



- \* "MY REASON WHY" - I Officiate
- \* NFHS LEARNING CENTER FOR STUDENTS
- \* HUNGER ACTION MONTH - Jaclyn St. John
- \* IHSAA INTERN - Mike McHan
- \* COACH - I Do Make A Difference
- \* ADMINISTRATION/COACHES CORNERS
- \* IHSAA FALL CHAMPIONSHIPS - Dates/Sites



UNITED DAIRYMEN — A DAIRY WEST PARTNER



# IHSAA EXPRESS

## Supporting Education Through Activities



### Idaho Officials Tell Their Story "My Reason Why" I Officiate...

"I've been involved in the sport of wrestling all my life. Starting in grade school, through high school and college. I coached for over 30 years and I'm starting my 42nd year of officiating. There have been some bumps in the road but the rewards have far been greater. GET INVOLVED!" - Layne Dalley

"I used to play and want to stay involved. I regret I did not do it earlier. The extra pay is a nice benefit." - Lacy Russell

"I want to help young female athletes develop athletic skills so they will like to play according to the rules." - Gail Garwick

"It is a way for me to give back to the sports that I was fortunate enough to participate in." - Greg Harding

"To stay in touch with the sport, give to back to the athletes and the sport." - Ron Anthony

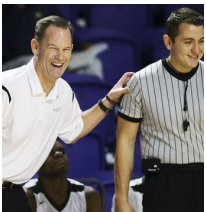
"It allows me a way to keep connected to all the sports I loved growing up and playing in High School and College. It is just a different way of competing. Now it is about making sure the games are played within the rules and allowing the teams to compete on a level playing field." - Brent Martin

"I started officiating because we were asked by our coach to give back to the community by officiating our local junior high schools. I now have officiated for 39 years and each year I learn something new. You will make a very profitable wage in only 4 1/2 hours, you decide what nights you want to work. Most of all you stay close to the game and above all you have the best seat in the house." - Carmen Hartley

"To give back to the sports and activities that provided so much for me and my life." - Gary Krumm

"For the love of the game, I just really enjoy officiating the game." - Kenny Lively

### Coaches Can Help in Recruiting Officials



Recruitment and retention of officials continue to be a priorities for the IHSAA and NFHS. Coaches can help in the recruitment of new officials by encouraging players or former players they feel have a good understanding of the game to become an official. If every Idaho coach would recommend one person to become an official we would have a surplus of qualified people working with kids in our state.

Coaches also have a major impact on whether former players consider becoming an official based on the way they treat officials during contests.

As a significant role model in the lives of athletes, a coach's demeanor toward officials teaches athletes how to deal with people in many difficult situations.

If someone you know is interested in becoming an official, have them contact the IHSAA or click the "How to Become a Certified Official" link.



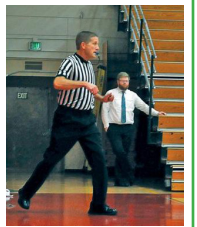
### Administration is the Key in Hosting Officials

A key part of the success of any athletic contest is the quality of the officiating. Officials help set an atmosphere for a positive experience for players, coaches, and fans. It is the responsibility of the host school to make the officials feel welcome and comfortable when they arrive at your facility and throughout the contest.

Remember that these individuals are working as officials because of their love for the sport and enjoyment they receive from working with the student-athletes. The school's responsibility is to provide the officials (prior to the contest) any necessary information that will assist them throughout the event.

Good game management will often go unnoticed by those attending the game. Poor game management will always be observed. Proactive administrators are prepared for all situations.

Schools are encouraged to use the "Citizenship Through Sports Administration Manual" resource that is available on the IHSAA website to assist in the management of all events.



### IHSAA Spirit of Sport Award

The IHSAA has developed the "Idaho High School Spirit of Sport Award". This award seeks to recognize those individuals who exemplify the ideals of the positive spirit of sport that represent the core mission of education-based participation. The award may be given in recognition of a specific act or for an activity of longer duration.

For example, it could be given to an individual who has gone beyond the normal everyday expectations of assisting others within the school or community. It could also be given to an individual who has overcome some sort of adversity or challenging circumstances.

The IHSAA seeks to identify worthy award recipients by nominations submitted from anyone from the school or community. All nominations must be forwarded to the IHSAA prior to May 1, 2019.

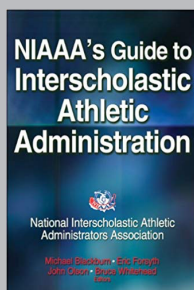


Jacob Duclos, Lewiston HS

## ADMINISTRATION CORNER

### DATES TO REMEMBER

- 10/5 - Fall Academic State Champions Due
- 10/8 - State Soccer Pictures & Rosters Due
- 10/15 - Wrestling Weight Assessment Window Opens
- 10/15 - State Volleyball Pictures & Rosters Due
- 10/18-20 - State Soccer
- 10/26-27 - State Volleyball
- 10/27 - State Cross Country
- 10/28 - State Swimming Seeding Meeting
- 10/29 - 1st Girls Basketball Practice



### OCTOBER CHECKLIST

- \_\_\_ Make time for family
- \_\_\_ Send a commissioner the name & contact information of a potential official
- \_\_\_ Verify hotel rooms for state competition
- \_\_\_ Review winter gym schedules
- \_\_\_ Complete state tournament rosters and send pictures to the IHSAA
- \_\_\_ Finalize winter emergency plans for distribution
- \_\_\_ Verify winter coaches requirements are met
- \_\_\_ Review winter gate procedures with staff
- \_\_\_ Confirm winter Arbiter schedule
- \_\_\_ Develop plan to promote sportsmanship at winter activities
- \_\_\_ Send a citizenship reminder to parents and coaches
- \_\_\_ Order sportsmanship T-Shirts from the IHSAA Sportsmanship webpage
- \_\_\_ Meet with winter coaches
- \_\_\_ Plan winter parent meetings

### SPORTSMANSHIP

An administrator's role in the development and implementation of a sportsmanship program is vital to the success of citizenship school-wide.

#### OCTOBER SPORTSMANSHIP HINT - "Cheer For Great"

Don't allow your student athletes to taunt other athletes. What is taunting? "Any actions or comments by coaches, players or spectators which are intended to bait, anger, embarrass, ridicule or demean others whether or not the deeds or words are vulgar or racist. Included is conduct that berates, needles, intimidates or threatens based on gender, ethnic origin or background, and conduct that attacks religious beliefs, size, economic status, speech, family, special needs or personal matters."

## COACH

### I Do Make a Difference

I have come to the frightening conclusion that I am the decisive element in the athletic arena.

It is my personal approach that determines the coaching style of my staff.

It is my daily mood that creates the culture within my program.

As a coach, I possess tremendous power to make a child's life miserable or joyous.

I can be a tool for torture or an instrument of inspiration.

I can humiliate or honor, hurt or heal.

In all situations, it is my response that decides whether a mistake or crisis is magnified or mitigated.

And in turn, a child's athletic experience is rewarding and enjoyable or abusive and intolerable.

**"I Do Make a Difference" – "I am their coach"**

Adapted from Haim Ginott Teaching Philosophy  
Re-written by Ted D'Alessio, Retired AD, Millburn High School  
- Chairman of the NIAAA Coaches Education Committee.

## Meet IHSAA Intern - Mike McHan



Mike McHan is beginning his second year at the IHSAA office as an intern while completing his Masters in Athletic Leadership through Boise State University. A lifelong Idahoan, Mike graduated from Gooding High School in 2011 and competed for the Senators in cross-country, track, and basketball.

Following graduation, Mike attended Lewis-Clark State College where he competed in cross-country and track while majoring in Kinesiology. After his freshman year, Mike served a two-year mission in Raleigh, North Carolina. He returned to earn his bachelors degree, run cross-country, track and also fell in love.

Mike met his wife Katie, who also competed on the cross-country and track teams, they married in July 2016. They now live in Emmett where Katie teaches fifth grade while Mike is finishing graduate school. In July, Mike and Katie welcomed their first child, Jackson, who is now keeping them even busier.

Being a student-athlete helped define Mike personally and professionally. He enjoys working in an education-based system that provides opportunities for students to become the leaders of the future. After graduation this spring, Mike will begin the search for a career where he can help others develop while teaching the important lessons that sports can bring to young peoples lives.



## COACHES CORNER



### COACHES EDUCATION

In an effort to assist in coaches' education throughout the State of Idaho, The Idaho High School Activities Association in cooperation with the NFHS and the University of Idaho is announcing an opportunity for Idaho teacher/coaches. Teacher/Coaches can earn (1) college credit from the U of I by taking the Fundamentals of Coaching course developed by the NFHS. [CLICK HERE](#) to access the IHSAA webpage for information

### NFHS LEARN COURSE OF THE MONTH

**PROTECTING STUDENTS FROM ABUSE** - Abusive behaviors and misconduct do not belong within athletic and activity programs. To assist in creating an enjoyable and safe environment for students, the U.S. Center for SafeSport, in collaboration with the NFHS, has developed "Protecting Students from Abuse". The course presents definitions of several types of abusive behaviors and misconduct, the signs and symptoms of abuse, and the ways in which someone can report these behaviors. The course also includes some DOs and DON'Ts for making a report.

### "WHAT'S THE RULE"

#### 8-18-1 UNDUE INFLUENCE

Definition of Undue Influence: The use of influence by any person connected directly or indirectly with an IHSAA member school, to induce a student to transfer from one member school to the other, or to enter the ninth grade at a member school for athletic competition purposes, whether or not the school presently attended by the student is a member of the IHSAA. (Recruiting)

### IDAHO STATE COACHES ASSOCIATION

The Idaho State Coaches Association is a nominated group of High School coaches working together to further the advancement of the coaching profession in the State of Idaho, with the best interest of student/athletes in mind.

### IDAHO COACHES ON TWITTER

For daily coaching tips, follow Idaho coaches on twitter @ihsaacoach for messages on leadership, coaching strategies and more.



## HUNGER ACTION MONTH



## “Hunger Action Month: Food is only Nutrition—if we eat it!”

Did you know? More than 220,000 Idahoans, including more than 72,000 children, are food insecure, meaning they live at risk of hunger. This equates to 1 in 8 Idahoans (Idaho Foodbank 2018).

Every child has promise. Regardless of socioeconomic status, religion, or race, every child has the ability to contribute something valuable to our world.

School meals nourish America’s children by providing the nutrients they need for growth and development. 14 million students eat school breakfast and 30 million students eat school lunch EVERYDAY! With 51 million students in 100,000 schools nationwide we still have work to do closing the gap in school meal participation.

Healthy students are better students. Research shows that students who eat breakfast may have improved concentration, attention span and memory, and score 17.5% higher on standardized tests. A hungry child is as urgent of a problem for learning as a poorly nourished, physically inactive one. “We can’t make kids smarter, but with improved nutrition and physical activity, we can put a better student in the chair.” Robert Murray, MD, Department of Pediatrics, The Ohio State University.

Milk’s nutrition helps provide children with the fuel they need to achieve their full potential. Milk is a nutrient powerhouse – providing nine essential nutrients, including 8 grams of high-quality protein per serving – and is the top food source of three of the nutrients most likely to be missing from kids’ diets: calcium, vitamin D and potassium. Fuel your child(ren) with the three recommended servings every day.

Together we continue to build a healthy, high-achieving generation of youth! If you have questions or comments, please contact me at [jjstjohn@dairywest.com](mailto:jjstjohn@dairywest.com)



Jaclyn St. John MS, RDN, LD  
Registered Dietitian, Health & Wellness Manager  
Dairy West



powered by dairy west

## NFHS LEARNING CENTER FOR STUDENTS

As the school year begins and you start seeing your student-athletes around the building, take the opportunity to remind your staff that the NFHSLearn platform is not just for your coaches – it is a resource that is available to educate other members of the administration/staff, your parents and ALSO your student athletes.

The Learning Center had 16 courses that are student appropriate or specifically designed for students and the best part is they are all FREE!!! Below are some ways to utilize these resources.

### PROACTIVE/REACTIVE SITUATION TRAINING

Unfortunately, the first time many ADs and coaches use NFHSLearn courses is in response to situations that arise on their teams or within their programs. Each of these courses presents and reinforces important concepts and policies and can help in dealing with negative situations that arise.

- Appearance and Performance Enhancing Drugs and Substances
- Bullying, Hazing and Inappropriate Behaviors
- Hazing Prevention for Students
- Social Media for Students
- Sports Nutrition
- Sportsmanship
- Concussion for Students

Consider the benefit of using these courses as a proactive resource within your program to prevent these situations from happening in the first place. Encourage your coaches to use part of their players “down time” to have them complete some of the courses, in addition to watching games film. Many of these courses can be completed in 25 minutes or less.

### STUDENT HEALTH PROMOTION

Work with your certified Athletic Trainer, your School Nurse or team Doctor to develop a comprehensive Student Health Education Program using the four health related courses on the NFHSLearn platform

- Appearance and Performance Enhancing Drugs and Substances
- Concussion for Students
- Heat Illness Prevention and Sports Nutrition

These form a solid curriculum for the development of positive student health behaviors. If you’re not ready to jump in right away, consider a simple first step – why not require Concussion for Students completion as a prerequisite to ImPact (or other baseline) assessment. Most state concussion policies/protocols require education on concussion prevention, identification and treatment for student-athletes as well as for coaches, ATCs and team medical personnel.

### LEADERSHIP TRAINING

Four courses in the Learning Center could serve as the foundation for the development of student leaders in your program.

- Captain’s Course
- Hazing Prevention for Students
- Sportsmanship
- Social Media for Students

Consider requiring a portfolio containing completion certificates for some or all of these courses from any student – athlete wishing to be considered for the position of team captain/leader.

### STUDENT-ATHLETE DEVELOPMENT

Finally, the Learning Pro series on NFHSLearn introduce and reinforce skills that are necessary for our young people to be “students first, athletes second”.

- Homework Helper
- Reading and Learning Strategies
- Research Skills
- Testing Tips

The courses are designed not just to remediate students having academic difficulty. They were developed in a way that can enhance the study and research skills of all your team members across the academic spectrum. You could also require one or more of these courses for student wishing to serve as tutors within your program.

Take advantage of all that the NFHSLearn platform offers, not only in meeting the administrative legal duty to select and train coaches, but to enhance all aspects of the education-based athletic programs you oversee.

NFHS Learning Center  
[www.nfhslearn.com](http://www.nfhslearn.com)

50+ Courses

25 FREE Courses

Courses for:

- ✓ Coaches
- ✓ Administrators
- ✓ Performing Arts
- ✓ Officials
- ✓ Parents
- ✓ Students

# 2018 IHSAA Fall State Championships

October is the beginning of the 2018-19 IHSAA sponsored state tournaments. Soccer, Volleyball, Cross Country, Drama, Football and Swimming championships will be decided at all levels. Student-Athletes will be earning an opportunity of a lifetime as they compete for their schools in each respective tournament. The IHSAA would like to thank each of the host schools and appreciate their communities.



October 18-20

5A - Idaho Falls Soccer Complex  
4A - CDA/Post Falls/Lake City HS  
3A - Sunway Soccer Complex

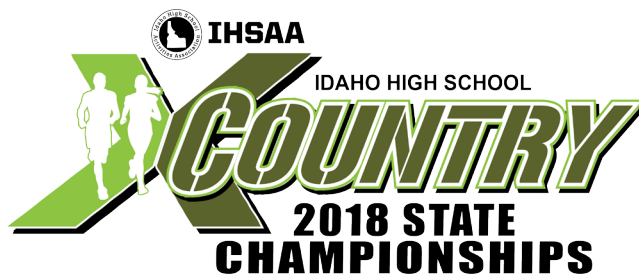


October 26-27

5A - Ridgevue HS      4A - Rocky Mt. HS  
3A - Mt. View HS      2A - Capital HS  
1A DI - Skyview HS      1A DII - Borah HS



November 2-3  
West YMCA



October 27  
Lewiston Orchards



November 2 - Quarterfinals Site TBD  
November 9/10 - Semifinals Site TBD  
November 16/17 - Championships Site TBD



November 30-December 1  
Canyon Ridge HS

# ANSWERING QUESTIONS ABOUT Chronic Traumatic Encephalopathy (CTE)



This handout provides a snapshot of what researchers currently know about chronic traumatic encephalopathy or CTE. Research on CTE is growing. More studies can help answer many questions about this disease.

## What is CTE?

CTE is a *brain disease* that results from changes in the brain. These changes can affect how a person thinks, feels, acts, and moves. Traumatic brain injuries, including [concussions](#), and repeated hits to the head, called subconcussive head impacts, may lead to CTE.

## What are Subconcussive Head Impacts?

Subconcussive head impacts are bumps, blows, or jolts to the head. Unlike concussions, which cause symptoms, subconcussive head impacts do not cause symptoms. A collision while playing sports is one way a person can get a subconcussive head impact.

CTE has been diagnosed in people who had a history of repeated subconcussive head impacts and did not have any known history of concussion.<sup>1,2</sup> Researchers believe that the more years a person has repeated subconcussive head impacts or other brain injuries, the higher the chance they have of getting CTE.<sup>3</sup>

## How Common is CTE?

Researchers do not know how many people in the United States have CTE. Most studies on CTE focus on former athletes who played contact sports (such as football or boxing) and military service members.

## Occasional Hits to the Head Do Not Cause CTE

Not everyone who has repeated hits to the head or brain injuries will develop CTE. Occasional hits to the head, such as the bumps and tumbles that children take when learning to walk, do not cause CTE.

## What are the Signs and Symptoms of CTE?

CTE symptoms can affect the way a person thinks, feels, acts, and moves. Symptoms do not show up in the same way for each person.<sup>4</sup> Some people with CTE may first have problems with depression or anxiety. They may then later develop memory and other thinking problems that become serious enough to get in the way of their normal daily activities (such as social or work-related activities).<sup>1,4,5</sup> Other people with CTE may experience memory and thinking problems first. Over time they may have mood or personality changes or become forgetful and struggle with daily tasks.<sup>1,4,5</sup> Mental health problems can increase for those with CTE.<sup>4</sup> The link between CTE and suicide is unclear.<sup>6</sup>

Symptoms of CTE are similar to those of other health problems. Having CTE symptoms does not mean a person has CTE. If you or a family member or friend have any questions or concerns, it is important to talk to a doctor. Treatments may be available to help.

## CTE Symptoms May Affect How A Person:



### THINKS

Trouble with memory and problem-solving



### FEELS

Changes in emotion (such as depression, hopelessness, or anxiety)



### ACTS

Problems with behavior (such as anger or impulsivity)



### MOVES

Problems with coordination, greater risk of falling, or tremors

## How is CTE Diagnosed?

Currently, CTE can only be diagnosed after death. To diagnose CTE, doctors check the brain for changes that happen to people with CTE. Through this process, doctors confirm whether the person had CTE or another disease, such as Alzheimer's disease.<sup>7</sup>



### National Institutes of Health (NIH) Study is Looking for Answers on CTE

NIH funded a large [research study](#) to learn how to diagnose CTE while a person is alive. Developing ways to diagnose CTE during life will help researchers learn more about the disease. It may also lead to treatments for CTE in the future.<sup>8</sup>



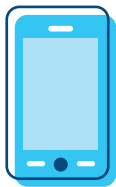
### Resources:

#### To learn more about CTE and other brain diseases:

- Visit <https://www.ninds.nih.gov/Current-Research/Focus-Research/Focus-Traumatic-Brain-Injury>.

#### If you or someone you know needs to speak with a trained counselor:

- Contact the National Suicide Prevention Lifeline at **1-800-273-TALK (1-800-273-8255)**, or
- Visit <https://suicidepreventionlifeline.org>.



#### The Veterans Crisis Line connects veterans, their family, or friends with qualified caring responders:

- Call confidential toll-free hotline at **1-800-273-8255**, or
- Text to **838255**.

## References:

1. McKee A, Stern RA, Nowinski C, et al. The spectrum of disease in chronic traumatic encephalopathy. *Brain*. 2013;136(pt 1):43-64. doi:10.1093/brain/aws307
2. Stein TD, Alvarez VE, McKee AC. Concussion in chronic traumatic encephalopathy. *Curr Pain Headache Rep*. 2015;19(10):47. doi:10.1007/s11916-015-0522-z
3. McKee AC, Alosco ML, Huber BR. Repetitive head impacts and chronic traumatic encephalopathy. *Neurosurg Clin N Am*. 2016;27(4):529-535. doi:10.1016/j.nec.2016.05.009
4. Stern RA, Daneshvar DH, Baugh CM, et al. Clinical presentation of chronic traumatic encephalopathy. *Neurology*. 2013;81(13):1122-1129. doi:10.1212/WNL.0b013e3182a55f7f
5. Mez J, Daneshvar DH, Kiernan PT, et al. Clinicopathological evaluation of chronic traumatic encephalopathy in players of American football. *JAMA*. 2017;318(4):360-370. doi:10.1001/jama.2017.8334
6. Iverson GL. Chronic traumatic encephalopathy and risk of suicide in former athletes. *Br J Sports Med*. 2014;48(2):162-164. doi:10.1136/bjsports-2013-092935
7. McKee AC, Cairns NJ, Dickson DW, et al. The first NINDS/NIBIB consensus meeting to define neuropathological criteria for the diagnosis of chronic traumatic encephalopathy. *Acta Neuropathol*. 2016;131:75-86. doi:10.1007/s00401-015-1515-z
8. Asken BM, Sullan MJ, DeKosky ST, Jaffee MS, Bauer RM. Research gaps and controversies in chronic traumatic encephalopathy: a review. *JAMA Neurol*. 2017;74(10):1255-1262. doi:10.1001/jamaneuro.2017.2396