realized that if I could intertwine humor and opti-

mism, joy and love, and look at each day as an opportunity to do something amazing, no matter the obstacle, then no matter what, that's a great day, and further a great life."

Goldberg has a very strong desire to give back to the community, especially to children who face similar challenges as he. Although he had already raised a lot of money through "Together We See," Goldberg wasn't content with just that. Knowing that he will be leaving for college next year, he wanted to make sure that he could help needy children not only in the present, but also in the future.





With those thoughts in mind, he organized a 5K fundraiser on February 18. While such an undertaking is generally done by a committee and not an individual, Goldberg took on all of it himself. Among the many things he did, he researched and met with companies to find out how to stage such an event, and also secured all of the sponsorships and organizers himself. In the end, the race generated a very impressive \$12,000, and in the process helped make the foundation's funding even more secure for the future.

"In my opinion, 'Together We See' is one of the reasons I am on this earth, and given the chance to make each day a new opportunity," Goldberg said. "What I mean is that I live to make a difference. I love what I do and for every person that commends me, for every smiling youth, for all those that have supported me, my heart grows and enlightens me as to how amazing all this is; the feeling I get from making a difference in the lives of others is beyond describable. The only thing I ask of anyone in return is that they pass these ideals onto others, teaching the rest of the world to give back and help those less fortunate. Because with a small contribution from so many, the most significant difference can be made."

"I can assure you that 'Together We See' will not be stopping its cause anytime soon, even though I will be attending college in the fall. In fact, I see a whole big future for my organization, as I am already planning on the Second Annual Together We See Eye Run 5K for winter 2013 and will be passing some big responsibilities onto my brother as he enters his sophomore year in high school in the fall."

As a means of recognizing Goldberg's receiving the National High School Spirit of Sport Award, Pine Crest School held a presentation and press conference at the school on March 7.

In addition to the selection of Jacob Goldberg as the national

award recipient, the NFHS National High School Spirit of Sport Award Selection Committee chose eight individuals for section awards. Following are the 2012 National High School Spirit of Sport section winners:

- Section 1** – James Burgoyne, student-athlete, Darien (Connecticut) High School
- Section 2** – Grace Firestone, former student-athlete, Wilmington (Delaware) Tower Hill School
- Section 3** – Jacob Goldberg, student-athlete, Fort Lauderdale (Florida) Pine Crest School
- Section 4** – Alysia Bennett, student-athlete, Sullivan (Indiana) High School
- Section 5** – Josh Ripley, student-athlete, Andover (Minnesota) High School
- Section 6** – Bastrop (Texas) High School football team
- Section 7** – Jessica Yasin, student-athlete, Lake Isabella (California) Kern Valley High School
- Section 8** – Michael Lamb, student-athlete, Big Horn (Wyoming) High School

Nominations for this award were generated through NFHS member state associations and reviewed by the NFHS National High School Spirit of Sport Award Selection Committee composed of state association staff members. While the national winner will be recognized July 8 at the NFHS Summer Meeting in Nashville, Tennessee, the section winners will be recognized within their respective states and will receive awards before the end of the current school year. ●

John Gillis is the associate director of publications and communications of the National Federation of State High School Associations, and administrator of the National High School Spirit of Sport Award program.



# Title IX: A Female Superintendent's Perspective

BY CHERYL FLOYD, PH.D.

Equity and gender issues have always been prevalent in our nation, but with the enactment of Title IX 40 years ago, people became even more aware of the importance of equality – particularly in our schools.

Title IX of the 1972 Education Amendments originally made no explicit mention of sports or athletics; however, during the past 40 years, just the mere mention of Title IX conjures up thoughts of equality – or lack thereof – among boys and girls athletic facilities, revenues and opportunities.



Through the years, bitter legislative battles were fought over just how Title IX policies and procedures were to be administered and implemented. In 1974, Senator John Tower introduced an amendment that would have exempted revenue-producing sports from Title IX compliance. But later that year, the Tower Amendment was rejected and the Javits Amendment, proposed by Senator Jacob Javits, was adopted in its place – stating that Title IX must include “reasonable provisions considering the nature of particular sports.”

As a female student-athlete in the 1970s and 1980s, the enactment of Title IX instilled in me an underlying sense of need for all girls to be treated equally – a desire that remains today in my role as superintendent of schools. Administrators continually have to monitor their school district’s athletic programs to ensure equal opportunities for both boys and girls. That often includes not only considering the number of sports offered, but also the issues of equal access, equal facilities and equal funding.

With respect to athletic programs, the Department of Education evaluates the following factors in determining whether equal treatment exists:

- Whether the selection of sports and levels of competition effectively accommodate the interests and abilities of members of both sexes;
- The provision of equipment and supplies;
- Scheduling of games and practice time;
- Travel and per diem allowances;
- Opportunity to receive coaching and academic tutoring;
- Assignment and compensation of coaches and tutors;
- Provision of locker rooms, practice and competitive facilities;
- Provision of medical and training facilities and services;
- Provision of housing and dining facilities and services; and
- Publicity (Wikipedia, April 2012).

With all of this to consider, administrators must also interpret compliance with Title IX based on a three-part test as follows:

- 1) Providing athletic participation opportunities that are substantially proportionate to the student enrollment. This

prong of the test is satisfied when participation opportunities for girls and boys are “substantially proportionate.”

- 2) Demonstrating a continual expansion of athletic opportunities for the under-represented sex. This prong of the test is satisfied when the educational institution has a history and continuing practice of program expansion that is responsive to the developing interests and abilities of the under-represented sex (typically females).
- 3) Accommodating the interest and ability of the under-represented sex. This prong of the test is satisfied when an institution is meeting the interests and abilities of its female students even where there are disproportionately fewer females than males participating in sports.

Views differ with respect to the impact of Title IX. Discussions generally focus on whether Title IX has resulted in increased athletic opportunities for females or whether it has resulted in decreased athletic opportunities for males. Certainly, opportunities for girls in our public schools are far greater today – mostly because of Title IX. The National Federation of State High School Associations’ High School Athletics Participation Survey continues to indicate a rise in the number of girls playing high school sports on an annual basis.

Title IX has helped change the mindset of many individuals when it comes to equality for men and women. Positive change has occurred, but not everywhere. On the administrative side of secondary education, change has come more slowly. Some females have been passed over for principals’ positions, but persistence pays off.

Now in my 10th year as superintendent of schools in a Texas school district – the district’s first-ever female superintendent – Title IX continues to play a significant role in my life. But we still have a long way to go to achieve equality. When I began looking for a doctoral dissertation topic in 2009 and wanted to compare male vs. female Texas superintendents’ levels of satisfaction in their jobs, I was unable to do so because of the 1,037 school superintendents in Texas, only 100 were female (a comparison group too small to be statistically significant).

As is my goal, school superintendents should strive to provide equality for both genders. Female student-athletes today should know the significant role that Title IX played in the lives of their coaches and administrators. ☉

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Dr. Cheryl Floyd is Superintendent of Schools in the Huckabay Independent School District, 10 miles north of Stephenville, Texas. She may be reached at [cfloyd@hisd.us](mailto:cfloyd@hisd.us).



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# Theatrical Design Contest Flourishes in Texas

BY LUIS MUNOZ

In the 1980s, the Texas Education Agency introduced courses in theatrical production (Theatre Production I-IV) and in technical theatre (Technical Theatre I-II). These courses have become a part of the course offerings at most of the larger schools in Texas.

About six years ago, the Texas University Interscholastic League (UIL) felt it was time to recognize the talent that was being produced through these programs. It had been since 1927 when the UIL offered a new contest in theatre.

## The goals of the Theatrical Design Contest were:

- To foster appreciation of good theatrical design.
- To increase the number of schools that has adopted technical theatre as an academic subject in school curricula.
- To learn to lose or win graciously, accepting in good sportsmanship the decision and criticism with a view to improve future projects.
- To satisfy the competitive, artistic spirit with friendly rivalry among schools.

In its pilot year the program offered Scenic Design, Costume Design and Publicity. In 2010, Publicity was changed to Marketing in order to change the emphasis from artistic execution to marketing strategies. In 2012, Makeup was added to the program. Rules allow each school to enter two students in each individual category. Additionally, each group may enter a group of three students who work together to create a package that includes set, costume, marketing and makeup.

Each entry requires artwork and short papers justifying artistic choices. For example, Scenic Design entry includes a ground plan, a research collage, a two-dimensional perspective drawing or three photographs of a model and a two-page paper justifying the design choices and approach.

## Process

A Theatrical Design Prompt is published each July, which includes the title and a directorial approach that serves as a guide

for artistic choices. The title is sometimes linked to the drama that is being studied for the UIL's Literary Criticism Contest. Over the years, the students have designed *Arms and the Man*, *Trip to Bountiful*, *Hamlet*, *Phantom of the Opera*, *Antigone* and *Alice in Wonderland*.

Each entry is shipped to the UIL office and evaluated by qualified theatre and marketing professionals. Each entry is awarded an Award of Merit, Award of Honor, Award of Achievement or Award of Distinguished Merit. A certificate and a recorded oral critique is sent back to the school on a flash drive.

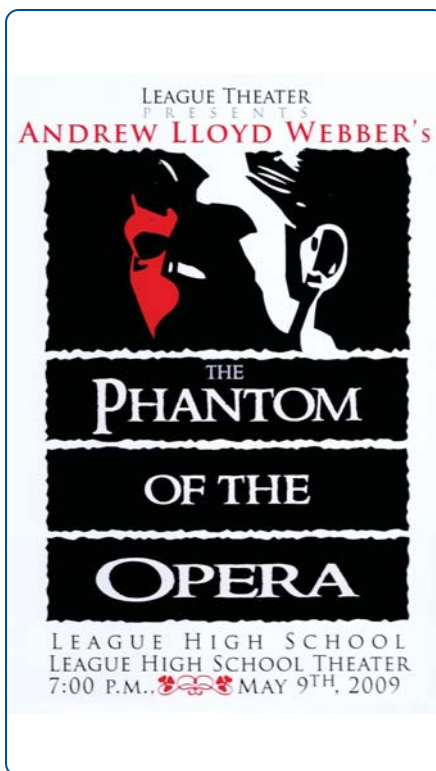
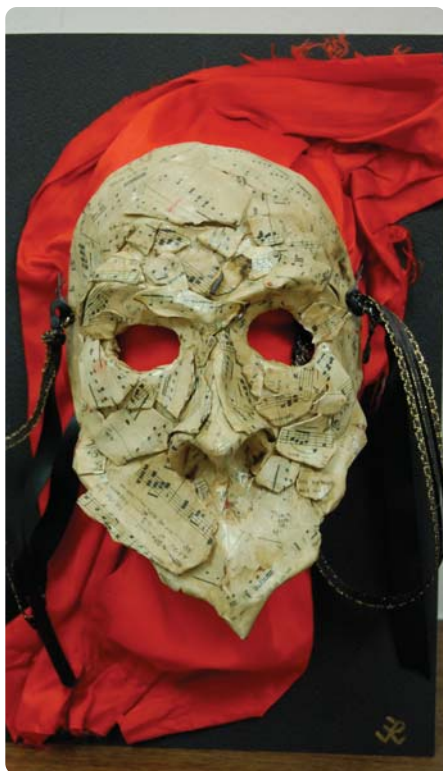
Entries designated as exemplary are exhibited during the UIL's One-Act Play State Meet and ranked first to fifth. The winners are recognized during the Conference 5A awards ceremony.



The program has shown phenomenal growth in the past six years. In 2007, there were 39 entries in the contest; six years later the participation has increased to more than 500. The UIL sponsors several design-related workshops throughout the year. These are conducted at various locations and conferences around the state.

## Value

Scott Schumann, technical director at Judson High School, has found that the program prepares his students for college auditions



and interviews. His students have won several state championships in the past six years.

"Because of the Theatrical Design Contest, I have several students who were able to open doors into top universities that otherwise would not have even been on their radar," Schumann said. "I can't begin to describe the considerable scholarships that they received."

Leander High School's Chastity Grussendorf has exhibited her work in Costume Design in all four years of high school. She won the state title as a freshman.

"UIL Theatrical Design has helped me understand the role of research in the design process," Grussendorf said. "I've been able to create worlds mixing different time periods and genres. It has also helped me grow as an artist and designer, building a great portfolio."

But its greater value is that it is providing students with the opportunity to get involved in an educational activity that will help them develop skills that will not only help them survive in the business world but succeed in the emerging job market.

In a presentation titled "Models of Change: The Future of Design Education," Ken Baynes, visiting professor, Loughborough University Design School, and Brochocka Baynes, co-founder of Design Dimension Educational Trust, had this to say:

"What can you model in your mind? The brain constantly creates and re-creates the present moment in a life-long picture show. It can also recreate the past. Memory is a part of our identity and

a storehouse of experience. Both these abilities – consciousness and memory – are essential aspects of being human and shape our personal and cultural lives.

"But we can do something even more remarkable – we can imagine future possibilities. It is this that has allowed us to dominate the planet and enabled us to create a human world within – and dependent on – the natural world. In the light of the problems facing humanity, our current approach to the curriculum is fatally flawed.

"As a nation, we continue to emphasize the acquisition of knowledge rather than the exercise of the imagination. We continue to emphasize the acquisition of knowledge rather than the creative application of knowledge. We continue to emphasize knowledge of the past at the expense of learning how to shape – and control – the future."

Through analysis and design for *Phantom of the Opera*, student designers may learn to design a bridge and make it an architectural wonder. Through *Alice in Wonderland*, they may learn to solve equations that define time and space. And through *Antigone*, they may design political strategies to bring us peace and compromise. Those are big thoughts and big solutions, but we have to plant the seeds before we can grow the tree. ☉

Luis Munoz is the theatre director for the Texas University Interscholastic League and oversees the state's One-act Play Contest. He has been involved in theatre education for more than 30 years.



# Strike Zone: Baltimore County's 'All-Inclusive' Allied Bowling Tournament

BY BRAD KRESSMAN

Since 1994, the Baltimore County Public Schools (BCPS) organization has offered its Allied Sports Program, an interscholastic athletic program designed specifically to include students with disabilities with their non-disabled peers. The program offers one sport for each of the three seasons: soccer (fall), bowling (winter) and softball (spring).

Allied athletes have the same eligibility requirements as athletes in all other interscholastic sports in the Maryland Public Secondary Schools Athletic Association (MPSSAA), the governing body of public high school sports in Maryland. In addition to the standard requirements, an allied athlete is not eligible to participate if he or she has played on any other junior varsity or varsity teams at the school. This allows students with disabilities to compete side-by-side with their non-disabled peers. Many schools have incorporated varsity athletes as "student assistants" or "student coaches" to assist the program.

The 2012 BCPS Allied Bowling Tournament, which was held February 15-16, was split into a two-day event to accommodate the program's expansion. Twenty of the 24 BCPS school systems participated in the event, which involved more than 200 students.

The program uses a similar scoring system to traditional bowling leagues. "Spotted pins" are added to team scores based on the averages of the team's players. This scoring system ensures a competitive balance where even a team with less-skilled bowlers can compete with a team with superior skills. At the tournament, individual scores ranged from 20 to over 200.

## The goals and objectives of the BCPS Allied Sports Program are:

- To create co-ed teams with a recommended ratio of 50 percent students with disabilities to 50 percent students without disabilities.
- To afford the opportunity for students with disabilities to participate in adapted soccer, bowling and softball.
- To create support and acceptance of the Allied Sports Program within each school and community and increase disability awareness.



- To encourage volunteer assistants from the school, the community and the colleges for students requiring one-on-one instruction.
- To participate in their school's interscholastic athletic program.
- To develop a feeling of self-worth and importance through working together as a team.
- To allow students to represent their school in a positive manner by demonstrating their understanding of good sportsmanship and citizenship.

Most importantly, the program has created friendships that might not have had the opportunity to develop. The program has now begun to attract competitive bowlers (who are eligible if they have not played on the varsity or junior varsity level) from within the schools. A member of Perry Hall High School's team recently bowled a perfect 300 game in a weekend league! Students who use wheelchairs compete in the program through the use of ramps and other assistive devices. This broad diversity has also fostered friendships between competing schools.

Winners of the 2012 tournament were Woodlawn High School (West Division) and Loch Raven High School (Eastern Division). This year the program also initiated an intramural tournament for those students age 19 and older who are ineligible to compete by MPSSAA guidelines. This "grandmaster" competition consisted entirely of students with disabilities still enrolled in their comprehensive schools.

Schools in the BCPS have a proud tradition of athletic programming and inclusion of students with disabilities in the interscholastic athletic program. ☺

Brad Kressman is a resource teacher in the Allied Sports Program for the Baltimore County Public Schools. He can be contacted at [bkressman@bcps.org](mailto:bkressman@bcps.org).



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# Basketball Star Geri Grigsby Beneficiary of Title IX

BY JOHN GILLIS

**I**n 1977, McDowell (Kentucky) High School basketball player Geri Grigsby finished her illustrious high school career with a glittering national-record 46.1 points per game scoring average.

Some 35 years later, that mark still stands, according to the National Federation of State High School Associations' National High School Sports Record Book.

The 5-foot-5 guard started her high school basketball-playing career at exactly the right time, and she made the most of it.

As a result of Title IX legislation passed by the federal government in 1972 along with legislation passed by the Kentucky General Assembly, interscholastic sports opportunities for girls resumed in Kentucky for the first time in nearly 40 years. The daughter of longtime basketball coach Pete Grigsby, Geri Grigsby grew up in an environment that was very conducive to her development as both a basketball player and an athlete.

"For me, just getting the chance to play was more important than scoring a lot of points or setting a record."

In the fall of 1974, the 15-year-old Grigsby started her sophomore year of high school. That year, she scored 1,079 points, followed by efforts of 1,421 and 1,885 points in her junior and senior years, respectively. At the time, her three-year total of 4,385 was the national record and was the Kentucky state scoring record for both boys and girls. In addition, her single-season total of 1,885 points in 1976-77 still ranks as the national record in that category.

Along the way, she had single-game highs of 81 and 66 points. Her 81-point game still ranks fifth all-time.

Grigsby possessed a very well-rounded game as she also averaged seven rebounds and eight assists a game for the Daredevils, while shooting 50 percent from the field and 75 percent from the free-throw line. She was equally outstanding in the classroom where she maintained a perfect 4.0 grade-point average for her

entire 12 years of school, and was valedictorian of her senior class. Grigsby also embraced the performing arts, as she was a cheerleader and played saxophone in the school band.

A three-time first-team all-stater, Grigsby was named captain of the All-State team as a senior and was also chosen Miss Basketball in Kentucky that same year after being runner-up as a junior. In 1978, she was named Kentucky's Sportswoman of the Year, and 10 years later, she was named to the first induction class of the Kentucky High School Athletic Association Hall of Fame. She has also been inducted into two other Kentucky halls of fame for athletes.



Photo provided by 2010 National High School Sports Record Book.

Following high school, Grigsby matriculated at the University of Kentucky (UK), where she played for three years before transferring to Western Kentucky University for her senior season.

After completing her undergraduate degree at UK, she earned a law degree from that same school. Her career in public service since that time has been unparalleled. During her career, she has been staff attorney with the Legislative Research Commission, senior attorney with the U.S. Equal Opportunity Commission, associate counsel with the U.S. House of Representatives, chief of staff for the Senate Minority Caucus in the Kentucky General Assembly, and her current position of chief of staff to Kentucky Transportation Cabinet Secretary Mike Hancock.

"I love my job," Grigsby said. "I function similarly to a deputy secretary and oversee all of the non-engineering aspects of the center. I'm an advisor to Secretary Hancock and do all kinds of functions around the state.

"The work is very rewarding and I enjoy the challenge of getting things done. It's a whole new experience of teamwork - I work with very dedicated, talented people and I often refer to it as 'basketball without the ball.'"

Although it's been many years since Grigsby set the record, people still remember her as the high-scoring basketball guard.

"These days, I still get recognized at work and at games and they'll ask me if I'm the basketball player," Grigsby said. "It comes



up daily in some form or fashion. Basketball is so special in Kentucky. Part of me, I didn't want to be always known as the ballplayer. Now, I'm very comfortable that that's part of my history.

"At the time, I was just happy to get the opportunity to play ball and make the most of the opportunity. I didn't think much about the scoring or the

record. Looking back sometimes, I wonder how I did that."

In life, timing is often everything. For Grigsby, getting the opportunity to play high school basketball as a result of the passage of Title IX and subsequent Kentucky legislation proved to be very fortuitous.

"When I was a freshman, we knew it was going to take effect," Grigsby said. "I think if it wasn't going to happen, I was prepared to play on the boys team.

"I'll never forget that first game. The gym was packed and people were curious if girls could play. For me, just getting the chance to play was more important than scoring a lot of points or setting a record. I was really blessed to have been born when I was and to have the chance to play.



"Being part of that first group, I felt like a trailblazer. There were some pretty darn good female basketball players out there. You felt like you were part of something special."

With a father who was a longtime basketball coach, Grigsby grew up around the game and probably had greater insight into the intricacies of the game than most of her peers.

"My dad was a huge influence on me," Grigsby said. "I tell people that as a 10-year-old, I already knew what a 'box-and-one' was. Dad went from being a high school coach to Floyd County superintendent. He was always a strong supporter of Title IX."

A lifelong fitness zealot, Grigsby embraced running and conditioning as a player and still maintains the fervor today.

"When I was in high school, we'd practice and then I'd run four to six miles afterward," Grigsby explained. "I never wanted lack of conditioning to be an excuse for why we perhaps didn't win a game. I think that my competitive desire and conditioning were my greatest assets. I was always moving and never still for a second."

During her lifetime, Grigsby has received numerous honors and awards. Near the top of that list was her induction into the NFHS' National High School Hall of Fame in 1993.

"Among my sports or professional recognitions, I would say that is one of the most special," Grigsby said. "Most of my trophies are at my parents' home. However, there are two or three items that I've got on my piano at home and one of them is this award. That shows how special it is to me."

While most people would likely place holding a national scoring record at the top of their personal list of accomplishments, Grigsby maintains an ever-optimistic and forward-looking attitude.

"I think my greatest accomplishment is yet to happen," she explained. "I always look forward to the next accomplishment coming up and always look forward to the next challenge." ●

John Gillis is associate director of publications and communications at the NFHS and assistant editor of High School Today.



# Heat Acclimatization and Heat Illness Prevention

**EDITOR'S NOTE:** THIS ARTICLE WAS WRITTEN BY THE NFHS SPORTS MEDICINE ADVISORY COMMITTEE

Exertional Heatstroke (EHS) is the leading cause of preventable death in high school athletics. Students participating in high-intensity, long-duration or repeated same-day sports practices and training activities during the summer months or other hot-weather days are at greatest risk.

Football has received the most attention because of the number and severity of exertional heat illnesses. Notably, the National Center for Catastrophic Sports Injury Research reports that 35 high school football players died of EHS between 1995 and 2010. EHS also results in thousands of emergency room visits and hospitalizations throughout the nation each year.

With the support of the NFHS leadership, the NFHS Sports Medicine Advisory Committee (SMAC) has written a Position Statement and developed its companion piece – the online educational course “A Guide to Heat Acclimatization and Heat Illness Prevention.”

The position statement provides an outline of “Fundamentals” and should be used as a guiding document by member state associations in developing policy to minimize EHS. More detailed information can be found in the NFHS online course, the fourth edition of the NFHS Sports Medicine Handbook, the NFHS SMAC “Position Statement and Recommendations for Hydration to Minimize the Risk for Dehydration and Heat Illness” and the resources listed at the end of this article.

During the past decade, the NCAA has put into place new heat acclimatization and safety protocols that have made a significant impact on lowering the risk of exertional heat stroke for its student-athletes. Key strategies included starting with a progressive phase-in period for activity and equipment, eliminating “daily double” practices on consecutive days and putting limits on total practice times. Since those changes were instituted, the NCAA has reported a decrease in heat-related illnesses and no deaths.

College coaches recognized that while they can't get players “in shape” in two weeks, letting their athletes gradually adapt to the intense training, protective equipment and uniforms, and, of course, the heat and humidity, makes a real difference. The experiences at the NCAA level and recent related research in high school athletics (such as the recent release of guidelines from Georgia)

form the basis of the “Fundamentals” presented below.

Following the recommended guidelines in the position statement and “A Guide to Heat Acclimatization and Heat Illness Prevention” can reduce the risk and incidence of EHS and the resulting deaths and injuries in high school athletics. The NFHS recognizes that various states and regions of the country have unique climates and variable resources, and that there is no “one-size-fits-all” optimal acclimatization plan.

However, the NFHS and the NFHS SMAC strongly encourage member state associations to incorporate all of the “Fundamentals” into any heat acclimatization plan to improve athlete safety. In addition, “A Guide to Heat Acclimatization and Heat Illness Prevention” should be required viewing for all coaches. The free course will be available this summer on the NFHS Coach Education Web site at [www.nfhslearn.com](http://www.nfhslearn.com).

## Heat Acclimatization and Safety Priorities:

- Recognize that EHS is the leading preventable cause of death among high school athletes.
- Know the importance of a formal preseason heat acclimatization plan.
- Know the importance of having and implementing a specific hydration plan, keeping your athletes well-hydrated, and encouraging and providing ample opportunities for regular fluid replacement.
- Know the importance of appropriately modifying activities in relation to the environmental heat stress and contributing individual risk factors (e.g., illness, obesity) to keep your athletes safe and performing well.
- Know the importance for all members of the coaching staff to closely monitor all athletes during practice and training in the heat, and recognize the signs and symptoms of developing heat illnesses.
- Know the importance of, and resources for, establishing an emergency action plan and promptly implementing it in case of suspected EHS or other medical emergency.



## Fundamentals of a Heat Acclimatization Program

1. Physical exertion and training activities should begin slowly and continue progressively. An athlete cannot be “conditioned” in a period of only two to three weeks.

- A. Begin with shorter, less intense practices and training activities, with longer recovery intervals between bouts of activity.
- B. Minimize protective gear (helmets only, no shoulder pads) during first several practices, and introduce additional uniform and protective gear progressively over successive days.
- C. Emphasize instruction over conditioning during the first several practices.

**Rationale:** The majority of heat-related deaths happen during the first few days of practice, usually prompted by doing too much, too soon and, in some cases with too much protective gear on too early in the season (wearing helmet, shoulder pads, pants and other protective gear). Players must be allowed the time to adapt safely to the environment, intensity, duration and uniform/equipment.

2. Keep each athlete’s individual level of conditioning and medical status in mind and adjust activity accordingly. These factors directly affect exertional heat illness risk.

**Rationale:** Athletes begin each season’s practices and training activities at varying levels of physical fitness and varying levels of risk for exertional heat illness. For example, there is an increased risk if the athlete is obese, unfit, has been recently ill, has a previous history of exertional heat illness or has Sick Cell Trait.

3. Adjust intensity (lower) and rest breaks (increase frequency/duration), and consider reducing uniform and protective equipment, while being sure to monitor all players more closely as conditions are increasingly warm/humid, especially if there is a change in weather from the previous few days.

**Rationale:** Coaches must be prepared to immediately adjust for changing weather conditions, while recognizing that tolerance to physical activity decreases and exertional heat illness risk increases, as the heat and/or humidity rise. Accordingly, it is imperative to adjust practices to maintain safety and performance.

4. Athletes must begin practices and training activities adequately hydrated.

**Rationale:** While proper hydration alone will not necessarily prevent exertional heat illness, it will decrease risk.

5. Recognize early signs of distress and developing exertional heat illness, and promptly adjust activity and treat appropriately. First aid should not be delayed!

**Rationale:** An athlete will often show early signs and/or symptoms of developing exertional heat illness. If these signs and symptoms are promptly recognized and the athlete is appropriately treated, serious injury can be averted and the athlete can often be treated, rested and returned to activity when signs and symptoms have resolved.

6. Recognize more serious signs of exertional heat illness (clumsiness, stumbling, collapse, obvious behavioral changes and/or other central nervous system problems), immediately stop activity and promptly seek medical attention by activating the Emergency Medical System. On-site rapid cooling should begin immediately.

**Rationale:** Immediate medical treatment and prompt rapid cooling can prevent death or minimize further injury in the athlete with EHS. Ideally, pools or tubs of ice water to be used for rapid cooling of athletes should be available on-site and personnel should be trained and practiced in using these facilities for rapid cooling. Ice-water baths are the preferred method for rapid cooling; however, if ice-water pools or tubs are not available, then applying ice packs to the neck, axillae and groin and rotating ice water-soaked towels to all other areas of the body can be effective in cooling an affected athlete.

7. An Emergency Action Plan with clearly defined written and practiced protocols should be developed and in place ahead of time.

**Rationale:** An effective emergency action plan (EAP) should be in place in case of any emergency because a prompt and appropriate response in any emergency situation can save a life. The EAP should be designed and practiced to address all teams (freshman, junior varsity, varsity) and all practice and game sites. ●

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# A Proactive Approach to Mentoring the Non-Teaching Coach

BY BRIANT KELLY, CAA AND TED D'ALESSIO, CMAA

**M**entoring is a formal process where a more experienced person helps and guides a less-experienced person in an organization. This effort is an important responsibility that is often overlooked by an athletic director. The need to establish a well-structured mentoring program becomes even more essential as high schools continue to increase their sport offerings, and as their faculties age and leave coaching. As a result, schools may have to employ an increased number of non-teaching coaches.

These non-teaching coaches come from a variety of backgrounds and professions. Many may not have a background in education nor have the knowledge pertaining to the school's culture and procedures. Implementing a well-structured mentoring program will help the non-teaching coach learn about coaching behavior, departmental policies, school regulations and state associations mandates.



There are several strategies an athletic director can implement that will enhance the mentoring process. The first is to produce and distribute a Coaches Handbook, which should prove to be an invaluable resource of information for all coaches but in particular for the non-teaching coach. The handbook should contain information covering how, what, why, where and when everything per-

taining to coaching and athletics is handled in the school district.

An excellent method of providing each coach with a copy of the Coaches Handbook is to save it on a thumb drive. This will prove to be a most practical and convenient way for coaches to access the information when needed. The thumb drive can also contain additional departmental forms, e.g., Contest Report Forms, End-of-the-Season Report, Roster Forms, etc., that can be easily accessed when needed.

A second strategy is to schedule one-on-one meetings each year with any non-teaching coaches. This is a post-interview session and is conducted after the coach has attained Board of Education approval. This meeting will prove beneficial for several reasons:

- Establish a working relationship.
- Discuss the mentoring process.
- Introduce the mentor to the mentee.
- Emphasize the department's philosophy.
- Share expectations.

In addition, several meetings during the season should be scheduled to discuss personal and team goals. Set specific dates and do not leave the meeting to chance. However, these meetings do not have to be held in a formal office setting. Sometimes, it is better just to meet for a cup of coffee, in the weight room before school or for lunch since these times may be more conducive to the non-teaching coach's schedule. A sample timeline for these meetings:

- Two days prior to when cuts will be posted.
- Two days prior to opening contest.
- Two weeks into the season.
- Two weeks prior to the last scheduled contest.
- Within two weeks after the last contest.

Athletic directors should also schedule a meeting with all coaches prior to each season to review and reinforce general in-



formation that may be unique to the upcoming season. General reminders, important dates and deadlines should be announced at this time. During this meeting, new coaches and their mentors, who have already met, are introduced to the overall coaching staff.

One pitfall a non-teaching coach can easily fall into is often caused by his or her lack of communication skills. This would include the content and methods, as well as the style in which a coach chooses to provide information to their athletes and their parents. Good communication skills are often identified as one of the top three characteristics a coach must possess in order to succeed. Therefore, the mentors must provide the non-teaching coach with information covering the school's communication policy.

As an example, it is important for coaches to understand the school's phone, e-mail and Internet policies. A good general rule is to always return phone calls. Also, coaches should reply to e-mails and letters as promptly as possible. The school district should already have an "Acceptable Use Policy" and all coaches should sign this form.

Regardless of the coach's level of experience, communication skills, like any other skill, can be improved with practice. For the first time in their careers, non-teaching coaches may be exposed to a higher degree of parental involvement. The consistent implementation of the athletic department's communication policy will help to ease the tension between the coach and this important group of shareholders. In today's educational environment, coaches and parents need to work together in order to provide a safe, rewarding and enjoyable athletic experience for everyone.

An athletic director should try to involve the non-teaching coach into the mainstream of the school community. If done correctly,

this will prove to be a win-win for the coach and the athletes. It will allow the coach to meet the general student body and begin to become acquainted with the culture of the school.

One strategy to get non-teacher coaches integrated is to hire them prior to their season as a ticket-taker or supervisor at athletic events. This will also give the athletes the opportunity to get to know their future coach in a stress-free environment.

Also consider forwarding school-wide e-mail memos and information to the non-teacher coaches. In this manner, they can get a better feel for what the students have or will encounter such as standardized testing, an assembly or newly implemented procedures.

The mentoring process for head coaches usually falls on the shoulder of the athletic director, but there are others who can be helpful in this process. There could be other head coaches in the athletic program who can help mentor. Also, new assistant coaches can be matched with more veteran coaches at the various levels in sports.

The proactive effort of helping and guiding non-teacher coaches can provide pertinent information so that they will develop better as educators and progress beyond being just an X and O's coach. The goal is for these coaches to create a better learning environment that will aid in the success of the student-athletes. ©

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# Increasing Active Participation and Volunteerism in Your Booster Group

BY MICHAEL J. BARNES, ED.D.



Three years ago, our school's booster board, which consisted of the president, vice president, treasurer and secretary, primarily constituted the active booster volunteers. There were others who pitched in at various times, but these individuals handled the bulk of the work. In addition, each sport had its own separate booster backing.

While this particular approach works for some school organizations, our goal was to be united under one booster organization. This approach would enable us to maximize our active participation and volunteerism, both of which are needed to meet the growing funding demands common in interscholastic athletics today.

With "we support that which we help create" as a guiding principle to increasing participation and volunteerism within the boosters, the goal was to create a feeling of ownership among current and potential booster members. If we could delegate/diversify responsibilities among more current and potential boosters, then, by necessity, it would create a need for people to get more involved.

In our effort to increase participation and volunteerism, we employed the "representative model" used in Congress. Similar to the way that Congressmen represent their home states and home districts, we began using parents (called parent reps) to represent the varsity sport teams within the athletic booster organization.

Parent reps serve as the liaison between the athletic booster or-

ganization and the parents and families associated with the sport that they represent. Similar to the way Congressmen inform their constituents about news in Washington, parent reps inform their parents and families about athletic booster news. This dialogue works in reverse as well.

One of the best parts of the meeting is hearing the parent reps provide updates on their sports, including but not limited to, team standings, upcoming events, etc. This briefing enables the attendees to remain informed about the progress of athletic teams outside of their particular sports.

Also, similar to Congress, we created committees within the athletic boosters specifically designed to address issues. For example, we created the fund raising committee, the spirit wear committee, the awards committee, etc. Each of these committees has a chairperson who oversees its meetings. These chairpersons are appointed by the athletic booster board.

Parent reps, chairpersons and committee members are expected to attend monthly athletic booster meetings. So, by delegating and diversifying roles and responsibilities within the booster organization, we forced an increase in participation, which has led to an increase in volunteerism.

As a result of these changes, we now have four board members, 22 parent reps (one per sport), and four committees (three participants per committee). Under this model, we have 38 active booster members attending monthly meetings.

With nearly 40 booster members attending monthly meetings, we have expanded our volunteer capacity and significantly increased our active participation. Our monthly meetings are energetic, informative and purposeful. This model has enabled the booster group to awaken an increased spirit of volunteerism among current and potential members. The personal relationships that board members, parent reps and committee members have within their respective sport following has proved most effective in encouraging involvement. ●

Michael Barnes is athletic director of Mayfield High School in Mayfield Village, Ohio.

# Preparing for Success with Preseason Coaches Meetings

BY DON SHOWALTER

The preseason coaches' meeting is one of the most important meetings that take place during the year. The meeting can set the tone for coaches as the year gets started for athletic events. To make this meeting valuable for everyone involved, planning must be done by the athletic director.

- ▶ Always have a printed agenda at the meeting to give to the coaches. This will help them to take notes and to make sure nothing of importance is left out. Always leave a time on the agenda for comments because coaches may have to address issues they feel are important.
- ▶ Stay on the issue at hand. Many times, the conversation may drift off the topic, which can be good for a short period of time. Have the conversation at the end of the meeting where other issues can be addressed by the coaches.
- ▶ Make the meeting fun and interesting. Sometimes, meetings at the beginning of the year are boring and only disseminate information that many coaches have already heard many times. This information can be provided in many different ways. For example, a quiz could be given to the coaches with multiple-choice answers that offer good discussion about the topic. Also, coaches could role-play about situations that may happen during the year – situations with parents, administrators and athletes are good to role-play and then discuss how to handle these situations.
- ▶ Work on team-building activities with the coaches. These team-building activities are good for coaches to do, and then they can do these activities with their teams as well. This will get the coaches thinking about what ideas to work with their team. Relays such as balloon races, filling a container with water by using a spoon are examples of fun and kind of crazy activities to use with the coaches. This also breaks up the monotony of just sitting and listening to someone speak about a topic.
- ▶ Invite speakers to the meeting. Good topics are injuries and nutrition. Have other people visit with the coaches about team-building activities, leadership within a team, motivation, goal-setting or parent relationships. This may be information they have

heard from you as athletic director but may have more interest from another person and voice.

- ▶ Undoubtedly, there are very good coaches on your staff who are a great resource for other coaches. Give these long-term coaches a topic and have them present this to the rest of the staff. This would be good for the staff as one of their highly successful peers is giving great information.
- ▶ There are some excellent DVDs on topics that would be of interest to coaches – leadership, team building, dealing with parents, coaching the elite athlete, coaching psychology, goal-setting as well as other pertinent topics for coaches. This again holds the interest of the coaches and provides great ideas.
- ▶ While the meeting can lend itself to “what not to do” or policies that may seem negative, the athletic director needs to end the meeting on a positive note for the new school year. Naturally, everyone is excited to start the school year and the coaches are looking forward to what their season has to bring. They should leave the meeting in a positive frame of mind ready to pursue the goals they have in mind for the new season.
- ▶ Give a short review about a good book that was read during the summer. Coaches oftentimes are looking for a good book to read that will be of interest and will also help them in their coaching duties. This can provide a good motivational tool for coaches to hear about a good book that was read by another coach.
- ▶ Keep the meeting to no longer than two hours and closer to 1½ hours in length. Provide something to eat – sandwiches, pizza – as this usually makes for better concentration. It is nice to give out coaches' gear at this meeting as well. Polo shirts, jackets or hats with the school logo are well worth the cost as your staff will appreciate the apparel.

Set the tone for the school year, make it a positive evening and enjoy getting to know each other as colleagues. ●

Don Showalter was recently hired as the basketball coach at Iowa City (Iowa) High School after 28 years as basketball coach at Mid-Prairie High School in Wellman, Iowa. He is a member of the High School Today Publications Committee.

# Home-school Bill Dies in Virginia

BY ALEX SWENSON



Home-schoolers in Virginia will not be able to participate in high school athletics as a bill that would have allowed home-school students to play on local high school sports teams was defeated in the State Senate in early March.

The bill, referred to by some as the "Tebow Bill," passed through the Virginia House in February with relative ease, but a Senate committee defeated the bill by an 8-7 vote. Republicans have generally been in favor of the bill, while Democrats have spoken out against it.

The committee's overriding opinion was that the bill would create a disadvantage for public-school students, as the schools would not be able to monitor home-schoolers' eligibility as closely. The bill was also opposed by the Virginia High School League, the state's public-school sports governing association. There are about 32,000 home-schooled students in Virginia.

Those in favor of the bill argue that students in good academic standing and who follow all of the state requirements for home-schooling should have an outlet to play high school sports. Those against it argue that parents know the rules when they make the decision to home-school and should have to live with their choice.

Proponents often cite current New York Jets and former Florida prep great Tim Tebow, who was home-schooled by his mother and played football at nearby Nease High School.

Currently, 25 states in the United States either allow home-schooled students to play sports at public schools, leave it up to the local districts, or have no specific laws prohibiting their participation. ●

## Lombardi named director in Pennsylvania



Bob Lombardi, a member of the Pennsylvania Interscholastic Athletic Association (PIAA) staff for 24 years, has been appointed PIAA executive director, effective July 13.

Lombardi has been with the PIAA since 1988 and has served the organization in several different capacities. He has been tournament director for many PIAA championships in nine different sports, and he has served as assistant executive director and associate executive director.

Lombardi will become the seventh executive director in PIAA history, succeeding Brad Cashman, who is retiring after 32 years with the PIAA, the last 18 as executive director. ●

## Former Alabama director Bubba Scott passes away



Herman L. "Bubba" Scott, who spent his life devoted to high school athletics in many different ways, passed away March 11 in Montgomery, Alabama. He was 84. Scott was just the second full-time executive director in Alabama High School Athletic Association (AHSAA) history and served during some of the state's most important developments in high school athletics.

Scott, who served as AHSAA executive director from 1966 to 1991, introduced Alabama's first state football playoff system with just four teams. In the more than 45 years since, the tournament has grown to 192 teams in six classifications.

Throughout the next decade, Scott would work to add girls athletics on a full scale, with the first AHSAA girls state basketball tour-



nament being held in 1978. Now, girls can compete in 11 different sports.

Perhaps most importantly, Scott oversaw the merger between the state's black athletic association and its white athletic association just two years into his tenure, when the idea of integration was still gaining its footing in America.

At the national level, Scott served as president of the National Federation of State High School Associations (NFHS) in 1978-79 and was the chairman of the NFHS Football Rules Committee for more than 15 years.

He is a member of the National High School Hall of Fame and the Alabama Sports Hall of Fame, and was a member of the AHSAA Sports Hall of Fame's inaugural class in 1991. ☉

## Wyoming exploring option to expand youth-concussion law

More than a year ago, Wyoming passed a law that set forth regulations regarding concussions in junior and senior high school sports teams. The law prohibits coaches and trainers from allowing

a student-athlete to participate in an athletic event on a day when he or she exhibits symptoms of a concussion. While the law was a step forward in the ongoing issue of youth concussions, it neglected to address those sports that aren't part of a high school's athletic program.

The current bill passing through the hands of Wyoming lawmakers would do just that, expanding on the law that was put into place last year.

The new law wouldn't change anything in the state's current youth-concussion law, but it would require coaches and athletic trainers of nonschool sports to undergo concussion training and abide by the return-to-play protocol as previously established.

Nonschool sports in Wyoming include anything not sponsored or sanctioned by the Wyoming High School Activities Association (WHSAA). They include any club sports, youth leagues and recreation leagues. Sports including baseball, softball and hockey would be covered, as they are played but not officially recognized by the WHSAA. ☉

Alex Swenson, an intern in the NFHS Publications/Communications department. He is a junior at Franklin (Indiana) College where he majors in broadcast journalism and public relations.

National Federation of State High School Associations



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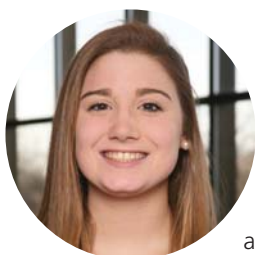
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## VOICES OF THE NATION

Q

*What sparked your interest to become involved in high school sports?*



**Julie Ahlgrim**

Libertyville High School  
Libertyville, Illinois

I started playing sports when I was little to make friends and stay active; I decided to join high school athletics to keep that aspect, but I gained much more. High school sports provide enjoyment while also bringing competitiveness. There is a different goal for high school sports than in youth sports that makes high school athletics more focused and familial. I intentionally joined water polo to meet new people; as I met them, I have grown and gotten to know them. Playing high school sports gives me a sense of belonging and makes me goal-oriented in my life.



**Aaron Dempsey**

Central Arkansas Christian School  
North little Rock, Arkansas

Ever since I started playing sports, I have enjoyed the competition and the physical challenge. At first, I did it for the social aspect but as I matured, I became more competitive and set a goal to become a state champion in wrestling. Having finished as runner-up the past two years, I have become more determined to work hard to finish in first place so that I may pursue a wrestling career while attending a military academy. Both of these goals have given me a strong will to compete and to do well at the highest levels.



**McKenna Stephens**

Lake High School  
Uniontown, Ohio

When I was younger, I was always watching my school's teams play and the older girls who were competing. Even back then, I felt it would be a great thing to represent my school and community. I have been playing sports for as long as I can remember and I love to compete. There is nothing like the feeling of success from working hard and displaying passion for those sports one loves. As a high school athlete now myself, I've come to realize the important role that I play in having a positive impact upon younger athletes.



**Zach Campbell**

Lincoln High School  
Sioux Falls, South Dakota

Playing sports is one of the biggest things I love – and I love competing. I wanted to continue to improve my skills in those sports and win championships for our school and become more involved in our school's athletic tradition. Also, the learning experience that you gain from playing high school sports is another reason I wanted to play. The life lessons that you learn while playing high school sports are things that you wouldn't learn anywhere else. ☺