

MENTOR

The Michigan High School Athletic Association Newsletter for Coaches and Officials

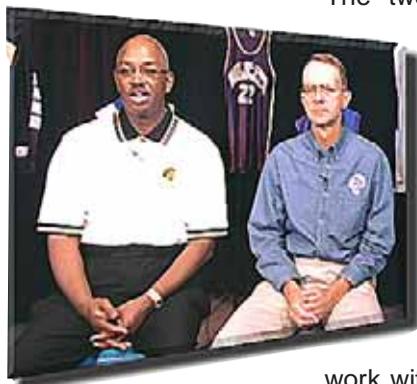
Living in Harmony

BCAM VIDEO AIMS AT COACH-OFFICIAL RELATIONSHIP

In an attempt to educate coaches on the importance of officials recruitment and retention throughout the state, the Basketball Coaches of Michigan produced a video this fall shown at MHSAA rules meetings and featured on the MHSAA Broadcast Network.

One of the leading reasons young officials are leaving the sports officiating field is the behavior on the sidelines and in the stands, a trend that must cease if a steady flow of competent, trained officials is expected.

The two-minute video features BCAM director Tom Hursey and longtime Saginaw High School boys coach Marshall Thomas.



The message encourages coaches to work with officials as they develop, to help retain those individuals in the avocation. The video was played at the Breslin Center in East Lansing during the recently completed MHSAA Girls Basketball Finals, and also aired during FSN Detroit's telecasts of the MHSAA Finals.

"All officials start out like new coaches," says Thomas in the video. "They need time to improve and become the competent officials who all coaches want calling their games."

Thomas suggests that varsity coaches take the lead in explaining to the subvarsity coaches that the manner in which they relate to young officials can have a major impact on the development of quality officiating.

Sportsmanship is also addressed in the video. "Sportsmanship is still a priority of BCAM," Hursey said. "Coaches need to show some class as they coach. There's a right way and a wrong way to communicate with officials. Show them the respect that they deserve. They have the toughest job in sports."

A version of the same message, aimed at spectators is forthcoming and will be distributed to television stations and cable outlets.

To view the BCAM video, please visit the MHSAA Broadcast Network archives online at: mhsaanetwork.com, under "Featured Broadcasts."



Inside: "Sharpening Your Saw"

Coaches Advancement Program

Attend this Winter!

If you are a coach who has never attended a Coaches Advancement Program course, consider yourself at a competitive disadvantage.

Instituted in 2005 by the MHSAA and the Michigan State University Institute for the Study of Youth Sports, the program takes coaching beyond the games to address matters such as communication, philosophy, instruction and nutrition to assist in your everyday duties as a coach.

The MHSAA and ISYS look forward to helping coaches provide their student-athletes with the best that interscholastic athletics has to offer.

After a record-setting year of attendance during 2005-06, the 2006-07 school year is off to a strong start as well. As of December, 506 coaches had attended the 29 courses offered. We urge you to push this figure higher in the coming months.

Consult the MHSAA Web site at mhsaa.com and click on "Coaches" for an updated schedule of CAP courses near you this winter and spring. Simply fill out the enrollment form and return to the MHSAA to secure your spot in the program.

MHSAA Coaches Advancement Program Value Added Benefits

INSURANCE: Liability insurance coverage in the amount of \$1 million per occurrence. This protection extends to coaches' performance of duties for the school team during the interscholastic season. The coverage is good for the year that the coach successfully completes the program and the following year.

NEWSLETTER: *GamePlans* is an electronic newsletter that is sent six times a year to coaches who have successfully completed six hours of the Coaches Advancement Program. The *GamePlans* newsletter contains pertinent articles that will assist coaches in their daily planning. *GamePlans* also publishes a record of all coaches who have been certified through the MHSAA Coaches Advancement Program.

STATE BOARD – CONTINUING EDUCATION UNITS: State Board-Continuing Education Units (SB-CEUs) are available to coaches and can be used for the renewal of selected certificates issued by the Michigan Department of Education. Coaches who complete a six-hour session are eligible to receive a .6 SB-CEU.

COACHES ADVANCEMENT PROGRAM OUTLINE

| | |
|--------------|---------------------------------------------------------------------------------|
| CAP 1 | 6 Hours |
| 2 hours: | Coaches Make the Difference: MHSAA Philosophy and Regulations |
| 2 hours: | Effective Instruction: The Coach as Teacher |
| 2 hours: | Sports Medicine and First Aid |
| CAP 2 | 6 Hours |
| 2 hours: | Effective Communication: Characteristics of Coaches Who are Great Communicators |
| 2 hours: | Legal Responsibilities of Coaches |
| 2 hours: | Psychology of Coaching |
| CAP 3 | 6 Hours |
| 2.5 hours: | Additional Coaching Responsibilities: Becoming Aware of your Many Resources |
| 2 hours: | Effectively Working with Parents |
| 1.5 hours: | The Coach as Performer: Managing Your Time and Energy Level |
| CAP 4 | 6 Hours |
| 2 hours: | Teaching Technical and Tactical Skills |
| 2.5 hours: | Strength and Conditioning: Designing Your Program |
| 1.5 hours: | Preparing for Success |
| CAP 5 | 6 Hours |
| 2 hours: | Healthy Living |
| 2 hours: | Controlling Emotions in Pressure Situations |
| 2 hours: | Resolving Conflicts in Athletics |
| CAP 6 | 6 Hours |
| 6 hours: | Current Issues & Topics in Educational Athletics |

Coaches Advancement Program Certification

| | |
|---------------------------------|------------|
| CAP Beginning Certification | = 12 hours |
| CAP Intermediate Certification | = 18 hours |
| CAP Advanced Certification | = 24 hours |
| CAP Masters Certification | = 30 hours |
| CAP Masters Elite Certification | = 36 hours |

Certification would occur after the first 12 hours with subsequent increments of 6 hours for a total of 36 hours available. Additional units could be written and received after the first 36 hours have been completed.

NOTE: A coach who has completed Level 1 of the former "PACE" program may advance to Level 2 in CAP. A coach who has completed Level 1 and 2 from the PACE program may advance to Level 3 in CAP.

For the most updated CAP Schedule consult mhsaa.com
Click on "Coaches" from the left-hand nav bar

Feedback Forum

MENTOR,

This is a heartwarming story that every person needs to hear and share with anyone you know in education, coaching, or who is always complaining about what is bad with the world today.

This year we have a freshman player who has Downs Syndrome. He loves sports and is a pleasant kid to be around. For obvious reason he does not get into games on a regular basis, but sometimes opportunities do arise when our coaching staff feels comfortable getting him in.

We played a freshmen football game against Brandon High School. The game was a good contest all-around which saw Fenton leading 28-14 with less than a minute to go. On what was believed to be the last play of the game our quarterback handed the ball off to this young man. Although he didn't gain any yards on the play, he was still able to play and have his name announced for the carry over the PA system for him and his family to hear. It was a great scene, seeing his teammates clap for him on the sideline, as well as the joy that it brought to the faces of his parents and family in the stands. What happened next was amazing.

The coaches from Brandon noticed that there was something "different" about this athlete, and asked a member of the chain gang crew on the sideline what the story was. After hearing that he had Downs Syndrome, they called timeout with 10 seconds to go. The head coach called over his team and the officials and told everyone that Fenton was going to run one more play and that this student was going to get the opportunity to score a touchdown. The officials told our coach and in turn our coach lined up the team to run one last play. Fenton's coach never told his team specifically what was going to happen. So with 10 seconds to play Fenton snapped the ball and handed it off and away No. 7 went down the field for a 70-yard run and ultimately six points. He was mobbed by his teammates in the end zone. After the game

and after the two teams shook hands, his teammates carried him off the field on their shoulders.

The young men, both players and coaches, showed the utmost class and sportsmanship. In watching the game film you can see that Brandon did everything in their power to make sure this play was as real as could be including blocking and chasing our athlete down the field towards the end zone. It is these situations which don't happen enough in sports that make dealing with all the negativity in sports and education worth it. The players and coaches from Brandon High School will always hold a special place in my heart and hopefully in yours as well.

*Michael S Bakker
Athletic Director
Fenton High School*

MENTOR,

Here's just one more example of a truly great act of sportsmanship in Michigan high school athletics. What follows is the letter I sent to Fremont Public Schools. (John Krim is the Fremont girl's varsity basketball coach; L.A. Johnson is the assistant coach). In our line of work, it's nice to hear the good things, too.

"Dear Superintendent Kingsnorth:

I just wanted to pass along a compliment to John Krim, L.A. Johnson, and your basketball program. My daughter is a senior basketball player here in Ludington, a four-year starter. She tore an ACL in the second game of this senior year and never stepped onto the home floor during a game her entire senior year, never scored a point on her home floor. She has often talked, these last few months, about what it will feel like to look back on high school – remembering what didn't happen.

"Last night in the fourth quarter of a game that was out-of-reach, John sent a message to the LHS bench that he was going to intentionally get a technical foul and to tell Randi that she would be shoot-

ing. Interestingly, the officials didn't quite understand and they said, "We can't give you a technical, you're one of the best guys in the area." He had to explain, and eventually put six players in the game to draw the technical.

"My daughter had her 15 seconds of fame her senior year, able to enter a game at home and score a point. The applause was at least as much for John as it was for Randi. I have never heard so many people at a game talk about how classy an opposing coach was – the entire crowd was impressed and grateful. Whoever thought 15 seconds could mean so much to a young athlete. At least one thing that almost didn't happen this senior year, did. She stepped on the court and scored one point. John Krim, an opposing coach, made it happen.

"Please forward my thanks to your administration and to John."

*Calvin DeKuiper
Superintendent
Ludington Schools*



Please submit your views and opinions to: mentor@mhsaa.com. The MHSAA welcomes viewpoints from member school personnel and contest officials. We thank you for your readership.

**It takes strength
to lift this.**



**It takes a
strong person
to lift this.**

**Help Recruit
School Coaches
and Officials.**

From the Editor



This Resolution Shouldn't Take a Revolution. Live it Everyday.

MENTOR is published three times per year by the Michigan High School Athletic Association, Inc., 1661 Ramblewood Drive, East Lansing, MI 48823 (Phone 517-332-5046). Edited by Rob Kaminski. **MENTOR** welcomes contributions of articles, information or photos which focus on coaching and officiating in Michigan. Send them to mentor@mhsaa.com, or the above address.

Scope Award Promotes Sports Role

As announced during the fall tournament season, AT&T is sponsoring the MHSAA's first ever Scope Award. This award honors one school in each enrollment class (A-B-C-D) for its work in promoting the proper role of school sports. In addition to statewide recognition, each school will receive \$2,500 to be applied toward continuing local promotion of a sensible scope for its athletic program.

The application for the 2006-07 Scope Award is available NOW. The application and all corresponding materials are due to the MHSAA on **Feb. 23**. The four winning schools will be recognized at the MHSAA Boys Basketball Finals on March 24.

The application process requires a team of individuals to produce the following items:



1. **Application information.** Any person from the school can complete this part, but it will likely be completed by the athletic administrator. On school letterhead:

- List your title and contact information, including mailing address and e-mail address.
- List the number/level of sports offered by the school, the number of student-athletes in the school and the percentage of the school enrollment that participates in school sports.
- In 250 words or less, describe how your school will utilize the \$2,500 award.

2. **Four short essays.** Contact four different people affiliated with your school or community, and have them answer the appropriate question below using no more than 250 words. You must include a person from each of the following four groups.

- **Athletic director or other school administrator** – How does your school promote a sensible scope for educational athletics both in

your building and in your community?

- **Student** (does not have to be an athlete) – How you have benefited from your school's perspective on school sports?
 - **Coach or teacher** – How has your school's perspective on school sports helped the atmosphere on your team and/or the spirit of your school.
 - **Person outside of the school** (parent, store owner, mayor, local registered official, long-time fan, etc.) – How does the school's perspective on school sports affect you and your community.
3. **Additional Materials.** Provide any additional materials that show how your school promotes the proper scope of school sports. Materials may include:
- A student-produced video of no longer than 3 minutes
 - Flyers/newsletters about your school's programming
 - Copies of scope-related language used in your athletic code of conduct
 - Any other material that adequately portrays your school's perspective on school sport.

Submitting Materials: In an envelope no larger than 10 inches by 13 inches, please submit the information from parts No. 1-3 above.

Thank you to AT&T for funding the MHSAA's scope-related programming, including the Scope Award and the new Student Advisory Council. Joe Fuhrman from AT&T has been our contact on this project, and he may be calling you this winter to talk about this sponsorship as well as some of their school fund-raising activities. For more information about AT&T's relationship with the MHSAA, you can contact Mr. Fuhrman directly at (734) 367-3554 or jf5471@att.com, or you can visit the AT&T Web site at www.att.com/affiliate.

For more information about the Scope Award or the application process, please contact MHSAA Marketing Coordinator Andy Frushour at 517-332-5046 or afrushour@mhsaa.com, or visit the Scope Award page at mhsaa.com.

Student Advisory Council Applications Available Soon

AT&T is also funding the MHSAA's first ever Student Advisory Council. Eight juniors from around the state are offering the student perspective to the MHSAA on a number of issues including Sportsmanship Summit planning, potential rule and regulation changes, and helping the MHSAA speak to students more effectively. SAC members also assist Representative Council members during MHSAA Finals award ceremonies, as **Constantine's Andria Baker (below)** prepares to do near the conclusion of the Division 6 Football Final in November.

This spring, eight new students from the Class of 2009 will be added to the current group of eight students to form a full 16-person Student Advisory Council. All representatives will serve two-year terms and are expected to attend 5-6 Sunday meetings throughout the school year. Applications will be available on MHSAA.com in March and are due in late April. For more information, contact MHSAA Marketing Coordinator Andy Frushour – afrushour@mhsaa.com.



Visual Image Photography

Remember to Sharpen Your Saw

This article is being written during the holiday season, a season in which many of us think about giving to others. What comes to my mind, however, is not a call for you to give more, but to thank you for giving so much already. Specifically, I want to take this opportunity to recognize you for all your hard work in helping young people. It is only through your painstaking efforts that over 300,000 students in our state have the opportunity to take part and benefit from interscholastic athletic experiences. I also know this is no easy task in an environment of declining budgets, increased professionalization of sports, declining sportsmanship on the part of the public and overzealous fans. So, thank you for your efforts to keep educational athletics educational.

I also know that most of you have entered the coaching and officiating fields because you care about the games played and the student-athletes who play them. We certainly know that most of you are not doing high school coaching and officiating for the financial wealth you achieve or ease of the job. However, research has shown that individuals in the helping professions, like you, often have a personal blind spot that over time can detract from the enjoyment of what you do and even contribute to shortened careers through burnout. That blind spot is consistently putting everyone else's needs before your own and not doing enough to take care of yourself – physically, emotionally, mentally, and spiritually. In fact, much heralded business author, Stephen Covey (2004a) refers to this as “sharpening the saw,” or having strategies that allow you to keep yourself in top working order. So, just like a master craftsman, you only can function optimally as coaches and officials (and really help student-athletes) if you take care of your primary tools: your bodies and minds.

Now don't get me wrong. To be successful, all of us have to make sacrifices and “suck it up” at times for the good of the kids and the game. And, in the short run, this is not a problem. Doing so over time, however, increases the stress placed on us, often resulting in declines in productivity, decreased health and a loss of motivation.

Things do not have to be this way. In



INSTITUTE FOR THE STUDY OF
YOUTH SPORTS

Daniel Gould
Professor and Director
Institute for the Study of Youth Sports
Michigan State University

their book, *The Power of Full Engagement*, sport and business psychologists James Loehr and Charles Swartz (2003) discuss the importance of each of us learning to better regulate our physical, emotional, mental and spiritual energy to fully engage and consistently perform at our best. What follows are some of the guidelines suggested from their work.

GUIDELINES FOR MANAGING YOUR ENERGY

Physical Energy

Just as athletes don't perform well unless fit, hydrated and properly fueled, you as coaches and officials do not perform at your best unless you take care of yourself physically. This includes eating a well-balanced diet, staying active and physically fit and making concerted efforts to stay hydrated. We all know this, but often find it hard to practice what we preach. More and more it is being recognized, however, that this is not only a health issue, but a peak performance issue and as coaches and officials you want to be performing at the top of your game. You must make managing your physical state a high priority not just on game day, but everyday.

Emotional Energy

Coaching and officiating are certainly emotional endeavors. You must interact with countless others in an environment that our society places a good deal of

emphasis. You have known the thrill of victory and the agony of defeat or having to deal with that ugly fan or crowd or experienced the simple joy of a coach or athlete saying well done. More importantly, officiating and coaching demands considerable time, often away from one's family and loved ones. For these reasons it is essential that you develop emotional management strategies. These might include learning to take a slow, deep centering breath to calm things down when they become too hectic; focusing on the positive when many around you become preoccupied with the negative; and releasing one's frustration in a controlled manner versus emotionally melting down. It is also critical to develop a network of others who can provide social support – people you can talk with in a safe but honest manner. Lastly, it is important to develop ways to release emotional energy and recharge your batteries (fish, go for daily walks or runs, schedule some time by yourself).

Mental Energy

To be a consistent top performer, one must manage his or her mental energy. Failing to get enough sleep or being run down and tired because you are out of shape will have negative mental ramifications, whether it is forgetting that important task or making a mistake because of a momentary loss of focus. It is easier to manage mental energy if one has a larger gas tank and more fuel in it. Hence, it is imperative that you take time on a consistent basis to become better students of the game by increasing your coaching or officiating knowledge to better understand the game. This may involve attending a MHSAA-sponsored clinic or conference and/or simply reserving time each week to engage in reading and self-study.

Spiritual Energy

People stay more fully engaged when they have a well-thought out sense of purpose in their lives, clear coaching and officiating philosophies, and take part in consistent self-reflection. In fact, leadership expert Stephen Covey (2004b) talks about this as finding your voice and understanding your unique, personal significance and allowing that to guide your actions. As our world becomes more multifaceted and fast-paced, taking time to

reflect on some of those bigger issues is becoming increasingly difficult. It would certainly be mind boggling to address spiritual issues 24 hours a day, however, top performers set time aside to deal with their spiritual lives whether that involves formal religion or less formal reflection of values and purpose. Make it a priority to periodically set time aside to sharpen your spiritual saw.

SELF-DISCIPLINE

Hopefully you can see the importance of taking care of yourself – sharpening your personal saws – by taking care of your own physical, emotional, mental and spiritual needs. However, hoping to do this and getting it done can be two very different things. For this reason, it is imperative that you stay disciplined in taking care of yourself – set some specific goals (e.g., run at least four days a week, don't skip breakfast) have a plan, write it down, and look at it often. It is also helpful to inform others around you of your plan so they can support it instead of unknowingly undermine it (stay out late partying versus getting rest before an early morning game). Inevitably there will be roadblocks that detour even the best-laid routes, so don't give up on taking care of yourself if you get off track for a week. Just reset your sights and commit to doing more the next week.

FINAL THOUGHTS

Having compassion, working hard and showing that you care about the game and those who participate in it are critical components for effective coaching and officiating. They are also laudable qualities that make your vocation so special. But even the most knowledgeable coach or official cannot function at the top of his or her game with poor equipment. And the most important equipment you have is yourself. While it is often difficult to discipline yourself to take the time and make the effort to sharpen your saw and optimize your physical, emotional, mental and spiritual energy, it will be time well-spent for yourself and those you work with. I implore you to make it happen.

REFERENCES

- Covey, S. (2004a). *The seven habits of highly effective people*. New York: Free Press.
- Covey, S. (2004b). *The eight habit: From effectiveness to greatness*. New York: Free Press.
- Loehr, J., & Schwartz, T. (2003). *The power of full engagement*. New York: Simon & Schuster.

And We Quote

“We have a moral obligation to play every kid that we recruit. We have a philosophy that is very inclusive, we try to play a deep roster, and we think this sort of work ethic on the field and commitment to the entire group that we recruit benefits us in many ways. The kids know they’re going to get a chance to play, and with the minutes they have, if they work hard, they know they’re going to play again.”

***– Anson Dorrance, Women’s Soccer Coach
University of North Carolina***

Note: UNC has won 17 NCAA titles, and has just 27 losses in 27 years with this philosophy. Likely **not** a coincidence.

People stay more fully engaged when they have a well-thought out sense of purpose in their lives, clear coaching and officiating philosophies, and take part in consistent self-reflection.



Conditioning Key to Preventing Throwing Injuries

Today's competitive sports that involve overhead throwing have led to frequent injuries of the shoulder and elbow. Many young athletes are playing longer seasons on multiple teams with an increasing pressure to win and push themselves beyond their physical limits. In this article, we will briefly explore these injuries, recognition of warning signs and prevention methods.

The throwing mechanism results in tremendous torque to the joints of the upper extremity. The athletes' natural ability, muscular conditioning, and proper throwing mechanics all contribute to extended performance. Failure to pay proper attention to the contribution and integration of all three factors will result in physical breakdown and injury.

Shoulder impingement, sometimes referred to as bursitis, presents as shoulder pain when the arm is overhead and rotated. Throwing through the pain will strain the underlying rotator cuff

muscles, and will certainly result in failure (declining performance and eventual failure to throw). Appropriate intervention at the **onset** of pain (**before** the rapid decline of performance) allows for the predictable reversal of injury, in most cases. Athletes, therefore, should not fear reprisal from coaches for hurting! It is in the athlete's and team's best interest to play pain free and in good health. Sports Medicine



20-20 Photographic

trained and/or interested Physicians can assist the athletes' most rapid, yet safe, return to sport, usually with the assistance of appropriately trained physical therapists and certified athletic trainers.

Elbow pain, particularly on the inside or medial aspect, is also a very common warning sign. While muscular strain at the outset is very reversible, ligament rupture and/or bony avulsion fractures from throwing are not. The "Tommy John" injury to the elbow medial collateral ligament (MCL), at one time an adult problem, is unfortunately



seen increasingly in our youth. Elbow avulsion fractures are also on the rise. These injuries force athletes from play for months; many may require surgery. Yet, early intervention can keep many athletes playing with minimal to no lost playing time.

While early injury intervention is extremely important, **prevention** is paramount. Athletes are responsible for sport-specific conditioning. High torque and repetitive muscular demand, such as placed on a baseball pitcher, requires the utmost of preseason muscular conditioning and an understanding of proper throwing mechanics. Regardless of ability, an athlete's 'failure to prepare' will result in 'failure to perform.'

The 2006 USA Baseball Medical and Safety Advisory Committee issued new age-specific guidelines to limit pitches thrown, with all breaking pitches such as curve balls and sliders to be avoided until growth plate closure. In 2007, Little League Baseball will require daily pitch count monitoring (ranging from 75 for ages 10 and under to under 105 for ages 17-18) with mandated rest periods. This new ruling reflects scientific studies that identify the injured throwing athlete to be the one who throws more often (i.e., those who threw more months, more innings, and more games, as well as those who continued to throw with arm pain and fatigue).

A "successful" game or season could result in a short-lived career. Coaches, parents, and athletes should recognize that any interest in 'performance longevity' will never be achieved with a focus on short term success. Recognized 'ability' needs to be cultivated through muscular conditioning and the execution of proper throwing mechanics. 'Ability overuse' is an 'abuse of ability'; it is detrimental and career limiting. It can sometimes be difficult to identify in its early stages with athletes wanting to perform and succeed; therefore, it is important for coaches and parents to create an atmosphere of support for the injured and to emphasize the 'importance of preparation' for the aspiring ball player.

The "Tommy John" injury to the elbow medial collateral ligament (MCL), at one time an adult problem, is unfortunately seen increasingly in our youth.

Today's societal and peer pressures will not easily allow for the proper cultivation of our young athlete's 'ability'-therefore, we must take the 'responsibility' to protect our youth. Adherence to age appropriate pitch count, preseason sport and position specific conditioning, and a respect for pain as a warning sign of injury.

For further information on this article or for priority appointments for sports injuries please contact Henry Ford Center for Athletic Medicine at 313-972-4216.

MRSA Education Tools Fight Staph Infection

To help its schools – especially wrestling schools – take preventative steps to keep a strong staph infection from impacting the well being of student-athletes, the Michigan High School Athletic Association has been providing education and resources about Methicillin-resistant Staphylococcus Aureus – commonly referred to as MRSA.

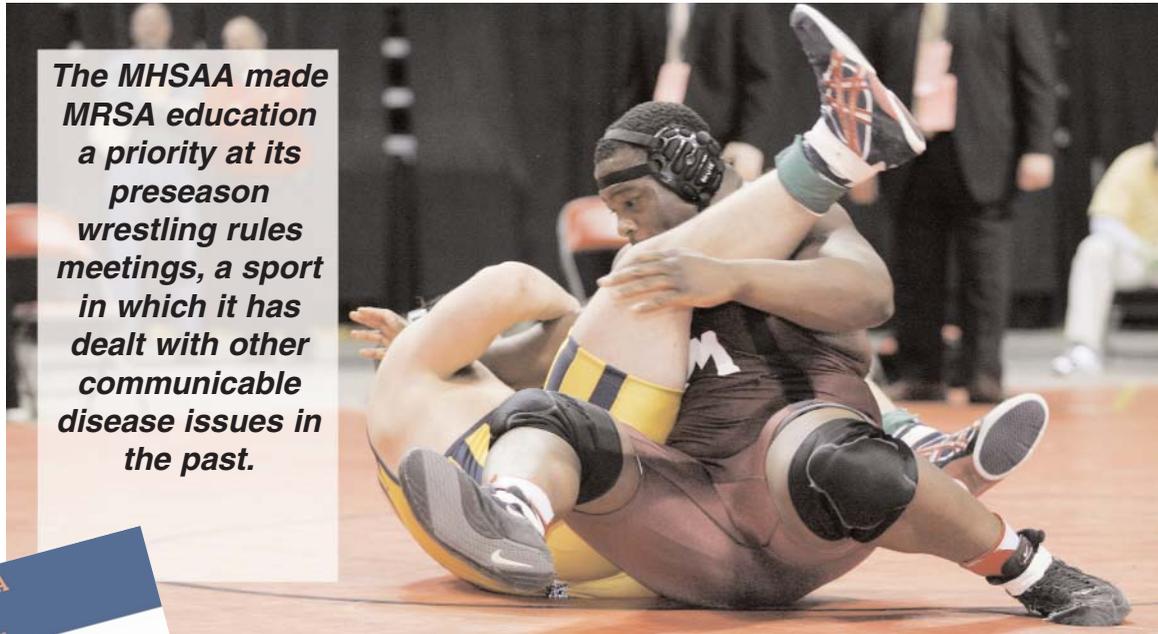
MRSA is a type of staph infection that is resistant to certain antibiotics. These antibiotics include methicillin and other more common antibiotics such as oxacillin, penicillin and amoxicillin. Staph infections, including MRSA, occur most frequently among persons in hospitals and healthcare facilities (such as nursing homes and dialysis centers) who have weakened immune systems. However, MRSA has found its way into the community at-large recently, and the athletic community in particular.

Factors that have been associated with the spread of MRSA infections include: close skin-to-skin contact, openings in the skin such as cuts or abrasions, contaminated items and surfaces, crowded living conditions, and poor hygiene. Staph bacteria, including MRSA, can cause skin infections that may look like a pimple, boil or insect bite at first and can be red, swollen, painful, or have pus or other drainage. More serious infections may cause pneumonia, bloodstream infections, and destroy body tissue.

The MHSAA made MRSA education a priority at its preseason wrestling rules meetings, a sport in which it has dealt with other communicable disease issues in the past.

“What we’ve done at our wrestling rules meeting this season is begun a fairly comprehensive education program dealing with MRSA,” said Mark Uyl, MHSAA Assistant Director. “We’re really trying to get the word out there through an education program that coaches have to be vigilant in keeping things clean, kids keeping themselves clean and their equipment clean. If a student-athlete does develop the condition, early detection to properly identify the infection then is really the key.

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Mark Dull, Jackson

Protect Yourself From MRSA and Other Infections
Methicillin-resistant *Staphylococcus aureus*

Personal Hygiene

- Wash hands before preparing food, before eating, before and after touching wounds or bandages, after using the bathroom, after coughing/sneezing/blowing your nose, or whenever hands are visibly soiled.
- Shower daily – always after working out – dry off with your own clean towel and put on clean clothes.
- The net share personal items, like towels, bar soap, wash cloths, razors, clothing or just of equipment – even among family members.
- Use clothing or a towel as a barrier between skin and shared surfaces, like exercise equipment.

Hand Hygiene

- Wash with soap and water and scrub for at least 15 seconds. Dry with a clean cloth or paper towel or forced warm air.
- An alcohol-based hand sanitizer containing 61% or more alcohol, like Purell®, may also be used to clean hands when soap and water aren't available and hands aren't visibly dirty.

Respiratory Hygiene

- Cover your mouth and nose with a tissue or your shirt sleeve when sneezing or coughing.

Wound Care

- Keep wounds clean, dry and covered with a fresh bandage.
- Avoid touching other people's wounds or soiled bandages.
- Throw away soiled bandages.
- Watch for signs of infection. If a cut or scrape becomes red, swollen, painful, warm to the touch, or starts draining pus, see a healthcare provider immediately.
- If wound drainage can't be fully contained under a bandage, avoid close contact with others (work, school, sports activities) to prevent the spread of MRSA.

Antibiotics

- Use antibiotics only as directed by a healthcare provider.
- Don't take antibiotics for viral infections, like colds and flu.
- Take antibiotics exactly as prescribed.
- Don't save antibiotics for later or share them with others.

Laundry

- Wash clothes, towels and sheets in water (at hottest suitable temperature) with laundry detergent. Add bleach, if desired (check label instructions) and dry at hottest suitable temperature – do not “line dry”.

Cleaning

- Clean and disinfect high-touch or soiled surfaces (for example, gym lockers, showers, and shared sports equipment) frequently and thoroughly. Types of cleaning/disinfecting products include Lysol®, Original Pure-Sol® and Original Pure-Sol®. Follow label cleaning instructions. Lysol®, and Original Pure-Sol® and water, diluted bleach, Lysol®, and Original Pure-Sol® are also available for use on gym equipment and contact times to be used for appropriate dilutions and contact times to be used on cleaned property.

For more information visit their Web site: www.michigan.gov/mdch • www.reduceMRSA.org

MARR
Protecting our antibiotic lifeline.

“It’s something that can attack internal tissue and internal organs if it’s not detected early on,” Uyl added. “MRSA starts out looking like something as innocent as a pimple or a spider bite, and a kid will let it go for several days before seeking treatment, and then many doctors are still misdiagnosing this and prescribing an antibiotic, and MRSA is resistant to most forms of antibiotics. Now it’s three or four more days later and the condition has gotten worse and worse. Early detection is the key.”

Among the resources the MHSAA has made available are brochures and posters developed by the Michigan Department of Community Health. Both help describe how to identify MRSA, how to prevent the infection from occurring and what to do if it does occur. Both items can be downloaded from the Michigan Department of Community Health Web site, and are also available for download from the wrestling page of the MHSAA Web site.

Posters and brochures regarding MRSA prevention may be downloaded from the Wrestling page of the MHSAA Web site.

"Chopper" is Real Team Player

Once in a while, a coach is blessed to have on his team a player who helps define the character of all of those who line up beside her. Stephanie Chopp was that player for Coach Troy Wright and his 2006 Mattawan girls basketball team.

"Stephanie is the ultimate team player," said Wright. "She has understood the importance of her role from day one. Every day she gives everything she has. She is a special person who has contributed greatly to our team, putting the team's needs first."

For two years now, Chopp has shown up to practice with the full knowledge that her hard work and determination might not always be rewarded playing time.

Instead, the senior guard for the Wildcats constantly looks to fulfill her role as a teammate in other ways.

"I know I am not the most talented player on our team, but I've always been the role model in that I try to encourage my teammates on and off the court," said Chopp. "I love being that person on the team. I love having that role – that role of helping to pick up my team and help us get the most out of ourselves."

Mattawan's girls basketball program has a long and bright list over the years of several superstar players who have taken to the court and led the team. This year, the Wildcats were led in scoring by Tricia Principe, Nicole Weller and Nicole Compher.

But scoring does not always show the true spirit of a team.

"The coaches and my teammates make basketball what it is," added the feisty guard. "If I played for a team where we all cared about ourselves first, it wouldn't make the year what it is. They have shown me so many new perspectives about the game, and about life, through what I have learned from basketball."

"Chopper," as she is called by teammates and friends, comes to each practice with a blue-collar, lunchbox approach, a trait not unnoticed by her peers.

"She just shows up everyday looking to work hard and help us all become better," said Principe. "In games it's good to have her around, too. She brings an energy and intensity that we might not have otherwise. She is always going to try to help pick us up when we aren't playing well."

Chopp is a rarity in today's age of playing time being viewed as the judge-all of a player's abilities.

Chopp's passion for the game of basketball transcends the joy found by walking onto the playing surface during a contest. Chopp's love for the sport means far more

than scoring points, snagging rebounds or seeing her picture in the newspaper.

"I just love it! Being around the girls and the coaches – just being apart of the team," Chopp stated. "I can't even think about all of the different things I have learned about life, not just basketball, while I have been on the team. I do this because I love it."

The senior guard credits her time on the team with helping to give her tools to succeed during the rest of her life.

"I'll know what it's like to have to work for something," she said. "Not everything is going to be given to me, or anyone else. There are no guarantees."

— Daniel Thornton
Paw Paw Courier Leader



Mattawan's Stephanie Chopp

Net Gains

At barely 5-feet, 91 pounds, I am petite; some may even call me tiny. Sometimes I am mistaken for a 10-year old. No wonder people are surprised when I mention that I am an athlete. I love the smell of a fresh tennis ball straight from the can and the energy that's released after a ball's been smashed. It didn't always feel empowering; acceptance on the courts was a battle for this "little" athlete.

I began playing tennis casually around the age of 12. I was not terrible; I just hit every ball way over the fence. Like any beginner, I didn't know what I was doing or particularly care. A few years later, I realized that I wanted to play a sport in high school, especially since some of my older friends were on the girls tennis team. They knew I had been hitting for a few years, and convinced me about the fun of being on a school team. When I walked onto the courts the first day for try-outs, I saw that these Varsity girls had not been playing casually. Balls were whizzing faster than I could see, racquets were glinting with grace in the sun, and white tennis shoes slapped hot on the asphalt. Needless to say, I was intimidated, and it was difficult not to sprint away right then. However, something made my feet stick to the red asphalt...I felt this alien energy coming from the girls on the courts. There was ethereal beauty in how they moved, how they became their game. This is when I knew I wanted to play for *real*.

The Junior Varsity coach looked me up and down when I told him I was interested. He gave me a condescending

smirk and told me I would be an "extra" on the team. Basically, I was a benchwarmer. I wasn't as skilled as the other girls, so I told myself it was understandable. However, I pushed myself harder than I knew I could at every practice. I needed to be playing on the courts on match days; I needed to feel alive like the other girls. I must not have improved enough, because I spent the season cheering on my teammates. I think I learned a lot that year, not only about tennis technique, but also how frustration and disappointment can help you do what needs to be done.

I loved being there for my teammates, and they appreciated my being at every practice, every game. But I wanted more, so I worked hard over the summer. My coach paid attention to my improvement at practice. I played No. 4 singles on Junior Varsity. The Varsity coach noticed me and I played No. 4 singles on Varsity my junior year. At first, I was excited about their attention. Now I realize I didn't need their approval. I worked as hard as I could and kept my chin up during their disapproval. I knew I could do it; that was all that mattered.

As a senior, I played No. 2 singles on the Varsity Tennis Team. Now, when I shake hands with a taller opponent at the beginning of a match, she gives me the look I got from my JV coach my freshman year. By the end of the game, she knows I am no benchwarmer. When we shake hands again, I think, "Sorry my game's not as petite as I am!"

— Ankita Mohanty
Mt. Pleasant High School Student

GOING SOMEWHERE? Submit Travel Form to MHSAA Prior to Leaving



If your team is headed to warmer climates to prepare for the upcoming spring sports season, please be reminded that a Travel Form for Out-of-State Practice is required by the MHSAA.

Regulation II, Section 6 (B) requires schools to notify the MHSAA in writing at least thirty (30) days in advance of departure for any interstate travel beyond six hundred (600) highway miles round trip by high school teams, under school jurisdiction for the purpose of PRACTICE. All schools that complete this form will be listed in the MHSAA Bulletin and on the MHSAA Web site.

Additionally, note: The submission of the "Form" to the MHSAA office in no sense implies the MHSAA approves the activity or accepts any responsibility for the activity. MHSAA catastrophic accident medical insurance does **NOT** cover **ANY** activities beyond the mileage limits of *MHSAA HANDBOOK* Regulation II, Section 6, even if those activities are not expressly prohibited by the MHSAA.

The *MHSAA HANDBOOK* states in part that no member school shall compete in any interstate meet, single game of a multiple-team event, contest or scrimmage which involves travel of more than six hundred (600) highway miles round trip for any participating school.

It is imperative that your school is in compliance with this requirement prior to packing your bags.

Questions?

The most efficient method of communication with the MHSAA on eligibility questions is through the athletic director or principal. Athletic directors should gather all information necessary on a question and then call or write the MHSAA. Coaches or parents calling the MHSAA on eligibility matters can create confusion and delay. ADs or principals are encouraged to contact the MHSAA office directly. Please follow this efficient path of communication.



Coaches Can "Win" By Being Better Educators

Educators are uniquely positioned to touch the lives of people. However, it seems that we have to dig through a mountain of statistical data in order to find education these days. Educators are being given more responsibility than ever before; they are being held to higher levels of accountability than ever before. But I am convinced that Mark Hopkins' definition of education given many years ago still holds true: "Education is a teacher on one end of a log and a student on the other end." The knowledge base has multiplied exponentially over time, pedagogy has a never-ending cycle of fads, and demographics seem to be out of control, but educators have to connect with students.

Educators who coach are still primarily educators. The "classroom of the coach" offers many advantages over other classrooms, but it also has many challenges. Coaches must define their coaching role, and then commit themselves to it. Is your primary function to teach athletic techniques – or is there more? In order to fulfill the role properly, the coach must balance the competitive drive that is inherent within most coaches with the desire to touch lives of students effectively. There will be some (perhaps many) in your community who will judge your success solely by competitive victories. We must try to educate those people to a bigger view, or we will allow them to define the coaching role for us.

All educators must develop a philosophy of education, and coaches are no exception. Are you a **potter** who shapes lumps of clay into useful or beautiful objects? Are you a **gardener** who plants seeds, nurtures, and sometimes prunes living beings? It is OK to be a potter when it comes to teaching athletic techniques, but I think gardeners are more effective for teaching life-long lessons to students. The more you strengthen the lives of your athletes for the long-run, the more team benefits accrue in the short-term.

Team-building is important to the development of the individual members as well as to the collective group. This begins by acquainting your athletes with their uniqueness and then convincing them to invest their uniqueness in group goals. When you are trying to be a winning coach and a coach who touches the lives of your athletes, remember the following general axioms: a) Talk often about the lifelong values that can be learned through athletic participation; b) Explain to your athletes what you want and why you think that is important; c) When people know you care, they overlook a lot of your weaknesses.

No matter how complicated the business of education may become, there will always be the important element of "touching a life in a meaningful way" that has to be considered. I hope that we can all work together for the benefit of our students in athletics and competitive activities.

— Ralph Swearngin, Executive Director
Georgia High School Association

Sportsmanship

Fall Good Sports Are Winners! Award Recipients Tabbed

Over 200 teams representing over 150 schools have been selected to be recognized for displaying outstanding sportsmanship during selected Fall Michigan High School Athletic Association postseason tournament competitions through the Good Sports Are Winners! Program, and all will receive awards ranging from framed certificates to commemorative banners and crystal trophies from MEEMIC Insurance, the Association's corporate partner in sportsmanship efforts.

The program is conducted in team sports, with schools being evaluated by tournament management at District, Regional and Final Round sites. This Fall, a total of 215 teams were selected from 196 schools in tournaments conducted in girls basketball, football and boys soccer. At the District, Regional, Quarterfinal and Semifinal levels of MHSAA tournaments, all schools which meet a set of high sportsmanlike standards are recognized. Those schools will be presented framed certificates from MEEMIC Insurance. Those teams will also be recognized through the publication of their names in the *MHSAA Bulletin*, the MHSAA Finals program series, and on the MHSAA Web site. During the course of the school year, nearly 1,000 teams will be recognized in 15 activities for their sportsmanship efforts during MHSAA tournaments.

At the Finals in those tournaments, schools judged to have met those stan-

dards are presented a crystal trophy and commemorative banner. **St. Clair** in girls basketball, **Macomb Dakota** in football, and **Livonia Stevenson** in boys soccer were selected by the tournament management at their respective Finals for displaying the exemplary sportsmanship by their coaches, student-athletes and spectators.

Presentation dates at each winning school will be announced at a future date.

St. Clair (Class B) and Livonia Stevenson (Division 1) finished as runners-



up in their respective sports, while Macomb Dakota won the Division 1 football championship. It is the first time St. Clair or Dakota has been named a recipient of a Finals award, while Stevenson also won the boys soccer award in 1993.

Several schools were represented in more than one sport this fall, while only Petoskey received mention in all three sports. Girls basketball led the way with 125 schools feted, followed by 63 schools in football and 27 in boys soccer.



Visual Image Photography



Visual Image Photography

Livonia Stevenson took Good Sports Are Winners! Award honors during the MHSAA Boys Soccer Finals, while St. Clair and its following displayed excellent sportsmanship during the Girls Basketball Finals to claim the award in the fall. The teams will be honored in ceremonies at their schools later this school year.

Complete lists of the Good Sports Are Winners! Award recipients can be found on the Recognition page of the MHSAA Web site.

Evaluation/Report Forms for Tournament Managers may also be found on the Good Sports Are Winners! Award page, as well as the Administration page under Tournament and Event Management.

Officials Observation Program to Serve as Training Tool

In an effort to help improve the training and education of registered officials the MHSAA is testing an observation and evaluation program this year. The program is dependent upon local Approved Associations investing the time and personnel to observe contest officials as they work.

"We are excited about the program, because traditionally speaking officials have always received feedback from our schools, from coaches and athletic directors through a ratings process," said MHSAA Assistant Director Mark Uyl. "The downfall of this system historically is that officials haven't been getting much *meaningful* feedback."

While the current rating system can be influenced by wins/losses, favorable call/unfavorable call, officials stand to benefit more from peer critiques which would include categories such as positioning, mechanics and game management. To that end, the MHSAA Representative Council last spring approved an observers program for eight sports, categorizing standards for observation.

"We are now working with some local Approved Associations which are sending observers to contests to watch officials," Uyl said. "They then meet with the officials afterward to go over the things they did well, areas that might need improvement, and following up with correspondence a week to 10 days after the contest."

A pilot program this fall involved more than 20 football crews in western Michigan, affording over 70 officials the opportunity for peer evaluations.

"Our football program this fall was outstanding," Uyl said. "The response we've received from both the officials who were observed, and the observers themselves, was extremely positive."

Currently, a pilot program in basketball is underway, while baseball, softball and soccer are targeted for spring observation programs.

As the program moves forward, the MHSAA envisions that observers will be identified and nominated through local Approved Associations, and in turn will attend training sessions at the annual MHSAA Summer Meeting.

"The involvement of local associations is the key component in the observation program. We really look forward to next summer, when we will be training our first group of observers through Approved Associations on a statewide basis," Uyl added. "The circle of education is completed with those observers going out to assist their fellow officials and provide feedback."

Officials can get a glimpse of the standards and report forms for observers on the Officials page of mhsaa.com. Observation and evaluation forms for six sports appear under *Approved Associations and Assignors*.



Quick Whistles

View Ratings Online

MHSAA registered officials can view their ratings online by logging in to the Officials Services page of the MHSAA Web site, mhsaa.com. Click on *Officials* from the login menu on the home page, enter your ID number and password, then take advantage of a multitude of interactive features within.

Officials can verify their current standing within Approved Associations, view current rules meeting schedules, and update their contact information in addition to viewing their ratings.

The ratings page offers a comprehensive look at ratings history of each official, by year and by sport. Officials can see the number of ratings and average per season, per sport and per level, along with ratings distributions and categories for improvement.

Another column lists the official's quartile rank, which was developed to give approved officials (16 or more ratings over a 3-year period) an idea of "where they stand" when compared with other approved officials in a particular zone for specific sports. For example, a quartile ranking of second would indicate the official is among the second 25 percent of officials in his/her zone according to their ratings average.



John Johnson, Okemos

The MHSAA is in the testing phases of an officials evaluation program, emphasizing training and feedback from peers in local Approved Associations in addition to traditional coaches ratings.

Become a Mentor

The MHSAA Legacy Student Official Program offers current officials a chance to recruit aspiring officials while strengthening the officiating ranks throughout the state for the future.

Registered officials are encouraged to become mentors through the Legacy program by completing the Mentor Pledge form on the Officials page of the MHSAA Web site. In doing so, the mentor pledges to work with a 16-year-old junior or a 17-year-old senior throughout a sports season to help them gain enthusiasm and competence in sports officiating.

During the 2005-06 school year, 102 students worked contests through the Legacy program.

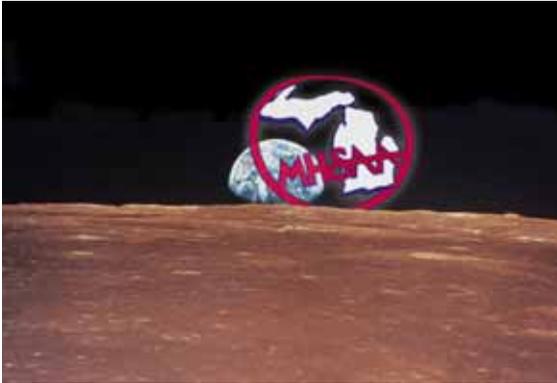
BCAM Welcomes Officials

MHSAA registered officials are invited to the BCAM hospitality room at the Boys Basketball Finals on March 24. Passes are available at the concourse table across from the Breslin Ticket Office. Admission is free with a current officials ID card, and each official may bring a guest for \$3. The festivities will take place in the practice gym on the middle level of the Breslin Center.

Lessons from Outer Space

Michigander and former astronaut, Jack Lousma, recently described to Lansing area business leaders some of the lessons he learned during his space travels.

Mr. Lousma said that space flight encourages one to look at the world from a top down, rather than bottom up, perspective. Presently, that's not a popular business view. Books are promoting management styles that put leaders in touch with rank and file workers and their daily issues in making or delivering goods and services. However, also remembering to view situations from the



top down – the full vision, the big picture – is essential to survival, not just in the world of business but also for survival of our planet.

This top down view provides the sobering reminder that the earth is itself a spacecraft. It has no umbilical cord to an endless supply for our essential needs. We have to take care of things and conserve our limited resources. When we run out, the mission is over.

In looking at spaceship earth from many miles away, we see no human boundary lines separating countries. It's one world. All its humanity are passengers on the same small craft hurtling through a minute portion of space that

appears infinite to the human experience. We are indeed all in this together.

Mr. Lousma said that for any advancement in manned space travel, the expert scientists and engineers tested and retested as much as they possibly could, and they established backups to backups in the event of mechanical failures. But test as they might, eventually the mission had to step out on faith. "Some things can't be tested," he said. "Some steps have to

and provides both a universal and practical lesson: the seeds grow toward the nutrients.

Place the nutrients "above" the seed, that's where the seed sends its roots. Place the nutrients on one side or the other, that's where the roots grow. It's not gravity that dictates the direction; it's nutrition.

And so it is, I believe, with children. They send down their roots where they find their needs are nourished. Where they find physical support first and fore-

This top down view provides the sobering reminder that the earth is itself a spacecraft. It has no umbilical cord to an endless supply for our essential needs. We have to take care of things and conserve our limited resources.

be taken on faith alone."

Ultimately, it is on faith, not fact, that society advances. But when that faith is boxed into religion, and religion asserts its certainty and then its superiority, religion frustrates the faith that is the future of the world and the hope of humanity on the precious spaceship earth.

What does any of this have to do with high school sports?

In the early years of manned space exploration, an experiment was conducted to discover in which direction roots would grow from seeds when there is no gravity. When there is no up or down, no gravitational force of nature, where do seeds send their roots?

What was learned is not surprising,

most; and later emotional support; and then for many, spiritual nourishment. Where the body, mind and soul are fed, children take root, grow, blossom and reproduce their life's qualities – for good or for bad – in our world.

In school, children will be attracted to the teacher, activity sponsor and coach who helps them grow . . . who encourages them, nurtures them. We must remember this as schools work with faculty and as the MHSAA helps them with coaches through the Coaches Advancement Program. This lesson from outer space will be embedded in the curriculum and underscored in the presentations of the MHSAA Coaches Advancement Program.

— John E. "Jack" Roberts
MHSAA Executive Director



Membership Has Its Privileges – And Its Responsibilities

Every year, when schools across the state voluntarily become members of the Michigan High School Athletic Association, they gain the privilege of participating in the Association's postseason tournaments; but they also accept a major responsibility – to adopt and enforce the regulations in the *MHSAA Handbook* as their own.

This fall brought with it two illustrations – at opposite ends of the spectrum – about how differently parties approach that responsibility.

The first was a letter from the principal of a member school, explaining how the school had caught itself in a substantial *Handbook* violation, and how it was applying the penalty to its athletic program.

It was the perfect example of how a good Association works. And frankly, hardly a week doesn't go by where a school, without any involvement of the MHSAA office, reports the violation of a rule and how it has applied the accompanying penalty. It requires nothing more of the MHSAA office than a letter of thanks to the school for fulfilling its responsibilities of membership.

The second was a phone call I received from a coach who had found out that another school in his community was being penalized for a *Handbook* infraction.

He wanted to thank the staff for what they did.

I told him he ought to go thank the administration at his school, which, along with another school in the community, provided the necessary information about the school breaking the rule for it to complete its own investigation and apply the penalty.

The second illustration shows a couple of different disconnects about how some think the MHSAA works. First, there's a disconnect at times involving coaches, who expect something to be done when they know another coach is breaking the rules, but who don't want to be the one going on the record to report the violation.

It reminds me of *Codebreakers*, the made for TV movie of a year ago, where a student-athlete showed incredible courage and integrity to stand up and point out something wrong when he saw it at his own school. If the code of silence coaches take with each other didn't exist, our system would have more integrity and fewer rules violations. As a result, the pressure to win would be reduced, and the educational atmosphere of the process would be enhanced.

The second disconnect was this coach telling me on the phone that his faith was restored in the system. Well, the system

known as the MHSAA only works when member schools do their work. It's up to schools, as shown in the first illustration, to do the work, report their own rules violations when they find them and assess the penalty. After all, they are the MHSAA. And when a member school knows that a neighboring school is violating the rules, that school has the same obligation to see that the rules are enforced by first contacting the neighboring school, and if necessary, then contacting the MHSAA office.

So many times schools make the Association the heavy when a rule is broken and a penalty is applied – but that's OK. With over 760 member schools, our shoulders are rather big. But if every school in the Association acted in the same proactive manner as the first school in this commentary displayed, perhaps more schools and coaches, like those illustrated in the latter part of this opinion, would adjust their attitudes towards their responsibilities of membership and provide our kids with an even better model of how educational athletic programs should be conducted – with integrity and honor. What a privilege that would be!

— John Johnson
MHSAA Communications Director



MENTOR PLANNER

Winter Sport Dates

Visit mhsaa.com for Pairings and Ticket Information

| SPORT | First Practice Date | First Contest Date | Days or Contests | Opt-Out Due Date | Ratings Due Date | MHSAA TOURNAMENT DATES | | | | |
|--------------------------|-----------------------|-----------------------|------------------|------------------|------------------|------------------------|------------------------|----------|-----------|--------------------|
| | | | | | | Districts | Regionals | Quarters | Semis | Finals |
| Boys Basketball | Nov 13 | Dec 4 | 20C | Feb 7 | Mar 23 | Mar 5-10 | Mar 13-17 | Mar 20 | Mar 22-23 | Mar 24 |
| Boys & Girls Bowling | Nov 9-UP Nov 16-LP | Nov 25-UP Dec 2-LP | 24D 24D | Feb 9 Feb 9 | | | Feb 23-24 Feb 23-24 | | | Mar 2-3 Mar 2-3 |
| Competitive Cheer | Nov 6 | Nov 20 | 12D | Feb 16 | | | Mar 3 | | | Mar 9-10 |
| Gymnastics | Oct 30 | Nov 18 | 15D | Feb 23 | | | Mar 3 | | | Mar 9-10 |
| Ice Hockey | Oct 30 | Nov 13 | 24C | Feb 7 | Mar 23 | | Feb 26-Mar 3 | Mar 6-7 | Mar 8-9 | Mar 10 |
| Boys & Girls Skiing | Nov 13 | Dec 9 | 15C | Feb 9 | | | Feb 15 or 16 | | | Feb 26 |
| LP Boys Swimming | Nov 20 | Dec 2 | 17D | Mar 5 | | | Dive: Mar 6 | | | Mar 9-10 |
| Boys & Girls UP Swimming | Nov 6 | Nov 18 | 17D | Feb 12 | | | | | | Feb 17 |
| Volleyball | Nov 16 | Dec 9 | 18D | Feb 7 | Mar 23 | Feb 27-Mar 3 | Mar 9-10 | Mar 13 | Mar 15-16 | Mar 17 |
| LP Ind. Wrestling | Nov 13 | Nov 29 | 16D | Feb 7 | Mar 23 | Feb 17 | Feb 24 | | | Mar 8-10 |
| UP Ind. Wrestling | Nov 13 | Nov 29 | 16D | Feb 7 | Mar 23 | | | | | Feb 16-17 |
| Team Wrestling | Nov 13 | Nov 29 | 16D | Feb 7 | Mar 23 | Feb 14-15 | Feb 21 | | | Mar 2-3 |

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