



# LD SCHOOL

Returning the  
Multi-Sport Athlete  
To Our Schools

Winter 2018 Vol. 9 No. 2

benchmarks  
mhsaa



I have a  
story...

I have a  
story...



I have a  
story...

I have a  
story...



We tell their stories

**SECOND HALF**

by MHSAA



# Cover Story: Younger Games



**4** As the MHSAA continues to emphasize multi-sport participation and methods to bring the trend back to its schools, early introduction to school sports becomes imperative. A healthy and enthusiastic experience at the junior high/middle school level could be the key to continued participation throughout high school.

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## The Vault – 24

### Well-Rounded

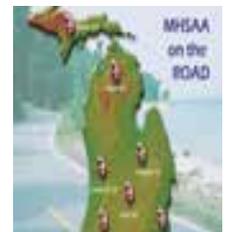
The push for a well-rounded school sports experience is nothing new, as evidenced by this brochure from 15 years ago.



## MHSAA News – 32

### Survey Says . . .

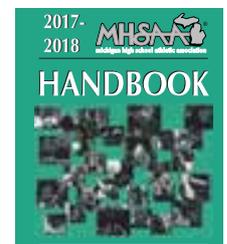
The 2017 Update Meeting Opinion Poll focused on transfer and junior high/middle school issues.



## Regulations Review – 36

### Middle Matters

As an intensified spotlight shines on junior high/middle schools, it's important to understand MHSAA regulations which differ from high schools.



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## Serving a Balanced School Sports Diet

If you really want to know what a person thinks is important, look at that person's calendar and checkbook or credit card receipts. How a person spends his/her time and money tells you more than anything that person says.

The same can be said for organizations. How they spend their time and money identifies what they value.

So, an observer of the Michigan High School Athletic Association might notice that the only standing committee that meets more than once each year is the MHSAA's Junior High/Middle School Committee, and the MHSAA's longest-standing work group is the Task Force on Multi-Sport Participation, which has had six formal meetings during 2016 and 2017.

Promoting multi-sport participation, and doing so before students reach high school, is a documented MHSAA priority. We believe it's good for students, schools and society.

By encouraging participation but not specialization, balanced multi-sport participation provides the sweet spot between two unhealthy extremes – on the one hand, inactivity that contributes to a childhood obesity epidemic or, on the other hand, year-round specialization that is too early, intense and prolonged, leading to an epidemic of overuse injuries in youth sports.

Within the pages of this issue of *benchmarks* are descriptions of initiatives to elevate the profile of school-sponsored sports programs for junior high/middle school age youth and to undergird multi-sport participation as the means to maximize benefits for students and schools today, and for society in the future.



A handwritten signature in black ink that reads "John E. Roberts". The signature is fluid and cursive.

John E. "Jack" Roberts  
MHSAA Executive Director

Like a well-stocked buffet, school sports offers a wide variety from which to choose. The task at hand is reversing the trend of singling out and focusing on any one item.



## Multi-Sport Push Has Always Been in the Playbook

Following are excerpts from past "From the Director" blogs on specialization and participation, and junior high/middle schools.

### Membership Growth

The less connected that junior high/middle school level programs are to high school programs today, the more problems the high school programs will have tomorrow – including controversies over conduct, confusion over eligibility and problems related to disconnected policies, procedures, philosophies and perspectives.

The MHSAA will serve school sports in Michigan best if it makes recruitment and retention of junior high/middle schools one of its highest priorities, and serves those schools with what the students and parents at that level want – which is, in fact, more school-sponsored competition, some even resulting in MHSAA-sponsored regional tournaments. Of course, both membership and tournament entry would be free of charge.

Just like most member organizations which need to look constantly for new, younger members, the enterprise of high school sports needs to be recruiting new schools which serve younger grades. It may not just be a matter of growth; it may be a matter of survival.

— September 2014

### Youth Should Be Served

By the time most students reached the earliest grades for school sports, many had already found different ways to spend their time. It is often cited and well-documented that, today, 80 to 90 percent of all youth who ever started playing organized sports have stopped doing so by age 13. Before high school.

So it occurs to me that school districts should have both altruistic and selfish reasons to rethink their approach to junior high/middle school sports, which is

now to engage students too late and offer them too little. Schools might be able to provide a better experience for the youngsters and create an earlier and stronger relationship with the philosophies of educational athletics at the junior high/middle school level, and that ultimately will strengthen high school athletic programs.

— December 2013

### Valuing Variety

Some people see the declining number of multiple-sport athletes in our high schools as a sign that students don't want the multiple-sport experience anymore and would prefer to specialize in a single sport.

Maybe that's not what students want at all. Maybe, if we actually asked them, they would tell us so.

In fact, I hear that students dislike and resent the pressure their high school volleyball coach puts on them in the winter, or their basketball coach puts on them in the spring, or their baseball or softball coach puts on them in the fall.

I remember that when we began bowling as an MHSAA tournament sport a dozen years ago, we thought we would be appealing to and involving students who play no other school sport. We are. But we are also engaging multiple-sport athletes.

At the MHSAA Bowling Finals four weeks ago I observed many students in school letter jackets sporting letters for soccer and bowling, cross country and bowling, track and bowling, and other combinations.

It proved again to me that very many students really do want to participate in a variety of sports and that one of our core operating principles should be that we continue to facilitate and validate that experience for as many students as possible.

— December 2013

### The Fun Factor

My experience with school-age young people is that what they seek most from sports participation is fun and friends. More sophisticated research from many sources consistently has affirmed my less formal findings.

The *Journal of Physical Activity & Health* added a July study to the body of research. This work was conducted by George Washington University in Washington, DC, and focused on organized soccer.

What was so surprising about this study is not that winning was not at the top of the list of what makes sports enjoyable for youth, but that winning ranked 48th of 81 factors measured. Winning didn't even make it in the top half!

The lead author of the study, Associate Professor of Sports Psychology Amanda Visek, was quoted by the *Chicago Tribune*, "the fun experience is not determined by the result of a game but rather by the process of physically engaging in the game."

It is parents, not athletes or coaches, who are most hung up on the outcome of the game, as well as the issues that create the pressure on young people that ruins the pleasure of play: position, playing time and prospects of making an elite team or earning a college scholarship.

That's the stuff parents worry about much more than their kids. And, that's the stuff that causes many kids to quit organized sports. It's not fun anymore.

— November 2014

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



# YOUNGER

The MHSAA is tailoring efforts to put the multi-sport athlete back in style. Among the initiatives is bolstering participation at the junior high/middle school ages.

**S**augatuck’s high school football season had just come to an end with a 21-0 loss to Pewamo-Westphalia in the MHSAA Division 7 Final last November when three key players were being led up the tunnel to represent the school for postgame media interviews.

When asked how many on the team would have a one-day break before joining the basketball team for practice on that Monday, one of the players replied, “We have about seven of us who begin basketball Monday.”

The response was comforting to hear in an age that has seen specialization and year-round, single-sport focus render the multi-sport student-athlete to minority status in many hallways across the nation’s high schools.

Granted, participation in multiple sports is necessary for programs to exist in smaller schools such as Saugatuck, but even those communities can benefit from a renewed emphasis and earlier introduction to school-based athletics.

As MHSAA Executive Director Jack Roberts points out in his welcome to this issue on page 2, there are just two groups that meet more than once each year at the offices in East Lansing: the Junior High/Middle School Committee, and – during the past two years – the Task Force on Multi-Sport Participation.

Each will continue to play pivotal roles in promoting increased participation, one by examining early introduction to school sports at the junior high/middle school level, and the other by evaluating education, cooperation and recognition of multi-sport numbers at the high school age.

“One of the challenges we currently face is that in some cases students enter high school never having experienced school sports,” said MHSAA Assistant Director Cody Inglis, who oversees the Junior High/Middle School Committee. “Now they go cold-turkey into high school sports and we have to introduce them to rules and regulations that aren’t a fabric of non-school sports which they may play. The earlier we can expose them to our programs, the better off we’ll be at the high school level.”

Inglis outlined three main topics in front of the Junior High/Middle School Committee currently: 1) how to introduce school sports to students earlier; 2) the effect more games – not length of season – would have on JH/MS participation, and 3) whether the MHSAA should sponsor Regional tournaments in select sports prior to high school age.

The Task Force on Multi-Sport Participation, meanwhile, has turned its focus on the following: 1) educating groups on the benefits of variety in participation, and the perils inherent in specialization; 2) preparing tools for administrators, and 3) creating recognition programs for multi-sport student-athletes.

The following pages provide results from a fall 2017 survey on junior high/middle school programs and tools created by the multi-sport task force to encourage participation for all seasons, along with opinions from several MHSAA Student Advisory Council members.

# GAMES



## START IN THE MIDDLE...OR EVEN BEFORE

The prevailing sentiment among athletic administrators, coaches and student-athletes themselves is that early introduction to a variety of sports will foster a culture of future participation, and the tendency to continue in more than one sport.

“Students at the JH/MS level need to experience sports sampling so that they can be physically literate; to gain competence and confidence to move their bodies in a variety of movements so that they can achieve lifelong health and wellness and stay injury-free,” said Scott Przystas, teacher and coach at Grand Haven Area Public Schools and member of the MHSAA Task Force on Multi-Sport Participation.

The overriding question is how to strike a delicate balance between opportunity and excess at the target age group.

The good news is that MHSAA JH/MS membership has increased by more than 100 schools during the last two years, bringing the total to nearly 800. The MHSAA is exploring means to ensure the trend continues, surveying the schools last fall on matters such as modifying the Limited Team Membership rule to allow student-athletes at the JH/MS to compete in up to two outside events in the same sport in the same season, having the MHSAA sponsor regional or even state competitions in certain sports and expanding the number of JH/MS games and contests allowed during the 13-week season. (*Current MHSAA JH/MS Rules and Regulations are outlined on page 36 of this issue of benchmarks.*)

“The survey attempted to answer several questions,” Inglis said. “Would opening up options to participate in a couple non-school events during the same season draw athletes to our JH/MS programs or keep them in non-school sports? Would statewide or regional tournaments be attractive?”

Survey results, which will be illustrated over the duration of this story along with responder



comments, reveal the current climate pertaining to several topics.

Of the 616 completing the survey, 436 were athletic directors and 166 were principals, with the remainder consisting of other positions within the schools, ranging from coaches to superintendents. The grades served by the schools were 6th-8th, with about 36 percent indicating that 5th-graders were also in their buildings.

“The survey response has shown there’s a definite hesitation for state tournaments at the JH/MS level, but there is *some* favorable feeling toward regional tournaments,” Inglis said.

For example, when asked about the possibility of regional tournaments in track & field and/or cross country, the results were about 50/50 for and against.

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MHSAA File Photo

Cross country at the JH/MS level offers plenty of participation opportunity, but competition at a statewide level remains in the distance.

Yet, when it comes to the idea of statewide tournaments in those sports, the attitude changes significantly, with roughly 30 percent in favor. Further, when the question of JH/MS state championships for any other sports is posed, the response is an overwhelming “No,” from 84 percent of those surveyed (see below).

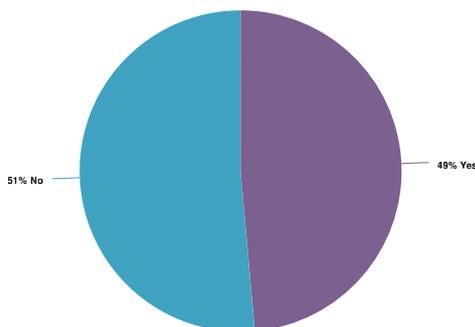
Following is a sampling of comments regarding postseason tournaments at the JH/MS level:

- “Middle school athletics should be a time to expose students to the sport and develop their skills. Increasing the competitiveness of it would change the focus.”
- “Logistically, it would create more challenges to have regional and state tournaments at the middle school level. However, we are at the point where we are in a struggle competing with club sports such as basketball and soccer, to name two. At a minimum, a regional championship would

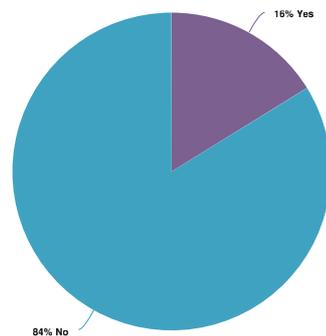
create additional buzz and competitive atmosphere at the school setting. A state championship is not as critical. However, if we do this for one sport, we will have to consider doing this for all sports.”

- “I think we are headed down a dangerous path of too much too quick for junior high kids. They can play for championships in high school and beyond if they are good enough. More games mean less practice, more expense and less of a focus on the things that are important.”
- “I think middle school sports is a great opportunity to expose students to sports. We need to keep it pure with learning each day without the pressure of trying to win trophies and medals.”
- “State championships at a younger age will just start the clock earlier of recruiting and illegal transfers. Add more games to be competitive with the non-school sports.”

Do you favor having the MHSAA conduct regional invitational meets for junior high/middle school teams in cross country and/or track & field (no entry fee; MHSAA-provided team trophies and individual medals)?



Do you favor having the MHSAA conduct a state championship meet or invitational for junior high/middle school in any other sports?



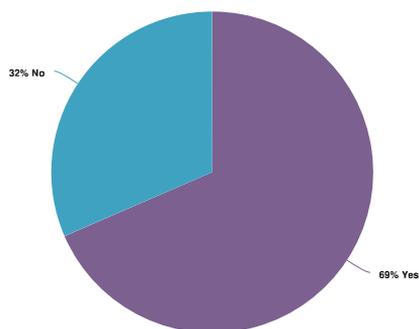
That last sentence hits a couple hot buttons. Can more games be added while maintaining an appropriate amount of competition? Can an environment be created to pull students from, or co-exist, with non-school options at the JH/MS level?

“Overall, our JH/MS constituents do not want to lengthen athletic seasons, but there is some opinion to increase the number of contests within the current seasons, particularly on days not followed by school days,” Inglis said.

For example, respondents indicated just 45 percent were in favor of increasing the number of basketball games in a season from 12 to 15, while only 39 percent would support the same increase in soccer schedules.

However, support resonated with the notion of allowing multi-contest events on days not followed by school days, as depicted below.

Do you favor counting it as only one date of competition when two junior high/middle school basketball games are played on a day not followed by school?



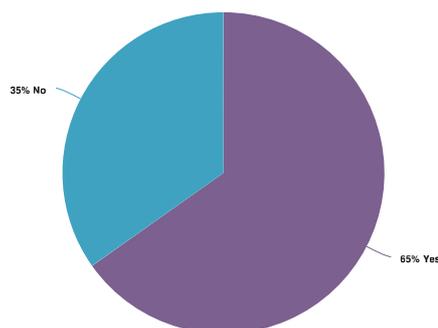
The group in favor of the above scenario was also in 83 percent in favor of limiting such double-header dates to four per season.

In soccer, a similar scenario was also approached in the survey, as shown opposite.



JH/MS basketball currently is limited to 12 games per season, but using dates of competition not followed by school days could change that.

Do you favor permitting four dates when two junior high/middle school multi-team soccer events (running clock, reduced time) could be played on a day not followed by school? These events would count as one of the 12 (or 15) allowed dates of competition during a 13-week season. Currently, multi-team soccer events are allowed only for high school teams (two per season).



Basketball and soccer are two sports in which non-school entities offer plenty of competition for participants, even at ages prior to JH/MS.

For youth already involved in such programs prior to reaching local junior highs and middle schools, the challenge is to display the benefits of school-based sports.

Justin DiSanti is a doctoral student and research assistant with a concentration in sport psychology who also serves on the multi-sport task force for the MHSAA. His research interests include talent development and sport specialization, particularly in youth and high school sports.

DiSanti points to a model that is frequently used in the world of youth sport, the Developmental Model of Sport Participation (DMSP).

“This model has three stages providing approximate age guidelines and associated recommendations for shaping youth athletes’ schedules,” DiSanti said. “I believe that this model is highly-applicable to today’s world of youth sport, but the proper interpretation of the model is critical. When looking at specialization through the lens of the DMSP, we can begin to answer the question, ‘Is an athlete specializing too early?’”

The first stage, “The Sampling Years,” affects children from 6 to 12 years old, during which time participation in a wide range of athletic endeavors is encouraged. By this model, many youngsters are already thinking about specializing, or at least narrowing their focus by the time they arrive at junior highs and middle schools.

Przystas, 2016 honoree as Michigan Physical Education Teacher of the Year by the state’s chapter of Society of Health and Physical Educators, concurs that this is a key time for future student-athletes.

“I think the multi-sport message needs to start from the ground up, with elementary physical education teachers, continuing to middle school PE and middle school sports and then into high school,” Przystas said.

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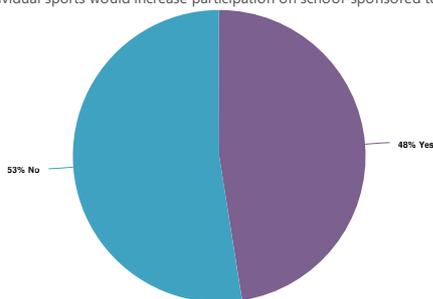
In an effort to ease the transition from community and club teams, or to introduce students to sports in a school setting, JH/MS programs are critical. Leaders were asked whether allowing some non-school participation in the same sport during the same season would create a viable bridge leading the school sports participation.

The vote was nearly split when considering the allowance of two non-school sports for team and individual sports per season for current MHSAA JH/MS student-athletes, with 54 percent of respondents in favor.

Yet, 63 percent believe that scenario would create conflict between the two options, and the feeling was again split as to whether such an allowance would increase or decrease participation in either the school or non-school setting (below).

With the degree of uncertainty as to the effect of non-school allowances, some think it best to focus on the many unique benefits offered through school sports which are lacking in alternative settings.

Do you believe allowing junior high/middle school students the opportunity to participate during the school season in two non-school events in team sports as well as individual sports would increase participation on school-sponsored teams?



“I think it is important for student-athletes at this level to understand what having school pride means,” Przystas said. “When they are playing with their school logo on the front of their jersey they are representing something bigger than themselves. It is important for the coach/teacher/administrator to emphasize the importance of history and tradition not only in sports, but in other endeavors such as Science Olympiad or Spelling Bee.”

Following is a sampling of comments regarding non-school relationships at the JH/MS level:

- “Junior high is a great time for kids to increase their skill, and for many kids who don't have parents to tote them to clubs and travel teams to try the sport.”
- “It is understood that in many areas, getting kids back from travel teams is important, but in our area finding gym time, etc., is very tough.”
- “I'm uncomfortable with allowing just two non-school sporting events; I have no idea how that will be monitored. I would rather allow it or not.”
- “My biggest concern for a middle school student to play on multiple teams during the season is safety. Their bodies are still growing and I see injury being the biggest concern.”

***“One of the challenges we currently face is that in some cases students enter high school never having experienced school sports. We have to introduce them to rules and regulations that aren't a fabric of non-school sports which they may play. The earlier we can expose them to our programs, the better off we'll be at the high school level.” — MHSAA Assistant Director Cody Inglis***

- “School-sponsored, MHSAA sports being offered by any particular school, should take precedent over any non-school sponsored sport being offered at the same time.
- “We have a lot of football players choose to play with area little league teams instead of our school team. The non-school teams have the opportunity to play more games than our school team and they also have the opportunity for playoffs. We are limited to six games and we have academic requirements that non-school teams don't have.”
- “In my opinion, kids are going to play for either the school or play outside. Many parents are of the mindset that their child is a star and playing travel sports will get them noticed. MS sports can't compete with this mindset and I believe we should not compete with it. Those who stay and play for schools are the ones we should be focusing on. Let's make it better situation for them.”

The MHSAA also carries with it something else that other organization lack: a brand. That much came through in the spring of 2017 when a pilot program on “Presenting Sponsorship of JH/MS events” was completed.

MHSAA staff visited five areas of the state and joined in presenting pre-existing track & field league or conference meets with branding presence and financial support.

“One of the big takeaways was the power of the MHSAA brand,” Inglis said. “Student-athletes flocked to get pictures with the MHSAA banner behind them and with their trophies or medals won. The power and positivity of the MHSAA brand is something that will be used to get additional JH/MS programs into school membership.”

Future plans include sponsorship at conference events that already exist in numerous other sports. (See related story on page 14)



MHSAA File Photo

Early returns on the MHSAA serving as a presenting sponsor at several junior high/middle school track & field conference meets in the spring of 2017 were positive, as competitors were drawn to the allure of the MHSAA brand at all sites.

### MULTIPLE CHOICE IS THE BEST ANSWER

The meeting room in which the MHSAA Task Force on Multi-Sport Participation gathered for its sixth meeting over a two-year span last November was plenty big enough for the group.

But, it would never contain all of those involved in school sports to whom the task force wishes to convey its message.

Therein lies the purpose and challenge of this most important group of individuals: how to get the attention of the desired audiences, and how to best deliver the virtues and benefits of multi-sport participation.

One task force member equated it to so many parent-teacher conferences; the parents that need to attend, do not. While it is universally accepted that specialization leads to burnout and detracts from the full school sports experience, all too often the two groups with the most influence – parents and coaches – are fine with that notion as long as it's someone else's kid, or someone else's player.

"One obstacle to multi sport participation are parents. They need to understand that by having their student-athlete play one sport year-round does not guarantee a full athletic scholarship," Przystas said. "The benefits of exposing their student athlete to a variety of sports needs to be reiterated by coaches and ADs."

Athletic directors can further assist in the movement by coordinating coaches within their schools.

"The high school coaches need to be on board with encouraging their athletes to play multiple sports and must understand the benefits they will

receive from it in the long run; athletes will not be burned out, will still have another level to at which to compete, will be willing to learn, healthy and uninjured," Przystas said. "I think the message should be advertised in middle school events that the MHSAA sponsors as well as throughout communities and at youth level leagues."

And, the younger the better in terms of sampling a wide variety of activities, thus preparing students for the opportunities that await them as they move through the school system.

"I believe the message needs to be heard at the elementary *and* middle school levels," St. Joseph Athletic Director and task force member Kevin Guzzo said. "Any type of informative flyers or public service announcements touting the benefits of multi-sport participation would help educate parents on this message."

That is the *task* of the group, which is currently considering numerous methods to apply the *force*.

Prior to the November meeting, a brochure entitled "Coaching Our Coaches," was produced and disseminated statewide, and posted to the Multi-Sport Participation page of MHSAA.com. The brochure can be seen in its entirety on pages 16-19 of this issue.

An accompanying PowerPoint presentation was presented by Przystas at a state conference for physical education professionals in October. Feedback from the presentation led to modifications in the PowerPoint, which Guzzo will deliver in March at the annual Michigan Interscholastic Athletic Administrators Association summit.

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MHSAA File Photo

Visit the Multi-Sport Participation Resource page at [MHSAA.com](http://MHSAA.com) by scanning this code.



Among the modifications were slides less directed at the audience, and more toward what the audience can do to help promote the initiative.

“The feedback from that first presentation showed us that we need to acknowledge the very many aspects of the problem, establish a positive tone, set realistic expectations and goals for the session, and identify target audiences – perhaps parents and coaches,” said MHSAA Executive Director Jack Roberts. “We might ask audiences how they can put the right people in place and what methods they use to promote the multi-sport experience to athletes, parents and coaches.”

Further educational tools and settings have also been discussed. Anytime gatherings of MHSAA constituents take place, the time is ripe for delivering the message, including sportsmanship summits and coaches association meetings, while perhaps even scheduling regional conferences.

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***“I believe the message needs to be heard at the elementary and middle school levels. Anything touting the benefits of multi-sport participation would help educate parents on this message.” — St. Joseph AD Kevin Guzzo***

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The medium for delivery must reach far beyond print and personal interaction. Social media will play a key role in advancing multi-sport participation initiatives with great frequency,

Ultimately, the task force concluded that the best way to influence and shape the culture of school sports moving forward is to recognize those schools and individuals who are living the multi-sport life and reaping the benefits.

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When lacrosse became an MHSAA sport in 2005, it not only offered students another sport choice, but one with large rosters sizes and ample opportunity for participation.

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**A second “brochure” has been created and will be fluid in its content, periodically updated and delivered electronically to recognize exemplary efforts. This document will also appear on the MHSAA.com Multi-Sport Participation page.**

Some discussion took place regarding the creation of MHSAA or MIAAAA awards to recognize efforts in promoting multi-sport participation, but the consensus was that local efforts and existing success stories will get greater results.

“We have implemented a program called the Iron Bear Club at our school that rewards those who are three-sport athletes,” Guzzo said. “Numbers have slightly increased over the last few years and we are hoping to continue to see an increase. Students who are three-sport athletes receive an ‘Iron Bear’ shirt and we celebrate them on social media.”

Local efforts serve to strengthen relationships within school buildings and school systems.

“Coaches – both of in-house school-sponsored sports and private club coaches – need to be on the same page as to what is best for the athlete long-term and what advice they are giving their athletes once their season is over,” Przystas said. “This is a big obstacle that needs attention because some coaches are selfish and want what’s best for themselves and will do whatever they can do to win. Coaches – especially middle school and subvarsity coaches – need to understand that no one cares what their record is, but rather whether the student-athletes are having fun and continuing with school-sponsored athletics after their season is over.”

That sentiment is echoed by the group most affected by the whole theme of this issue – the student-athletes themselves – as expressed on the next pages.

## Students Take Sport Leaders to Class

### *SAC Members Discuss Multi-Sport Matters and Early Experiences*

MHSAA Student Advisory Council members were asked their opinions on several of the current issues facing the MHSAA JH/MS Committee and the MHSAA Task Force on Multi-Sport Participation.

**Danny deForest**

**Senior**

**Holland West Ottawa**

Danny has played soccer, basketball, and lacrosse in high school, while being involved in National Honor Society, Dance Marathon, WOBN (West Ottawa Broadcasting Network), and the Ping Pong Club. He played football, basketball and tennis, and ran cross country in junior high school.

**Influence to Play Multiple Sports:** “Sports have always just been a passion of mine and are something that helps keep all other aspects of my life in order. Without them I feel as if I’m not on a good schedule, and I find much more room to waste time, procrastinate, and overall lose productivity.”

**On JH/MS Participation:** “I believe it was important for me to start this in middle school because it just instilled a good work ethic in me to continue in high school.”

**On Benefits of Multi-Sport Participation:** “Playing multiple sports has benefitted me in countless ways. Socially, it has provided me with multiple different friend groups. Soccer alone has helped to give me a much better understanding of Hispanic culture and I’m grateful to be friends with these teammates. It gives me a great reason to try hard in school, to keep my grades up, and makes me feel better about myself as I am very fit due to it.”

**Ways in Which Schools Can Better Promote Multi-Sport Participation:** “Schools should really work on having coaches cooperate for summer workouts in order to help multi-sport athletes. It is very difficult for us to make it to everything and we often feel as if it takes up nearly our whole summer, and stresses us out as coaches plan things at the same time. It’s hard on us because coaches get disappointed if we attend some and not others, but it’s very tough to manage it all.”



**Grace Reetz**

**Mount Pleasant Sacred Heart**

**Senior**

Grace plays volleyball, basketball, softball, and runs track & field. She is a member of the NHS and is in the drama club as well.

**Influence to Play Multiple**

**Sports:** “I grew up with three brothers who all played baseball so I spent a good portion of my childhood at ballparks baking in the hot sun, but their interest definitely influenced my decision to play softball. After I joined the city youth team it was hard to stay away from any other activities. Softball was always my favorite but over time I realized I didn’t love softball nearly as much as I just loved to compete and be active. When I was younger I played soccer and swam competitively and was even in a dodgeball league. As I got in to middle and high school sports I tailored my efforts towards those that I could actually play with my classmates through the school (SHA doesn’t offer swimming or soccer).”

**On JH/MS Participation:** “Middle school sports for me were more social than anything else, but they helped me understand the game and get a good grasp on it before competing at the JV and Varsity level my freshman year. Being on a sports team as a 7th and 8th-grader gave me an immediate friend group and a sense of importance and helped make those years a little less painful.”

**On Benefits of Multi-Sport Participation:** “I found out that as much as I love the sports I play, I’m not cut out to play any of them year-round. I played for a travel softball team one year that played throughout the whole year from August to July with practice every weekend. By the end of that year I basically hated the sport because I hadn’t been able to take a break from it.

“I think my success I’ve had in each sport has been largely due to the fact that when I take some time off I get an itch to start playing them again. It keeps me from getting bored and allows me to stay highly motivated during every season.

“Physically working out different muscles also keeps me in better shape than if I were only playing one sport year-round. Playing defense in volleyball surprisingly translates very well into defense on the basketball court and down-and-backs in basketball practice keep me fit and develop my fast twitch muscles which benefit me in track season.



– continued next page

“I think being a part of many different teams has helped develop me as a person as well. In volleyball I act as the more serious leader and motivator, whereas on my basketball team I'm more of the comedic relief. In softball there's a little more tension so my role is just to keep everyone positive and together, and on the track team I become an ultra supportive teammate and back-up player. It's nice to play different roles on different teams with different people and see what new skills, both athletically and in a leadership sense, I'm capable of developing.”

**Ways in Which Schools Can Better Promote Multi-Sport Participation:** “In small schools like mine, if kids don't play multiple sports then there won't be multiple teams, there's just not enough kids. I play most of my sports with the same core group of girls and it really makes team chemistry and switching from season to season an almost effortless process. I personally think it's kind of lame to only play one sport every day year-round. I think a lot of kids think the only way their dreams of playing at the collegiate level will come true is if they give up all their other activities to focus on that single sport. But that doesn't develop you as a person or as a leader, it only makes you a slightly more skilled athlete.”

**Neil Bazaj**  
Junior

**Ann Arbor Greenhills**

Neil is a soccer, basketball and track athlete, who played those sports and tennis in junior high school. He also adds Peer-to-Peer Math Tutoring, Captains Club and Gryphon Ambassadors to his activities.



**Influence to Play Multiple Sports:** “I have been playing soccer from a very young age, but have also had a natural love for basketball. I began running track as a way to stay fit, but I really enjoyed being part of the team and loved my coaches, so I stayed with the team. My decision to play numerous sports was mostly influenced by my love for the atmosphere that surrounds team sports and how much I enjoy sports myself.”

**On JH/MS Participation:** “I don't think that it's very important to start school sports in middle school, however I do recommend it. It is an easy way to meet people and if you are planning to play in high school it helps grow your skill in the respective sport.”

**On Benefits of Multi-Sport Participation:** “Participation in multiple sports has helped me physically by giving me more stamina and strength. It has also help me stay in shape. Sports have helped me mentally by giving me something that is normally away from all the drama and problems that arise in high school and just focus on the sports that I love.”

“They have helped me socially by giving me opportunities to meet new people from each team for all grade levels. Track is co-ed so it gives me a way to interact with girls as well as guys. Some of my best friends came from the teams I play on. Sports have helped me academically by giving me better time-management skills which are important for when I do my homework and for my future.”

**Ways in Which Schools Can Better Promote Multi-Sport Participation:** “To help promote multi-sport participation schools should show the bond that players on teams enjoy, and show people how every team is like another family for someone. Also they could do a better job of making it clear that the school supports student-athletes, because I know at my school it often times feels like we lack support because we can barely get 10 people from the community to come out to events.”

**Chloe Idoni**  
Junior  
Fenton



Chloe competes on the basketball and volleyball teams at Fenton, and also ran track in middle school in addition to those two sports. She also is a member of the NHS and Captains Club.

**Influence to Play Multiple Sports:** “It's fun to be a part of a team and I love competing in sports.”

**On JH/MS Participation:** “It benefitted me a lot. You become familiar with your future teammates and the sport, which will help significantly when you get to high school.”

**On Benefits of Multi-Sport Participation:** “It taught me to manage my time well, and I made so many good friends that I still have today. It's good to forget about everything that has happened that day and focus on the sport, and it keeps me in shape.”

**Ways in Which Schools Can Better Promote Multi-Sport Participation:** “I believe if your coach supported it, many more athletes would be multi-sport athletes. Sometimes athletes only play one sport because the coaches of different sports want to practice at the same time and the two overlap. Schools can also build up team chemistry within their sports teams because that will influence people to want to join the team because of how much fun they have.”

**Aaron Fahrner**  
Senior  
Owendale-Gagetown



Aaron is a member of the school's football, basketball, and baseball teams, as he was in junior high school. He also is in the NHS and currently serve as the chapter's president, and serves on the student council and youth advisory committees.

**Influence to Play Multiple Sports:** “Going to a small school, just about everyone has to play in order for there to be a team, so that is one of the main reasons I've played all the sports available.”

**On JH/MS Participation:** “I have an older brother who played every sport in high school. I always wanted to follow in his footsteps so that led me to play all sports available in junior high, which carried over into high school.

“For me it was very important to start young. I started playing basketball on a school team in 5th grade, and that really helped me to develop my skills into the basketball player that I am today. I believe that if you start young you will learn the right way to play that sport and will continue to grow and further develop your skills.”

**On Benefits of Multi-Sport Participation:** “Playing in three sports helps me stay in shape for the next sports season. I am fortunate to be a 4.0 student and playing sports hasn't had an effect, but I have seen teammates who keep better grades in order to be eligible to play that sport. I have met some of my closest friends through sports, whether they were on my team or an opposing team. Living in a rural area, many kids in the schools around me play many sports. By seeing these same kids throughout the year during sports, I have built many lasting friendships.”

**Ways in Which Schools Can Better Promote Multi-Sport Participation:** “At my school almost everyone who plays sports, plays all the sports. In other schools, I know that some kids don't play because they don't think they will make tryouts. If schools encouraged more kids to try out, then more kids will want to play.”

**Tae Adams**  
Junior  
Allendale

Tae has played basketball and soccer since middle school, and is currently a member of the NHS.

**Influence to Play Multiple Sports:** “I really love soccer, it's my favorite sport; but when my mom started hyping up basketball, I really wanted to play it. In 7th grade I went out for basketball, and since then I've really enjoyed it. It's good to be a well-rounded two-sport or more athlete, especially if you're looking for athletic-related scholarships.”

**On JH/MS Participation:** “It was important to gain the knowledge and understanding of the sport before jumping into the big play at high school. It was great being able to get the opportunities and playing time that I needed to get good at the sport. It's important to learn the basics at a younger age so that you are able to compete once you get into high school.”



**On Benefits of Multi-Sport Participation:** “I've learned so many new skills and met so many new people. I've been able to grow as a leader and help others grow as well. From being a captain to being an underclassman on varsity, to being a part of the MHSAA SAC, sports have helped to shape my behavior and personality. It's pretty awesome when you can know people from all over your state and even outside your state because of sports. People are surprised when they hear how many connections I have because of my sports. And, it hasn't hurt my academics whatsoever; I've actually been able to still keep up my studies and continue to achieve a 4.0.”

**Ways in Which Schools Can Better Promote Multi-Sport Participation:** “I think that if sports games and teams are better advocated for both genders, as well as for every sport, that would be beneficial to the cause. If every sport is advocated, more people will know about them and want to participate.”

**Shane Dolan**  
Junior

**Clarkston Everest Collegiate**

Shane plays soccer, football, basketball, and runs track at the high school level, and is a NHS member. He participated soccer, football and basketball during middle school.



**Influence to Play Multiple Sports:** “Originally, it was my desire to try new things and see how well I could do. This led to me enjoying and constantly playing all of the sports I still play today.”

**On JH/MS Participation:** “It's very important if you want to be elite or be one of the top players in a given sport at your school. The sooner you start, the sooner you can get a feel for the game and constantly work to improve yourself and your skills.”

**On Benefits of Multi-Sport Participation:** “Physically it has helped make me stronger and kept me in good shape. Mentally it has helped me make quick decisions and hone my reaction time. Socially it has helped me to make so many new friends and form strong bonds with others. Academically it has taught me the importance of time management and hard work.”

**Ways in Which Schools Can Better Promote Multi-Sport Participation:** “The one thing I would say that schools can improve upon is promoting all sports equally so that students will be encouraged to join any team they would want to as the school and other students show support for all sports, not just football and basketball.”

## MHSAA Connecting at Junior High Level

Signs and banners were displayed at stadiums. Announcements were made to the crowd. And most of all, questions were answered concerning the current role of the Michigan High School Athletic Association in junior high/middle school athletics – and the increased role the Association would like to take on in the future.

Throughout May 2017, the MHSAA served as presenting sponsor at junior high/middle school track & field meets at Ravenna, Harrison, Grand Blanc and Saginaw White Pine Middle School.

This sponsorship pilot program was a first step on the path to making stronger connections with student-athletes before they reach high school. The MHSAA provided meet management with banners and other signage to hang at the events, and public address announcements on sportsmanship, multi-sport participation, officials recruitment and other notable topics affecting competitors and their families.

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***“I love the fact that the MHSAA was at our conference track meet. The presence was just enough to get people to take notice of the MHSAA. As a middle school AD and a middle school coach, I am very encouraged and excited to see the active role that the MHSAA is taking with middle school sports. I think that it bodes well for the future.” — Montague NBC Middle School Athletic Director Jay Mulder***

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Also made available were printed materials on sportsmanship, officials recruitment and the benefits of taking part in junior high/middle school sports. And as part of the opportunity, the MHSAA donated grants of \$500 to help with the administration of those meets – again, all in the name of getting the MHSAA message in front of students years before they reach high school.

“I couldn’t believe how many people did not realize middle schools were connected to the MHSAA. That in itself was huge for publicity,” said Damon Amey, athletic director at White Pine. “I feel that if they know we are members, they immediately know we follow a set of rules. We are student-first oriented.”

The program continued this past fall with a presence at the Kensington Lakes Activities Association JH/MS cross country meet and volleyball league jamboree; the Lakes Valley Conference XC meet, and Big 8 Conference in volleyball.

Plans are also in the works for presenting sponsorships this winter in basketball and wrestling.

The MHSAA served 740 junior high/middle school members, plus 24 elementary schools with 6th-graders participating, during the 2016-17 school year – up from 705 junior high/middle schools only a year before.

Junior high/middle schools long have been eligible for membership in the MHSAA. An entire section of the *MHSAA Handbook* is dedicated to them. But the Association also has turned a heavier focus toward that level over the last four years.

The MHSAA Representative Council approved the creation of a Junior High/Middle School Task Force during its December 2013 meeting, and that task force was instrumental in the addition of 6th-grader participation this past school year and the lengthening of contests in some sports. The Council this spring approved a recommendation by the Junior High/Middle School Committee (a perma-



MHSAA JH/MS Sponsorship was off and running at several conference track & field meets last spring.

nent committee separate from the task force) urging all MHSAA sport committees to consider opportunities to add more games and dates to middle school schedules.

The sponsorship pilot program also stemmed from this recent work.

“We need to, for the future of high school sports, get more involved at the junior high/middle school level,” said MHSAA Assistant Director Cody Inglis, who oversees the Junior High/Middle School Committee and led the task force. “It’s not a matter of should we, but how quickly we can get involved.”

Inglis served as something of an ambassador in setting up and attending multiple sponsored JH/MS meets. Because of the perception that the MHSAA



MHSAA File Photo

The MHSAA brand was prominently on display at select junior high/middle school events beginning in the spring of 2017, and will continue to have a presence at that level around the state moving forward.

is mostly associated with high schools, Inglis noticed some curiosity in response to the visible MHSAA presence at those meets.

On multiple occasions, the winners of the meets asked to have their team photos taken with the MHSAA banner on the field. One team took individual photos of each athlete holding the trophy in front of the banner as well.

While not many, Inglis did have conversations about officiating with a handful of interested people – good news as the MHSAA is always in pursuit of adding to those numbers. And his presence gave fans an opportunity to ask about the MHSAA’s role both at the high school and junior high/middle school level while giving him the opportunity to explain how the Association works and dispel some myths.

“I love the fact that the MHSAA was at our conference track meet,” Montague NBC Middle School athletic director Jay Mulder said. “Cody did a great job in talking with parents, athletes and coaches. The presence was just enough to get people to take notice of the MHSAA.”

“As a middle school AD and a middle school coach, I am very encouraged and excited to see the active role that the MHSAA is taking with middle school sports. I think that it bodes well for the future.”

Amey noted a number of opportunities with printed materials and championship medals that could further promote the MHSAA’s messaging at junior high/middle school meets. Also part of fu-

ture plans is the recruitment of regional “ambassadors” – retired coaches, athletic directors and officials would be among candidates – who will travel to junior highs and middle schools in their areas and grow connections at that level.

As members, junior highs and middle schools receive the structure and support of MHSAA rules and governance, and every athlete receives catastrophic and concussion care insurance managed by the MHSAA. More interaction by these ambassadors could lead to more membership – the meet at White Pine, for example, included nearly half non-MHSAA schools – and also more benefit to members, be it additional sponsorship, off-field programs or even MHSAA-created championship events to give those athletes more opportunities to shine at this lower level and as they work toward taking that big step to high school.

“It’s been like a light bulb has gone off,” Inglis said. “The brand of the MHSAA is viewed as a high school-only brand, and it was humbling to see the power in that brand as people look to the ultimate goal.”

“However we can parlay that into more of a presence and use that brand to get involved in school sports at the younger levels, that helps in that transition.”

— Geoff Kimmerly  
MHSAA Second Half editor  
June 6, 2017



# Rooting for Multi-Sport Participation

“Coaching Our Coaches,” was produced and disseminated statewide in November, and is posted to the MHSAA’s Multi-Sport Participation page of MHSAA.com.

# Coaching Our Coaches

**A**mong the earliest and most emphatic conclusions of the Michigan High School Athletic Association Task Force on Multi-Sport Participation is that coaches are key to shaping the attitudes and actions of students and parents on many topics, including sports specialization that is so early, intense and prolonged that it does more harm than good to a student’s success as an athlete and health as an adult.

Coaches have made athletics one of the most cost-efficient and educationally accountable aspects of secondary schools. Nowhere in education do you find it as often as you do in school athletics that teachers are teaching what they want to teach, to students who are learning what they want

to learn, and both are willing to work hour after hour on their own time, after school, to make certain that everything that can be taught is taught and eve-rything that can be learned is learned.

Coaches may not be the reason students come out for sports, but they’re usually the reason students stay out for sports.

Coaches don’t give students ability, but they discover or develop it. Coaches make both the quantitative and qualitative difference.

Coaches are the reason some schools win more than others. Coaches are the reason some schools have better sportsmanship than others. Coaches are the reason some schools have a more educationally based program than others. Coaches make the difference between a program of excesses and a program of education.

Coaches are the critical link in the educational process of athletics, they are the critical link in the sportsmanship at contests, and they are the critical link in the traditions of success which some schools enjoy. It has always been so, and it always will be so.



No one higher up or lower down the organizational chart has more impact on athletes than do coaches. Coaches are the **delivery system** of educational athletics.

**More than any other adult in a young person’s life, it is the coach who holds the most influence over students’ interest in sampling different sports and sticking with them. Coaches do so by what they say and, even more importantly, what they do.**

The purpose of this document is to help school administration recruit and hire coaches who, in both word and deed, will encourage multi-sport participation by their players; and to help administrators mentor and manage coaches to do so.

**There are few if any tasks which are more important. With overuse injuries resulting from excessive specialization now widely recognized as the No. 1 health and safety issue of youth sports, administering school sports with not only a design but also a demand for multi-sport participation must be our No. 1 priority.**

In late 2015, the Representative Council of the Michigan High School Athletic Association authorized the appointment of a Task Force on Multi-Sport Participation. It was given this charge:

**“Prepare strategies and tactics for the MHSAA, allied organizations and local schools and conferences to promote multi-sport participation by student-athletes.”**

This document is intended to provide school administrators a tool for helping coaches promote educational athletics and multi-sport participation.

This tool was developed with the input of Task Force members during interviews conducted by the Institute for the Study of Youth Sports of Michigan State University.



# I – Recruiting & Hiring Coaches

## Key Elements of Coaching Candidates

Beyond basics of the sport and a clean background, **what are the key things to know about a coaching candidate?**

- Does the candidate coach a sport or coach kids? Is candidate's emphasis on athletic skills or life skills? Does the candidate see the "whole human child?"
- What are the candidate's ideas for attracting students to the team; and what are the ideas for keeping them on the team year after year?
- Does the candidate think so highly of his/her own sport that he/she may even unintentionally diminish the attractiveness of other sports? Does the candidate see the "big picture?" Is the candidate a "team player?"
- Will the candidate put the philosophy, mission and goals of the athletic department above any goals that coach set for his/her team?
- Does the candidate understand that multiple sport opportunities at different times of the year in different contexts and with different coaching styles are important aspects to the physical development of a young athlete?
- How will the candidate play a role in helping make sport participation and physical activity an important attribute throughout an athlete's lifespan?



## Sample Questions for the Candidate

**Sample questions to help reveal a coaching candidate's attitudes about educational athletics in general and multi-sport participation in particular:**

- "How can you as a coach demonstrate that you support your players' participation in one or more other sports?"
- "What benefits do students receive by playing other sports than the one you coach? What sports complement your sport?"
- "Is there a second (or even third) sport you might be able to assist our program with as an assistant coach?"
- "What specific strategies or methods would you use to encourage multi-sport participation by students within our athletic department?"
- "What will be the definition of success if you are the coach of this team?"
- "How do you get or keep players focused on academics?"
- "How do you keep players interested in your team during the school year out of season and during the summer?"
- "What will you do in the off-season to support other sports in our program?"
- "What benefits beyond the skills of your sport will students receive from being a member of a team you coach?"
- "What will we see if we come to one of your practices? To one of your contests?"
- "What would the year-long calendar for this sport look like? Describe the off-season."
- "How do you connect with your kids regarding character development and lifelong lessons when you are not in season?"
- Have you defined your core values in your role as a coach? What are those core values?
- Have you developed and written a coaching philosophy? What is your coaching philosophy?
- Are you promoting a well-rounded development of your athletes?
- Are you a model of the behavior that you are expecting of your athletes?
- What is your main objective as a coach?
- "What didn't I ask you that you were prepared to answer in this interview?"

# II – Mentoring & Preparing Coaches

## Job Description Components

What might be placed in a coach's contract or job description to effectively promote educational athletics/multi-sport participation?

- "Complete various levels of **CAP** curriculum."
- "Work with the entire school's coaching staff to agree on **shared expectations**."
- "Help **nurture the 'whole child'**, encouraging the athletic, academic and social balance of team members, and promote multi-sport participation."
- "Attend other school sports events, as well as non-athletic events. 'Show you care by being there.'"
- "**Consistent with school policy, connect with kids in the off-season through technology** – emails, blogs, Snapchat, Instagram, Twitter, websites, motivational quotes. Ask not only what they are doing to get better in the off season, but also what other sports they are playing."



## Reinforcing Multi-Sport Participation



What might be done to reinforce educational athletics/multi-sport participation during the school year?

- Facilitate coaches' attendance at events where they will get more than Xs and Os. Rather than coaches conferences, send them to . . .
  - MHSAA Coaches Advancement Program.
  - Captains Clinics and other student leadership days.
  - Motivational speakers. (Bring them in so parents can hear them too.)
  - Recruiting realities speakers. (Again, have parents hear this too.)
- Keep an open door policy for informal conversations with coaches. Seek out coaches who don't drop in.
- Pair struggling coaches with strong coaches, that is, with coaches who are sold out to educational athletics and have a positive record of promoting and facilitating multi-sport participation on their teams.
  - This works even if the sports are unrelated.
  - Invite the mentor coach to practices to observe and, afterward, provide ideas for improvement.
- Make coaches meetings more than reminders and "sit and get." Make them interactive; for example, have them discuss the meaning of success, have them share ways to motivate reserves. Consider year-long projects, such as . . .
  - Have coaches work together to write a profile of what they want an athlete in the school program to look like. Include both behavior and work habits.
  - Have coaches work together to write and post their definition of a great athletic attitude.
  - Have coaches work together to identify positive character traits to be used as a part of their team selection process.
  - Have coaches develop a school-wide incentives or awards program for two- and three-sport athletes.
  - Have coaches agree on and enforce an out-of-season "dead period" where sports not in season can have no four-player workouts or other expectations.
  - If not in existence already, have coaches develop and agree on an athletic department mission statement and/or goals. If those do exist, have coaches develop new strategies to communicate them to students, parents and others.
- Supplement meetings with regular (even weekly) emails that motivate: a quick topic that must be communicated, followed by an article, video, quote, etc., that reinforces educational athletics/multi-sport participation.
- Consider school/community size and promote accordingly. Small schools and large schools have unique selling points within their buildings.
- Sweep the hallways to steer non-participants toward high-participation, no-cut sports; or invite students who didn't make one team to try another.

## Effective Topics

- "**Overuse injuries**" – What they look like, why they occur, how they can be avoided, how they should be treated.
- "**Physical literacy**" – What it means, why it's important, and how to facilitate it as a coach.
- "**Life skills**" – What they are, why they are important, and how to facilitate it when coaching.
- "**Big Picture**" – Emphasize the athletic department is **one** team, only as strong as its weakest link.
- "**Recruiting Realities**" – Inform coaches and equip them to inform students and parents.
- Long-term athlete development-type models or frameworks (for example, USA Hockey).
- Policies and procedures for accommodating the student who wants to play more than one sport during the same season.

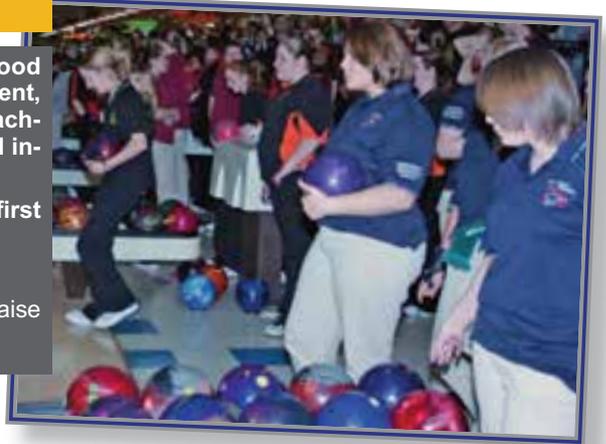
# III – Evaluating Coaches

## Evaluate Year-Round

Evaluate coaches on whether or not they are good “teachers,” basing evaluations on team improvement, skill acquisition, enjoyment of their sport and teaching skills . . . in other words, both measurable and intangible criteria.

The season-ending evaluation should not be the first time a coach hears good things or bad.

- Help coaches early with troublesome issues.
- Point positive. Catch coaches doing things well. Praise them and reinforce the action.



## The Big Questions

**What questions during evaluation sessions would help reveal a coach’s specific actions to a well-rounded, holistic approach to player development/multi-sport participation?**

- “How often did you ask your players about the other activities in their daily lives?”
- “How often did you attend other events (athletic and non-athletic) in which your players participated?”
- “How often did you promote or encourage your players to participate in other sports?”
- Have coaches evaluate themselves with self-reflection documents, feedback and journals. Ask coaches how they feel they can get better.

**What can be measured that promotes the welfare of the “whole child?”**

- The cumulative GPAs of teams.
- The number of team members playing other sports or in other school activities.
- The number of team members retained in the program for two, three and four years.

**What are the biggest intangibles to look for?**

- The energy and enthusiasm around a program. Do kids want to be there? Are they enjoying themselves? Are they challenged to be better in attitude, work ethic, energy and effort in both games and contests, win or lose?

## Whom To Ask

**What might be placed in a coach’s contract or job description to effectively promote educational athletics/multi-sport participation?**

- **Students** – One-on-one “instant insights” in the lunchroom and hallway are more valuable than team meetings or written surveys.
- **Parents** – Understand that those least pleased offer the most input. Seek out others. Separate playing time complaints from more substantive matters, and deal with them.
- **Other Coaches** – Interview subvarsity coaches before varsity coaches’ evaluation to get a better sense of interaction and integration of philosophy.
- **Officials** – Ask how your coach interacts with him/her on and off the court. Does the coach treat others with respect? Does the coach practice what he/she preaches to the kids? Does the coach teach sportsmanship?

**The Task Force on Multi-Sport Participation** is a working group invited by the Michigan High School Athletic Association executive director. Task Force members’ terms are not limited; members drop off when their schedules require and members are added from time to time to maintain diversity of background, geography and expertise.

**Task Force members (9/1/17):**

Anna Britnell, Canton-Salem  
 Todd Cheney, Hartland  
 Scott Dane, Grand Ledge  
 Keith Guy, Muskegon  
 Kevin Guzzo, St. Joseph  
 Matt Joseph, Sterling Heights-Utica Ford II  
 Jason Kasparian, Port Huron Northern  
 Jean LaClair, Bronson  
 Anika McEvans, Southfield  
 Jason Mellema, Ionia  
 Scott Przystas, Grand Haven  
 Meg Seng, Ann Arbor-Greenhills  
 Brian Swinehart, Walled Lake  
 Mike Thayer, Auburn-Bay City Western  
 Patti Tibaldi, Traverse City

## Resources



**MHSAA Coaches Advancement Program**

**MHSAA Coaches Guidebook**



## Now Presenting . . .

**D**uring the 2016-17 school year, the Michigan High School Athletic Association tiptoed toward a concept that may become a full-sprint strategy in the future.

The MHSAA was the “Presenting Sponsor” for a half-dozen junior high/middle school league meets. In providing money and messaging, the MHSAA sought to boost the profile of both junior high/middle school sports and the MHSAA itself.

The experiment was a success, and the MHSAA is expanding the number of league events it sponsors in 2017-18 as part of a multifaceted strategy to move school-sponsored sports to front of mind for youth and their parents.

It is a strategy that, at its most basic level, wants to make sports a healthier experience for students than where youth sports has been trending – which is toward earlier specialization, increased overuse injuries, and premature burnout and sports dropouts.

The “Presenting Sponsor” concept is an approach with potential for the high school level as well.

There are several sports for which advocates have been seeking MHSAA tournament status for many years, but the number of sponsoring schools has not risen to the level that the MHSAA can hire staff and provide support services. The idea is that the MHSAA could become the “Presenting Sponsor,” providing modest promotion and financial assistance, while those who already conduct state-level tournaments continue to do so without MHSAA regulation.

Top prospects for this status for girls are field hockey, ice hockey, water polo, weightlifting and wrestling. Leading prospects for this status among boys sports: volleyball, water polo and weightlifting.

The “Presenting Sponsor” approach could also allow MHSAA involvement in activities that are not clearly defined as sports, such as eSports. Many opportunities for messaging without regulating the activities exist.

The “Presenting Sponsor” approach could also allow for more MHSAA involvement with programs for students with disabilities. Again, opportunities to promote school sports without the need to regulate these particular programs.

All of this would help school sports expand its reach and influence, and enhance its effectiveness as a tool for schools to engage and educate students.

### Top Prospects for New MHSAA Tournaments

#### GIRLS

##### Field Hockey (Fall)

- 31 schools & 945 participants reported by member high schools in 2016-17.
- 16 other states conduct championships, including OH.
- NFHS publishes playing rules.

##### Ice Hockey (Winter)

- 25 schools & 356 participants reported by member high schools in 2016-17.
- 8 other states conduct championships, including WI.
- NFHS publishes playing rules.

##### Water Polo (Spring)

- 35 schools & 580 participants reported by member high schools in 2016-17.
- 4 other states conduct championships, including IL.
- NFHS publishes playing rules.

##### Weightlifting (Winter)

- 73 schools & 1,047 participants reported by member high schools in 2016-17.
- 3 other states conduct championships.
- USA Weightlifting is NFHS sponsor, campaigning to grow sport in high schools.

##### Wrestling (Winter)

- 0 schools, but 243 girls on boys' teams during 2016-17.
- 6 other states conduct championships.
- NFHS publishes playing rules.

#### Others Which Intrigue

Archery, Crew, Flag Football, Snowboarding

#### On the Bubble

Alpine Skiing, Gymnastics

#### BOYS

##### Volleyball (Spring)

- 0 schools/participants reported by member high schools in 2016-17.
- 17 other states conduct championships, including IL & WI.
- NFHS publishes playing rules.

##### Water Polo (Fall)

- 32 schools & 613 participants reported by member high schools in 2016-17.
- 3 other states conduct state championships.
- NFHS publishes playing rules.

##### Weightlifting (Winter)

- 90 schools & 2,123 participants reported by member high schools in 2016-17.
- 3 other states conduct state championships.
- USA Weightlifting is NFHS sponsor, campaigning to grow sport in high schools.

#### Others Which Intrigue

Archery, Crew, Snowboarding

#### On the Bubble

Alpine Skiing

# When Considering New Sports, What Questions Matter?

## 14 Suggestions

1. How many MHSAA member schools now sponsor the sport on an interscholastic basis?
2. How many other states now have association-sponsored championships?
3. Are there university, college and junior college opportunities for participants after high school?
4. Is it a lifetime sport, easily accessed in later life and contributing to public health and fitness?
5. Does the NFHS prepare and publish playing rules for the interscholastic level?
6. Is assistance available for growing the sport from national governing bodies, in-state coaches associations, in-state officials associations, etc.?
7. Are there significant obstacles to growing the sport, such as lack of facilities, expensive equipment, risk of injury, lack of expertise among coaches and officials, etc.?
8. Is the sport equally attractive and available to students of all socio-economic resources?
9. Will this new sport drain participants away from and weaken an existing high school sport?
10. Is there significant competition for school age youth to participate in this sport outside of school?
11. How would MHSAA sponsorship of the sport help students, schools and communities?

## And More Generally . . .

12. Is there a limit to the number of sports the MHSAA should serve – Is there a point beyond which the MHSAA service to schools is a burden for schools?
13. Is there an optimum number of sports for which the MHSAA should conduct tournaments, and if so, should there be a regular formal procedure by which sports are considered to be dropped as well as added?
14. What would do more to strengthen and advance educational athletics in Michigan: Add more tournament sports for high schools or begin new tournaments for the junior high/middle school level?



Water polo for both genders is among the most popular sports currently not sponsored by the MHSAA.

## The Importance of Multi-Sport Participation

**NOTE:** The following is excerpted from “NFHS For You” on the National Federation of State High School Associations website, [nfhs.org](http://nfhs.org)

One of the biggest debates that has been pushed into today’s youth sports culture is whether athletes are best to specialize in one sport or try their hands at participating in multiple sports. Because of the prevalence, access, and influence of club based sports, we’re seeing more of our high school athletes specialize at an earlier age. In our post-season player surveys, I often read responses from underclassmen who are planning on dropping one sport in order to focus on their “main” sport the next year. As participation rates in most of our sports continue to decline, we try to actively combat this trend by pushing out information to our students.

ture that encourages multi-sport participation.

One of the biggest issues we face with all kids in youth sports today is the overscheduling and overorganization of sports. Kids who are allowed time to free play – outside of the structure of organized sports – tend to be more creative, have better basic motor skills, learn more social/emotional skills, and find ways to just have fun while playing. Kids who are taking year-round lessons or moving from team to team and miss out on the opportunity to grab some friends, roll out the ball and just play.

The other risk our youth face when involved in year-round organized sports is that of stunted social and emotional growth. When adults are always in charge, kids don’t learn how to communicate with each other, how to problem solve, how to solve disagreements, or how to have fun for the sake of having fun. All of these are important skills that we



Kids who are allowed time to free play – outside of the structure of organized sports – tend to be more creative, have better basic motor skills, learn more social/emotional skills, and find ways to just have fun while playing.

Advocates of single sport specialization point to the “necessity” of year-round skill development in order to give athletes a chance at becoming good enough to play a sport beyond high school. While this method certainly works well for those who are naturally talented (see Tiger Woods or almost any Olympic gymnast), specialization still isn’t a guarantee for anything. In order to meet the goals of our educational-based programs, we focus on several other aspects of participation in our programs.

The main goal within our department is making sure the students are enjoying their time in our programs; we want them to have fun. If athletes want to play multiple sports, we’re hoping that the adults in their lives are encouraging them to play multiple sports. Too often, the pressure to specialize comes from an adult, either a coach or a parent. If less than seven percent of high school athletes move on to college sports (and only three percent earn an athletic scholarship), we need to focus our programming on the other 93 percent of our participants. If we have 500 participants in our high school, encouraging early specialization is only going to benefit roughly 35 of those athletes, and many of those 35 athletes would have moved on to college sports anyway. Since most athletes prefer multi-sport participation, we want to create a cul-

ture in the adult world as well. Aside from that, increased time in one activity naturally leads to decreased time in all other activities. This narrows an adolescent’s social circle and number of experiences outside of the specialized sport.

The many benefits of multi-sport participation are clear for the 93 percent of high school athletes who will not advance to the college level. Similarly, there are tangible benefits for those seven percent of athletes moving on, too. In addition to the athlete’s sport-specific skill level, college coaches want to know how an athlete moves, how an athlete thinks, how good of a teammate the athlete is, how the athlete deals with adversity, and how the athlete competes. All of these can be easier to witness when an athlete is playing a sport that comes less naturally to them.

Because the majority of our youth athletes can benefit greatly from multi-sport participation, it is important to create a department philosophy and culture that encourages our students to stay involved in activities.

— Mark Rerick

Mark Rerick, CMAA, has been an athletic director since 2006. After splitting duties at other schools as a teacher, coach and principal, he has been the AD for Grand Forks (ND) Public Schools since 2012.

## An Athletic “Fire Drill” Plan

*NOTE: The following was written for “NFHS For You” on the National Federation of State High School Associations website, nfhs.org*

It’s often said that preparation is the key to success. It’s safe to say that motto, if you will, has many applications in life – perhaps none more important in athletics than an Emergency Action Plan (EAP). If you have spent any amount of time among the coaching or administration ranks in athletics, you’ve probably been briefed on emergency planning. Much like coaching, it is critical that everyone knows where and how they fit into their respective EAP and are familiar with how to carry out their specific role(s). Just like conducting a required school fire drill, planning and practicing the implementation of your EAP will significantly increase the likelihood of success if and when the time comes to deploy your emergency plan.

An EAP, in essence, breaks down into three basic parts at its core: Roles, Equipment/Information needed, and Planning/Preparation. When all of these aspects are addressed, there is a greater chance you will be prepared for an emergency and, much more importantly, you will be able to provide your athletes with the safest environment to achieve their athletic potential.

### Roles

The basic roles within an EAP are applicable to all athletic events and athletic venues:

- First responder – assess scene and affected individual(s), provide instructions and care.
- EMS/911 activation – this person should ALWAYS have a working cell phone and should know the address of, and directions to, the venue.
- Person in charge of emergency medical forms: this person notifies emergency contact.
- Individual to meet EMS and direct them to the scene.
- Individual to notify administration or proper chain of command.
- Person in charge of having emergency equipment on site and retrieving it: this person should routinely check the condition and expiration dates.
- Member of EAP team to be transported with injured athlete(s) to ER if necessary.
- Person to handle crowd control: keep unnecessary people away from the scene.
- Individual to record the incident by way of report.

Each member of the EAP team must know and understand their role. If you have a role in carrying out the EAP, it is crucial that you are prepared to act each and every day – practice, film session, meeting or contest. It seems as though emergency situations happen when we least expect them.

### Equipment/Information

Obviously, the equipment needed can differ for each sport or venue. So, it is necessary to do some research as to what would be needed in your particular setting. A few items that should always be on hand:

- Medical or first-aid kit
- Emergency Medical Forms
- AED

- Cell phone and backup cell phone
- List of emergency contact phone numbers
- Copy of the EAP

It is helpful to provide everyone who has a role in the EAP with a copy of the actual plan. Review it weekly and be familiar with your role and the entire plan. If you have a large enough staff, you can break down who is responsible for which piece of emergency equipment items. If you don’t have the luxury of a large staff, assign one individual to secure all items. Everyone on the staff should know the location of the emergency equipment and that location should never change. To that effect, the roles, once assigned, should never change either.

### Planning/Preparation

Perhaps the most important part of the EAP is planning for the emergency and having the preparation ahead of time to deal with it efficiently. If you are a coach, it is more than likely that you have gone through CPR and First Aid training and some type of concussion education. This may likely have included an introductory-level sports medicine course. If that doesn’t apply to you, then it’s imperative that you address those areas of training. Be familiar with *all* roles and responsibilities and be PREPARED to do whatever is necessary to provide the proper care in the event of an emergency.

Each coach is urged to practice your Emergency Action Plan with your entire staff at least twice per season. It should not be a “planned” practice so as to simulate a real emergency. Upon completion of that practice session, meet as a staff and grade your implementation of the plan. Identify strengths and weaknesses. It is also suggested that you set-up a “meet and greet” with the emergency response team in your area.

When operating your practice and/or event at an outdoor or off-site venue, the same principles apply in regards to emergency protocol. With out-of-building sites, it is even more imperative that everyone know their respective role and be prepared to act quickly. The importance of having all emergency equipment “on hand” becomes greater, especially a working cell phone, CPR/AED equipment and emergency contact information. When practicing/performing outdoors and off-site, it is likely that the availability of qualified staff will be diminished. Therefore, it is essential that each member of the EAP know their responsibility and be prepared to perform appropriately at a moment’s notice.

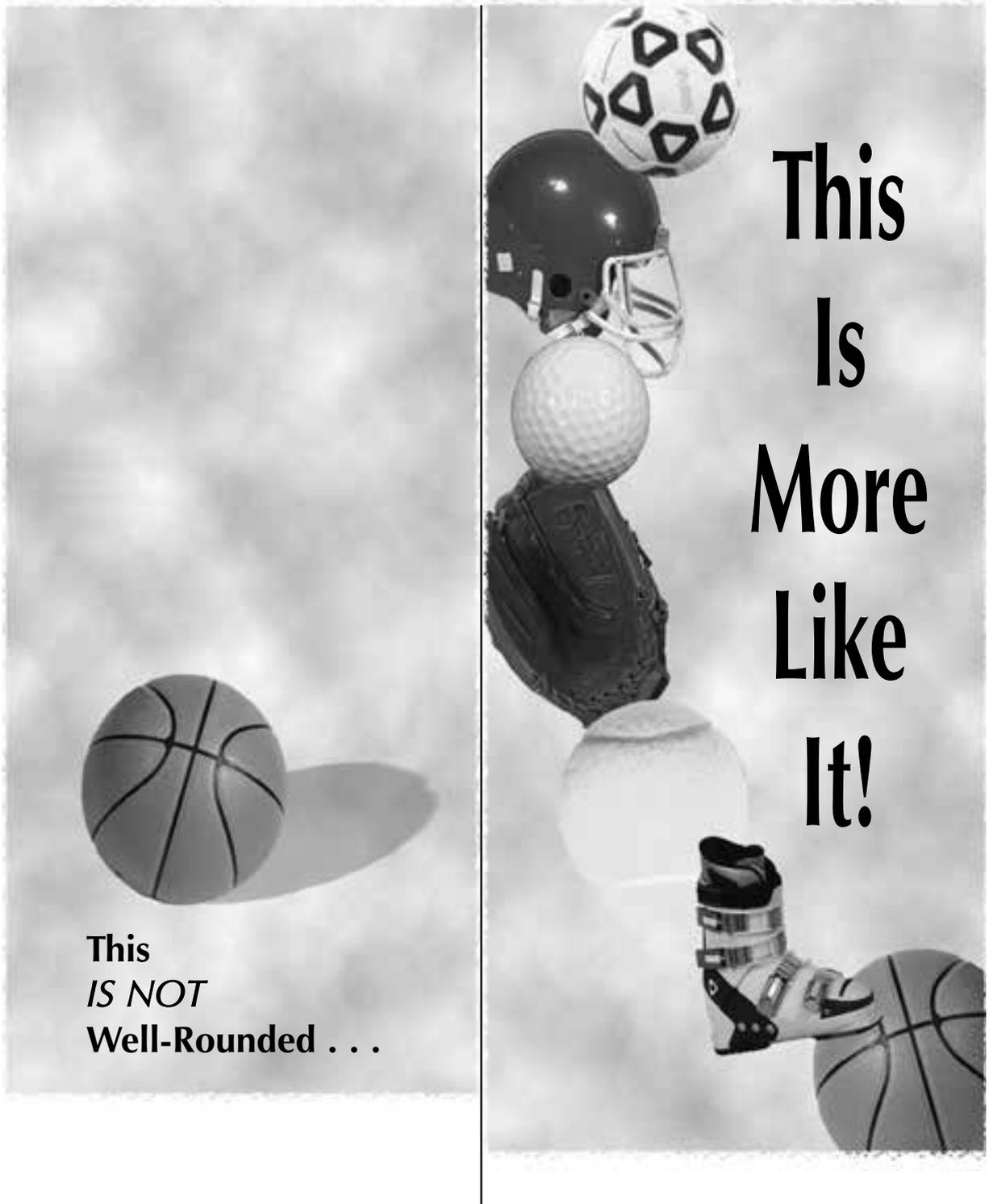
Inclement weather becomes an issue with outdoor venues as well. You must be prepared to encounter heat illness and lightning strikes, as well as many other situations that Mother Nature can present. Whenever lightning is visible the practice/competition should be stopped and all individuals moved to a pre-determined safe area.

Always remember to be calm in the face of emergency; this makes all the difference to an injured athlete who is scared and nervous. Emergency situations are unpredictable, but our reaction to them should not be. Be prepared!

— Adam Milligan, MS, LAT, ATC

## A Well-Rounded School Experience

*This edition of the "Vault" illustrates that the push for multi-sport participation is work that's never done. Following is a brochure that was produced 15 years ago.*



## Encourage Multi-Sport Participation in Your School

High school sport specialization has received a lot of attention recently. School sport participants are pressured into choosing one sport over other sport opportunities that are available. When athletes play a single sport year-round they lack enrichment and experience in participating in other co-curricular activities. Many times single sport-focused athletes find that participation is no longer fun and drop out because of the actions of overzealous coaches and pushy parents.

School sport offers more than what most see, kids playing a game. For families, sport offers a physical place to be together away from work or school. Often – at critical times in their lives – sport offers kids a way to connect with each other and work toward common goals.

For most of us, school sports became a collection of personal moments, a mental album of boys and girls growing into men and women.

*Educational athletics help kids find the heroes within and the adults of tomorrow.*

### DID YOU KNOW?

- High School athletes have higher grades and lower dropout rates and attend college more often than non-athletes.  
— *Minnesota State High School League*
- By a 2 to 1 margin for males and a 3 to 1 margin for females, student-athletes do better in school, do not drop out and have a better chance to get through college.  
— *University of Chicago*
- The one yardstick to predict "success" in later life (self-satisfaction and participation in a variety of community activities two years after college) is achievement in school activities. Not useful as predictors are high grades in high school or college or high ACT scores.  
— *College Testing Service*
- Nearly 7 in 10 Americans say high school sports teach students lessons about life they can't learn in a classroom; 9 in 10 believe sports contribute to health and fitness.  
— *USA TODAY*
- 95 percent of Fortune 500 executives in 1987 participated in school athletics (only 47% were National Honor Society Members).  
— *FORTUNE MAGAZINE*

## Top 10 List For Multi-Sport Participation

10. Meet new people...
9. Benefit from improved time management skills...
8. Develop different muscle groups...
7. Develop lasting relationships...
6. You will be less likely to become involved in drug, tobacco and alcohol abuse...
5. Studies show that participation in a variety of activities as a school's best predictor of an adult's success...
4. You will be recognized as a leader by administrators, teachers and peers...
3. The values of sportsmanship, teamwork, fair play, sacrifice and commitment will serve you well in your daily lives...
2. Athletics helps you to achieve excellence in academics...

...And, the **No. 1** reason for multi-sport participation . . . **To Have Fun; Because You Can!**

Opportunities exist for you right now in interscholastic athletics that will never exist in such abundance later in life. There should be no penalty for playing other sports, and there should be no reward for being persuaded to play one sport year-round. If you are feeling pressured by coaches or booster groups to limit yourself to one sport, consult with your principal, athletic director or guidance counselor.

*Enjoy all the opportunities your school has to offer.*



**Michigan High School Athletic Association**  
1661 Ramblewood Drive  
East Lansing, MI 48823-7392  
517/332-5046  
mhsaa.com

Access to this brochure and many other resources can be found on the Multi-Sport Participation page at MHSAA.com by scanning this code



## Farm Bureau Insurance Scholar-Athlete Award in 29th Year



Thousands of students voluntarily extend their classroom day by taking part in extra-curricular activities, often improving their academic achievements in the process.

The value that such programs play in the total education of a high school student is highlighted through the Michigan High School Athletic Association/Farm Bureau Insurance Scholar-Athlete Award, which will award \$1,000 scholarships to 32 top student-athletes and recognize over 1,400 other outstanding individuals in 2017-18.

Underwritten by Farm Bureau Insurance, the Scholar-Athlete Award is now in its 28th year, and presents scholarships to students in every MHSAA enrollment classification. The scholarships may be used at any institution of higher learning.

“It is amazing to see the number of young people who are proven achievers in academics and activities,” said Jack Roberts, executive director of the MHSAA. “At a time when our educational system is coming under fire, the Scholar-Athlete Award is something that proves how important athletics are to the development of a well-rounded person.”

Students applying for the Scholar-Athlete Award must be graduating during the 2017-18 school year, carry a 3.5 grade-point average, and have previously won a letter in a varsity sport that the MHSAA sponsors postseason competition.

Applicants will also be required to show involvement in other school-community activities and submit an essay on the importance of sportsmanship in educational athletics.

Application materials can be found on the MHSAA Website, MHSAA.com.

Each MHSAA member school is allowed to nominate a number of student-athletes based on the size of the school. Class A schools can nominate six boys and six girls, Class B four boys and four girls, Class C three boys and three girls and



Class D two boys and two girls. The first 30 scholarships will be awarded based on this graduated scale, with two additional scholarships intended for minority applicants.

This year, a total of 1,422 applications were submitted by student-athletes from 396 schools across the state.

A committee composed of school administrators from across the state will select regional and statewide winners.

Farm Bureau Insurance, a long-time supporter of MHSAA activities, also sponsors other educationally oriented programs. Executive Vice President Jim Robinson notes the company's pleasure with the awards program.

“All of us at Farm Bureau Insurance are proud to reward special, well-rounded young people who have developed both physical and academic skills,” Robinson said. “To accomplish both while giving themselves to their schools and their communities are outstanding traits that must be recognized and rewarded.”

The 32 scholarship recipients will be recognized at the MHSAA Boys Basketball Finals at the Breslin Student Events Center in East Lansing on March 24, 2018.

More Info?  
Scan Here



## Battle of the Fans VII Heats Up the Winter Scene

The MHSAA Student Advisory Council's "Battle of the Fans VII" featured an expanded contest format to allow more schools to compete for the title of best high school student section in Michigan.

For the first time in BOTF history, nine schools advanced to a second round of "challenge" competition, with three finalists then selected for student section visits during the second half of this winter season.

To apply, schools submitted a short video, via YouTube, of their cheering sections in action. Video submissions between 90 seconds and three minutes long illustrated how that section met the following contest criteria: positive sportsmanship, student body participation, school spirit, originality of cheers, organization of the group, student section leadership and fun.

Nine semifinalists were chosen – three each from Class A, Class B and Class C/D – to partake in a two-week challenge where each is required to complete 10 tasks further showing why they should be chosen as Michigan's best student section. From

those nine, three finalists are selected by the Student Advisory Council and visited on a home game night by MHSAA staff and Advisory Council representatives.

The MHSAA produces a video of that finalist after each visit, with the champion being selected by the Student Advisory Council based in part on activity on the MHSAA's social media sites.

This year's winner will be recognized March 23 at the Breslin Center.

Frankenmuth was named last year's champion and presented with a banner during the MHSAA Boys Basketball Finals at Michigan State University's Breslin Center. Sections from Boyne City, Charlotte, Petoskey and Traverse City West also were finalists.

"Battle of the Fans enjoyed a great run during the first six years and provided plenty of examples that help us teach students statewide how to celebrate school spirit," said Andy Frushour, MHSAA director of brand management and advisor to the Student Advisory Council. "By putting a fresh spin on the contest this winter, we're able to have more schools involved in the competition for a longer period of time, and we're looking forward to the creativity of our students as they complete these challenges – which will allow us to showcase more of the great work so many are doing to support their classmates not just on one night, but all school year long."

Semifinalists this year are: Boyne City, Buchanan, Cedar Springs, Charlotte, Munising, Negaunee, Petoskey, Negaunee, Traverse City West. This year's finalist videos, plus the announcement of the 2017-18 winner, will be published on Second Half.

The Student Advisory Council is made up of eight seniors and eight juniors, each serving two-year terms. The Council acts as the voice of Michigan's student-athletes as a sounding board for the MHSAA's Representative Council among its many duties.



Geoff Kimmerly, MHSAA

### SAC Belief Statement

*As the voice of Michigan's student-athletes, the Student Advisory Council's role is to convey the message of how high school sports are supposed to be played. We are responsible for helping the MHSAA maintain a positive and healthy atmosphere in which interscholastic athletes can thrive.*

*We believe **athletes** should be competitive, sportsmanlike and excel academically. We believe **students** in the stands should have fun, but not take the focus away from the game. We believe **coaches** should act as teachers, helping student-athletes develop while still keeping high school sports in perspective. We believe that **parents** should always be positive role models and be supportive of their child's decisions. We believe **officials** commit their own time to high school sports and respect should always be shown and given to them.*

*The most important goal for student-athletes is to enjoy high school sports while keeping a high level of respect between all those involved in the games.*

– Written by the Student Advisory Council,  
adopted by MHSAA Representative Council November 2007

## Rules of the Games

Sharpen your skills with the following rules questions for these winter sports. Answers appear on the next page.

### Basketball

- Which of these situations results in the awarding of two points?
  - A4, during a throw-in near the 28' mark, throws a "lob pass" that goes directly into the basket.
  - A1, from behind the 3 point arc, throws an "alley-oop" pass which goes directly through the basket.
  - A2, from behind the 3-point arc, throws a pass to A3 that strikes B2 who is standing in the free throw lane and then goes through the basket.
  - A3, from behind the 3-point arc, throws a pass that strikes A4 who is standing on the FT line and then goes through the basket.

- A1 ends his dribble and releases the ball on a shot attempt. The ball misses the rim and backboard and is caught in the air by the speedy A1 who then makes the easy shot from a position closer to the rim. This is:
  - A traveling violation because he took "steps."
  - A dribbling violation because he didn't let the ball hit the floor prior to reassuming player control.
  - Legal because team control ended when the ball was in flight during A1's try. Score the basket.
  - Illegal because this is a "self-pass", identified in the rules book as a violation.



- During A1's layup, the ball contacts the backboard and is still on the way up when B1 touches the ball, intentionally redirecting it away from the basket.
  - This is legal and should be a "no-call."
  - This is goaltending because B1 contacted the ball after it touched the backboard.
  - This is a basket interference violation.
  - This is a technical foul if, as part of the blocking attempt, B1 strikes the backboard and causes it to move from its otherwise stable position. 10.4.4



### Competitive Cheer

- A double-based flyer is sponged to an extension position then dismounts backwards in a layout position to four catchers. Legal or Illegal?
  - A flyer is transitioned from an extension to a face-down flatback between four catchers. Prior to the catch, the flyer loses all contact. Legal or Illegal?
  - A double braced flyer performs a double raced forward suspended roll holding on to the hands of the bracers. In addition to the hand to hand contact, the flyer places her foot on the bracer(s) arms/hands/legs and steps up while she is flipping. Legal or Illegal?

### Gymnastics

- A gymnast attempts the following three passes: (a) front tuck step, step, round-off back handspring; (b) round-off back handspring, back handspring; (c) round-off back handspring, back tuck. The judges award credit for a superior in the last pass. Correct or Incorrect?
  - On the balance beam, a gymnast performs a split leap with a 135 split. The judges given medium difficulty and do not deduct for degree of split. Correct or Incorrect?
  - A gymnast does a swing forward, counter flight backward to straddle over the low bar. The judges deduct 0.3 for an extra swing. Correct or Incorrect?



## Ice Hockey

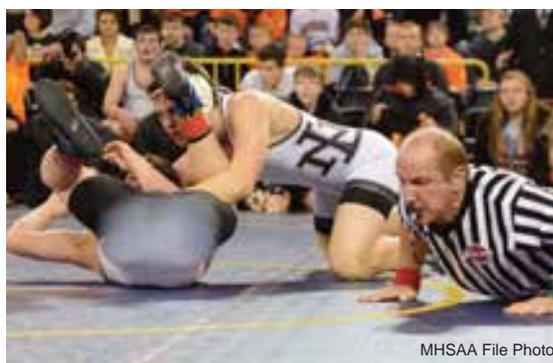
1. What is the maximum number of games that team can play Monday through Sunday in MHSAA high school hockey?
  - a. Three
  - b. Four
  - c. Two



2. New for the 2017-18 high school hockey season, the following action now results in an immediate Game Disqualification.
  - a. Throwing your stick
  - b. Using tobacco products
  - c. Not wearing a helmet on the bench
  - d. Spitting at an opponent, teammate or official.
3. Player B1 receives a penalty for checking an opponent from behind in to the boards. The referee shall assess which of the following to the player guilty of the infraction?
  - a. A team warning.
  - b. A minor penalty.
  - c. A game disqualification.
  - d. A major and misconduct penalty, and if in the officials' judgment the infraction is flagrant, a game disqualification.

## Wrestling

1. Wrestler A is injured and starts using injury time; seconds later Wrestler B's nose begins to bleed. What is the call?
  - a. Continue with time for both wrestlers.
  - b. Stop injury time as blood supersedes injury times.
  - c. Stop blood times as injury time supersedes blood time.
2. Special equipment is defined as
  - a. Any equipment worn that is not required by rule.
  - b. Headgear with the school's logo imprinted on it.
  - c. MMA style fighting shorts with strings or pockets.
3. The first tie-breaker in dual meet competition to declare a winner is:
  - a. The team with the greater number of falls shall be declared the winner.
  - b. The team whose opposing wrestler(s) have been penalized the greater number of times for unsportsmanlike conduct shall be declared the winner.
  - c. The team whose opposing wrestlers have been penalized the greater number of team points for flagrant misconduct shall be declared the winner.



**Basketball Answers:** 1. d. (5.2.1C); 2. c. ( 4.44B); 3. a. (4-22, p.75 chart on "Goaltending" )

**Cheer Answers:** 1. Illegal. (Section F, p. 49, Types of Stunts, 2016-18 Girls Competitive Cheer Manual); 2. Illegal. (Section F, p. 48, Types of Stunts, 2016-18 Girls Competitive Cheer Manual); 3. Illegal. (Section E, p. 41, Stunt Limitations, 2016-18 Girls Competitive Cheer Manual)

**Gymnastics Answers:** 1. Correct procedure. Credit may be awarded even if the first or second pass is broken (9-2-3); 2. Correct procedure. To earn medium credit the split leap may be given with an up to 0.2 deduction if the split is at least greater than 90 degrees. Superior credit may be given with an up to 0.2 deduction if the split is at least greater than 135 degrees. (8-4-4); 3. Incorrect. In order to perform a counter flight backward over low bar, the gymnast usually must swing forward first. (7-3-4)

**Hockey Answers:** 1. a. (MHSAA hockey adaptation); 2. d. (6-1-9); 3. d. (7-19-2)

**Wrestling Answers:** 1. b. (8.2.7A Casebook); 2. a. (4.3.1 Rules Book); 3. c. (9.2.2 Rules Book)

## Veteran Official Serves as Guardian to True Veteran on Trip of a Lifetime

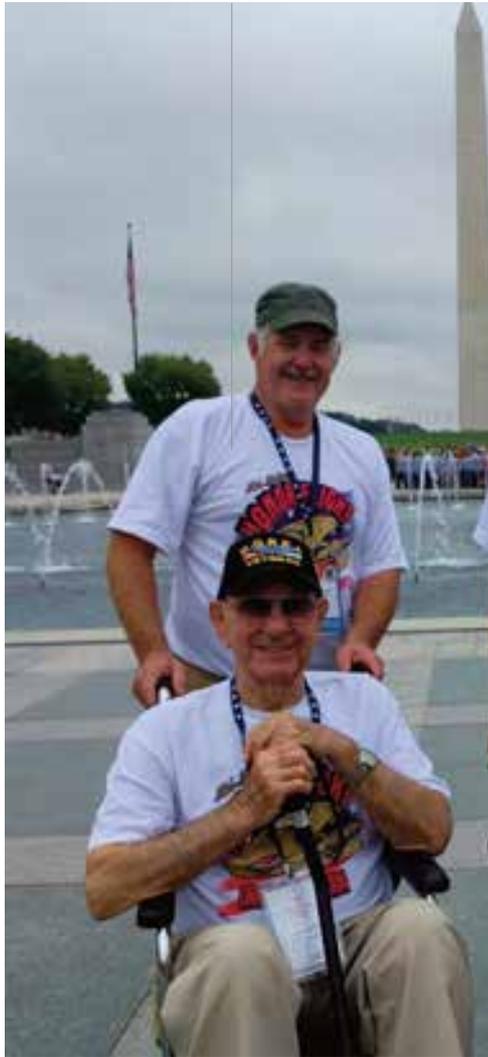
**M**HSAA baseball, softball and volleyball official John Sawyer of Traverse City enjoyed an unforgettable and rewarding experience last fall when he accompanied a U.S. Army veteran to Washington D.C. as part of the national Honor Flight program which provides such opportunities.

He and Ervin Kowalski shared the experience of a lifetime, and the following is Sawyer's first-hand account of their day on Sept. 13, departing from Cherry Capital Airport in the morning, and returning that evening.

"Ervin served in the Army from 1951-54 and saw hard service in Korea. Afterwards, he returned home to Chicago and was a 30-year police officer, retiring in 1985. After that, he moved up to Interlochen and built a home where he and his wife, LaVerna, live today.

"I am not a vet, however, my Dad was a 22-year Marine officer. He saw hard service in WWII and in the Korean War. He was a Pearl Harbor survivor. He continued his service until 1962, retiring after serving in the Pentagon as a Military Secretary and Aide-de-camp on the Joint Chiefs of Staff. I am very sensitive to veteran issues and am involved in a few different patriotic organizations that seek to recognize and honor veterans.

"The Honor Flight helps to make happen for WWII, Korea, and Vietnam veterans, a fully paid trip to Washington D.C., to visit the national memorials that were built to honor them. These men and women are advancing in age, making a trip to our capital difficult or next to impossible for them. The Honor Flight seeks qualified volunteers to serve as a 'guardian' for each vet who goes on the flight. The flight is a one-day event leaving early in the morning and returning in the evening. It is a whirlwind of a trip, but with dedicated personnel and trained guardians attending to every detail, the event goes quite smoothly. This is a once-in-a-lifetime event for many of our veterans, and everyone connected with the flight is generally



Veteran MHSAA official John Sawyer of Traverse City (back) enjoyed the trip of a lifetime with Korean War veteran Ervin Kowalski in September through the Honor Flight program. They are shown at the World War II Memorial with the Washington Monument in the background. It was Kowalski's first-ever trip to Washington D.C.

overwhelmed with emotion.

"I applied to be a guardian several years ago and last August, I received an invitation to serve as a guardian on the September flight. I was originally assigned to a 90-year-old WWII Army veteran. About a week before the flight, my assigned veteran had to remove himself from the roster as he was experiencing health issues. I was then assigned to Ervin, who was on the waiting list.

"After our sendoff in Traverse City on, we arrived at Reagan Airport in D.C. and received a police escort through the Capital area and made stops at the WWII Memorial, Korean Memorial, Lincoln Memorial, Vietnam Memorial, Air Force Memorial and Arlington Cemetery. Time was allowed at each stop to visit, reflect, and pay our respects. The last event of the day was spent watching the changing of the Guard at the Tomb of the Unknown Soldiers. We then returned to the airport for our flight home, where we were greeted by a large patriotic crowd and the local media.

"Ervin had never before been to Washington D.C. It was a bucket list item for him that he could now check off. He thor-

oughly enjoyed this trip and I did also. He was especially moved by the Korean Memorial. If you don't know anything about that memorial, it was constructed using 19 statues of Army men in various stances wading through a simulated rice paddy. When I explained this construction to Ervin, he held my arm and looked at me square in the eye and said, 'I sure drank a lot of that water.'

"One cannot imagine the level of fear and distress all our veterans endured for our freedoms. This was a trip I'll always remember and a worthwhile cause I would highly endorse."

## Minnesota Launches “ThankARef” Campaign

Officiating is often referred to as a thankless avocation. One state high school association is turning that around, and instead is thanking officials.

In what is believed to be the first-of-its-kind program, the Minnesota State High School League (MSHSL) is in the midst of a “Thank A Ref” campaign that urges and assists its member schools to show appreciation for officials at the varsity and sub-varsity levels.

“This is a truly unique campaign, one that is a great way to accentuate the outstanding benefits and joy that we get out of officiating at the high school level,” said Jason Nickleby, the MSHSL’s coordinator of officials. “Our member schools are very appreciative of the 6,300 contest officials and judges that work tirelessly on behalf of kids. We look forward to seeing the creative and exciting things that our schools and teams are doing for our League officials.”

In the wake of a nationwide officials’ shortage, the MSHSL’s “Thank A Ref” campaign was first launched in 2015. But instead of accentuating the national crisis for more officials, the MSHSL’s “Thank A Ref” campaign was designed to not only emphasize the positives of officiating, but also to complement the League’s efforts at recruiting and retaining officials.

Included in the MSHSL’s promotional packet that was sent to its member schools in mid-September, were ideas that administrators could implement in their appreciative actions toward officials.

Following are some of those ideas:

- A press release sent to local media.
- Designate one event for each activity and promote “ThankARef” on an rSchools schedule, daily announcements or school social media accounts where officials are recognized.
- An ad in a program.
- Special recognition before or after starting lineups are introduced when captains or other participants thank the officials, and if possible, present them with a thank you card or some other token of appreciation.
- Something from the concession stand for the ride home.

Administrators and coaches hit social media with feedback on the efforts.

“(I’m) not sure who started it, but gotta say I love the #ThankARef tweets that have become so popular this fall!” tweeted Tim Owen, an assistant baseball coach at Austin High School.

“This week it took 36 @MSHSL\_Officials to officiate home @STMAHighSchool events. We could not do it without them!” tweeted Keith Cornell, activities director at St. Michael-Albertville HS.

Keys to the “Thank A Ref” campaign are daily lessons in sportsmanship. The program allows players and coaches to show gratitude for the tough avocation of officiating. This emphasis on sportsmanship is particularly crucial for officials at the sub-varsity levels involving mostly new and younger officials.

This is an ongoing campaign that will be trumpeted again during the winter and spring activities seasons.

— Denise Leighton  
NFHS.org

### Official Results

*“From the Director” Blog, Aug. 15, 2017*

We enjoy some privileges serving on the Michigan High school Athletic Association staff. However, one privilege we do not have is to ignore rules when we don’t enjoy their application.

One of the rules of Michigan school sports for very many years is that there is no protest of or appeal to the decisions of contest officials. Whether it is a traveling call in basketball, a safe/out call in baseball or softball, a five-yard illegal motion call, a ten-yard holding call, or a 15-yard unsportsmanlike conduct call in football with player or coach ejection, the call is final; and if the penalty calls for next-game disqualification, that is final too.

If after a contest, an official wishes he or she could take back a call, it’s too late. If after a contest, folks pressure an official to rescind the next-game disqualification, the outcome is unchanged: ejection from one contest for unsportsmanlike conduct requires suspension from the next day of competition.

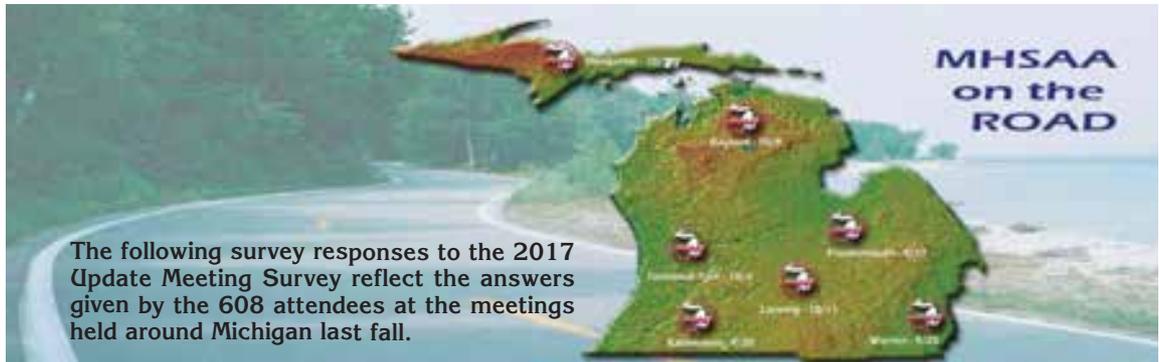
The finality of high school officials’ calls has been challenged multiple times in courts across the country – twice in Michigan – and the nearly unanimous result nationwide has been that judges will not allow themselves to become super-referees, second guessing onsite contest officials.

On some higher levels of sports – e.g., college and professional – where there are dozens of cameras covering a handful of contests each week, league offices may review some decisions. But our level of sports lacks sophisticated cameras positioned at all angles, and it involves many hundreds of contests in several different sports every week. We have neither the time nor the technology at every venue to be involved in reviewing the calls of contest officials.

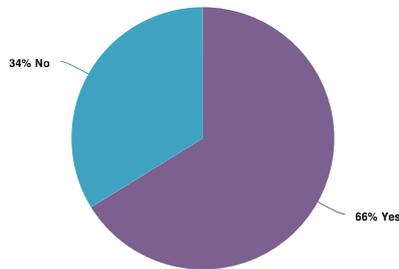
Last school year, there were nearly 1,000 player ejections and more than 200 coach ejections. School sports is not equipped to review 30 to 40 of these situations that arise each week; nor should we do so.

Officials see a play and make an instantaneous decision. Their calls are final; and living with the outcome is one of the valuable lessons we try to teach and learn in school-based sports.

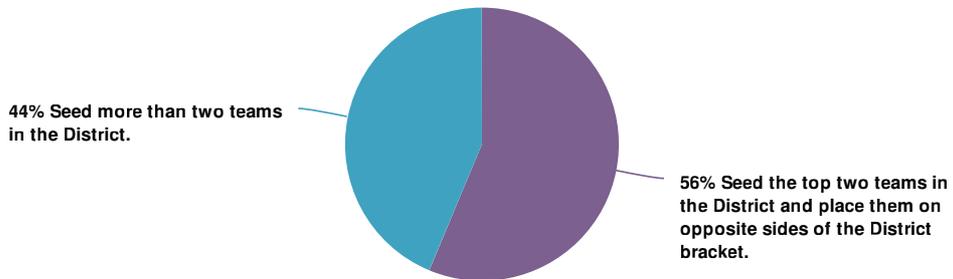
# 2017 Update Meeting Survey Results



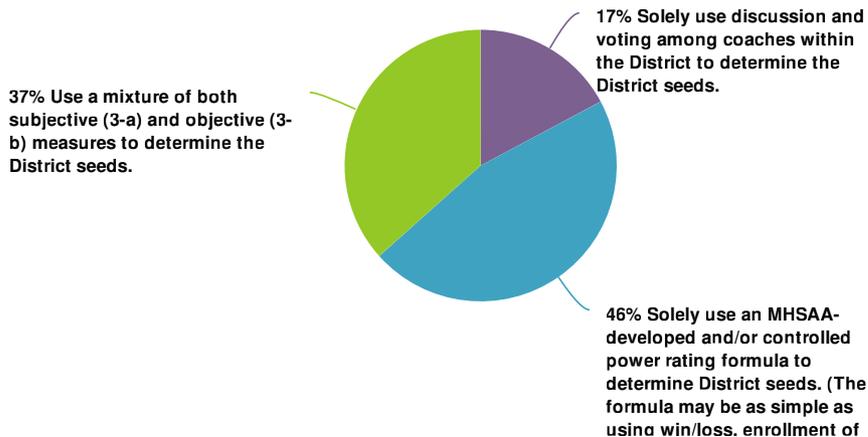
1. Should a seeding process be part of MHSAA District Boys and Girls Basketball Tournaments?



2. IF a seeding system is used, how extensive should it be?

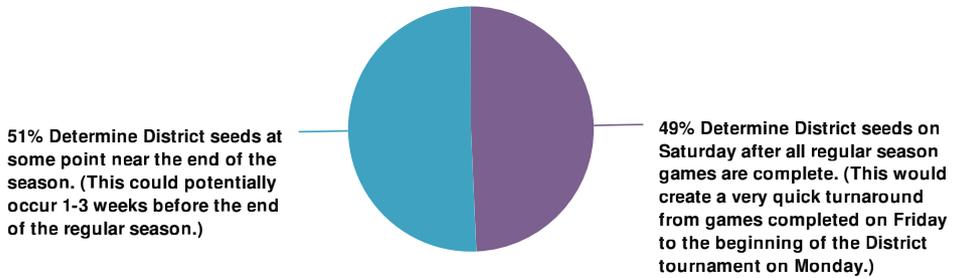


3. If a seeding system is used, which "system" would you favor?

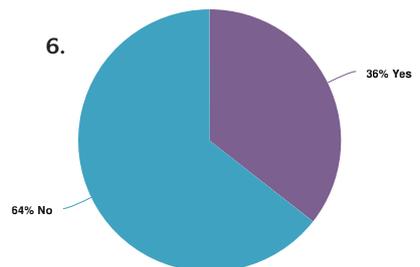
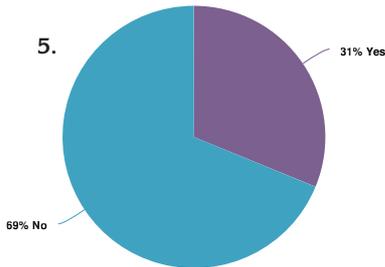


# Update Survey - *continued*

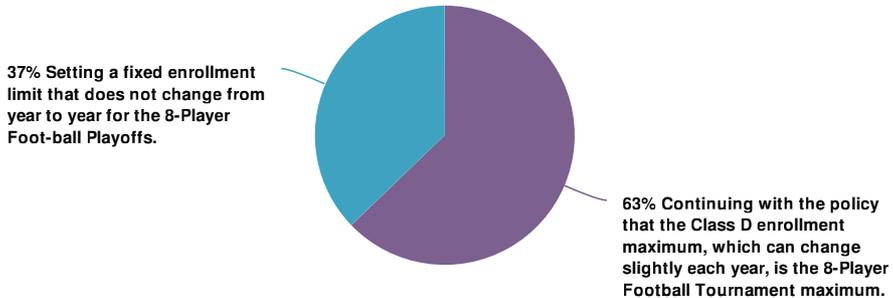
4. If a seeding system is used, which timing would you prefer?



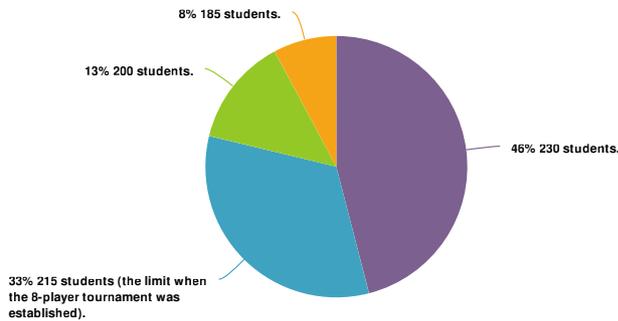
5. Will this make scheduling the regular season more difficult?  
 6. Will this make coaches less likely to play substitutes?



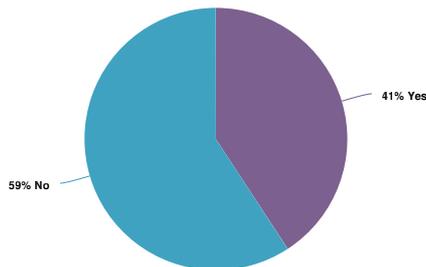
7. Currently, the maximum enrollment for a Class D school (203) is the largest allowed for participation in the 8-Player Football Tournament. Do you favor:



8. If the enrollment limit is set at a fixed limit, which would you prefer (choose one)?

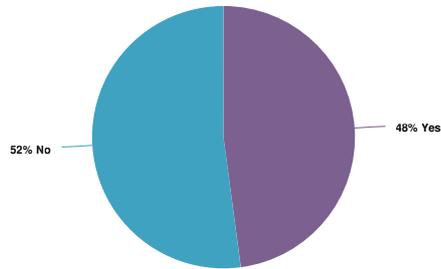


9. Do you prefer that both the boys and girls basketball tournaments culminate at the same venue?

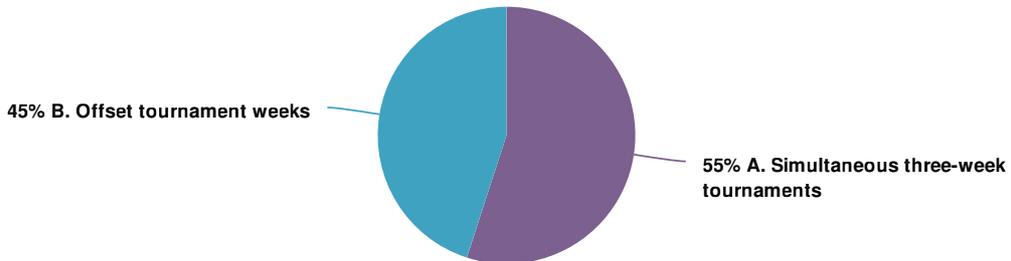


## Update Survey - *continued*

10. Do you prefer that venue is either the Breslin Center at MSU or the Crisler Center at UM (our largest capacity college sites), as opposed to other sites?

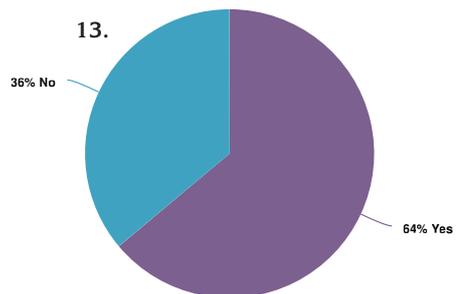
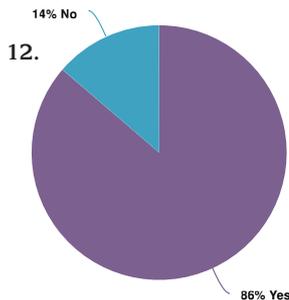


11. To make #9 and #10 happen, which would you favor? A. Simultaneous three-week tournaments . . . Starting practices and contests on the same date for both girls and boys basketball; Playing District tournaments during the same week (Monday-Wednesday-Friday for one gender, Tuesday-Thursday-Saturday for the other) Playing Regional tournaments the second week (Monday-Wednesday for one gender, Tuesday-Thursday for the other), followed by Quarterfinals the same week (Friday for one gender, Saturday for the other gender), and Playing Semifinals the third week at multiple sites across the state (Tuesday for one gender, Wednesday for the other), followed the same week by Finals at the same Division I site on Friday and Saturday? OR, B., Scheduling the girls basketball regular season and MHSAA tournament one week earlier to avoid the NCAA conflicts. In most years, the boys season and tournament would start two weeks after girls.



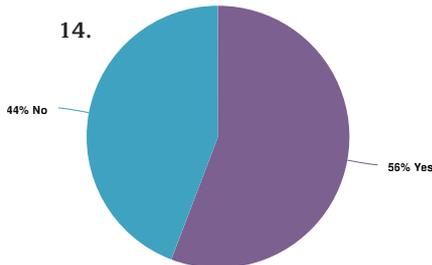
12. Do you favor a transfer rule that says students in grades 9 through 12 who have never participated in an interscholastic scrimmage or contest on a school-sponsored team in Michigan or elsewhere in any MHSAA sport may transfer from one school to another with no delay in eligibility in any sport.

13. Do you favor a transfer rule that says unless one of the 15 stated exceptions applies, students in grades 9 through 12 who have participated in an interscholastic scrimmage or contest in an MHSAA sport on a school-sponsored team in Michigan or elsewhere and then transfer to an MHSAA member school are ineligible at all levels in that sport at that school through the next complete season in that sport, including the MHSAA tournament; and students who transfer during a season in which they are participating are also ineligible at all levels of that sport for the remainder of that season, including the MHSAA tournament.

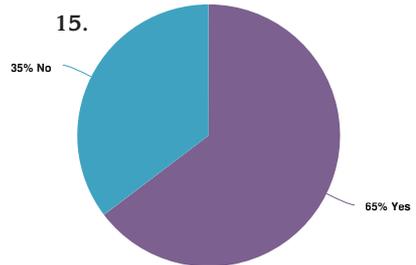


## Update Survey - *continued*

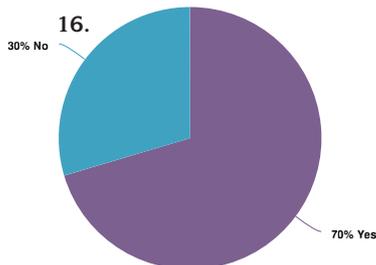
14. Do you favor modifying #13 to apply only to sports which a student has played previously at the varsity level. If the student has participated previously only at the subvarsity level in a sport, that student can transfer and remain eligible at the subvarsity level only. This would be allowed one time only.



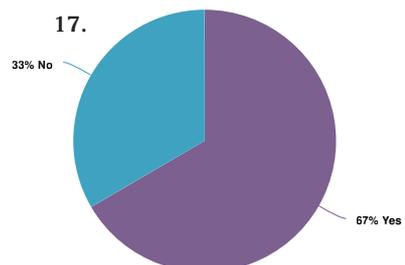
15. Do you favor eliminating immediate eligibility under Exception #1 (full and complete change of residence) when an athletic-motivated or athletic-related transfer is confirmed.



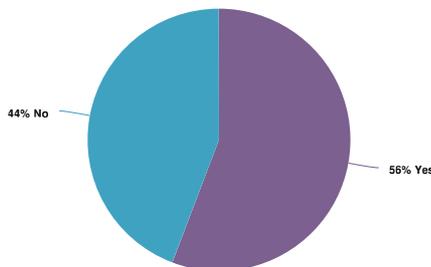
16. Do you favor allowing schools to request that the Executive Committee waive the regulation to the extent that the period of ineligibility at the varsity level in the sport involved is reduced to 90 scheduled school days of enrollment in the new school. This request must have the written support of the school administration of the school from which the student has transferred.



17. Do you favor allowing junior high/middle school students the opportunity to participate during the school season in two non-school events in team sports (except football) as well as individual sports (currently allowed in individual sports only)?



18. Do you favor having the MHSAA conduct regional invitational meets for junior high/middle school teams in cross country and/or track & field (no entry fee; MHSAA-provided team trophies and individual medals)?



### SURVEY TOTALS

#### Respondents' Title

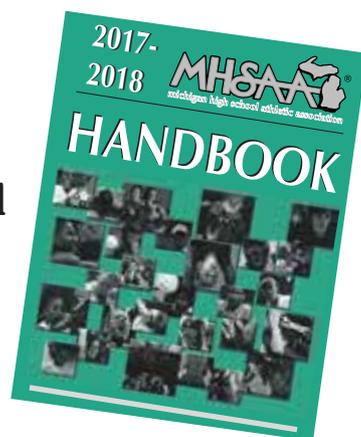
38 Superintendents (6.3%)  
 74 Principals (12.39%)  
 103 Assistant Principals (17.1%)  
 464 Athletic Directors (77.1%)  
 153 Coaches (25.4%)  
 4 Board Members (0.7%)  
 135 Other (22.4%)

#### Respondents' Classification

159 Class A (26.5%)  
 167 Class B (27.9%)  
 139 Class C (23.2%)  
 127 Class D (21.2%)  
 140 JH/MS (23.4%)

TOTAL SURVEYS RECEIVED = 608

# MHSAA JH/MS Regulations: Principal Differences with High School Regulations (July 2017)



## Age limits – Regulation III, Section 2(A) & 2(B)

6th-graders must be under 13 by Sept. 1, 7th-graders must be under 14 by Sept. 1 to be eligible for 7th-grade participation – An 8th grader must be under 15 by Sept. 1 to be eligible for 8th grade participation (7th-graders may be on an 8th grade team).

**Eligibility Advancement – Regulation III, Section 2(C)**, over age students may apply for Eligibility Advancement which allows for 4 years of varsity (HS) eligibility beginning in grade 7 or 8, and/or two years of eligibility in grades 7-8 (JH/MS) beginning in the 6th grade

## Season dates, contest limits – Regulation IV, Section 10

MHSAA regulates start of fall sports practice, earliest start is the 14th Monday before Thanksgiving, all other subsequent season start dates are determined by local schools/conferences. MHSAA regulates length of season (a maximum of 13 consecutive weeks for all sports from the start of practice ) and maximum number of games/contests. **Example:** Basketball may be 13 consecutive weeks from practice start date, maximum 12 contests. (JH/MS basketball may play two games on a non-school day – twice in a season). Max 10 minute quarters in football, 8 minutes max in basketball.

## Academic standards – Regulation III, Section 7 & 8

Students must pass a minimum of 50% of a full class load in the previous and current semester/trimester to maintain athletic eligibility (HS standard is 66%). Grade checks of 10 weeks required in current semester/trimester. All other HS interpretations apply. Previous semester checks do not start until the 2nd term of the 7th grade. By MHSAA rules this is not applicable to 6th-graders unless the school so determines.

## Semesters of Enrollment, Maximum Competition – Regulation III, Section 4 & 5

Students in grades 6, 7-8 are not limited in the number of semesters/trimesters of enrollment or competition.

**Eligibility at varsity level (HS) for 7-8 grade students – Regulation I, Section 1(D)** – Not applicable to 6th graders.

Students in grades 6, 7-8 are **not** eligible for high school (9-12) participation. **Exception** - 8th grade students in schools of less than 100 total enrollment in grades 9-12, or 7th grade students in schools with total enrollment in grades 9-12 of less than 50 students are eligible to participate at the 9-12 (varsity) level. Such students must meet the HS academic standard of passing 66% of classes. (See Interpretation #11 for restrictions on grade 7-8 students practice with 9-12 students). The semesters/trimesters in which students in grades 7 or 8 compete at the 9-12 level do not count against the maximum enrollment/competition limits. Such students may attend any HS of their choice as 9th graders and be eligible immediately.

## Transfer Rule – Regulation III, Section 9

Does not apply for transfer students in grades 6, 7-8 - transfer students are immediately eligible.

## 6th grade rules, participation & practice – Regulation III, Section 1(C), Interpretation #263, 264

6th-grade students may now compete with or against students in grades 7-8 in a sport if that school has joined the MHSAA at the 6th-grade level and sponsors that sport. Non-school sponsored 6th-graders may be present and observe grade 7-8 practices but not engage in direct competition with grade 7-8 students. Students in grades 7-8 may not engage in direct participation in a high school (9-12) practice as stated in Interpretation #11. **A Constitutional Amendment passed to allow a 6th grade option to member schools.** Regulations require league approval for team sports, individual schools determine participation by 6th graders in individual sports ( e.g. XC, track, wrestling).

## Cooperative teams - Regulation III, Section I(D)

Schools may form co-op teams at the grade 6, 7 and 8 level, provided all schools in the co-op are MHSAA members. The HS co-op deadlines for application do not apply although it is recommended that JH/MS co-op applications be filed with the MHSAA 90 days in advance of a season.

## Multiple sports participation – Regulation IV, Section 8

It is up to each middle school to determine if students may participate in more than one sport at the same time. (same as HS rule on multiple sports participation)

## Limited Team Membership - Regulation III, Section 12

Minimum penalty for participation in non-school competition during the season is that the student is ineligible for the next two dates of competition (the HS minimum penalty is three dates of competition). The maximum penalty for non-school participation for both JH/MS and HS is the entire season.

**JRH/MS Limitations on Competition  
Handbook Regulation IV, Section 10 (pages 92-96)**

**Baseball/Softball**

10 days of competition over 13 weeks  
Softball – maximum of 40 feet to the mound

**Basketball**

12 games over 13 weeks  
1 game a day (2 games on a non-school day allowed twice a season, but counts in 12 games total)  
Maximum 8 minute quarters

**Competitive Cheer**

8 dates of competition over 13 weeks  
One per day; two per week

**Cross Country**

10 meets per season over 13 weeks, maximum of 2 per week  
May not run 2 meets in 1 day  
Distances may be shortened by mutual consent

**Football**

6 games over 13 weeks  
No more than one game over six calendar days from first practice  
Maximum 10 minute quarters

**Lacrosse**

15 dates over 13 weeks (boys) 12 dates over 13 weeks for girls  
3 games a week, only 2 on school nights  
1 game per day, boys no more than 10 minute quarters  
4 multi-team tournaments on non-school days, girls may play 2 regular games

**Soccer**

12 games over 13 weeks  
Four 15-minute quarters  
No overtimes

**Swim/Dive**

12 meets over 13 weeks  
No more than 2 meets per week

**Tennis**

12 meets over 13 weeks  
No more than 3 individual matches per week

**Track/Field**

10 days of competition over 13 weeks  
3 events per meet

**Volleyball**

12 days of competition over 13 weeks  
No more than 15 sets (games) per day  
3 per week; no more than 2 on a school night  
No more than 5 days of competition during a 14 day period

**Wrestling**

12 days over 13 weeks with a limit of 60 days of practice  
No more than 3 days of competition a week.  
No more than 2 on a school night  
No more than 42 total matches  
No more than 5 matches per day

**MHSAA  
Representative  
Council**

**Dave Derocher\*\***

Faculty Member  
Reese High School  
Class C-D — Northern Lower Peninsula

**Scott Grimes\*\*, President**

Assistant Superintendent of Human Services  
Grand Haven Public Schools  
Statewide At-Large

**Vicky Groat\*\***

Principal/Athletic Director  
Battle Creek St. Philip High School  
Appointee

**Kyle Guerrant (ex-officio)**

Deputy Superintendent, Finance Operations  
Michigan Dept. of Education, Lansing  
Designee

**Don Gustafson\***

Superintendent  
St. Ignace Area Schools  
Junior High/Middle Schools

**Courtney Hawkins\***

Athletic Director  
Flint Beecher High School  
Appointee

**Kris Isom\***

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

**Sean Jacques\*\***

Assistant Principal/Athletic Director  
Calumet High School  
Class C-D — Upper Peninsula

**Justin Jennings\***

Superintendent  
Muskegon Public Schools  
Appointee

**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

**Chris Miller\***

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

**Steve Newkirk\*\***

Principal  
Clare Middle School  
Junior High/Middle Schools

**Chris Riker\*\***

Athletic Director  
Portage Northern High School  
Class A-B — Southwestern Michigan

**Peter C. Ryan\*\*, Vice President**

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

**John Thompson\*\***

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

**Al Unger\***

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

**Alvin Ward\***

Administrator of Athletics  
Detroit Public Schools  
Detroit Public Schools Position

**Pat Watson\*\***

Principal  
West Bloomfield High School  
Appointee

\*Term Expires December 2019

\*\*Term Expires December 2018

## 2017-18 MHSAA Budget

The following budget for operation of the Michigan High School Athletic Association, Inc., for the 2017-18 school year was considered and approved at the May 2017 Representative Council Meeting.

GENERAL ADMINISTRATION .....	\$3,289,292
GENERAL PRINTING .....	156,800
GENERAL OFFICE EXPENSES .....	1,237,000
GENERAL MEETINGS .....	86,300
COACHES & OFFICIALS .....	474,700
CORPORATE SALES .....	312,500
STUDENT SERVICES .....	573,620
BASEBALL TOURNAMENTS .....	212,000
BASKETBALL TOURNAMENTS .....	1,100,000
BOWLING TOURNAMENTS .....	72,000
COMPETITIVE CHEER .....	105,000
CROSS COUNTRY MEETS .....	120,000
FOOTBALL PLAYOFFS .....	1,100,000
GOLF TOURNAMENTS .....	46,000
GYMNASTICS MEETS .....	20,000
HOCKEY TOURNAMENTS .....	240,000
LACROSSE TOURNAMENTS .....	42,000
SKI MEETS .....	23,000
SOCCER TOURNAMENTS .....	200,000
SOFTBALL TOURNAMENTS .....	205,000
SWIMMING MEETS .....	92,000
TENNIS TOURNAMENTS .....	95,000
TRACK MEETS .....	220,000
VOLLEYBALL TOURNAMENTS .....	262,000
WRESTLING TOURNAMENTS .....	550,000
BROADCASTING .....	126,000
REVENUE SHARING .....	122,000
<b>TOTAL BUDGET FOR 2016-17 .....</b>	<b>\$11,082,212</b>

## 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, 2016-17

**PUBLICATIONS** - *benchmarks* 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 online. 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. The Task Force on Multi-Sport Participation met five times.

**PARTICIPANTS** – There were approximately 285,652 participants on interscholastic athletic squads of the 750 member high schools during the 2016-17 school year. The MHSAA membership also included 760 junior high/middle schools.

**REGISTERED OFFICIALS** – There were 9,832 officials registered in one or more sports during the year. The MHSAA conducted camps for basketball and football officials.

**UPDATE MEETINGS** – Approximately 750 people attended meetings during the fall in Frankenmuth, Kalamazoo, Lansing, Gaylord, Warren, Comstock Park, and Marquette.

**CAP SEMINARS** – There were approximately 2,200 participants who completed one or more courses in the Coaches Advancement Program at colleges and universities and at school sites throughout the state during the 2016-17 school year.

**ATHLETIC DIRECTORS IN-SERVICE** – Approximately 920 athletic directors participated in the Athletic Directors In-Service programs at sites throughout the state during the 2016-17 school year.

**STUDENT LEADERSHIP EVENTS** – Sportsmanship Summits and Captains Clinics were conducted across Michigan involving almost 1,000 students. The 11th class of the Student Advisory Council was appointed. The sixth Battle of the Fans was conducted.

**COMMITTEES** – Approximately 500 different individuals served on the following association committees during the 2016-17 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

## 2017-18 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 2015, 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, 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 2018-19 school year. If you desire to place yourself as a nominee complete this form and fax it to the MHSAA office by March 31, 2018. 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	
Athletic Equity (5)	October	
Awards (10)	October	
Boys Tennis Seeding (50)	October	
Boys Lacrosse (125)	October & May	
Girls Lacrosse (130)	October	
Gymnastics (100)	October	
Ski (150)	November	
Baseball/Softball Site Selection (25)	December	
Golf (95)	December	
Basketball Rules (30)	December	
Track & Field Standards (190)	December	
Volleyball Rules (200)	December	
Baseball/Softball Rules (20)	January	
Classification (55)	January	
Cross Country/Track & Field Reg. (70)	January	
Track & Field Site Selection (185)	January	
Football (75)	January	
Ice Hockey (110)	January	
Junior High/Middle School (120)	January	
Tennis (180)	January	
Wrestling (215)	January	
Competitive Cheer (60)	February	
Scholar-Athlete (145)	February	
Soccer (155)	February	
Swimming & Diving (175)	February	
Bowling (40)	March	
GBB/BBB/GVB Site Selection (135)	May	
Girls Tennis Seeding (90)	May	

City/School \_\_\_\_\_ School ID No. \_\_\_\_\_

Principal (Signature) \_\_\_\_\_

**RETURN TO MHSAA NO LATER THAN MARCH 31, 2018**

# Official Report of the Board of Canvassers

East Lansing, September 26, 2017

*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 October 3, 1941.*

## REPRESENTATIVE COUNCIL

### UPPER PENINSULA - CLASS A AND B SCHOOLS (#1)

Total number of legal ballots received . . . . . 1  
 Al Unger, Kingsford . . . . . 1  
 Illegal or incomplete ballots received. . . . . 1  
**Elected by majority of votes – Al Unger**

### DETROIT PUBLIC SCHOOLS (#2)

Total number of legal ballots received . . . . . 1  
 Alvin Ward, Detroit. . . . . 1  
 Illegal or incomplete ballots received . . . . . 1  
**Elected by majority of votes – Alvin Ward**

### SOUTHWESTERN SECTION - CLASS C AND D SCHOOLS (#3)

Total number of legal ballots received . . . . . 37  
 Ken Dietz, Watervliet . . . . . 15  
 Chris Miller, Gobles. . . . . 22  
 Illegal or incomplete ballots received . . . . . 0  
**Elected by majority of votes – Chris Miller**

### SOUTHEASTERN SECTION - CLASS C AND D SCHOOLS (#4)

Total number of legal ballots received . . . . . 18  
 Kristen M. Isom, Adrian-Madison. . . . . 18  
 Illegal or incomplete ballots received . . . . . 1  
**Elected by majority of votes – Kristen M. Isom**

### STATEWIDE AT-LARGE (#5)

Total number of legal ballots received . . . . . 327  
 Karen S. Leinaar, Bear Lake . . . . . 327  
 Illegal or incomplete ballots received . . . . . 13  
**Elected by majority of votes – Karen Leinaar**

### JUNIOR HIGH/MIDDLE SCHOOLS (#6)

Total number of legal ballots received . . . . . 135  
 Don Gustafson, St. Ignace . . . . . 135  
 Illegal or incomplete ballots received . . . . . 6  
**Elected by majority of votes – Don Gustafson**

## UPPER PENINSULA ATHLETIC COMMITTEE

### CLASS D SCHOOLS (#7)

Total number of legal ballots received . . . . . 20  
 Rick Pepin, Rapid River . . . . . 20  
 Illegal or incomplete ballots received . . . . . 0  
**Elected by majority of votes – Rick Pepin**

### CLASS A AND B SCHOOLS (#8)

Total number of legal ballots received. . . . . 1  
 Nick Nolde, Escanaba . . . . . 1  
 Illegal or incomplete ballots received . . . . . 2  
**Elected by majority of votes – Nick Nolde**

### CLASS C SCHOOLS (#9)

Total number of legal ballots received. . . . . 8  
 Jon Beckman, Ishpeming-Westwood. . . . . 5  
 Andrew Brunette, Negaunee . . . . . 3  
 Illegal or incomplete ballots received . . . . . 0  
**Elected by majority of votes – Jon Beckman**

## BOARD OF CANVASSERS (Signed)

John Hartley, St. Clair Shores-Lake Shore High School  
 Tim Johnston, East Grand Rapids High School  
 Fr. Leon Olszawski, President, Pontiac-Notre Dame Preparatory School  
 Jason Stariha, Muskegon Catholic Central High School  
 Ronald Stoneman, Manistee Area Public Schools (Absent)

## OFFICIAL REPORT OF SECOND MEETING OF BOARD OF CANVASSERS East Lansing, October 17, 2017

### SOUTHWESTERN SECTION - CLASS A AND B SCHOOLS (1-Year Term)

Total number of legal ballots received.....50  
 Blaine Brumels, Kentwood.....6  
 Peter W. Bush, Coloma . . . . . 3  
 Ryan Cunningham, Ovid-Elsie.....2  
 Steve Harvey, Ada.....5  
 Timothy Johnston, East Grand Rapids.....7  
 Andrew Laboe, Kalamazoo.....3  
 Jody M. McKean, DeWitt.....1  
 Mike Quinn, Lake Odessa.....3  
 Chris Riker, Portage.....9  
 Nathan Robrahn, Wyoming.....2  
 Zac Stevenson, Battle Creek.....4  
 Kevin Veale, Portland.....4  
 Scott Weis, Caledonia.....1  
 Illegal or incomplete ballots received.....1  
**No Majority – Names of Timothy Johnston and Chris Riker submitted to schools.**

## BOARD OF CANVASSERS (Signed)

Fr. Leon Olszawski, President, Pontiac-Notre Dame Preparatory School

## OFFICIAL REPORT OF THIRD MEETING OF BOARD OF CANVASSERS East Lansing, November 8, 2017

### SOUTHWESTERN SECTION - CLASS A AND B SCHOOLS (1-Year Term)

Total number of legal ballots received.....43  
 Timothy Johnston, East Grand Rapids.....20  
 Chris Riker, Portage.....23  
 Illegal or incomplete ballots received.....2  
**Elected by Majority of Votes – Chris Riker**

## BOARD OF CANVASSERS (Signed)

Chris Ervin, Athletic Director, St Johns High School

# REPRESENTATIVE COUNCIL & UPPER PENINSULA ATHLETIC COMMITTEE NOMINATION PROCEDURES FOR 2018-19

**T**he Representative Council has established procedures for indicating the intention to run for elected positions on the MHSAA Representative Council.

1. Any individual who is a representative of a member school (administrator, faculty member or board of education member) may submit his or her name to the MHSAA office by March 15.
  - A. Candidates must have superintendent or principal approval in writing.
  - B. It is essential that candidates be qualified for the position they seek.
    - 1) If the position is for a representative of a certain area of the state, they must represent a school of the appropriate class (A and B or C and D) in that geographic area.
    - 2) If they seek the position of a statewide at large representative, they must be a faculty or board of education member of an MHSAA member school. This includes administrators but not non-faculty coaches.
    - 3) If they seek the position of statewide representative of junior high/middle schools or private and parochial high schools, they must be faculty (teacher or administrator) or board members for such schools.

2. Names submitted will be published on **MHSAA.com in May**, in the fall issue of benchmarks in August, and on the ballot mailed to member schools in September.

Elections will be held in the fall for the following positions:

**Class A and B Schools — 3 openings**

Northern Lower Peninsula  
Southwestern Section  
Southeastern Section

**Class C and D Schools—2 openings**

Upper Peninsula  
Northern Lower Peninsula

**Statewide At-Large —1 opening**

**Jr. High/Middle Schools —1 opening**

**Private and Parochial —1 opening**

The procedures established for indicating the intention to run for elected positions are the same for the Upper Peninsula Athletic Committee as those stated above for the Representative Council.

Elections will be held in the fall for the following:

**Class D U.P. School—1 opening**

**Athletic Coach—1 opening**

**NOTE: Candidates will first appear on the Administrators page of MHSAA.com in May.**

## Annual Business Meeting of the MHSAA, Inc.

Lansing, Wednesday, October 11, 2017

Vic Michaels

MHSAA Secretary-Treasurer

For many years, the MHSAA made its Annual Business Meeting a part of the fall conference of the Michigan Association of Secondary School Principals, even sponsoring a breakfast at the MASSP conference for several years for this purpose. Since MASSP moved its conference to a venue where the MHSAA does not normally conduct events, the MHSAA has attached required Annual Business Meeting elements to one of the scheduled Update Meetings. Jack will address program and policy matters in his presentation; and as a member of the MHSAA Audit & Finance Committee – which also includes President Scott Grimes, Assistant Superintendent of Grand Haven Public Schools; Pete Ryan, Athletic Director for the Saginaw Township Schools; and Karen Leinaar, Athletic Director at Bear Lake High School – I have this brief financial report.

The MHSAA produced an operating surplus of nearly \$60,784 during the 2016-17 fiscal year.

The Expense Budget for 2017-18, which was adopted by the Representative Council on May 8, 2017, is enclosed for your review as Appendix 1. The approved budget anticipates a deficit of approximately \$65,000 for fiscal year 2017-18.

The Audit and Finance Committee, which normally meets in both February and April, has scheduled an additional (earlier) meeting in November this year to talk about the funding of current operations and future opportunities or obligations. The MHSAA has not raised the cost of District or Regional tickets for basketball or football in 15 years, and that will be included in the topics of discussion in November.

The MHSAA's finances are healthy. Our discussions will focus on how to keep them strong while assuming the costs of increasing services to member schools.

## Voices of Our Games

**R**oger Smith was a senior at Lake Orion High School in 1993-94 when he got his first public address announcing opportunity, filling in for varsity boys basketball games after the longtime incumbent opted for a season off.

Tony Coggins was only a freshman when he grabbed the microphone for the first time – getting that chance when his dad, Flushing athletic director Dale Coggins, couldn't find anyone else to announce middle school football games.

Steve Miller actually started as a game official during his senior year of high school at East Detroit, and is a college football official today – but the PA bug keeps him in that part of the game as well.

All three have similar getting-started stories – they jumped in with little to no experience but with

to entertain them – and to be a welcoming and reassuring presence.”

Miller initially hoped to work in sports television growing up, then switched lanes to education. He teaches mathematics and applied technology at Harrison Township L'Anse Creuse, where he started doing PA in 1999 for girls basketball games.

Coggins' middle school football debut came in 1985, and 33 years later he's going strong. Now in his 18th year announcing where he teaches at Holly, Coggins lends his voice to football, basketball, baseball, softball, volleyball, competitive cheer and swimming & diving events. Smith is in his 17th year back at his alma mater, where he teaches broadcasting. He primarily announces football and basketball although he's helped with baseball, soft-



MHSAA File Photo

*“I’m super honored to be involved in those kinds of events, to be able to provide a soundtrack to some of the biggest moments in people’s lives.” — Steve Miller*

both feet, found mentors to emulate (including one in common, longtime MHSAA and Michigan State University voice Erik O. Furseth), and honed their craft over decades on their ways to becoming mainstays in their communities and regulars at MHSAA Finals in multiple sports.

Miller, Coggins and Smith shared those experiences and wisdom as instructors at the MHSAA's Public Address Announcers Clinic on Jan. 6 at the MHSAA Office in East Lansing. The day provided an opportunity not just for training, but for announcers statewide to come together and discuss the key contribution they make to high school sports all over our state.

“I don't claim to be an expert, but I've done it enough years now too that I've had emergency situations and really odd requests,” Smith said. “I'm the only football announcer here (at Lake Orion), and I never get to visit with my fellow colleagues. So it's nice to have that network, to know there are other people out there who do it, and to learn from others and to see mistakes that I probably still am making and how to get better and situations I haven't thought about.”

“The public address announcer helps set the tone for educational athletic events,” said John Johnson, MHSAA director of broadcast properties. “At the high school level, we expect our announcers to inform everyone of what's happening – not

ball and swimming as well, using the opportunity to practice what he preaches to his students in the classroom.

“I have zero athletic ability whatsoever, which is interesting because my father was an all-state running back. But I enjoy being involved, and I've always been the one for history and statistics and knowing what's going on,” Coggins said. “This is a way for me to be involved. It's a way for me to use a talent I've been given; public speaking has always come pretty naturally for me.”

Miller began learning his craft by attending MHSAA championship events and paying special attention to Furseth, the longtime and legendary voice of Football and Basketball Finals. Nearly two decades after getting his start, Miller also is the voice of University of Michigan men's and women's lacrosse and has announced MHSAA Finals in multiple sports since 2005.

In 2012, he officiated the Division 1 Football Final at Ford Field, then moved to the press deck to announce the Division 3 Final that night.

“I'm super honored to be involved in those kinds of events, to be able to provide a soundtrack to some of the biggest moments in people's lives,” Miller said. “Knowing I'm providing a service is big for me, and it's kinda neat being the invisible voice ... the invisible soundtrack that helps make the experience special for them.”

All three are members of the NASPAA and continue to announce MHSAA Finals in football, basketball, baseball and softball.

— Geoff Kimmerly  
MHSAA Second Half Editor



# AUTOMATED SPORT PRODUCTION

The NFHS Network has partnered with **Pixellot** to offer a new hardware & software solution for automated live event production.

• One-time installation in your athletic venue

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## HARDWARE

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## PRICING

- Exclusive pricing only through NFHS Network

Contact Tom Neiman for more information: [tom.neiman@nfhsnetwork.com](mailto:tom.neiman@nfhsnetwork.com)

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