

# 2017-2018 FHSAA Student-Athlete Advisory Committee

## Spring Meeting

- I. Welcome and Introductions
- II. Individual Goals Roundtable
  - A. Form Student Leadership Group
    - a. Ashlyn – Blood Battle to donate blood and “compete” against Holmes County
    - b. Luis – Plan to start a county-wide leadership group. Organized Swim-a-thon. For every dollar given, swim 50 yards. Also wore pink caps during season meets for Breast Cancer Awareness
    - c. Brooke – Took charge of school’s student leadership group. Developed student-athlete handbook. Assisted with Special Olympics.
    - d. Steven – Helped organize Walkout. Organized local government representative to get students registered to vote.
    - e. Catherine – For volunteers, each member spent a day each week with a different school club.
    - f. Sophia – Created SAAC at her school with reps at each sport. Field Day for TB Children’s Cancer Center. Increase attendance by having clubs at schools attend sporting events.
    - g. Jae – Green Up Boone. Encouraging middle school girls to take up sports.
    - h. Esteban – Used donations from hurricane to open “thrift shop” at school for those in need.
    - i. Peyton – Adopted children from local homeless shelter. Each class (senior, junior, sophomore, freshman) had separate responsibilities.
    - j. Ranier – Developed athletic advisor position at his school. Through that, began a tennis program at school.
    - k. Abigail – had a group with all leaders from all of the sports for South Florida HEAT. Informal party for soccer team with Douglas situation was discussed.
- III. Review of SAAC Mission Statement and 2017-18 SAAC Initiatives
- IV. Selection of Sunshine State Spirit Showdown Winner
  - A. Bishop Kenny - 268
    - a. Didn’t show unified cheers
    - b. Had themes for each game
    - c. Strong school participation at each event
  - B. Braden River - 212
    - a. Multiple sports, included tennis/weightlifting
    - b. Never saw students cheering or excitement that wasn’t “staged”
    - c. Passionate about school and good community participation
  - C. Choctawhatchee - 342

- a. Balance of sports, cheerleading, explanations
  - b. Showed more of the school community
  - c. Only saw football and basketball
- D. Fort Walton Beach - 317
  - a. Quality of the video very high from production standpoint
  - b. Limited cheering
  - c. Community extremely involved
- E. Lake Howell - 297
  - a. A lot of school involvement
  - b. Introduction was original and principal involved was a nice touch
  - c. Primarily football and basketball
- F. Mandarin - 267
  - a. Embodied what it was like to be a student at Mandarin
  - b. Strong community involvement
  - c. Music seemed to not fit content of video
  - d. Had a bit of a staged feel
- G. Merritt Island - 241
  - a. Heard original cheers
  - b. Had sports beyond football and basketball
  - c. Family atmosphere came across
  - d. Could have been more upbeat
- H. Niceville - 155
  - a. Short and video ended somewhat abruptly
  - b. Music lacked energy
  - c. Principal was passionate about school
- I. Palmer Trinity - 233
  - a. "The Flock" left legacy for school and raised the school spirit
  - b. The SAAC members that have competed against Palmer Trinity did not see the same school spirit displayed in video
- J. Out-of-Door - 309
  - a. Student turnout impressive considering the size of the school
  - b. Cheers were on display
  - c. Appeared to be honest depiction of school
- K. Viera - 251
  - a. Only football shown
  - b. Face painting to support team was unique
- V. Marjory Stoneman Douglas Tragedy
  - A. Review questionnaire
    - a. Why is this happening?
      - i. Mental health major issue for teenagers
      - ii. Revenge on the people that caused anguish

- iii. Security is lacking and school is open for outsiders
  - b. What can be done to prevent further acts of violence?
    - i. Ban on assault weapons
    - ii. Extensive screening/mental health exams
    - iii. Educate teachers/faculty on signs of potential shooter
    - iv. Student leadership when an “outcast” is recognized
    - v. Mental health counselors on campus
    - vi. Do not provide names of shooters as they want the recognition
    - vii. Preparation – Have an emergency action plan
    - viii. Take any kind of threat seriously
  - c. As member of SAAC, how can we assist in preventing further acts of violence?
    - i. Be liaisons of communication between students and administration
    - ii. “No one eats alone”, “See something, say something” initiatives
    - iii. Making change by voting
    - iv. Movement is student-led so stand behind and support as a group
  - d. What policies does your school have in place for violent student/bullying?
    - i. Peer counseling
      - 1. Seniors mentor freshmen
    - ii. Code Red drills
    - iii. Safe coordinator
  - e. What role can SAAC and FHSAA have to prevent future incidents?
    - i. Provide a plan of action that would lead to a solution
    - ii. Compile list of resources (helplines) and distribute
    - iii. Mental health screening for student-athletes
    - iv. Include something pertinent in State Series scripts
  - f. Short-term goals
    - i. Register students to vote
    - ii. Promoting positivity (e.g. quote boards)
    - iii. Beginning internal student broadcast with hot topic discussion
    - iv. Mental health screening requirement for student-athletes similar to the NFHS Concussion Course

VI. Issues for SAAC to tackle in 2018-19

- g. Mental Health
- h. Encourage female participation
  - i. Create a video of SAAC females discussing why they participate
- i. Transgender student-athletes
- j. Life outside of athletics
- k. Guidance on sending information to college coaches for potential scholarships/opportunities