FEBRUARY 11

High School TODAY™

THE VOICE OF EDUCATION-BASED ATHLETIC AND FINE ARTS ACTIVITIES

How Do You Evaluate

the Effectiveness of Your Athletic Program?

NFHS Report

State associations say 'no' to national championships

Fine Arts

Space is selected 2011-12 debate topic

Athletic Training

Student aides provide assistance to high school trainers

A PUBLICATION OF THE NATIONAL FEDERATION OF STATE HIGH SCHOOL ASSOCIATIONS

State Associations Say 'No' to National Championships

BY ROBERT B. GARDNER, NFHS EXECUTIVE DIRECTOR, AND NINA VAN ERK, NFHS PRESIDENT

After much debate and discussion during the past few years, the NFHS membership has re-affirmed the organization's longstanding stance against national championships in high school sports.

At the Winter Meeting in Savannah, Georgia, the NFHS National Council defeated a proposed amendment to the NFHS Bylaws that would have allowed the organization to conduct national championships in golf and cross country.

With 43 of the 51 voting members in attendance, 21 associations voted in favor of the proposal and 22 states opposed the proposed amendment. With a two-thirds majority necessary to amend the Bylaws, an affirmative vote from 29 states was necessary to approve the amendment.

Like the final vote which was split down the middle, three states spoke in favor of the proposal and three member associations spoke against the plan. There clearly is not a majority who approve the concept of national championships at the high school level, which re-affirms the organization's longstanding opposition to national competition that leads to a single team or individual champion.

Since the original declaration by the membership against national championships in 1934, the NFHS has not supported or sanctioned national competition that leads to a single team champion. Prior to the action by the Council at the Winter Meeting, the only other recorded vote by the entire membership occurred in 1979, when the Council, by a 38-9 vote, turned down a proposal to conduct national invitational competitions in golf, tennis, and track and field during the summer.

Since the last vote by the membership almost 32 years ago, there has been much discussion about whether the NFHS should be involved in conducting national championships, particularly in the past 20 years as more independent groups have approached the organization about sponsoring a national event.

And not unlike many issues, the membership has had to weigh the positives with the negatives. Those who have supported the concept of national championships have suggested that if the NFHS were to conduct these events, it would serve as a deterrent for other groups to host their own championships. The NFHS then could promote its own educational messages and offer state association-controlled national competition featuring member schools as an alternative to promoter-controlled national competition that may involve non-member schools.

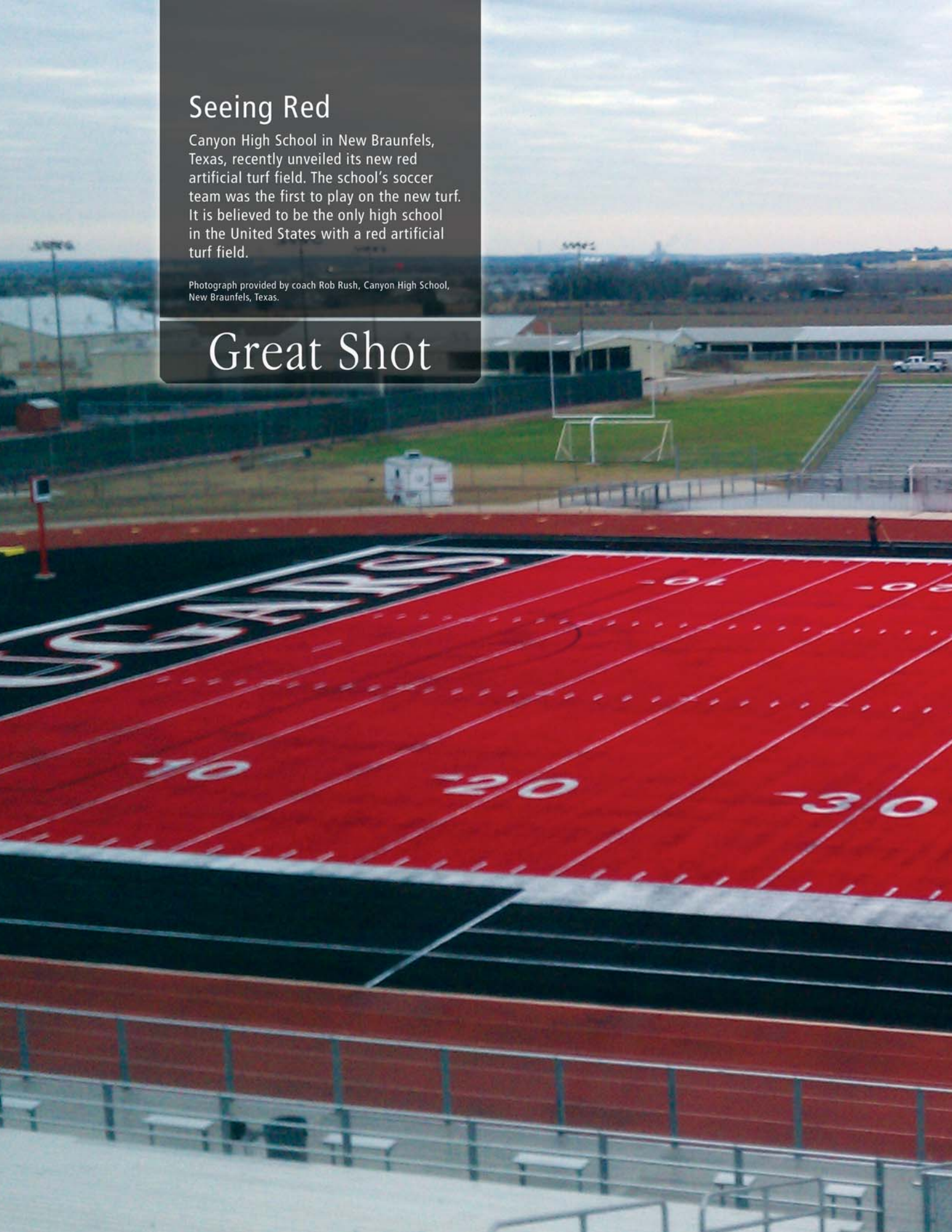
On the other side, which remains the prevailing side, are those states that have bylaws that do not permit this type of competition. As a result, all states would not be able to participate, which would negate the concept of a true national championship.

But perhaps the most compelling reason against national championships – and why that original vote in 1934 has stood for 77 years – is the belief that a state championship is and should be the ultimate dream for a high school individual or team. With more than 19,000 high schools and 7.6 million student-athletes in high school sports, the numbers simply are too large for a national focus. Any type of national competition would detract from the importance of state high school championships and enhance the emphasis on elite athletes and teams.

A review of the NFHS Handbook indicates that our member state associations conduct state championships in 30 different sports. Annually, with boys and girls state championships in multiple classes for each sport, there are more than 3,000 high school teams that bring a state championship trophy to their hometowns.

As sport seasons begin in each of the 50 states plus the District of Columbia, the ultimate goal for high school student-athletes, as well as those participants in fine arts programs, is to be declared "state champion."

The recent vote by our membership against national championships re-affirms the belief that state championship competition should be the culminating activity for high school student-athletes. The leadership of the NFHS will continue to support the more than 7.6 million student-athletes involved in high school sports, along with another 4 million in fine arts programs, whose dream each year is to win a state title in their particular sport or activity. ⦿



Seeing Red

Canyon High School in New Braunfels, Texas, recently unveiled its new red artificial turf field. The school's soccer team was the first to play on the new turf. It is believed to be the only high school in the United States with a red artificial turf field.

Photograph provided by coach Rob Rush, Canyon High School, New Braunfels, Texas.

Great Shot

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COVER STORY

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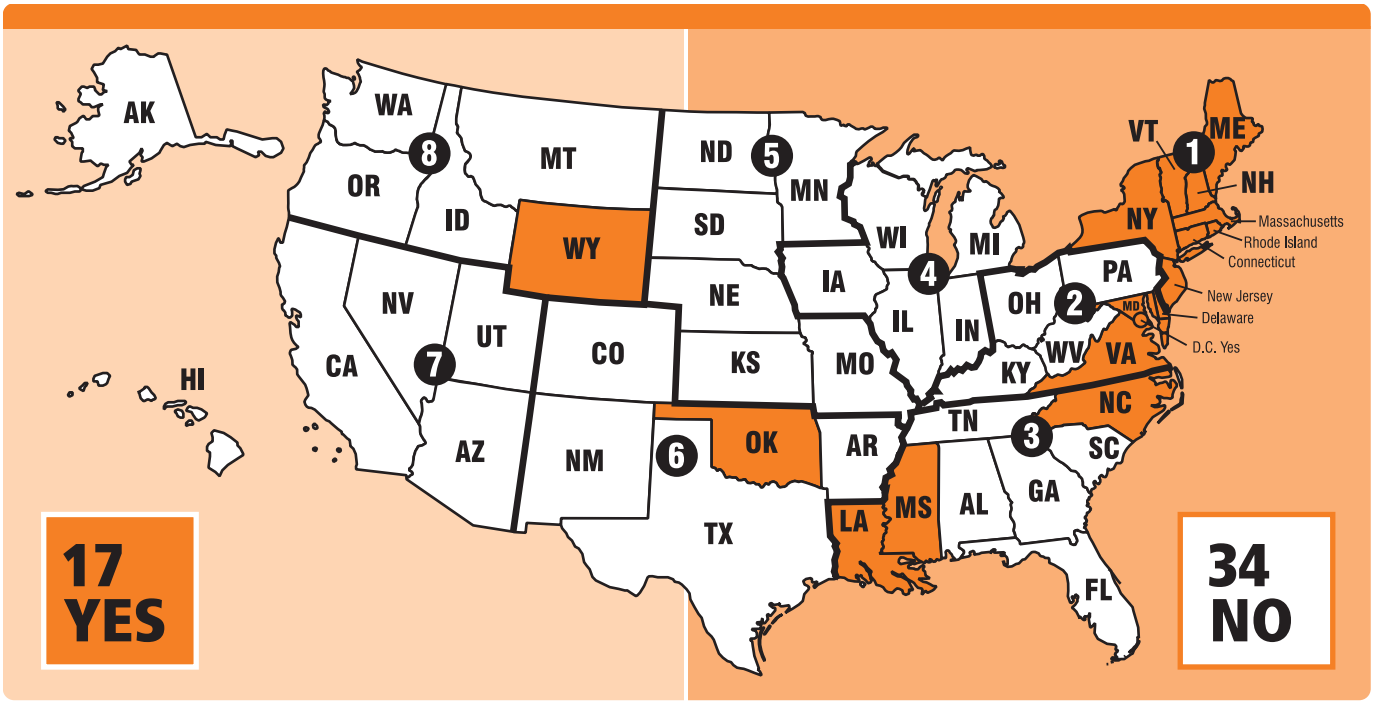
Unusual Nicknames

Glenville Tarblooders

As menacing nicknames go, they don't get much more intimidating than the Glenville Tarblooders. Located in **Cleveland, Ohio, Glenville High School** takes its nickname from the men who worked on the railroads in the early 20th century. The workers would drive tarred stakes into the railroad tracks causing the hot tar to splatter and make the workers look as though they were sweating blood. When the school was built in 1919, these men were a symbol of the hard-working community and became the school's mascot. Over time, the mascot has evolved into a half-man, half-robot.

Around the Nation

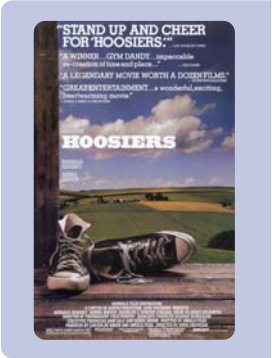
Question: Does your state association sponsor a state championship in indoor track?

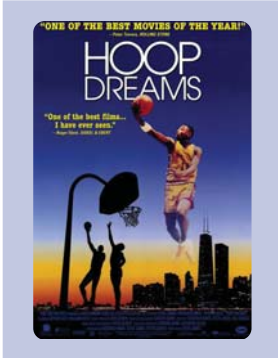


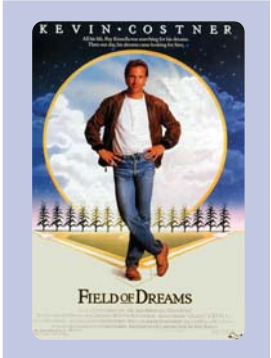
Top Five

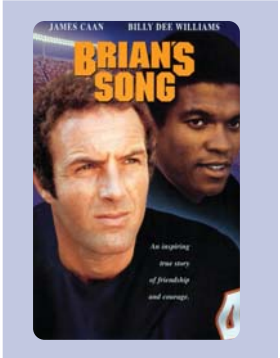
SPORTS MOVIES

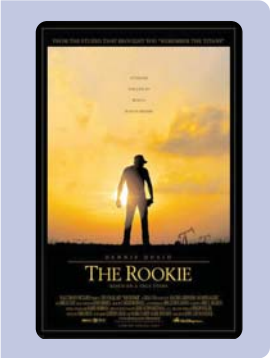
Editor's Note: *Tim Christensen, a member of the High School Today Publications Committee from Oregon, provides his thoughts on the Top Five sports movies of all time. He says that often the movie isn't really about sports, but sport is what gives the story a reason to be told. Christensen says these movies teach us something of value for everyday life.*











1. Hoosiers (1986)

What it's about: Classic David and Goliath tale based on the true story of a 1950s small-town high school boys basketball team's highly improbable march to the Indiana state championship. Two-time Academy Award winner Gene Hackman plays coach Norman Dale in this timeless tale of redemption and overcoming odds.

What we can learn: No matter how insurmountable the odds, true teamwork often leads to unqualified success.

2. Hoop Dreams (1994)

What it's about: This well-crafted documentary follows the lives of two inner-city Chicago African-American students through their four years of high school as they pursue their dreams of playing basketball at the next level.

What we can learn: Very few high school players ever advance to the college level. Keeping a passion alive is sometimes more important than reaching your final goal.

3. Field of Dreams (1989)

What it's about: Sports fantasy in which Iowa farmer Ray Kinsella hears a voice in his cornfield that tells him "If you build it, he will come." He then builds a baseball diamond onto which players banned in the 1919 Chicago Black Sox scandal enter, including Kinsella's father.

What we can learn: Do not allow the precious moments with family to be set aside. We never know what will change in our lives, so value each moment for what it is.

4. Brian's Song (Original version – 1971)

What it's about: The true story of the bonding between Chicago Bears teammates Brian Piccolo and Gale Sayers. When Piccolo is diagnosed with terminal lung cancer, it's the friendship that defines the two men.

What we can learn: While understanding that winning and losing are important, some of the victories don't happen on the field.

5. The Rookie (2002)

What it's about: The true story of how 39-year-old Texas high school baseball coach Jimmy Morris advanced to Major League Baseball after agreeing to try out if his high school team made the playoffs.

What we can learn: We can combine two important issues and get quite a value. First, as Winston Churchill said, "Never ever, ever, ever give up." Second, "It is never too late to follow your dream." ⦿

The Woodlands makes 23 three-pointers

On December 23, 2010, **The Woodlands (Texas) High School boys basketball team** shot itself to statewide and near-national prominence when it connected on 23 three-point field goals in a 103-56 decision over Killeen (Texas) Shoemaker High School. The Highlanders' performance is tied for third in Texas high school history, and just misses being listed in the NFHS National High School Sports Record Book. Ten of those three-pointers were made by Wes Cole, who in an impressive and a very unusual performance scored all 30 of his points via the long-range shot.

Missouri Heights (Missouri) High School set the national mark when it rained in 36 three-pointers against Marquand-Zion (Missouri) High School on February 10, 2006.

Bootsma swims to national record

On November 20, 2010, Thanksgiving came five days early for **Rachel Bootsma** as she set the girls national high school swimming record in the 100-yard backstroke. The junior from **Eden Prairie (Minnesota) High School** swam to a :51.53 time during the Minnesota State High School League Class AA state swimming tournament finals held at the University of Minnesota Aquatic Center. In the process, she bettered the former mark of :51.85 set May 14, 2010 by Cindy Tran of Huntington Beach (California) Edison High School. Bootsma nearly set two national records as she came up just .32 seconds short of the national mark in the 100-yard butterfly with a time of :52.73. However, her time was good enough to set the Minnesota state record.

Eden Prairie compiled 223 points to finish as state team runner-up to Edina (Minnesota) High School, which had 247½ points. Although Edina didn't win a single event, the Hornets won their 11th girls swimming state title and their first since 2004.

East Coast guards explode for scoring outbursts

A pair of East Coast guards recently exploded for big scoring outbursts. Five-foot-seven, 155-pound sophomore guard **Aquille Carr** belied his small stature with a big 57 points in **Baltimore (Maryland) Patterson High School's** 103-71 victory over Baltimore (Maryland) Forest Park High School in the Bill Miller Christmas Classic. In the process, he set the school single-game scoring record. As a freshman in 2009-10, Carr averaged 25.5 points, eight assists and 5.3 steals.

Meanwhile, 6-0 **John Wallace** of **Rochester (New York) Greece Athena High School** poured in 51 points in a 96-93 quadruple-overtime win over Wilson (New York) High School. Amazingly, he scored 30 of his points during the overtime periods.

Alcoa High School wins 12th Tennessee title

On December 3, 2010, **Alcoa High School** clinched its seventh consecutive Tennessee Secondary School Athletic Association state football championship by defeating Goodpasture High School, 56-14.

Played at Tucker Stadium in Cookeville, Tennessee, Alcoa's championship title was a perfect ending to the team's 15-0 undefeated season. The victory also extended the team's winning streak to 43 games and brings its total state championships to 12 – a Tennessee state record.

The Cougars played strong from the start, scoring 35 points in the first half and leading 35-7 at halftime. Alcoa scored on its first eight possessions and compiled 442 offensive yards.

This year also marked the fourth time that Alcoa has defeated Goodpasture in the past six title games. Goodpasture was previously runner-up to Alcoa in the 2005, 2006 and 2007 championships. ⦿

It All Started Here

Pat Haden

Pat Haden's football career at Bishop Amat High School in La Puente, California, was certainly impressive. In three years as quarterback, Haden passed for 7,633 yards and 82 touchdowns. His career completion percentage of 62 percent is one of the best marks in high school history. He was a two-time all-California Interscholastic Federation-Southern Section player and was all-America as a senior.

Haden's career achievements continued to be impressive after his high school experience. In college, he led the University of Southern California (USC) Trojans to three Rose Bowl appearances, was a two-time academic all-American and was named Rhodes Scholar. Haden played six years in the National Football League with the Los Angeles Rams, earning a trip to the Pro Bowl in 1977.

After an injury-plagued season in 1981, Haden took a broadcasting job with CBS. He continued his broadcasting career with NBC, becoming the color commentator for Notre Dame football, while also practicing law and working for a private equity firm. In 1995, Haden was inducted into the NFHS National High School Hall of Fame.

In 2010, Haden's career nearly became full circle as he was named USC athletic director. ⊙

For the Record

BOYS BASKETBALL

Most Rebounds, Season

1,139	**Bruce Williams**, (Florien, LA), 1979-80
971	**Othella Harrington**, (Jackson Murrah, MS), 1991-92
825	**Bill Walton**, (La Mesa Helix, CA), 1969-70
791	**Shaquille O'Neal**, (San Antonio Cole, TX), 1988-89
756	**Othella Harrington**, (Jackson Murrah, MS), 1990-91

Bruce Williams

Source: 2010 National High School Sports Record Book. To order, call toll-free 1-800-776-3462, or order online at **www.nfhs.com**.

How Do You Evaluate the Effectiveness of Your Athletic Programs?

BY DR. DEBBIE ALEXANDER

Nothing may be more exciting than experiencing a winning high school football season. The players, cheerleaders, bonfires and a pep rally all contribute to the energy at kickoff on a Friday night. But it is hard to keep the positive energy and excitement when the football season is not going so well.

Everyone loves the coach when the team is winning, but the critics come out in a losing season. Generally, stakeholders and even school personnel tend to think of football and other sports as only athletic competition.

Administrators know that successful athletic programs build character, promote teamwork, require academic excellence, provide motivation and develop players' sport-specific skills. Win or lose, it is important that the program is accomplishing goals that benefit the students and support the overall mission of the school.

Regardless of seasonal outcomes, it is the responsibility of school administrators to ensure that all school programs are effective and working toward desired outcomes. It is natural for critics to say, "The team didn't win, the coach should have made other decisions, another player should have been put in the game or the referee favored the other team." The truth is there is much more to a successful athletic program than the score, even though everyone would prefer to win.

Effective athletic programs are characterized by many positive components. Does the program actively support academic achievement by encouraging athletes to attend after-school tutoring? Do the coaches develop relationships with student-athletes in order to build trust and foster positive team morale? Are students learning skills that best match their potential? Are students given the appropriate college counseling and opportunities to prepare for post-secondary education? These are just a few of the practices that effective athletic programs should demonstrate.

While athletics is not considered a program – in most typical educational research – it does meet the broadest definition by Owen and Rogers (1999) as a set of planned activities that bring about change in a specific group or audience. Therefore, in order to ensure the effectiveness of the high school athletic program, the basic leadership principles for program evaluation can be used to measure success.

According to program evaluation expert James R. Sanders (Evaluating School Programs, 2006), there are two things to remember when evaluating school programs. First, not everyone will see the program in the same light, and it is important to be informed about how those around you view it, without being swayed by the critics who have a personal agenda.

Second, program evaluation is not a mechanical process – it is human endeavor. Therefore, communication is essential when conducting a program evaluation. Listen and respond, share information, discuss your intentions and obtain input, clarify expectations, provide clear and useful feedback in a timely manner, and maintain an open evaluation process. To begin the evaluation, start with the collection of information. The quantitative data, or hard data, are the numbers. Scores, number of players, number of special teams, the stats of the game and individual player's stats are all types of hard data that should become part of the evaluation. The qualitative data, or soft data, are all the perception data that can be collected from a variety of sources. Perception data from surveys, interviews and focus-group discussions can provide this information.

The coaches and key stakeholders should be a part of the data collection. According to Sanders, chair of the Joint Committee on Standards for Educational Evaluation (Program Evaluation Standards, 1994), it is crucial to involve the important stakeholders in the

"The process of evaluation involves gathering information so that decisions can be made for the benefit of the entire program and the future success of students and the stakeholders."

process including less-powerful individuals who are sometimes overlooked. Getting feedback from the assistant coaches, special teams coordinators, teachers, students, parents and other stakeholders can add valuable input to maximize the sport's overall effectiveness.

If the appropriate stakeholders aren't identified, often the evaluation is misguided and ignored and is a futile process that serves no purpose. Schools cannot afford to waste valuable time when students' successes depend on it. If athletic programs are about more than wins and losses and more about supporting the educational outcomes and preparing students for life beyond high school, then it requires more than the right playbook. It requires a systematic plan for success.

One evaluation process appropriate for athletics as well as fine arts programs and organizations is conducting an analysis that identifies the strengths, weaknesses, opportunities and threats (SWOT) of an organization. Specifically, a SWOT analysis is a basic, straightforward model that assesses what an organization can and cannot do, as well as its potential opportunities and threats.

CEO and Dell Computer Chairperson Michael Dell (SWOT Expert, 2010) describes his organization's use of SWOT as "It's through curiosity and looking at opportunities in new ways that we've always mapped our path at Dell." A SWOT analysis is a springboard for analyzing the athletic program for what is and what can be.

The method of SWOT analysis is to take the information from an environmental analysis and separate it into internal (strengths and weaknesses) and external issues (opportunities and threats). Once this is completed, the SWOT analysis helps determine what may assist the organization or program in accomplishing its objectives, and what obstacles must be overcome or minimized to achieve desired results.

By allowing members of the coaching staff to analyze their own effectiveness, they are likely to come up with more effective solutions without the typical "blame game." Once outlines are established, it is easier to get down to the real work of identifying the root causes of weaknesses and threats, while maximizing the strengths and opportunities to move toward the effectiveness that can be sustained over time.

School administrators can be instrumental in facilitating this analysis to support the process and to ask probing questions that those closest to the situation aren't able to ask themselves. Sometimes the questions can be tough, but the SWOT analysis is a way for participants to get past the negatives and move to real solutions.

Just as the school improvement process is ongoing, the same is true for athletic and fine arts program evaluations. They are essential to keep the process systematic. The continual improvement of athletic teams from season to season depends not just on the talent of students, but on the quality of coaching and the climate created by positive relationships. ⦿

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Transgender Athletes on School Sports Teams

BY LEE GREEN

An Emerging Legal Issue

The development of fair, practical and legally sufficient policies regarding the inclusion of transgender athletes in sports activities is one of the latest civil rights challenges facing sport governing bodies and educational institutions. In 2004, the International Olympic Committee (IOC) became the first sport governing body to create a transgender participation policy.

Effective beginning with the Summer Olympics in Athens, the protocol, known as the Stockholm Consensus, features a set of criteria for determining the eligibility of transgender athletes, including whether sex reassignment occurred before or after puberty, whether surgical anatomical changes have been completed, whether hormonal therapies have been administered, and whether legal recognition of the reassigned gender status has been conferred. The full-text of the IOC policy is available at *www.olympic.org*.

Following implementation of the IOC procedures, other sport governing bodies such as USA Track and Field, the United States Golf Association, and the National Collegiate Athletic Association (NCAA) developed transgender participation policies. The NCAA guidelines require member universities to follow the gender classification that has been granted to a student-athlete by his or her state, including sex status on the individual's drivers license, voter registration, tax filings and other official documents. The student-athlete must compete in the gender classification that matches his or her state classification. Details on the NCAA transgender eligibility policy are available at *www.ncaa.org*.

While the National Federation of State High School Associations (NFHS) does not have the jurisdiction to enforce any uniform national criteria for evaluating the eligibility of a transgender high school student-athlete, two state associations – Washington and Colorado – have developed policies regarding the inclusion of transgender student-athletes in school sports programs (see below).

In recent years, evolving legal standards have resulted in greater protections being granted to transgender persons in the workplace, in education and in other settings by legislatures, administrative agencies and courts. In order to avoid legal disputes that are divisive to a school community and costly in terms of litigation, state associations and school districts should proactively develop policies and procedures related to transgender participation in school sports programs.

Legal Standards

The legal status of transgender persons is governed by a matrix of federal, state and local laws, along with administrative agency and court case rulings, many of which apply to school districts and schools in their treatment of students and student-athletes.

The Equal Protection Clause of the Fourteenth Amendment to the United States Constitution states that "no state shall … deny to any person within its jurisdiction the equal protection of the laws." Several court cases have applied equal protection to protect transgender students against discriminatory actions by schools.

In *Shore Regional High School v. P.S.,* a 2004 U.S. 3rd Circuit Court of Appeals case, the court ruled that a New Jersey high school had violated equal protection and failed to provide a "free and appropriate public education" to a transgender student who was the victim of gender stereotyping harassment at school.

In *Doe v. Yunits,* a 2001 Massachusetts state court case, the court held that a school violated equal protection by punishing a transgender student for expressing her female gender identity by wearing girls' clothing and adopting other expressions of female appearance. The court stated that the school's actions had resulted in a "stifling of the plaintiff's selfhood merely because it caused some members of the community discomfort" and that because of its discriminatory behavior, the school had missed the opportunity to teach all students at the school "respect for everyone's unique personal experience."

In *Doe v. Bell,* a 2003 New York state court case, the court found that a foster care/educational facility had violated equal protection and discriminated against a transgender student by prohibiting her from wearing female clothing, limiting her participation in girls activities, and permitting other forms of gender identity harassment to be perpetrated against the girl.

Although, to date, no cases have directly applied equal protection principles to disputes involving the participation of transgender student-athletes in school sports programs, the legal principles established in cases such as *Shore, Bell* and *Yunits* would likely apply to schools engaging in gender identity discrimination against student-athletes. Concerns by schools regarding issues of safety and competitive advantage, especially in situations involving a transgender student who had transitioned from biological male to female, might be asserted to mitigate a claim of discrimination, but only if a detailed policy was in place to maximize the inclusion of transgender student-athletes and which also provided for a case-by-case evaluation of safety and competitive advantage issues.

Title IX of the Education Amendments of 1972, a federal law intended to address all forms of sex discrimination in schools, has also been applied to instances of harassment, hazing and bullying in schools based on gender identity and stereotypes. In future cases involving the participation of transgender student-athletes on school sports teams, Title IX may provide an avenue of legal recourse for victims who were prohibited from participating on the teams matching their gender identity.

The Americans With Disabilities Act and other disabilities-related federal and state laws, because of the medical nature of gender reassignment procedures involving surgery and hormonal treatments, might also be used as the legal basis for arguments that the "reasonable accommodations" mandated by such laws require that transgender student-athletes should be permitted to participate on school teams matching their medically-altered gender identity.

As of December 2010, 13 states and the District of Columbia have enacted anti-discrimination laws prohibiting bias on the basis of sexual orientation or gender identity (California, Colorado, Hawaii, Illinois, Iowa, Maine, Minnesota, New Jersey, New Mexico, Oregon, Rhode Island, Vermont and Washington) and eight other

states have passed legislation prohibiting discrimination based on sexual orientation only (Connecticut, Delaware, Maryland, Massachusetts, Nevada, New Hampshire, New York and Wisconsin).

Courts in seven states have applied disabilities legislation to protect transgender individuals (Florida, Illinois, Massachusetts, New Hampshire, New Jersey, New York and Washington). Twelve states and the District of Columbia have enacted laws specifically protecting K-12 students from discrimination by schools related to sexual orientation or gender identity (California, Colorado, Illinois, Iowa, Maine, Maryland, Minnesota, New Jersey, North Carolina, Oregon, Vermont and Washington) and four other states have passed legislation protecting K-12 students from bias based on sexual orientation only (Connecticut, Massachusetts, New York and Wisconsin).

State Association Policies

Two state high school associations – the Washington Interscholastic Activities Association (WIAA) and the Colorado High School Activities Association (CHSAA) – have enacted transgender policies governing the participation of transgender student-athletes. Both sets of guidelines, originally created in 2007, initially were based on the IOC's protocols and required student-athletes to complete sex reassignment surgery or undergo hormone therapy before becoming eligible to participate in sports. Based on input from experts in disciplines such as law, medicine and advocacy that high school-age students would be unlikely to be able to satisfy such criteria, both state associations revised their transgender policies to make them age-appropriate.

The Washington policy now permits student-athletes to participate in activities and on teams consistent with their "gender identity," a term that is defined in detail in the definitional section of the policy. To mitigate concerns about safety and competitive advantage, requests are considered on a case-by-case basis and are subject to review by the WIAA's Gender Identity Eligibility Committee. The full text of the WIAA policy is available in Appendix 6 of the WIAA Handbook at *www.wiaa.org*.

The Colorado policy delegates the first level of decision-making regarding the eligibility of a transgender student-athlete to the school and provides an appeal process to the CHSAA, with the determinative criteria at both stages being the student's "consistent gender identity," a term defined in the guidelines. The CHSAA policy also addresses issues such as providing the transgender student-athlete with appropriate restroom and locker-room facilities; using pronouns and other terminology consistent with the transgender student's self-identification; and implementing educational programs for athletics and school personnel on transgender issues. The full text of the CHSAA policy is available under the "Equity" link at *www.chsaa.org*.

On the Team: Think Tank Report

In October 2009, a think tank designated *Equal Opportunities for Transgender Student-Athletes* was formed to develop model policies and identify best practices for high school and college sports programs. Participants in the project included leaders from the NFHS and the NCAA, along with experts on the legal, medical, advocacy and competitive aspects of transgender inclusion in athletic programs. The think tank's final report, issued on October 4, 2010, is titled *On The Team: Equal Opportunity for Transgender Student-Athletes* and was authored by Dr. Pat Griffin of the Women's Sports Foundation and Helen J. Carroll of the National Center for Lesbian Rights. The 57-page document, available at *www.nclrights.org*, sets forth detailed recommendations for policy development; protection of the privacy, safety and dignity of transgender student-athletes; and best practices for athletic administrators, coaches, student-athletes, parents and the media. Along with the WIAA and CHSAA policies, the think tank's report provides a model for the development of a transgender student-athlete participation policy by state associations and school districts. ⦿

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

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Athletic Training Student Aides Provide Assistance to High School Programs

BY MIKE CARROLL, M.ED., ATC, LAT

Generally, people consider participation in extracurricular activities at the secondary school level as a student playing a sport or participating in fine arts. Rarely do they consider the support roles that students can provide within the interscholastic setting. One such support role is that of the Athletic Training Student Aide (ATSA) or "student trainer."

While a majority of a student's extracurricular participation is on the field, court or stage, there are other areas for students to be involved where they also can be exposed to a potential career path. In addition to serving as an ATSA, other avenues could include but aren't limited to team manager or videographer.

The ATSA has the unique opportunity to get "up close and personal" with the various disciplines within the realm of sports medicine and fitness careers, which may lead to a college degree as they pursue their education past the secondary school level.

With the increased emphasis on student health and safety in recent years, many high schools thankfully have chosen to either hire a certified or licensed athletic trainer or to increase their staff of existing athletic trainers to better care for the student-athletes in their school district. These professional staff members often benefit from the efforts of students in the day-to-day operations of their athletic training program. Students who are interested in athletic training may be recruited to serve as an ATSA. These students may have aspirations of pursuing some type of medical career once they graduate from high school. Being an ATSA is beneficial for any student who is considering being a medical doctor, nurse, physical therapist or athletic trainer.

While each individual athletic trainer and school district is different, it is important for school administrators to have guidelines for appropriate use, supervision and education of the ATSA. A positive, safe learning environment should be fostered for the ATSA so the student will benefit from the instruction of a qualified health-care professional while

also helping the health-care team at the school district.

Not every student can be the star athlete or drum major, or have the lead in the school play. Students often look for a place to fit with other students who have similar interests and work ethics. These students are often the best candidates for being an ATSA. By properly allowing students to help with day-to-day routines in the athletic training room, more students can be involved in an extracurricular activity.

Many schools use these students to help ensure that each team has appropriate hydration and first-aid materials available at the event or practice site. These students can also help with the day-to-day athletic training room duties such as ensuring facility cleanliness and availability of supplies.

Being an ATSA also provides a student the opportunity to observe the professional duties and responsibilities of an athletic trainer. This becomes a valuable educational experience by exposing the students to the foundations of not only athletic health care, but health care in general. This also gives the student another opportunity to learn responsibility, accountability and time-management skills, which is beneficial both in present and future endeavors.

The National Athletic Trainers' Association has an official statement on proper supervision of the high school ATSA on the NATA Web site at www.nata.org. The NATA suggests that the ATSA should be under direct visual supervision of a licensed/certified athletic trainer while assisting with athletic training services. The high school ATSA should never be viewed as an inexpensive way to provide athletic health care.

Neither administrators nor coaches should expect these high school students to act independently with regard to evaluation, assessment, treatment and rehabilitation of injuries suffered by student-athletes at their school. It is paramount that the ATSA not be put in a position whereby he or she is asked to make a "return-to-play" decision regarding another student. The ATSA simply does not have the background, training and education to make such a decision.

In addition, it is important to understand that these students are not qualified to interpret referrals from other medical professionals, perform evaluations or independently provide athletic training services during team travel. However, exposure to appropriate health-care procedures and professions can be beneficial to the student's education within the context of educational athletics.

Many states have vocational education programs for students who are interested in pursuing a career in a health care-related field. For example, Texas has a sports medicine class that can only be taught by a licensed athletic trainer. These courses are similar to other career and technology-related courses that schools offer, such as criminal justice. The sports medicine class helps to educate the student about the profession, but it does not qualify the individual to be that professional upon completion of the curriculum.

The ATSA also can be another set of eyes and ears for the staff athletic trainer. When the staff athletic trainer is involved in an on-the-field evaluation – either at a practice or game – the ATSA can be alert to any athlete who becomes injured, bringing it to the attention of the staff athletic trainer. When alerted, the staff athletic trainer can act on the situation. These types of situations provide the ATSA a tremendous opportunity to observe how the staff athletic trainer reacts and also what he or she did to provide the student-athlete with athletic training services.

Most high school students look to be a part of something and participate in activities where they have friends with common interests. It is well-documented that students who engage in school activities tend to do better academically and socially, and withstand peer pressure better. With the explosion of health care-related fields, students can often be a part of the athletic training department by working as an ATSA and learn about athletic health care through observation. These hard-working, dedicated students who are interested in a health-care profession can provide assistance and learn at the same time. ⦿

Mike Carroll is the head athletic trainer and assistant athletic director at Stephenville High School in Stephenville, Texas. He can be contacted at michael.carroll@sville.us.

Benefits of Arts Education Experiences

BY JANET RUBIN

In the 21st century, young people will require an education that addresses the whole child. Today's learner will need to acquire critical thinking and creative competencies. The workplace will demand skills in problem-solving, innovation, adaptation, working collaboratively, demonstrating initiative, productivity, taking responsibility and leadership. The complex world in which today's students will live requires that they communicate clearly, understand social and cultural contexts, and have the ability to be flexible in the face of challenges and changing circumstances. The arts give students opportunities to develop and refine these critical skills.

Research supports the benefits of arts education. The Dana Foundation, for example, has sponsored summits and posted research on its Web site that notes connections between arts training and learning, cognition, focus on task, memory, creative thinking and general intelligence. Training in music, for example, correlates with the ability to differentiate and manipulate sounds – a predictor of reading fluency – and training in drama and theatre suggests better social skills, increased motivation and improved memory. Another connection addresses equity, as socioeconomically disadvantaged students have benefited significantly from arts education experiences.

On the Web site and in publications of the Arts Education Partnership (AEP), resources and research further the case for the arts. AEP's mission centers on the essential role of the arts in students' success. In addition to the Dana Foundation and AEP, many other professional organizations, government agencies, foundations and research institutes are sources for arts education support and advocacy. Anecdotal evidence also abounds, not the least of which are the heartfelt testimonials of students whose lives have been enriched through the arts.

The arts engage students in ways that other subjects may not, providing ways into learning that complement learning styles and encourage creative risk-taking. The arts are process-oriented, facilitate inquiry and promote self-expression. Through the arts, children can see themselves as creators who value their own ideas and respect the ideas of others. This gateway to learning helps them to understand that there is not always a right answer to a question or that there may be multiple ways to address a problem.

The arts allow students to learn both from their successes and from their mistakes. The positive results are tangible – both in terms of arts content learning and in the ability to understand and communicate meaning across disciplines. In addition, the arts can make positive social changes as they open doors to knowledge. Through arts experiences, students learn to value their own ideas and to respect the ideas of others. Their talents are nurtured as their potential is realized.

Ten Arts Education Benefits

- Improves academic performance
- Results in better attendance and lowers dropout rates
- Levels the playing field for students from disadvantaged socioeconomic backgrounds
- Builds self-esteem
- Fosters self-confidence and self-expression
- Improves academic and performance skills for children with learning disabilities
- Improves literacy skills
- Fosters motivation
- Creates empathy for and understanding of others
- Improve oral and written communication skills

Janet E. Rubin, Ph.D. is professor of theatre at Saginaw Valley State University in Michigan. In addition to her accomplishments as a theatrical director and teacher, she is an internationally respected scholar, consultant and arts educator. She has published numerous books and articles and has frequently presented her work at conferences around the world.

Space is Selected as 2011-12 National High School Debate Topic

On January 7, 2011, ballots from 31 states, the National Catholic Forensic League, National Debate Coaches Association and the National Forensic League were tabulated at NFHS headquarters to select the 2011-12 national high school debate topic. Space was selected over China with 70 percent of the votes.

In October, the five topic areas were narrowed to two as part of a two-stage balloting process. Use of the second ballot ensures that a majority of coaches across the nation favor the chosen topic area and resolution.

The following chart summarizes the state-by-state balloting on topic areas.

Choice of problem area and resolution by Official Referendum Vote:

NCFL – S NDCA – C NFL – S

Unshaded states did not report a vote prior to publication.

National Debate Topic Area Balloting:

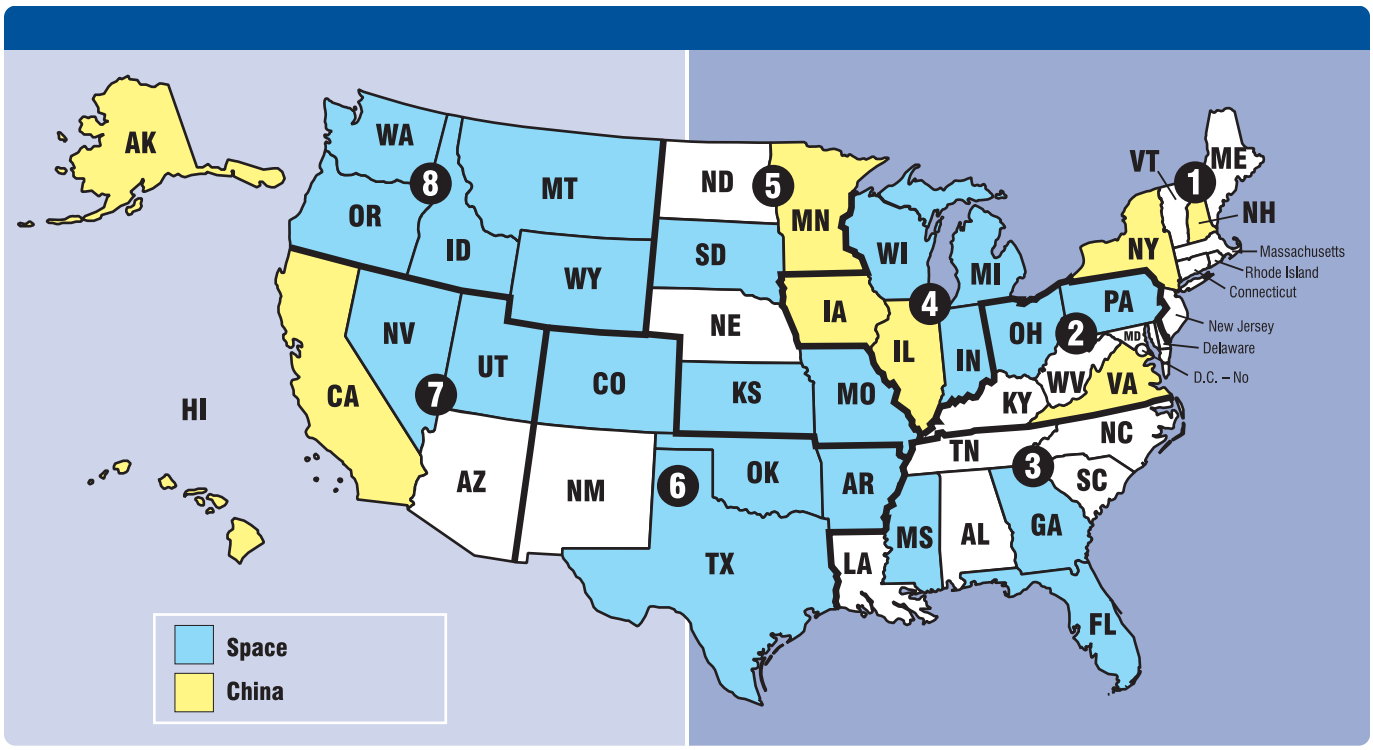
24 Space (S)

Resolved: The United States federal government should substantially increase its exploration and/or development of space beyond the Earth's mesosphere.

10 CHINA (C)

Resolved: The United States federal government should substantially increase its economic engagement with the People's Republic of China on one or more of the following issues: trade, currency, environment. ⦿

HOW THEY VOTED FOR 2011-12:



Winning the Right Way

BY STEVEN PEEK

Regents School in white uniforms, Giddings State School in blue.

In the January 2011 *High School Today*, NFHS Executive Director Bob Gardner and NFHS President Nina Van Erk wrote how they thought success in high school sports should be measured. The article explained that the standard of success should not be the number of wins, but instead how well participants are prepared for life after high school.

Winning is certainly the goal in sports, and it is easy to judge the success of an athlete or a school by the number of wins. Ruthless competitiveness, however, can often cloud what sports should be about, especially for younger participants and those not playing for a paycheck.

But last November, the varsity football team at the Regents School, a private K-12 school just west of downtown Austin, Texas, was far from confused. The Regents Knights closely followed the Christian ways of character, commitment and community on which their school was founded when they demonstrated true sportsmanship on and off the field.

During their final regular-season game against Giddings State School, a conference opponent, Regents flipped the script by handing over home-field advantage.

Giddings, a juvenile prison facility located between Austin and Houston, was treated favorably rather than being made to feel unwelcome or uncomfortable. The Knights opened their home to a team whose normal "home" has a 14-foot fence with motion detectors and 24-hour-a-day guard patrols.

"When we realigned into the same conference as Giddings, my first thought was how can we do something for them," said Beck Brydon, Regents' athletic director and varsity head football coach. "My second thought was to find a way to bless them and help them see Christ."

Due to its situation, Giddings plays no home games and drives hours to be the visitors every week.

"They're always on the road, so we wanted to help those kids have a 'normal' Friday-night football experience," Brydon said. "They should feel just like any other high school football player in this state does."

As their game with the visiting Giddings State Indians approached, the Knights did not take a traditional approach by preparing a heckling crowd or intimidating attitude. Instead, they prepared their home facilities and atmosphere to honor their opponent, as if it was Giddings' home field.

"We asked all of our parents to wear the opponents' colors and cheer for them," Brydon said. "That was probably the most unique thing because it took our fans about a quarter to get used to the idea and cheer against their own sons."

The Indians worked from the home side of the field, while the

Knights wore their away uniforms and sat on the visitors' side.

The Regents cheerleaders made a banner for the visitors to run through at the beginning of the game and continued cheering for them during the game.

All this may sound familiar. Grapevine Faith Academy in Grapevine, Texas, did something similar in December 2008 while playing Gainesville State School.

Brydon said that he got the idea from Grapevine Faith and has often been asked if he feels as if Regents is copying Grapevine Faith.

"Yes, we did what they did, but we were copying a good thing," Brydon said. "That's how it should be."

Winning, it seemed, was the last thing on the minds of the Regents' players, coaches and fans, which may seem odd considering that the game's outcome determined if the Knights would host their first playoff game.

The Knights prevailed and secured the right to host a playoff game, but their hospitality did not end when the players left the field. The Knights welcomed the Indians to their gymnasium, where they combined forces to eat 50 pizzas and share in some conversation.

Brydon said some of his players asked him beforehand if there was anything they couldn't ask the Giddings State players, such as their past indiscretions.

"I kind of laughed and said they could ask anything," Brydon said. "I told them it's just one 17-year-old talking to another 17-year-old. In my mind, they're still kids, and I wanted them to learn from each other."

Before departing for their "home," each Giddings State player received a Bible, a letter of encouragement from Regents' leadership council, and treats from some Regents mothers.

From start to finish, the game was a lesson for both sides.

"I went into that game thinking we were going to be blessing the Giddings State community," Brydon said. "Afterwards, I thought it was clear that they blessed ours. To be touched by some of the parents and players at Giddings the way we have is incredible and was kind of unforeseen."

That is evident in how the relationship between Giddings State and Regents has grown since their game.

Fathers of some Regents middle school boys have been allowed to take their sons to Giddings State for some life experience. Furthermore, Brydon said he is looking into funds to purchase the Indians' new uniforms.

As the 2011 competition unfolds, the go-to play in the Regents playbook will be: "Winning is great, but the respectful sportsman's path to winning can be so much more satisfying." ◉

Steven Peek is the NFHS Publications/Communications Department's intern for the spring of 2011. He is a senior studying journalism and history at Butler (Indiana) University.

Photos provided by Regents School, Austin, Texas.

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Lack of Time is the Enemy of High School Athletic Directors

BY DR. DAVID HOCH, CMAA

In the life of a high school athletic director, there is never enough time to do everything adequately. It's not that most athletic administrators are not organized, hard-working or motivated; it simply is due to the overwhelming demands of the position.

Each year, or at times each month, new tasks are added to an athletic director's responsibilities. Nothing is ever taken away. The nature of the position has grown exponentially in the past few years and there is no end in sight.

Most individuals don't realize that an athletic director leads a program that serves the largest number of students in the school. It is not uncommon for an athletic administrator to also supervise 50 to 70 coaches and other personnel who represent the largest staff in the building.

Considering risk management – including fan control – the athletic director plays a significant role in creating the public image of the school. While athletics is not the most important aspect of all the educational offerings, it is the most visible. For these reasons, a quality athletic administrator is essential.

While improving time management skills, utilizing new technology and working smarter are all worthy goals, the ultimate solution has to be finding a way to create more time – yes, create more available, useful and productive time. This may mean restructuring the position.

In some areas of the country, the athletic director may still have to teach a class or two before trudging off to take care of the responsibilities of the athletic program. Considering what it takes to successfully perform as a teacher and to also serve as the athletic administrator, both areas may suffer.

As Troy Warehime, athletic director at North Carroll High School in Hampstead, Maryland, points out: "I loved my dual position, but there was no time in the day for me or my colleagues to properly fulfill my obligation either as a teacher or athletic director." To keep quality individuals in the athletic management position, changes were needed; and for Warehime and his fellow athletic administrators, they got it.

Without having an assistant or game managers, some athletic directors may have to work 14-hour days during the fall or winter seasons in order to handle all of the game management responsibilities. How can this individual be expected to put in three or four days at this rate during the week? In addition, many athletic directors have Saturday responsibilities which make for an overwhelming workload.

And yet, it happens all of the time. It is incomprehensible to believe that athletic administrators can operate efficiently under these conditions. Actually, expecting someone to work several 14-hour days in a week is inhumane and definitely will affect one's health.

In addition to the physical and mental demands, how can an athletic director have or maintain a normal family life? While providing the best possible environment for the student-athletes at his school, the athletic administrator often neglects his own children. This is a major factor why many leave the profession.

The turnover rate of athletic administrators should be a major concern. In any leadership position in a school system, consistency and continuity are absolutely essential aspects for growth, improvement and the development of successful programs – academic, support or athletic.

Tim Slauter of McCutcheon High School in Lafayette, Indiana, sums up the situation as follows:

"If school leaders, parents and the community truly believe that athletic programs are important components of the educational process, then qualified athletic administrators must be both fairly compensated for their service to the athletes and given the time needed to get the job done right. It is unfair, unhealthy and unrealistic to expect athletic administrators to spend 10-14 hours a day split between classroom teaching and leading the athletic program."

How do we find more time for the athletic director? Certainly the first step would be to remove him or her from any teaching responsibilities. This would mean the elimination of preparing lesson plans, grading and the actual time of teaching a class, but it also provides the opportunity to use flex-time.

It is difficult for an athletic director to report to school at 7:15 a.m. after being in the stadium or gym until 9:30 or 10 the night before and to do this several times a week. Conscientious athletic administrators will still put in the necessary time to guide the athletic program, but more can and will be accomplished when fatigue isn't their constant companion.

The addition of an assistant athletic director, secretary or game managers obviously would require additional money. In the current national economic situation, this solution may be difficult. It may be worth exploring if it means retaining valuable leaders for your athletic programs instead of finding replacements every few years.

When confronted with the request to help overworked athletic administrators, a short-sighted administrator in one school district responded with, "Well, we'll just replace them all." Great! This doesn't really address the problem and will undoubtedly create another.

Considering the unrelentless time demands, ever-expanding responsibilities and dealing with misguided parents, there aren't a lot of candidates lining up for some of these positions. Coaches commonly proclaim to their athletic director, "You're crazy to do what you do. I want no part of it."

Essential time to do the job is the answer to keep many of the current athletic administrators in the position. Also, if the position didn't appear to be so totally encompassing at the cost of one's family life, coaches might consider eventually moving into athletic management.

Don Showalter, basketball coach and athletic director at Mid-Prairie High School in Wellman, Iowa, said: "The time factor is the most important aspect of the position to run the program for students. It has been proven repeatedly that cocurricular activities are an important part of the total educational process and these activities must be administrated by athletic directors who have the time and resources to properly do the job."

While most individuals would certainly like to be adequately compensated for their efforts, the most important aspect for an athletic administrator is to have enough time to properly perform the responsibilities. Creating more time for an athletic director is essential to attract and retain quality individuals. Without it, everyone loses. ⦿

Dr. David Hoch recently retired as the athletic director at Loch Raven High School in Towson, Maryland (Baltimore County). He assumed this position in 2003 after nine years as director of athletics at Eastern Technological High School in Baltimore County. He has 24 years experience coaching basketball, including 14 years on the collegiate level. Hoch, who has a doctorate in sports management from Temple University, is past president of the Maryland State Athletic Directors Association, and he formerly was president of the Maryland State Coaches Association. He has had more than 325 articles published in professional magazines and journals, as well as two textbook chapters. Hoch is a member of the NFHS High School Today Publications Committee.

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‘Senior Leaders’ Replace Team Captains for Iowa Football Team

BY LAUREN FELLMETH

For many high school students, becoming a senior is a great feeling. Besides being the oldest, they typically play on the varsity athletic teams and are the school’s leaders. However, for seniors on the Mount Pleasant (Iowa) High School football team, reaching that level means less about status and more about responsibility.

In the spring of 2008, head football coach and athletic director Bob Jensen instituted a new student-leadership program. Instead of electing team captains, seniors on the football team have the opportunity to be leaders after fulfilling a defined list of criteria.

“Frankly, I had been head coach for 22 years and I was frustrated because we weren’t getting the leadership we needed from our players,” Jensen said. He began studying different leadership materials to determine the best plan of action for his team.

Jensen created a “Senior Leaders” program, which includes a detailed list of eligibility requirements and criteria that must be completed to become a Senior Leader. The program, which is open to all seniors on the football team, requires attendance at two leadership classes a week for four weeks before school starts. Students also must attend 75 percent of the agility and weight-lifting workouts scheduled during the offseason and 85 percent of the workouts during the season. Senior Leaders are placed on probation for two unexcused absences and then removed as leaders on the third miss. Senior Leaders must also maintain at least a “C” average in all classes, commit to working football camps during the summer and help coordinate team and Senior Leader activities.

Above all, Senior Leaders are expected to be positive role models, maintain good behavior on and off the field, support their teammates and lead other players by holding high expectations for themselves and other players.

“Today’s society is one that is very self-involved,” Jensen said. “I want to show them how to lead and be part of a team so that everyone can be a part of something great.”

During the classes, Jensen teaches the seniors what it means to be a leader and the importance of having a mission, goals and a belief system. “A leader is someone others look up to; someone others choose to follow; someone of good character and a positive role model,” Jensen said.

Principal Todd Liechty strongly supports Jensen’s program.

“Coach Jensen really has high expectations for his players and he does everything he can to help them,” Liechty said. “It is so important to have leadership opportunities. The program provides younger players a positive role model and also something to strive for when they reach their senior year of high school.”

Jensen agrees that a large focus of the program is building the relationships between the older players and the younger players. Senior Leaders are responsible for planning team-building activities, such as cookouts or camping trips, in order to build team unity and include all members. Through the leadership classes, team-building activities, weight-training and agility workouts, Senior Leaders learn that leadership is a privilege and they must be dedicated and motivated in order to be successful.

Jensen has experienced great success since the program started. At least 12 to 15 seniors every year become Senior Leaders, and the younger players have responded positively to their leaders. “The Senior Leaders know they have to work hard in order to earn the position of being a leader,” Jensen said.

But what is the greatest reward?

“Parents have seen a noticeable change in their children’s behavior,” Jensen said. “Now, the players expect more out of themselves and hold the people around them to higher standards. This is where they begin to make the connection of what they have learned in their classes to the playing field and then to the outside world.”

The students gain a greater appreciation for themselves as individuals, learn the importance of the team as a whole and gain respect for each other.

“It is so important to have strong leadership in order to be successful,” Jensen said. “I try to empower my Senior Leaders so they can lead the rest of the team.” ⦿

Lauren Fellmeth was a fall intern in the NFHS Publications/Communications Department and a recent graduate of Elon (North Carolina) University.

Principal Develops Plan for Supervision of All School Events

BY LAUREN FELLMETH

Student activities abound at high schools throughout the country, from sporting events to band concerts, plays, debate competitions and art shows. Although there are coaches and directors involved in overseeing activity programs, the principal has ultimate authority for administration of these events.

Because of the large number of events being held at a high school during the week, there are circumstances when the principal is not able to attend some events. When that scenario occurs, who assumes the responsibility for supervision? How does the principal handle not being able to attend every school-sponsored event?

Ralph Holloway, principal at East Carteret High School in Beaufort, North Carolina, has organized a process where he makes sure that proper personnel are available for events. Each week, Holloway meets with his two assistant principals, athletic director and school resource officers in order to manage and organize the week's upcoming events.

"We consider our athletic director as part of our administrative staff in regard to event supervision, unlike some other schools," Holloway said. Together, as a group, they sort the events and decide what level of presence is appropriate for each event and which administrators will attend.

"We try to organize each administrator's schedule so there is a variety," Holloway said. "With this technique, administrators attend a range of events and students have the opportunity to become more familiar with the individual administrators.

"Another aspect to consider is the traffic at each event. We absolutely want to make sure that we have the proper administration coverage and security available."

Holloway said that East Carteret is also looking to hire two more deputies who will assist the school resource officers during events.

In addition to the overall supervision of the event, the principal and other administrators deal with issues such as crowd control, ticket-taking and gate responsibilities, and security measures.

"While I love watching the game, I need to help others whenever it is needed," Holloway said. "I am the eye and the ear during events. This means anything from getting a little girl's shoe behind the bleachers to supervising exit doors, to cleaning up a spill."

Holloway attributes the successful organization and administration of school events to his fellow administrators. "We have

"It builds our relationship with students and shows them we support what they do."

been together for over five years and by now we have a good idea of how to organize events as well as man the events with proper staffing."

At a minimum, Holloway says he attends two or three school events per week and his presence at events is always under scrutiny.

"Once in a while, there are comments made about our attendance, but I think we do a good job of being aware of all school events and our attendance at them," Holloway said. He understands that being a principal is an around-the-clock job; and he said the hardest part about attending the events is sometimes waiting for parents afterwards.

"I don't leave right when the event is over," Holloway said. "I have to stay and make sure the building is secured. I have to make sure everyone leaves safely, and that includes waiting until the last student is picked up, even if that means waiting an hour after the event is over."

While the security and overall organization of events is important, the presence of appropriate administrators at events extends past traditional duties and responsibilities.

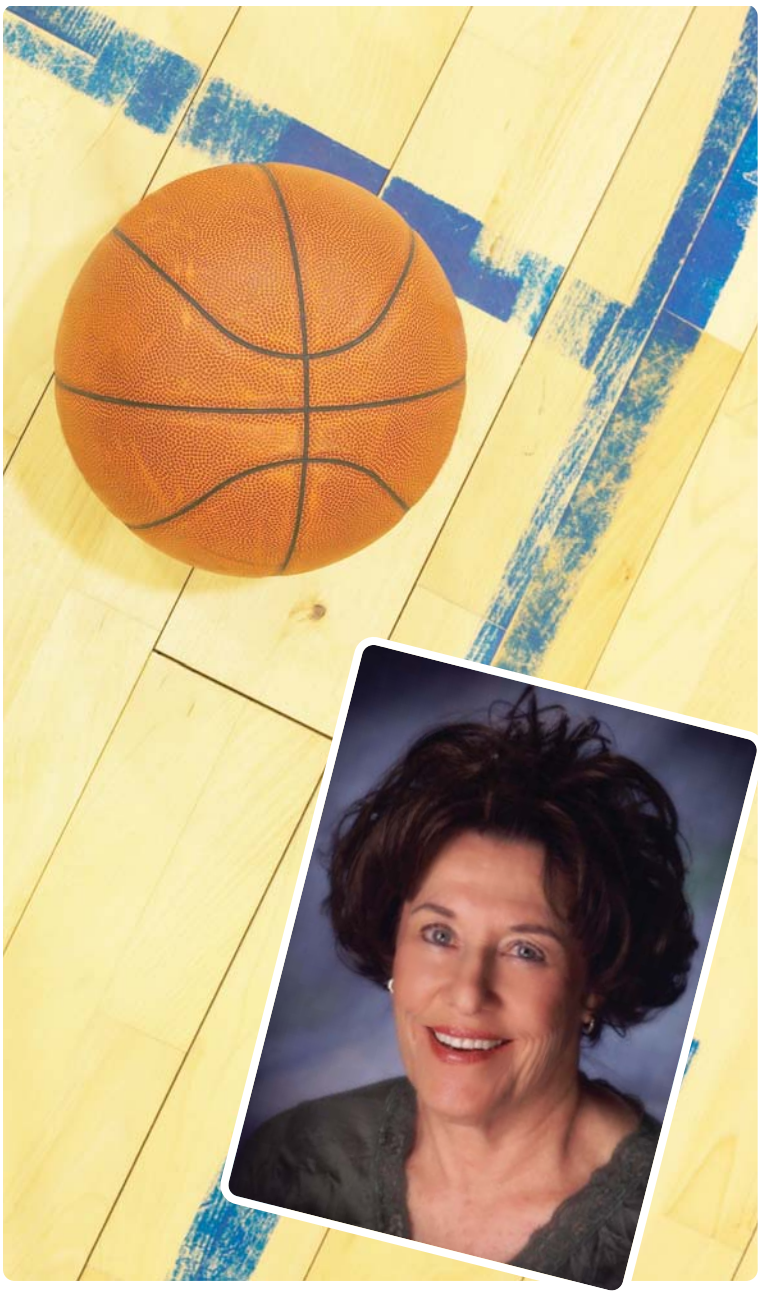
"It is so important for the students participating to see our administrative presence," Holloway said. "During these events they are representing our school and I know it means a lot to everyone, but especially the students, for them to see the administrators there supporting them."

Holloway strongly supports the presence of all administrators at school-sponsored events because it provides positive reinforcement for the participating students and helps develop a relationship with the students outside of the classroom. Through their presence at extracurricular and cocurricular activities, administrators can be a part of students' passions and talents. "Students really feel good when other adults are there," Holloway said. "It builds our relationship with students and shows them we support what they do." ⦿

Lauren Fellmeth was a fall intern in the NFHS Publications/Communications Department and a recent graduate of Elon (North Carolina) University.

Leta Andrews: Queen of the Mountain

BY STEVEN PEEK



Very rarely do fans paint their bodies to cheer on a coach and not a player or team, but Leta Andrews at Granbury High School near Fort Worth, Texas, is an exception to the rule.

Andrews is the head girls basketball coach at Granbury, and in early December 2010, she added an item to her list of accomplishments that no other coach can boast about – the most victories for a high school basketball coach (girls or boys).

The record was previously held by boys high school basketball coach Robert Hughes, who was the head coach at I.M. Terrell High School and Dunbar High School just down the road in Fort Worth from 1959 to 2005. Andrews broke the record December 7, 2010, with her 1,334th win, which came in the form of a 64-43 defeat of Midlothian on Granbury's home court, a court already named for Andrews. (As of January 19, Andrews had stretched her victory total to 1,343.)

Getting the win wasn't easy, though. The Lady Pirates lost three straight games by a combined 10 points leading up to the Midlothian matchup.

"There was so much stress on my girls leading up to the record-breaking win with all the talk of trying to get to the top of the mountain," Andrews said. "They seem pretty relaxed since that time, and we've been having a lot of fun playing some great basketball since."

Since the win against Midlothian, Granbury has gone 8-4 and 5-1 in the District 7-4A conference.

"I'm so blessed because God's been so good to me, and I've had some great players," Andrews said. "It's so rewarding to have girls, who are all over the nation now, call and talk to me about their careers and memories."

"I want them to be young ladies, be academically strong since that will carry them in life, and to work to help somebody in the community."

One such player called Andrews after the record-breaking win and reminded her of the success in her playing career: in four years, the former player experienced only seven losses.

It is stories like that which have kept Andrews in a head coaching position perhaps, but it is her passion for the game that has kept her motivated to do it.

"The No. 1 thing is the passion for the sport, to be a winner," Andrews said. "We always work to be better each day and to meet expectations."

Andrews' expectations are steep, but she said she's found that young girls are remarkably capable of meeting what is asked of them.

"I want them to be young ladies, be academically strong since that will carry them in life, and to work to help somebody in the community," Andrews said. "All of those exist because I want them to make a commitment to be successful."

Andrews has certainly been recognized for her share of success while helping her players find some of their own.

She has led 16 teams to state final four appearances, one of which won the state title. She has been Texas Coach of the Year three times and was National High School Coach of the Year in 2007. And although fame has not been her goal, Andrews has been inducted into the Texas High School Basketball Hall of Fame, the Texas Sports Hall of Fame and the Women's Basketball Hall of Fame.

But through all the awards, trophies and honors, Andrews said that in nearly 50 years of coaching, she has not changed her coaching style, which is similar to that of John Wooden.

Andrews said that she received some advice from Wooden, one of her mentors, about a month before his death last June.

"He told me to stick with it as long as I want to," Andrews said. "He also said that [players] are going to complain whether you work them hard or not, so you might as well work them hard. That's what I plan on doing.

"We're just focusing on the next win," Andrews said. "We're in conference play right now, which means that every game is a storm." ⦿

"Right now, we're working on dancing in the rain."

Steven Peek is the NFHS Publications/Communications Department's intern for the spring of 2011. He is a senior studying journalism and history at Butler (Indiana) University.

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Swimming Star Janet Evans Says it Takes Hard Work to Reach Dreams

BY CHRIS GOFF

Editor's Note: *This interview with Janet Evans, one of the top long-distance swimmers in United States history, was conducted by Chris Goff, a fall semester intern in the NFHS Publications/Communications Department.*

Janet Evans is considered by many to be the greatest female long-distance swimmer in United States sports history. She competed in three Summer Olympics and won five medals, including three golds at the 1988 Seoul Games, winning the 400-meter individual medley, the 400-meter freestyle and the 800-meter freestyle. At the 1992 Barcelona Games, Evans took gold again in the 800-meter freestyle and won silver in the 400-meter freestyle. She made the U.S. team a third time and competed in the 1996 Atlanta Games. In all, Evans set six national records and seven world records. She won 17 international titles and five NCAA titles at Stanford University. Evans' success began at Placentia (California) El Dorado High School, and her roots as a young swimmer there led to a major splash over the summer.

Q: At your July induction into the National High School Hall of Fame in San Diego, you referred to high school as a "special time." What about those years made your experience special?

Evans: I was swimming at the international level throughout high school, so I was kind of at the peak of my career. Besides swimming on a really great U.S. Swimming club team, we had a really great high school program. We had a great water polo team, as well as a great swim team. Our aquatics program at our school was a big part of the school's pride, so for me, swimming at my high school was a big deal. Even after swimming in the Olympics between my junior and senior years of high school, I was really excited to come home and swim for my high school in the California Interscholastic Federation (CIF) championships. High school swimming was a really important part of my career. I trained a lot at my high school. My high school coach was actually an Olympic coach at the 1988 Olympics for water polo, so he was at the Olympics, and he was a big part of who I was in my swimming career.

Q: You set 10 CIF-Southern Section records. It certainly seems like you became used to winning in high school. Did that success build on itself and become habit?

Evans: Well, I went on my first international meet between my freshman and sophomore years. I went to the Olympics between my junior and senior years, so I was swimming fast on the international level and I was also swimming fast on the high school level. To break California Southern Section records is significant because if you look back on all the swimmers that California – and Southern California in particular – has produced, there are some really great swimmers through the years. Southern California is very much a hotbed. I consider breaking Southern California high school records as big of a deal as swimming on the international and national levels. Basically the same kids who were breaking high school records are also breaking national and world records. So it was an important part of my career.

Q: To win four gold medals for the United States of America is a distinction not shared by many. Can you relate to the rest of us what that achievement feels like?

Evans: We all set goals. We all try to reach those goals. For me, reaching the goal of competing at the Olympics, much less winning gold medals, is really a dream come true and still feels a little surreal to me after all these years. But obviously to do it at such a young age, I really understood the meaning of hard work, and it was a pretty incredible high school career I had between swimming at the high school level and swimming internationally.

Janet Evans showcases her National High School Hall of Fame award with Marie Ishida, executive director of the California Interscholastic Federation.

Q: Going overseas for the Olympics, what was your coolest international experience?

Evans: Swimming at the '88 Olympics in Seoul, South Korea, was amazing, but my most memorable trip was in 1986 when I swam at the third World Games in Moscow before the [Berlin] Wall fell. It was the first time I had ever left the United States. It was between my freshman and sophomore years of high school. You know, I swam in Moscow! It was still the Soviet Union, and I had never been outside of our country. Boy, was I glad to get home! I really appreciated the things that we had and have here in America, especially as a teenager when you can't stop at McDonald's any minute or grab a soft drink. They didn't have that stuff when we spent three weeks in Moscow. It was a real eye-opener for me, and it really made me appreciate where I was from.

Q: You continue to spread similarly positive messages as you are now a motivational and corporate speaker. Do you have a speech for the high school athlete?

Evans: I do, and my speech for the high school athlete is mostly that we all have to work hard for our dreams. However, there will be speed bumps along the way, and we're not always going to reach our dreams instantaneously. It takes a lot of foresight and working for future rewards. There will be times along the way that it seems hard and difficult, but everyone has little ups and downs, and at the end of the day, winning isn't the most important thing. The most important thing is doing your best and enjoying the journey knowing you've given it your all.

Q: How did your induction into the National High School Hall of Fame stand out among so many other honors bestowed upon you throughout your career?

Evans: Swimming in high school was such a great experience, such a great honor, such great fun. So being inducted this past summer really brought back a lot of great memories for me. It brought back a lot of pride. In high school, swimming really shaped who I am and who I became. We all get shaped in some form or fashion in high school, so swimming in high school was a big part of my life. To be recognized for my accomplishments in high school was really an incredible honor and something I think very highly of.

Q: To have the ceremonies in California, your home state where it all started, that had to be the cherry on the sundae, right?

Evans: Yeah, having it in California in San Diego, 45 minutes from my house was really fun. I think the weather wasn't really great for everyone, but we had a really full supper. Other than that, it was great being in Southern California, seeing a lot of people from the CIF-Southern Section who supported me through the years. So it was actually very much a lovely bonus and I was really excited.

Q: Where do you see the sport of swimming as it stands today in America?

Evans: I think the sport is doing well. They banned the "fast suits," so we're back to real swimmers swimming just the traditional way, which is very important. I think swimming has gained a lot of momentum through the years. Swimmers have brought a lot of attention to our sport. As of right now, I think it's one of the most popular Olympic sports. Granted, we still get much of our attention every four years, but it's a great sport. There are a lot of kids joining the sport. It's a good sport to be involved in for our youth, and actually, at the local level as well, I see only good things coming from swimming these days. ⦿

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

2009-10

National Interscholastic Athletic Administrators Association

Saluting States Qualifying for the NIAAA Membership Commendation Program

States with 100% NIAAA membership:

(members in relation to number of schools in state athletic association)

Connecticut Association of Athletic Directors, **Indiana** Interscholastic Athletic Administrators Association
Maryland State Athletic Directors Association, **New Hampshire** Interscholastic Athletic Administrators
Rhode Island Interscholastic Athletic Administrators Association
Utah Interscholastic Athletic Administrators Association

Reached both NIAAA membership commendation levels of 10% growth and 70% membership among athletic directors in respective state:

New Hampshire

South Dakota

Utah

Wisconsin

Wyoming

Maintained at least 70% NIAAA membership from among number of athletic directors in state:

Connecticut

District of Columbia

Hawaii

Indiana

Maine

Maryland

Nevada

New Jersey

New York

North Dakota

Rhode Island

Vermont

Virginia

Raised NIAAA membership by at least 10%:

Alasaka

Arkansas

Colorado

Delaware

Iowa

Kentucky

Michigan

Oklahoma

Texas

Washington

Acknowledging state athletic director associations that raised 2007-08 and/or 2008-09 NIAAA membership. State association either increased membership by at least 10 % or maintained at least 70 % membership among those athletic administrators, directors, liaisons, or coordinators at schools belonging to the respective state athletic association.

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NCAA Division III Schools Offer Great Athletic, Educational Opportunities

BY LAUREN FELLMETH

As high school administrators and counselors assist high school student-athletes with college options, universities such as Duke, Stanford and Notre Dame are familiar to most everyone. But what about schools such as Emory (Georgia) University, Middlebury (Vermont) College, Mount Union (Indiana) College, Carleton (Minnesota) College or Southwestern (Texas) University? All of these colleges and universities – and many more – are available as post-graduation options for high school students.

The National Collegiate Athletic Association (NCAA) offers three membership classifications: Divisions I, II and III. With each division, there are different rules that govern personnel, amateurism, recruiting, eligibility, benefits, financial aid and playing seasons. Each division has unique characteristics, opportunities and benefits.

Perhaps the least known of the three divisions is Division III. Schools in Division III strive to offer student-athletes a comprehensive and fully integrated college experience – the opportunity to have both a fulfilling intercollegiate athletic experience and a great education full of opportunity for personal growth and development.

"Division III really is all about a broad-base education," said Dan Dutcher, vice president of NCAA Division III. "From study abroad to

Emory University, Georgia.

athletics to cocurricular and extracurricular activities, students who see all of these things as having equal importance and value should certainly consider Division III as a post-high school option."

Division III has 446 member schools – the largest membership of the three divisions. In Division III, 20 percent of its members are public institutions, while 80 percent are private institutions.

"It is probably not by accident that Division III membership is the largest. The Division III model is one that many institutions want to adopt. It has an athletic model that complements an educational model very well. Even though athletics are important, a school has to first stay true to its academic mission and Division III allows this to happen," Dutcher said.

The NCAA offers 13 men's championship sports and 14 women's championship sports in Division III, with an average of eight sponsored men's and women's sports per Division III institution. More than 160,000 Division III student-athletes compete annually in 36 different national championships.

Even though Division III schools do not offer athletic scholarships, financial aid is available. In fact, 75 percent of student-athletes in Division III receive some grant or non-athletic scholarship. Student-athletes have equal opportunity and access to financial aid as the general study body.

The lack of athletic scholarships has not seemed to affect athletic participation rates among Division III schools as almost one-fourth of Division III students participate in athletics.

"Division III schools offer a wide range of athletic programs because of the inherent educational value that athletics provide students," Dutcher said. "In the case of Division III, athletics are not there to increase a school's revenue or generate community support; they exist to enhance the student-athletes' educational experience."

Without the time demands required by an athletic scholarship, student-athletes have the opportunities to play competitive sports and explore other opportunities within their education and through other extracurricular offerings.

In a word, Dutcher describes Division III as "comprehensive." "Division III is really about getting to the root of everything, and that is a strong educational foundation that offers athletics and cocurricular and extracurricular offerings," Dutcher said.

According to the Division III model, the integrated campus is one of the division's best features. Student-athletes – equal to other students – are subject to the same admission and academic performance standards. Student-athletes do not receive special housing or services different from other groups or students on-campus. The athletic department is managed and regulated equally to other departments in the institution.

"In other institutions, student-athletes may receive different housing assignments, different classes, different majors, and ultimately, a different collegiate experience," Dutcher explained.

Middlebury College, Vermont.

"Follow your passions and discover your potential."

Carleton College, Minnesota.

Southwestern University, Texas.

"Follow your passions and discover your potential," is Division III's overall purpose with its membership. Whether these passions lead students to athletics, academics or cocurricular or extracurricular activities, there are a multitude of options available for Division III students so they may have the best and most comprehensive and integrated collegiate experience possible. ⦿

Lauren Fellmeth was a fall intern in the NFHS Publications/Communications Department and a recent graduate of Elon (North Carolina) University.

NFHS Becomes NASPAA Affiliate Member

The NFHS has become an affiliate member of the National Association of Sports Public Address Announcers (NASPAA), the professional association for sports public-address announcers.

"NASPAA is delighted that the NFHS has become an NASPAA affiliate member," said Brad Rumble, NASPAA executive director. "We are excited about the opportunity to work with the NFHS and its members to help raise the level of professionalism of public-address announcing."

Among the many benefits offered by NASPAA is THE VOICE, NASPAA's newsletter that is sent to members six times a year. THE VOICE contains articles, tips and information about public-address announcing. To access a complimentary copy of THE VOICE, visit the NASPAA Web site at www.naspaa.net.

Other membership benefits include public-address announcer clinics, an online public-address announcers certification course, and the NASPAA Announcer of the Year Awards Program, which allows schools the opportunity to pay tribute to their announcers. NASPAA also offers a Job Posting Board for schools to advertise public-address announcing positions that need to be filled. There is no charge for this service. The Job Posting Board is located on the NASPAA Web site at www.naspaa.net.

Recognizing that many schools have more than one public-address announcer, but may not have the budget to provide all of them with an NASPAA membership, NASPAA has created a special membership for schools. For a minimal fee, schools receive six memberships, one of which is designated for the athletic director. Membership information may be obtained at www.naspaa.net.

Teams traveling to/from Canada should be aware of border laws

BY CHRIS GOFF

High school athletic teams scheduled to play contests in Canada should continue to be advised of recent changes to American border protocol. In June 2009, the Western Hemisphere Travel Initiative (WHTI) went into effect.

Prior to WHTI, no action was legally required of a traveling high school sports team for re-entry into the United States if everyone in the party were U.S. citizens.

Changes made by WHTI include the condition that teams present three pieces of information upon returning from Canada. The first is a statement of the name of the group and an appointed supervising adult. The second is a list of the names of every student on the trip. This list should include the following information for each student: a primary address, phone number, date of birth, place of birth, and the name of at least one parent or guardian. The third document to be shown is a written and signed statement of the supervising adult certifying that he or she has obtained the consent of a parent or guardian for each student.

Coaches and administrators should be aware that Canadian requirements differ.

According to the Canada Border Services Agency, every student must carry either a U.S. birth certificate or an official passport. Each adult needs a passport or, in lieu of a passport, an enhanced driver's license or NEXUS card. Finally, a letter of permission from the school is necessary.

There are currently 11 states in the United States where high schools travel to Canada for sporting events. In a brief survey of its corresponding member state associations, the National Federation of State High School Associations (NFHS) received only one report of a recent instance of difficulty regarding border crossings.

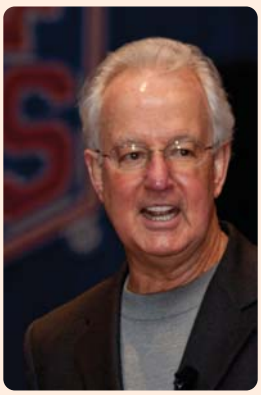
On October 2, a track team from Haines (Alaska) High School encountered a Canadian customs official asking for a notarized letter from each parent. This occurred at the Canadian border town of Beaver Creek in the Yukon. Despite not carrying the letters, the team was nonetheless allowed to pass through the checkpoint.

Though no such requirement of notarized letters actually exists, Haines officials have since collected them for each trip and recommend other high schools entering Canada do the same. A notarized letter includes a notary and a signature of permission given by the parent or guardian for a student to travel to a certain place during a particular amount of time with a particular adult superviser. ⦿

For more details on international travel to and from Canada, the Canada contact is Sabrina.Petrow@cbsa-asfc.gc.ca or 800-622-6232, and the U.S. contact is erik.d.aubin@dhs.gov or 877-CBP-5511.

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

41st National Athletic Directors Conference Orlando, Florida – December 2010



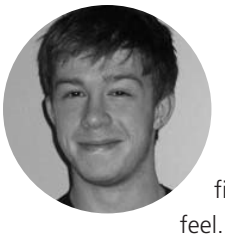
More than 1,500 high school athletic directors, spouses and guests attended the 41st National Athletic Directors Conference December 15-19 in Orlando, Florida. The conference was cosponsored by the National Federation of State High School Associations and the National Interscholastic Athletic Administrators Association. Pat Williams (bottom right), senior vice president of the Orlando Magic, was the keynote speaker at the Opening General Session.

VOICES OF THE NATION

Q *Why do you participate in fine arts?*

Emily Berry
Colchester High School
Colchester, Vermont

I participate in fine arts because it creates a nice contrast with the rest of my day. Unlike the stress of academics and sports competitions, music helps me stay relaxed. Playing in band provides a time each day when I can focus on nothing but the music. Taking a break from the pressure of school is healthy and helps me stay focused. My private clarinet lessons and preparation for music festivals give me a reason to practice, and once I'm practicing the music takes over and I can relax and know that everything else can wait.



Ben Norton
Mill River Union High School
North Clarendon, Vermont

When asked why I participate in the fine arts, my response comes quickly: to feel. When I hear music, and when I perform it, I feel with more intensity than at any other moment. I love, I laugh, I cry, I know myself better. I know others better. In an age of instant and constant connection, albeit superficial, music has the power to reach us on a much deeper level. It's a universal language that speaks to our souls. The arts are as much about the process as the product. A life without the arts would be lifeless indeed.

Cecily Breaux
The Woodlands High School
The Woodlands, Texas

The audience only sees the final product of a show; what they do not see is the heart and drive behind it. This is the reason why I participate in the fine arts. Every show in which I have ever participated has taught me a lesson about us as human beings – whether comedy or drama. In having to imagine myself living under a wide range of pretend circumstances, I am able to open myself up and feel the range of emotions that makes us human. By participating in the fine arts, I feel alive.

Erin Roberts
Flower Mound High School
Flower Mound, Texas

A question like this is an easy one to ask, but not a very easy one to answer. It's really impossible to understand why I participate in fine arts, because I feel like every experience I've ever had has contributed to my passion for performance. I don't remember a true moment that I realized how much the arts meant to me; they've just always been there to let me express myself in a way that really can't compare to anything else. There is nothing like the adrenaline rush of being onstage, or the comfort of knowing you have built-in family that can always be counted on.

Rosemary Moore
Champlain Valley Union High School
Hinesburg, Vermont

We participate in the arts not only because of the joy we all get from performing and the musical or artistic knowledge we gain from our wonderful teachers, but because of the life lessons we learn. We learn not only how to actively express ourselves, but how to relate to people, how to empathize with others, how to make others understand us. The arts help us to grow and to become the kind of students and humans we hope to be. The arts express our humanity – for ourselves and many others there is nothing more beautiful. ⦿