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IHSAA EXPRESS

Supporting Education Through Activities



THE NFHS VOICE

Respect for Everyone in High School Sports and Activities

Dr. Karissa L. Niehoff, NFHS Executive Director



Case studies have revealed that kids want to participate in high school sports because they are fun. Being a part of a team gives them an identity, a sense of self-worth and, in some cases, a reason for engaging in academics. They are included, accepted and feel like a valued member of a community.

This describes the ideal and the goal of high school sports. Fortunately, that atmosphere exists at a majority of the 19,500-plus high schools within the NFHS family. And since it is the desire of high school leadership throughout the country that these ideals continue, we are concerned about the growing decline in respect, integrity and unacceptable behavior in and around high school sports.

Racism is one of our greatest concerns nationwide. We have heard of students posting videos to social media with racist comments. We read about racial comments by team members of nearly all-white schools to opposing players from schools composed of nearly all minority students. There have been cases of white players disrespecting Native American players on the opposing team by addressing them in an unacceptable manner.

This type of behavior could be a reflection of events occurring in our society, or due to lack of a respectful environment at home. Regardless, they are not defensible reasons for the occurrence of these horrible acts within education-based high school sports and activities.

High school sports and activities exist to lift people up, not demean or tear people down. National politics or lack of role modeling by adults at home aside, coaches, administrators and other leaders in high schools nationwide must direct programs with respect, acceptance and dignity and demand the same from the school participants.

More than 50 years ago, Special Olympics began a global movement to break down barriers and end discrimination against people with intellectual disabilities. Since then, lives have been changed for the better all around the world. Many schools have implemented Unified programs in sports, performing arts and even physical education.

We must do the same for everyone. All student-athletes – regardless of race, religion, political views or gender identity – should be treated equally. As baseball Hall of Famer Jackie Robinson said, “I’m not concerned with your liking or disliking me . . . All I ask is that you respect me as a human being.”

As schools hire individuals to fill coaching positions, character must be the top prerequisite for the job. They must be guided by honesty, integrity and ethics, and they must be positive role models for students. And this is certainly not a new idea.

H. V. Porter, the first full-time executive director of the NFHS, had the following to say in 1950: “The amount of success (in improving sportsmanship) is largely dependent on the degree to which attention is constantly given to the matter by the school staff.”

We certainly agree with Mr. Porter but also believe that everyone must pay attention.

The NFHS has several free online education courses through the Learning Center (www.NFHSLearn.com) that can assist in establishing a program that teaches and models respect for self and respect for others. We suggest that “Teaching and Modeling Behavior,” “Sportsmanship” and “Bullying, Hazing and Inappropriate Behaviors” be required courses for everyone working with student-athletes.

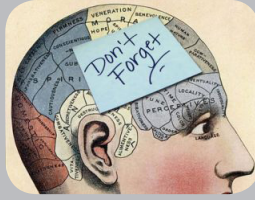
High schools must establish a culture that values the worth of every single person – both players on the school’s team and players on the opposing team. There must be a no-tolerance policy regarding behavior that shows disrespect for another individual. Kids today are looking for a community, and high school sports and activities must be that community that is fun, respectful and supportive of everyone.

Dr. Karissa L. Niehoff is in her second year as executive director of the National Federation of State High School Associations (NFHS) in Indianapolis, Indiana. She is the first female to head the national leadership organization for high school athletics and performing arts activities and the sixth full-time executive director of the NFHS, which celebrated its 100th year of service during the 2018-19 school year. She previously was executive director of the Connecticut Association of Schools-Connecticut Interscholastic Athletic Conference for seven years.

ADMINISTRATION CORNER

DATES TO REMEMBER

- 11/1-2 State Volleyball Championships
- 11/2 State Cross Country Championships
- 11/4 First Girls Basketball Practice
- 11/8-9 State Swim Championships
- 11/11 Veterans Day
- 11/11 State Football Pictures/Rosters Due
- 11/15 First Boys Basketball Practice
- 11/18 First Wrestling Practice
- 11/22-23 Football Milk Bowl
- 11/27-30 IHSAA Office Closed (Thanksgiving Holiday)



NOVEMBER CHECKLIST

- ___ Make time for family
- ___ Check basketball/wrestling scoreboard & PA system
- ___ Prepare winter practice schedules for gyms
- ___ Arrange/finalize winter bus schedules
- ___ Review winter event cancellation procedures
- ___ Finalize spring schedules
- ___ Verify winter coaches requirements are met
- ___ Review winter gate procedures with staff
- ___ Confirm basketball and wrestling Arbiter schedule
- ___ Distribute sportsmanship information to coaches/players/parents

ADMINISTRATOR RESPONSIBILITIES - HOST & VISITING SCHOOL

- Administrators of both schools are responsible for the general organization, management and supervision of students and adult fans before, during and following each event, with the home school assuming the major role.
- Communicate prior to date of contest concerning physical aspects of the facility including parking, entrances/exits, seating sections, etc.
- Game administrators and/or supervisors from both schools should meet prior to the contest. They should introduce themselves to the officials prior to the contest and let them know where they will be located during the game.
- Faculty supervisors or adults delegated by the school administrators should carry visible identification.

MEET THE BOARD

Dana Facer, Speech Arts Representative

Meet Dana Facer



As a lifelong lover of the arts, it is a natural progression that Dana serve as a member of the IHSAA Board of Directors. Dana is a graduate of Star Valley High School and earned a Bachelors and Masters Degree in Theatre (Acting/Directing) & Speech at Idaho State University. Since 2003, Dana has taught English, Theatre, Speech and Debate at American Falls High School and created the Speech and Debate programs at the school.

As a self-proclaimed idealist, Dana believes that all humans have value. It is her job as a teacher, to open minds and hearts, while helping bring people together to change the world for the better. As an IHSAA board member, Dana wants to have a positive impact on the youth of Idaho through extracurricular activities, support the Speech Arts and represent small schools.

In her spare time away from the classroom and coaching, Dana enjoys spending time at the family cabin in Star Valley.

The memories of her parents, siblings, family, friends and her many furbabies fill her heart. Dana's has two children. Peter, a sophomore at American Falls HS and Sadie, a freshman majoring in Technical Theatre at Idaho State University. She also has two furbabies, Wonton and Aziraphale, that are her pride and joy.



IHSAA Student Advisory Council Sportsmanship T-Shirt Contest



Display your artistic creations in the IHSAA Student Advisory Council Sportsmanship T- Shirt Contest! The chosen design will be featured on IHSAA T- Shirts. This is a great way to step out of your comfort zone and show us who you are. You must include the words "Sportsmanship, Achievement, and Character" somewhere in your design along with the design being related to sportsmanship in Idaho. All designs must also use the provided template and only include two colors. Your design can be computer generated or hand drawn. Remember to keep it school appropriate! You must submit your design to idaho_SAC@idhsaa.org by November 10th in order to win. Be creative and have fun! Show us your best designs!

-Dakota Gorges, SAC



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COACHES CORNER

IHSAA Coaches Code Of Ethics

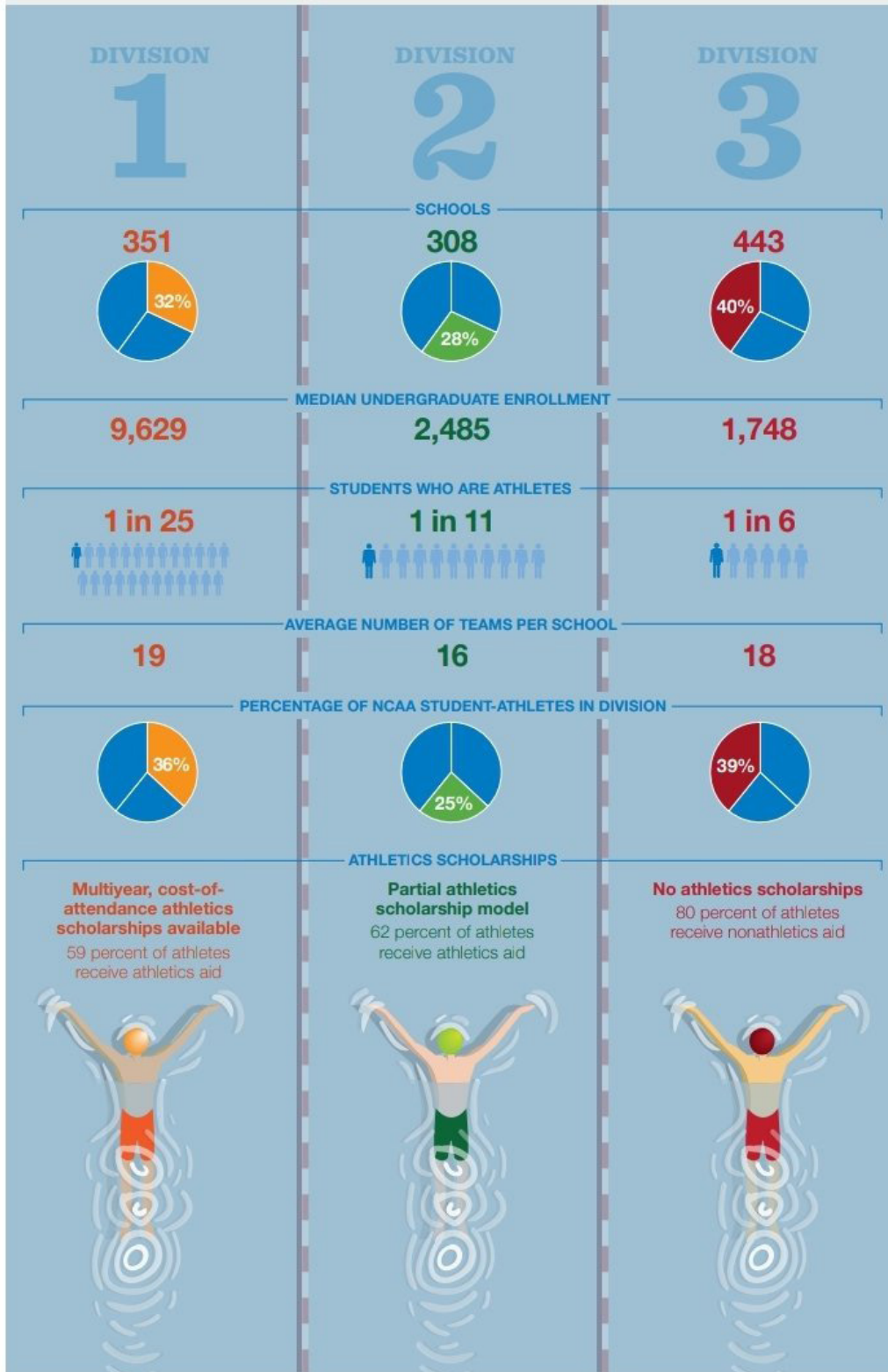
The function of a coach is to educate students through participation in interscholastic competition. Interscholastic programs should be designed to promote citizenship and enhance the academic mission of the school.

The Coach Will

- Be aware that he or she has a tremendous influence, for either good or ill, on the education of the student and, thus, shall never place the value of winning above the value of instilling the highest ideals of character.
- Uphold the honor and dignity of the profession. The coach shall strive to set an example of the highest ethical and moral conduct. The coach/school will honor contracts regardless of possible inconvenience or financial loss.
- Master the contest rules and shall teach them to his or her team. The coach shall not seek an advantage by circumvention of the spirit or letter of the rules.
- Demonstrate respect and support for officials. The coach shall not indulge in conduct, which would incite players or spectators against the officials. The coach will not make statements concerning officials' decisions after a game.
- Work with school faculty to promote overall educational growth of the student. The coach shall not exert pressure on faculty members to give student-athletes special consideration.
- Honor the commitment to student based programs that supplement the educational growth of each student-athlete.
- Be professional in association with other coaches. The coach should meet and exchange cordial greetings with the opposing coach to set the correct tone for the event before and after the contest.
- Exert his or her influence to enhance sportsmanship of all extracurricular activities.
- Cooperate with different media sources in an appropriate manner that promotes all aspects of the sport, school and community. Public criticism of officials, opponents or players is unethical.
- Uphold all policies and procedures of the school, district, IHSAA and the National Federation.

Our Three Divisions

The NCAA's three divisions were created in 1973 to align like-minded campuses in the areas of philosophy, competition and opportunity.



What are the eligibility requirements in each division?

College-bound students who want to compete at a Division I or Division II school must meet standards set by NCAA members. For Division III, athletes must meet the admissions standards set by the school. Eligibility standards can be found at eligibilitycenter.org.

How is each division governed?

NCAA schools develop and approve legislation for their own division. Groups of presidents and chancellors lead each division in the form of committees with regularly scheduled meetings.

Did you know?



Division I student-athletes graduate at a higher rate than the general student body.

Division II

is the only division with schools in Alaska, Puerto Rico and Canada.



Division III's largest school has 24,702 undergraduates. The smallest? 284.

Learn more at ncaa.org/about.



The Idaho High School Activities Association is pleased to announce the 2020 “Legends of the Game” recipients. The award was established in 2001 to help preserve the heritage of Idaho high school sports by honoring great teams of the past. Eligible basketball “Legends” include girls’ teams from at least 20 years ago and boys’ teams from at least 30 years ago. Ceremonies honoring “Legends” recipients will take place during halftime of the state 5A basketball championship games at the Idaho Center.

American Falls Beavers

The 2020 girls’ basketball “Legends of the Game”, the 2000 American Falls Beavers. After three consecutive 3rd place finishes at State, the seniors on this American Falls team were on a mission for a championship. With a four-year record of 90-16, they finished the 2000 season 23-5 and took home the school’s first and only girls’ basketball state championship.

Led by coach, Gary Aldous, the American Falls Beavers set a new bar for excellence at AFHS and inspired future generations of state champions. Congratulations to these great “Legends of the Game”!

Buhl Indians

The 2020 boys’ basketball “Legends of the Game”, the 1979 Buhl Indians. After losing to Rigby in the 1978 state championship game, the ’79 Indians would face them again in that year’s title game. With a victory in overtime, Buhl would be crowned state champions! The team consisted of multiple three-sport athletes that found success in football, track and baseball in addition to basketball.

The ’79 Buhl Indians were coached by Terry Adolfsen and Jim Welch. Congratulations to these great “Legends of the Game”!

Fall 2019

State Academic Champions

Soccer

GIRLS		BOYS	
5A Madison	3.945	Timberline	3.730
4A Bonneville	3.758	Century	3.679
3A SV Comm.	3.790	Sugar-Salem	3.660

Cross Country

GIRLS		BOYS	
5A Centennial	3.943	Centennial	3.825
4A Bonneville	3.953	Bishop Kelly	3.870
3A Teton	3.973	Teton	3.740
2A Nampa Christian	3.926	Soda Springs	3.944
1A Liberty Charter	3.988	Greenleaf Friends	3.815

Swimming

GIRLS		BOYS	
5A Timberline	3.903	Centennial	3.980
4A Jerome	3.826	Minico	3.767

Volleyball

5A Timberline	3.846
4A Century	3.842
3A Teton	3.912
2A West Side	3.875
1A DI Valley	3.734
1A DII Kendrick	3.894

Football

5A Highland	3.588
4A Bishop Kelly	3.562
3A Filer	3.339
2A Nampa Christian	3.416
1A DI Genesee	3.580
1A DII Lighthouse Christian	3.515



SUPPORTING AND PROTECTING YOUR COACHES

By Dr. David Hoch

Athletic administrators have a responsibility to protect coaches who face unfair criticism. When athletic administrators analyze their major obligations, they'll likely look at tasks like managing the budget, risk management, game management and scheduling. While they may not realize it, they're also human resource managers. They hire, supervise, and evaluate their coaching staffs and other personnel. In addition, their efforts with coaches should extend to mentoring and protecting coaches.

To be of real support and value, you need to be available when coaches actually need help, and this may not accommodate your daily routine.

These responsibilities, and a few others, make them personnel managers. It's no different than what occurs at the corporate level. Outside of the educational realm, salaries and bonuses are still the most important aspects for motivation and retention of employees. Corporate human resource managers, however, have discovered that showing appreciation to employees ranks a close second to money when it comes to retaining a quality staff. This concept should not be lost on athletic administrators.

Part of demonstrating appreciation is being supportive when your coaches need help and guidance. Coaches might want to vent or seek sound practical advice. It's also important to keep in mind that these sessions may not always come at an opportune time in your schedule. To be of real support and value, you need to be available when coaches actually need help, and this may not accommodate your daily routine.

One of the best ways to show appreciation and support your coaches is to protect them. This does not mean blindly standing behind them regardless of their mistakes or problems. But coaches often face expectations that are unattainable. That sometimes leads to attacks from misguided parents and community members.

Here are some specific issues that may require the athletic director to protect their coaches:

- In the community, there may be unrealistic expectations to win. To counter this, it's vital to educate parents and community members of what's involved in education-based athletics. Specifically, you should explain how your program measures success. It's important to stress that the No. 1 objective in education-based athletics is the growth and development of student-athletes.
- Demands and pressure from parents represent the primary reason coaches leave the profession. Quite often, the problem centers around starting, minutes played, a player's role or the coach's style of play.
- Some parents "coach" from the stands. This behavior cannot be allowed, because it interferes with the coach-athlete relationship, and it upsets the operation and execution of the team. This approach by parents may also embarrass and negatively affect the athletes.

Here are eight tactics that athletic administrators should consider to help their coaches and demonstrate their total support.

1. Act as a buffer to protect coaches from parents.

Sit in on potentially contentious meetings that parents schedule with coaches to air their grievances. You don't have to say anything, but your mere presence can be a major deterrent. If needed, you can jump into the conversation and help maintain proper decorum or provide clarification. Being a part of these difficult and stressful meetings is greatly appreciated.

2. Explain that coaching from the sidelines is not tolerated.

Accomplish this during your preseason parents meeting, and provide the logical reasons for this expectation. If there is an incident during a game, approach the parent and politely intervene. Should the parent ignore your request, the next step is asking them to leave the contest.

3. Emphasize that coaches are never evaluated primarily on win-loss records.

Explain this during your preseason coaches meeting. The evaluation process uses the National Standards for Coaches and is an effort to list their positive contributions along with suggestions for improvement. The end result is to provide the best environment for student-athletes. This means having a coaching staff that helps young people grow and develop life-long skills.

4. Don't succumb to pressure to fire a coach over wins/losses.

Keep your principal and superintendent informed that these demands are wrong, and that the formula for winning has many variables beyond coaching. By taking these steps, the venom and attacks may instead be directed at you. But stick to your guns, and formally evaluate all coaches based upon a multitude of factors. Always recommend the retention of individuals who best serve young people in your program.

5. Spread the word about education-based athletics.

Repeat the message as often as possible, because there are always new parents involved with your program and others who need reminders. There needs to be a continual, ongoing effort to educate parents and community members.

6. Encourage coaches to complete the NFHS certifications.

This includes the Accredited Interscholastic Coach and Certified Interscholastic Coach certifications. While these help coaches to improve their knowledge and background, they also provide a visible demonstration of professionalism. Whenever a parent challenges you over a coach's qualifications, you have great ammunition.

7. Publicize accomplishments and honors earned by coaches.

This should include earning their national coaching certifications, involvement in community service, and helping players in the college recruitment process. In essence, you should create a public relations campaign to produce a positive image and support for your coaching staff.

8. Encourage coaches in the hallways or lunchrooms.

Just a simple comment like, "Hey, don't let that parent affect your great work. We're behind you all the way." This casual, informal comment works wonders for a coach's sense of appreciation and support.

Considering that coaches are your most important resource — more than money, facilities, equipment and uniforms — it behooves you to do everything you can to support and protect them. Don't let parents or other community critics come between your program and a great coach.

David Hoch, CMAA, has 16 years of experience as a high school athletic director and served for 12 years as the executive director of the Maryland State Coaches Association. In 2000, he was named Athletic Director of the Year by the Maryland State Athletic Directors Association.

SAFE TAGS

In partnership with the NFHS and Crisis Text Line, Bag Tags Inc. brings you **SAFE Tags**; a tool that gives students and young people all across the country the opportunity to confide in a trained Crisis Counselor.

Crisis Text Line is a nonprofit that offers free, confidential and 24/7 support for people in crisis via text. They support individuals across a range of crises from anxiety and depression, to suicide and bullying, and lots of issues in between. Through active listening, empathy and collaborative problem solving, they help texters move from a hot moment to a cool calm.

Since launching in 2013, they have processed over 113 million messages with texters of all ages. They have over 4,800 trained Crisis Counselors volunteering per month who are able to provide those in pain with an ear to listen. They believe passionately that every person who texts deserves a human response.

How Does It Work?

Upon receiving your SAFE Tags order, you will disperse them to members of your community. . Our goal is for these tags to act as a shield of safety in any school or organization where the recipient is present. The tags explain that if you are in an emotional crisis, you can text 'SHIELD' to 741741 to connect with a Crisis Counselor.

The following process outlines the steps for texting Crisis Text Line. It can also be found – along with a wealth of further information – on their website <https://www.crisistextline.org/>

First, you're in crisis. That doesn't just mean suicide: it's any painful emotion for which you need support. You text CTL at 741741.

You'll then text back and forth with the Crisis Counselor. You never have to share anything you don't want to.

The Crisis Counselor will help you sort through your feelings by asking questions, empathizing, and actively listening.

The first two responses are automated. They tell you that you're being connected with a Crisis Counselor, and invite you to share a bit more.

The Crisis Counselor is a trained volunteer, not a professional. They can provide support, but not medical advice

The conversation typically ends when you and the Crisis Counselor both feel comfortable deciding that you're in a "cool," safe place. After the conversation, you'll receive an optional survey about your experience. This helps CTL help you and others like you!

It usually takes less than five minutes to connect you with a Crisis Counselor.

When you've reached a Crisis Counselor, they'll introduce themselves, reflect on what you've said, and invite you to share at your own pace

The goal of any conversation is to get you to a calm, safe place. Sometimes that means providing you with a referral to further help, and sometimes it just means being there and listening. A conversation usually lasts anywhere from 15-45 minutes.

Bag Tags, Inc., in partnership with the NFHS, has teamed up with Crisis Text Line to present:

SAFE TAGS

50% OF PROFITS GO BACK TO CRISIS TEXT LINE
5 Vibrant Colors To Choose From
\$0.99/tag (included plastic loop)

Email safe@bagtagsinc.com for more information

www.crisistextline.org
Official NFHS Partner

Whatever you're going through, we're here.

Abuse	Grief
Addiction	Harboring Others
Anxiety	Loneliness
Body Image	Relationships
Bullying/Hazing	Sadness
Depression	Self Harm
Eating Disorder	Sexual Assault
Gender/Sexual Identity	Suicide

Text **SHIELD** to 741741
Free, Confidential, and 24/7

CRISIS TEXT LINE |

www.crisistextline.org

4 in 10

TEXTERS UNDER THE AGE OF 25 WILL MENTION SCHOOL WHEN ASKED ABOUT THEIR CRISIS

CRISIS TEXT LINE |

50%

OF CONVERSATIONS WITH STUDENTS BELOW THE AGE OF 25 HAPPEN BETWEEN 8 PM AND 2 AM

CRISIS TEXT LINE |

30%

OF CONVERSATIONS FROM TEXTERS UNDER 18 WHO WILL MENTION ANXIETY OR STRESS ONCE THE SCHOOL YEAR STARTS

CRISIS TEXT LINE |

THE TOP ISSUES FOR HIGH SCHOOL AGE TEXTERS ARE:

- DEPRESSION
- FAMILY
- SUICIDE

CRISIS TEXT LINE |

Text SHIELD to 741741

Crisis Counselors are real-life human beings trained to bring texters from a hot moment to a cool calm.

THANK YOU SPONSORS



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THE HIGH SCHOOL SPORTS
NETWORK



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IdahoSports.com

Online High School Sports Information

SPALDING

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30

MINUTES
AFTER YOUR WORKOUT TO
REHYDRATE, REPAIR,
& REPLENISH

