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September
2022 ISSUE



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IHSAA EXPRESS

Supporting Education Through Activities

It's Time to Burn the Boats

by Tim, Perrigot, IHSAA Board President



Many centuries ago, Roman soldiers attempted to invade England by attacking the cliffs of Dover. The cliffs, just across from the English Channel from France, served as a close entry point for invading soldiers. The cliffs were not easy to climb nor overtake, especially when being defended.

For many years, the Romans had tried to take the cliffs. Time and time again they would get in their

rowboats, row to shore, try to scale the cliffs, and then return to their warships. Finally, the Roman captain made a decision. He ordered on the next attempt that the rowboats be burned on shore so there would be no means of retreat for the soldiers. They would succeed in taking the cliffs or perish. With no option of failure, the soldiers took the cliffs.

Commitment means following through on a process despite the difficulties and decisions that might deter you. Obviously, not all commitments are as dangerous or elaborate as the Romans taking the cliffs of Dover, but the principle is the same as it was then. The IHSAA is committed to stressing educational and cultural values, improving the participation experience, promoting life skills and lessons, and fostering citizenship and sportsmanship. By working together with our member schools, we can provide positive experiences for the young people we serve.

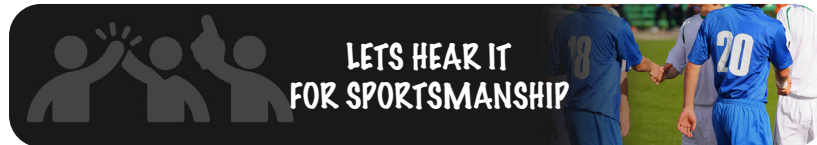
Across the country, media outlets have negatively documented an increase in sportsmanship issues impacting high school activities. As a former school administrator and coach, I recognize the difficulty in enforcing good sportsmanship. At times I found myself looking the other way, not addressing or ignoring an issue.... it's always easy to head back to the big ship.

The White Cliffs of Dover

As educators, we must teach, enforce, and model standards of excellence. We must promote the development of character in our student athletes by treating opponents with dignity and representing our schools with integrity. We need to respect the officials, always play fair and by the rules. Having high expectations, we establish philosophies and principles that will endure a lifetime. We are at a critical juncture in Idaho. A commitment by all to improve sportsmanship needs to be made for our children. Failure is NOT an option.



It's time to burn the boats. There is no retreat!



2022-23 IHSAA SPORTSMANSHIP MANUAL

2022-23 IHSAA CITIZENSHIP THROUGH SPORTS MANUAL



Sport is like a double-edged sword. Swung in the right direction, the sword can have tremendously positive effects, but swung in the wrong direction it can be devastating. The sword is held by adults who supervise children's sports. Whether sport is constructive or destructive in the psychological development of young children greatly depends on the values, education, and skills of those adults."

Rainer Martens

ImageQuote

ADMINISTRATION CORNER

DATES TO REMEMBER

9/5	Labor Day - IHSAA Office Closed
9/7	New AD ZOOM - "Eligibility, What Form Do I Use"
9/7	District II Administration Meeting
9/8	District I Administration Meeting
9/8	District III SIC Administration Meeting
9/16	Fall Sports Eligibility Verification Forms Due
9/26	Board of Directors Work Session
9/27	Board of Directors Meeting - Coeur d'Alene

SEPTEMBER CHECKLIST

- ___ Make time for family
- ___ Review fall rosters to confirm eligibility
- ___ Verify bus schedules for all fall contests
- ___ Send fall rosters to schools
- ___ Schedule team pictures
- ___ Evaluate emergency plans
- ___ Develop winter gym schedule
- ___ Verify coaches requirements are met
- ___ Review gate procedures with staff
- ___ Confirm DragonFly schedule
- ___ Meet with booster club
- ___ Review Sportsmanship Manual
- ___ Review Citizenship Through Sports Manual
- ___ Distribute sportsmanship information to coaches/players/parents



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IDHSAA

"Every child deserves a champion: an adult who will never give up on them, who understands the power of connection and insists they become the best they can possibly be."

- Rita Pierson, Educator



IHSAA Rule of the Month

OUTSIDE COMPETITION

8-11-1 Outside competition is not allowed and is defined as a student who competes in organized, non-school contests or events during the high school season, except as provided in Rule 12.

8-11-2 Violation of this rule will result in the following:

a. The student will be ineligible for the next regularly scheduled contest plus an additional regularly scheduled contest per infraction. Regularly scheduled contests include: season contest, district, and state.

b. Infractions will be reported to the District Board of Control who may levy additional fines or penalties.

8-11-3 A second violation during the four years of eligibility by that student of the outside competition rule will result in the following:

a. The student will be ineligible for the school team for the remainder of that sports season.

b. Additional assessments may be possible.

PARTICIPATION IN SPECIAL EVENTS

12-1 Exceptional student-athletes may participate in a maximum of two special events where participation is by invite-only, earned by the athlete, or will create future participation opportunities without loss of eligibility provided:

12-1-1 Approval is obtained from the school principal and the IHSAA at least 30 days prior to the event.

12-1-2 The student has made prior arrangement to complete all missed academic obligations before the end of the grading period in which the absence will occur.

12-1-3 The student will miss no school-sponsored or association-sponsored event in that sport without permission of the IHSAA.

It's great to be back!

I'm Makenzie Stout and this is my second year on the SAC, which I'm very proud and excited to be part of. The IHSAA Student Advisory Council has been growing in numbers each year. This year we had 15 new members ready to better our council, making our total membership at 22. All of these students are highly involved and are considered leaders at their school and show great Sportsmanship, Achievement, and Character. We are also fortunate enough to have members from all districts this year, creating a diverse SAC, and getting views from schools all over the state.

The SAC provides a voice for schools/districts to communicate with the IHSAA to continue to improve the state of Idaho. Together these council members create ideas and goals to help better education and Idaho activities.

Some of these goals that your SAC has created this summer are: to report at IHSAA Board Meetings, to be involved with a community service project, to present at the IASC Student Leadership State Conference, to present state championship trophies, to create SAC Graduation Appreciation, to plan and organize Spring Leadership Summits, to meet with District Wide Administration (3 times), and to create committees.

In order for us to meet these goals, we attended a fun summer retreat. This year the retreat was two days. The first was to learn more about each other and the council as a whole, while the second day was more about getting down to business. We floated the Boise River on rafts the first day and ate some delicious pizza afterwards (each person was definitely out numbered by the amount of pizza but it made for some great leftovers for everybody!). Everyone was more comfortable around each other on the second day, which led to many productive discussions where we could focus on our goals for the year. We can't wait to see our goals be accomplished throughout the year and to continue to build on the IHSAA SAC.

Make sure to follow IHSAA and SAC on social media to stay posted on everything we have coming up! Instagram: @idaho_sac & @idhsaa Twitter: @idaho_SAC & @IDHSAA.

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LEARNING CENTER

NFHSLearn.com

The NFHS Learning Center is the home to more than 90 online professional development courses for everyone within the interscholastic community - coaches, students, officials, parents, administrators, and individuals within performing arts programs. More than 60 courses are available for free.

The NFHS is an Accredited Institution and has delivered more than 15 million courses on its NFHS Learning Center platform since its inception in 2007. In receiving national accreditation by Cognia, the NFHS has upheld itself to rigorous standards that focus on productive learning environments, equitable resource allocation that meet the needs of learners, and effective leadership. The NFHS serves its 51-member state associations (including Washington, D.C.) and 19,500 member high schools, which includes more than 12 million young people.

The NFHS Learning Center features its flagship coaching course, "Fundamentals of Coaching," as well as several health and safety courses that have been completed by millions of individuals, such as "Concussion in Sports," "Heat Illness Prevention," "Sudden Cardiac Arrest" and "Protecting Students from Abuse." The NFHS Learning Center offers several national credentials that can be earned by individuals who complete specific NFHS courses. Through the School Honor Roll Program, schools can earn a physical banner to hang in their school.

To learn more and start your professional development journey, please visit the NFHS Learning Center at NFHSLearn.com.



DEAN SMITH AND THE PLAYER WHO WOULDN'T MAKE EYE CONTACT

We frequently grow impatient and at times even irate when we're not getting the results we want from our team members.

The player was struggling — and his coaches were growing impatient.

Finally, North Carolina Assistant Coaches Roy Williams and Bill Guthridge had seen enough and threw Makhtar N'Diaye out of practice.

"Mak, is everything all right? Homesick?" Tar Heels Head Coach Dean Smith later asked.

N'Diaye shrugged it off, his eyes glossing away.

"Mak, look at me when I'm talking to you," Smith said.

"No, Coach, I'm just not..." N'Diaye said, his eyes shifting once more.

"Mak, look at me as I talk to you," Smith firmly repeated.

"Coach, in my culture, to look an adult in the eye is a sign of disrespect," N'Diaye said.

Guthridge wasn't in practice the next day, or the day after that, or the day after that. A week had passed when N'Diaye received a call from his mother.

"Mak, there's this man here in Africa, says he's your assistant coach," she told him. "He's been here for a week saying he's learning our culture."

Smith had sent Guthridge from Chapel Hill to N'Diaye's native Senegal so the coach could gain some insight into the roots of one of the most important players on the team.

Kenny Smith recently recounted this Coach Smith story on the "All the Smoke" podcast — and it has some important reminders for us as leaders.

We frequently grow impatient and at times even irate when we're not getting the results we want from our team members. We dismiss them as lazy or inept or not having their heads in the right place.

But when someone who is typically reliable isn't performing at the level we've come to expect, something is frequently awry, and it's our obligation as leaders to get to the root of the issue and know the larger context in which it exists.

Many coaches in Smith's position likely would've lost their patience and perhaps suspended N'Diaye. But Smith seemed to have a level of empathy and general curiosity that is all too rare in leadership — and he likely would've been the first to acknowledge he hadn't put in a satisfactory effort to get to know N'Diaye off the court.

The next time we're tempted to call out a suddenly unproductive employee and give him/her a blistering talk about living up to expectations and achieving goals, let's make sure we've done everything we can to first acquire some context.

The people we're tempted to scold and punish may really just need an arm around them.

SEPTEMBER COACHES EDUCATION PAGE



7 CHARACTERISTICS
— of —

SUCCESSFUL COACHES



Emotional Intelligence



Able to express their own emotions in a controlled way, show awareness of others and manage relationships with empathy

Sport Knowledge



Knowing the sport is important and successful coaches are often involved in the sport in some capacity from an early age

Vision



Have a plan for the future development of the team and a specific set of goals to achieve

Communication



Good coaches are able to get their point across effectively; listen and consistently articulate the goals and objectives of the team

Leadership



Has a positive manner and commands respect by showing respect for team members, officials and opposing teams

Balance



Provides guidance without judgement and seeks to make informed decisions without bias

Motivation



Knows how to get the best performance at an individual and collective level



@WeAreClubforce



MAKE THE RIGHT CALL.
BECOME A HIGH SCHOOL OFFICIAL.



unbottled.



2021-2022 Team Talks
89 schools participated
3,227 student athletes

Virtual team talks with
Erin Green

Need an assistant coach? Sign up for a virtual team talk with Registered Dietitian Nutritionist and pro triathlete Erin Green MS, RDN, LD.

[REQUEST A TEAM TALK](#)



54,048 Milks

Handed out at 2021-2022
Idaho State Championships



**12,458 Sweatshirts given to
State Championship Participants**



**147,697 Fans
Attended
State Championships
in 2021-2022**

**2021-2022 Replenish
Program:**

**360
Teams Fueled**

**16,337
Athletes Fueled**

**337,088
Milks**

*Everyone loves chocolate milk.
Including your student athletes.*



unbottled.

Research shows that drinking milk is an effective way to help the body refuel and recover after exercise. And chocolate milk is the ideal post-workout beverage because it contains the appropriate ratio of carbohydrate to protein to refuel, rebuild and recover. That's why we created the Replenish with Chocolate Milk Program.

Open to any public, charter, or private high schools in Utah and Idaho. The Replenish with Chocolate Milk Program provides chocolate milk to schools that apply and meet certain eligibility requirements.

Contact Calla Chapin at cchapin@dairywest.com for any questions.

September

Leadership in Coaching
Book of the Month

KEVIN DESHAZO



AN ORDINARY APPROACH TO
ACHIEVING EXTRAORDINARY SUCCESS

Leadership Reimagined

The words “leader and coach” have adopted a new significance in today’s age. Realize each of us can be a leader in our daily lives and make a positive difference, whatever our title or position.

Leaders don't have to be perfect.
Leaders don't have to have all the answers.
Leaders don't have to be extroverts.
Leaders don't have to be stoic.

Leaders have to be humble.
Leaders have to be intentional.
Leaders have to be committed.
Leaders have to be confident.
Leaders have to care

Source:

Keep Chopping Wood
by Kevin DeShazo,

**PROJECT
FILTER**
IDAHO FIGHTS TOBACCO

WATCH HIGH
SCHOOL SPORTS
LIVE ON THE
NFHS NETWORK.



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WHAT IS SUCCESS

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This article, first published in the Idaho Education Journal and this series of articles, comes from a collaboration between Nathan White and Jason Warr. Both of us are lifetime educators and coaches in the West Ada School District, where Jason has worked for 26 years and where I have worked for 24 years.

We are both heading towards the end of our careers after holding multiple jobs at multiple schools and buildings in the district. We are both parents of former and current student-athletes in multiple athletic programs. We are both passionate about high school athletics and the lessons gained from playing high school sports.

Nathan White

Nathan White has spent the last 24 years in education and coaching. He worked for one year in the Phoenix (Oregon) School District, two years in the Mountain Home School District, and 21 years in the West Ada School District. He has coached football, baseball, and track at Phoenix High School, Mountain Home High School, Heritage Middle School, Rocky Mountain High School, and Eagle High School.

Nathan has been a classroom English teacher for 24 years and is married to a high school chemistry teacher, Lynette. They have four kids: Brock, Tennyson, Shelby, and Sydney. All four of his children have played sports and been educated in the West Ada School District—and one is even teaching in the West Ada School District.



Jason Warr

Jason Warr has spent the last 26 years in education and coaching. He worked for the Hagerman School District for four years and the West Ada School District for 22 years. He has coached football, girls' basketball, boys' basketball, and track at Hagerman High School, Eagle High School, Meridian High School, and Rocky Mountain High School.

Jason has been a classroom History teacher, a Vice Principal, and is currently the West Ada District Athletic Director. He is married to Mary and has four kids: Payton, Carly, Kobe, and Madison. All four of his children have played sports and been educated in the West Ada School District.



STATEMENT:

In creating a three-part series about high school athletics, coaches, and parents. Our goal is twofold: one, to help everyone remember the value of high school athletics, and two, to remind people that life and sports are viewed through many lenses and that these lenses show many definitions of athletic success.

Since we have spent most of our adult lives in high school athletics, we have seen the ugly side of high school athletics. This ugly side, more often than not, comes from different definitions of success.



How Does One Define Success?

Success is defined as a favorable or desired outcome. Just in that definition, there is a lot of ambiguity about what success looks like. Once you add in athletics, parents, players, coaches, and competition, that definition gets even more ambiguous.

One of the problems in high school athletics is how success is defined. When one looks at coaches, parents, and players in a high school sport, each of those definitions of success can look different. Which lens do we view athletic success?

Is success winning? How many games do you have to win? Is it winning a district championship? Is it winning a state championship? Is it being the starting point guard on a basketball team? Would you rather lose and play all the time? Would you rather your child not play as much but the team to win more?

These are hard questions that have different answers in theory and in practice.

One way to objectively look at success is to look at some stories from around the West Ada School District that attempt to define the different lenses that can be used to see athletic success.

The Coaches' Lenses of Success

I have been a high school coach for 24 years. I was part of two state championship teams. Jason Warr coached for 15 years. He was part of two state championship teams. If Jason and I viewed state championship trophies as our lens of success, we are not very successful.

However, coaches should be viewed and view success through multiple lenses.

For most of my career, I coached for Paul Peterson at Eagle High. Coach Peterson can sum up his lens of “success” in one word—Disneyland. Disneyland has nothing to do with wins and losses. Disneyland refers to when his players are fathers and husbands in 20 years. Disneyland is a code word: Will his players sacrifice for their families and take their kids to Disneyland?

Coach Peterson was a football coach for 26 years and a head coach for 18 years. Paul Peterson won one state championship. If we judged him by his state championship totals, he only succeeded once. However, when Coach Pete retired, the outpouring of support from around the community and Treasure Valley was huge. Paul Peterson is a successful high school football coach who believed in doing the little things right and teaching his players about Disneyland. Disneyland was one of the lenses that Coach Peterson used to look at high school athletic success.

Another West Ada football coach who recently resigned also believed in a lens of success that was more than winning. Judd Benedick was a long-time nemesis of mine and Eagle football. As a coach for 26 years—the last 16 years as the head coach at Mountain View—Coach Benedick's teams were well-coached, played hard, and Eagle versus Mountain View was always an awesome high school football game—including last year, in a game that came down to the last 14 seconds and did not work out in my favor.

Coach Benedick's belief in the “Afterglow,” a byproduct of his time at Pacific Lutheran University playing for legendary coach Frosty Westering, was well-known in the Treasure Valley football circles. Much like Coach Pete's Disneyland, Judd's beliefs about high school football come from a deeper place than winning and losing. It is about the relationships with one's teammates and the love and care that comes from going to battle with one's brothers.

Judd Benedick won one state championship at Mountain View. If his 26-year career was judged solely on winning state titles, he failed a lot more than he succeeded; however, when he resigned this year the media parade and public outpouring of support for him showed how well-respected and successful he was. The Treasure Valley will miss Coach Benedick as a head coach for many reasons, not just wins and losses. One of Judd Benedick's lenses for high school athletic success is the Afterglow: the relationships with and between his players.

Dennis Kerfoot won his only state basketball championship at Meridian High in 1992. I knew Dennis as the head basketball coach at Eagle High later in his career. Kerfoot was a head basketball coach for 19 years and won one state title.

I loved watching Kerfoot's hard-nosed, defensive approach to basketball. He believed in being tougher than the other basketball teams and it showed. When he allowed me to watch his practices (which was a rare treat because he believed in clearing the gym so he could work), I saw a passionate coach who loved his players and pushed them to incredible heights. To judge him on state titles or wins would be to miss the point. One of the lenses Coach Kerfoot used to signify success was the work ethic he instilled in his basketball teams.

I intentionally picked these coaches to use as examples. All of them I know, all of them are done coaching, and all of them won one state title.

There are far more examples of awesome coaches and human beings who will never win a state championship but who will pour their hearts and souls into coaching and preparing athletes for what lies ahead of them. There are numerous examples of coaches right now, at your high school, working hard to create their lens of success. Every one of them wants to win; but more, every one of them wants to teach his or her players the lessons that come from high school athletics that transcend winning.

In giving these examples about West Ada Coaches, I am attempting to show that winning is not normal nor is it easy. If coaches only judge themselves—or are only judged by others—by their wins and losses, people are missing the point of high school athletics.

However, all coaches want to win. In addition to these previous lenses, one of the lenses coaches do view as success is winning and losing. Yes, we all want to win. If you polled me, or Coach Peterson, or Coach Warr, or any high school coach, we would all vote YES! for more state titles. We would all like to win every game, all the time. However, that is just one lens.

But using only that lens isn't realistic. If you forget the freaks of nature that Bill Belichick and Nick Saban are, nobody wins all the time. Especially in high school.

High school athletics must be about more than just wins and losses.

If wins and losses are the only barometer, people will sacrifice their morals to get to that goal. Bobby Knight, a former college basketball coach, writes about being willing to lose a game to save a season, or to lose a season to save a program. Most coaches put other attributes higher than winning.

John Wooden was famously asked how his basketball team at UCLA was going to be one upcoming season. The interview question was about how many games he thought the Bruins would win. Wooden responded, “Ask me in 20 years and we'll see how successful these boys are. Then I'll be able to tell you if I succeeded as a coach.”

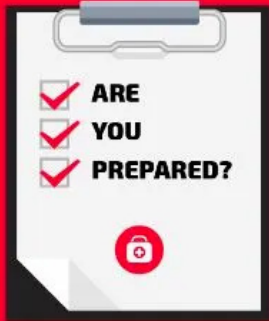
John Wooden understood that success has many lenses and that winning, losing, and championships were only one slice of the pie. Paul Peterson got it. Judd Benedick got it. Dennis Kerfoot got it. Most West Ada coaches get it.

Our society needs to get it and understand that high school athletics are about more than state championships and winning. The lessons we want our high school athletes to learn are much deeper and much harder to measure.

Thanks for reading. In the next article, we are going to continue to explore the different lenses of success in high school athletics.



Emergency Response Planning



As fall sports and activities start in Idaho and across the country, the IHSAA and the NFHS Sports Medicine Advisory Committee (SMAC) wanted to call your attention to the importance of having an Emergency Action Plan (EAP).

The potential for a medical emergency is ever present. The risks of catastrophic injury and sudden death exist during both practice and competition. The purpose of the EAP is to facilitate a prompt, efficient, coordinated response in the case of a medical emergency. All schools and school districts should have an EAP that addresses medical emergencies among athletes, staff, officials and spectators. Planning, preparation and practice are the keys to achieving success in the case of an actual emergency.

ALL schools should have an EAP in place for all high school sports and activities for the 2022-23 school year. The plan should be current, practiced and executed.

The resources (BELOW) for school administrators, athletic directors, coaches, parents and students are also available from the NFHS and the NFHS Sports Medicine Advisory Committee (SMAC):



EMERGENCY ACTION PLAN



- *"Emergency Action Plans: Practice Makes Perfect"* - NFHS High School Today Article
- *"The Collapsed Athlete"* - NFHS Online Course from NFHSLearn.com
- *Anyone Can Save a Life* - Emergency Action Planning Program
- *"Emergency Planning in Athletics"* - NATA Position Statement
- *"Roles & Responsibilities of your Emergency Action Plan"* - Korey Stringer Institute



MEET THE NEW IHSAABOARD OF DIRECTORS

District I Representative



Dena Naccarato
Superintendent of Schools
Post Falls School District

Dena Naccarato has been a public school educator for over 29 years and has dedicated the majority of them to Post Falls School District. She attended North Idaho College and Eastern Washington University where she earned her Bachelor's degree in Secondary Education with a major in English and minor in social studies. Dena obtained both of her administrative degrees from the University of Idaho, including a Master of Education in Educational Administration (1999) and an Education Specialist in Educational Leadership (2010).

Dena's teaching experience began at Lakeland Jr. High in 1994 where she taught 8th grade English and US History for two years before moving to Boise where she taught at Centennial High School in the Meridian (now West Ada) School District. After two years in Boise, she returned to Lakeland High School and continued teaching for the next six years. During this time, she also coached volleyball, basketball and softball. Dena has spent the past 19 years in the Post Falls School District working as assistant principal and principal at Post Falls High School, as well as the K-12 Director of Programs and Instruction and Assistant Superintendent for Secondary Programs. Dena is currently serving her third year as Superintendent.

As part of her 2nd term with the IHSAA Board of Directors, Dena served as the Principal's Representative, she would like to continue to provide excellent extra-curricular programming for the students in Idaho.

Dena is married to Jeff Johnson for 17 years and have three cats Cuspid, Atticus and Boo. In their spare time, they enjoy spending time hiking, biking, skiing, and swimming on and around beautiful Lake Coeur d'Alene.

District VI Representative



Heath Jackson
Assistant Superintendent
Bonneville School District

Heath Jackson has been married to his wife Nancy for 25 years. Nancy is also an educator and currently working as an assistant principal at Bonneville Online High School. They have 4 children – Hannah will start her freshman year at BYU this fall, Hayden will be a senior at Thunder Ridge High School, Chloe is in 7th grade at Black Canyon MS, and Kinley is in 4th grade at Rimrock Elementary.

Living in Idaho Falls his entire life and loves the community that we are part of. He started his career in the Idaho Falls School District teaching at Clair E Gale JHS and coaching football and basketball at Idaho Falls HS. He started his administrator roles an assistant principal for 5 years at Hillcrest High School and then moved as the principal at Bonneville High School for 6 years. He is currently in his 4th year as the Assistant Superintendent of the Bonneville School District.

He enjoys spending time with family including traveling during the summertime, white water rafting, working on projects, and being outdoors. They enjoy camping, riding 4 wheelers, and long weekend trips to places like the Oregon Coast, Moab, Zions, St. George, and Yellowstone. They spend a lot of time supporting our children in their various activities including choir, volleyball, football, youth basketball and softball, gymnastics, and now cheerleading is a new adventure in our home.

As new IHSAA Board Member, Heath hopes to continue the positive opportunities that our students across the state of Idaho enjoy through IHSAA activities. I am a strong advocate of students being involved in something during their high school years and being a member of a team, club, or a fine arts group of some type. This sense of belonging is critical for our students and helps them become well rounded young adults. "I have seen the positive impact of these opportunities in the lives of thousands of students I have worked with, and especially in the lives of my own children."



Representative of the State Department of Education



Todd Driver
Director Content & Curriculum

Todd Driver spent 25 years as a business owner. His undergraduate degree was a BS in graphic design and he spent 25 years in this field working for studios in Northern CA., then running his own studio in Southern CA. While in Southern CA he also owned and ran martial arts after school programs for kids as an alternative to day care programs, with adult classes at night.

The love of teaching the kids and adults, the positive character development he witnessed in the students as they learned, ultimately led to his becoming a teacher. He moved to Idaho, began substitute teaching while earning his Idaho teaching certificate. He then went on to get his masters in Curriculum and Instruction, and is just about finished with an EdS through ISU. He has taught elementary full curriculum as well as PE and Health K-12, served as Athletic Director and Administrator in 9-12 HS. Currently he is serving the Superintendent of Public Instruction as the Director of Content and Curriculum.

As a board member of the IHSAA, Todd would like to be an asset in creating policies and making decisions that provide the best possible experience for the students that participate in activities and athletics.

Todd is married to his wife Denise Driver.



AED



Sudden Cardiac Arrest (SCA) is the number one cause of sudden death in student-athletes during activity. In the event of a sudden cardiac arrest episode and automated external defibrillator (AED) can save a life.

Each minute defibrillation is delayed, the chance of survival decreases 10%

The following can serve as an AED checklist to be sure you are prepared.

- ✓ The AED is easily accessible at every practice/game location and available for use within 2-3 minutes (ideally it is onsite) The device is NOT in a locked or secured area where retrieval could be a challenge.
- ✓ Personnel are always available onsite who are trained in CPR and AED use.
- ✓ The AED is checked regularly to ensure it is working and the pads and battery are not expired.
- ✓ The Emergency Action Plan has been rehearsed PRIOR to the beginning of the season with everyone potentially involved in the emergency response.
- ✓ Someone has been designated to retrieve the AED if needed. This person know the exact location of the device at all times.

HEAT ILLNESS PREVENTION

24 HRS
BEFORE
COMPETITION
start the heat illness prevention process

BODY COOLING
STAY COOL BEFORE, DURING
AND AFTER EXERCISE
Use wet towels, remove padding if possible & rest in the shade during breaks

12-16 OUNCES
PER DAY
DRINK **1/4** CUP WATER
EVERY 15 MINUTES
DURING EXERCISE
Hydrate with water before, during and after exercise



AVOID
SALT



AVOID
CAFFEINE



ACCLIMATIZE
TO HOTTER
TEMPERATURES



REPLENISH
ELECTROLYTES
AFTER EXERCISE

DRINK MORE WATER!

BETTER
MOOD



BRAIN
BOOSTER



HEALTHY
HEART



REMOVE
TOXINS



CLEAR
SKIN



JOINT
MOBILITY



MUSCLE
GAIN



WEIGHT
LOSS



KNOW THE SIGNS OF HEAT ILLNESS

- HEADACHES
- DIZZINESS/FAINTING
- WEAKNESS
- WET SKIN
- IRRITABILITY
- CONFUSION
- EXCESSIVE THIRST
- NAUSEA/VOMITING



Calling All Coaches – Take Our Survey to Win A \$50 Gift Card*

*There is a winner every 500 responses

The [National Coach Survey](#) targets **ALL youth sport coaches who work with young people in any sport setting** including organized sport and free play. The survey questions focus on:

- Coaches' background and training
- The reason they began coaching and what keeps them coaching
- Their confidence level based upon their training
- The additional supports they need to be an effective coach
- Their perceptions of the current youth sports system in their community

This short online [survey](#) should be taken by **anyone who is or has been a youth sports coach** and will take approximately 15 minutes to complete. For respondents willing to provide an email address, one person from every 500 will win a \$50 electronic gift card. Many organizations are also providing additional incentives when you share your affiliation.

Take the survey online at as.pn/coachsury