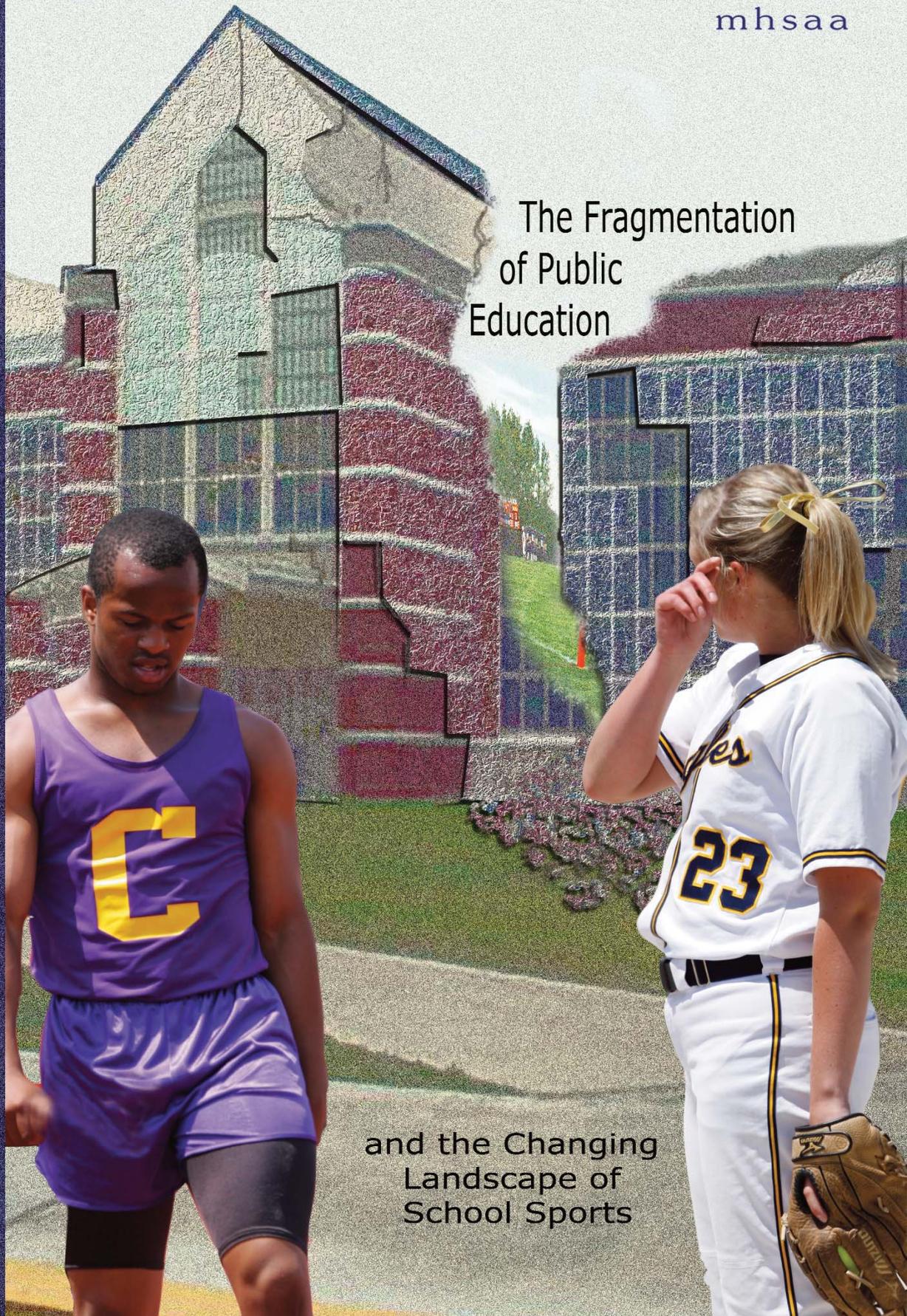


Winter 2010-11 Vol. 2 No. 2

benchmarks

mhsaa

The Fragmentation
of Public
Education



and the Changing
Landscape of
School Sports

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Cover Story: Same Rules, Variety of Schools



8 The increasing variety of educational choices might fragment districts statewide, but the challenge for the MHSAA is to provide the tournament umbrella under which the varied athletic programs compete.

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The Vault - 18

On Track

In 1996, all races for the MHSAA LP Cross Country Finals took place at one venue. The MIS has been the event's home ever since.



MHSAA News - 24

On the Air, All the Time For the first-time ever in 2010-11, all MHSAA Finals will receive statewide video coverage thanks to a collaborative effort from three entities.



Regulations Review - 34

High School Eligibility

A summary review of high school eligibility. Things you need to know before your student-athletes suit up for the season.



Departments

Wide Angle	2
Shots on Goal	3
Outside Shots	14
Officially Speaking	25
Health & Safety	30
Getting I.T.	33
MHSAA Business	37
Extra Points	43

Character and Appeal



One of the apparent conclusions of the MHSAA “Have Your Say” online opinion poll in 2007 was that the **character** of school sports is key to the **appeal** of school sports. This is true for both sponsoring school personnel and those participants and spectators regularly involved in school sports. This suggests that to keep our core customers, we must preserve our core characteristics. That whatever changes occur in school styles and structures, we must maintain by our policies and programs the features and values which our core customers have experienced and both want and expect to continue.

It may sometimes feel that we are swimming against the current of public opinion when we enforce rules that define student eligibility or the limits of competition and travel, but the development and implementation of such restrictions might be essential to the expectations of our core constituents for the experience they remember for themselves and want for their children or team.

Just because schools change, it is not necessary that rules of school sports change as well. Sometimes, perhaps. But not always or even often. Leadership must always consider the program without a rule before we do away with the rule.

Schools seek to join the MHSAA because of the positive reputation of the organization and prestige of its programs. It is not too strong to state that schools seek MHSAA membership precisely because there **are** rules. Just as participation by students is more valuable to them and schools where standards of eligibility and conduct are higher, so is membership by schools in an organization more valuable where such standards are developed and enforced.

The Culting of Brands is a good book with a bad title in which author Douglas Atkin writes about the success of “a meaning-driven brand.” He says, “The product carries the message and then becomes it.” These kinds of brands, he says, are really beliefs. “They have morals – embody values.” They “stand up for things. They work hard; fight for what is right.”

Ultimately, it is exactly this that is expected of the high school brand of competitive athletics in Michigan.



John E. “Jack” Roberts
MHSAA Executive Director

Where Did It Go?

Mainstays from the MHSAA *Bulletin* such as Representative Council and Executive Committee minutes are still accessible to our member schools and the general public at MHSAA.com from Schools/Administrators. Sport-specific minutes, tournament information and brackets can all be found under the sport pages at MHSAA.com. Other MHSAA operational matters previously featured in the *Bulletin* will appear toward the back of each *benchmarks* issue in our “business” section.

Grading Buckley

In the Fall 2010 benchmarks, student privacy in the context of the Buckley Amendment and directory information was discussed, including grades/honor rolls.

I write this letter as a concerned parent. I have had children enrolled in the public school system for many years. All of our children have enjoyed the benefits, and joys, of participation in high school sports. They have represented their school, themselves and our family well. Not only have they excelled in sports but they have also been successful academically.

As I am sure you know from your own work life experiences, there are many levels of learning. Some children are gifted academically; others learn quicker; and still others apply themselves more or less. I am writing on behalf of the children who put forth every effort to achieve good grades, the children who often work harder and put in more study hours than the next student yet fall short.

Each year when our athletes are called out on the gym floor during 'Senior Night,' the player's name, their parents' name(s), the college they plan to attend and – much to my dismay – their GPA are announced. I personally know many parents who have worked endlessly giving their child every opportunity to reach a high GPA and witness their child try his or her very best and yet still fall short in the eyes of the community due to the child's limits, believing that the GPA is indicative of whether a player is 'smart.' The comments I have overheard are highly judgmental toward the player/student as well as hurtful to any parent in the audience who knows that the comparison to other athletes academically is not fair. Many students have commented on the embarrassment to stand in front of so many people and feel like their efforts to rise above the stigma of a 'dumb athlete' have been diminished. I even know of athletes who failed to appear at

“ I am writing on behalf of the children who put forth every effort to achieve good grades, the children who often work harder and put in more study hours than the next student yet fall short.”

the event in order to avoid the embarrassment. Perhaps GPAs are not considered 'protected' information, but they certainly should not be used as a tool to embarrass our children who have been diligent in their studies and still fall short. There is an immediate assumption that their efforts were misdirected into the sport rather than into their studies – simply not true for many players/students.

I request that you consider a policy or something as simple as a notice to the MHSAA member schools, to not allow the disclosure of GPAs within settings of this nature. I am sure you would not meet with much opposition.

– A Concerned Parent

Following are comments in response to “From the Director” the twice-weekly blog featured on MHSAA.com from Executive Director Jack Roberts. Archived blogs may be accessed from the “News” page of the website.

Playmakers

We have to remember that, as you said, the playmaker can come from any part of the team. In cross country you run seven athletes and only the top five score to determine a team score with the other two athletes being pushers. Sometimes you will have a tie and then the sixth runner stops being a pusher and becomes the athlete that the team

wins or loses by. In the Big-16 league meet we had a tie for first place between Sturgis and Battle Creek Lakeview for the women's title. The sixth place athlete from Sturgis placed ahead of the sixth place athlete from Battle Creek Lakeview and it gave them the championship. This is why we have to always preach to our athletes that no matter what their position on the team is they have to perform to the best because they may be the athlete that wins the championship.

– Blake Hagman, Kalamazoo

Perspective

I overheard something from a young athlete that made me pause after a recent youth soccer game where a few parents were more concerned about the officiating than about just having fun watching their kids play a game on a beautiful fall day.

"I wish sometimes that they made parents watch the games from a glass booth where we don't have to hear them."

It's sad when parents take the games more seriously than the kids. I just wish more parents would worry less about wins and losses and just enjoy the short time, relatively speaking, that they have to watch their sons and daughters participate in sports. Those young people will be away at college or starting families of their own before you know it ... and no one will know or care about the score of that game they played when they were 13 or 14 years old.

– Mike Pryson

Shots on Goal offers readers a forum for feedback. Submit your opinions, share your experiences or offer suggestions to benchmarks@mhsaa.com. Be sure to visit MHSAA.com for MHSAA Executive Director Jack Roberts' twice-weekly blogs. Comments are encouraged, and may also appear here in **Shots on Goal**.



OPTIONS ABOUND

Detroit Martin Luther King's 2007 MHSAA Division 2 Football title lifted more than a few eyebrows as one of the true anomalies in the sport's history. For all of the talent cultivated in Detroit and exported to colleges and even the professional ranks, the Public School League had never before won an MHSAA football crown since the playoff system was implemented in 1975. It didn't seem possible that some of the state's most populated schools in such a fertile talent pool hadn't produced a single champion until then.

Fast forward 10 –maybe fewer –years from now, and the accomplishment might not be as rare, but the Class/Division on the trophy could be markedly smaller when the Motor City schools are involved.

Consider the following: During the 2000-01 school year, there were 27 schools in the PSL. Now there are 24, but only 12 are of Class A enrollment. A net loss of only three schools might not seem like a huge difference, but the doors being locked belonged to some big buildings. Avid prep followers needn't be much older than a high school senior to have name recognition with the following schools: Chadsey, Murray-Wright, Northern and Redford. None of these schools exists any longer, yet it's only been four years since Redford was the MHSAA Class A runner-up in boys basketball. Murray-Wright won the big boys title in 1994, and Northern was a finalist in 1991. Not exactly ancient history.

More than 250 miles away, Traverse City in 1997-98 solved its burgeoning enrollment issues by splitting into two schools, Central and West. It was certainly a district in stark contrast to Detroit, where declining enrollments would lead to padlocked doors and empty lockers.

Yet, a little more than a decade later, traditional schools from Detroit to Traverse City – in-between and beyond – face a strikingly similar obstacle to filling hallways, regardless of demographics. The landscape of educational choices in Michigan has been shifting. School of choice and the increasing emergence of charter schools, in addition to the option of parochial schools, have built in fierce competition to win over students, and with the students, funding.

"It's affected our schools tremendously, to the point of closing and consolidating schools and forcing us to put extra programs in one building," said Alvin Ward, athletic

"There are two critical components the traditional schools need to address moving forward: smaller classroom sizes and more parental involvement. The latter, unfortunately, just isn't there anymore, and that's not exclusive to us."

— Ferndale Athletic Director Shaun Butler



Students have more choices than ever when it comes to choosing a school, and offering sports is increasingly important to solving any school’s enrollment puzzle.

cover story



In 2007, Detroit Martin Luther King became the first Public School League member to win an MHSAA Football title. What will the future hold for the city schools in the wake of changing landscape and consolidation?

director for the PSL. “We’ve seen the talent pool shrink for each school, and consolidating helps to meet some of the needs.”

The impact is not as deep in nearby Ferndale where the enrollment has remained at its target number, but administrators are keeping a keen eye on the trend. Now in its fifth year, Ferndale University High School, a charter school with tri-county open enrollment, is an MHSAA member sponsoring basketball, cross country and volleyball.

“At Ferndale High, we’ve had 14 or 15 kids leave and attend University, and all but one came back. The parents wanted the University curriculum, but the kids wanted to be with their friends and have the traditional extracurricular activities,” said Shaun Butler, athletic director at both Ferndale and University. “There are two critical components the traditional schools need to address moving forward: smaller classroom sizes and more parental involvement. The latter, unfortunately, just isn’t there anymore, and that’s not exclusive to us.”

Perhaps they are not Richter Scale magnitude, but the school of choice tremors felt statewide have

created a fragmentation of traditional school systems that seems here to stay. For the 2000-01 school year, 19 charter schools had MHSAA membership. Last year, the number was 48, an increase of more than 250 percent in a decade.

At times, it seems as though district administrators need to be equipped with education majors and marketing minors. And one of the key carrots in the marketing medley is athletics, for big schools and small.

“School of choice has provided a challenge for administrators to provide a better education in a small, close-knit community like Traverse City, where we have public and parochial schools, and charter academies,” said Cody Inglis, athletic director at Traverse City Central. “The extracurricular opportunities at West and Central are a huge advantage. We can offer more and better opportunities than some of the smaller schools, and athletics plays a huge role in the educational component.”

That refrain rings true at neighboring Grand Traverse Academy, which opened with no plans for

– continued next page

athletic opportunities, but now is an MHSAA member sponsoring seven sports for its 171 high school students, some in cooperatives with Traverse City Christian.

“The academy opened with strong academics in mind, and providing a quality curriculum is still the main focus,” said LeAnne Foote, athletic director at Grand Travers

Academy. “Finances and facilities restrict the number of sports we offer, and if we added any more we’d also see numbers dwindle within each sport. But, the students enjoy the opportunity to compete. Our co-op in cross country with Traverse City Christian has been great. The kids have become like family, and all of our spirit wear has both schools on it.”

The challenge for the schools is to maintain and increase enrollment. The challenge for the MHSAA is to accommodate all schools seeking membership – public, parochial, charters and academies – in its tournament structure under the same competitive umbrella. And, MHSAA membership plays an increasingly important role in attracting students.

At Big Rapids Crossroads Charter Academy, the girls cross country team upped the ante for charter schools by not only competing in MHSAA Tournaments, but winning back-to-back Division 4 titles in 2006-07.

“We continue to expand the sports program, and becoming part of the West Michigan League has helped us athletically,” said J.J. Eads, who heads up the 14-sport program as athletic director. “It’s great for us to be part

MHSAA membership affords students at all size schools to compete for championships. Big Rapids Crossroads Charter Academy was right in the middle of things in 2006-07, taking home back-to-back Division 4 Girls Cross Country titles.

of the MHSAA and to let potential students know they can compete for tournament championships with traditional public schools. The cross country championships show that anything is possible with the right mix of athletes no matter what the size of the school is.”

Schools of all enrollment sizes can thank the foresight of the MHSAA Representative Council for the opportunity to compete for championships. In 1988, the Council approved policies to assist the association’s smallest schools in sponsoring interscholastic athletics for their students through “cooperative programs.” The initiative has grown to 244 cooperative programs at the high school level, creating 407 sports teams in 28 different sports and athletic opportunities for thousands of students.

“Finances and facilities restrict the number of sports we offer, and if we added any more we’d also see numbers dwindle within each sport. But, the students enjoy the opportunity to compete.” — Grand Traverse Academy Athletic Director LeAnne Foote

Two such students at Everest Collegiate, a parochial school of 66 in Clarkston, reaped the ultimate benefit last spring as members of the MHSAA Division 4 Girls Soccer championship team, a co-op between Everest and Waterford Our Lady.

“The benefit of a co-op is that small schools like Our Lady of the Lakes and

Everest can offer more athletic opportunities to their students,” said Ann Lowney, director at Everest. “Would we love to have our own teams? Sure, but we also know that our small numbers limit the variety of sports we can offer.”

While the school of choice movement has left some districts scrambling to fill desks, others have seized the opportunity to fund improvements and expansion projects. Shrewd and astute administrators have used the current state of education to impress upon local leaders the importance of public school improvements to attract students and dollars. Milan is one such community that is thriving, having gone from a mid-level Class B enrollment of 611 10 years ago to its current count of 961, just six heads shy of Class A status. Of that building population, 362 students are school of choice youngsters.

“I believe the attraction has to do with our community’s commitment to the district,” said Chris Gill, Milan’s assistant principal. “Our voters passed a bond two years ago to improve our buildings the in district and upgraded our outdoor facilities. We had some concerns for our outdoor facilities because about one-third of the school of choice students participate in athletics so we needed upgrades to accommodate the growth.”

Milan offers two 7th-grade and two 8th-grade teams in volleyball and both genders of basketball thanks to another 300-plus choice students in the district below high school age. The impetus also has allowed Milan to maintain freshman teams and avoid participation fees.

Receiving approved funding for construction and renovation projects is a luxury not all districts will realize, but there are other marketable assets for schools to promote which aren’t tied to money. Curriculum changes and the people in the buildings – perhaps the most overlooked attribute – come to mind.

“The fact that we have a certain ‘perception’ is everything, and we use that perception to our advantage,” said Karl Nelson, athletic director at Byron Center, which in its second year as a school of choice district has received an infusion of 110 students district-wide.

“Byron Center is perceived as a safe place for





Umbrella Coverage

Public or private, charter or co-op, the MHSAA offers membership and tournament opportunities for all under the same rules and regulations.

The following story examines the changing landscape of educational choices in Michigan and the manner in which the MHSAA has adapted to the shifts and facilitated all schools seeking membership.

A Brief History

As of November 2010, the high school level membership of the MHSAA consisted of 603 “traditional” public high schools, 48 public school academies (chartered by numerous entities) with a variety of target audiences and curricular emphases, and 110 nonpublic schools, a few secular but most representing an increasing diversity of religious orientation. This is a very different membership profile than earlier in the MHSAA’s history; and the differences are far greater in type, scope and impact at the local level.

Changes in MHSAA Membership

The MHSAA is among the nation’s earliest organizing statewide athletic associations, and it has a history of openness and diversity.

- As early as the association’s second reorganization in 1924, nonpublic schools were a part of the MHSAA’s 260-school membership, including 22 Catholic schools throughout the state and Holland Christian High School.
- Unlike many southern statewide high school athletic associations, the MHSAA’s membership has always been racially integrated.
- Unlike some “statewide” associations that even today do not include the schools of their largest city, the Detroit Public Schools have been MHSAA members throughout the association’s history, although for 25 years those schools chose not to travel outside their immediate area and did not enter MHSAA Basketball Tournaments.
- The first public school academies came into MHSAA membership in the mid 1990s, almost as soon as they were authorized by state law and the first were chartered. By the start of 2000, there were 19 charter high schools in the MHSAA’s membership. Of the 48 today, 33 are located in Southeast Michigan.

The MHSAA’s diversity has been encouraged by its policy – first in the nation – to not charge membership dues or assess tournament entry fees or sports sponsorship fees that were once universal except in Michigan and are still common among statewide high school associations across the country. There is no financial obstacle to membership.

The MHSAA’s diversity is further encouraged by the fact that schools with daily onsite attendance as low as 15 students are eligible for MHSAA membership. (It is this condition and a second of the MHSAA Constitution – the requirement that nonpublic schools must qualify for federal income tax exemption as not-for-profit organizations – that, unlike some other states, bars home schools or consortiums of home schooled students from MHSAA membership.)

Changes at the Local Level

It was mostly in the larger towns of Michigan, located on the various railroad lines that served the state, that competition between high school affiliated teams began to occur with any regularity. Membership in the MHSAA’s precursor organizations quickly expanded to include small rural schools; and those schools soon greatly outnumbered larger schools.

In 1957-58, school sports’ mythical heyday, the MHSAA had 735 member high schools, two-thirds of which were under 400 students and designated Class C, D or E:

- Class A – 99 schools – 900 or more students.
- Class B – 163 schools – 400 to 899 students.
- Class C – 242 schools – 200 to 399 students.
- Class D – 213 schools – under 200 students.
- Class E – 18 UP schools under 75 students.

It seemed every paved crossroads of Michigan (and some unpaved) had its own high school, and it became the major identifier of the area and the most powerful creator of its sense of community.

In time, pressures to reduce expenses and expand educational services forced the consolidation of many schools. In 1957-58, there were only 99 schools with 900 or more students. Today, population growth and school consolidation have created 218 high schools of 900 students or more

where competition on sports teams is intense and many students are cut, or worse, never try out. They are often disconnected to school sports not because they wish to be, but are forced to be.

Except for a few consolidations, which are usually controversial, the more recent trend in education has been toward a return to smaller schools, including charter schools; but some are so small, they struggle to sponsor broad athletic programs. Others are designed to address special needs – such as adult education, alternative education, special education and vocational education – and are likely to sponsor no athletic programs.

In addition, many students are “dual enrolled” in high school as well as local colleges and universities. Many other students are involved in distance learning or “virtual” high schools which have no sports teams.

Many school districts have created “magnet schools” to attract students from their neighborhood schools to programs which focus on students of a certain profile and/or provide studies of a special nature. Some sponsor interscholastic athletics; some do not.

In an effort to stimulate school improvement, changes in state and federal laws have been adopted over the past two decades to challenge the institutions and stakeholders of public education which some people believed enjoyed a monopoly in educational services and had grown too comfortable and complacent to adequately challenge students to learn what was required to compete and succeed in a rapidly changing state, nation and world. These legislated innovations have included (1) authorization of public school academies – publicly funded charter schools theoretically freed from some of the inertia of traditional public schools – and (2) expanded “schools of choice” whereby students might more freely attend a public school in a district where they do not reside.

Impact

Increase in Regulatory Flexibility

While maximum participation is the goal of school sports, the greater goal is for the participation to contribute to the development of students and the mission of schools. We believe that participation alone is not our goal, but participation with high standards of eligibility and conduct that will enhance the experience for students and the usefulness of the program to the sponsoring schools.

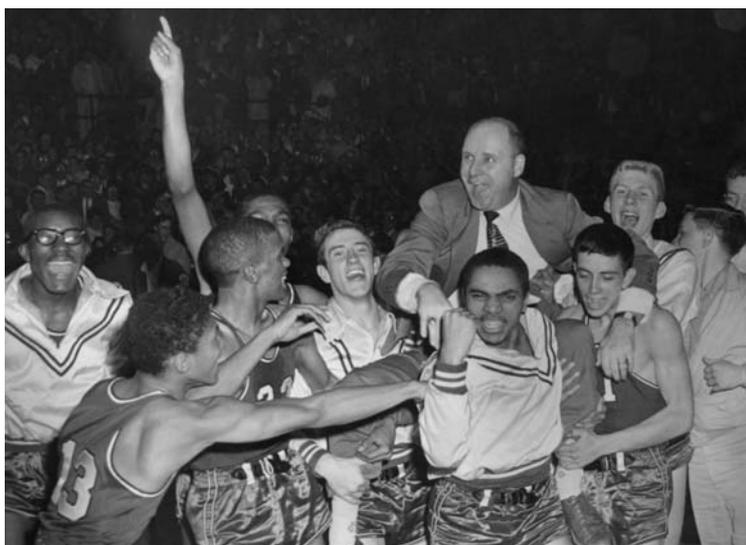
Nevertheless, as society has changed, so have the regulations governing interscholastic athletic eligibility. Leadership of the MHSAA has sought to find the balance between an increased flexibility for the increasing diversity of student situations and a continuing firm fix on the core values and consistent standards that give school sports its special niche in the world of sports.

Sometimes we have hit and sometimes we have missed the mark of the perfect balance. Often there are either unintended consequences or continuing changes in society that demand our continuing attention.

1. Cooperative Programs

In 1988, the MHSAA Representative Council approved policies to assist the association’s smallest schools in sponsoring interscholastic athletics for their students. Called “cooperative programs,” the policy allowed two or more MHSAA member schools, whose combined enrollment did not exceed the maximum enrollment for a Class D school, to jointly sponsor a team in one or more sports and involve students from the cooperating schools.

The program was popular among smaller schools and grew in gradual steps to include two or more schools whose combined enrollment did not exceed the maximum for Class B schools. Today, schools may also cooperate up to a combined maximum enrollment of 3,500 students in those sports sponsored by 250 or fewer schools (girls gymnastics, ice hockey, boys lacrosse, girls lacrosse, boys skiing, girls skiing, boys swimming & diving, girls swimming & diving). The 3,500-student limit may be waived for three years for cooperative programs between schools which have never before sponsored the sport.



Lansing Sexton and its more than 900 students were at the top of the Class A basketball world in 1959 and 1960. In 2010, the school made it back to the Finals for the first time since, but as a Class B school.

As of November 2010, there were 244 cooperative programs at the high school level creating 407 sports teams in 28 different sports – every MHSAA sport. There were 60 cooperative programs at the junior high/middle school level, creating a total of 216 teams in 20 different sports. This represents thousands of additional participation opportunities for students, but just as many occasions where the ideal of school sports – each student representing the school where he/she is in full-time daily attendance – may be undermined.

2. Non-Traditional Schools

Since 1989, MHSAA regulations have provided a local option for school districts to provide interscholastic athletic opportunities for students who choose or are placed in alternative schools. Previously, the students were ineligible in all cases. Now these students are eligible at their base school of residence if local board of education policy allows and all the students who reside in that district who are enrolled in the alternative program are included in the school's count for MHSAA tournament classification purposes.

The rise in both the number and function of alternative schools (not just for troubled students alone) caused the MHSAA to change its regulations and Enrollment Declaration Form, effective with the 2004-

05 school year, and refer to this group of varied new educational models as “non-traditional schools.” Non-traditional schools range from schools which are separate institutions to programs that are housed in a wing or separate classroom of the high school building.

Of 651 member public high schools in 2010-11, 185 count students and name one or more non-traditional schools or programs on their Enrollment Declaration Forms. Here again is a drift from the ideal of school sport – each student representing the school where he/she is in full-time daily attendance – which MHSAA leadership has facilitated to assist students.

This is not an option most schools utilize; but the consensus appears to be that participating with a team where a student is not enrolled under these circumstances may be a stretch of school sport rules, but it has not caused school sports to stray too far from its origins and ideals.

3. Public School Academies (charter schools) have been accepted into MHSAA membership since their inception in Michigan in the mid 1990s; and only one accommodation has been made in MHSAA rules, and it doesn't apply only to charter schools.

In 1996, MHSAA eligibility regulations were modified to permit “continuing eligibility” to a student at a school he/she had attended for at least the previous two semesters if that student were to enroll in another school that was an MHSAA member school and provided a specialized curriculum not available in the student's previous school. The student could continue to be eligible at the previous school of enrollment in any sport not sponsored by the specialized school.

This accommodation is infrequently used and not warmly embraced by administrators of some traditional high schools.

4. Magnet Schools

Magnet schools are intended to attract students from multiple attendance areas or to a particular area of interest or to meet special needs. Like non-traditional schools, the magnet structure can range from a building to a program, but

it is generally identified in the mission statement of the magnet school. The special areas can range from schools for the fine and performing arts, math and science to the growing International Baccalaureate program. Magnet schools also include Detroit-Cass Technical and Renaissance High Schools where an entrance examination is required for admission.

These new schools have not eroded the basic rule of playing sports where you go

to school, but they contribute in small ways to the concerns expressed in the following sections.

Decrease in School Identity

“No one goes home for lunch anymore.” And as this has become more noticeable, so has the loss of the neighborhood school mindset. As the distance between school and home is stretched – whether that is caused by consolidation, choice, charters or chance – the connection between home and school, parent and teacher, student and coach, and spectator and team is often strained as well.

The school of choice option, or open enrollment, has the largest impact on the mindset, followed by the growth of charter schools in urban areas, and changes to more regional, less local public and nonpublic high schools. The neighborhood school, once even the structure for most nonpublic high schools, is diminished now due to new models of school. It happens more now than in years past that a family will have one student at one school and another child enrolled at another.

Ironically, while charter schools may have been championed to challenge traditional public schools toward improvement, the more obvious effect has

We believe that participation alone is not our goal, but participation with high standards of eligibility and conduct that will enhance the experience for students and the usefulness of the program to the sponsoring schools.

been to force the closing of many of the smaller nonpublic schools. The charter school movement siphoned off just enough students for a tuition-free experience that nearby nonpublic schools had to close or merge.

Decrease in Student Stability

Two of the authors of this report live on the same side of the same town. Each lives less than a five-minute drive to the MHSAA building; and yet they live in differently named neighborhoods, taking the names of the public elementary schools which serve their sections of town and the school district.

Students of those two elementary schools feed the one and only middle school of the district, which feeds the one and only high school of the district. Historically, there would not be too much to deter the children raised in these two homes from attending the same schools, K-12.

However, if one of the families is Catholic, it might choose to send its children to the Catholic grade school located across the street from the public high school. And it might decide to send its children to high school at the Catholic high school in the town which neighbors to the west.

If one of the families were inclined, it might choose to home school its children before sending them to the district's high school or to one of two Christian high schools.

Or perhaps one of the families would choose to send one of their children to a charter school near the location of the mother's employment. Perhaps another child is a school of choice student at a traditional high school convenient to the father's place of work but in a different school district. These are common occurrences today that were rare just 15 years ago.

A multitude of other factors could affect the choice of school.

- One school might be better known than others for a particular curriculum strength, or it might have a strong reputation in drama or music or sports, or in one particular sport.
- Children are more likely today to have mingled on non-school youth sports teams and to decide to stay together for high school teams.
- High school students might attend the same summer camps and be attracted to a different group of kids or a coach, and transfer to join the new group or coach.



Of the thousands of students who participate in an MHSAA cooperative athletic program, some reach the pinnacle of a championship, as two Clarkston Everest girls did last spring in a co-op with Waterford Our Lady of the Lakes.

- As families relocate more frequently, students are required to transfer; and as the nuclear family becomes less stable, students are more often forced to change domestic settings, and change schools.

These and other factors – some worthy or unavoidable, some unhealthy and contrived – add up to the following.

- During 1986-87, the MHSAA Executive Committee processed 96 requests by member schools to waive eligibility rules, and 58 of those requests were for student transfers.
- 23 years later, the total requests for the school year were 500; and of those, 320 were to waive the transfer section of the eligibility regulation.

This demonstrates in numbers what we have observed to be true: that during the past two decades, the clientele of high school athletics has become five times more mobile and families are five times more likely to be under stresses and strains that cause students to be ineligible by traditional standards.

– MHSAA Staff

Future Considerations for Changing Climate

During the 1970s, the position of athletic director became identified as more than a veteran coach, but part of a school's administrative team. State and national organizations responded by creating professional associations and events to assist these individuals in their management of these extracurricular programs of high profile that were growing in size (both depth and breadth), complexity and controversy, as is obvious from the preceding pages.

In 1987, the MHSAA added to the support for athletic directors by establishing a voluntary in-service program. In 2003, special sessions were added for first-time athletic directors, and the requirement that first-time athletic directors attend these sessions began in 2006.

It is also now required that schools that are new to MHSAA membership also attend a New Athletic Director Orientation before that school is permitted entry into MHSAA tournaments. And recognizing the special needs of charter schools and other small schools, the MHSAA conducted its first special session in October 2007 for the persons responsible for the interscholastic athletic programs at those schools.

This in-service program takes on increasing importance as the challenges of athletic administration grow and the labor force is being reduced. Financial restraints in schools are causing the athletic director position to be eliminated in some school districts or athletic administration is being combined with other duties in other districts. The ideal and most effective situation – a full-time person dedicated to the athletic program of a single school, with clerical assistance and event supervision assistants – is rare; and the less we see the ideal, the more we see administrative oversights, ineligibilities, forfeits and heartaches.

The Athletic Director In-Service program must continue to provide a balance of practical help and philosophical development so that the athletic director has an appreciation of the core values of school sports and how the established policies and procedures work to reinforce those values. Knowing why we have rules, where they come from and how they are applied will take on increasing importance in the MHSAA Athletic Director In-Service program both because of the inadequate preparation of many persons assuming these jobs and because of the increasing responsibilities of the job itself.

Paralleling the in-service program for athletic directors has been the MHSAA's efforts in coaches education. In 1987, the MHSAA began its Program of Athletic Coaches Education (PACE) intended to



provide the essentials of coaching preparation for nonfaculty coaches. This textbook and lecture-centered program was replaced in 2004 by the MHSAA's Coaches Advancement Program (CAP), a more student-centered and interactive program intended for coaches of all types of experience.

One feature of CAP captures the current need and our manner of response. Rather than simply presenting the philosophy of school sports and outlining the rules of school sports, as PACE did, the newer program leads coaches into development of their personal coaching philosophy and then into a discussion of how the rules of school sports contribute to that philosophy.

It is apparent that the more schools are challenged to innovate while doing more with less, the more the MHSAA must engage in training school administrators and coaches about the fundamental policies and procedures that create or nurture the core values of educational athletics.

- For **athletic administrators**, the MHSAA must:
 - Continue to provide the best possible in-service program for new, mid-career and veteran directors, providing equal doses of practical tips and philosophical foundation, impressing upon these directors their dual roles of managing events and managing the message of educational athletics.
 - Continue to support the Michigan Interscholastic Athletic Administrators Association in all ways that will promote the profession and equip the professional, including partnering with MIAAA to make its summer program more of a "leadership academy."
 - Continue special in-service programs for the administrators of athletic programs in new schools, small schools and charter schools.



It is apparent that the more schools are challenged to innovate while doing more with less, the more the MHSAA must engage in training school administrators and coaches about the fundamental policies and procedures that create or nurture the core values of educational athletics.

- For **coaches**, the MHSAA must achieve its goal of providing one or more levels of CAP to at least 1,000 more coaches each year for 10 years, doing so in partnerships with:
 - o local school district professional development programs,
 - o leagues and conferences,
 - o coaches associations,
 - o colleges and universities, and
 - o youth sports organizations.

And, we must secure funds to provide “scholarships” for more coaches to complete CAP at less expense.

When high school athletic directors and coaches are asked to identify their biggest problem, they will almost always cite “parents.” They describe moms and dads who interfere with coaching decisions and are too willing to bail their young-

sters out of the consequences of their actions. In trying to smooth out life for their children they love, they undermine the teachable moments of sports and the positive character development that should be the result of our programs.

And parents are just one component – albeit a large part – of the “public” that may have forgotten or have never known the philosophy of school sports and the subordinate place it is to have in the overall programming of schools.

So athletic directors and coaches need more than training from us. They also need us to run interference. To bombard print and broadcast media with the message of school sports. Using every old and new technology to soften up the target audiences with communications of all kinds that will serve as bright beacons of light shining on what can and should be in school sports.

We’re Here for You

MHSAA member school administrators and coaches have available to them one of the most comprehensive coaches education programs in the country, and an unparalleled professional association for athletic administrators in the Coaches Advancement Program and the Michigan Interscholastic Athletic Administrators Association.

Taking advantage of these tremendous resources is simple. Visit MHSAA.com and click “Education” from the main navigation bar at the top of the page to access a schedule and registration information for CAP courses throughout the state. State Board-Continuing Education Units (SB-CEUs) are available to coaches who attend CAP and can be used for the renewal of selected certificates issued by the Michigan Department of Education. Coaches who complete a six-hour session are eligible to receive a .6 SB-CEU.

Administrators will want to visit MIAAA.com to inquire about membership. The MIAAA sponsors national leadership training and certification programs for athletic directors; publishes an informational newsletter; sponsors an awards and recognition program for ADs; and works in partnership with the MHSAA in establishing guidelines and policy for Michigan's athletic programs, conducting education programs for coaches, and conducting in-service training for ADs.

Consolidation: Are Fewer Districts Really the Answer?

School district consolidation isn't a new topic. But the familiarity of the conversation doesn't make it any less contentious. At issue are concerns of efficiency, economics, student achievement, school size and community identity. The latter is the reason that will pack your board meetings. People have strong ties to their local schools, and in rural areas where consolidation talks are most prevalent, the school district is often the identity of the town. But even in more highly populated areas, the school district is often what ties a community together.

According to the National Center for Education Statistics, the number of school districts in the na-

crease a district's personnel costs. In a study of consolidation in New York, cost savings were found to be the greatest when consolidating very small schools (300 students). The savings diminished when the consolidating districts had more than 1,500 students.

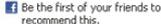
When considering consolidation, it's not purely an economic decision. Smaller schools often have a strong sense of community where parents feel comfortable interacting with teachers and getting involved. This connection may be lost when thrown into a larger setting in which they're unfamiliar. In surveys conducted on behalf of school districts, MASB found that while district residents aren't necessarily closing the door on the issue, it ultimately comes down to the impact on such factors as transportation, effect on staff, loss of buildings, the potential loss of

Britton and Deerfield school boards vote for consolidation

Photos 



By Erik Gable
Daily Telegram
Posted Mar 18, 2010 @ 10:45 PM
Last update Mar 19, 2010 @ 04:35 PM

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DEERFIELD, Mich. — The **Britton-Macon** and **Deerfield** school boards voted Thursday night to begin the process of merging the two districts into one.

The consolidation needs to go before voters in August, and even if it is approved by voters in both districts, the districts won't be able to officially merge until 2011.

But middle school and high school students from Britton and Deerfield will begin attending classes together this fall through a cooperative service agreement, in a move that board members and administrators said will expand educational opportunities for students in both districts.

Both districts will continue to operate their own elementary schools next year, and the plan is for neighborhood elementary schools to continue even after consolidation. But starting in the fall, students in grades 6-8 will attend school in Deerfield, and high school students will

Vicki Schmucker

Richard Fauble, superintendent of Deerfield Public Schools, Greg Cannon, president of the Deerfield school board, Elizabeth Roe, president of the Britton-Macon board, and Charles Pelham, superintendent of Britton-Macon Area Schools, meet in the Deerfield Public School library to discuss school consolidation on Thursday evening.

The consolidation of Britton and Deerfield schools last March was an easy transition for athletic teams, which have operated as MHSAA cooperative programs for more than 15 years.

identity, and in some cases, with whom the consolidation would take place. Many residents stated that they chose to live in a certain community because of the schools, and if consolidation were

tion has declined from 117,108 in 1939 to 17,995 by 1968; by 2006, the number had declined to 13,862. In Michigan, 4,280 school districts were eliminated between 1950 and 1970 due to consolidation. Recently the pace of consolidation has slowed, but it's an issue that's always on the horizon.

The oft-heard argument in favor of school district consolidation is that by creating economies of size, districts can cut costs. While this may be true in some cases, there are some costs that may actually increase, such as transportation. If two small, rural districts join, for example, the geographic distance may require additional bus routes or buses may travel further distances. It may also increase the time a child spends on a bus which research has found can negatively impact student achievement. Also, if a smaller district consolidates with a larger district, they may experience leveling up of salaries to that of the larger district. This could in-

to take place, they would consider leaving the district.

In other cases, districts may benefit from consolidation through improved educational offerings to students. A small school with a small budget may not be able to offer Advanced Placement and other extracurricular activities that a larger district can support. On the other hand, participation in extracurricular sports may become more competitive, eliminating the ability for some students to participate. Also, with advances in technology, it's becoming increasingly easy to offer an expanded list of programs through virtual instruction.

As this demonstrates, there are many factors outside of dollars and cents that determine whether consolidation is the right choice for a district. As an organization, one of our concerns is that it's difficult to create legislation that addresses the human dynamic of consolidation, and that addresses the individual needs of the local community. As other

When considering consolidation, it's not purely an economic decision. Smaller schools often have a strong sense of community where parents feel comfortable interacting with teachers and getting involved. This connection may be lost when thrown into a larger setting in which they're unfamiliar.

states have found, when it comes to consolidation, there isn't a one-size-fits-all approach.

In 2007, school districts in Maine mandated a reduction in the number of school districts from 290 to no more than 80. The plan called for the reorganization of school districts of 1,200 to 2,500 students or more. Exceptions were laid out if surrounding districts wouldn't merge or if the district was highly efficient or had at least three high performing schools. Efficient, in this case, was defined as "2005-06 per-pupil expenditures for administrative costs are less than four percent of total per-pupil expenditures."

Although the voters turned down an effort to repeal the law in 2009, as of this spring, forced consolidation had resulted in just 72 fewer districts. Many of the small, rural districts that were impacted by the law were unable to get voter support for consolidation efforts—a clear message that consolidation wasn't what the communities wanted. However, in Maine, the population is centered in a few larger cities, which were largely unaffected by the law.

In the spring of this year, the Maine Legislature passed an amendment removing the minimum size requirement which brought the number of districts down to 181—far short of the original goal of 80. Districts that haven't heeded the mandate to consolidate are now faced with financial penalties. Given the recency of these changes, it's too early to tell if consolidation will result in improved efficiencies for these districts.

Vermont has taken a more hands-off approach, opting instead to implement voluntary school district mergers. To encourage districts to participate, financial incentives are being offered. The act calls for merging districts to include four or more local school districts or 1,250 students. All plans must be approved by local voters.

Most recently in Michigan, voters of the Britton-Macon and Deerfield school districts voted to consolidate. The districts had already operated joint athletic teams for over 15 years, and had plans to consolidate the middle and high schools starting this fall. The decision by voters, which passed by a 4-1 margin, completed the merge and will enhance the programs and services available to students. In this case, the consolidation was all about what's best for the students. According to Superintendent Chuck Pelham, "It was a monumental decision for our two districts. The decision to consolidate came from the board and the community. It wasn't based as much on finances as it was on what two small schools working together could provide." The Lenawee ISD will appoint a new seven member board comprised of members of both boards to oversee the consolidated district.

In at least a half dozen states the issue of consolidation of school districts has come up in the last decade. In some cases, consolidation may yield significant cost savings for a district. But as we've stated before, there are far more factors that need to be taken into account, and mandating a one-size-fits-all approach won't likely produce the desired outcomes.

MASB is always supportive of districts doing what they can at the local level to save resources, but we often ask ourselves if the efforts that go into consolidation are the best use of scarce, valuable resources? Or if those resources would be better used on efforts to improve student achievement in our schools?

– From the Michigan Association of School Board Headlines, Aug. 16, 2010

Teaming UP? If your school is interested in forming a cooperative program with a neighboring school, you'll find the necessary Application Forms on MHSAA.com on the "Forms and Resources" page under "Schools."

Optimal Fragmentation

Goldilocks was looking for things that were just right – not too hard or soft, not too hot or cold – but just right. That’s what this is about.

In his Pulitzer Prize winning book *Guns, Germs, and Steel: The Fates of Human Societies* (Norton, 1997), author Jared Diamond presents evidence that “differences between the long-term histories of peoples of the different continents have been due not to differences in the people themselves but to differences in their environment.”

Diamond’s conclusion that differences in continental environments, not in human biology, cause societies to develop differently is synthesized here: “The most valuable domesticable wild species were concentrated in only nine small areas of the globe, which thus became the earliest homelands of agriculture. The original inhabitants of those homelands thereby gained a head



start toward developing guns, germs, and steel. The languages and genes of those homeland inhabitants, as well as their livestock, crops, technologies, and writing systems, became dominant in the ancient and modern world.”

Following publication, Diamond found interested readers in surprising places, including those researching the most effective business and organization strategies of our modern world. Some readers focused on Diamond’s observations about differences between China and Europe over the thousands of years of civilization he researched.

Diamond demonstrates that “China’s frequent unity and Europe’s perpetual disunity” both have long history and help to explain why, for example, the distant world was explored less by the Chinese than Europeans. “Chronically independent states” and “a highly indented coastline” combined to push Europe to look outward while China remained more inwardly focused.

Diamond wrote: “Behind these and other

proximate factors, I saw an ‘Optimal Fragmentation Principle’: ultimate geographic factors that led to China becoming unified early and mostly remaining unified thereafter, while Europe remained constantly fragmented. Europe’s fragmentation did, and China’s unity didn’t, foster the advance of technology, science, and capitalism by fostering competition between states and providing innovators with alternative sources of support and havens from persecution.”

In an “Afterword” to the original work written in 2003, the author acknowledges that, detailed as his work is, some readers have been critical that the relative strengths of China and Europe are much more complex than Diamond depicts.

Nevertheless, the work – and particularly the “Optimal Fragmentation Principle” – has caught the attention of those who study the role of competition and group size in spurring innovation.

While options abound, students and parents are looking for schools that are “just right.” The new challenge for educational leaders is to strike that balance.

According to the Optimal Fragmentation Principle: “innovation proceeds most rapidly in a society with some optimal intermediate degree of fragmentation: a too-unified society is at a disadvantage, and so is a too-fragmented society.”

To some readers of Diamond’s award-winning work, this is at least partly to explain why some businesses have grown while others stagnate or fly apart. Why for awhile, for example, Microsoft ascended as IBM declined.

It may explain also why other enterprises – including nonprofits, even statewide high school associations and schools themselves – ascend to greatness while others either stall into irrelevancy or disintegrate from an undisciplined sense of mission, purpose or focus.

As K-12 education decentralizes and educational opportunities are made available to our communities in new ways and places, educational leaders must strive to find the “just right” balance. A clear mission pursued in multiple ways. Focus, with room for innovation. Change, but not just for the sake of change.

– Jack Roberts

Play, Not Pay, for These Districts

Every school district in Michigan is feeling a financial pinch, which isn't exactly a scoop. Districts are seeking ways to save and raise money, which is why districts are going to pay-to-play fees at an alarming rate.

In its most recent survey, the Michigan High School Athletic Association found that 47 percent of the responding districts were charging an average of \$150.

Ron Stoneman may have had Redford Union school board members wondering if they hired a crackpot to be their superintendent when he asked them to drop pay-to-play.

"It's humanitarian, I think," Stoneman said. "Our students, more than ever, need to be engaged in our schools. I thought we need to break down barriers that get in the way of school involvement. I think there's a tight correlation between out-of-school activities related to in-school behavior and grades."

Stoneman estimated the district realized \$45,000 from pay-to-play, and that certainly isn't chump change. But in the grand scheme of things – a multimillion dollar budget – it isn't much.

"We need kids off the streets," he said, "and in the gyms and on the fields."

Stoneman clearly gets it. He understands why school districts exist, and why it is more than just English and math.

Superintendent Bill Skilling also had Oxford board members scratching their heads when he sat in on his first board meeting in June 2007.

The board was discussing how much to raise pay-to-play fees and finally asked Skilling what he thought.

"I told them we should be trying to figure out how to get rid of it," he said. "It's an inhibitor to many kids participating in athletics. And if we value athletics and what it can do for young people, then we shouldn't be charging them to play sports."

Not only did Oxford drop pay-to-play in September 2007, it sent refund checks to the families of its athletes.

"Given the hard, difficult financial times our families are going through, what's insignificant to us is very significant to them financially," he said. "I told them there will be more kids participating in athletics once we eliminate this. Even though we say to people, if you can't afford it, let us know, poor kids don't do that."

That was enough to put Skilling in my hall of fame, but then he went a step further. He eliminated

admission fees for students to athletic and performance arts events.

Skilling's logic is so simple it makes me wonder why any district charges admission fees to students.

"Why would we charge kids to come to a performing arts event or an athletic event if these activities are very important for our kids?" he asked.

"Here's an opportunity

to get more kids to come and watch their peers in performing arts and athletics and hopefully become inspired to want to participate in those same activities."

Oxford didn't lose a dime with the new policy; in fact, its gate receipts increased by 5 percent and concessions receipts went through the roof.

When all is said and done, Skilling had the simplest explanation why he has gone to what some districts regard as extreme measures.

"It's just really the right thing to do," he said.

Will someone please remind me why pay-to-play seems to be a necessity?

It is a shame more administrators don't get it as well as Skilling and Stoneman.

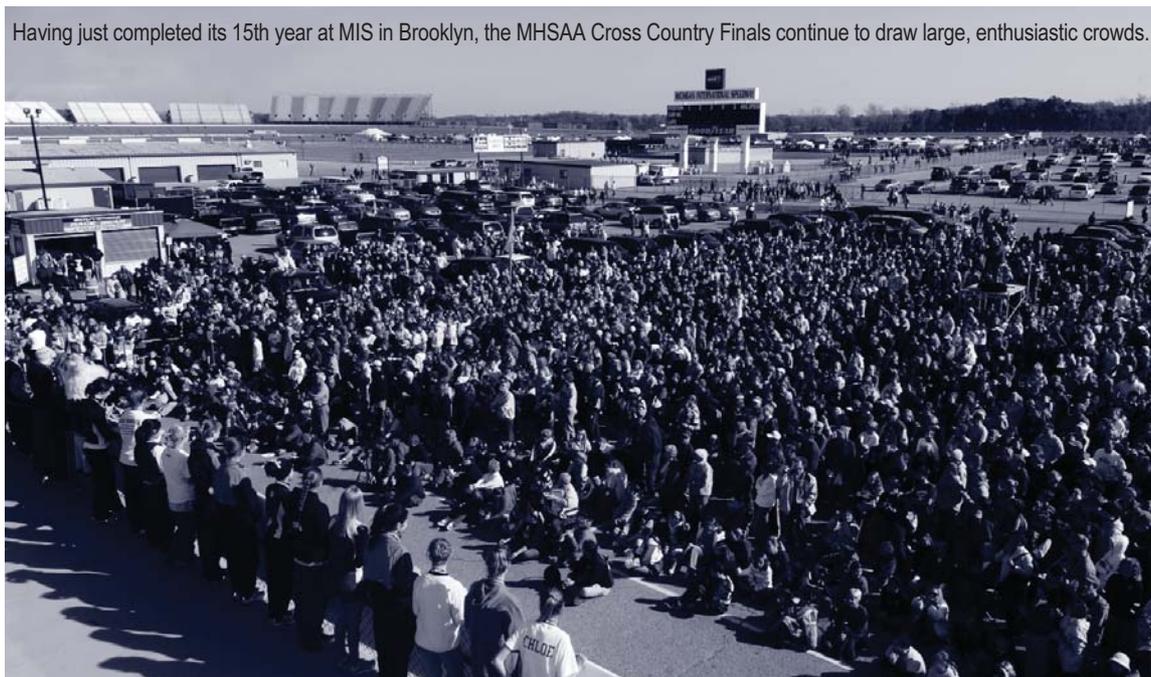


Conscientious administrations like those at Oxford and Redford Union have made it possible for student-athletes to grapple solely with opponents, not pay-to-play issues.

— Mick McCabe
Detroit Free Press Sports Writer

XC Rolls on at MIS

Having just completed its 15th year at MIS in Brooklyn, the MHSAA Cross Country Finals continue to draw large, enthusiastic crowds.



When Runners from all Classes first raced at the Michigan International Speedway in 1996, the MHSAA Cross Country Finals had found a home.

The following stories are reprinted from the 1996 September/October Bulletin and from the 1997 Lower Peninsula Cross Country Finals souvenir program.

The single largest gathering of student-athletes in the history of the Michigan High School Athletic Association will take place on Nov. 2 when the Association consolidates for the first time all classes and genders of its Lower Peninsula Cross Country Finals, with the meet to take place at Michigan International Speedway in Brooklyn.

Nearly 1,900 student-athletes representing approximately 500 MHSAA member schools will gather at MIS to participate in the meet, negotiating a course which begins on the infield of the facility, proceeds to an adjacent wooded area for nearly one-half of the meet, and finishes in front of the main grandstand. From the stands, it is estimated that two-thirds to three-quarters of the race will be visible to spectators.

"The tournament city concept the MHSAA introduced in the late 1980s has highlighted several sports, and now cross country takes center stage

under this concept at a truly outstanding facility," said Jack Roberts, executive director of the Association. "For the cross country fan, or any sports fan, the opportunity to watch each race in each gender and class makes this an outstanding event."

From 1925 until 1941, boys cross country was a unified tournament involving 60-100 schools from both peninsulas. 1943 marked the beginning of separate Finals in each peninsula, with Eastern Michigan University in Ypsilanti serving as the Lower Peninsula host through 1971. Separate sites by class in the Lower Peninsula began in 1972, utilizing three sites (Class C-D was combined).

When boys competition expanded to four classes in 1974, two sites hosted two classes apiece. Finals in the first year of girls open class competition in the Lower Peninsula in 1978 were combined with one of the two boys sites. The four-site system, with both genders in a class running at one site, began in 1979. The 1995 Cross Country Finals were run on four courses in the Grand Rapids area.

MIS has some experience hosting high school cross country, handling a Cascades Conference meet in 1995.

“The feedback received from that meet was important in determining if the Michigan International Speedway could be used as a finals site for the MHSAA,” said Nate Hampton, MHSAA assistant director in charge of cross country. “It was a tremendous learning experience, and the people in the greater Jackson area who have worked so hard to make this a reality will see the fruits of their labor when hosting the MHSAA Finals.”

Hampton also pointed out the benefits of the new site.

“Staging previous meets at golf courses and the like was fine for runners on the course, but there

are always challenges in terms of parking, viewing the race, and other on-site conveniences for teams and spectators. At MIS, parking will be abundant and easy access to seating, concessions and rest-rooms will make the experience for fans more enjoyable – especially since they will be able to view most of the race.”

MIS is donating the use of the facility and its services, and will not receive any proceeds from the event.

— from the 1996 September/October MHSAA Bulletin

Runners Right on Track at the Speedway

A change of venue for the MHSAA Lower Peninsula Cross Country Finals to the Michigan Speedway in Brooklyn in 1996 showcased some of the most dominant engines from recent title races before a record crowd of 8,710. Central Lake’s Ryan Shay became the first male to win four Lower Peninsula crowns with an overall victory (team & individual category) in Class D, while Portage Northern’s Sharon VanTuyl hit the victory lane for the third time in Class A.

In Class C, Three Oaks River Valley’s Joe Veldman was the team run champion after taking individual race honors in 1995, while Genesee’s Alvin Marshall was tops among individual qualifiers for the second straight year in Class D.

Teamwise, the Caledonia girls kept rolling with its fourth consecutive Class B championship, while the Caledonia boys team joined them with a title of its own. The girls teams from Carson City-Crystal and Whitmore Lake also repeated as the victors in Class C and D, respectively. The boys field boasted one repeat winner from 1995, as Grass Lake won the Class D championship for the second year in a row.

— from the 1997 LP Cross Country Finals Souvenir Program



Running Some Numbers

Yearly Cross Country Finals Attendance at MIS

2010	10,043
2009	9,233
2008	9,488
2007	9,879
2006	9,061
2005	11,066
2004	8,927
2003	9,021
2002	8,374
2001	8,404
2000	9,075
1999	7,983
1998	7,812
1997	8,587
1996	8,710



At the inaugural MIS Cross Country Finals, Central Lake’s Ryan Shay (left) became the LP’s first male to win four championships, while Portage Northern’s Sharon VanTuyl (right) won her third Class A crown.

Grand Ledge Pays Tribute to Fallen Soldiers

Most of the names on the backs of Grand Ledge's blue football jerseys on Sept. 24 probably weren't recognizable to many who came out for the Comets' game against Lansing Waverly.

But for those wearing them, and special guests in the crowd, they carried special meaning.

Grand Ledge players each wore the last name of a Michigan soldier who has died in wars in Iraq and Afghanistan during the past decade.



George Bedard, Grand Ledge

Grand Ledge senior Vince Cook (30) represented Spc. Bradley Rappuhn, a 2004 Grand Ledge graduate who lost his life in Afghanistan Aug. 8, 2010.

The community has lost two of its own during that time – Air Force Airman Jason Plite in 2003 and Army Ranger Spc. Bradley Rappuhn, killed in August 2010. Other soldiers honored lived as far away as Detroit, Lowell and Traverse City, and all of their families have been invited to the game.

"I approached the military about it last year, and they said it was something that hadn't been done, so there was no protocol. We kind of created it on our own," Grand Ledge football coach Matt Bird said. "That's the ultimate sacrifice, for a parent to lose a child. What's a way for our community to recognize that? We thought this was a great way."

Bird presented the name plates and list of all of the soldiers to his team the Wednesday prior to the game. Their homework was to search online and learn about those they were representing.

Each family was given the opportunity to meet privately after the game with the player wearing their child's name. The names have been sewn on by local volunteers, and can be removed immediately after the game to be presented to those families. Name plates not presented that night were

"I approached the military about it last year, and they said it was something that hadn't been done, so there was no protocol. We kind of created it on our own." — Grand Ledge football coach Matt Bird

mailed along with a photo from the game. All players and the soldiers they are representing were introduced during a ceremony after the game.

Bird said some of his players have older siblings who knew Rappuhn, a 2004 Grand Ledge grad. Plite graduated in 1999 and his mother Dawn Peterson runs the scholarship fund for Grand Ledge students interested in the arts.

All but one of the name plates were assigned randomly to the players, Bird said. He picked Plite's specifically for senior Zach Hess, who is involved in the music program at the school and "modeled a lot of what Jason stood for," Bird added.

Those showing military ID were admitted free to the game.

– Geoff Kimmerly
Prep Sports Editor
Lansing State Journal



George Bedard, Grand Ledge

The names on the backs of the Grand Ledge players on Sept. 24 took on special meaning for families around Michigan.

Sportsmanship Summits Attract Crowds

The 2010 version of the Sportsmanship Summit series came to a close in November after the last of four successful sessions. While the stated goal of the summits was to get students thinking about what they could do today to start promoting sportsmanship in their school and community, the real out-

Once the plan was developed, students typed up an overview of their plan, emailed it to the MHSAA, and the MHSAA compiled all responses from all four summits. The resulting document is a guide of many sportsmanship ideas, created by students, and now available on MHSAA.com for students across the state to reference.

be in charge, even meeting with game officials before the contest; create simple sportsmanship commercials to be shown on the school's TV station; student-led theme nights that have been approved by school administrators; post "5 Tips For Great Sportsmanship" outside the gym; create sportsmanship credit cards, and have it punched when an administrator sees an act of great sportsmanship (redeemable for gear at the spirit shop).



Andrea Osters, Okemos

Students at the Sportsmanship Summit in Marquette on Oct. 18 are led in an activity by members of the MHSAA Student Advisory Council.

By the Numbers

Summits were held at four locations in October and early November: Warren, Marquette, Lansing and Grand Rapids. Over 600 students from almost 80 schools participated, with almost equal representation among freshman, sophomores, juniors and seniors. Each four-and-a-half hour summit featured an opening session, four breakout sessions and an action-plan closing session.

Thank You

Thank you to MEEMIC Insurance Company for underwriting the summits. This program is not possible without its financial support.

Thank you to the athletic directors, coaches, officials and school interns who helped facilitate breakout sessions. A special thanks to retired AD Dave Dye for helping us at three of the four summit sites.

Thank you to MHSAA intern Stephanie Staubus for leading the Advertising breakout session at the last three summits.

Finally, a very special thank you to all 16 MHSAA Student Advisory Council members. Not only did they develop a breakout session, each and every one the members led the session at the summits across the state. The student participants loved hearing from the SAC members, and I know our SAC folks had a fun time as well.

come of the day was the positive interaction among the students in attendance. Students from all grades, all sports and all parts of the state worked together throughout the day; and in the end, some fantastic ideas for promoting sportsmanship were born.

The hands-on and interactive day had three reoccurring questions. One, what kinds of behaviors (specifically in student cheering session) cross the line into bad sportsmanship? Two, how can we use advertising, marketing and communications examples to start promoting sportsmanship. And three, what can you do today to affect the positive atmosphere of sportsmanship in your school?

At the end of each Summit, schools were asked to develop a brand new sportsmanship program for their schools, or to add on to an existing program.

Sending the Message

The MHSAA.com document includes dozens of great ideas. A sampling of those ideas follows:

Present sportsmanship programs directly to elementary school students; create student section t-shirts with positive sportsmanship messages; create a t-shirt for the entire league to use, only the color and school name on front is specific to each school; create student sportsmanship committees at school and in leagues, develop a sportsmanship cup student fans, develop posters to hang in schools, even elementary schools; have students from each competing school read a sportsmanship message before the game; students write sportsmanship notes in programs for parents to read; select students to be "security" for their own student sections; select a student section representative to

Madison Heights Lamphere Learns Lesson of Inclusion

Education isn't limited to pencils, pens, lined paper and the classroom. It is not just the domain of a bunch of computer terminals, memorization or strained three-minute speeches in front of the entire class.

Standardized testing is fine. But stopwatches, No. 2 lead pencils and dutifully filling in squares can truthfully equal the sum total of next to nothing.

Mike Winters is a senior at Lamphere.

"I am the water boy for Lamphere High School," said Mike. "I also help out with basketball, baseball and different sports."

Mike has Down syndrome, a genetic condition in which physical development is often slower, and mental and social development can be delayed.

Mike Winters has gotten a fine education in the Lamphere schools. He has been mainstreamed since kindergarten. Along the way, you get the feeling that Mike Winters has also educated plenty of his peers.

Strong safety/linebacker Peter McAlpine has known Mike since grade school.

"Mike has become just one of the guys," said McAlpine. "He's just another normal kid in class now. At first, going to kindergarten with Mike, all of us were so young that we did not understand.

"Over the years, we talked to Mike more and learned from him. Our parents helped us learn, too. At first, we were careful and gentle around him. Now, we do not act any differently when Mike is around and he is fine with that.

"Mike has definitely changed how we look at life. I mean, any of us could have a child in the future with Down syndrome," said McAlpine. "It's not just that, either. A car accident or whatever could immediately affect any one of us. I think we are all just more aware."

Mike Winters is usually on the sidelines when the Lamphere football team plays. While his job description varies, he most often hands out water and encouragement in equal amounts.

Mike's dad, William, has always emphasized involvement for his youngest son. That has hardly been a problem.

Mike has already gotten three honorary varsity letters for his work with the sports teams and earned another for being in the percussion section of the marching band.

He's the official "water boy," said his dad. "Mike helps with the junior varsity and varsity football teams, the basketball team, girls' soccer, softball

and baseball. He's just a huge sports fan."

Sports writing is a profession that mostly chronicles accomplishments.

The 72-point headlines drip with admiration for those who score touchdowns, who knock down the winning free throw or smack the homer in the waning moments of the last inning.

The glowing adjectives are usually reserved for the hockey player who rips the slap shot from the point; for the golfer who slides in the 18-foot putt; or the soccer goalie who makes a diving save on the penalty kick.

Mike Winters might not do any of the above. Or maybe he will get a chance someday. Regardless, his accomplishments are many.

Jim Martin is the athletic trainer at Lamphere.

"The thing about Mike is that he is special; he's special for all of the right reasons. What you see is

what you get. There is no pretension. He is really fun to be around. He gives me a tremendous amount of help. He is willing to do anything I ask, and he does things without needing to be asked. But that is just the nuts and bolts of it," said Martin.

"What Mike really does for me and what Mike really does for other people is this; he always has a smile and he is always upbeat. I do

not know anybody who is not Mike's friend," continued Martin. "He does not have to be here. There is no paycheck in it for him. He is here because he wants to be here for his friends."

He is part of the drama club. He takes photos for the yearbook. He adores art class and especially likes to draw pictures of houses. He would like to be an architect someday. He loves music, from rap and hip hop to jazz. Among his favorite artists are Drake, 50 Cent and Eminem. He's a big pro wrestling fan.

He loves his mom and dad, William and Karen, and his big brother, Joe, who is 19. Mike loves everything Lamphere.

"I treated Mike the way I treated everyone else. I never looked at his disability. I never looked at him any differently. I think he has turned out real well," said his dad.

The job of educating students continues at Lamphere High School. In the classroom, on the sidelines, and in the dugout.



Mitch Kozlowski, Ryan Horvath, Mike Winters, Jackson Lewis and Peter McAlpine share a moment at practice last fall.

Daily Tribune, Mt. Clemens

– Jim Evans

Royal Oak Daily Tribune Sports Writer

Farmers Supports High School Sports in Michigan

Starting in the 2008-2009 school year, Farmers Insurance has been an official partner of the Michigan High School Athletic Association. Through this strategic partnership, Farmers has not only had a high-profile branding presence at all MHSAA state championship events, but is able to use this relationship to reach out, support and become involved in the local school communities that host tournament and playoff events. It is in these communities that Farmers Insurance feels they are able to make the biggest impact on people's lives, through local agent involvement and support.

Farmers Insurance has long understood the role that high school sports play in communities as their commitment to education-based athletics through partnerships with state high school associations now stretches across 17 states. These partnerships are all very similar to the one currently in place with the MHSAA. It is through relationships with these associations, and specifically the MHSAA, that Farmers knows they are reaching one of the most dedicated audiences in the country. More than 2.4 million people will attend MHSAA tournament events this year and that is something that Farmers sees as a great tool for getting its message out.



Andy Frushour, DeWitt

The Farmers Insurance involvement in MHSAA Finals is something to cheer about, both for the schools and the sponsor.

Farmers Insurance Michigan State Executive Director, William Walrath, recognizes the value in supporting the MHSAA saying, "We sponsor high school sports because it honors hard work and dedication. It allows everyone to participate, and builds character and integrity for our future leaders. We need strong communities in Michigan full of bright, young energetic people and high school athletics can be a training ground from which these people are built."



FARMERS®

With the recent economic struggles that the country and specifically Michigan is facing, the fact that Farmers Insurance has decided to make an investment with, and support the MHSAA has really hit home at the MHSAA office. "The MHSAA has a great sense of pride working with Farmers. Even in these tough economic times, knowing they decided to invest more than \$1 million directly in the state of Michigan, its high school athletics, and the 301,000+ student athletes says a lot about the corporation. The MHSAA is truly appreciative of Farmers' support and their involvement in our high school communities", said MHSAA Executive Director Jack Roberts.

Recently, upon seeing the success they have had in supporting high school athletics at post-season events through the MHSAA, the organization thought it would take its objective one step further and get involved during the regular season athletic events. Farmers has created a special program for individual agents and agencies across the state to pick a local school and become an official sponsor of that particular school. Farmers representatives now have the ability to become fully integrated into their school community. Walrath spoke of local involvement saying, "We have agents in Muskegon, for example, that support local fundraisers that raise money for the high school teams. We help support these agents' initiatives by using our Customer Care Vehicle and financial support to help bring awareness. In turn our agents have developed great relationships with local administrators and teachers that are learning about how Farmers can insure their assets and help them build toward their retirement. In the end it is a win-win relationship because the agents help maintain the school's sports programs."

As you travel to high school athletic events across the state this year, it is a guarantee that you will see Farmers Insurance, its agents and representatives doing all they can to activate this partnership and support our schools, athletes and state.

Groundbreaking Deal Leads to Full Finals Coverage

This fall marked the beginning of unprecedented statewide video coverage of all Michigan High School Athletic Association Finals. The 2010-11 school year marks the first time that all finals can be seen live, as the MHSAA Network and When We Were Young Productions have collaborated with FOX Sports Detroit to deliver the games in one of the most comprehensive cable and online high school sports packages in the nation.

FOX Sports Detroit and the MHSAA have signed a multi-year extension of an agreement where live coverage of most Football, Boys Basketball and Girls Basketball Finals will take place;



and the new arrangement with the MHSAA Network will also plan for live coverage of Finals in Ice Hockey and Girls Volleyball (which took place in November). In addition, FOX Sports Detroit continues to be the home of the exclusive announcement of the qualifiers and pairings for the MHSAA Football Playoffs on the annual Selection Sunday Show, which aired Oct. 24.

The FoxSportsDetroit.com Website becomes the exclusive home to live video streaming of the events that will be shown live on FOX Sports Detroit. MHSAA Finals in all other team sports this year, plus Finals in Track & Field and Swimming & Diving in both peninsulas, all rounds of the Team and Individual Wrestling Finals, and the Semifinal round of the Basketball, Football, Ice Hockey and Volleyball Tournaments will be streamed live on both the FoxSportsDetroit.com and MHSAA.tv Websites. All of the action will be archived online at MHSAA.tv.

All other team Finals – Baseball, Competitive Cheer, Lacrosse, Soccer, Softball and Team Wrestling – as well as the Lower Peninsula Swimming & Diving Finals and the championship matches of the Individual Wrestling Finals and will be shown on a delayed basis on Fox Sports Detroit or FOX Sports Detroit PLUS. Highlights programs of Finals in Bowling, Cross Country, Golf, Gymnastics, Skiing and Tennis will also air. This entire package will also be shown on Comcast Television,

which is carrying MHSAA Network regular-season programming and pre-Finals MHSAA Tournament action in a number of sports for the third straight school year.

Comcast will also be the cable home of all of this content on its popular Video On Demand service, including all the championship running events at the MHSAA Track & Field Finals, where each event will be produced individually for on demand enjoyment. MHSAA Network programming on Comcast reaches over one million homes in the southern half of the Lower Peninsula.

“We’re pleased that we can now bring most of our Final events to cable and satellite viewers statewide, and that all of our sports will receive coverage on the web through our continued partnership with FOX Sports Detroit,” said Jack Roberts, Executive Director of the MHSAA. “The

The MHSAA has found a home for live streaming of its Finals on FoxSportsDetroit.com. Immediately following the events, archived video will be available on MHSAA.tv.

MHSAA Network, through the work of When We Were Young Productions, continues to serve high school fans in large numbers, and has proven that our viewers watch and appreciate this content – during the regular season and our tournaments – regardless of who is playing.”

“High school sports are as much a part of the fabric of life here in Michigan as any of our pro teams. The passion and excitement is just as engaging, just as real,” said Greg Hammaren, Senior Vice President/General Manager, FOX Sports Detroit. “We’re immensely proud to extend our wonderful partnership with MHSAA and expand it with the help of When We Were Young Productions and Comcast. This agreement is a shining example of the excellent value and community service that cable providers and FOX Sports Detroit represent.”



The MHSAA Boys Soccer Finals on Nov. 6 kicked off the MHSAA’s live streaming initiative on FoxSportsDetroit.com.

With This Crew, the Calls Always Come Up Roses

When you love something, sometimes you feel like you could do it forever. That's the case with Essexville's Don Rose Sr., who recently completed his 40th season of football officiating.

"I've really enjoyed it," he said. "It's been a lot of fun. I enjoy begin out there with the good health I've had. I've been able to work some good games."

The season-opener between Oscoda and Deckerville on Aug. 27 was special. A pair of veteran officials joined the 76-year-old Rose on the field – his son Don Rose Jr. and his grandson Jonathon Rose.

University when I got my first MHSAA patch," he said. "I worked a lot of girls basketball games, but when I came home I didn't continue – until 40 years ago.

"My wife said, 'Why don't you? You go to all the games anyway.' So I got back into it. I did football and basketball for about seven years before I gave up basketball."

Coaching stints in softball and track at Bay City All Saints, Essexville Garber and Bay City Central kept Rose Sr. busy in the spring.

But that's OK, because his great love is working the gridiron in the fall.

"Most of the guys above me have either retired or passed away, but I was fortunate to do what I do with all of them." – Don Rose Sr.

fore the latter enlisted in the Army.

Rose Sr. retired from a career with General Motors in September 1991 after 33 years of service, a feat he's surpassed by his service to various schools and teams throughout the state.

"I still remember the first game I officiated," he said. "It was two days before the season and the scheduler called and said he needed us to do a game out in Kinde.

"So I rode out there with Larry Clemens and Don Sodder. It was the first game for all of us, and on the way we were asking who was going to be the white hat. Both of us in the back seat pointed at the driver."

"He was a good teacher," Rose Jr said of his father. "I think that's the reason I've enjoyed it myself. I've had a good base and teacher from the beginning."

With a cap on the season, only one question remained. Was 2010 the end?

"In time I'll probably have to give this up," Rose Sr. said. "But if I'm healthy I might work another year, and maybe we'll all work together again."

"It wouldn't surprise me if he comes back for another year," said Rose Jr. "He's in better physical condition than some of the rest of us, I swear."

– Cory Butzin
Bay City Times



Officiating is all in the family for three generations of Roses. From left, Jonathon Rose, Don Rose Sr. and Don Rose Jr. kicked off the elder's 40th season in stripes during a game on Aug. 27.

Don Rose Jr. recently finished his 29th season as a football official, while Jonathon completed his 10th season.

"We had worked some junior varsity game together, but hadn't done a varsity game all together. My Dad and I have," said Don Jr., who worked for 15 years on the same crew as his dad before taking a two-year break to watch his son play varsity football.

For Don Sr., the road to becoming the man calling the shots began back in 1954.

"I was at Central Michigan

"It's been a great experience, and I have never regretted doing it," he said.

"A lot has changed over the years. I'm probably one of the oldest guys in the (Bay Metro Football Association). Most of the guys above me have either retired or passed away, but I was fortunate to do what I do with all of them."

The August contest was not the first worked by three generations of the Rose family, however. Rose Sr. worked a crew with Rose Jr. and his youngest son Jeff be-

On-the-Job Training Valuable for Officials



John Johnson, Okemos

Whenever I have the opportunity to see my two sons' basketball teams in action, I take a trip back into the gym. The last two summers I went to a couple of team camps to check out my son Todd's Suttons Bay team. At each team camp I was pleased to see three officials working each game. Not only were they officiating, but they were being critiqued by seasoned veterans. This is becoming more and more popular with summer team camps and I can't be more pleased with the effort officials are making to improve.

BCAM, the MHSAA and officials have been working for many years to improve the relationship between coaches and officials. The Basketball Officials and Coaches Communication Committee (BOCCC) was formed in 2001 to bring together officials and coaches to help "break down the barriers" that sometimes exist between the two groups. Great strides have been made but we still have a ways to go.

These officials' camps seem to be a way for all officials, young and old, to work at improving themselves. Better officiating leads to better played basketball games. Better played games make coaches happier and less prone to questioning calls. It is a win-win situation for all involved. Some of these "camps" are geared to more experienced officials and some are aimed at new or less experienced officials. What a great way to get started. Rather than be thrown in front of a crowd of fans expecting seasoned officials at the junior high level, new officials can get their feet wet in a controlled environment. They can be taught positioning, communication and all the skills that make good officials. Even experi-

enced officials can fine-tune themselves by attending these sessions.

Scrimmages provide an excellent training ground for newer officials to receive on-the-job instruction from veterans.

Last December I stopped in to watch my son Tyler's Okemos JV team participate in a preseason scrimmage with three other schools. They were playing on two courts side-by-side with officials volunteering to not only ref the games but they were being critiqued by veteran officials. As teams took time-outs or between periods, not only did the teams get instruction from their coach but officials had a chance to be instructed. The local official's association in Lansing charges the schools a set fee, funds that they use within their association for needed services and equipment to benefit all members of the association.

Summer camps for officials; preseason scrimmages officiated by inexperienced officials who are being "coached" by experienced officials . . . these are two great programs that need to be expanded throughout the state. The BOCCC is in the process of developing a program that would serve as a guide for associations around the state. Our purpose is to improve basketball officiating in our state. We have come a long way in recent years, but there is always room for improvement. The BOCCC hopes to provide leadership which will assist and expand educational efforts of our officials associations.

– Tom Hursey
Executive Director
Basketball Coaches Association of Michigan

In for the

Long Run

Nearing 100, Kermit Ambrose Remains XC Fixture

It's not often that people come to an MHSAA Final as spectators and leave as participants, but that's what happened on Nov. 6 at the MHSAA Lower Peninsula Cross Country Finals at the MIS in Brooklyn.

The crowd gathered in front of the awards platform during the Division 3 and 4 ceremonies was asked to join in an impromptu rendition of "Happy Birthday" for long-time honorary meet referee Kermit Ambrose, who has presided over the cross country awards proceedings for more than a decade. Before that, he served as the meet starter, a job he carried out as recently as the first few years the event shifted to MIS in 1996, when he was 85.

Albeit a tad early, it was not just any birthday. At the time of the Finals, Ambrose was just a couple months shy of No. 100, his birthday being Jan. 6, 1911.

And, Ambrose is not just any honorary referee. He has been an MHSAA registered official since 1967 and is one of the most distinguished and decorated running authorities the state has ever known.

Longtime MHSAA cross country/track & field official and former Representative Council member Rudy Godefroidt recalls a couple of Kermit's words of wisdom, both from Godefroidt's days as a runner and then as a coach.

The two statements embody Kermit's passions; always the coach, and always the official.

"One of my favorite quotes from Kermit is one that I still use to this day. As a starter where there is a large field, I remember Kermit telling us (yes, I was running in this particular race), 'No one wins a cross country race in the first 100 meters. Go out carefully and be smart.'"

"The other I heard as a coach with Kermit giving instructions at the line. 'Keep moving through the chute. If you can run three miles you can surely keep moving for another 20 yards.'"



Kermit Ambrose thanks the crowd at MIS in Brooklyn Nov. 6 during an impromptu birthday celebration at the MHSAA Cross Country Finals.

Amy Wortham, RunMichigan.com

Tough Economy Can't Slow Officials for Kids Program

Even in tough economic times, officials across the state continue to support Officials for Kids through direct donations and contributions via their annual registration fees. As a Children's Miracle Network supporter, the Officials for Kids program routes funds to all four Michigan CMN facilities: Sparrow Hospital in Lansing, Beaumont Hospital in Royal Oak, Helen DeVos Children's Center in Grand Rapids and Hurley Hospital in Flint.

The Hurley Foundation recently hosted a second annual "Miracle Dinner" on Nov. 18 in Frankenmuth. The dinner is funded by donors from the Hurley Foundation – one of which is our own Officials for Kids. The Genesee County Official's Association donation of \$1500.00 this past summer makes Officials for Kids an important part of the Hurley Foundation program initiatives, giving vital dollars to their ongoing efforts to provide the absolute best care to area kids.

Many thanks to all of our Officials for Kids donors, past and present, in continuing to make this program a leader in both philanthropy and devotion to Michigan's future.



Rules of the Games

Sharpen your skills with the following rules questions for Basketball and Wrestling officials. Answers appear at the bottom of this page.

Basketball

- B5 attempts a shot, and A4 jumps in an attempt to block the shot. The ball is **above the rim and within the cylinder** when A4's hand contacts the net and then the rim but never touches the ball. The try is not successful. The official should:
 - do nothing as no violation has occurred
 - whistle a goaltending violation on A4
 - whistle a basket interference violation on A4
- During a free throw, it is a violation for a player in a marked lane space to:
 - break the vertical plane of the lane line with their arms before the try hits the rim
 - break the vertical plane of the boundary line that separates the lane spaces before the ball hits the rim
 - touch the floor with a hand or a foot outside their marked lane space before the ball hits the rim
 - all of these are violations
- Player control exists when:
 - A2 is holding the ball for a throw-in
 - The ball is being passed from A2 to A3
 - When B3 is holding the ball prior to shooting a free throw
 - There is an interrupted dribble
- Team A is wearing red uniform tops. A5 is wearing the Team A red top, but is also wearing a lime green T-shirt underneath the uniform top, and the arms of the T-shirt are clearly visible. When the officials notice this fashion statement during warm-up, they will properly rule that:
 - Pursuant to Federation Rule 3-5-7, A5 may not participate in the warm-up unless and until she removes the green T-shirt.
 - A5 must remove the green T-shirt immediately as it falls under the officials' jurisdiction pursuant to Federation Rule 3-7.
 - A5 may participate in the warm-up as is, but may not participate in the game unless and until the T-shirt is removed.
 - A5 may participate in both the warm-up and the game as is because her attire is in compliance with Federation Rule 3-5-5.
- Federation Rules permit the referee to put more time on the game clock when he or she is correcting an obvious mistake by the timer to start or stop the clock properly and has definite information regarding the time involved.

True or False



Wrestling Situations

- The dual meet has now reached 135. School A must send their wrestler to table first, and Smith (who can legally wrestle at 135) reports for School A. School B then sends Jones to the table, which now causes School A's coach to pull Smith and send Thomas to the table instead to wrestle at 135.
 - This is legal as School A can make this change until the wrestler's shake hands.
 - This is not allowed; Thomas is disqualified and 135 is forfeited to School B. Thomas cannot wrestle at any weight class during the rest of that dual meet, and any subsequent dual meet the rest of the day.
 - This is not allowed; Smith is disqualified and 135 is forfeited to School B. Smith cannot wrestle at any weight class during the rest of that dual meet, and any subsequent dual meet the rest of the day.
 - This is not allowed; Smith is disqualified and 135 is forfeited to School B. Smith cannot wrestle at any weight class during the rest of that dual meet.
- At the start of the second period, Wrestler A has choice and elects to start on the bottom. Wrestler B then tells the official that he wishes to start in the neutral position, giving up the escape point but now both wrestlers will start on their feet. This is...
 - Legal as the offensive wrestler may use this option at anytime during the match when wrestlers are starting in a referee's position.
 - Illegal as the offensive wrestler may only use this option on a restart, not at the start of any regulation or overtime period.
 - None of the above.
- The wrong wrestler has been given choice to start the first :30 tiebreaker period. During this period, Wrestler A pins Wrestler B. What is the correct call.
 - This is bad time; re-wrestle the first :30 tiebreaker period with the correct wrestler being given choice.
 - The match is over; Wrestler A wins.
 - This is bad time; move to the second :30 tiebreaker and tell both wrestlers that B must pin A to send the match to the ultimate tiebreaker.
- Wrestler A has been turned to his back and Wrestler B has earned his three NF points. Wrestler A now bleeds or screams and the official stops the match. How many points has Wrestler B earned?

a. 2 NF points	b. 3 NF points
c. 4 NF points	d. None of the above



Basketball Answers: 1. a. (4-6-2; 4-22); 2. c. (9-1-3d); 3. c. (4-12-1 & 6; 4-15-5); 4. c. (3-5-3, 3-5-7, 3-7); 5. T (2-10-5, 5-10-1 & 2).

Wrestling Answers: 1. d. (5-11-2); 2. a. (5-20-6); 3. b. (5-1-4); 4. c. (5-11-2).

Rules of the Games

Sharpen your skills with the following rules questions for Competitive Cheer judges and Ice Hockey officials. Answers appear at the bottom of this page.

Competitive Cheer



1. The number of competitors to take the floor in Round 1 and 2 will determine the number that may compete in Round 3 – therefore if 12 competitors take the floor in Round 1 and 10 competitors compete in Round 2, how many may compete in Round 3 (check all that apply)?

a) 10 b) 11 c) 12 d) 14

2. A forward suspended roll is legal when: (check all that apply):

- The flyer has multi-bases;
- The flyer begins in an upright position at shoulder height or below (including the floor);
- The flyer begins in a push-up position;
- The flyer maintains continuous hand to hand/arm contact with the original bases or back spot;
- Dismount is to the mat, cradle or sponge;
- Starts from a basket toss, pitch or toss;
- Begins in an extended position.

3. The 10 count Precision Drill (check all that apply):

- Is a requirement and must be performed at the beginning of Round 2;
- Is not a requirement and may be performed at any time in any Round;
- Must contain the 10 motions as written and described;
- Must start in the indicated position.

4. In a braced suspended forward roll pyramid (check all that apply):

- Hand-to-hand or arm-to-arm contact must be provided by bases, back spots or bracers;
- A braced suspended forward roll in a pyramid is allowed to move to a cradle, sponge, cheering surface or a stunt;
- A braced suspended forward roll in a pyramid is only allowed to a cradle or a sponge;
- The flyer must be in continuous motion until no longer inverted;
- The flyer must be in static motion until no longer inverted.

5. The difference between one team member performing a jump or skill differently and more than one team member performing a skill differently is defined (check all that apply):

- If one competitor performs a different jump (or skill) a 22 penalty is immediately assessed;
- If more than one competitor performs a different jump or one or more competitors does not attempt the jump, a 22 point penalty will be assessed;

- If one competitor performs a different jump (or skill) an 8 point penalty will be assessed;
- If more than one competitor performs a different jump or skill, it should be ignored.

Competitive Cheer Answers (page numbers refer to MHSAA Competitive Cheer Manual): 1. a, b, c. (pg 8); 2. a, b, c, d, e. (pg 63); 3. a, c, d. (pgs 24-25); 4. a, c, d. (pg 74); 5. b, c. (pgs 16-17)

Ice Hockey

1. A team calls a timeout late in the third period while they are shorthanded with two players in the penalty box. During the timeout, one of the players in the penalty box wishes to skate to the team bench to be part of the coaches instructions to team members. The correct ruling by the official is:



- This is not allowed under Rule 6-27-4, both players must remain in the penalty box during the timeout;
- It is okay for one of the two players in the box to go to the team bench, but not both;
- Both players in the penalty box may go to the team bench during a team timeout.

2. The referee assesses a penalty for contact to the head, roughing. Even though two penalties are called, this is served as one penalty.
True or False

3. New size restrictions on goaltender protective equipment become effective in the 2012-13 season.
True or False

4. All faceoffs will take place at one of the nine designated locations.
True or False

5. Under MHSAA regulations, all players including the goaltender must wear a neck guard which is separate, commercially manufactured and unaltered during the game and during warm up periods.
True or False

Ice Hockey Answers: 1. a. (6-27-4); 2. T (6-8); 3. T (3-3-2); 4. T (6-13); 5. T (MHSAA Adoption)

Athletes and Asthma: Are Coaches Prepared?

Only one in three children's athletic coaches reports being adequately trained to deal with asthma symptoms in kids, a new study found. What's more, just one in two coaches knew more than one asthma symptom, according to the study, which was to be presented Nov. 1 at the annual meeting of the American College of Chest Physicians, in Vancouver, Canada.

"We found that about 35 percent of coaches felt they already had adequate training to help an athlete when they were having acute asthma symptoms," said the study's lead author, Dr. Mary E. Cataletto, associate director of pediatric pulmonary medicine at Winthrop University Hospital in Mineola, N.Y.

Nearly 10 percent of U.S. children have asthma, according to the U.S. Centers for Disease Control and Prevention. For many people with asthma, exercise or cold weather can trigger their symptoms. For most, those symptoms can be controlled, either by pre-treating before exposure to those triggers, or by taking medication during activity.

Cataletto's study included 122 coaches who coached children between 6 and 18 years old in such sports as baseball, football, lacrosse, soccer and swimming. The coaches involved in this study had actively sought out the asthma education programs at Winthrop University Hospital, according to Cataletto.

One half of this group couldn't recall more than one asthma symptom, and only one quarter of the coaches surveyed could remember a single action they could take to assist an athlete who was having an asthma attack.

Those findings are disconcerting in light of the study's other findings, such as 70 percent of coaches reporting they had no immediate access to medical assistance during practice or games. And, just half of the coaches had taken either a basic life-support or first-aid

training course during the past two years.

More than 80 percent of coaches felt it was the athletes' responsibility to carry their own medication.

Nearly 10 percent of all U.S. children have asthma. Coaches need to be aware of affected team members and symptoms.

"Most coaches felt students or their parents should be responsible for carrying medication," said Cataletto, who added, "Most didn't want to be directly involved in administering the medication."

But, oftentimes, children or teens don't let their coaches know if they're self-medicating. Just 42 percent of the coaches said they had been told when a child had taken medication for asthma symptoms, according to the study.

Dr. Jennifer Appleyard, chief of allergy and immunology at St. John Hospital and Medical Center in Detroit, said: "This study tells me that as a doctor and a parent, I should be more concerned with what's going on in sports, and I think coaches should know more about asthma. It's a very common and potentially life-threatening condition."

Dr. Shean Aujla, a pediatric pulmonologist at Children's Hospital of Pittsburgh, echoed Appleyard's concern. "Asthma is the most common chronic disease in kids. And, you can have mild



MHSAA File Photo

asthma, but still have a severe asthma attack and end up in the hospital," she said.

What's of even more concern, said Aujla, is that she's heard from some parents that coaches are pushing their asthmatic children, and not letting them come off the field to take medication or to rest, if necessary. Or, teens may not want to stop playing, and they may ignore their symptoms.

All three experts said it's clear that more education of coaches is necessary. Parents need to talk with their child's coaches and make sure that the coach understands asthma and what symptoms to look for in their child.

Aujla said she sometimes writes letters for her patients that explain what asthma is, why it's important that the child receive his/her medication, and how that medication should be given during sports. She said sometimes it helps to have the physician back-up.

Said Cataletto: "Parents should talk to the coach if their child has asthma. Coaches should be advised if the child has premedicated to participate in their sport and every time the child uses their

rescue medication. It's all about educating and improving these partnerships."

Added Appleyard: "If you're a parent, don't assume that children are being supervised properly. Work with your child's coach to develop a plan, and include your child. But, definitely don't assume that the coaches know what asthma is or what to do with it."

– Serena Gordon
HealthDay Reporter

DCH Provides Banned Substance List

Per the Revised School Code, a list of performance enhancing substances is to be provided by Department of Community Health, in alignment with the National Collegiate Athletic Association (NCAA) Bylaw 31.2.3.4 Banned Drugs. BSAAS recommends the following classes of drugs (and any substance chemically related to these classes) be banned:

- a. Stimulants
- b. Anabolic Agents
- c. Alcohol and Beta Blockers
- d. Diuretic and Other Masking Agents
- e. Street Drugs
- f. Peptide Hormones and Analogues
- g. Anti-estrogens
- h. Beta-2 Agonists

Although there is no complete list of banned drugs, a listing of some drugs within each classification outlined above is available on the NCAA drug testing website at www.ncaa.org/drugtesting. The institutions and the student-athlete should be held accountable for all drugs within the banned drug class regardless of whether they have been specifically identified. Student-athletes should check with their athletic department staff before consuming any medication or supplement.

2010-11 MHSAA Handbook Language (pg. 110)
PUBLIC ACT 215 (2006) BANNED DRUGS The law requires all public school districts and academies to include in their local codes of conduct that possession or use of any National Collegiate Athletic Association banned drug is not permitted and shall subject the student to the same penalties that the school district has established for possession/use of tobacco, alcoholic beverages and illegal drugs.

(1) The board of a school district or board of directors of a public school academy shall ensure that its policies concerning a pupil's eligibility for participation in interscholastic athletics include use of a performance-enhancing substance by the pupil as a violation that will affect a pupil's eligibility, as determined by the board or board of directors. The governing body of a nonpublic school is encouraged to adopt an eligibility policy that meets the requirements of this section.

(2) For the purposes of this section, the Department of Community Health shall develop, periodically update and make available to school districts, public school academies and nonpublic schools a list of performance-enhancing substances. The Department of Community Health shall base the list on the list of banned drugs contained in the Bylaws of the National Collegiate Athletic Association.

Michigan Schools AED Week Slated for February

Over the past several years approximately 30 Michigan school age children have died from sudden cardiac arrest. Studies have shown that early 911, early CPR, early defibrillation and early advance life support can help save lives. **Michigan Schools AED Drill Week** is a voluntary, grassroots effort to promote the importance of school medical emergency response procedures involving a potential sudden cardiac arrest thereby improving school safety, heightening AED Awareness, and helping to save lives. The first drill week of this school year took place Nov. 8-12, but a winter drill week is set for Feb. 7-11.

Michigan Schools AED Drill Weeks help encourage AED Coordinators to conduct AED Practice Drills during the designated weeks. It also gives administrators an opportunity to improve its program before an actual emergency arises. Participating Certified CPR/AED instructors, Fire and EMS responders, and Local Hospital Community Relations personnel may contact schools to offer their assistance. These events will also provide a great opportunity for school and community relations and serve as a benchmark for continued practice throughout the school year.

For more information about participating in AED Drill Week, please visit www.aedrill.com.



Chocolate Milk is MHSAA's Beverage

The Michigan High School Athletic Association, Country Fresh Dairy and Jilbert Dairy – divisions of Dean Foods – are pleased to announce Country Fresh low fat chocolate milk as the Official Beverage of the MHSAA. This partnership gives Country Fresh the opportunity to promote the health benefits of drinking chocolate milk to student-athletes and fans.

The “Refuel with Country Fresh low fat Chocolate Milk” campaign began at MHSAA Finals in the fall and will continue throughout the 2010-11 school year. Among the beverage’s benefits are:

- Carbohydrates to provide energy and help re-fuel muscles
- Protein to support growth and repair of muscles
- Fluid and electrolytes to re-hydrate
- Vitamins and minerals to help build strong bones and bodies

The “Refuel with Low fat Chocolate Milk” campaign is presented by Jilbert Dairy in the Upper Peninsula and by Country Fresh in the Lower Peninsula.

“We are proud to be partnering with the MHSAA, in spreading the word on the importance of refueling with a nutritious and delicious glass of Country Fresh low fat chocolate milk” said Kevin Begin, general manager of Country Fresh.

“The MHSAA is appreciative of Country Fresh’s support and their involvement in our high school communities. We’re looking forward to teaming up to promote the benefits of Country Fresh low fat chocolate milk to our student-athletes and fans” said Jack Roberts, MHSAA executive director.



Dan Malone, Home Team Marketing

Country Fresh representatives at the Cross Country Finals Nov. 6 provide the MHSAA's official beverage to participants.

Drink Your Milk *From the Director Blog - Nov. 9, 2010*

Perhaps you’ve noticed that the MHSAA has an official beverage. It’s Country Fresh chocolate milk. This comes at a time when sport and energy drinks are under close scrutiny and growing criticism.

In many places we now see educational efforts intended to highlight the dangers of beverages (and other products) that contain high carbohydrate concentrations and high doses of caffeine. Many warn of the unhealthy results that can occur when athletes use these products to replace fluids during periods of great exertion, regardless of temperature or humidity.

The Fairfax County, Virginia School District went so far as to ban energy drink consumption among the student-athletes of its 25 high schools. This was in response to medical emergencies it experienced; and now the Virginia High School League’s Sports Medicine Advisory Committee is recommending that all its member high schools do the same.

Michigan’s State Board of Education has been working on updated nutrition standards for foods and beverages available in Michigan schools. Under Sports Drinks, the proposed beverage standards read (boldface would be new):

- Sports drinks should not be available in the school setting. The individual athletic coach may determine whether sports drinks are made available to student athletes under allowable conditions to maintain hydration (such as when students are engaging in prolonged, vigorous activities on hot days).
- Beverages such as water, low-fat or fat-free milk (flavored or unflavored), and/or 100% juice may be considered.

It appears that water and lower-fat versions of what our parents made us drink as kids – milk – are back in fashion. Now if we could also get rid of all the plastic containers . . .

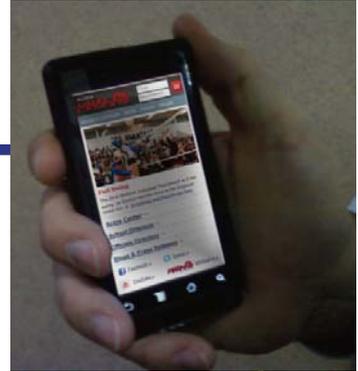
More seriously, however . . . the first bullet is old language and may continue to send mixed signals to coaches in Michigan, while the trend elsewhere may be to actually remove sports drinks from settings for which they have been marketed. It is apparent that more attention to this topic is needed both elsewhere and in Michigan.

As for one segment of the problem, the Michigan Liquor Control Commission announced last week that it will ban the sale of all alcoholic energy drinks because of mounting evidence of the danger, including reports that nine college students in the state of Washington were hospitalized after consuming caffeinated malt liquor. Such products must be removed from store shelves in Michigan by the end of this month.

Going Mobile

Access the MHSAA from the palm of your hand via the new mobile website

Did you know the MHSAA launched a mobile web site in early October? Well if you didn't, head over to MHSAA.com on your mobile device, such as an iPhone, Android, or Blackberry, and check it out. When accessing MHSAA.com from a mobile device, the page will automatically be sized for the smaller screen. We also stripped down the page to the bare essentials, so you can easily navigate to those features used the most via your mobile device.



Headline – The same news headline on the full-size MHSAA page also appears here, so you can keep up to date with current events.

Score Center – Reporting scores on the go is easier than ever. Report the score of the next game you attend before you even leave the stands!

Social Media Links – Stay connected with us through our Facebook Page, YouTube Channel, or Twitter Feed from your phone, or visit MHSAA.tv for streaming video and audio of your favorite high school games.



School Directory – Take a wrong turn trying to get to the game? No problem, just pull up the school directory, to find the address.

Officials Directory – At the field and have an officials' scheduling issue? Athletic Directors can now look up officials right from their phones.

Blogs & News – Get Jack Roberts' latest blogs and MHSAA press releases

The Mobile MHSAA site is only the beginning of our development efforts for smart phones. Coming soon is the MHSAA Mobile App for iPhones and Androids. Be sure to keep an eye out for it in the Apple App Store and Android Market.

– Jordan Cobb
MHSAA Assistant Director, Information Systems

High School Eligibility Review

The essential eligibility requirements that follow are only a summary of some of the regulations affecting student eligibility. Most requirements are found in the *MHSAA Handbook*, which can be located in the school administrative offices. In addition, school districts have the authority to establish more stringent standards and to enact codes of athletic conduct that are in the best interests of individual students, the team and community.

Review the rules with your parents/guardians and ask questions of your principal, athletic director and coaches. Your role in following the rules will assure eligibility to participate in interscholastic sports or prevent your participation as an ineligible athlete, which would result in forfeiture of contests for your school.

ELIGIBILITY SUMMARY

1. AGE

High school students become ineligible if they reach their 19th birthday before September 1 of a current school year.

2. PHYSICAL EXAMINATION

Students must have on file, in the school's office, a physician's statement for the current school year (on or after April 15), certifying that he/she is physically able to compete in athletic practices and contests. A signed consent to disclosure of information otherwise protected by FERPA and HIPAA must also be on file prior to participation.

3. ENROLLMENT

Students must be enrolled in the school they are representing prior to the fourth Friday after Labor Day for the first semester/trimester or second trimester or prior to the fourth Friday of February for the second semester or second or third trimester.

4. MAXIMUM ENROLLMENT

Students cannot be eligible in high school for more than eight semesters, or twelve trimesters and the seventh and eighth semesters or 10th, 11th and 12th trimesters must be consecutive. Students are allowed four first semesters and four second semesters or four first, four second and four third trimesters of enrollment and competition and cannot compete if they have graduated from high school or accepted a GED.

5. ACADEMIC RECORDS

Students must have received credit for at least the equivalent of 66 percent of full class load potential for a full time student in the previous semester/trimester of enrollment, and must be currently receiving credit toward graduation and passing the same on the transcript of the school they represent in competition.

6. TRANSFER STUDENTS

A student in grades 9 through 12 who transfers to another high school is not eligible to participate in an interscholastic contest for a set period of time (nearly one half the school year) depending on when the student changes schools unless the student qualifies for immediate eligibility under one or more of 15 published exceptions and their written interpretations. An ineligible transfer student who is confirmed to have transferred for athletic reasons is ineligible to participate in an interscholastic contest for 180 scheduled school days for the school to which the student transfers. Students and parents anticipating a change of schools should first seek advice from their high school administration.

7. UNDUO INFLUENCE

The use of undue influence by any person directly or indirectly associated with a school to secure or encourage the attendance of a student for athletic purposes, shall cause the student to become ineligible for a minimum of 90 scheduled school days and a maximum of one year.

8. LIMITED TEAM MEMBERSHIP

After practicing with or participating with high school teams, students cannot participate in any athletic competition not sponsored by his or her school in the same sport in the same season. Exceptions include ice hockey and all individual sports, which apply the rule from the point of a student's first participation in a contest or scrimmage, rather than practice. In tennis, the rule applies from the first date that practices are allowed to commence for any player. In skiing it applies when the team holds its first scrimmage or contest. Students in individual sports may participate in a maximum of two (2) non-school individual meets or contests during the school season while not representing their school.

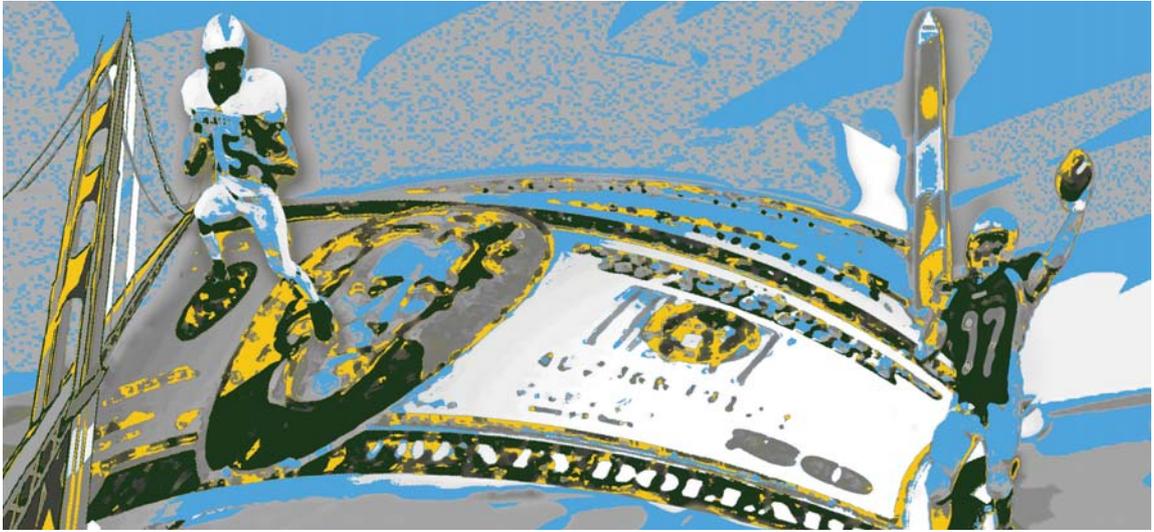


Helping Students to be Their Best Since 1997

This MHSAA-endorsed academic progress program for students, parents and educators helps direct and keep students on track to classroom achievement.

We will help you successfully complete high school and prepare you for your future! Your GradeCheck Academic Coach will be able to assist you in getting the help you may need from your teachers, counselors and others.

For Further Information, Please Visit GradeCheck.net



Monetary considerations and excessive travel are two pitfalls which could jeopardize eligibility for MHSAA student-athletes.

9. ALL-STAR COMPETITION

Students shall not compete at any time in any MHSAA tournament sport jurisdiction in all-star contests or national high school championships, regardless of the method of selection. Participation in such a contest shall cause that student to become ineligible for a maximum period of one year of school enrollment.

10. AWARD STATUS & AWARDS

Students cannot receive money or other valuable consideration for participating in MHSAA-sponsored sports or officiating in interscholastic athletic contests, except as allowed by the MHSAA HANDBOOK. Students may accept, for participating in MHSAA sponsored sports, a symbolic or merchandise award which does not have a value over \$25. Banquets, luncheons, dinners, trips and admissions to events, are permitted if accepted "in kind." Awards in the form of cash, merchandise, certificates, or any other type of negotiable document are never allowed.

Efficiency is Effective...

The MHSAA is always willing to assist with issues concerning Association regulations. Please remember, however, the most efficient method of communication with the MHSAA on eligibility questions is through the athletic director or principal. Athletic directors should gather all information necessary on a question and then call or write the MHSAA. Coaches or parents calling the MHSAA on eligibility matters can create confusion and delay. ADs or principals are encouraged to contact the MHSAA office directly.

Top 10 List for Eligibility

1. You were enrolled in a high school not later than the fourth Friday after Labor Day.
2. You will not have turned 19 before Sept. 1.
3. You have had a physical examination and **MHSAA Information Consent Form completed** since April 15, and it is on file in the school office.
4. You have not been enrolled in more than eight semesters or **12 trimesters** in high school (Grades 9-12).
5. You have received credit for the equivalent of at least **66 percent of full class-load potential for a full time student** in the previous academic term.
6. You are currently passing the equivalent of at least **66 percent of full class-load potential for a full time student**.
7. You have not changed schools without a corresponding move by your parents and persons with whom you were living for at least 30 calendar days during your last semester/trimester.
8. You have not received money, **merchandise** or other valuable considerations for participating in MHSAA tournament sports.
9. You have not participated in non-school contests during your sports season after having reported for your school team (limited allowances for ice hockey and individual sports).
10. You have not competed in an all-star or national **high school** championship after having played for a high school team in a MHSAA tournament sport .

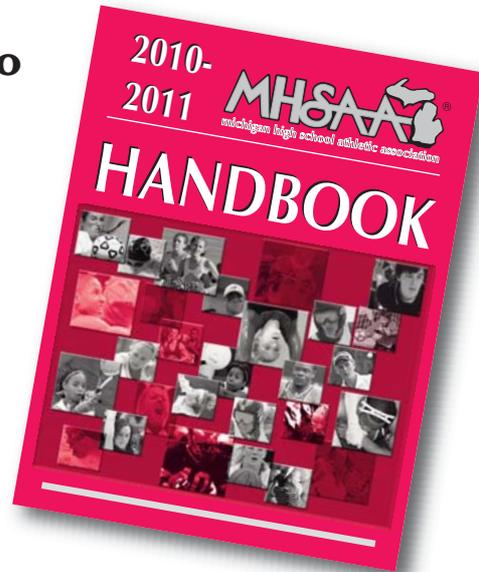
How We Choose What We Do

It is not infrequent that suggestions are made that the Michigan High School Athletic Association do something it is not presently doing, the something being a project or problem that conforms to the special interest of the one making the suggestion. That person will usually be incredulous when we respond that the project or problem is beyond the authority of the MHSAA or beyond the capacity of the MHSAA's resources. The criticism is at least implied that if the MHSAA really cared about kids, it would do this thing that is important to the critic.

How does the MHSAA decide what it will do?

That an initiative would be good for kids is the over-arching concern, but that leaves us with a lot more possibilities than can be attempted much less accomplished with any degree of satisfaction and success by any organization, much less one operating with a staff and budget that is smaller than 99 percent of its member schools. Therefore, the MHSAA must reduce the field of worthwhile projects.

- The first criterion is to determine if the subject matter is a school district-wide concern or is sport-specific. If the former - like sexual harassment sensitivity training - then it is school districts' responsibility to provide the service for all their faculty, including athletic personnel. If the subject matter is sport-specific - like weight control in wrestling - then the MHSAA should consider the possibility that it is the organization uniquely positioned to assist by providing leadership and support services to its membership in this narrow area of athletic-related concern.
- The second criterion is to determine if there are any other agencies, institutions or organizations better positioned or more capable to provide the service. For example, the American Red Cross is already in place with programs and personnel to provide first aid, CPR and sports safety training to athletic personnel throughout Michigan. So even though it is sports-related, it would create wasteful duplication for the MHSAA to start doing what the American Red Cross is fully capable of, prepared to do and already doing.
- The third criterion for determining what the MHSAA will do is to ascertain what its member schools want the association to help with. Schools have asked for assistance in establishing a minimum rule for the eligibility of transfer students; therefore, the MHSAA has promulgated such a standard for local adoption. But school districts have



not asked for assistance in establishing rules regarding eligibility after tobacco and alcohol use or after allegation or convictions for crimes or misdemeanors; therefore, no MHSAA minimum standards exist.

The MHSAA provides services in the sports sub-set of issues with which schools must deal, and only after the MHSAA membership identifies the need and the MHSAA leadership prioritizes all of the identified needs and provides the resources necessary to address the needs of highest priority. The result is that the MHSAA registers officials and trains the trainers of their local officials associations; provides six levels of coaches education in its Coaches Advancement Program (CAP); conducts sports rules meetings for both officials and coaches; conducts Athletic Director In-Service programs on athletic policies and procedures; conducts sportsmanship and student-athlete leadership programs; provides publications and programs in sportsmanship; conducts post-season tournaments in the sports most commonly sponsored by member schools; and proposes rules and recommendations where schools indicate they most need assistance outside their local staff and board.

The MHSAA will choose what else to do by the preceding three criteria presented above. The MHSAA is an organization that cares about young people but recognizes its limitations, both legal and practical. The MHSAA has neither the legal authority nor the resources to be involved in protecting young people at all times and in all places. In the area of sports, and especially within the limits of the season and the boundaries of the field of play, the MHSAA has a role of helping to provide an athletic program that is sportsmanlike, healthy and consistent with the educational mission of schools.

The Only Official Interpretations are Those Received in Writing

MHSAA Representative Council

TBD*

Detroit Public Schools
City of Detroit

James Derocher**, President

Superintendent
Negaunee Public Schools
Class C-D — Upper Peninsula

Ken Dietz*

Athletic Director
Watervliet High School
Class C-D — Southwestern Michigan

Al Unger*

Athletic Director
Kingsford High School
Class A-B — Upper Peninsula

Kyle Guerrant (ex-officio)

Director
Coordinated School, Health & Safety
Programs Unit, Michigan Dept. of
Education, Lansing
Designee

Jason Mellema*

Principal/Athletic Director
Ravenna Middle School
Junior High/Middle Schools

Scott Grimes**, Vice President

Principal
Grand Haven High School
Statewide At-Large

William Chilman III**

Superintendent
Beal City Public Schools
Class C-D — Northern Lower Peninsula

Kris Isom*

Athletic Director
Adrian Madison High School
Class C-D — Southeastern Michigan

Karen Leinaar*

Athletic Director
Bear Lake High School
Statewide At-Large

Vic Michaels**, Secretary-Treasurer

Director of Physical Education & Athletics
Archdiocese of Detroit
Private and Parochial Schools

Steve Newkirk**

Principal
Clare Middle School
Junior High/Middle Schools

Peter C. Ryan**

Athletic Director
Saginaw Township Community Schools
Class A-B — Northern Lower Peninsula

Fred Smith**

Athletic Director
Buchanan High School
Class A-B — Southwestern Michigan

Paula Steele*

Principal
East Lansing High School
Appointee

Arnetta Thompson*

Dean of Students
Grand Rapids Union High School
Appointee

John Thompson**

Athletic Director
Brighton High School
Class A-B — Southeastern Michigan

Mark Woodson**

Director of Student Development and Athletics
Romulus High School
Appointee

*Term Expires December 2011

**Term Expires December 2012

The following pages include business news from the MHSAA, including some items formerly found in the *Bulletin*.

Following is a guide to the information previously in fall *Bulletins* now solely on **MHSAA.com**. As you'll note, most information has moved to the "Administrators" page under "Schools."

- **Representative Council, Executive Committee and UP Athletic Committee Minutes:** "Administrators"
- **Sport Committee Minutes:** on corresponding "Sport" page
- **Officials Committees:** "Officials"
- **All other Committees:** "Administrators"
- **Cooperative Program Listings:** "Administrators"
- **Opt-Ups and Classification:** "Administrators"
- **Regulations Violations:** "Administrators"
- **MHSAA Committee Members:** "Administrators"
- **Non-Faculty Coaches:** "Coaches" & "Administrators" pages

Annual Business Meeting of the MHSAA, Inc.

Comstock Park, Wednesday, Oct. 11, 2010

OFFICERS' REPORT

The MHSAA's finances quantify the hard work of the MHSAA Representative Council and staff over the past two years to meet extraordinary obligations during very difficult economic times. After an operating surplus of more than \$944,000 for 2008-09, the MHSAA did even better in 2009-10 with an operating surplus of \$1,576,000. These very positive results come from deep reductions in expenses and innovative diversification of revenue streams.

The Expense Budget for 2010-11, which was adopted by the Representative Council on May 3, 2010, appears on the next page.

With the Council's advice and consent, MHSAA staff is continuing to search for ways to trim operating expenses and to expand revenue sources, some of which have begun to generate alternative revenue for its member schools. Fiscal years 2008-09 and 2009-10 were two big steps forward. Jack's update report will provide additional information.

2010-11 MHSAA Budget

The following budget for operation of the Michigan High School Athletic Association, Inc., for the 2010-11 school year was considered and approved at the May 2010 Representative Council Meeting.

GENERAL ADMINISTRATION	\$ 2,930,668
GENERAL PRINTING	140,500
GENERAL OFFICE EXPENSES	983,332
GENERAL MEETINGS	91,000
COACHES & OFFICIALS	300,970
STUDENT SERVICES	100,000
BASEBALL TOURNAMENTS	220,000
BASKETBALL TOURNAMENTS	1,075,000
BOWLING TOURNAMENTS	65,000
COMPETITIVE CHEER	105,000
CROSS COUNTRY MEETS	105,000
FOOTBALL PLAYOFFS	1,220,000
GOLF TOURNAMENTS	60,000
GYMNASTICS MEETS	23,000
HOCKEY TOURNAMENTS	260,000
LACROSSE TOURNAMENTS	50,000
SKI MEETS	20,000
SOCCER TOURNAMENTS	210,000
SOFTBALL TOURNAMENTS	215,000
SWIMMING MEETS	70,000
TENNIS TOURNAMENTS	90,000
TRACK MEETS	250,000
VOLLEYBALL TOURNAMENTS	250,000
WRESTLING TOURNAMENTS	500,000
BROADCASTING	10,000
VIDEO STREAMING/ECOMMERCE SHARING	75,000
TOTAL BUDGET FOR 2010-11	\$9,399,470

Out-of-State Travel Form Required

The tradition of taking a team on a “spring trip” for practice only is a separate issue from sanctioning a competition (see Sanction guidelines on next page). Any school which conducts practice sessions out of state at a site more than 600 miles round-trip must submit to the MHSAA office a Travel Form for Out-of-State Practice at least 30 days in advance of departure. This does not allow schools to compete in a scrimmage, practice or competition with a team from another school.

The following interpretation was adopted at the May 2004 Representative Council meeting and became effective for the 2004-05 school year:

“When a school-sponsored team, or group of students which resembles the school team, intends

to conduct practice sessions out of state at a site more than 600 highway miles round-trip from that school, the Travel Form for Out-of-State Practice is required. For the purpose of this Section, it shall be considered a practice for a school team if a school coach in that sport is present with any number of players from that school's team, other than his/her family members.”

MHSAA catastrophic insurance does not cover such events.

The form can be found on the MHSAA Website. Pursuant to action of the Representative Council in May 2003, all schools which complete this form will be listed in *benchmarks* at the end of the school year.

Report of Activities of the MHSAA, 2009-10

PUBLICATIONS - *benchmarks* distributed to junior and senior high schools and registered officials; *Officials' Directory* and *School Directory* and calendars prepared; *Association Handbook* distributed to junior and senior high schools; rule books distributed to schools and registered officials; blanks and forms were distributed to schools. The *Officials Guidebook* was published for distribution to all prospective officials. The *Coaches Guidebook* was published online.

RULES MEETINGS/CLINICS - General meetings and rules meetings (online and face to face) were held in baseball/softball, competitive cheer, football, basketball, bowling, swimming & diving, tennis, track & field, golf, wrestling, gymnastics, volleyball, soccer, and ice hockey for coaches and registered officials. The Officials' Awards and Alumni Banquet honored 20-, 30-, 40-, 45- and 50-year officials. Special meetings were conducted for coaches association presidents and league and conference executives. Tournament managers meetings were held in some sports. Meetings were held with representatives of local officials associations. In-service programs for officials assignors and sessions to train the basketball, football, volleyball, wrestling, soccer, baseball and softball trainers of approved officials associations were conducted. The statewide Women in Sports Leadership Conference was held. Regional Captain's Clinics were conducted for students. Mini-grants were provided for Sportsmanship Summits and general student-athlete leadership. The fourth class of the Student Advisory Council was appointed.

PARTICIPANTS - There were approximately 304,343 participants on interscholastic athletic squads of the 767 member high schools during the 2009-10 school year. The MHSAA membership also included 805 junior high/middle schools.

REGISTERED OFFICIALS - There were 12,243 officials registered in one or more sports during the year. The MHSAA conducted three camps for basketball officials.

UPDATE MEETINGS - Approximately 900 people attended meetings during the fall in Traverse City, Frankenmuth, Kalamazoo, Lansing, Gaylord, Warren, Comstock Park, and Marquette.

CAP SEMINARS - There were 2,220 participants who completed one or more courses in the Coaches Advancement Program at sites throughout the state during the 2009-10 school year.

ATHLETIC DIRECTORS IN-SERVICE - 797 athletic directors participated in the Athletic Directors In-Service programs at 14 sites throughout the state during the 2009-10 school year. .

COMMITTEES - Approximately 500 different individuals served on the following Association committees during the 2009-10 school year::

Representative Council	Competitive Cheer Judges Selection	Scholar/Athlete
Executive Committee	Cross Country/Track & Field	Ski
Upper Peninsula Athletic Committee	Cross Country Site Selection	Soccer
Athletic Equity	Football	Soccer Off. Selection (B & G)
Awards	Football Playoff Officials Selection	Swimming
Baseball/Softball	Golf	Tennis
Baseball/Softball Umpires Selection	Golf Managers	Tennis Seeding (Boys)
Basketball	Gymnastics	Tennis Seeding (Girls)
Basketball Tournament (Boys)	Gymnastics Officials Selection	Track & Field Standards
Basketball Tournament (Girls)	Hockey	Track Managers
Boys Basketball Officials Selection	Hockey Officials Selection	Volleyball
Girls Basketball Officials Selection	Junior High/Middle School	Volleyball Off. Selection
Board of Canvassers	Lacrosse (Boys)	Wrestling
Bowling	Lacrosse (Girls)	Wrestling Head Referees
Classification	Officials Review	Wrestling Managers
Competitive Cheer		Wrestling Off. Selection

2011-12 MHSAA Committee Membership Nominations

A procedure has been adopted and recently refined by the Representative Council to select MHSAA committee members. In the early spring of 2011, all superintendents, principals, athletic directors, coaches and board of education members who desire to serve on MHSAA committees may submit their names for nomination. This is a summary of the make-up and responsibilities of MHSAA standing committees:

SPORT COMMITTEES

Baseball/Softball, Basketball, Bowling, Competitive Cheer, Cross Country/Track & Field, Football, Golf, Gymnastics, Ice Hockey, Boys Lacrosse, Girls Lacrosse, Skiing, Soccer, Swimming & Diving, Tennis, Volleyball, Wrestling

Consist of a balance of administrators and varsity coaches in the particular sport, plus the president of the coaches association for that sport. Responsible for: (a) recommending to the Representative Council changes regarding MHSAA regulations relative to the sport. (b) recommending to the staff procedures, sites, and assignments for the MHSAA tournament in that sport. **Note:** Some sport committees serve multiple functions including officials selection, tournament sites, and seeding.

TOURNAMENT COMMITTEES

Girls & Boys Basketball, Cross Country/Track & Field Site Selection, Track & Field Standards, Volleyball

Consist of administrators responsible for selecting sites and assigning teams for all levels of MHSAA tournaments in the particular sport.

SEEDING COMMITTEES

Girls Tennis Area Seeding Directors, Boys Tennis Area Seeding Directors

Consist of tournament managers and varsity coaches responsible for determining seeded players and their positions in each flight and for assisting tournament managers in conducting the tournament draw.

OFFICIAL SELECTION COMMITTEES

Baseball and Softball, Boys and Girls Basketball, Competitive Cheer, Football, Gymnastics, Ice Hockey, Boys Soccer, Girls Soccer, Volleyball, and Wrestling

Consist of tournament managers, athletic directors and coaches responsible for selecting officials for most levels of tournaments in most sports.

OTHER STANDING COMMITTEES (Established and appointed by the Representative Council)

1. **Athletic Equity Committee** - Committee is to meet once a year to recommend to the Representative Council annual objectives designed to encourage participation by more women and minorities in interscholastic coaching, officiating and administrative positions.
2. **Awards Committee** - This committee meets once as a group and corresponds throughout the year to extend nominations, establish policies and procedures and to nominate and screen candidates for four MHSAA awards: Forsythe, Bush, Norris, and Women in Sports Leadership.
3. **Classification Committee** - The committee meets annually to study and make recommendations to staff and Council regarding policies and procedures of classifying schools for tournaments and elections.
4. **Board of Canvassers** - Comprised of a superintendent, two high school principals, one junior high/middle school principal, and one athletic director. Members are responsible for counting the ballots for the election of Representative Council members and members of the Upper Peninsula Athletic Committee.
5. **Junior High/Middle School Committee** - This committee is comprised of junior high/middle school principals and athletic directors to review rules and regulations as they pertain to junior high/middle schools.
6. **Officials Review Committee** - This committee meets for the purpose of reviewing issues and concerns related to all officials in order to put forth recommendations to the MHSAA Representative Council.
7. **Scholar-Athlete Committee** - Established to administer the MHSAA Scholar-Athlete program, this committee consists of approximately 80 people to review award applications.

Criteria for Nomination and Selection of MHSAA Committee Members

There are several criteria to consider before completing the Nomination Form:

1. Coaches must be employed by the school and be able to obtain release time from school.
2. The nominee should have at least two years of experience in the position currently holding.
3. Most committees require only a one meeting date commitment at the MHSAA building in East Lansing. Committee meetings are held during the work week.

Appointments to committees are based on the following criteria:

1. Committees should have male, female, and minority membership which reflects the total pool of available personnel.
2. Committees should maintain geographic and class size representation.
3. Some administrators will be appointed to sport committees.
4. The coaches association president/secretary of each sport is appointed to that sport committee, if the person is a school employee. If the President/Secretary is not a school employee, the Association must send a designee who is an administrator, faculty member or board of education member of an MHSAA member school.

Names of nominees will be submitted to the Representative Council for selection.

Over 500 people will be selected from the list of nominees submitted to serve on MHSAA committees.

— USE THE FORM ON THE NEXT PAGE —

MHSAA Committee Membership Nomination Form

Member school superintendents, principals, athletic directors, board of education members and coaches are eligible to be a member of any one of the following MHSAA committees for the 2011-12 school year. If you desire to place yourself as a nominee complete this form and mail it to the MHSAA office by March 31, 2011. THE PRINCIPAL MUST sign this form for it to be considered a valid nomination for athletic directors and coaches. Schools may choose to use this form for more than one nomination. The following form lists the committee and the month in which the meeting will be held. Please print the nominee's name and title (specify boys or girls if a coach) on the appropriate line.

Committee	Meeting Month	Nominee's Name & Title
Board of Canvassers (35)	September	Ms/Mr
Athletic Equity (5)	October	Ms/Mr
Awards (10)	October	Ms/Mr
Gymnastics (100)	October	Ms/Mr
Boys Tennis Seeding (50)	October	Ms/Mr
Ski (150)	November	Ms/Mr
Baseball/Softball Site Selection (25)	November	Ms/Mr
Golf (95)	November	Ms/Mr
Basketball Rules (30)	December	Ms/Mr
Track & Field Standards (190)	December	Ms/Mr
Volleyball Rules (200)	December	Ms/Mr
Tennis (180)	January	Ms/Mr
Baseball/Softball Rules (20)	January	Ms/Mr
Classification (5%)	January	Ms/Mr
Cross Country/Track & Field Reg. (70)	January	Ms/Mr
XC/TR & FD Site Selection (185)	January	Ms/Mr
Football (75)	January	Ms/Mr
Junior High/Middle School (120)	January	Ms/Mr
Wrestling (215)	January	Ms/Mr
Boys Lacrosse (125)	Jan. & May	Ms/Mr
Girls Lacrosse (130)	Jan.	Ms/Mr
Scholar-Athlete (145)	February	Ms/Mr
Soccer (155)	February	Ms/Mr
Swimming & Diving (175)	February	Ms/Mr
Competitive Cheer (65)	March	Ms/Mr
Bowling (40)	March	Ms/Mr
GBB/BBB/GVB Site Selection (135)	May	Ms/Mr
Ice Hockey (110)	May	Ms/Mr
Girls Tennis Seeding (90)	May	Ms/Mr

City/School _____ School ID No. _____

Principal (Signature) _____

RETURN TO MHSAA NO LATER THAN MARCH 31, 2011

Official Report of the Board of Canvassers

East Lansing, September 20, 2010

We, whose signatures appear below, declare the following to be nominees for, or members-elect of, the Representative Council or the Upper Peninsula Athletic Committee of the Michigan High School Athletic Association, Inc., as a result of ballots received in accordance with the provisions of Article IV, Section 6, of the Constitution, or as authorized by the Upper Peninsula Athletic Committee at its meeting on Oct. 3, 1941.

REPRESENTATIVE COUNCIL

NORTHERN SECTION -

CLASS A AND B SCHOOLS (No. 1)

Total number of legal ballots received 33
 Peter Ryan, Saginaw Township..... 33
 Illegal or incomplete ballots received 1
 Elected by majority of votes – Peter Ryan

SOUTHWESTERN SECTION -

CLASS A AND B SCHOOLS (No. 2)

Total number of legal ballots received 42
 Fredrick J. Smith, Buchanan 42
 Illegal or incomplete ballots received 2
 Elected by majority of votes – Fredrick J. Smith

SOUTHEASTERN SECTION -

CLASS A AND B SCHOOLS (No. 3)

Total number of legal ballots received 51
 Shaun Butler, Ferndale 6
 John Thompson, Brighton 36
 Michael D. Watson, Oxford. 9
 Illegal or incomplete ballots received 5
 Elected by majority of votes – John Thompson

UPPER PENINSULA -

CLASS C AND D SCHOOLS (No. 4)

Total number of legal ballots received 22
 James Derocher, Negaunee 22
 Illegal or incomplete ballots received 4
 Elected by majority of votes – James Derocher

NORTHERN SECTION -

CLASS C AND D SCHOOLS (No. 5)

Total number of legal ballots received 46
 William Chilman, Mt. Pleasant 29
 Dave Derocher, Reese 17
 Illegal or incomplete ballots received 4
 Elected by majority of votes – William Chilman

STATEWIDE AT-LARGE (No. 6)

Total number of legal ballots received 357
 James D. Fish, North Branch 121
 Scott C. Grimes, Grand Haven 170
 Andrew Laboe, Kalamazoo 44
 Matthew Showalter, Shepherd 22
 Illegal or incomplete ballots received 31

No Majority – Names of James D. Fish and Scott C. Grimes submitted to schools

JUNIOR HIGH/MIDDLE SCHOOLS (No. 7)

Total number of legal ballots received 95
 Steve Newkirk, Clare 95
 Illegal or incomplete ballots received 15
 Elected by majority of votes – Steve Newkirk

PRIVATE AND PAROCHIAL HIGH SCHOOLS (No. 8)

Total number of legal ballots received 53
 Vic Michaels, Detroit 53
 Illegal or incomplete ballots received 1
 Elected by majority of votes – Vic Michaels

JUNIOR HIGH/MIDDLE SCHOOLS – SPECIAL ELECTION (1-YEAR TERM)

Total number of legal ballots received 104
 Kathy Bondsteel, Jonesville 19
 Chris Cooley, Hastings 4
 Joe Haines, Grand Rapids 4
 Jean LaClair, Bronson 11
 Josh LaMay, Clarkston. 6
 Cheri Meier, Ionia 6
 Jason Mellema, Ravenna 20
 Kevin O'Rourke, Rockford 17
 Brad Robinson, Frase 7
 J. Brad Shedd, Albion 4
 Wayne Wright, Linden 6
 Illegal or incomplete ballots received 14

No Majority – Names of Kathy Bondsteel and Jason Mellema submitted to schools

UPPER PENINSULA – CLASS A AND B SCHOOLS – SPECIAL ELECTION (1-YEAR TERM)

Total number of legal ballots received 5
 Alan Unger, Kingsford 5
 Illegal or incomplete ballots received 0
 Elected by majority of votes – Alan Unger

UPPER PENINSULA ATHLETIC COMMITTEE

ATHLETIC COACH (No. 9)

Total number of legal ballots received 26
 Paul Polfus, Carney-Nadeau 26
 Illegal or incomplete ballots received 3
 Elected by majority of votes – Paul Polfus

CLASS D SCHOOLS (No. 10)

Total number of legal ballots received 10
 Jeff Markham, Baraga 6
 Michael Roell, Felch. 4
 Illegal or incomplete ballots received 2
 Elected by majority of votes – Jeff Markham

BOARD OF CANVASSERS (Signed)

Mike Garvey, Athletic Director, Kalamazoo Hackett
 Leon Olszamowski, Principal, Pontiac Notre Dame Prep
 Roger Rush, Athletic Director, Leroy Pine River
 Ronald Stoneman, Superintendent, Redford Union
 Mike Vondette, Principal, Hemlock

Second Meeting

East Lansing, October 5, 2010

REPRESENTATIVE COUNCIL

STATEWIDE AT-LARGE (No. 6)

Total number of legal ballots received 376
 James D. Fish, North Branch 155
 Scott C. Grimes, Grand Haven 221
 Illegal or incomplete ballots received 20
 Elected by majority of votes – Scott C. Grimes

JUNIOR HIGH/MIDDLE SCHOOLS – SPECIAL ELECTION (1-YEAR TERM)

Total number of legal ballots received 113
 Kathy Bondsteel, Jonesville 41
 Jason Mellema, Ravenna 72
 Illegal or incomplete ballots received 12
 Elected by majority of votes – Jason Mellema

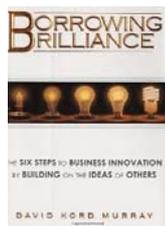
BOARD OF CANVASSERS (Signed)

Ronald Stoneman, Superintendent, Redford Union

What's the Question?

Of all the things we do poorly in school sports administration, we may be worst at problem solving.

Our inclination is to solve problems swiftly. Proud of our efficiency and predicting worse problems if we postpone prompt action, we pass a rule to address



the abuse or excess we see as some program finds a loophole to exploit to tilt the playing field in its favor. The result is that our

rule books become larger, but our problems do not become fewer.

Seldom do we slow down long enough to research root causes or to reach out in other directions for creative solutions to similar problems in other disciplines. Instead we employ a patchwork of quick fixes often leading to unintended negative consequences.

We might identify this pattern to our out-of-season coaching rules where what appeared to be educationally sound policies have created new and different problems that may be worse than the problems we tried to solve.

We might also see that it is our inability to properly frame the issues that paralyzes our organization from even attempting to tackle chronic complaints about the apparent unfair advantage some schools have over others in MHSAA tournaments.

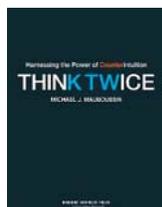
Implementing the ideas of two recent publications might help us break free of our prejudices and paralyses.

Read any good books lately? News articles? We'd love to know. Submit recommendations to benchmarks@mhsaa.com.

These readings suggest that not only do we fail to deploy proper solutions, we fail even to define the real problem.

In *Borrowing Brilliance* (Gotham Books, 2009), author David Kord Murray – who really is a rocket scientist – explores the origin and evolution of creative ideas; and in *Think Twice* (Harvard Business Press, 2009), author Michael J. Mauboussin – a finance and investment strategist – describes how extra input leads to smarter decisions.

These readings suggest that not only do we fail to deploy proper solutions, we fail even to define the real problem – some-



times seeing it too narrowly, sometimes too broadly; but in either case charting a course toward a solution that is either irrelevant, or worse, the cause of more serious problems.

The overlapping big idea of these books is that while we tend to think of each issue as unique, the best decisions for our situations may be those that have been tried and tested in very different enterprises. Leaders should not be infatuated with their own intuition or be seduced by the quixotic search of the original idea. Rather, leaders need to be students of the world, readers, and career learners. The bold, creative act of leadership is locating an idea elsewhere that provides the answer to a specific problem (*Borrowing Brilliance*) or the proof that that simple, intuitive solution is not the answer (*Think Twice*).

For more, go to borrowing-brilliance.com and harvardbusiness.org/press.

Take a Walk ... and a Stand

With bookstore shelves overflowing in self-help and business books that promise six, seven, 10 or 12 principles for success, it is refreshing to discover *Walk the Walk: The #1 Rule for Real Leaders* (Portfolio, 2009) by Alan Deutschman.

Deutschman's principal recommendation is that a leader establish only the one or two values that are most important for the organization, and then make that one value (or two) obvious in every decision and action the leader makes.

He finds examples, both good and bad, from Martin Luther King, Charles Schwab, Bill Gates, Steve Jobs, Warren Buffet and Coca Cola, Amazon.com, Goldman Sachs, Southwest Airlines, Sony, McDonalds, FedEx, Starbucks, Whole Foods and Walmart, as well as many others – including a powerful story about Head Football Coach Gerry Romberg of Westminster College.

As Deutschman sorts through his research, he concludes (to his surprise) that there really is something to the point of view that there is such a thing as a "leadership personality," and that the most overlooked personality trait of leaders who "walk the walk" is "persistence, tenacity, resilience, or endurance." He found "constancy" or "relentlessness" in leaders who, over time, demonstrated the most authentic and effective influence.

Visit AlanDeutschman.com for more by or about the author.

Coaching Treasures

A complete library of books by or about coaches might include these recent releases:

- Veteran Michigan high school and college coach, Dean H. Morehouse has assembled some of his wisdom in *Coaching at 70 Miles Per Hour and Trying to Stay in the "Right Lane"* (Henry Quill Press, 2010). Coach Morehouse provides what he calls "an experienced look at seven aspects of coaching."



He aptly refers to coaching as an art form, which it is, no matter how important it is for coaches to keep abreast of the best

Former MHSAA Executive Director Vern Norris left an impression on the author as a junior high basketball coach.

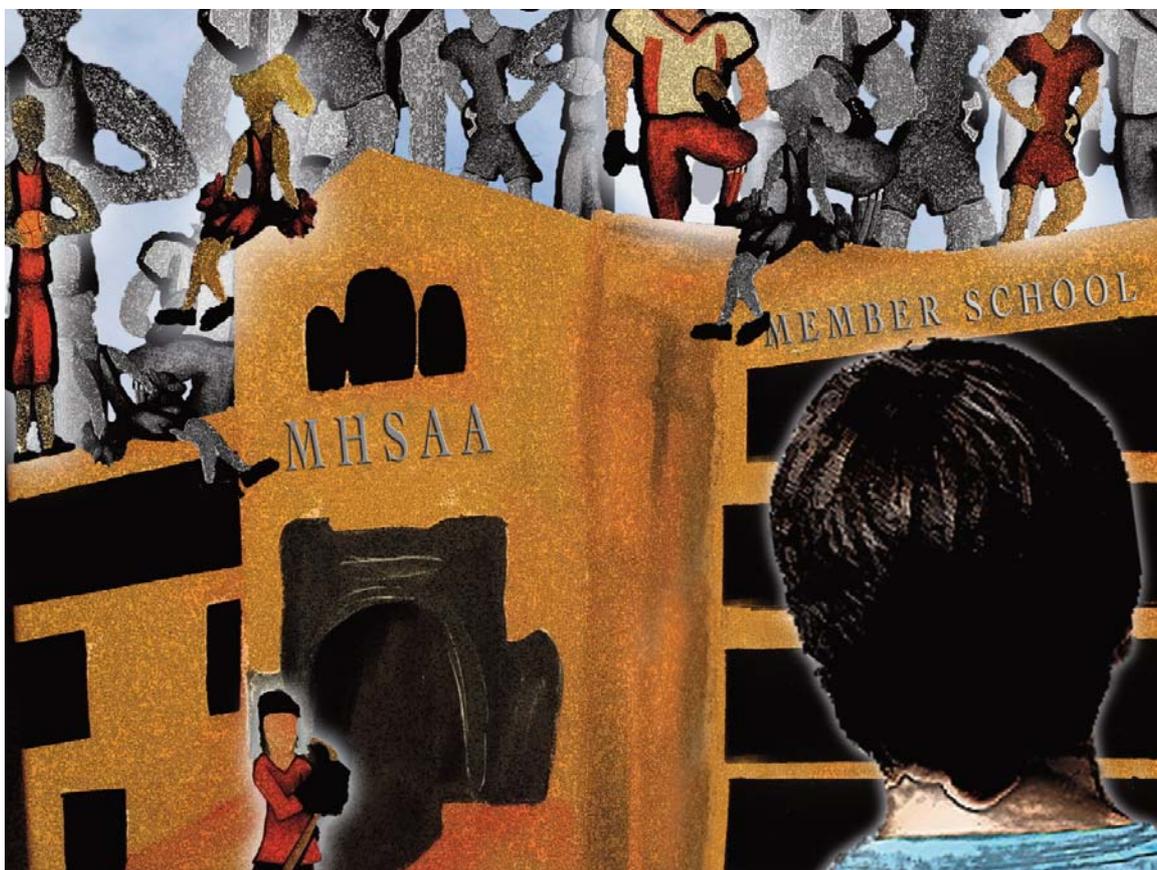
practices of teaching adolescents in arenas of high emotion with risk of injury. Chapters discuss intangibles like balance, chemistry, perspective, stress and rewards.

Among those to whom the 90-page book is dedicated is former MHSAA Executive Director Vern Norris who was the author's junior high basketball coach. "The impressions he left with me as an eighth grader" writes Morehouse, "are still with me today."

- In *The Agony of Winning* (Archer Ellison Publishing, 2010), author Kevin M. Touhey offers explanations for why it's winning that's often more stressful than losing, and he provides strategies for bringing more joy to sports participation and coaching.

Learning to focus on process more than outcome and, further, to appreciate the moment-to-moment engagement during both preparation and performance are Touhey's most essential insights.

For more, visit TheAgonyofWinning.com and ThePivot2.com.



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