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IHSAA EXPRESS

Supporting Education Through Activities



Women in Sports Leadership

Posted by PBS Online Film Festival Editor on Jul 12, 2018
 Editor's Note: The opinions expressed in this blog post are solely those of the respondents.

PBS spoke with filmmakers Shari Lamke and Carrie Clark about how important women coaches are to the development of female athletes and sports culture as a whole.

PBS: How did you choose the subjects you wanted to profile/interview for your film?

Shari Lamke and Carrie Clark: This is the third time we've partnered with the University of Minnesota's Tucker Center for Research on Girls and Women in Sport to raise awareness of critical issues being faced by women in sport. We knew a key to getting folks to care about this issue was to introduce them to a few successful women coaches to illustrate the data being provided by a renowned researcher. We needed to see coaches in action, as well as talk to them about the barriers and successes they've had in their careers.

We found two sports camps willing to give us full access. One was a basketball camp run by Faith Johnson Patterson, a Minnesota Basketball Hall of Fame coach, recruited as a head coach by a couple of high school athletes initially, and who went on to win eight state high school titles with teams she led. The day we arrived to spend with her she had just learned that the high school she had been coaching for, for just a couple years, was letting her go. She discovered it from the parents bringing their kids to the camp, not the administration making that decision. Still, she gave us full access to her camp and sat down afterward to provide incredible insight. The other camp was a soccer camp led by four women coaches focused on helping female athletes change one's mindset to leadership, not just on honing their skills. We also took advantage of women coaches and sports leaders from around the country who were attending the Women Coaches Symposium at the University of Minnesota, for further insights.

PBS: During the film, we learn that only 40 percent of female athletes are coached by women. What steps do you feel we need to take to change this?

Shari and Carrie: First and foremost we need to change the culture of sports so that all women coaches feel safe, valued, and supported! We need to invest from the youth levels through to the pros in developing future coaches. We need to challenge our own gender stereotypes and those of our society and attend games to show support for female athletes and women who coach. We also need to encourage female athletes to consider coaching as their playing careers come to an end. We need to help women develop networks of other women coaches and to offer all women who are coaching ongoing education. Visibility is also critical. If youth see women in leadership roles, they can envision themselves growing to be that as well. Currently while nearly half of all athletes are women, they receive only two to four percent of media coverage.

“Currently while nearly half of all athletes are women, they receive only two to four percent of media coverage.”

We need to make Athletic Directors aware of the issue and why it matters and encourage them to make a culture that supports and values women. Interview the women who apply. Even if they don't end up with the job, the experience gained from the rigorous interview process for coaching positions would help them grow. Currently, many Athletic Directors tend to blame women for the issue, saying “they don't apply” or “they don't have enough experience to lead,” or even “they lack confidence.” If you blame those without the power for their lack of power you don't have to examine what the real problem might be. People in positions of power in hiring need to pay attention to their conscious and unconscious bias in employment practices. Perhaps it should be a requirement to take bias training in order to work as an AD.

PBS: What advice do you have for young women who are not only interested in becoming coaches for sports but for all women who are trying to break the glass ceiling in the careers they're pursuing?

Shari and Carrie: Sports are a micro chasm of society. Data shows that 94 percent of women in C-suite jobs (CEO/COO/CFO) were former athletes. In sports, you learn to compete. You gain confidence. You learn how to grow from failure. You learn the importance of relying on your team and how to set your own needs aside for the betterment of the team. All of these skills are critical in leadership in general.

As studies show slow gains by women in leadership roles in Fortune 500 companies, sports continue to lag behind those gains. It's time we give it some attention! Coaching is a great profession. You get to do something you love and are passionate about and good at! You get to make a difference in the lives of young people that last a lifetime.

Watch “Women in Sports Leadership” special from the 2018 PBS Film Festival



While there is an explosion of women participating in athletics today, a shockingly small number of them are coached by women. Prior to Title IX, 90% of female athletes were coached by women, today it's around 40%! Explore why having women coaches matters, hear some of their barriers and celebrate a few successes.

IDAHO WOMEN IN SPORTS LEADERSHIP

We see a lot of male coaches and decision makers in women's athletics.

I believe being a female coach and Activities Director is important for young ladies to see that leadership comes from anyone who wants to be committed to that position.

You can be that person that finds a balance between family and careers, that commits to providing quality opportunities for all students and athletes, as well as coaches.

Being a female leader in athletics has brought confidence to who I am, satisfaction with the quality programs we offer, setting a standard of academic excellence for our students and the school culture that we are working to achieve at Hillcrest High School.

Wendy Johnson
Director of Athletics
Hillcrest High School



Those of us who were "there" when the Title IX Educational Amendment became law in 1972 have seen and been part of a cultural shift that has provided increased opportunities for girls and women in sport. It is especially gratifying to see more and more women assume sports leadership roles at all levels.

Despite these advances, however, women continue in their struggle to achieve parity with men in sports leadership. A recent study by The Women's Sports Foundation found that gender bias in the workplace, wage inequities, unequal funding, and weak compliance with Title IX are among the factors that hinder achieving equity.

Progress is being made but there is still much to do. Women who are currently in leadership roles must continue to strive for equity for their female athletes and coaches and to pave the way for the next generation of leaders.

Diane Wolfe
Assistant Executive
Director, Retired
IHSAA



From a volunteer prospective, sport leadership provided me with many learning opportunities. Understanding the importance of team work in defining a strategy to achieve the long term goal of getting high school swimming sanctioned in Idaho was paramount.

Putting together a community of volunteers with the same vision opened the door to new perspectives, and created positive change.

Throughout the 25 year process, I learned the importance of redefining strategy, and most of all, perseverance.

Julie Prince
Executive Director
Association of Idaho High
School Swimming



"From playing fields to board rooms, girls and women continue to live out their passion for sport. As these accomplishments are celebrated, let's continue to examine the gaps and opportunities to ensure that all girls and all women can get in the game. Only then will we be able to realize the full potential unleashed by sport. All girls. All women. All sports."

Dr. Deborah Antoine, CEO, Women's Sports Foundation

It is important for young people—boys and girls—to be coached and led by people of a diverse background. Both boys and girls need to see women in coaching and leadership roles so they can see it as normal. We all benefit when coaches are from many colors, genders, backgrounds, and personalities.

As a passionate, knowledgeable, organized, and fair coach, I consider myself a role model for all my athletes, and I take that responsibility seriously. For young women especially—but for young men as well—that means I encourage athletes to meet their own personal potential.

Sometimes, this means I have to counteract what I call The Wilting Flower Effect. [Queue a fainting damsel-in-distress image]. This is when an athlete balks hard—disproportionally hard—at the idea of a challenge. Young girls especially can be afraid of a challenge which might be a hard set or what they view as a difficult race distance or stroke. This anxiety is medically legitimate for a few, but for the majority, this lack of grit seems socially-influenced and even more disturbing, it appears contagious. Rather than face the challenge head on--eager to give something difficult a try--they complain (usually crying) about how incapable they are. Sometimes, they will even sabotage their effort or threaten to quit.

When I can encourage young people to embrace their potential--to work through the hard stuff--I feel like I set them up for success later on in life. Through sport we get a chance to decide what kind of people we are: "Am I the type of person who does not want to challenge myself? Am I the type of person afraid to try new things?" I love bearing witness to the exact moment a young girl goes from Wilting Flower to glowing-with-pride after accomplishing something they thought impossible.

I hate it when parents tell me their son needs a male coach in their lives. I know they do not mean it as a put-down towards me personally nor do they think women are incapable leaders. However, it demonstrates an old-fashioned mindset about gender roles: that young boys need male leaders in their lives to be well-rounded. What I wish parents would recognize is that boys and girls need all kinds of leaders and role models in their lives to be well-rounded.

Karen Homstad
Boys & Girls Swim Coach
Century HS - Highland HS - Pocatello HS



Throughout my career in education, I have been blessed to have amazing female role models who showed me what was possible, the most important one being my mother.

In a field that is predominantly male, it's sometimes hard to picture yourself as a woman in a sports leadership role. Even very confident and capable young women struggle with self-doubt and questions will creep in - will you be taken seriously, will you be heard, will you be able to make a positive impact?

Without my mother and other women showing me that it's not only possible, but extremely important, to have female voices helping to lead the way in sports and activities, I'm not sure I would've truly been able to reach my potential.

Julie Hammons
Assistant Executive Director,
Idaho High School Activities Association



"The meaning of life is to find your gifts; the purpose of life is to give them away."

As a coach of young women, my calling is to show my players how to be a woman of high character and integrity, as well as be an example in having balance in all of life's responsibilities. Putting relationships first and keeping priorities straight are of utmost importance in a life well-lived.

Nancy Jones
Girls Basketball Coach
Twin Falls High School



"I was a three-sport athlete in high school and never once played for a female head coach until my freshman year in college.

Today, I am proud to hold a female leadership role both in teaching and in coaching and believe it is essential for young girls to "see themselves" in similar positions of power as they mature.

I'm thankful to witness a changing landscape with more women in leadership roles and optimistically look at the next generation of young girls who truly believe they can accomplish anything and strive for any position they desire."

Kim Brydges
Girls Basketball Coach
Boise High School



It is important to see women in any role that they can be in during their lives. As the Athletic Director at Boise High School, I feel that I represented all sports equally at all times and tried to be visible at every event that I could.

I am a better person because I had the job that I had all those years. I taught, coached, was an Athletic Director and now I am the executive director of the IAAA and represent the State of Idaho at all NIAAA/NEDC events. I can't tell you how it changed my life and how much it has helped me be the person that I am today.

I don't believe I really had to face a bunch of challenges because everyone accepted me for who I was and it wasn't about being a female or a male, it was about doing the job and doing it right!

It is very important to see females in our roles and that is what helped me become who I was. I had role models at the high school and collegiate level that I saw do a good job and I said to myself that someday I wanted to be just like them.

Tracy Leinen
Executive Director, IAAA
Athletic Director, Retired
Boise High School



ADMINISTRATION CORNER

DATES TO REMEMBER

- 2/1 All-State Music
- 2/5 Winter Academic State Champions Due
- 2/10 State Girls Basketball Pictures and Rosters Due
- 2/17 President's Day
- 2/20-22 Girls Real Dairy Shootout
- 2/21 1st Practice - Baseball, Softball, Tennis, Track
- 2/23 State Wrestling Seeding Meeting
- 2/24 State Boys Basketball Pictures and Rosters Due
- 2/24 1st Practice - Golf
- 2/28-29 State Wrestling



FEBRUARY CHECKLIST

- ___ Add winter team rosters and pictures to your MaxPreps account
- ___ Send a State Sportsmanship information to parents, band, cheerleaders
- ___ Prepare spring facilities (scoreboards, fields, equipment)
- ___ Prepare contracts for 2020-2021 sports seasons
- ___ Turn in Winter EV Forms
- ___ Turn in Winter Academic Champion Forms
- ___ Verify spring coaches requirements
- ___ Nominate a student for the IHSAA Student Advisory Council
- ___ Nominate a student for the Interscholastic Star Scholarship
- ___ Put together a Unified Team from your school

ADMIN. DUTIES - PREVENTATIVE SPORTSMANSHIP MEASURES

1. Prepare a statement of sportsmanship philosophy that includes the objectives and rules which each group involved is expected to comply.
2. Outline standards of sportsmanship reflecting the local board of directors policies and objectives, and IHSAA directives. Include behavioral criteria for all school personnel, student groups and spectators.
3. Educate parents, players, students and fans as to appropriate and expected behavior.
4. Provide adequate game supervision.
5. Ensure that adult supervisors know their responsibilities and expectations. Make everyone aware that problems and potential problems must be reported and dealt with immediately.
6. Establish a good working relationship with opponents Athletic Directors.



The NFHS Performing Arts Department debuted a new podcast in October 2019 called "The Stage". This podcast features guests from around the country and touches on topics involved with: music, speech, debate, theatre, academic competitions and arts advocacy. The Stage is for administrators, teachers, coaches, parents and students and offers something for everyone.

The Stage is featured on a variety of platforms to make it more convenient for you to enjoy the podcast.

Click the **EPISODE** below to give it a listen and help support Performing Arts

- Episode #1 - Randy Cohen, Americans for the Arts (Arts Advocacy, National Debate Topic)
- Episode #2 - Dr. Rich Edwards, Baylor University (Policy Debate, NFHS Learn Course)
- Episode #3 - Alan Greiner, Iowa HS Music Association (Copyright and Compliance, Debate Topic Announcement)
- Episode #4 - Mike Plunkett, Oklahoma Activities Association (Music Adjudication)
- Episode #5 - Adam Jacobi, Wisconsin HS Forensic Association (Speech and Debate Adjudication Training)
- Episode #6 - Dan Schuster, Director of Educational Services (NFHS Learning Center and Performing Arts Courses, 2020-21 Debate Ballots)



2020 NFHS NATIONAL STUDENT LEADERSHIP SUMMIT

This summer, two students from our IHSAA Student Advisory Council will have the opportunity to attend the NFHS National Student Leadership Summit in Indianapolis, Indiana.

The NFHS, just like the IHSAA SAC, believes that students that are involved in school activities like sports and the performing arts have inherent leadership abilities.

At NSLS, students will hone their leadership skills and realize the privilege and power of their influence in their school, community, and state.

They use the "train the trainer" concept to help students and adult ambassadors develop skills that will allow them to effectively lead their peers at school and assist their state association. These student leaders will also learn how to establish a positive electronic identity with social media and participate in an exciting engagement with the local Indiana Special Olympic athletes.

We are excited to see what our delegates bring back to Idaho!

-Dakota Gorges, SAC Reporter

COACHES CORNER



Parker Toyota Football Coaches Clinic

Coeur d'Alene High School will be hosting the Parker Toyota Football Coaches Clinic on February 21 & 22.

Speakers Expected From: Washington State, Eastern Washington, Montana, Idaho, Central Washington, Carroll, Eastern Oregon, Whitworth, Mt. Tech, College of Idaho, Rocky Mountain, Northern Montana, Montana Western, & Great High School Coaches - [College Credit Available](#)

- Cost if paid by 2-7-20: \$65 per coach or \$400 flat fee 7 or more
- Cost after 2-7-20: \$70 per coach or \$450 flat fee 7 or more

Additional Information, Contact Coach Shawn Amos at CDA High School samos@cdaschools.org

BOOK OF THE MONTH



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FUEL YOUR FIRE

You're not afraid of a challenge.
You push yourself to the limit —
and then you push a little more.
You're on a journey to becoming
your best self. And when you need
a boost, dairy is there to fuel you
on your path to greatness.

Brought to you by the dairy farmers
of Idaho and Utah.

unbottled.



Andy Jones
Girls Basketball Coach
Timberline High School



Katie Kauffman
Girls Soccer Coach
Twin Falls High School

IDAHO & SECTION 8

COACHES OF THE YEAR

The Parent Role

Love Each Other

Studies show that what players want most from their parents is to hear these words:

“I am so proud of you.”

“I love to watch you play.”

Studies also show that a player’s most dreaded time with their sports parent is the car ride home and the coaching that comes with it.

Your child’s success or lack of success in sports does not indicate what kind of parent you are. But having an athlete that is coachable, respectful, a great teammate, mentally tough, resilient, and tries their best IS a direct reflection of your parenting.



That likely describes how most coaches approach the parent-coach relationship. Rooted in fear of conflict and confrontation, we negotiate parent interactions like tiptoeing through a mine field hoping to spend as little time as possible desperately trying to avoid an explosion. At the end of the day, we signed up to coach a sport, not to deal with parents.

What if we chose to stop dealing with parents, and tried to coach them instead?

CHECK OUT THE ENTIRE ARTICLE THAT WILL BENEFIT ANY COACH/PROGRAM

COACHES

Stop ‘Dealing with Parents’ Start Engaging Them

- article by Nate Sanderson, Springville HS Girls Basketball

For the past 14 years I have began every basketball season by conducting a parent meeting. Every one of those meetings had one goal in mind – to insulate myself from parent complaints. I’ve used all the standard approaches to communicate our policies and expectations verbally and in writing for players and parents prior to the season.

Going into this season I started thinking a lot about that phrase, dealing with parents. Generally speaking, we never have to “deal with” things we like. In fact, the very notion of dealing with something invokes feelings of negativity, suspicion, and even dread. We usually deal with things that are unpleasant. We deal with problems. We deal with difficult people. With all those negative connotations, it’s safe to say, nobody ever looks forward to having to deal with anything.



Rehydrate

CHOCOLATE MILK
REHYDRATES WITH
NATURAL
ELECTROLYTES
& **90%**
WATER

Repair

8 OUNCES OF
CHOCOLATE
MILK CONTAINS
8 GRAMS OF
HIGH QUALITY
PROTEIN
TO REPAIR MUSCLES



Replenish

CHOCOLATE MILK
HAS THE IDEAL
CARBS-TO-PROTEIN
RATIO (3:1)
TO REPLENISH MUSCLES WITH
ENERGY
LOST DURING STRENUOUS EXERCISE

Changing Your School's Culture Through Unified Sports

By Dr. Kevin Fitzgerald on January 08, 2019



There are 10 seconds left on the clock and Tyler has the ball at half-court. He dribbles and passes to Hayden, who shoots and scores as time expires. The crowd rushes the floor as parents, students and athletes hug and celebrate winning the Unified Sports State Basketball Championship.

While there will be a trophy and a banner to remember the victory, they don't compare to the joy captured in the moment by athletes who have struggled their entire lives. For these athletes and their Unified partners – individuals without disabilities – the school board recognition, the pep rally and the medals they will proudly wear symbolize far more than a victory in an athletic contest, they signal acceptance.

Because their school and community have embraced Special Olympics Unified Sports, they now join together to share the pride that comes from winning a championship. And why not! As with interscholastic athletics, Unified Sports is about competition, doing the best you can, learning the sport, developing relationships and representing something larger than yourself. For high school principals, Unified Sports can be the foundation for building a positive sports and inclusion culture in schools.

Things to know about Unified Sports

Unified Sports is not intended to take the place of either varsity athletics or Special Olympics. It belongs in its own category. Unified Sports teams are composed of students with and without disabilities. Under the partnership between the Delaware Interscholastic Athletic Association and Special Olympics Delaware, state champions are recognized in three Unified Sports seasons – flag football, basketball and track and field, which vary in length. Flag football has a six-game schedule followed by playoffs, and basketball plays a minimum of five games. The Unified track and field team follows the same schedule as the varsity program.

Getting started

A great place to begin is the NFHS Learning Center at www.NFHSLearn.com. It also is important to connect with your state high school athletic/activity association and Special Olympics program. If these two organizations can create a partnership in your state, it will solidify the impact that Unified Sports can have on your school and help the program grow around the state.

As with any sport, the coach must be dedicated, knowledgeable and a capable teacher of the sport, while also having the ability to work with students with disabilities. Schedules and transportation for contests must be arranged along with securing uniforms and equipment. Meetings are held throughout the year to determine interest – just like any other varsity sport.

According to Nate Threatts, Unified Sports head coach at Caesar Rodney High School in Delaware, "All Unified partners and athletes go through tryouts like any other varsity team, but our athletes must prove they are eligible to try out by their behavior in school. Playing time is determined by a student's performance at practice and behavior in the classroom. An athlete can be benched or lose playing time for lack of focus or effort in school or practice."

Typically, Unified teams practice three to four days a week based upon available space and the season. An extra day of practice is added during the tournament.

Challenges

For many programs, the greatest challenge is the availability of space for practice. It is especially difficult to find gym space during the winter season. Since most students with disabilities are also new to afterschool activities, another hurdle may be parental awareness and their support.

The Unified program will only be as good as the administration will allow it to be. While there may be some strong programs, there may be others which are very unorganized and barely meet the minimum requirements. When facing these issues, the principal must make a commitment. It is imperative that the Unified Sports program is treated like any varsity sport. Otherwise, a disservice will be done to these athletes, and the program will fail.

Impact

The following are examples of the positive impact of a Unified Sports program:

- Middletown High School offers all three Unified sports, and the football games are played under the lights in the stadium, with the marching band and an inclusive group of cheerleaders performing. Players wear their jerseys on game days, and are wished good luck by students and staff in the hallways and cafeteria. According to Athletic Director Collen Kelley, "Unified Sports has given our students with disabilities a sense of truly being part of a team and being accepted by their school community. Our Unified partners really care about the athletes and want to help them succeed. Whether it is a win or a loss, everyone has fun."
- Woodbridge High School is in the second year of participating in Unified Flag Football and its fourth year with Unified Track and Field. During this time, the school has witnessed a major increase in the confidence of its Unified athletes. They proudly wear their Woodbridge jerseys through the hallways and to home varsity football games on Friday nights, and many took school pictures and senior portraits in their uniform. Andrew Layton, Unified Sports coach at Woodbridge, believes that "from a Unified partner perspective, we have been fortunate to find great students who are role models for our athletes, and embrace everyone inside and outside the classroom. Best of all, they don't treat our athletes differently, hold each other to a higher standard, and support and look out for each other. "As a Unified Flag Football coach, I am grateful for my experiences with these athletes as they not only have made me a better coach, but a better person. The excitement they bring to their craft is contagious. The best part of every game is our post-game dinner, where we get to talk about the game, joke around and focus on something we all have in common – our love for the game of football."



District leaders seeking to celebrate their students' abilities rather than their disabilities while also building a culture of inclusiveness, can see that realized through Unified Sports. Every student should have the opportunity to participate and be involved in high school athletics. As an educational leader, it is important to understand that the ultimate reward for anyone who participates in an extracurricular activity is acceptance, friendship and making memories that will last a lifetime. Unified Sports will provide this and more.

Administrators looking to create a school climate of acceptance, inclusion, recognition and the breaking down of stereotypes, can find the answer in the development of a strong Unified Sports program.

For information on beginning a Unified Sports event or program in your school, go to IDHSA.org or contact Allison Moskos at Special Olympics of Idaho

WINTER STATE CHAMPIONSHIPS

STATE BASKETBALL SCHOOL WIDE SPORTSMANSHIP AWARD

The sportsmanship award is presented at the Basketball State Tournament to the school in each classification that exhibits the best sportsmanship. Schools are judged before, during and after games throughout the tournament using the following criteria:

TEAM AND COACH

- Attitude displayed by players, coaches and bench personnel
- Respect for the flag, national anthem, opponents and officials

ADMINISTRATORS

- Appropriate and effective supervision of students

STUDENT SECTIONS (CHEERLEADERS, STUDENTS, PEP BANDS)

- Respect for the flag, national anthem, opponents, and officials
- Courtesy towards opponents and tournament management
- Choice and timing of chants, cheers and songs; crowd control
- Avoidance of unsportsmanlike behavior (listed below)

ADULT FANS

- Respect for the flag, national anthem, opponents, and officials
- Courtesy toward opponents and tournament management
- Avoidance of inappropriate behavior. (listed below)
- Following IHSAA State Tournament Sportsmanship Rules

INAPPROPRIATE BEHAVIOR

- Displaying signs that are directed toward opponents, negative, vulgar, or display poor sportsmanship
- Throwing objects onto the playing area; creating distractions during introductions of opponents or while shooting
- Derogatory/harassing remarks that are directed towards opponents or officials
- Pep bands starting a song when opposing band is playing, or disregarding the "alternating play" etiquette rule

SPORTSMANSHIP MATTERS



GIRLS
REAL DAIRY SHOOTOUT
FEBRUARY 20-22
FORD IDAHO CENTER



FEBRUARY 28-29
FORD IDAHO CENTER

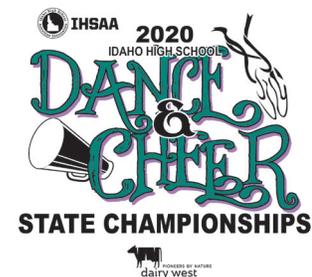
BOYS
REAL DAIRY SHOOTOUT
MARCH 5-7
FORD IDAHO CENTER



MARCH 13-14
BOISE HIGH SCHOOL



STATE CHEER
MARCH 20
STATE DANCE
MARCH 21
FORD IDAHO CENTER





MAXPREPS

MaxPreps is the Official Source of Scores and Stats for the Idaho High School Activities Association.

Beginning the 2019-20 school year, teams are **required** to enter their roster and team photo on MaxPreps for postseason programs. Once entered, MaxPreps will send the roster and team photo to the Idaho High School Activities Association.

To enter a roster and team photo:

1. Login to your **AD Admin** on MaxPreps.com
2. Once in the admin, go to **Manage Teams** and select **Varsity**.
3. On the following page, tap the **Login to Coach Admin** button in blue.
4. To upload the team's photo, **Mascot & Team Photo** on the far right of the team admin homepage.
5. To add athletes to the roster, you'll tap **Roster** from the header menu.

Need access? To gain access to your AD Admin or Coach Admin, please visit:

maxpreps.com/join

Have questions? ADs and Coaches can directly contact Alisa Dancer, your MaxPreps Idaho State Rep, at adancer@maxpreps.com or (530) 957-1575

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admin@idhsaa.org

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