

# Football 8-Person I & II

## Proposal #1 – (Manual – Page 18 Playoff Games)

Change the format of Districts to place teams into 1st round pools of four. The 1st round pool will still be seeded as a 1v4, 2v3 match up with the winners moving on to face each other in the 2nd round. There will be one team from each district making up these pools of four teams. The district assignments, district point system, and cross-district alignments would not be changed at all.

**Rationale** - This format will bring new cross-district matchups into the 2nd round of the playoffs and push any potential district rematch back to the Sectional round.

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**2020 FOOTBALL BRACKET FOR 8-PLAYER DIVISIONS**

**PROPOSED FOOTBALL BRACKET FOR 8-PLAYER DIVISIONS****WEEK #9****REGIONAL****SECTIONAL****SUB-STATE****STATE**

District 1 - #1

District 2 - #4

District 4 - #2

District 3 - #3

District 2 - #1

District 1 - #4

District 3 - #2

District 4 - #3

District 3 - #1

District 4 - #4

District 2 - #2

District 1 - #3

District 4 - #1

District 3 - #4

District 1 - #2

District 2 - #3

District 5 - #1

District 6 - #4

District 8 - #2

District 7 - #3

District 6 - #1

District 5 - #4

District 7 - #2

District 8 - #3

District 7 - #1

District 8 - #4

District 6 - #2

District 5 - #3

District 8 - #1

District 7 - #4

District 5 - #2

District 6 - #3

**STATE  
GAME**

## Section IV

### KSHSAA Football District System

#### General Explanation

Participation in football playoffs is optional, as in all other KSHSAA activities. Football playoffs are scheduled in 11-Player for Classes 6A, 5A, 4A, 3A, 2A and 1A. Playoffs shall also be scheduled for two divisions of 8-Player. (8-Player assignments are limited to schools of 100 students or less in grades 9, 10 and 11.)

#### District Assignment Criteria

The following criteria have been adopted by KSHSAA Executive Board policy and were used in making the district assignments:

1. Assignments are to be made according to geographical location, to keep travel at a minimum.
2. Assignments should enhance and facilitate overall scheduling insofar as possible.
3. League affiliations are to be respected and league schools assigned to the same district insofar as possible.

### Playoff Football Format for Classes 6A, 5A and 4A

- A. The KSHSAA will establish the sixteen (16) schools located on the eastern and the western sections of the state in each of these three classes. They will be released with the classifications and football assignments.
- B. Each school will schedule their own games from week #1 to week #8.
- C. The KSHSAA will seed all Class 6A, 5A and 4A football playing schools from #1 to #16 in both the eastern and western sections of the state. Once seeding is completed, the teams will be placed on the playoff bracket for games to be played in week #9 and beyond.

#### D. PLAYOFF BRACKET SEEDING CRITERIA:

1. Win-loss percentage in all games played from week #1 to week #8.
2. Head-to-head games if all teams tied for a seed played each other during the current 8-game schedule.
3. Thirteen (13) Point Tiebreaker Procedure:
  - A 13 point tiebreaker procedure will be used to determine seeds when there are two or more teams still tied after criteria #1 and #2 are not able to break the tie.
  - The total margin of points each team had in all games prior to week #9 (eight regular season games is the maximum). Marginal points are the point differences in final game score. No team will add or subtract more than thirteen (13) points in any game. No team will add or subtract more than one (1) point in any game which was tied at the end of regulation time and the winning team was eventually determined in overtime.
  - If more than two teams are tied in win-loss percentage and there was no common winner between those teams, then marginal points will be used to establish the first seed from those tied. The tiebreaker process will begin again with the remaining teams. This process will continue until all teams tied have been seeded onto the bracket.
4. Drawn by lot (the KSHSAA will draw, with at least one witness from the KSHSAA).
- E. All schools hosting a week #9 game are responsible for contracting game officials (five registered game officials) for this game. League Commissioners are assigning.
- F. All schools hosting a week #9 game are required to split the gate receipt revenue (50% / 50%) with the visiting team (after officials are paid). Other costs of game administration will be paid by the home team from their share of the revenue.
- G. The higher seeded team will always serve as the playoff host school. The exception is the state championship game. The KSHSAA will rotate the host school between the east and west.
- H. Playoff round designations: Week #9 = 1st bracketed game, Week #10 = Regional, Week #11 = Sectional, Week #12 = Sub-State, Week #13 = State (no awards provided week #9)

Q2 Please rank order the classification systems in order of your preference. Please give every system you find unacceptable a ranking of X. The system receiving a rank of 1 is preferred for your school.

Answered: 303 Skipped: 31



## 2020 Regional Meeting Support Material

## KSHSAA Classification Survey

## Discussion Topic #6

	1	2	3	4	5	6	7	8	9	X	TOTAL	SCORE
Determined Multiplier - private schools	33.00% 100	22.77% 69	12.21% 37	4.95% 15	1.32% 4	1.65% 5	0.33% 1	1.32% 4	0.99% 3	21.45% 65	303	7.79
Student Attendance (current process - maintain the status quo with no change)	36.96% 112	9.24% 28	12.87% 39	8.58% 26	5.61% 17	3.30% 10	2.31% 7	1.65% 5	3.30% 10	16.17% 49	303	7.19
Success Factor Reclassification - only private schools	8.58% 26	13.86% 42	10.23% 31	10.23% 31	5.94% 18	2.97% 9	2.97% 9	0.99% 3	0.00% 0	44.22% 134	303	6.70
Determined Multiplier - all schools with open enrollment	5.94% 18	18.81% 57	17.16% 52	11.88% 36	5.94% 18	3.30% 10	3.63% 11	0.33% 1	0.66% 2	32.34% 98	303	6.66
Socioeconomic Reduction	6.60% 20	12.87% 39	11.22% 34	10.56% 32	6.60% 20	5.28% 16	1.98% 6	0.99% 3	3.63% 11	40.26% 122	303	6.19
Success Factor Reclassification - all schools	6.60% 20	10.23% 31	5.61% 17	5.28% 16	4.62% 14	5.94% 18	3.96% 12	2.31% 7	6.27% 19	49.17% 149	303	5.55
Success Factor Reclassification - only open enrollment schools	1.32% 4	3.63% 11	6.27% 19	8.25% 25	8.91% 27	6.27% 19	1.65% 5	5.28% 16	0.66% 2	57.76% 175	303	5.21
Success Factor Reclassification - only public schools	0.33% 1	1.32% 4	1.98% 6	3.96% 12	3.96% 12	4.95% 15	4.29% 13	4.62% 14	3.96% 12	70.63% 214	303	3.98
Success Factor Reclassification - only closed enrollment schools	0.33% 1	0.33% 1	2.64% 8	1.65% 5	4.29% 13	6.27% 19	7.59% 23	5.61% 17	0.99% 3	70.30% 213	303	3.89

## **MENTAL HEALTH TOOLBOX**

The physical and emotional benefits of activity participation are numerous. We also know students who participate in your school's activity programs can encounter mental health challenges just like any other student, and at times may be even more susceptible due to the stresses associated with activity participation. Coaches, teachers and administrators are in unique positions to observe and interact with students daily and may often be one of the first people to recognize when a student may be struggling with a mental health crisis. School leaders are not expected to serve in the role of mental health professionals but understanding some simple strategies to recognize and communicate with students facing a mental health challenge are beneficial. The following information has been compiled by the KSHSAA Sports Medicine Advisory Committee to support member schools in supporting their students who may be facing a mental health challenge.

### **Things to remember**

- No one is above anxiety, depression, or suicide. Each person may experience symptoms differently.
- You don't have to solve your students' problems. Being a compassionate listener is more important than giving advice.
- Know when to refer a student. Your job is not to provide treatment.
- Be direct. Asking about suicide will not push someone into doing something self-destructive.

### **Starting the Conversation**

- "Recently, I have noticed some differences in you and wondered how you are doing."
- "I have been feeling concerned about you lately..."
- Think about the setting of the conversation, who else is around, your body language, any other distractions, etc.

### **When You Don't Know What to Say**

Reflection & Paraphrasing	"So you already felt isolated and it sounds like today's incident added to what you have already been feeling?"
Validation	"It sounds like things have been really tough for you lately, no wonder you have felt so stressed."
Open Ended Questions	"Can you tell me more about the frustrating thoughts you have been having?"
Strength ID	"I'm proud of you for reaching out for help. You don't have to go through this alone."

### **Direct Questions**

- “When you say everyone would be better off without you, are you thinking about suicide?”
- “Do you ever think about hurting yourself?”
- “Do you have a plan for how you would kill yourself?”

### **Referring to Professionals**

- “I know it may seem uncomfortable, but a mental health professional can get you the help you need.”
- “Why don’t we go visit with ..... (School Counselor or other Mental Health Professional)? I can go with you if you want.”
- “I know you are strong, but you don’t have to go through this alone. Letting someone else help will take a lot of pressure off you.”



## EXAMPLES OF RISK

Below are examples of different mental health risk levels and considerations for activity participation.

### Emergency

- In these situations, the student is in imminent risk of harming themselves or someone else.
- Examples: Student has ingested medication or other substance in an attempt at self-harm or suicide. Student is making threats of harming someone else. Student is experiencing hallucinations/delusions that are putting them at risk of harm. Student is actively engaging in self-harm behavior that could potentially be life-threatening (cutting wrists deeply).
- It is most important to get the student to safety (emergency room or hospital) immediately. Then, you can inform necessary others (parents).
- Call 911 or go to the nearest emergency department or crisis stabilization center.
- It is likely not safe for the student to engage in activities before receiving further evaluation and treatment.

### Urgent

- In these situations, the student is clearly in distress but not in immediate danger.
- Examples: The student is crying over a recent break-up, feeling panicked over a failed test, family troubles, etc., student has made vague comments about their worth, the student is in the midst of a panic attack.
- It is important to make sure the student is safe.
  - If you are unsure of the student's level of safety, the student needs to be assessed by a mental health or medical professional. The student can go to the school counselor or take additional measures to make sure the student is safe.
- Once the student has reduced physiological arousal, it is likely safe for the student to return to activities with close monitoring.

### Low Risk

- The student is in need of counseling to address issues in their life but the need is not immediate.
- If the student is being seen already, encourage them to make contact with their therapist with any new important information.
- If the student is not seeking care from a counselor, encourage them to do so.
- Express concerns to the school counselor and parents if appropriate.
- Example: You learn of ongoing depression or anxiety the student is facing. The student is struggling with overwhelming stress. The student is having a difficult time with family or significant other relationships.
- It is likely that the student is safe to continue to participate in athletic activities.

## **RESOURCES**

**For Emergencies, Call 911**

### **National Suicide Prevention Lifeline**

Suicidepreventionlifeline.org

1-800-273-8255 (TALK)

### **Crisis Text Line**

Crisistextline.org

Text START to 741741

### **NFHSLearn.com**

Student Mental Health and Suicide Prevention online course

### **NCAA Mental Health Resources**

Ncaa.org/sport-science-institute/mental-health

**Contact your local physician, he/she can help find mental health resources near you.**

**Call your insurance provider for assistance on locating a mental health professional.**

## **PEOPLE RESOURCES**

**Remind students about the people in their lives that care about them and are also a resource for help:**

- Friends/Teammates
- Parents
- School Counselors
- Coaches/Sponsors
- Teachers
- School Administrators
- School Nurse
- School Athletic Trainer
- Pastors

## **APPS/INTERNET RESOURCES**

- Headspace
- Calm.com
- Breathe2Relax
- iBreathe
- Mood Balance
- Relax Melodies (to help with sleep)
- MyLife
- <https://www.k-state.edu/counseling/student/biofeedback/bfsample.html> - Relaxation exercises
- <http://athletesconnected.umich.edu> – Testimonials and strategies for athletes and their mental health
- <https://www.tarabrach.com/guided-meditations/> - Free mindfulness meditations
- <https://self-compassion.org/category/exercises/> - Guided Meditations