

# M E N T O R



The Michigan High School Athletic Association Newsletter for Coaches and Officials

## Student Advisory Council to Play Prominent Role in Shaping the MHSAA

In only its second year, the MHSAA Student Advisory Council has established itself as a trusted voice to speak to the student-athletes of Michigan, as well as adult decision-makers around the state.

Over the last 18 months, the 16 juniors and seniors on the council have talked about and given feedback on a variety of topics including the effects of the new sports seasons schedule, captains training initiatives, steroid testing, social networking, and the general state of school sports. Topics typically derive from one of the four "S's" of educational athletics: scholarship, sportsmanship, safety (including health and nutrition), and the sensible scope of athletic programs. A fifth S is also discussed by the group – student leadership.

Earlier this year, it completed a year-long SAC Belief Statement project. The statement in its entirety is listed at the bottom of this page, and will be published in souvenir programs and the 2008-09 MHSAA Handbook. Schools, leagues and conferences are encouraged to read the statement prior to home games, or use one of the 60-second video & audio PSAs that will also be created.

In addition to discussion at its five yearly meetings, the SAC also provides additional services to the MHSAA. The students have assisted with medal and award ceremonies at numerous MHSAA championship events; participated in a number of educational and PSA video shoots; presented council updates to the MHSAA Representative Council; helped promote the MHSAA Have Your Say survey; and are currently participating in the NCAA's Stay In Bounds cross-age mentoring program.

The Student Advisory Council's operating expenses are underwritten by AT&T. In addition, AT&T makes a \$1,000 donation to the athletic department of each school which is represented on the Student Advisory Council.

### APPLICATIONS AVAILABLE

This spring, eight new members will be added to the council to replace the eight graduating seniors. Each of the new members will serve a two-year term. Prospective applicants should show a history of leadership on athletic teams as well as with other extra-curricular activities, community service projects, or in the workplace, show an understanding of the role of school sports, and have ideas for promoting a proper perspective for educational athletics.

Applications for the class of 2010 are now available on MHSAA.com. Applications are due April 23.

Questions about the Student Advisory Council can be forwarded to MHSAA Marketing Coordinator, Andy Frushour – 517-332-5046 or afrushour@mhsaa.com.



John Johnson, Okemos

**2007-08 Student Advisory Council members are front (L to R): Rachel Gebauer, Alpena; Brittany Bullock, Lansing Catholic; Molly Waterhouse, Vicksburg; Andria Baker, Constantine; Dustin Baker, St. Louis; Bryce Bilinski, Southgate Anderson; Blake Laethem, Caro; Eric Howard, Hudsonville Freedom Baptist. Second Row: Jeffrey Petsch, Montague; Adam Dingman, Cedarville; Matthew Herman, East Kentwood; C.C. Weber, Goodrich; Abby Cohen, Bloomfield Hills Cranbrook-Kingswood; Molly Lockwood, Fife Lake Forest Area; Michelle DeMuro, Muskegon Reeths-Puffer. Not Pictured: Willie Cruz, Harrison Township L'Anse Creuse.**

### Student Advisory Council Belief Statement

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.

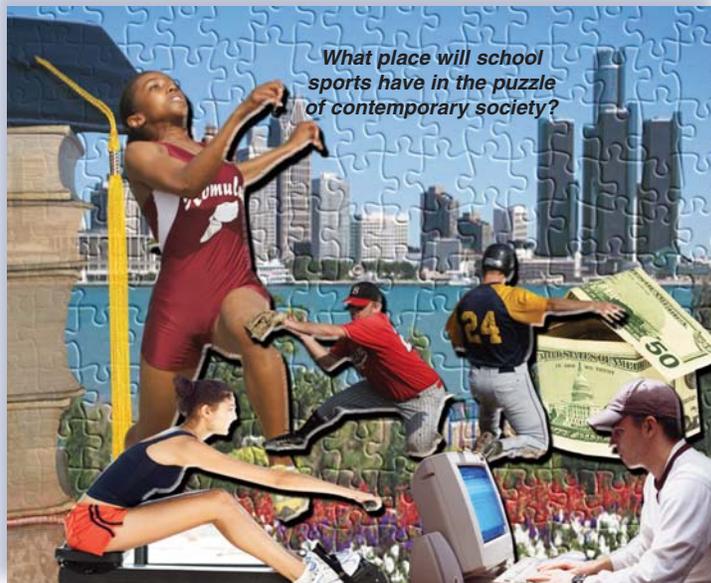
**Inside: The Great High School Sports Survey – "Have Your Say"**

# Planning for School Sports in Contemporary Society

While predicting the future is always a dicey proposition, there is much we can learn from the present and recent past to help map our routes for the road ahead. Following are the Executive Summary and 2008 Mission Action Plan from an MHSAA staff report to the Representative Council, Nov. 30, 2007.

## EXECUTIVE SUMMARY

1. School sports have been and will continue to be affected by:
  - Growth in non-school youth sports programs.
  - Demographic and educational diversity.
  - Proliferation of sports television and new technologies.
2. Non-school youth sports programs have contributed to:
  - Increase in nonfaculty coaches.
  - Decrease in sportsmanship.
  - Increase in sports specialization.
  - Increase in non-school funding of school-sponsored sports.
  - Decrease in relevance of the school sports experience.
3. Changing communities and schools have contributed to:
  - Increased flexibility in MHSAA regulations.
  - Decreased school identity.
  - Decreased student-body stability.
4. Television has changed much in society and sports, but little of school sports . . . so far. There is much to study and monitor.
5. How the MHSAA interacts with schools and officials through technology is rapidly expanding. Next may be expanded Internet interaction with student-athletes and Internet commercial transactions with the public.
6. Even as we expand our inventory of corporate sponsorship opportunities, and the professional expertise to secure those sponsorships, our corporate relations must stay consistent with our core constituencies, competencies and concerns.
7. MHSAA tournaments must remain the centerpiece of the MHSAA Business Plan; and this is more likely to occur with a more businesslike approach to sites, splits, security and scheduling and more creativity in seeding and staging.
8. The Business Plan for the MHSAA's future is really a business diversification plan with new strategies to promote the relevance of school sports to more students, thereby promoting:
  - Increased participation by students.
  - Increased attendance by friends and family.
  - Increased usefulness of sports in contributing to the mission of schools.
9. Increasing relevance requires creation of additional student-centered programs which:
  - Recapture more youth who have dropped out of organized sports before high school, and
  - Retain longer the interest and loyalty of more gifted athletes.
10. School sports must stay connected to its heritage and core values, remain different than all other sports by all other sponsors, and "evolve its difference" . . . its "market specialty": local, amateur, educational athletics.



## MISSION ACTION PLAN

1. Improve sportsmanship through additional efforts aimed at education, encouragement and enforcement.
2. Expand the reach of the MHSAA Coaches Advancement Program® by teaming up with school districts, leagues, coaches associations, institutions of higher learning and youth sports organizations.
3. Expand the breadth and depth of an athletic director leadership program that partners with the Michigan Interscholastic Athletic Administrators Association and involves every athletic administrator in multiple ways every year.
4. Extend the MHSAA Team Captain Leadership Development Program to include regional clinics; follow-up materials for captains, coaches and administrators; and a statewide summer Captains Academy.
5. Repeat surveys to schools and students regarding future MHSAA tournament offerings.
6. Retain commission-based expertise to expand sponsor and grant support of MHSAA programs.
7. Continue the comprehensive review of MHSAA tournament administration, and begin to present to the Representative Council in March and May 2008, proposals related to improvements in site selection, financial splits and accounting, scheduling, seeding and staging.
8. Prepare for the Representative Council's review in March and May 2008, strategies for uses and policies at both the MHSAA and local levels relative to video technology.
9. Develop for the Representative Council's review in March and May 2008, a comprehensive plan for expanding the use of the Internet for commercial transactions with the public and interactive communications with constituents.
10. Complete for Representative Council review in May 2008, Phase I, Item 1, of the Development Plan for "The Center for Excellence in Educational Athletics."
11. Finalize for the Representative Council's action on March 14, 2008, at least Part II-A of MHSAA "Reaching Higher" Program in boys and girls basketball.

# Sportsmanship Shines

## Big Hit Hits Home

*Following is a letter from a mother to Coach Mike Marshall of Detroit Henry Ford HS following a game last fall, and the subsequent essay from here son.*

Dear Coach Marshall,

I'm writing to you today to let you know about the positive influence your team had on my son. I'm the mother of a Troy High football player. We played your team on Nov. 2, 2007, in our first round of playoffs.

My husband and I waited after the game to greet our son. Typically, he is focused on the congratulations. But after the game with your team, his smile and enthusiasm were explained with a, "You're never gonna believe this, Mom." He proceeded to tell us about the positive encounter that he had with a member of your team. It was evident that he was very impressed.

A week later, when he began to work on his essay for the MHSAA scholar-athlete scholarship competition, I realized he was more than just impressed. My son wrote his sportsmanship essay about it. It is obvious that your player's actions had a profound influence on him. I thought you'd like to know. Therefore, I have attached a copy for you. Perhaps you will be able to share it with your team.

It's not often enough that we share good news with our neighbors. I thought it was time to do that. You are to be commended as well. A coach sets the tone for his team, and teaches respect and sportsmanship through his own actions. You have been a great role model for your team, and we are all the better for it. I wish you continued success.

Thank you, and thanks to your team, for making the world a better place.

*Sincerely,  
Mary Wunderlich  
Troy*

### Essay:

I never knew that being tackled with such great force could be a good thing. After the hit, I laid on the ground trying to conjure up the energy to lift myself up off the turf. I opened my eyes to see a hand stretched out as if to help me up. When I focused, I was surprised to see a player

wearing a white Henry Ford jersey, not the same black jersey that I had on.

"Nice catch," he said to me as I grabbed his hand and he pulled me up off the ground. "Really nice play."

I answered, "Thanks," and thought to myself, "Wow." It was the first time in my five years of playing football that anyone from an opposing team had ever helped me up during a game. After that series of plays, I jogged off the field and thought about the kind gesture that my fellow football player had just offered and how much I respected him for it. I began to look at the game from a whole new perspective. I saw Henry Ford as another team trying to stay alive in the playoffs just like we were; not as the enemy.

Posted around the athletic facilities at my high school is the slogan, "Good Sports Are Winners." I have read that many times but never really took it to heart until I saw the hand of that Henry Ford player reach out to help me. I always found it easy to be a good sport while we were winning. It was more difficult, however, when we were on the losing end of the scoreboard. Henry Ford ended up on the losing end of the scoreboard that night. So, there's little doubt that player was feeling disappointment. But, he showed me how to put that aside and to think of someone else.

The stats show that it was not the best game I have ever played, but it is probably the game I will remember most and will talk about more than any other game.

I used to believe that the elements of being a good sport were to play by the rules and to refrain from negative words and fighting. I now know that true sportsmanship goes much deeper than that. It's all about character and it's about team, but team doesn't have limitations. We are all just players trying to do our best, no matter what color jersey we wear.

Sportsmanship is a skill that is learned and perfected over time, and therefore is important in educational athletics. The ability to consider and respect others must be developed at a young age because it needs to be applied at many times and in many areas of our life. As we pursue higher education, jobs, and our own families, scoreboard results will matter less. To real-

ize that one kind or positive action can influence another and create a chain reaction is what will make all the difference.

*David Joseph Wunderlich  
Troy High School*

## Cross Country Meet Offers Perspective

I am writing this letter to relate one of the most enjoyable experiences that I have ever had at a high school sporting event.

I have been a teacher for 33-plus years in Warren, have coached basketball for 25 years and have officiated football for 35 years. And, I have enjoyed all of that.

But last Saturday I went to the Regional cross country meet at Metro Beach. I try to make at least one of these meets per year because these boys and girls work so hard but receive very little recognition compared to the so-called "major" sports. And, these are excellent students.

At this meet there were only displays of good sportsmanship. Spectators and teammates are cheering their runners on and not just the ones who can place in the state Finals, but those who are far back in the pack. Nowhere did I see taunting or "in your face" displays that sadly mark many other events. Coaches cooperate with each other for the betterment of the whole event.

We stress sportsmanship, and as officials we emphasize this to players and coaches before each game no matter what level the game is. We're on the right track, but all who participate in athletics could learn this valuable lesson from attending one of these meets.

*Daniel Korbut  
Warren*



*Please submit contributions, views and opinions to: [mentor@mhsaa.com](mailto:mentor@mhsaa.com). The MHSAA welcomes viewpoints from member school personnel and contest officials.*

# Accountablilly

**W**ow, the headline above slipped by me in the proofing stages of this publication. I just now realized I forgot to dot my i's and cross my t's. It's supposed to read "Accountability." Spell check should have caught it. Heck, other staff members got a chance to look at this too, and it got by them. Or, maybe I had it right and something went wrong down at the printer.

Any of these excuses is better than the truth, right? Wrong. As the editor of this publication, I'm accountable for any mistakes that appear here. It's my error.

Obviously some mistakes are easier to admit than others. In the grand scheme of things, this headline doesn't affect a darn thing of importance and it doesn't take a broad set of shoulders to admit carelessness here. It's when we create circumstances which affect others who have worked so hard to achieve so much that the burden of responsibility is tougher to accept, and the lump in one's throat more difficult to swallow. And all it takes to avoid such plight is a few simple dottings and crossings to follow regulations.

If there's a student you've never seen before on your field or in your gym for the first day of practice, wouldn't you check a transcript or birth certificate for eligibility purposes? Isn't it standard procedure for all student-athletes to have a physical examination card on file for eligibility and liability purposes? Can't technical fouls or automatic outs be avoided by having proper uniform numbers in the scorebook or making sure people are batting in order? As an official, aren't the rules meeting attendance and member in good standing requirements clearly stated?

The MHSAA doesn't ban schools or individuals from tournament participation because it has an axe to grind. Officials don't randomly enforce contest rules. Selection committees can't offer tournament assignments to officials who disqualify themselves from consideration. Procedural mistakes lead to consequences.

When mishaps occur, isn't it more valuable to teach our young men and women accountability rather than shift the blame? Isn't it important to continue teaching through the tough moments? Moreover, isn't it possible to avoid such situations all together? Let's dot the i's and cross the t's. Let's make it our new year's resolution.

**"Parents today want to take all the pain, all the heartache and sadness, out of their kids' lives. All the things that make you a better person, a better coach, a better teacher – all the things that are so much the fabric of life." — St. Louis University Men's Basketball Coach Rick Majerus**

## Girls Volleyball Attendance Sets Record in First Fall Season

The first season of fall girls volleyball resulted in overall record-setting attendance for the Michigan High School Athletic Association postseason tournament during the 2007-08 school year, but also its lowest attendance ever for the event's Semifinal and Final rounds.

Attendance highs were set at the District level of play with 33,121 fans; the Regional round with 12,194; and the Quarterfinals with 5,633. The previous highs for those rounds were 31,445 in 2005-06 Districts; 11,520 in 2003-04 Regionals; and 5,606 in 2002-03 Quarterfinals. Those numbers combined were also up 16 percent from the 2006-07 school year.

The MHSAA Girls Volleyball Semifinals and Finals, which took place to positive reviews at Kellogg Arena in Battle Creek

Nov. 15-17, drew 31 percent fewer spectators than the 2007 winter tournament which was conducted at University Arena in Kalamazoo. The fall tournament total of 6,070 was the lowest for the Semifinals and Finals since the Association began compiling figures during the 1990-91 school year.

With the addition of a third division of competition, the Lower Peninsula Girls Swimming & Diving Finals set a new attendance record this year of 5,004.

Football and boys soccer attendance bounced back from weather-affected counts in 2006. The District rounds of the MHSAA Football Playoffs drew 309,408 fans, the third highest total since the eight-

division format began in 1999; and the number was a 37 percent increase over the format low of 225,886 the previous season. Regional spectatorship was the fourth highest ever at 80,102; and a 31 percent jump over the eight-division format low of 61,079 in 2006. Total attendance for the gridiron playoffs was 481,234, an increase of 28 percent over the previous year's eight-division format low of 375,646, and was fourth overall.

Boys soccer attendance was the fourth highest ever at 38,934 for the entire tournament, an increase of 36 percent over 2006; highlighted by a 62 percent increase over the previous year at the Regional level of play.



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## Thinking Inside the Box in Football

**A**n addition to the national high school football playing rules in 2007 was the requirement of a restraining line being placed a minimum of two yards (six feet) off the sidelines and end lines of the field. The rule is designed to provide working space for officials they can depend on when play is on the outside edges of the field.

For the most part, schools did their part to get the line down on the playing field, complementing the rule that requires a belt of the same size between the 25-yard lines in the team box area. Self-enforcement of the restraining line inside and outside the box was another matter.

Nothing could highlight the need for open spaces more than a story that came out of Texas in December, where a \$10 million lawsuit was filed against five officials and their association because an official, working within the belt in the team box, collided with an assistant coach. The suit alleges the official is at fault for “not controlling his speed and not watching where he was going.”

Another Texas school – the University of Texas – was at the center of a sideline decorum situation in the Holiday Bowl in December, when a loose ball near the Longhorns’ sideline in front of the bench

***“He was on the field, where he did not belong, at that time. There were a lot of personnel on the field, where they did not belong, all night long.”***

was touched by a member of the Texas staff. As a result, the Longhorns were denied possession of the ball.

One writer covering the game summed up the latter situation: “He was on the field, where he did not belong, at that time. There were a lot of UT personnel on the field, where they did not belong, all night long.”

Bringing the issue close to home, a situation which drove the National Federation of State High School Associations’ Football Rules Committee to make the belt mandatory was one here in Michigan during the 2006 season, the year the restraining line was a recommendation. A member of the media and an official running down the sideline had a run-in. Had the line been in place and properly enforced, that meeting wouldn’t have occurred.

Sideline decorum is, quite frankly, not just a playing rules issue, it is a liability issue that schools and officials must embrace. Officials need to be as diligent as possible about enforcing the belt in the team box, where only three coaches may

be present during play. Coaches need to exercise some discipline with their teams to keep those people who are supposed to be back of the belt out of that area. School administrators need to be hands-on in their part of the enforcement process by keeping all team members in the team box at all times, keeping non-team members out of the team box at all times, and restricting sideline access to only those individuals who have a working role in the event.

It would be quite easy to apply the writer’s quote above about the Texas sideline to a number of high school sidelines around the state. The size of the personnel in the team box continues to grow, and the entourage on the sidelines outside of the box does as well. The problem is compounded when team personnel are running goal line to goal line to keep statistics, help spot the ball, and general carry a feeling of entitlement to be anywhere they want to be.

Sooner or later, we’re going to have a situation (if it hasn’t happened already) where a couple of friends of the coaching staff will be carrying on a conversation standing on the sidelines inside the belt, and they’ll be run over by an official or players. When that happens, it’s the school that will be liable for any injuries that occur.

# Teaching Leadership to Student-Athletes: Moving Beyond the Rhetoric

Ask most of those involved in scholastic sport whether the sport experience teaches student-athletes leadership and leadership skills and the answer is usually a resounding, "Yes." After all, anyone ever trained as a coach has been told that it does. For most, school sports was also a rewarding and instructive educational experience. And, why would sport be in our schools if it did not have any redeeming educational values? The educational orientation of school sport is what makes our programs special.

However, if sport is so good for teaching leadership, why do so many youth today seem to lack it? For example, during this past college football bowl season, I don't ever remember so many teams having players – all products of high school sport – staying home because of inappropriate behavior off the field, and some of the behavior on the field was less than stellar. We have also seen the reports of high school athletes bullying or hazing school outcasts.

So what is going on? Being involved in efforts to teach and research youth leadership and through evaluations of a number of national youth sports programs, the Institute for the Study of Youth Sports (ISYS) have noticed several factors. First, there are not enough "intentional" efforts to develop youth leaders in sports programs. For example, almost every major sports program we come into contact with has the development of the person and the teaching values and leadership as objectives. However, when we follow-up asking what specifically coaches are doing in these programs on a weekly basis to develop leadership we do not get very specific answers. The assumption is just by merely participating, student-athletes will somehow "catch" leadership skills.

In research closer to home, Dana Voelker of our staff has been interviewing first-year undergraduate students at Michigan State who were high school captains in programs throughout the state in the 2006-2007 academic year. When she

asked them about the experience of being a captain, the vast majority of these former scholastic athletes indicated that their coaches did little to train them for their captaincy experience, much less provide feedback and guidance about the process of learning leadership skills as a high school sport captain. This leaves most captains trying to figure things out on their own as they move through the season. Hence, ISYS is quickly concluding that developing youth leadership in many youth sports programs is more about rhetoric than purposeful instruction.

The above conclusion is one reason the ISYS staff is so excited about working with Andy Frushour and Andi Osters of the MHSAA to develop the Captain Leadership Training Program (CLTP). The MHSAA has realized that talk is cheap when it comes to developing captains; deliberate and purposeful actions are needed to foster youth leadership through sport. Through a series of one-day CLTP workshops, opportunities are being provided to help hundreds of student-athletes learn leadership skills such as effective communication; how to help motivate teammates; ways to be good role models; and strategies for building team unity. Schools should become involved in these programs by identifying and selecting students who have leadership potential and the maturity to profit from such wonderful opportunities.

The MHSAA CLTP conferences are great, but alone not enough to insure that high school sports are an effective training ground for youth leaders. Athletic director and individual coach involvement is essential. Administrators and coaches need to follow-up by talking to student-athletes about applying the workshop lessons to their specific teams. Some schools have found it effective to have a monthly captains' leadership council where all the captains can get together and discuss what they are trying to accomplish with their teams and get invaluable peer and teacher-coach leadership mentoring. Finally, some programs have found it help-



INSTITUTE FOR THE STUDY OF  
YOUTH SPORTS

**Daniel Gould, Ph.D.**  
Professor and Director  
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ful to have their captain's council plan some type of joint community service project (organize a reading assistance program for elementary school students, sponsor a fun run, build a fitness course, help start a park or highway cleanup program). Doing so is a "win-win" for everyone involved. The community benefits, the student-athletes learn the importance and rewards of community service as well as how to lead a non-sports project (something college admissions officers love to see) and, the school athletic program receives great public relations.

There are other things one can do to intentionally coach leadership. As coaches, spend time with captains. Help them understand the captain's role and provide instruction on how to best communicate with both the team and the coaching staff. Most importantly, provide feedback on their efforts; not only reinforcing strengths, but helping them work through mistakes.

Finally, a good deal of youth development research outside of sport has identified key strategies for fostering leadership in young people. Knowing them can be invaluable to those fostering leadership through sport. These include:

- Let the student-athletes have a voice in the program. Allowing student-athletes to be heard is not only good for the student-athletes, but will help to better understand them and what is going on in the school.
- Student-athletes can learn a great deal from collaborating with adults on a regular basis. So involve them in game planning and goals of the program. Interestingly, recent research has

— Please see "ISYS" on next page

# A Night in a Small-Town Gym

**T**hey say that five dollars doesn't get you a whole lot these days, but it made for a pretty enjoyable evening recently on a trip to a small town in Southern Michigan.

This was a night that two neighboring schools were going to have at it, and it had all the makings of a great evening.

First of all, pulling into a town I'd never been to before, I appreciated the large red and white signs down the main street pointing to all of the school facilities, but even without those, I could have probably found the place easily enough.

The only other visible signs of life as I arrived were a car parked in front of the local pizza parlor waiting for the game to end so it would get some business, and a person working at the presidential primary folding up the "Vote Here" sign at the closing of a polling place.

Cars were parked around the entire school, which I only had to circle once before finding a spot next to the visiting team bus. For the most part, everyone in the two communities was already inside.

The wonderful smell of popcorn called you inside as you hit the entrance to the building, where a lady wearing a school sweatshirt stating it was the home of the gymnasium named for the long-time athletic director was selling tickets. A similar sign was on the wall beneath the scoreboard in the gym and I asked the AD how he felt about it. He was humbled for a moment, but then said, "You know, most of the time they do that kind of stuff after you're dead and gone." We started our evening off with a good laugh and he then quickly pulled out a bag of popcorn and said was the best popcorn in the conference. Based on my travels, I'd say he was right; it might even make my top 10 list.

I got a little history lesson before the game about how a stage at the end of the gymnasium had once existed, and how it was now louder since a wall replaced it as part of a new auxiliary gym. Like the popcorn, I certainly was in no position to argue. It was plenty loud enough in there, especially when I saw for the first time at a high school game a gong about 5 feet in diameter being used by the pep band as the players on the home team were introduced.

And speaking of introductions, that was the only time the public address announcer used the microphone all night

long. In a small town, you don't really need it – everyone already knows your name.

There was a pregame ceremony to honor the home school's baseball team for its sportsmanship when it won the MHSAA tournament last spring. About every player on the varsity basketball team and a number of the kids from the junior varsity basketball team, came out to center court. In fact, I think I only saw one kid in street clothes in the group. I'll assume that most of these kids go straight from one school sports uniform in the fall to another in the winter and a third in the spring – maybe even a fourth!

So the night goes on and the neighborhood rivalry plays itself out. It was a loud, hot night in the old small-school gym. The



kind of night I remember well growing up. A night where everything that's good about high school sports was on display.

Like the old John Cougar Mellencamp song says, "I don't have anything against a big town, but I can't forget where I come from." I still have a ball watching a game in small-town gym.

— John Johnson  
MHSAA Communications Director

*This commentary first aired on the radio program MHSAA Perspective, broadcast on over 40 radio stations across the state, and can be heard on-demand on the MHSAA Internet Broadcast Network – [www.mhsaanetwork.com](http://www.mhsaanetwork.com).*

## — ISYS

shown that athletes who end up being collegiate captains engaged more in adult conversations growing up than their counterparts who do not develop leadership skills.

- Allow student-athletes to make some decisions that count. Don't just allow them to make trivial or trite decisions. Of course, this does not mean that you give up your duties as a coach. You cannot legally and ethically do that. However, it suggests that you find ways to meaningfully involve your student-athlete leaders in the decision process (help construct team rules, help design parts of a practice and provide feedback on game plans).
- Provide opportunities for student-athletes to develop and practice their leadership skills (come with you to the

boosters club or parent-teachers meeting and give a speech about the program, run a team discussion about setting goals for the year or improving team cohesion).

- Spend time asking your student sport leaders questions: How would you do that? What do we need to do to make that happen? Can we realistically accomplish those goals? Too often we spend time telling our student-leaders what we want done versus having them become engaged in the process.

By intentionally and consistently doing these things we will be teaching student-athletes to lead. In essence, we will be moving beyond the mere rhetoric espousing the leadership building characteristics of school sport to purposeful programming to making this happen.

## Have Your Say: The High School Sports Opinion Poll

On any given night in any give town, Monday to Saturday, urban to rural, high school administrators and coaches extend their days, everyday citizens shed work attire to don a whistle and stripes, students become athletes, and parents rearrange meal plans to attend athletic events taking place at our schools.

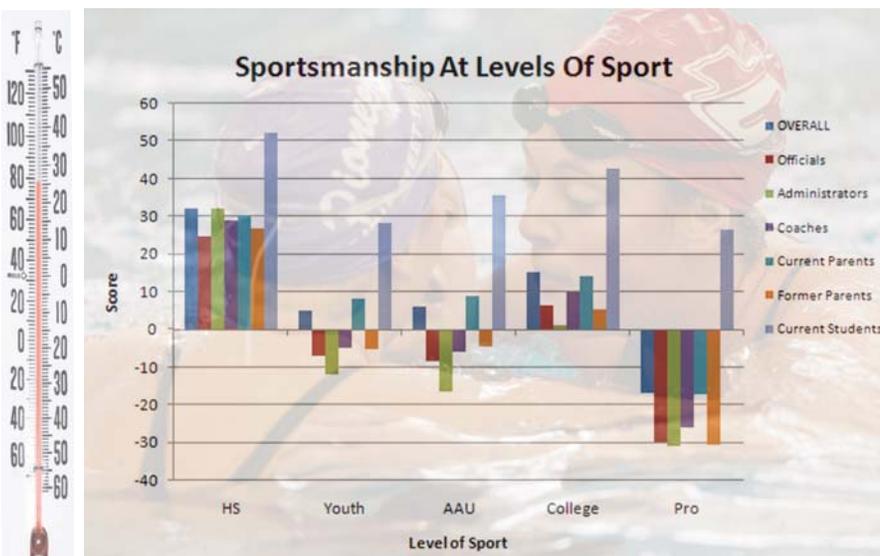
Why? Are we doing things right? What can we do better? Why aren't there more people in the stands? What do the students want from our programs? What is our educational role?

Daunting questions all. To assist in culling answers to some of these questions while roadmapping for the future, the MHSAA launched "Have Your Say: The High School Sports Opinion Poll," an online survey which received 8,078 responses from Oct. 8 to Nov. 5. The Association plans to conduct a follow-up survey at least every two years.

The poll yielded a variety of results, but none more important than the facts that both students and adults feel the primary roles of education athletics are to let kids have fun and teach them about becoming tomorrow's leaders. While agreeing on those points, the two groups had the order reversed. Students listed having fun as the primary role of these extra-curricular activities. Adults responding were of the opinion that school sports should serve to first teach young people about leadership skills.

Are school sports a means of playing at "the next level?" Student-athletes saw earning an athletic scholarship as a role; but as respondents got older, they were less inclined to think so, until an upward shift in the age 35 through 49 year ranges, after which it dropped off again.

In comparing high school sports to programs sponsored by other groups – parents, school coaches, school administrators and school game officials were united in the feeling that the school sports experience was better than participating in club or AAU programming. It was also felt that the level of sportsmanship was better in high school sports than collegiate sports, high school aged AAU and club sports, non-school youth sports and professional sports, in that order.



**Sportsmanship climate at high school events grades much higher than at any other levels, according to all groups of respondents. Current students give it positive marks at all levels, but other sectors believe sportsmanship cools significantly as the games leave our school buildings.**

### The Poll

The "Have Your Say" survey consisted of 54 statements about high school sports, and respondents were asked to use a scale to rate how much they agreed or disagreed with the statement. A score of 100 equated to an answer of "Strongly Agree," while 0 was "Strongly Disagree." Respondents placed a sliding marker somewhere between the two. So, a positive score indicates agreeing to the statement, while a negative score indicates disagreement.

A number of demographic type questions were asked to help in order to categorize respondents. Birth year and zip code determined age and current hometown. Respondents were also asked which Michigan high school they most affiliated with (if any). Finally, respondents were asked if they were a current or former student athlete or parent, and if they had ever been a high school coach, administrator or official. One last important question for differentiating respondents was to ask them if they were an avid follower of school sports. This question was used to determine how "in tune" the respondents were to schools sports.

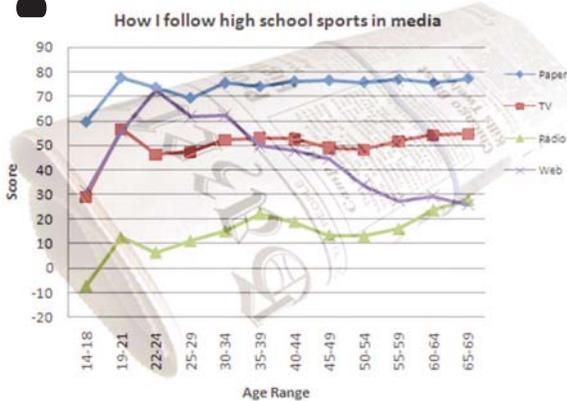
The survey was open from Oct. 8 to Nov. 5, 2008. 8,078 people completed the survey, including 71 people from outside of Michigan (from 25 states). In addition, 682 MHSAA members were listed as the "school with which I most affiliate."

Respondents in this survey were not selected randomly. The survey was promoted to our schools and the public in a variety of ways, and most respondents already had some connection with school sports.

This creates a certain amount of bias to the questions, but we are OK with this bias. This survey was meant to gather the opinion, and this is what we received.

# Survey Says . . . Top 10 Findings of the Poll

**1** Newspaper and television are still the two most popular mediums used to access information about school sports, but the Internet rivals newspaper for those people 35 years of age or younger.



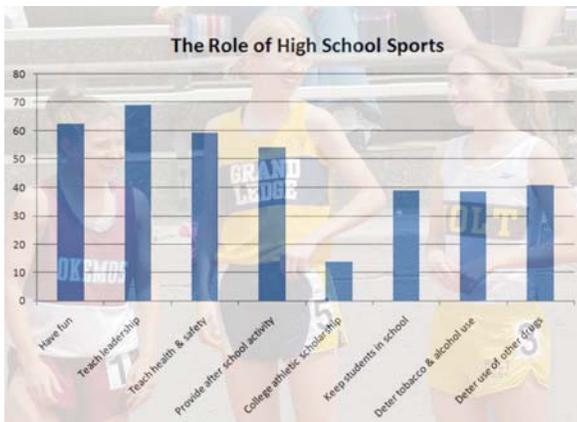
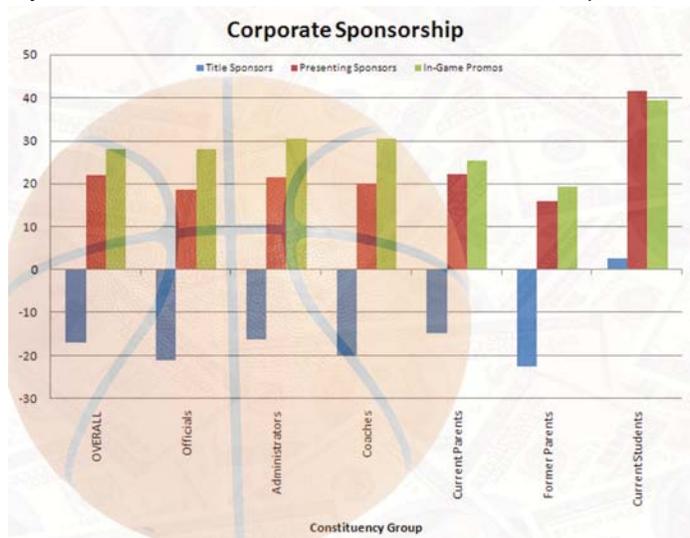
**2** Although the survey indicates the public is not yet clamoring for Web blogs and podcasts on mhsaa.com, a check of the data in two years may suggest an upward trend in the scores.

**3** The public is willing to pay more for a Football Finals ticket than a Boys Basketball Finals ticket, and more for a Boys Basketball Finals ticket than a Girls Basketball Finals ticket.

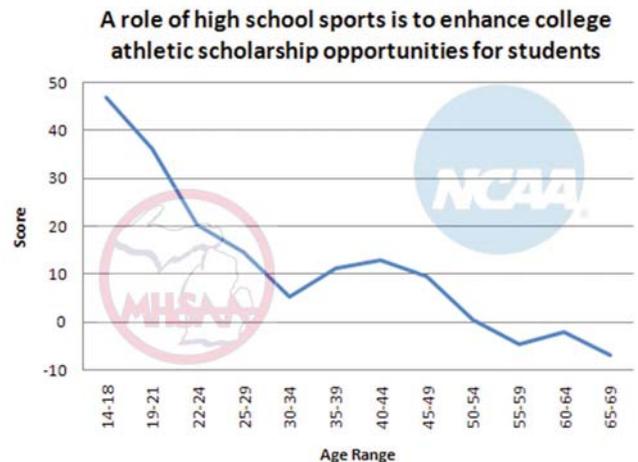
**4** Selling corporate sponsorships to fund high school sports is acceptable, to a limit. A title sponsorship for an MHSAA championship event (i.e., "Tostitos Fiesta Bowl") will draw considerable criticism from our key constituents – officials, coaches, administrators and parents.

**5** The level of sportsmanship at high school sporting events is greater than that at collegiate sports, high school-age AAU sports, non-school youth sports, and professional sports (in that order).

**6** Adults believe two of the most important roles of schools sports are to teach students about leadership and to have fun, in that order. Students agree on those two roles, but they believe role No. 1 is to have fun.



**7** As a group, student-athletes agree that one role of school sports is to enhance college athletic scholarship opportunities. As people get older, however, they are less inclined to believe this.



**8** Participating in high school sports is a better sports experience than participating in AAU or club sports. Parents, coaches, administrators and officials are united and adamant about this issue.

**9** High school sports tend to be a big part of most communities' culture, but the level of support of the school sports teams differs greatly across the state. In general, the support for school sports teams is strongest away from metro Detroit and larger cities.

**10** Attempting to turn non-followers of high school sports into fans may be a lost cause. In general, these people just aren't sports fans; they don't follow college or pro sports either, and they'd rather attend a non-sports event in the community. Therefore, a renewed focus on retaining current customers and impressing new customers is a better course of action.

## Core Values



### FAQs on Core Strengthening

#### What is the “Core?”

The core is where the human body’s center of gravity is located. The core musculature provides the foundation for all movement. Trunk, pelvic and shoulder girdle muscles make up the core. The larger core muscles include the back muscles, abdominals, and hip muscles (gluteals). Smaller core muscles include those between the vertebrae of the spine, the rotator cuff, and hip rotators.

#### Why are strong core muscles important?

Strong core muscles help provide the athlete with shock absorption (deceleration), balance (stabilization), and force production (acceleration). Maximizing performance of these muscles can improve the athlete’s ability to generate more power, improve speed, balance, and agility, and to react to game situations quickly. Strong core muscles also assist in preventing injuries due to collisions, year round training, and help protect athletes who compete in a single sport.

#### How does the core work to help the athlete?

Large and small core muscles help hold the spine in the position of power. This allows for transfer of forces between the arms and the ground. For a baseball pitcher, this allows them to transfer force from the ground into his arm and generate velocity while throwing. Strong core muscles enable an athlete’s arms and legs to work independently and efficiently. Inefficient movement leads to predictable

patterns of injury, i.e., hamstring strain in track athletes, and groin strain in hockey players. A weak core with strong arms and/or legs does not allow maximum force to be developed during sporting activities

#### Which sports require the athlete to have strong core muscles?

Any athlete will benefit from core strengthening exercises. An athlete’s core can never be too strong.

#### How can you tell if an athlete may need to work on core-strengthening exercises?

The athlete has a nagging injury that will not resolve:

- Recurrent injuries of a similar type
- If, during the course of competition, the athlete fatigues, and loses proper form
- Pain that is present during their sport but not during regular daily activities. (This may progress to the point of being present during daily activities.)
- Inability to perform an abdominal curl up
- Inability to perform 10 push-ups with a “neutral” spine
- Inability to perform a single leg squat and maintain an upright posture:
  - Knee over the toe
  - Level pelvis
  - No loss of balance
  - Minimal use of arms for balance



#### When would an athlete benefit from a medical professional assisting them with a core strengthening program?

An athlete will benefit from a medical consultation if they have a nagging injury that will not resolve, a recurrent injury of the same or related areas, or multiple areas of injury. They may benefit from a core strengthening program or a performance enhancement program if fatigue affects the athlete’s ability to carry out their sport with proper form, if the athlete is unable to perform a push up, a curl up, or a single leg squat as described above, or if the athlete has generalized low back pain.

Henry Ford Health System’s Center for Athletic Medicine offers a comprehensive approach to sports medicine, including surgical and non-surgical care, sports rehabilitation, injury prevention, and performance enhancement programs. The HFHS treatment team includes sports medicine fellowship trained orthopedic surgeons, sports medicine fellowship trained primary care physicians, as well as certified athletic trainers and physical therapists.

*For further information on this article or for priority appointments for sport injuries please contact Henry Ford Center for Athletic Medicine at 313-972-4216.*

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# Change in Physical Exam Requirement

All 2008-09 physical exams must include a signed statement by the parents or guardian or 18-year-old student "for consent to disclosure to the MHSAA of information otherwise protected by FERPA and HIPAA for the purpose of determining eligibility for interscholastic athletics."

The MHSAA has included this new requirement on all physical cards distributed since August 2007. These new cards are YELLOW in color. Old tan colored cards do not contain the new language. Schools or clinics that use their own physical form must include this consent language in their forms starting April 15, 2008 for the 2008-09 school year. See Page 30 of the 2007-08 MHSAA Handbook for the exact language of Regulation I, Section 3 – Physical Examinations.

## MHSAA Committee Membership Nominations

In the early spring of 2008, all superintendents, principals, athletic directors, coaches and board of education members who desire to serve on MHSAA committees may submit their names for nomination. If you are interested in serving on an MHSAA Committee, submit the form on page 224 of the *February Bulletin* and submit to the MHSAA by March 14, 2008.

### CRITERIA FOR NOMINATION AND SELECTION

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.

**Significant eligibility requirement effective with 2008-09 school year physicals given any time after April 15, 2008**

## BCAM Invites Officials to Finals Reception



The Basketball Coaches Association of Michigan invites MHSAA registered basketball officials to its hospitality room at the Boys Basketball Finals on Saturday, March 15, at MSU's Breslin Center.

Officials are admitted free with their ID card, and may bring one guest for \$3. The event runs throughout the course of the Finals that day.

## TEAMS PRACTICING OUT OF STATE REQUIRED TO SUBMIT OUT-OF-STATE TRAVEL FORM

The tradition of taking a team on a "spring trip" for practice only is a separate issue from sanctioning a competition. 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:

*"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 Web site. Pursuant to action of the Representative Council in May 2003, all schools which complete this form will be listed in the *MHSAA Bulletin*.



## Good Sports Are Winners! Awards Recipients Chosen for Fall 2007

Nearly 200 teams representing over 150 schools have been selected to be recognized for displaying outstanding sportsmanship during selected Fall Michigan High School Athletic Association postseason tournament competitions through the Good Sports Are Winners! Program, and all will receive awards ranging from framed certificates to commemorative banners and crystal trophies from MEEMIC Insurance, the Association's corporate partner in sportsmanship efforts.

The program is conducted in team sports, with schools being evaluated by tournament management at District, Regional and Final Round sites. This fall, a total of 190 teams were selected from 164 schools in tournaments conducted in football, boys soccer and girls volleyball.

The program recognizes one school at each MHSAA tournament center at all levels of play for having met the highest sportsmanlike standards. Those schools will be presented framed certificates from MEEMIC Insurance. Those teams will also be recognized through the publication of their names in the MHSAA Bulletin, the MHSAA Finals program series, and on the MHSAA Web site.

During the course of the school year, over 500 teams will be recognized in 13 activities for their sportsmanship efforts during MHSAA tournaments. At the Finals in those tournaments, the school judged to have met those standards is presented a crystal trophy and commemorative banner.

**Blissfield** in football (Division 6), **Grand Rapids South Christian** (Division 3) boys soccer, and **Ubly** (Class C) in girls volleyball were selected by the tournament management at their respective Finals for displaying the exemplary sportsmanship by their coaches, student-athletes and spectators. Presentation dates at each winning school will be announced at a future

date. All three schools were finalists in their respective sports, and it is the first time each school has been named a recipient of a Finals sportsmanship award. Blissfield was also recognized in football at the District level of play, and in girls volleyball at the Regionals. South Christian was named for sportsmanship honors in Regional soccer and District and Regional girls volleyball. Ubly received an additional award at the Quarterfinal level in girls volleyball.

South Christian and East Kentwood were recognized in the fall at three tournaments, while 24 schools received mention in twice. Girls volleyball led the way with 99 teams feted, followed by 39 teams in football and 52 in boys soccer.

*Complete lists of the Good Sports Are Winners! Award recipients can be found on the Recognition page of the MHSAA Web site.*

*Evaluation/Report Forms for Tournament Managers may also be found on the Good Sports Are Winners! Award page, as well as the Administration page under Tournament and Event Management.*



*The Ubly supporters and team earned sportsmanship honors at the 2007 Girls Volleyball Finals, while Grand Rapids South Christian's boys soccer team and supporters demonstrated the same qualities to earn the award in that sport.*

## Veteran Official Makes Final Call

After 54 years and roughly 3,000 games of officiating, referee Jim Lamoreaux of St. Ignace is hanging up his whistle. The 76-year-old has presided over football and basketball contests for more than five decades, and has decided to turn his attention to retirement.

"I've had a long run, and it's been a lot of fun," he said. "But inside, you kind of know when it's time to hang it up, and it's time. I'm going to be 77 soon, and the travel is getting to be too much."

Lamoreaux had heart surgery last year, and did not take any officiating contracts for the upcoming seasons, due to simple uncertainty.

"When I had my heart operation, I didn't schedule anything for the following year," he said. "I just didn't know how the surgery was going to turn out, and whether or not I was going to be able to do it."

Lamoreaux's last football game was an Oct. 19 game between Traverse City West and Traverse City Central, despite his crew's urging him to submit playoff availability.

"From now on, Friday nights are for fish fries," Lamoreaux said, although he did

work a dozen or more basketball games this winter. He will give that up, too, once the season ends.

Over the years, Lamoreaux has racked up his share of honors, which include having worked MHSAA Finals in football and boys and girls basketball. He is also a member of the Upper Peninsula Sports Hall of Fame, after being inducted in 1994.

The retirement frees Lamoreaux for some of his other favorite winter activities, which include cross country skiing and snowshoeing with his wife.

"I'm going to miss the relationships that develop over the years with the players and coaches," he said. "They've helped me not feel as old as I really am. Developing those relationships is special and that's probably what I'll miss the most."



photo courtesy of Jim Lamoreaux

Even though he won't be officiating anymore, Lamoreaux's legacy will live on, as many new officials got their start under his tutelage.

"Nine of the guys who I started have worked in state final games. That's something I'm proud of," he says.

It's not like Lamoreaux won't be around anymore. He plans to attend games regularly, and hinted that he may even pull some spot duty as a fill-in official.

"I might," he said. "I still love going to the games, and if someone needs a fill-in, I would consider doing that once in awhile."

— Scott Church  
Sault Ste. Marie  
Evening News

## Quick Whistles

### Every Day Is Game Day

One of the most important topics of athletic officiating is appearances. In officiating, appearances really matter, on several levels and in many ways.

Between the lines, appearance is hustle and mechanics, and it's the attentive but unemotional way officials respectfully listen to coaches' concerns.

Before the contests, it's how the official looks from top to bottom, from hair to shoes.

And away from contests, it's behavior. It's decorum. It's restraint and modesty. It's good, but not boisterous humor. Drawing no more attention to oneself away from the court or field than on the court or field. Declining to be the center of attention socially, just as the official declines to be the center of attention during contests.

During, before and away from contests, the official appears professional. And the official appears appropriate for working with kids.

The appearance of MHSAA officials, the image of MHSAA officials, really matters. For they are the only persons to wear the MHSAA label at a contest.

The Officials for Kids initiative is one of the tools we're giving officials and their associations to promote a positive image in their communities.

But every day – whether it's a game day or an off day – officials have to be on their game. Officials have to look the part.

Being an MHSAA official is not a full-time job, but it's a full-time role and responsibility. It's no less a full-time role than that of an MHSAA staff person. There is never a day off from a staff member's association with the MHSAA and school sports.

The same is true for officials when they register with the MHSAA. Every day is game day for their personal behavior.

### Northeast Hockey Referees Association Announces 2007 Scholarship Recipient

Andrew Reid, formerly of Rochester Stoney Creek High School and current Wayne State University pre-med student, has been named recipient of the 2007 Northeast Hockey Officials Association scholarship. The \$600 scholarship was instituted in 2006 by the NHRA and awarded to a student athlete who is also active as a hockey official. The scholarship is funded entirely through association member dues.

Reid met and exceeded all of the NHRA criteria which includes being a high school hockey player and current certified amateur hockey official, a 3.0 GPA or greater, extensive leadership on and off the ice, and recommendations by a several of his high school coaches at Stoney Creek. Andrew was Captain of the football and hockey teams as a senior, president of the National Honor Society, treasurer of the Student Council, was active in Key Club and community volunteer work, and participated in ensemble band activities. He also earned All-OAA honors in Hockey and was the Stoney Creek hockey team leading scorer as a senior.

Andrew now joins the inaugural winner of the NHRA scholarship, Justin Shaner, formerly of Anchor Bay High School and current NHRA official who is also studying pre-med at Wayne State University. Both are current members of the Northeast Hockey Referees Association.

Rochester Stoney Creek High School will keep the awarded plaque in honor of Andrew and his accomplishments in their hockey trophy case for one year as Anchor Bay HS did in honor of Justin Shaner the previous year.

## Incorporate Teaching in Coaching

**T**he terminology, “the coach as teacher” is certainly very appropriate. Coaches agree that teaching skills, rules and strategies are among their primary responsibilities. Most would also agree that improving the physical condition of their players and teaching good sportsmanship are also important objectives for their players. These responsibilities, plus the recognition of the importance of planning for the season, will result in many benefits for the coach. Long-term planning serves as a “roadmap” to your destination and enhances the preparation of a team for competition. A typical practice sequence should include the goals of what you are attempting to accomplish as well as the amount of time you will need for each of the practice tenets.

As listed in the Coaches Advancement Program, *The Coach as Teacher* module, the following are 11 teaching tips for coaches to be incorporated into your practice plan:

1. Practice makes permanent (not perfect) – It is the quality of performance during practice sessions that make for skilled motor performance.
2. Repetition – Stress proper form and have your players perform a skill to the best of their ability over and over. Inform them of correct key elements of form along the way.
3. Progressions – Break a skill or set of skills into basic parts, then build back to the whole.
4. Whole-part-whole – Skills and strategies are best taught by providing the whole picture (skill) to the learner first, then breaking it into its sub-components for practice. Finally, the parts are reassembled as a whole.
5. Restrictions and Modifications – Target select skills and tactics by modifying games, drills, and scrimmage play. Expert coaches are able to quickly modify drills and games to challenge the abilities of the individual athlete at an appropriate level of difficulty.
6. Freezing Play – As your players perform a drill or engage in a scrimmage, stop play with a whistle or “freeze” call to illustrate a point.
7. Develop a proper mentality regarding mistakes – Create a “psychologically safe” learning environment in which initiative and effort is encouraged.
8. Provide the right kind of feedback at the right time – Giving effective feedback is one of the most important teaching skills for a coach. This feedback should contain specific, relevant information about skill performance. Feedback should be reduced during game performances.
9. Player Analysis – Involve your players in assessing themselves. Teach them to take responsibility for their learning and for that of their teammates.
10. Peer Teaching – One of the best ways to really learn a skill is to actually teach that skill. Empowering your players to teach themselves can be a very effective learning strategy.
11. Homework – Give players specific assignments to accomplish by the next practice. Ball handling drills as well as written reflections make great homework assignments.

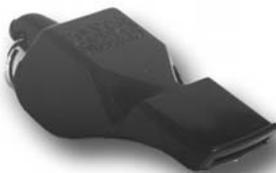


Obviously, the coach has an awesome responsibility to teach and to prepare. And, while very rewarding, coaching takes a great deal of energy and commitment. Always remember, what you say and do has a direct effect on your athletes’ physical, psychological and social development. Continue to know that you make a difference. Having a positive experience as a part of a team will be one of the best memories that an athlete will have and building those teams will be the coach’s greatest legacy.

**It takes strength  
to lift this.**



**It takes a  
strong person  
to lift this.**



**Help Recruit  
School Coaches  
and Officials.**

# Rules Books to be Distributed in Alternate Years

The MHSAA will soon be providing all National Federation rules publications to its member schools and registered officials on an alternate-year rather than annual basis.

Citing the high cost to purchase and ship rules books that have few significant changes year after year, MHSAA staff proposed last spring and the Representative Council approved Nov. 30 a schedule of purchases that will save the association approximately \$115,000 over each two-year period.

The savings will not only allow the association to delay increases in its officials registration fees which are already among the lowest across the country, but it will also help underwrite new officials' recruitment, current officials' retention and training initiatives, including an online video training program that will be available free of charge to all MHSAA registered officials in 2009.

The MHSAA and the Illinois High School Association have mutually agreed on a schedule for alternate-year purchases of National Federation rules books which will permit these two associations to continue to work together on the aforementioned and other officiating matters.

The MHSAA is among several high school associations across the country that have been requesting that the National Federation prepare and publish rules changes on a two-year schedule for all sports, not just girls gymnastics. Recently, the National Collegiate Athletic Association adopted a two-year schedule for playing rules changes for intercollegiate athletics, and many other organizations change rules even less frequently.

In the "off years" when publications are not purchased, the MHSAA will provide the previous year's rules book to new officials; and all officials and schools will be provided summaries of changes online, in print and at meetings.

Following is the MHSAA distribution plan for National Federation publications:

## 2008-09:

Baseball Rules Book and Case Book  
Basketball Rules Book and Case Book  
Girls Gymnastics Rules Book  
Track & Field Rules Book and Case Book  
Volleyball Case Book  
Wrestling Case Book

## 2009-10 and again in 2011-12:

Football Rules Book and Case Book  
Ice Hockey Rules Book  
Girls Lacrosse Rules Book  
Boys Lacrosse Rules Book

Soccer Rules Book  
Softball Rules Book and Case Book  
Swimming & Diving Rules Book  
Volleyball Rules Book and Case Book  
Wrestling Rules Book and Case Book

## 2010-11 and again in 2012-13:

Baseball Rules Book and Case Book  
Basketball Rules Book and Case Book

Girls Gymnastics Rules Book  
Track & Field Rules Book and Case Book

MHSAA Competitive Cheer and Alpine Skiing Manuals will be published in 2008-09 and 2010-11, etc. Rules books in bowling, golf and tennis will also be provided in 2008-09 and 2010-11, etc.



## COURSE OVERVIEW

<b>CAP 1</b>	<b>6 Hours</b>
2 hours:	Coaches Make the Difference: MHSAA Philosophy and Regulations
2 Hours:	Effective Instruction: The Coach as Teacher
2 hours:	Sports Medicine and First Aid
<b>CAP 2</b>	<b>6 Hours</b>
2 hours:	Effective Communication: Characteristics of Coaches who are Great Communicators
2 hours:	Legal Issues in School Sports: A Game Plan to Meet Legal Needs
2 hours:	Psychology of Coaching
<b>CAP 3</b>	<b>6 Hours</b>
2 ½ hours:	Additional Coaching Responsibilities: Becoming Aware of your Many Resources
2 hours:	Effectively Working with Parents
1 ½ hours:	The Coach as Performer: Managing Your Time and Energy Level
<b>CAP 4</b>	<b>6 Hours</b>
2 hours:	Teaching Technical and Tactical Skills
2 ½ hours:	Strength and Conditioning: Designing Your Program
1 ½ hours:	Preparing for Success
<b>CAP 5</b>	<b>6 Hours</b>
2 hours:	Healthy Living
2 hours:	Controlling Emotions in Pressure Situations
2 hours:	Resolving Conflicts in Athletics
<b>CAP 6</b>	<b>6 Hours</b>
6 hour	Champions of Character

### Coaches Advancement Program Certification

CAP Beginning Certification = 12 hours  
CAP Intermediate Certification = 18 hours  
CAP Advanced Certification = 24 hours  
CAP Masters Certification = 30 hours  
CAP Masters Elite Certification = 36 hours

**Visit the Coaches Page on [mhsaa.com](http://mhsaa.com) for the 2008 CAP Schedule and Registration Form**

# The Calendar

## Winter Sports Dates

Visit [mhsaa.com](http://mhsaa.com) for Pairings and Ticket Information

SPORT	First Practice Date	First Contest Date	Days or Contests	Opt-Out Due Date	Ratings Due Date	MHSAA TOURNAMENT DATES				
						Districts	Regionals	Quarters	Semis	Finals
Basketball: Boys	Nov 12	Dec 3	20C	Jan 30	Apr 1	Feb 25, 27 & 29	Mar 3 & 5	Mar 11	Mar 13-14	Mar 15
Basketball: Girls	Nov 5	Nov 26	20C	Jan 23	Apr 1	Feb 18, 20 & 22	Feb 26 & 28	Mar 4	Mar 6-7	Mar 8
Bowling: Boys & Girls	Nov 8 UP Nov 15 LP	Nov 24 UP Dec 1 LP	24D	Feb. 8			Feb 22-23			Feb 29 - Mar 1
Competitive Cheer	Nov 5	Nov 19	12D	Feb 15	Apr 1		Mar 1			Mar 7-8
Gymnastics	Oct 29	Nov 17	15D	Feb 22			Mar 1			Mar 7-8
Ice Hockey	Oct 29	Nov 12	24C	Feb 6	Apr 1		Feb 25-Mar 1	Mar 4-5	Mar 6-7	Mar 8
Skiing: Boys & Girls	Nov 12	Dec 8	15C	Feb 8			Feb 14 or 15			Feb 25
Swimming: LP Boys	Nov 19	Dec 1	17D	Mar 3			Dive: Mar 4			Mar 7-8
Swimming: UP Boys & Girls	Nov 5	Nov 17	17D	Feb 11						Feb 16
Wrestling: Individual	Nov 12	Nov 28	16D	Feb 6	Apr 1	Feb 16	Feb 23			Mar 6-8
Wrestling: Team	Nov 12	Nov 28	16D	Feb 6	Apr 1	Feb 13 or 14	Feb 20			Feb 29 - Mar 1



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