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**Winter Season
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Kirk Bock, Baseball Coach, Bryant HS, AR presents at the 2015 NCA Fall Baseball Coaches Clinic presented by Fundraising University on October 17 in Lincoln. – NCA Photo

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NEBRASKA COACHES ASSOCIATION UPCOMING EVENTS 2016

NCA Board of Directors Meeting - Hastings
January 24, 2016

NCA Winter Track & Field Clinic - Lincoln
February 6, 2016

State Wrestling Coaches Hospitality - Omaha
February 18-20, 2016

State Cheer & Dance Championships - GI
February 19-20, 2016

State Swimming Coaches Hospitality - Lincoln
February 26-27, 2016

**Girls' State Basketball Sportsmanship Awards
Lincoln**
March 3-5, 2016

**Girls' State Basketball Coaches Hospitality
Lincoln**
March 3-5, 2016

Girls' Basketball All-Star Selection Mtg. - Lincoln
March 6, 2016

**Boys' State Basketball Sportsmanship Awards
Lincoln**
March 10-12, 2016,

**Boys' State Basketball Coaches Hospitality
Lincoln**
March 10-12, 2016

Boys' Basketball All-Star Selection Mtg. - Lincoln
March 13, 2016

NCA Board of Directors Meeting - Lincoln
April 24, 2016

2016-17 Online Registration Opens
May 1, 2016

Soccer Clinic - Creighton University - Omaha
May 10, 2016

State Soccer Sportsmanship Awards - Omaha
May 11-17, 2016

State Track & Field Coaches Hospitality - Omaha
May 20-21, 2016

Milestone & Service Awards Applications Due
June 1, 2016

NCA Multi-Sports Clinic - Lincoln
July 26-28, 2016



The Game Plan *Darin Boysen, Executive Director*

As the coaching and teaching profession continues to receive increased responsibilities, expectations and scrutiny, the Nebraska Coaches Association (NCA) receives inquiries regarding one of the association's most significant membership benefits – **Commercial General Liability Insurance**. The following information is intended to give you, the NCA member, a better understanding of what General Liability Insurance is and the coverage it provides should you be involved in a claim.

In Nebraska, by state law, employment as a coach receives very little protection. A coach employed by a school district is an *at will employee*. Simply put, a school district is not required to give a reason for termination or non-renewal of a coaching position. Most local school districts have a policy for employees that wish to appeal such actions. This can be through open and/or closed hearings. This process can be painful for the coach and can often split communities. How does liability insurance affect this process? — Simply, it does not. Liability insurance has absolutely nothing to do with your employment status as a coach or classroom teacher.

Note: As a classroom teacher, your rights can be far more protected, largely in thanks to the efforts of the Nebraska State Education Association (NSEA). For several years the NCA and the NSEA have encouraged coaches to be members of both organizations if employed as both a teacher and coach in a school district. Contact the NSEA for further benefits and details.

The General Liability Coverage that the NCA offers to its members is a policy written through the National Organization of Coaches Associations Directors (NOCAD). Member state coaches associations join together to create a larger pool of coaches which then allows an organization such as the NCA to offer this important insurance coverage as a membership benefit.

So if the General Liability Policy does not protect your job as a teacher and/or coach, what does it cover? The policy provides a \$1,000,000 liability limit per member from claims made by negligent acts accidentally committed resulting in bodily injury, personal & advertising injury or property damage to others.

For complete insurance details, please see the web site, membership tab)

According to Loomis & LaPann Insurance Senior Vice President, Gregory Joly (NOCAD Insurance Administrator), the number one area in which coaches get themselves into trouble is a lack of organization. Coaches should keep written documentation of several aspects of the daily functions as a professional teacher and coach such as:

- Written practice plan/lesson plan;
- Record and keep on file a summary of athletes' injuries and the care provided, how parents or guardians were contacted;
- A written emergency plan in place for your classroom, practices and competitions;
- If offering camps or clinics are you covered by the school's liability insurance? In most cases coaches assume they are covered, when in fact they are not. Get in writing from the school if you are covered for any extra events such as camps or clinics you are providing. As a NCA member you are eligible for additional camp coverage at a discounted rate. See the NCA web site under the membership tab for details.

As we move forward in a society that is quick to file litigation against a coach, the value and importance of the NCA liability insurance will continue to increase. As a coach, athletic administrator and/or classroom teacher the ability to prove you have met the standard of care for each individual will be critical. I encourage you to make time to have real discussions within your profession that will provide a daily safe environment for students and athletes while protecting yourself from future litigation.

“Confidence. . . thrives on honesty, on honor, on the sacredness of obligations, on faithful protection and on unselfish performance. Without them it cannot live.”

—Franklin D. Roosevelt

Committee Seeks Answers to Classification Woes

Dr. Jim Tenopir, NSAA Executive Director



The NSAA Board has authorized a committee to study classification issues in Nebraska. That Classification Committee has met twice, and while there are a number of issues that are impacted by classification, it appears that some prioritization is beginning to take shape.

The initial Classification Committee meeting in July was an opportunity for the Committee to brainstorm those concepts and concerns that touch on the classification topic: methods of assigning schools to classes, number of classes, frequency of classifying schools; ratios of enrollments from the smallest to the largest schools in a class, public-private school issues and more. The classification issues are many; finding the solutions may be a bigger hill to climb.

At the October 28th Classification Committee Meeting, there weren't many solutions offered; however, the Committee made progress in focusing and prioritizing issues to be addressed. It was determined that football tended to be the sport where classification was the most problematic. Questions arose about whether using a three-grade enrollment count for combined boys and girls enrollment was the fairest method, especially for football. At a point in time, the NSAA classified schools on boys-only counts, but with the proliferation of girls sports and the desire, to the extent possible, to keep a school's boys and girls programs in the same classification, a combined count was the method of choice. The question has been raised, "Is it now time to go back to classifying based on boy-only or girl-only counts?" That methodology seems appropriate, at least for football.

There are other football issues that would not be solved by classifying schools on a boy-only count. Some schools have rich football traditions or have had considerable success. Success and tradition tend to breed success and tradition. So it

is conceivable (and realistic) that two schools with comparable enrollments have widely varying participation numbers in their football programs. And with the focus on concussions and risk minimization in our activities programs, disparate participation numbers between competing schools can be and often are viewed in safety terms.

Many private schools in Nebraska have experienced success in participation and in the win-loss column. It is not abnormal to see private schools appear in state tournaments on a higher percentage of the total membership than their public school counterparts. The reasons are many. It was suggested that the NSAA Board of Directors consider putting together a separate committee to again look at public-private issues, so that the Classification Committee can focus on true classification issues. The NSAA Board will consider a separate committee to search for answers to the public-private concerns.


The state of Nebraska has geographical issues that exacerbate the classification woes. The number of outstate Class A and B schools are few, causing transportation and scheduling woes for schools in those classifications. Many of the small rural high schools are located in the western two-thirds of the state where sparsity often dictates significant travel requirements and other issues not faced by schools in the more populous areas of the state. With that sparsity and extended travel issues, missed instructional time is also a concern. The Classification Committee is comprised of some excellent thinkers, but it is doubtful that some of the travel issues can be remedied.

The Committee has determined that the best way to "eat the elephant" is one bite at a time. The proposed order of business is to first focus on the football issues and how classification changes might better impact that sport, before moving to other sports and activities and other classification issues. Coaches with ideas or concerns about classification are encouraged to send me an email with your concerns, and preferably your solutions.



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Building Positive Team Chemistry

Erik Kohl – Sidney – Boys' Basketball Head Coach



Photo Courtesy - Stephen McKay, Sun Telegraph

As the buzzer sounded and we lost in the state championship game, I wasn't disappointed. I was grateful. I was grateful to have coached such a hard working team, a team who cared more about each other than themselves. We were unranked to start the season. We weren't expected to go to state. We weren't expected to win at state and we definitely weren't expected to play in the state championship game. Yet we found a way to have one of the best seasons in Sidney boys' basketball history. How did we do it? I'd like to say we have secret drills, the best practice ideas, and plays no one has seen before. None of that is true. What we did have was great positive team chemistry. We had adversity in practice, in games, in school, and out of school. It was actually one of the most challenging teams I've ever coached because of the adversity we faced throughout the season. However, our team chemistry overcame our adversity and challenges. There are no guarantees in sports. That is why they are unique, fun, and challenging. Here are things that are important to build positive team chemistry.

- **Be Honest:** Honesty can be hard. However, how do we want people to interact with us? Do we want them to give hints and be vague? I want people to tell me the truth. How can I be better? What do I need to do differently? Players might not always like honesty, but they respect it and know exactly what we expect of them when being honest.
- **Listen:** Kevin Eastman said, "Have big ears and a small mouth." We have to be able to learn. The second we think we know everything, we start getting worse. Absorb what we hear and take what we like. This can be talking to a friend, to a co-worker, being at a clinic, or listening to a coach or player. In the state tournament last year one of our players recommended a play to run. It made sense with

what we had been doing and we ran it. If we are talking more than listening, how are we going to learn new things? Be a learn-it-all, not a know-it-all (Kevin Eastman).

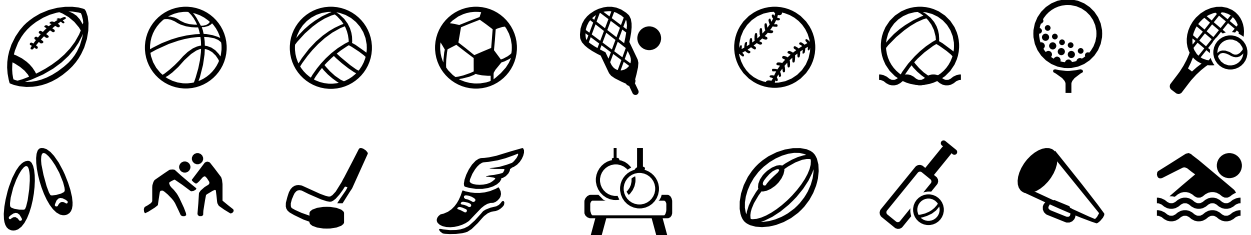
- **Admit Mistakes:** How do we expect our players to overcome mistakes if they don't believe we make them? I tell our players I'm not perfect. I make mistakes every game. We have to learn from our mistakes and get better from them. When we admit to making mistakes it relaxes the players and it allows them to play freely instead of in fear.
- **Allow Player Ownership:** Give players choices. If there is something we don't care about, ask the team or captains what they want, for example warm-up music or when to have practice on a non-school day. The more the players feel they belong, the more they will give of themselves to the team.
- **Lead by Example:** If we want players to act a certain way, we have to demonstrate that. I want our players to be selfless and play with great sportsmanship. If I'm yelling at the officials or talking poorly of other coaches and other players, why would the players act any differently?
- **Be Consistent:** I try to be the same every day in practice and in games. This is similar to being honest. The players know what to expect and what we expect of them. If we expect the players to be consistent we have to be as well.
- **Build Player Relationships:** Let the players know that we care about them as a person as well as a player. What do we know about them besides their skills as an athlete? Do we talk with them about topics other than the sport they play with us?
- **Coaching Staff:** We need coaches who we believe in and will make our program better. We would not be as good as we have been without our assistant coaches. We have one of the best coaching staffs in Nebraska. What do our coaches add? How do they complement us and the program?

We play an important role in our athletes' lives and our team's chemistry as coaches. This greatly influences the success we have with our team. It is an honor to write this article as there are many more qualified people. Special thanks to my high school coach Jeff Smith for the impact he has had on me as a player and coach. Thanks to our coaches, Shawn Dillehay, Ryan Plummer, and Bryan Schoening for bringing it each day.



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Embracing the Process

Nick Orduna – Lincoln Christian – Girls' Basketball Head Coach



I absolutely love the game of basketball and have enjoyed my own experiences as a player at Lincoln Christian School and Nebraska Wesleyan University, back in my skinny days. This is my 16th year teaching and coaching girls

basketball and I thank God for the Lincoln Christian School family and the student athletes I get to work with each year. One of the reasons I love the game is because of the opportunities it presents to mold and shape the character of our players and to take advantage of the lessons that can be learned through the game of basketball. One of my favorite lines in our girls' basketball mission statement is that *"the arena of basketball provides a laboratory for Christian growth that is unique to the rest of the school environment"*. The ups and downs experienced in the excitement of basketball become lessons to grow upon and opportunities to teach student athletes how to deal with different circumstances. The heartache we feel and challenges that we face within a season are often times blessings in disguise.

I talk a lot to our girls about the importance of **embracing the process** within a season and all that goes into it from summer lifting, leagues and camps, to individual workouts, pre-season conditioning and each opportunity we get to practice and compete. When you think about it, a team doesn't win a game all at once. A night of basketball is an event-filled thirty-two minute stream of fast breaks, shots, rebounds, possessions, steals, passes, etc. It's not possible to win on every possession, to score every time you touch the ball or stop your opponent every time they touch the ball. Each player will face smaller battles within themselves during a practice or game and throughout the season. Through these experiences comes the learning and developing of the fundamentals of our faith and character such as humility, selflessness, love, unity, self-discipline, courage, perseverance, hard work and sacrifice to name a few. As a coach, I understand the importance and responsibility of

modeling and teaching these principles and I get to learn and grow through the process as well. Losing is just as much a part of the process as winning. I want to be the coach in our student athletes' lives who makes a difference and leads their team into significant achievement beyond wins and losses. I believe that starts by keeping wins and losses in proper perspective. Adversity will test our convictions and our determination to stay on course. Think about it - every profession, every area of life, has its own certain kind of setbacks. Facing those setbacks is what keeps you going because life is difficult. Once you realize and accept that fact we can move on with a genuine kind of peace and can focus on the things that we are able to control.

I love the strength of our schedule because I know it will expose our individual and team strengths and weaknesses and give us opportunity to smooth off those rough edges in practice as we desire to get better each day. We are in the very competitive Centennial Conference and we play several Class B schools as well. I believe this helps us to be "battle tested" as we strive to remain focused as a team through the ups and downs that we will face. Teamwork doesn't just happen because someone mouths the words in a huddle. Helen Keller once said, *"Character cannot be developed in ease and quiet. Only through experiences of trial and suffering can the soul be strengthened, vision cleared, ambition inspired, and success achieved."*

Learning to embrace the process and helping student athletes appreciate that is one of the many things I enjoy and get excited about as a coach. I'm very thankful for the relationships that I have been able to build with student athletes, parents, other coaches, and referees. I'm looking forward to another season and the many things I know God will teach me as I embrace the process and encourage others to do so.

I BELONG *x2*

**Janet Boettcher,
Ord Public Schools**

- First Grade Teacher, Ord Elementary School
- Head Softball Coach, Assistant Track Coach
- Former teacher, coach at Kenesaw and Wheeler Central
- Ord Education Association President. Past vice president and negotiator for three years

Being a part of the NSEA is so important to me due to the fact that you can feel safe while teaching. NSEA has an amazing support system and it also allows a person to enjoy some extra benefits. There would never be a year that I would teach without being a member of the NSEA!

Belonging to NSEA and NCA helps you be the best educator and coach you can be. Find out more, and join today: www.nsea.org

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Getting Your Wrestlers To Peak

Tyler Herman – Amherst – Wrestling Head Coach



In my 11 years as the head wrestling coach at Amherst, I have had a lot of success getting my athletes to peak. I have developed a system where the season is broken up into three phases: a technique phase, training phase, and peaking phase.

Peaking can be

defined as building a wrestler's mental and physical abilities in order to bring out their best performance at the right time. As a wrestling coach, the right time would be the state wrestling tournament. In order to get your wrestlers to peak, you must have a plan in place. This plan should be detailed including daily and monthly practice plans. Once your system is in place, make your team aware of the goals. Explain to them how the season will be broken up into different phases in order for them to wrestle their best when it matters most. Each year, my wrestlers know what the plan is and believe in it.

The first part of the season is the Technique Phase. This is the time period from the first official day of practice until Christmas break. The goal is to focus on getting better technically. In the book, *Cowboy Up*, Oklahoma State head wrestling coach John Smith talks about the balance between conditioning and teaching skills. Smith said, "It's tempting to concentrate on conditioning too early in the year. It's easy for a coach to lean against the wall and blow a whistle while guys run sprints. If you want to be that coach, you'll lose a lot of matches. Teaching skills is tougher. You have to use your time wisely." I am a big believer in this philosophy. During the early part of the year, I want my wrestlers to focus on become as technically sound as possible. I want them to add to their arsenal and build confidence in the moves they hit during a match. I show a lot of technique and allow the wrestlers to get a lot of reps in. The more reps they get, the more it becomes instinct for them to hit the moves in competition. As for live wrestling, we do a lot of "situations." I put my wrestlers in the same positions that we just worked on in the technique portion of practice. For example, if we worked on double legs, I start with one wrestler in on a

double. Once I blow the whistle, they are live from that situation. It gives them an opportunity to work those same moves in a live situation. Another example would be if we just focused on finishing single legs the first part of practice. I would have one wrestler start with a head inside single. Once I blow the whistle, they are live from that position. Obviously, the focus in the practice is to get the offensive wrestler to score. The offensive wrestler has the advantage in these live goes and should score a large majority of the time. Another goal for this phase is to develop a base level of conditioning. Most wrestlers are not always in ideal shape early in the season. However, I use this time period to get them ready to pick up the pace and intensity for the next phase.

The second part of the season is the Training Phase. This is the time period beginning from immediately after the moratorium to the end of January. During this time frame, practices are hard and intense. A lot of the technique has already been shown and our focus can turn to intense drilling. I call out what moves I want them to execute and they go immediately into the drill. If they are struggling with certain technique or I see things we need to correct in a match, I will break it down and demonstrate again. I also increase the amount of live wrestling in this phase. By now, they should be in good shape and can handle a bigger workload when it comes to live combat. I like to throw in "Grind Matches" every once in a while to get my wrestlers to dig deep. This not only improves their conditioning but teaches them to be mentally tough. The conditioning picks up this time of year as well. I want my kids to push past their comfort zone in practice so they know they can do it in a match too. I always tell my kids, there comes a time where February will ask you what you did in December and January. It's important to put the work in now so they are ready to peak at the right time. They can't wait until February to flip the switch. It's important to know how to read your wrestlers in this phase. Some individuals I can push harder than others.

The final part of the season is called the Peaking Phase. This is the time of year when kids should be wrestling at their best. Ideally, this would be your district and state tournaments. I begin to taper off with our training. Practices are still intense but are shorter in time. At this point, the hay is in the barn. The goal is to fine tune their technique and maintain their conditioning level. I want to get their minds sharp and mentally focused. I pull back on the live wrestling in order to get their bodies fresh and reduce the risk of injury.

In the Peaking Phase, the key is how your wrestler's think. What coaches say to their wrestlers is extremely important. You need to motivate them and make them believe they can win. This type of mental approach can be the difference between being a state champion and not standing on the podium at all. The Wednesday night before the state tournament begins, we always have a team meeting in my hotel room. I talk positive about what lies ahead and remind my guys that they have put in the



preparation and work to be successful. This is the fun part of the season. This is why they put in all the hours of training. I tell them they are about to experience the greatest three days of their wrestling career. I want them to embrace and enjoy the moment, not fear it.

The first and second phases of training are used to get the body ready. The third phase is designed to get the mind sharp and ready to peak. Most of all, as a coach, you need to know how to read your athletes. Remember, peaking is both mental and physical.



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State of Nebraska's Strength And Conditioning Programs

Rob Brokaw CSCS, USAW - President - Nebraska High School Strength and Conditioning



Strength and Conditioning is synonymous with the state of Nebraska. The Godfather himself Boyd Epley is at the realm of the University program, and with the history of strength and conditioning in the state the High School programs must be top notch, right? In the past two months I have sent

out surveys to every athletic director in the state. This survey asked questions related to the administration of their high school programs including the men and women in charge, budgetary allotments for facility and coaches pay. With that information I sent a second survey out to the coaches that were identified as the person in charge of their program. Questions on this survey were more in depth on program design and application. The following are the findings of the survey.

Administration Survey

Out of 306 High Schools in Nebraska 151 athletic directors responded. There was a fair amount of representation from each class.

A	21	14.2%
B	25	16.9%
C	56	37.8%
D	46	31.1%

Of these schools, 114 said that they in deed had a strength and conditioning program, 30 marked sort of and 5 flat out said that they did not have a program. A majority of the schools that responded identified a person or in some cases two persons that were in charge of their strength and conditioning program. Of the schools, 39% reported having a budget for their strength and conditioning program not including coaches' salary. The following amounts where reported

Less than \$500	17.3%
\$500 > \$1000	29.6%
\$1000 > \$1500	21%
\$1500 > \$2000	14.8%
\$2000 <	17.3%

In regards to coaches' salary, during the school year (August-May) 42.5% of the schools reported having a paid strength coaching position. The responses of how those coaches were

compensated ranged from hourly pay (\$10-\$15) to an extra duty or coaching stipend (6-9% of base). Those that were receiving funds did so for coaching/supervising outside of the regular school day. As for the summer program, almost all participating schools reported having a summer strength and conditioning. They also employ help from additional coaches with over half of the programs stating four or more coaches are involved in the summer. 79% of the schools reported coach compensation for the summer program. Most schools had a set budget that was split between all participating coaches. Other had an hourly wage that was capped at a certain number. \$10 per hour seemed to dominate explanations. In 92% of those situations where coaches are compensated for coaching, the school was responsible. The booster club floated the bill in other situations.

Coaches Survey

Of the schools that gave a name for the person in charge of their strength and conditioning programs 57 coaches responded to the second survey. Of those coaches 7 reported to have a CSCS from the NSCA, 4 held a USAW Sports Performance certification and 12 held various other certifications including BFS weight room safety, IYCA, and NATA and one coach holds a CSCC. In total 66% of the coaches identified as the person in charge of the schools strength and conditioning program did not hold any certification in the field of strength and conditioning. Those in charge have been there on average of 3-5 years. 60% of the coaches reported using a unified athletic approach to programing. Unified meaning that programming is the same regardless of sport or gender. 17% reported that they had different programs for boys and girls, and 23% reported using a different program for each sport. Half of the programs ranged in grades of high school (9-12) while the other half included the junior high ages (7-12). Additionally two schools reported their program reached elementary grades through high school. 95% of the programs offer in season strength training and 97% of those schools offer strength training classes. 90% of schools also reported that they offer those students not in strength training class additional time to train during the school year. Those times included before and after school.

Coaches were then asked to briefly explain their strength, speed agility and quickness, and nutrition programs, what they consist of, how many days a week, what, if any split was used etc. The results from the survey offered many different approaches to strength and conditioning. The following is a brief explanation of what was reported.

Most strength programs use a 3-5 day a week program and offer various splits from upper and lower body to push/pull. The most commonly mentioned approach was total body training. The Tier System developed by Joe Kenn was a popular comment as well. Most coaches seem to use various aspects of training from different programs creating their own unique set up. BFS programming is used by quite a few schools, additionally several schools based programming off of the Vertimax training system. There is a focus on training the basics and getting student athletes into the program.


Speed, agility, and quickness training had some variables to the report. Many responses included the use of speed ladders, various cone drills, dot drills, resisted and assisted sprints, and hill/stadium steps. There were several unique answers including Gross Catholic and their use of a “Cougar Beach” to perform agility drills in the sand. Most coaches include plyometric training within their SAQ program.

The question with the fewest responses of all the questions was that asking to give a brief explanation of their nutrition program. Some schools have very in depth nutritional classes where they disseminate information pertaining proper nutrition for athletes. Lexington High School has a very impressive yet simple program that includes cooking demonstrations.


In conclusion the survey showed that coaches in the state of Nebraska are doing some great things for their students’ athletic development. Most do not have formal training within the strength and conditioning field and without a budget. The purpose of this survey was to find out what exactly programs were doing to develop their students and how they went about doing it. Hopefully from this you as a coach or administrator can see what we are doing well along with as identifying areas that we can improve upon as a state. It is the mission of the Nebraska High School Strength and Conditioning Clinic to improve the state of Nebraska’s athletic development programs. It appears that there is a need to provide opportunity for coaches to gain certification in addition to providing professional development to provide coaches with new ideas, methods, and technology to improve their programs. Certification will provide coaches with knowledge base to provide students with a safe and effective strength and conditioning program. It should be a focus of each school to have a certified professional on staff. This can be an existing teacher or coach; it would involve additional training and an examination. We seem to have coaches that are willing to learn; now we just need to provide them with the resources.

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NSAA Embarks On New Initiative – Head, Heart and Heat

Ron Higdon – NSAA – Assistant Director



With the climate of today’s high schools sports as it pertains to safety, the NSAA has put a tremendous amount of effort in helping its member schools be better prepared for emergency situations. In recent years, the NSAA has worked closely with its Sports Medicine Advisory Committee (SMAC) as well as the National

Federation of State High School Associations (NFHS) to develop educational protocol for all of our member high school coaches.

Three of the major concerns nationwide for high school athletes are concussions, sudden cardiac arrest and external heat illness. Due to these concerns, the NSAA is embarking on a new initiative called Head, Heart and Heat. The **Head** refers to concussions, **Heart** deals with sudden cardiac arrest (SCA) and **Heat** addresses external heat illness. This initiative is being designed to help our coaches and administrators be better prepared for these situations by educating them on the best practices for prevention and management of each.

Head - Concussions and concussion awareness has been front and center for the last 3-5 years thanks in large part to the media visibility that the NFL has given to the subject. In 2013 the NSAA began requiring that all member high school coaches take an online concussion training course provided by the NFHS annually <http://nfhslearn.com/courses/61037/concussion-in-sports>. The ultimate goal is to educate these coaches on the signs and symptoms of a concussion, what to do when a concussion is diagnosed and how to manage the concussion after diagnosis. These are all vital components to insuring that the athlete has the best chance of a full recovery.

Heart - Cardiac conditions and specifically sudden cardiac arrest (SCA) are the leading cause of death nationwide amongst youth athletes in sport. Sudden cardiac arrest happens when the heart unexpectedly and abruptly quits beating. Several youth athletes die each year from SCA. The use of an automated external defibrillator (AED) on someone within 3 minutes of sudden cardiac arrest increases the chances of survival to 70%. Being able to shock someone within one minute of collapse raises that survival rate to 90%. This issue is not only for athletes, as estimated 20% of the US population gathers on school

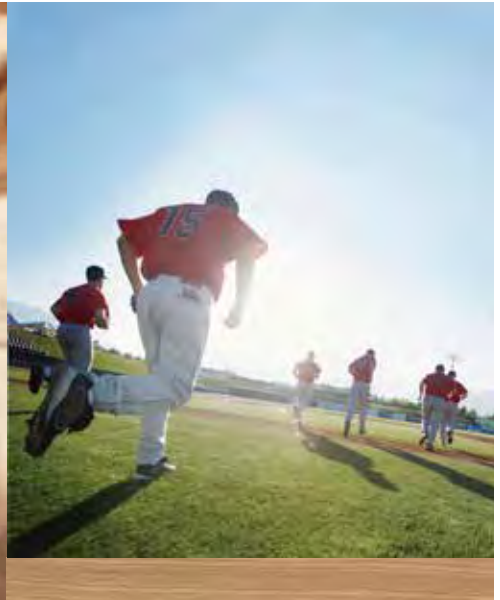
grounds at some point during the school year. This increases the likelihood of a cardiac emergency happening on the premises. The NFHS also offers a free, online, educational course for Sudden Cardiac Arrest available to anyone <http://nfhslearn.com/courses/61032/sudden-cardiac-arrest>.

Heat - There are several types of external heat illnesses. Heat cramps and heat exhaustion are very common and are often not severe. External heat stroke (EHS), the most severe type, may result in significant consequences and even fatalities. The most telling statistic is that heat illness is the third leading cause of death in high school athletes in the United States. Ironically, death from EHS is completely preventable if quickly recognized and treated appropriately. The NFHS again offers a free, online, educational course that is designed to educate you on Heat Illness Prevention <http://nfhslearn.com/courses/34000/heat-illness-prevention>.

Knowing what to do in each of these emergency situations is vital to the school administration, the coaches and school personnel. In the summer of 2015, the NSAA, with the help of the NFHS Foundation provided each of our member schools with the “Anyone Can Save a Life” program <http://www.anyonecansavealife.org/>. This program is an emergency action planning guide for after-school practices and events. It is designed to develop emergency action plans that are sport and venue specific and give a detailed, coordinated response to any emergency—specifically concussions, sudden cardiac arrest and heat illness. The program also involves students by establishing a Student Response Team which educates students about what to do in emergency situations as well as empowering them to be a part of the coordinated response in emergency situations.

Due to the significance of these three issues, the NSAA, is partnering with the Nebraska Council of School Administrators (NCSA) to offer educational opportunities at a couple of the designated conferences hosted by the NCSA. The first of those opportunities will be at Administrator Days which will be held in July of 2016 at the Younes Conference Center in Kearney, NE.

We want to thank the NCSA for allowing us to be a part of the educational process for the administrators attending the conference. Being prepared for emergencies of this nature are necessary to ensure that the best outcome for all involved.



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2015 LEADERSHIP SUMMITS

"My two days with the Nebraska Leadership Summit was inspiring. I am impressed by the desire of these young people to get better. They came prepared to learn and make the day so powerful. The back to back events are really fun and so well organized. Other states need to look at this format as it allows for the schools from across the state to come together and hear a message about positive culture."

– Rob Miller, ProActive Coaching

"Nebraska Leadership Summit for student-athletes and coaches has quickly become one of the highlights of my entire year. The student-athletes and coaches who were present at the conference were energized and engaged, and each of the speakers selected were so good that I left with page after page of useful notes that will continue to impact me personally and professionally."

– Spencer Wood, Icebox Athlete

"The Sportsmanship & Leadership Summit is a great environment for student-athlete growth and development. We were proud to be a part of such a great event that impacts so many across the state."

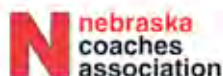
– Andy Grant, HUMANeX Ventures

"Congrats on another great Nebraska Summit! The young men and women who attended were very attentive and displayed a level of maturity that every participating school would be proud of. All of the information presented was relevant and was geared at developing leaders within our schools. Thanks for letting me be a part of this year's event."

– Kevin Kush, Boys Town

"I've had the privilege to speak at various sportsmanship related events around the nation & Nebraska's ranks second to none. This year's 2015 summit was excellent! The Student/Athletes and coaches were absolutely fantastic and my hopes are that we all walked away better than when we showed up."

– Aaron Davis, Aaron Davis Speaks



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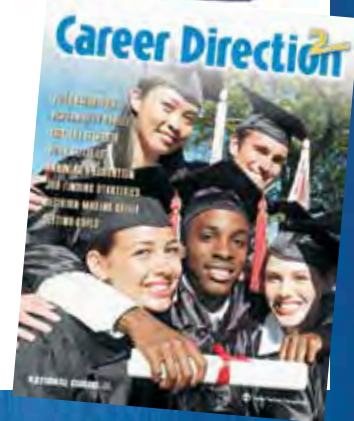
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- Conflict Resolution
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2015 Boys' Cross Country Super-State & All-State Teams



Super-State

Class A

Seth Hirsch, Millard West
Milo Greder, Omaha Westside
Joshua Klein, Millard West
Wyatt McLeod, Lincoln Northeast
Zachary Lundberg, Omaha North
Andrew Vasquez, Omaha Burke
John Quigley, Millard West
Andrew Dubas, Millard West
Abram Turner, Lincoln Southeast
Evan Johnson, Lincoln Southeast
Jacob Norris, Papillion-La Vista
Jared Yost, Lincoln Pius X
Jacob Ralston, Papillion-La Vista South
Sage Reiger, Fremont
John Slagle, Creighton Preparatory School

Class B

Jackson Larsen, Omaha Gross Catholic
Austin Yardley, Elkhorn
Joshua Hergenreder, Scottsbluff

Class C

Tylin Masco, Milford

Class D

Eliza Frasher, Aquinas Catholic

All-State

Class A

Top 15 Super-State

Class B

Top 3 Super-State
John Mark Shields, Lexington
Grant Moody, Aurora
Corhan Kress, Plattsmouth
Zachary Hytrek, Mount
Michael Benedictine

Class C

Top 1 Super-State
Nathan Ostdiek, Columbus Scotus
Jaco Henning, Ogallala
Hunter Jensen, Milford
Edward Grentz, Mitchell
Grant Johnston, O'Neill
Blake Johnston, O'Neill

Class D

Top 1 Super-State
Colt West, Omaha Christian Academy
Nolan Kohmetscher, Nebraska Christian
Riley Ruskamp, Wisner-Pilger
Justin Vrooman, Hastings St. Cecilia
Brennan Nokelby, Nebraska Christian
Alexander Araujo, Bayard

2015 Girls' Cross Country Super-State & All-State Teams



Super-State

Class A

Taylor Somers, Millard South
Diana Lado Andrea, Lincoln North Star
Katherine Williams, Omaha Marian
Elsa Forsberg, Lincoln Southeast
Willa Koenig, Lincoln Pius X
Megan Means, Norfolk
Kaitlynn Johnson, Millard West
Ellie Beiermann, Lincoln Pius X
Annastasia Milton, Papillion-La Vista South
Gabrielle McGinn, Millard West

Class B

Mazie Larsen, Gretna
Erin Lee, York
Whitney Riesen, Scottsbluff
Rebekah Rawlings, Gering
Emily Johnson, Elkhorn South
Jonna Bart, Aurora
Allison Goos, Columbus

Class C

Taya Skelton, Fort Calhoun

Class D

Haley Arens, Crofton
Madison Lambley, Dundy County Stratton

All-State

Class A

Top 10 Super-State

Class B

Top 7 Super-State

Class C

Top 1 Super-State
Zoe Ritz, Ord
Sophia Conant, Adams Central
Lucia McKeag, Ogallala
Ashlynn Baker, Boone Central/
Newman Grove
Kiya Passero, Chadron
Celeste Cardona, Mitchell

Class D

Top 1 Super-State
Madison Quist, Doniphan-Trumbull
Collette Williams, Lincoln Christian
Katie Cumpston, Nebraska Christian
Paige Thelen, Stanton
Chloe Korth, Ainsworth

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2015 NCA Boys' Tennis All-State Teams



Class A

First Team

William Gleason, Lincoln SW – CAPTAIN
Thomas Kennedy, Omaha Creighton Prep
Nathan Singh, Omaha Creighton Prep
Brett Slezak, Omaha Creighton Prep
Lucas Dionisopoulos, Lincoln Southwest
Mason Williams, Lincoln East

Second Team

Dillon Ketcham, Omaha Westside
Benjamin Faulk, Millard North
Raymond Thai, Millard North
Grant Hubbard, Millard North
Alex King, Omaha Creighton Prep
Duncan Works, Lincoln Southwest

Class B

First Team

Jacob Weber, Gretna – CAPTAIN
Matt Amao, Mt. Michael
Hayden Muir, Elkhorn
Max Prochaska, Ralston
Jackson Hitzemann, Mt. Michael
Alex Stoupa, Mt. Michael

Second Team

Grayson Arnold, Lincoln Christian
Mason Meier, Elkhorn South
Quinton Tarrence, Elkhorn
Austin Pfeil, Elkhorn
Noah Bernal, Grand Island Central Catholic
Logan Baumberger, Mt. Michael X

2015 NCA Girls' Golf All-State Teams



Super State:

Kirsten Baete, Beatrice
Kaylei Becker, Cozad
Rachel Blauert, Sidney
Lacie Fox, West Point-Beemer
Faith Harris, Grand Island
Ricki Hickstein, Chadron
Hannah Holloway, Scottsbluff
Lidia Jons, Lincoln Southwest
Elyse Keller, Adams Central
Brandi Lemek, Doniphan-Trumbull
Rachel Peabody, Elkhorn South
Kendra Placke, Seward
Shelby Poynter, Scottsbluff
Grace Rasmussen, Millard South
Spencer Roach, Papillion-La Vista
Murphy Sears, Crete
Nia Station, Omaha Burke
Morgan Thiele, Kearney Catholic



2015 FALL NEBRASKA STATE CHAMPION COACHES

Boys' Cross Country

A	Colin Johnston	Millard West
B	John Gathje	Mount Michael Benedictine
C	Michele Kontor	Millford
D	Brie Pulec	Malcolm

Girls' Cross Country

A	Jeremy Haselhorst	Papillion-La Vista South
B	Tim Ebers	Elkhorn South
C	Tom Dickey	Boone Central/Newman Grove
D	Jayne Arens	Crofton

Boy' Tennis

A	Michael J. Higgins	Omaha Creighton Prep
B	Chase Petersen	Mount Michael Benedictine

Girls' Golf

A	Jim Danson	Lincoln Southwest
B	Jeff Nielsen	Omaha Duchesne Academy
C	Mark Clanton	Lincoln Lutheran

Softball

A	Mike Heard	Omaha Marian
B	Bill Heard	Gretna
C	Sarah Harvey	Conestoga

Volleyball

A	Amy McLeay	Omaha Marian
B	Renee Saunders	Omaha Skutt Catholic
C1	Kris Conner	Kearney Catholic
C2	Thera Jones	Hastings St. Cecilia
D1	Tera Stutheit	Johnson-Brock
D2	Darcy White	Exeter-Milligan

Football

A	Fred Petito	Millard North
B	Guy Rosenberg	Elkhorn South
C1	Tyler Linder	Columbus Scotus
C2	Ron Mimick	Aquinas Catholic
D1	Chris Ardissono / Mark Rotter	Bruning-Davenport/Shickley
D2	Eric Kessler	Humphrey St. Francis



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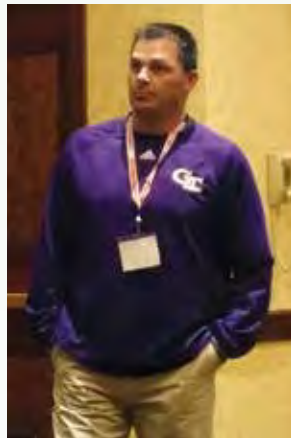
– Bertrand



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