



POUDRE SCHOOL DISTRICT

Athletic Handbook

Mission, philosophy, standards, rules and expectations applicable to interscholastic athletic participation in the Poudre School District.

EDUCATE...
EVERY CHILD, EVERY DAY.

POUDRE SCHOOL DISTRICT EXISTS
TO SUPPORT EVERY CHILD TO
THINK, TO LEARN, TO CARE AND TO
GRADUATE PREPARED TO BE
SUCCESSFUL IN A CHANGING
WORLD.

DISTRICT ATHLETIC OFFICE

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PSD HIGH SCHOOLS THAT OFFER INTERSCHOLASTIC AHTLETIC PROGRAMS: FORT COLLINS HIGH SCHOOL, FOSSIL RIDGE HIGH SCHOOL, POUDRE HIGH SCHOOL AND ROCKY MOUNTAIN HIGH SCHOOL



PSD MIDDLE SCHOOLS THAT OFFER INTERSCHOLASTIC AHTLETIC PROGRAMS: BLEVINS MIDDLE SCHOOL, BOLTZ MIDDLE SCHOOL, CACHE LA POUDRE MIDDLE SCHOOL, KINARD MIDDLE SCHOOL, LESHER MIDDLE SCHOOL, LINCOLN MIDDLE SCHOOL, PRESTON MIDDLE SCHOOL, WEBBER MIDDLE SCHOOL, AND WELLINGTON MIDDLE SCHOOL



Table of Contents

I.	Introduction.....	1
	Mission/Purpose	1
	Purpose of the Handbook	1
	CHSAA Code of Ethics	1
	Why We Play	2
	Parent's Commitment	2-3
	Suggestions for Parent(s) Best Practices	3
	Coaches' Commitment	3-4
	Participant's Commitment	4
	PSD Charge to Coaches	5
	PSD Athletic Values	6
	PSD Athletic Philosophy by Level	6-8
II.	Athletic Program Requirements and Fees	9
	Eligibility Requirements	9
	Fees for Participation	9
	Sports Physical and Medical Insurance	10
III.	CHSAA Transfer Rule.....	11
	PSD Placement Guidelines	21-22
IV.	Sportsmanship.....	23-24
V.	Citizenship Expectations	25
VI.	Training and Personal Conduct Rules	25-29
VII.	Expectations for Communication	30
	Communication Process	30-31
	Resolving Conflicts or Issues	31-32
	Communication Scenarios	32-33
	Formal PSD Communication Process	34
	Anti-Hazing Policy	35
VIII.	Attachments.....	36
	The Case for High School Activities	
	Chances of Going Pro	
	Concussion Information	
	What Makes a Nightmare Sports Parent and What Makes a Great One	
	NFHS Position Statements	
	Why We Play Material	
	Athletic Fees Refund Policy	

MISSION/PURPOSE

To pursue excellence daily through character and education-based activities that: 1) are not defined by the scoreboard or rating sheet; 2) demonstrate a commitment to respect, the spirit of fair play, and the ideals of sportsmanship; 3) are aligned with the mission, values and policies of PSD and the CHSAA; 4) are led by coaches/sponsors that are committed to such ideals; and 5) are participated in by students with an understanding of their role in representing PSD, their school, their team, and their community.

PURPOSE OF THIS HANDBOOK

The purpose of this handbook is to provide a practical guide for athletes and parents in regard to the mission, philosophy, standards, rules and expectations of the PSD interscholastic program at the high school and middle school levels. It is our goal to expose as many students as possible to the benefits derived from participation in education-based athletics at the scholastic level. Further, the experience possible is best served when students, coaches, parents and administrators are informed, have open lines of communication, know what is expected of them, and truly commit to assuring that the mission and ideals of education-based athletics are aligned with daily practice in the operation of these programs.

CHSAA CODE OF ETHICS

Poudre School District embraces the CHSAA Code of Ethics as foundational principles of creating an effective environment for the operation of education-based athletics at the scholastic level.

In order to reach the maximum effectiveness in serving and fostering the education of the students so entrusted to us, it is the duty of all concerned with our athletic and activities programs to...

1. Cultivate an awareness that participation in athletics and activities is part of the total educational process and as such, the coach/advisor should neither seek nor expect academic privileges for the participants.
2. Emphasize the proper ideals of sportsmanship, ethical conduct and fair play as they relate to the lifetime impact on the participants.
3. Develop a working awareness and understanding of all rules and guidelines governing competition, both in letter and intent.
4. Recognize that the purpose of athletics and activities is to promote the physical, mental, moral, social and emotional well-being of the individual participants.
5. Avoid any practice or technique which would endanger the present or future welfare or safety of any participant.
6. Adhere to policies which do not force or encourage students to specialize or restrict them from participation in a variety of activities.
7. Refuse to disparage an opponent, an official, an administrator or spectator in any aspect of the activity.
8. Strongly encourage the development of proper health habits: the non-use of chemicals, including alcohol, steroids, tobacco in any form and other mood-altering substances.
9. Exemplify proper self-control at all times, accepting adverse decisions without public display of emotion or dissatisfaction with the officials or judges.
10. Encourage all to judge the true success of the athletic and activities programs on the basis of the attitude of the participants and spectators, rather than on the basis of a win or loss

WHY WE PLAY



Poudre School District is committed to educating administrators, coaches, parents and students daily on the benefits derived from participation in education-based athletics. PSD has formally adopted the standards of the *Why We Play* initiative launched by the Minnesota State High School League.

The initiative is dedicated to providing a clear purpose for education-based athletics, and sets a clear delineation between education-based athletics and club, collegiate and professional sports.

We Prepare, Plan & Play to “WIN” But “Winning” is not our Purpose.

We are measured by the result on the scoreboard or rating sheet; however we need not be defined by it. Some might question this approach or label it as weak. There is nothing further from the truth. We are every bit as committed to pursuing excellence daily in all of our programs, but never at the sacrifice of a student, our mission or our values that we seek to instill in every student that participates in our programs. That is where we are different, and where we take a stand! This in no way guarantees that we will satisfy the wants and desires of every student or parent. What we can promise is that if everyone involved is ‘aiming at the same target’, and views participation from an education-based framework, we are much more likely to have success, retain students in our programs, and derive the full benefits possible for everyone involved.

We all must be committed...

PARENT'S COMMITMENT

We understand and endorse the purpose of education-based athletics, which is to help our students become people of integrity who will lead, be responsible, and serve our community as positive change-makers. As parents, we will:

- Support the coaches by affirming behavior in our child and his or her teammates that demonstrates the characteristics of integrity, empathy, sacrifice, and responsibility.
- Acknowledge and appreciate ALL participants' growth as character-strong individuals and their efforts toward establishing stronger relationships with teammates, coaches, and themselves.
- Affirm our son or daughter and their teammates, focusing on displays of healthy sportsmanship, rather than concentrating in athletic performances alone.
- Serve as role models by treating visiting teams and coaches, officials and event workers, and visiting fans with respect.
- Model good sportsmanship by acknowledging the efforts of your team and the opponents as well, accepting graciously the outcome of the contest.
- Support the efforts of the team, regardless of the amount of playing time afforded your son or daughter, or the win-loss record.
- Encourage not only your child, but their teammates, knowing that at every practice and in every game they are growing physically and emotionally, learning moral and ethical lessons, and developing strength of character.

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- Support developing the concept of self-advocacy is an important step in growth, when problems or questions arise, we will encourage our son or daughter to present that concern to his or her coach. After this meeting, if the issue requires more clarity, we will then contact the head coach. If an issue is unresolved, I will proceed according to the communication process as outlined in this handbook.

Because, as a parent, I am a role model who has the power, position, and platform to make a positive difference in the lives of my child and their teammates, I commit to this code of conduct.

SUGGESTIONS FOR PARENT(S) BEST PRACTICES:

- Be involved – Kids are proud when their parents attend their events. Please remember, you are modeling parent behavior for all present, particularly, your son or daughter. Never react out of emotion.
- Get involved early. Get involved in the booster club at your school. Don't wait to go to booster meetings until your child makes the varsity. Start early in 9th or 10th Grade. The various booster clubs across PSD offer a significant resource for all students that participate in athletics and activities.
- Track your student's grades - especially during the season.
- Offer your assistance to the coaching staff when requested.
- Make sure your student is:
 - Eating healthy
 - Getting enough rest.
 - Managing their time. Advise your student to get help in classes sooner than later. Don't let them procrastinate on assignments.
- Stay positive – Kids are often tired and get cranky during long up and down seasons. They may be blowing off steam and just need you to listen.
- Seasons are long. Most issues can be resolved between the athlete and coach. Help us teach your child to self-advocate.
- National Survey of HS athletes – What kids want from parents:
 - They want them to be at the game.
 - They want them to support them and their team.
 - They want them to be quiet.
 - They want them to allow them to enjoy the experience.
- We are all PSD – Take pride in representing your team, your school, PSD and our community.

COACHES' COMMITMENT

Realizing that the purpose of high school coaching is to assist young men and women in their growth as character-strong people who will be positive, respectful, service-oriented leaders in our community, I will:

- Remember that our players are student-participants and I am a teacher-coach, and that I am nurturing successful people, not just successful athletes. I will also be mindful that parents are my partners and, as a coach, I will strive to work with each family in helping their child's growth, both in the skills of the sport and as a character-strong individual.
- Understand that each player is part of our team family who deserves every chance to succeed and to be given the utmost respect. I will be mindful never to shame a player through profanity, sarcasm, or other disrespectful and intimidating means. Instead, I will correct that person in an uplifting, affirmative manner.
- Believe in our players and protect each one by building them up, not tearing them down.
- Remember that a coach's job is to put their players in a position that is best for the team and where they can develop to their fullest potential through proper coaching and nurturing.

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- Treat all opposing coaches and their teams with the honor true competitors deserve.
 - Respect all officials and other event workers.
 - Represent PSD, my school, and my team with professionalism and class at all times.

Because, as a coach, I am a role model who has the power, position, and platform to make a positive difference in the lives of my players, I make this commitment.

Participant's Commitment

Realizing that the purpose of education-based athletics is to be an extension of the classroom where learning continues long after the school day ends, I will commit to growing every day by:

- Controlling what I can control, my attitude and effort.
- Being positive and enthusiastic.
- Encouraging, supporting and acknowledging my teammates.
- Participating with honor and integrity.
- Accepting responsibility for my behavior on and off the playing field or court.
- Pursuing excellence daily on the court or field, in the classroom, and in the community.
- Demonstrating a team-first approach.
- Committing myself to hard work and sacrifice to improve my skills and abilities.
- Being receptive to coaching even when what I am being asked to do is difficult for me.
- Displaying superior sportsmanship at all times.
- Advocating for myself by communicating with my coach(es) when issues arise.

Because, I understand that it is a privilege to represent my team, my school, PSD, my family and my community, I will make this commitment as a student-athlete.

PSD CHARGE TO COACHES

“The coach is the most influential person in the student’s life.”

-- Dr. Jeff Duke,

University of Central Florida

“Goals have a beginning and an end. Purpose doesn’t. Purpose is what we live for.”

--Tony Dungy

We take the role of the coach very seriously. We ask our coaches four key questions each and every day beginning with the interview process through retirement:

1. Why do I coach?
2. Why do I coach the way I do?
3. How does it feel to be coached by me?
4. How do I define success?

We ask coaches to commit to the following practices daily:

- **COACH UP!**
 - We all respond better to positive reinforcement.
 - Find good in our players.
 - Expect their best; remind them of their best; demand their best.
 - Tony Dungy is an excellent example of achieving excellence without sacrificing his values.
- **BE WHAT YOU WANT AND EXPECT YOUR KIDS TO BE!**
 - Be positive; be enthusiastic; be poised; show excitement; hustle.
 - Be consistent in your attitude.
- **HAVE COMPASSION! LOVE YOUR PLAYERS! THEY NEED YOU!**
 - Be fair. Love is the greatest force on earth! They know when you sincerely care for them, and more importantly, they know when you don’t!
 - Don’t let your love of winning or hatred for losing get in the way of your care and concern for your players.
 - Do you coach to help players or do you coach players to help you?
- **BUILD UP YOUR PLAYERS!**
 - Give them respect.
 - Talk about them. Praise them.
 - Talk about the good things they do.
 - One of our primary tasks is to convincingly tell the athlete, “I believe in you! You are going to make something special happen.”

PSD ATHLETICS VALUES

- PSD does not discriminate in the basis of race, color, national origin, sex, sexual orientation, age, religion, creed, marital status, or disability in admission to or access to, or treatment or employment in, its programs and activities.
- PSD is firmly committed to Title IX.
- PSD believes in equity and balance across all education-based programming.

PSD ATHLETIC PHILOSOPHY BY LEVEL OF PARTICIPATION

- PSD notes that participation is a privilege and not a right. Playing time and selection to a team must be earned.

I. HIGH SCHOOL

- a. **Varsity level** – Varsity level programs are the most competitive of the athletic programs. This level includes the most skilled, well-prepared student-athletes. Varsity-level coaches are charged with fielding the most competitive team possible. Team selection, starting positions and playing time are all at the discretion of the head coach.
- b. **Sub-Varsity level** – Sub-varsity programs are focused towards developing the skills and abilities necessary for students to transition to the varsity level. Coaches at sub-varsity levels should emphasize development of both the individual and team. Coaches at the sub-varsity level are encouraged to play as many participants as possible. Naturally, the playing time becomes more competitive as student-athletes progress to the junior varsity level compared to c-level or d-level programs. It is worth noting that playing time still is at the discretion of the coach at the sub-varsity level.

Open Letter to High School Parents from PSD High School Athletic Directors:

Welcome to the Poudre School District Athletic Program! We are excited to have your son or daughter participate in the many sport programs offered. Please read this letter to better understand how a competitive program is conducted and what comprises our expectations and philosophy

PSD hires a coach or coaches for each sport program. The head coach, responsible for team selection, establishes selection criteria (sometimes with input from the entire coaching staff) and makes decisions regarding practices and games. If you have questions, please address them to your student's coach by calling to make an appointment outside of school, practice or game time.

Because the PSD Athletic Program is highly competitive, coaches are not always able to place every student who wishes to participate on a team. Coaches are under a good deal of pressure to assemble the most competitive team possible, along with selecting a team with whom they will work for the entire season. The hardest thing coaches have to do *is* to tell young people they will not be on a team.

When your student tries out for a team, please be sure that both you and he or she understands that there is a real possibility they may not be selected. Each student is given at least five days of practice before being cut. While we believe players can gain valuable experience outside of the PSD Athletic Program, previous participation on a "select team" or a club program does not guarantee any player a spot on a school team.

If selected, both you and your student should be prepared to accept placement at any team level (such as varsity or sub-varsity). It is disturbing to have a student try out for a team and then quit because they were not placed where they thought they should be, and, they have taken away someone else's opportunity to be on a team. If an athlete quits a sport, he/she may not go out for the next sport until the previous sports season is complete.

In order to make a varsity team, a player must not only be outstanding, but also play a position the team needs. Underclass student-athletes possessing these qualities have the same opportunity to make a team as the senior does. Our team structure (varsity and sub-varsity) dictates there will always be more underclass participants than upperclass participants in the total program. Starting positions and playing time are not guaranteed to seniors making a team, or to anyone else for that matter. Each member of a team is very valuable to the teams overall success. Some members may play a great deal of time, while others may not. Each student should have personal improvement as one of his or her goals.

By being a member of a team, regardless of time spent in actual competition, a person can learn many valuable lessons such as working together to meet team goals and good sportsmanship, including appreciating good play by an opponent, respect for others and winning and losing with dignity, being able to accept instruction and criticism, and self-control and responsibility for one's own actions. We want your son or daughter to have a positive experience as a student-athlete. Thank you for your participation in the Poudre School District Athletic Program.

Respectfully,

Poudre School District High School Athletic Directors

II. MIDDLE SCHOOL

The middle school athletic program, like the high school athletic program, shall serve as an extension of the classroom. The PSD middle school athletic program exists to promote participation in a wide variety of education-based athletic programs. It is important to recognize the unique developmental needs of the middle level student, to promote activities that build student success through active participation, increased skill building, and positive sportsmanship.

Participation

- Emphasize participation over win/loss records.
- Provide opportunities for everyone to participate.
- Balance competition with cooperation.
- Encourage lifelong participation in activities.
- Emphasize having fun.

Skill Building

- Develop age appropriate skills.
- Focus on fundamentals.
- Develop skills as a foundation for improvement.

Sportsmanship

- Develop a positive team attitude.
- Encourage, cooperate and collaborate with peers.
- Present positive adult role models that demonstrate self-control and (mutual) respect.

Middle School Coaches Shall Understand:

- Students have varying levels of ability, and coaches need to present a developmentally appropriate program for students.
- Positive encouragement is the strongest tool for learning.
- Coaches should provide a safe environment for kids to “risk” and grow.
- Activities should be meaningful and fun.
- Fundamentals and practice are the building blocks for a successful athlete.
- Coaches are key role models.
- Every team member’s responsibility is to encourage one another.
- Today’s superstar could be tomorrow’s bench warmer and vice versa.
- The importance of commitment and responsibility are stressed.

Students may be placed on varsity or junior varsity levels in certain sports, however, participation and skill development shall be the driving factors in operating our middle school athletic program. This is not intended to state that everyone will play the exact same amount or that everyone will be a starter. Middle school interscholastic programs are not intramural programs, while at the same time, they are not ‘mini’ high school programs either. The building athletic director shall guide and direct the athletic program at their school in accordance with these principles.

ATHLETIC REQUIREMENTS AND FEES

Eligibility Requirements

- High School (grades 9-12) interscholastic athletic eligibility is set by the Colorado High School Activities Association and is as follows:
 - Plan A: Student must be enrolled in at least 25 credit hours per semester, and may not fail more than one class. (Poudre High School, Fort Collins High School, and Fossil Ridge High School are currently under Plan A.)
 - Plan B: Student must be enrolled in at least 3 classes per term, and must be passing at least 25 credit hours per semester. (Rocky Mountain High School is currently under Plan B).
- Middle School (grades 7-8) athletic eligibility has been determined by the Middle School Principals and is as follows:
 - A student shall be declared ineligible if he/she is failing more than one subject.
 - A student shall be declared ineligible if he/she receives more than one failure in citizenship.
 - Eligibility is to be determined weekly.
 - A school may choose to have higher standards, but must, at a minimum, maintain the above policy.

Athletic Fees

- Athletic fees approved by the Board of Education will be charged for athletes in grades 6-12. Athletic fees will be collected at the beginning of each sport season prior to the first competitive contest.
- Students who qualify under the Federal Free or Reduced-Price Meal Program are exempt from athletic fees.
- Athletic fees for athletes who are not enrolled in a Poudre School District school shall be 150% of the amounts otherwise specified.

I. PSD School - Based (non - charter) & Online Academy Students (Per Sport Per Year):

- High School: \$110.00
 - Boys' and Girls' Lacrosse: \$175.00 in addition to \$110.00 athletic fee
- 6th, 7th & 8th Grade: \$82.00
- Unified Sports (HS): \$55.00
- Pay-to-Play Sports: Determined annually. Not to exceed actual cost to operate program.
- Annual Family Maximum: \$330.00

II. Home - Based, Charter & Private School Students:

- High School: \$165.00
 - Boys' and Girls' Lacrosse: \$175.00 in addition to \$165.00 athletic fee

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- 6th - 8th Grade: \$124.00
 - Unified Sports: \$82.00
 - No Family Maximum

Sports Physical and Medical Insurance

Poudre School District requires that all student athletes in its interscholastic athletic program shall have a sports physical prior to participation in practices and games. Physicals must be secured annually. Physicals are good for 365 days from the date of the exam. Physicals presented at the beginning of a sports season must be good through the last possible date of participation in that sport (i.e. a student wishing to participate in cross country at the high school level must present a physical that does not expire prior to that last possible day of the CHSAA competitive season).

Physicals are not provided by the District, and must be obtained from a licensed practitioner including any of the following: MD's, DO's, Nurse Practitioners, Physician's Assistants, and Doctors of Chiropractic who are School Physical Certified (DC, Spc.).

It is the responsibility of the parent or guardian to provide accident/health insurance coverage for their student as a condition of the student's participation in interscholastic athletic practices and competitions; Poudre School District does not independently provide such insurance coverage. The required accident/health insurance coverage may be provided under the parents or guardians own policy, or purchased through Poudre School District for each school year of the students athletic participation.

Proof of a sports physical and insurance coverage must be indicated on the Authorization for Athletic Participation form, completed and signed by the physician, parent or guardian and student-athlete. These forms are available at all of the PSD middle school and high school office.

CHSAATRANSFERRULE

Please note that this section is a summary of the CHSAA by-laws relative to the transfer rule and is not intended to include all CHSAA by-laws relative to a student transferring school. For a complete overview of CHSAA bylaws please refer to the CHSAA website.

(Colorado High School Activities Association)

ARTICLE 18

TRANSFER

1800. TRANSFER

Colorado School Choice: The CHSAA supports school choice in academic pursuits and encourages its student participants to enhance their academic achievement. In concert with this attitude, the Association's philosophy addresses the establishment of a fair playing field for all student athletes.

1800.1 The transfer rule addresses athletic eligibility only as it relates to transfer between schools. Rules related to age, semesters, academic requirements and other CHSAA by-laws may result in an eligible transfer being declared ineligible.

1800.11 Private school attendance boundaries will be defined, for admission purposes, by the public school district in which the private school is physically located.

1800.2 A student entering high school for the first time shall be eligible for all interscholastic athletic competition.

BONA FIDE MOVE

1800.3 A bona fide family move to a residence that requires a transfer to a school in that school's attendance area and/or a new school district, verified by the receiving school, will permit full transfer eligibility.

A bona fide family move means a permanent change in the family's legal place of domicile. The legal place of domicile is that place in which the family's habitation is fixed and in which the student's custodial parent or legal guardian has the present intention to reside permanently. A bona fide family move has not occurred unless and until the student's custodial parent or legal guardian, the student, and the student's family have abandoned the immediately preceding place of domicile and have no present intention to return to that place of domicile.

In determining whether a bona fide family move has occurred, the Commissioner may consider all the circumstances in his discretion. Examples of circumstances that may be relevant include: changes in employment or business activities that require the family to move; family health or other reasons that compelled the family to move; the custodial parents or legal guardian's residence for income tax, voter registration, motor vehicle registration, and similar indicators of legal residence; the terms of ownership or leasing of the new residence; the existence of other family residences; the location of the family's personal property; and the amount of time actually spent at the new residence. These examples are not a complete list of circumstances that the Commissioner may consider, nor is the Commissioner required to give more or less weight to any of these examples in making a decision.

Under no circumstances may a school transfer that is motivated by athletic considerations be considered a bona fide family move. The student shall have the burden to prove by clear and convincing evidence that athletic participation at the new school was no more than an incidental consideration.

If a student transfers to a school where his/her previous coach is a coach of the current school team, that move will be deemed motivated by athletic consideration. Under provision of this rule, the coach may be a former school coach or a non-school coach.

As used in this Rule, the term "coach" includes any person who coaches, volunteers (regardless of compensation) or assists in any capacity with the coaching or training of the school or non-school team.

If the family, directly or indirectly, retains ownership of the former place of domicile after the move, it is presumed that they have not made a bona fide family move, and that presumption must be rebutted by clear and convincing evidence.

1800.4 Each transfer student must provide the receiving school with an official declaration certifying that:

The student is transferring voluntarily;

The student was not contacted and induced to transfer by the receiving school or any school representative (as defined in By-law 1900.2).

A statement from the receiving school coach(es) that the student was not induced to attend the receiving school by that coach or any member of the coach's staff.

The declaration must be signed by the student and student's parents. The receiving school athletic director must also sign the form. This form must accompany the certificate of eligibility or any transfer waiver sent to the CHSAA office. Any time a potential violation has occurred the form must immediately be sent to CHSAA. NOTE: This information is found on CHSAA Form #7.

Q1:	Does listing a house for sale meet the requirement for a bona fide family move?
A1:	No, listing a house for sale does not guarantee that a permanent move has been made or is even imminent.

Q2: What is the transfer eligibility for a student who makes a family move from School District A to School District B, then enrolls in a different school in School District A?

A2: This would not meet the definition of a bona fide family move since the student selected a different school back in the former school district and not a school in the attendance area in which he resides or in the new school district. The student would be sub-varsity eligible for the remainder of the school year for a mid-year transfer or for the first half of the varsity season for a summer transfer in those sports played during the 12 months prior to the school transfer.

Q3: May a student play a second season of the same sport in the same school year following a bona fide family move?

A3: Yes – See CHSAA By-law 1770.71.

Q4: A student transfers from School A to School B following a move from his parents' house to his grandparents' domicile, which has always been in School B's attendance area. Following the correct legal procedures, the grandparents become the student's legal guardian.

Is the student eligible at School B?

A4: No. There was no bona fide family move, nor did the student move with his/her parents or guardian.

Q5: Does the transfer rule affect activities such as music, speech and student council?

A5: No. See By-laws 4710.1, 4800.1 and 4920.1.

SUMMER TRANSFER

1800.5 A student who transfers to a member school following the close of school for the summer and before the beginning of the school year, other than under the provisions stated in 1800.2, 1800.3 and 1800.6, will be ineligible for varsity competition in the first 50% of the maximum regular season contests determined by that classification in any sport in which the student was a participant during the past 12 months. The student's individual performance limits (innings, games, quarters, etc.) shall be adjusted accordingly. The student may practice with the team and participate in an interscholastic contest at the sub-varsity level during this time. If there is no sub-varsity level, the student may not participate in an interscholastic contest until the game restriction is met.

Spirit athletes who transfer without a bona fide family move will have restricted eligibility (non-participation in all games, competitions, performances, pep rallies) until the sixth Friday after the first contest date.

Q1:

What is the eligibility for a student who as a freshman participated in volleyball, girls' swimming and soccer at School A, if this student transfers after her sophomore volleyball season without a bona fide family move?

A2:

She would be sub-varsity eligible only in girls' swimming and girls' soccer and sub-varsity eligible for the first 50% of the season in volleyball as a junior.

Q2: How many contests may a student play after transferring over the summer?

A2: A student who transfers schools over the summer without a bona fide family move will have restricted eligibility for the first 50% of the regular season and may have varsity eligibility during the second 50% of the regular season (holes of golf/wrestling points) under the conditions of 1800.5 and 1800.6 as follows:

<u>Sport</u>	<u>Number of contests with restricted eligibility at beginning of the regular season</u>
Baseball	9 games
Basketball	1A, 2A, 3A - 9 games; 4A, 5A – 11 games
Cross Country	5 meets
Field Hockey	7 games
Football	6-man, 8-man, 1A, 2A, 5A - 4 games
Football	3A, 4A, - 5 games
Golf (holes)	99 holes
Gymnastics	5 meets
Ice Hockey	9 games
Lacrosse	7 games
Skiing	The first of 3 qualifying events
Soccer	7 games
Softball	9 games
Spirit	Non-participation in all varsity games, competitions, performances, pep rallies until the sixth Friday after the first contest date.
Swimming	5 meets
Tennis	5 matches
Track & Field	5 meets
Volleyball	1A, 2A - 9 matches; 3A, 4A, 5A – 11 matches
Wrestling	14 points

Q3: Are the game restrictions prorated for those schools that do not schedule a full slate of contests in a specific sport?

A3: No.

Q4: A student attends School A and is a member of the volleyball team as a junior. In her senior year on the first day of formal practice, she actively participates in practice at School B. Without a parental move, the student then enrolls at School A and participates in A's practice the next day.

A4: The student shall be ineligible for varsity volleyball for the remainder of that season.

Q5: An incoming freshman enrolls at School A and participates in conditioning drills and timed 40-yard dashes on the first day of formal practice. The next day the student enrolls at School B and wishes to become a candidate for the varsity football team.

A5: The student may not participate at the varsity level in football at School B because of his active participation in practice at School A.

Q6: A student is a candidate for the JV team at School A on the first day of formal practice. Without a parental move, the student transfers to School B and becomes a candidate for the B JV team. Is he immediately eligible?

A6: No. A Restricted Waiver must be approved before he is eligible to compete on the JV level. He is not eligible for varsity competition.

MID YEAR TRANSFER & ATHLETIC TRANSFER

1800.6 Except as specifically provided in by-laws through 1800.3, 1800.61, 1800.67, and 1800.7, any student who transfers schools after the beginning of the school year will not have varsity eligibility at the receiving school for the remainder of that school year and is subject to the provisions of by-law 1800.5 for the following school year for up to one calendar year after the school transfer. Any transfer substantially motivated by athletic considerations will cause the student to be ineligible for varsity competition for one calendar year from the date of the transfer in any sports(s) they participated in during the twelve months prior to the transfer.

EXCEPTION 1: A student, regardless of past participation as noted in 1800.62, who transfers schools at the beginning of the school year but after becoming a team member in a sport in any high school will be ineligible for varsity competition in that sport for the remainder of that sports season. A student becomes a team member when he/she reports for formal practice and is actively in contention for a position on the team.

For purposes of this rule, "the beginning of the school year" shall be defined as that period of time prior to a student's enrollment and attendance for 15 days or his/her participation in an interscholastic contest or scrimmage.

EXCEPTION 2: A student transferring, moving or for any reason to a new school where the student's non-school coach is also a coach of the school team, is considered to be attending for athletic purposes. The student, as a result of this transfer, will be ineligible for varsity competition for one calendar year from the date of the transfer in any sport(s) they participated in during the twelve months prior to the transfer. As used in this Rule, the term "coach" includes any person who coaches, volunteers (regardless of compensation) or assists in any capacity with the coaching or training of the school or non-school team.

NOTE: For purposes of this by-law and its exceptions, no personal relationship or one-on-one/group coaching or individual contact is required for application of this rule. If a coach has any standing with the outside team/organization/business, that coach is considered a coach of that non-school sports team.

1800.61 SUB-VARSITY ELIGIBILITY - A student will be granted sub-varsity eligibility by the Commissioner upon submittal of a restricted waiver request signed by the principals of the sending and receiving schools.

1800.62 NON-PARTICIPATION - A student who has not participated in an interscholastic contest or scrimmage in a specific sport at any level (varsity, junior varsity, sophomore, freshmen) during the 12 calendar months preceding the date of transfer shall have varsity eligibility at the receiving school in that specific sport at all levels of competition.

1800.63 RETURN TO ORIGINAL SCHOOL - A student who has not participated in an interscholastic contest or scrimmage for any team at any level while a student in the previous high school shall be varsity eligible at all levels in all sports provided he/she returns to the high school he/she attended prior to the period of nonparticipation.

1800.64 TRANSFER FROM A NON-MEMBER SCHOOL - A student who resides in Colorado and who has never previously been enrolled in a member school and who transfers to a member school from a non-member school shall have varsity eligibility at the receiving school.

1800.65 BROKEN HOME - A student of a broken home will be exempt from the transfer rule for the first move in high school from one parent to the other. Note: The exception will exist only if it is determined by either school that the move is not athletically motivated. A waiver must be filed and approved prior to competition.

1800.66 BOARDING SCHOOL - A student who transfers to become a full-time resident of a 24-hour boarding school (a duly licensed school providing lodging and meals) in a community, district or state other than where he/she has resided with his/her parent(s) or guardians, has varsity eligibility on the first such transfer, but all transfer rule requirements shall apply on any subsequent transfer.

1800.67 TRANSFER PURSUANT TO IEP - A student who has been identified as a student with a disability who transfers to a member school to comply with a specific requirement in his/her Individualized Education Plan (IEP) has varsity eligibility at the receiving school. A waiver must be filed and approved prior to competition.

Q1: A student attends School A as a freshman and competes in three sports. She begins her sophomore year at School A but in December transfers to School B. At School B she competes in no interscholastic scrimmages or contests in any sport. In March she returns to School A. What is her eligibility status?

A1: Full eligibility in all sports. A student transferring from School A to B to A without interscholastic competition at B will always retain varsity eligibility regardless of when the student re-enters School A.

Q2: A student competes in volleyball and track at School A as a 9th grader. As a 10th grader the student transfers from School A to B in January without a family move. What is the student's status in track and volleyball?

A2: The student will be ineligible for varsity competition in track in the spring of her sophomore year because she transferred in the middle of the school year and because she competed in that sport during the previous 12 months. Volleyball eligibility will be determined by the CHSAA Transfer Rule, which would cause the student to be restricted for the first 50% of the upcoming volleyball season.

Q3: What is the definition of a "broken home"?

A3: A broken home for the purposes of By-law 1800.65(b), is defined as a permanent and finalized dissolution of a marriage by court order.

Q4: For the purposes of By-law 1800.65(f), to which school may a student transfer if this is the first transfer while in high school in a broken home?

A4: The student may transfer to the school in the attendance area in which the parent resides.

Q5: A student begins 9th grade attending her home public high school, a CHSAA member school. In 10th grade, she transfers to an out-of-state boarding school where she competes in basketball. In 11th grade, she leaves the boarding school at a time other than the beginning of the school year and (a) returns to her home public school; or (b) enrolls at a boarding school which is a CHSAA member. Is she eligible for varsity basketball competition?

A5: No in both (a) and (b). Although she transferred from a non-member school, the student began her eligibility at a member school.

Q6: A student plays football, basketball and baseball his freshmen year at School A. After football his sophomore year at School A, he transfers to School B without a family move. What is his eligibility at School B?

A6: Since this is a mid-year transfer, he will have sub-varsity eligibility only for the basketball and baseball seasons. Further, in the fall of his junior year, he will have sub-varsity eligibility for the first 50% of the varsity football season.

HARDSHIP

1800.7 When the definition of a hardship has been met, the Commissioner may grant varsity eligibility pursuant to the provisions of Article 25 of these By-laws.

1800.71 "Hardship" means an unforeseen, unavoidable and uncorrectable act, condition or event that imposes a severe, non-athletic burden upon the student or his/her family. The Commissioner shall have broad discretion in applying this standard to specific cases. He/She may take into consideration not only the needs of the student and family directly involved, but also the best interest of member schools and interscholastic athletics/activities generally as he/she understands those interests.

1800.72 All transfer waiver applications shall be processed on forms approved by the CHSAA and in accordance with the following procedures:

A transfer waiver shall first be submitted to the principals at the student's sending and receiving schools. If either principal disapproves of the waiver, he/she shall state his/her reasons in writing.

The transfer waiver, with the recommendations of the principals, shall then be submitted to the receiving school's league for a vote.

The recommendation of the principals and the league and all other information that the applicant wished to be considered in support of the waiver application shall be submitted in writing to the Commissioner. The burden of proof to establish a hardship shall be upon the applicant.

The Commissioner or his/her designee may conduct additional investigations as he/she deems necessary. The application and any additional information gathered by the Commissioner or his/her designee shall constitute the record of the proceeding. The Commissioner will make a timely written decision based on the information in the record.

The Commissioner's decision may be appealed pursuant to Article 25 of these By-laws.

1810. UNDUE INFLUENCE - RECRUITED STUDENTS

A student who transfers schools because of the recruiting efforts of school athletic staff members and/or school representatives of athletic interests (as defined in Article 18 of the By-laws) shall be declared ineligible for a period of time to be determined by the Commissioner. Such period may exceed one year.

PSD POLICY ON PLACEMENT OF NON-PSD STUDENTS IN ATHLETIC PROGRAMS

Each multiple high school district must present to CHSAA in writing the policy which governs placement of students into athletic programs.

August 22, 2014



Guidelines for Student Participation in Extracurricular and Interscholastic Activities at District Schools

The purpose of these guidelines is to set forth in writing the policy of Poudre School District R-1 (the "District") for implementation of C.R.S. § 22-32-116.5 regarding student participation in extracurricular and interscholastic activities at District schools.

1. Student participation in competitive activities at District schools may be based on tryouts or other merit-based selection criteria as determined by the coach or sponsor.
2. Students who reside within the District and who attend a school that does not offer an activity for which they are eligible and in which they wish to participate shall only be eligible to participate in that activity at their neighborhood school (if the activity is offered at their neighborhood school). If the activity is not offered at their neighborhood school, they shall only be eligible to participate in that activity at the closest District school to their residence that offers it or at the closest District school to their school of attendance that offers it (except that if the closest District school is a charter school, they may choose to participate in the activity at the charter school or at the closest District non-charter school that offers it).
3. Students who reside within the District and who participate in a nonpublic home-based educational program, on-line program or on-line school that does not offer an activity for which they are eligible and in which they wish to participate shall only be eligible to participate in that activity at their neighborhood school (if the activity is offered at their neighborhood school). If the activity is not offered at their neighborhood school, they shall only be eligible to participate in that activity at the closest District school to their residence that offers it (except that if the closest District school is a charter school, they may choose to participate in the activity at the charter school or at the closest District non-charter school that offers it).
4. Students who do not reside within the District and who attend a school within the District that does not offer an activity for which they are eligible and in which they wish to participate, or who participate in a District nonpublic home-based educational program, on-line program or on-line school that does not offer an activity for which they are eligible and in which they wish to participate, shall only be eligible to participate in that activity at the closest District school to their residence that offers it or at the closest District school to their school of attendance that offers it (except that if the closest District school is a charter school, they may choose to participate in the activity at the charter school or at the closest District non-charter school that offers it).

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5. Students who do not reside within the District and who do not attend a school within the District or participate in a District nonpublic home-based educational program, on-line program or on-line school but who are eligible under C.R.S. § 22-32-116.5 to participate in an activity at a District school shall only be eligible to participate in that activity at the closest District school to their residence that offers it (except that if the closest District school is a charter school, they may choose to participate in the activity at the charter school or at the closest District non-charter school that offers it).
 6. Student eligibility for and participation in activities at District schools shall be subject to governing law (including but not limited to C.R.S. § § 22-32-116.5 & 22-36-101), CHSAA's Constitution and Bylaws, District policies and regulations, and the decisions of the coach/sponsor responsible for the activity.
 7. Decisions made under these guidelines at the school level may be appealed to the District's athletic director (for athletic activities) or assistant superintendent responsible for the school at issue (for other activities). Decisions made under these guidelines by the District athletic director may be appealed to the assistant superintendent of secondary schools. Decisions made under these guidelines by an assistant superintendent may be appealed to the superintendent of schools.

Note: The purpose of these guidelines is to help prevent recruiting by schools and school activity shopping by students and their parents, both of which the District has determined are unfair to the other schools, students and parents involved in the activities.

SPORTSMANSHIP

Sportsmanship is:

- Respect for yourself, your coach, your team, the officials and the opponent.
- Positive behavior when you win and positive behavior when you lose.
- Appreciation of talented athletic ability, talented athletes and talented teams

The Coach

The coach is the central figure in the sportsmanship pattern of the school and community. He/she is the leader and example. The Coach:

- Treats own players and opponents with respect.
- Inspires in the athletes a love for the game and the desire to compete fairly
- Is a role model for the type of person he/she wants the athletes to be.
- Disciplines those on the team who display unsportsmanlike behavior.
- Respects the judgment and interpretation of the rules by the officials.
- Knows he/she is a teacher and understands the athletic arena is a classroom.

The Spectator

- Attempts to understand and be informed of the playing rules
- Appreciates a good play no matter who makes it.
- Cooperates with and responds enthusiastically to cheerleaders.
- Shows compassion for an injured player, applauds positive performances, does not heckle, jeer or distract players, and avoids use of profane and obnoxious language and behavior.
- Respects the judgment and strategy of the coach and does not criticize players or coaches for loss of a game.
- Respects property of others and authority of those who administer the competition. Respects the integrity and judgment of game officials. Understands that they are doing their best to help promote the student/athlete, and admire their willingness to participate in full view of the public.

PSD Ejection Policy for Spectators

Any spectator affiliated with PSD schools that is ejected or removed from an athletic venue due to poor sportsmanship will be placed on probation and not allowed to return to further PSD athletic events until the following have occurred: 1). The individual meets with the building administration to discuss future expectations for behavior. 2). The individual completes an approved NFHS Sportsmanship course. The course is free and is available online. A certificate of completion must be presented to the District Athletic Director as proof of meeting this requirement.

Repeated minor offenses or egregious acts of unsportsmanlike conduct including contact with an official, coach, staff member, opposing team members, throwing items onto court or floor, etc. will be grounds for law enforcement involvement and may be grounds for spectator to be permanently banned from all future PSD contests.

The Player

- Treats own coaches and opponents with respect.
- Plays hard, but plays within the rules.
- Exercises self-control at all times, setting the example for others to follow.
- Respects officials and accepts their decisions without gesture or argument.
- Wins without boasting, loses without excuses, and never quits.
- Always remembers that it is a privilege to represent the school and community.

The Official

- Knows the rules and their interpretations.
- Places welfare of the participants above all other considerations.
- Treats players and coaches courteously and demands the same from them.
- Works cooperatively with fellow officials, timers and/ or scorers for an efficient contest.
- Is fair and firm in all decisions, never compensating for a previous mistake.
- Maintains confidence, poise and self-control from start to finish.

All sanctions or penalties related to unsportsmanlike conduct received by student-athletes, spectators or coaches (i.e. technical foul(s), yellow card(s), red card(s), ejection(s), etc.) must be reported to the building athletic director immediately. PSD will enforce all CHSAA sanctions for misconduct and unsportsmanlike actions. PSD also reserves the right to impose further or more severe penalties for egregious or repetitive violations of sportsmanship expectations.

We are CHSAA! We cheer for our team and not against our opponents!



CITIZENSHIP EXPECTATIONS (Grades 6 through 12)

PSD has high expectations for the students that participate in extracurricular activities and interscholastic programs (**grades 6 through 12**). As such, student-athletes are expected to demonstrate good citizenship in school, during activities and in the community. The core expectations of behavior regarding the use of alcohol and drugs are outlined in the sections that follow. District Policy JJ specifically is written for students in grades 9 through 12. Similar expectations are outlined for students in grades 6 through 8 in the middle school training and personal conduct rules.

Students and parents must be fully aware that this handbook cannot possibly list every possible conduct violation that might result in a student-athlete facing disciplinary action by a coach or the athletic director of a given school. Incidents involving legal issues, conduct that reflects poorly on program and/or school, acts of hazing, and dishonesty with school officials are all examples that may result in a student-athlete being suspended or removed from team. Two of the most important goals of our extracurricular activity and interscholastic programs (grades 6 through 12) are to teach student-athletes life skills and respect for others. Participation in extracurricular activities and interscholastic programs is truly a privilege and must be viewed as such. Making good decisions and honoring your commitment that you have made to the program(s) that you represent are essential to maintaining eligibility to represent your school and program.

*District Policy JJ is specifically written for students participating in grades 9 through 12

TRAINING AND PERSONAL CONDUCT RULES (DISTRICT POLICY JJ)

Participation in Poudre School District interscholastic athletic programs is a privilege, not a right. Student-athletes serve as representatives of their schools and teams, and may be viewed as role models by younger students. In addition, student health and fitness must be maintained on a year-round basis to meet the demands of interscholastic athletic competition. For these reasons, student-athletes are required to comply with the standards set by these training and personal conduct rules.

I. General Rules

These rules shall apply to all students who participate in any Poudre School District interscholastic athletic program. In addition to these rules, students participating in interscholastic athletics are subject to and required to comply with all policies and regulations in the Poudre School District Code of Conduct. Student athletes shall not be eligible to participate in athletic practices or competitions during any period of suspension or expulsion under the Code of Conduct.

Student-athletes are also subject to and required to comply with the Bylaws adopted by the Colorado High School Activities Association, with all team/program rules, and are required to exercise good sportsmanship at all practices and competitions. A student-athlete who fails to comply with these requirements as determined by a coach, PSD administrator or competition official shall be subject to suspension from practices and/or competitions. For more serious violations shall be subject to removal from the team.

II. Rules Concerning Controlled Substances, Alcohol and Tobacco

A student athlete's unlawful or otherwise improper use or possession of controlled substances, alcohol and/or tobacco reflects poorly on the student's school and team and sets a bad example for other students, regardless of when the use or possession occurs. In addition, a student athlete's use of controlled substances, alcohol and/or tobacco may adversely affect the student athlete's health, fitness and athletic performance and may result in injury or harm, regardless of when the use occurs. Accordingly, students participating in any Poudre School District interscholastic athletic program shall not, regardless of the quantity involved: (1) use or possess any beverage containing alcohol; (2) use or possess tobacco or tobacco products; or (3) use or possess any controlled substance, including steroids, in any manner that is contrary to law or Poudre School District policies and regulations.

The foregoing rules shall be in effect for Poudre School District interscholastic athletes on a year-round basis, including weekends, summers, vacations and holidays, whether the student athlete is on or off School District property and whether or not the student-athlete is at the time participating in any school-sponsored activity or event.

The following consequences for violation of the rules concerning controlled substances, alcohol and tobacco are applicable to all Poudre School District students in interscholastic athletics throughout the time they are enrolled in grades 9 through 12.

Consequence for First Violation:

- Suspension from 30% of interscholastic competitions for which the student-athlete is otherwise eligible and in which the student-athlete is otherwise able to participate, beginning in the season when the first violation occurs (including regular season and post season/playoff competitions) and continuing into any subsequent season of the same or a different sport if the full suspension cannot be served during the season when the first violation occurs. During all periods of their suspension, student-athletes must participate in practices and otherwise remain in good standing with each team from which they are suspended in order to be eligible to return after their suspension.

Consequence for Second Violation:

- Suspension from 50% of interscholastic competitions for which the student-athlete is otherwise eligible and in which the student-athlete is otherwise able to participate, beginning in the season when the second violation occurs (including regular season and post season/playoff competitions) and continuing into any subsequent season of the same or a different sport if the full suspension cannot be served during the season when the second violation occurs. During all periods of their suspension, student-athletes must participate in practices and otherwise remain in good standing with each team from which they are suspended in order to be eligible to return after their suspension.

Consequence for Third Violation:

- The student athlete will lose the right to participate in all interscholastic athletics for the remainder of his/her high school career.

For all violations - if the suspension carries over into a subsequent season of the same or a different span, the student-athlete must successfully complete that subsequent season in order to be considered as having served the portion of his/her suspension applicable to that subsequent season.

The foregoing rules concerning controlled substances, alcohol and tobacco, including the consequences for violation of those rules, are hereby incorporated into the coach's team rules for every span at every school within the Poudre School District interscholastic athletic program, and are uniformly applicable to all team members.

The following chart is designed to outline the number of contests that each violation level carries at the high school level (grades 9 through 12).

HIGH SCHOOL SPORT	30%	50%
Cross Country	3	6
Field Hockey	5	8
Football	3	5
Golf	3	6
Gymnastics	3	6
Soccer	5	8
Softball	6	10
Tennis	4	6
Volleyball	7	12
Basketball	7	12
Swimming	3	6
Wrestling	9	15
Baseball	6	10
Lacrosse	5	8
Track and Field	3	6

TRAINING AND PERSONAL CONDUCT RULES FOR MIDDLE SCHOOL ATHLETIC PROGRAMS

This section is written specifically for students who participate in PSD middle school athletic programs in Grades 6 through 8. Much of the language mirrors District Policy JJ for students in grades 9 through 12. It is important to note that there are some differences that apply specifically to middle school students.

Participation in Poudre School District middle school athletic programs is a privilege, not a right. Student-athletes serve as representatives of their schools and teams, and may be viewed as role models by younger students. In addition, student health and fitness must be maintained on a year-round basis to meet the demands of participation in athletic programs. For these reasons, student-athletes are required to comply with the standards set by these training and personal conduct rules.

I. General Rules

These rules shall apply to all students who participate in any Poudre School District middle school athletic program. In addition to these rules, students participating in middle school athletics are subject to and required to comply with all policies and regulations in the Poudre School District Code of Conduct. Student athletes shall not be eligible to participate in athletic practices or competitions during any period of suspension or expulsion under the Code of Conduct.

Student-athletes are also subject to and required to comply with the Bylaws adopted by the Colorado High School Activities Association specific to middle school participation, with all team/program rules, and are required to exercise good sportsmanship at all practices and competitions. A student-athlete who fails to comply with these requirements as determined by a coach, PSD administrator or competition official shall be subject to suspension from practices and/or competitions. For more serious violations shall be subject to removal from the team.

II. Rules Concerning Controlled Substances, Alcohol and Tobacco

A student athlete's unlawful or otherwise improper use or possession of controlled substances, alcohol and/or tobacco reflects poorly on the student's school and team and sets a bad example for other students, regardless of when the use or possession occurs. In addition, a student athletes use of controlled substances, alcohol and/or tobacco may adversely affect the student athlete's health, fitness and athletic performance and may result in injury or harm, regardless of when the use occurs. Accordingly, students participating in any Poudre School District middle school athletic program shall not, regardless of the quantity involved: (1) use or possess any beverage containing alcohol; (2) use or possess tobacco or tobacco products; or (3) use or possess any controlled substance, including steroids, in any manner that is contrary to law or Poudre School District policies and regulations.

The foregoing rules shall be in effect during the entire academic year, including weekends, vacations and holidays, whether the student-athlete is on or off School District property and whether or not the student-athlete is at the time participating in any school-sponsored activity or event.

The following consequences for violation of the rules concerning controlled substances, alcohol and tobacco are applicable to all Poudre School District students in middle school athletics throughout the time they are enrolled in grades 6 through 8. Violations at the middle school level do not carry-over to the high school level.

Consequence for First Violation:

- Suspension from 30% of interscholastic competitions for which the student-athlete is otherwise eligible and in which the student-athlete is otherwise able to participate, beginning in the season when the first violation occurs (including regular season and District Championship) and continuing into any subsequent season of the same or a different sport if the full suspension cannot be served during the season when the first violation occurs. During all periods of their suspension, student-athletes must participate in practices and otherwise remain in good standing with each team from which they are suspended in order to be eligible to return after their suspension.

Consequence for Second Violation:

- Suspension from 50% of interscholastic competitions for which the student-athlete is otherwise eligible and in which the student-athlete is otherwise able to participate, beginning in the season when the second violation occurs (including regular season and District Championship) and continuing into any subsequent season of the same or a different sport if the full suspension cannot be served during the season when the second violation occurs. During all periods of their suspension, student-athletes must participate in practices and otherwise remain in good standing with each team from which they are suspended in order to be eligible to return after their suspension.

Consequence for Third Violation:

- The student athlete will lose the right to participate in all middle school athletics for the remainder of his/her middle school career.

For all violations - if the suspension carries over into a subsequent season of the same or a different span, the student-athlete must successfully complete that subsequent season in order to be considered as having served the portion of his/her suspension applicable to that subsequent season.

The foregoing rules concerning controlled substances, alcohol and tobacco, including the consequences for violation of those rules, are hereby incorporated into the coach's team rules for every span at every school within the Poudre School District interscholastic athletic program, and are uniformly applicable to all team members.

The following chart is designed to outline the number of contests that each violation level carries at the middle school level.

MIDDLE SCHOOL SPORT	30%	50%
Cross Country	2 meets	3 meets
Football	2 games	4 games
Golf	30% of total number of holes scheduled	50% of total number of holes scheduled
Softball	3 games	5 games
Tennis	3 meets	5 meets
Volleyball	3 games	5 meets
Basketball	3 games	5 games
Wrestling	3 meets	5 meets
Track and Field	2 meets	3 meets

Question/Answer Regarding Athletic Suspensions

Q: Do scrimmages count in the number of games/meets/holes levied as a part of a suspension?

A: No. As such, suspended student-athletes are eligible to take part in a scrimmage while suspended as in essence a scrimmage is considered a practice opportunity.

EXPECTATIONS FOR COMMUNICATION

*SEE PSD FORMAL COMMUNICATION PROCESS OUTLINED ON PAGE #34.

If participants are to experience the full potential of benefits possible through participation in education-based athletics, everyone involved must be on the same page. It is important that everyone involved in these programs takes the time to read this handbook, and further makes the commitment to embrace the outlined expectations, philosophy, values, expected outcomes, and other areas of general operation of the programs.

For parents, one of the hardest things is to let go of your child to allow them to have the 'experience'. However, it is best. There will be disappointments, and sometimes true heartache. Try to resist intervening at each of these moments. We have all been there, and believe it or not, your child needs to self-advocate and learn to communicate with their coach(es) on their own. One of the most important end products that a participant can graduate with is perseverance. When your child faces adversity later in life, it is important that he/she has developed the skills and wherewithal to navigate the circumstances.

In your opinion, when the issue has not been addressed or you believe you must intervene we ask you to honor the communication process. Please observe the following parameters when you express your desire to meet with a coach or the coaching staff:

1. **Wait 24 hours before proceeding.** Many times, this 'cooling off' period give your time to reflect and often takes the emotion out of the response. This is good in many ways. Maybe the issue is not as pressing at your thought when you were 'in the moment'. Perhaps your son or daughter solved the issue on their own. Finally, if you do proceed to meet with the coach or coaching staff it is much more likely to be a productive meeting. In the end, we all want what is best for your child.
2. **NEVER confront a coach immediately following a competition or practice.** This is embarrassing for your child, and almost never is a positive experience for anyone involved.
3. **Review the section in this handbook regarding our mission, the role of education-based athletics, our values and what topics are appropriate to discuss.** It is vital that we are aiming for the same target.
4. **Call or email your child's coach during office hours to request a time to meet.**
5. **In almost every scenario it is best to bring your child with you to the meeting.** One of the most frustrating starts to a meeting comes when a parent opens the meeting by stating, 'please do not tell my child that I am meeting with you, as they have told me that they do not want me to be involved.' Again, **it is their experience.** Maybe all that is needed is the parent(s) being there to support their child in communicating what the issue is, and assist everyone in working towards a solution.
6. **Never rely totally on what you have heard or have been told.** There may be more to the story, or your child may have taken what was said the wrong way.
7. **Stick to subjects that are appropriate to discuss.** These subjects include: A). Areas to improve to increase playing time, move to a higher level, etc. B). Discussion of actual or perceived mistreatment. C). Clarification of role.

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8. **Avoid subjects that are not appropriate to discuss.** These subjects include: A). Playing time/squad selection – these are determined at the coach's discretion. B). Other students – if another student or students are discussed, it is only appropriate that their parents are involved. C. Hearsay or rumors.
 9. **Follow the communication process beginning with the lowest level.** Most issues are solved by simply having your child meet with the coach. The only exceptions to following the prescribed communication process is to report unlawful activity or physical abuse. In these circumstances, the parent(s) should immediately contact an administrator. Below are some scenarios that will help guide you through this process.
 10. **If an issue cannot be resolved informally, put all concerns or allegations in writing and include as much detail as possible prior to contacting the appropriate party.**

RESOLVING CONFLICTS OR ISSUES:

Initial Communication

- A student-athlete, parent, guardian, coach, or a member of the public with a concern or complaint should first try to resolve the matter directly and informally with the individual(s) concerned. This may be done either verbally or in writing to the individual(s) involved.

Review

- If the matter cannot be resolved informally at the initial level, the complainant should submit a written statement describing his/her concerns in a clear, specific and detailed manner to the building athletic director. The building athletic director shall review the steps taken to resolve the complaint informally up to that point, investigate the facts (including obtaining relevant information through interviews of persons having knowledge of the matter), and either facilitate a mutually acceptable resolution of the problem (including obtaining relevant information through interviews of persons having knowledge of the matter), and either facilitate a mutually acceptable resolution of the problem when possible (including, where appropriate, arranging a face-to-face meeting of the parties) or otherwise render a decision on the matter. Any resolution or decision shall be arrived at as soon as the circumstances reasonably permit and shall be communicated in writing to all parties to the dispute (with a copy submitted to the building principal).
- If the building athletic director has not resolved or decided the matter to the satisfaction of one or more parties to the dispute, each dissatisfied party shall submit a written statement to the building principal stating the basis of their dissatisfaction. The building principal shall review all of the building athletic director's documentation, conduct any additional investigation he or she deems necessary, and either facilitate a mutually acceptable resolution of the problem or otherwise render a decision on the matter. Any resolution or decision shall be arrived at as soon as the circumstances reasonably permit and shall be communicated in writing to all parties to the dispute.

Appeal

- If the complainant feels the issue has still not been resolved, he/she may submit a written appeal in a timely manner to the District Athletic Director.
- If the complainant feels the issue has still not been resolved, he/she may submit a written appeal in a timely manner to the Assistant Superintendent of School Services or Designee Services or Designee.

COMMUNICATION SCENARIOS:

Scenario #1 – Sarah a high school sophomore plays soccer for her high school team, she has played club soccer since she was 6-years-old, and she just was informed that she did not make the varsity team. She is very upset and had set a goal of making the varsity team. She wants to quit.

BEST PRACTICE FOR HER PARENT(S) – Being there to support Sarah does not mean going to the high school office to demand an immediate meeting with the Athletic Director and/or Principal. What would this solve? What would be best is for Sarah's parent(s) support her, encourage her to keep working and tell her to meet with her coach(es) to come up with a list of items that she can improve in order to achieve her goal of making the varsity squad. PSD programs are extremely competitive. With every season, not everyone can make varsity. Many never make this level.

What if Sarah's parent(s) called the District Athletic Director in this instance? The District Athletic Director would immediately ask the parent(s) if they have followed the communication process. The District Athletic Director would ask if the parent(s) had met with the coach involved. If not, the parent(s) would be referred back to the appropriate level. This is not a subject to bring to the District Athletic Director level unless extenuating circumstances were involved **and** the parent(s) had proceeded through the communication process (they had previously met with the coach(es), the building athletic director, and the building principal without reaching a resolution).

Scenario #2 – Kevin a 7th grade student participates on the 7th grade basketball team at his middle school. Kevin loves basketball, but is becoming increasingly discouraged because he does not get to play very much. He plays very little in the 'varsity' game and there are so many participants on the 'junior varsity' that he does not play very much in this level either. What finally compelled Kevin's parents to call the coach was that Kevin was finally playing when his team fell behind by two points late in the game. The coach then inserted the five varsity starters to finish out the game. Kevin's parents are concerned about the philosophy being employed in the program. They openly wonder if the coaches are more concerned about winning over the development of all students.

BEST PRACTICE FOR HER PARENT(S) – Given the description of the events in this scenario, Kevin's parents have some legitimate questions/concerns. They should schedule a meeting with Kevin's coach(es) to ask them about their philosophy for middle school athletics. PSD allows administrative teams to shape and operate the many programs offered within their buildings. However, this should be carried out in concert with the overall mission and values of PSD middle school athletics as described in this handbook. PSD spends a considerable amount of professional development in communicating these areas with both building athletic directors and coaches.

This scenario portrays an example in which the issue might work through the communication process. After the parents meet with the coaches, they then follow this up with meeting with the building athletic director and principal. For the sake of describing a situation that leads to further levels being involved, the following situation is proposed. In the meetings held so far, Kevin's parents are told that the varsity starters were put back in the junior varsity game because the coaches believe that winning will help build the confidence of the JV team, and the coaches saw the opportunity in this case. The coaches believed it was justified. It is easy to see that there is a definite difference of opinion in this situation. And, apparently one that might have two different philosophies at work. This would be a perfect example of a situation in which the District Athletic Director might be involved. The parents have followed the communication process, but believe the issue is still unresolved. The parents would have a legitimate request to clarify what the true mission of middle school athletic is.

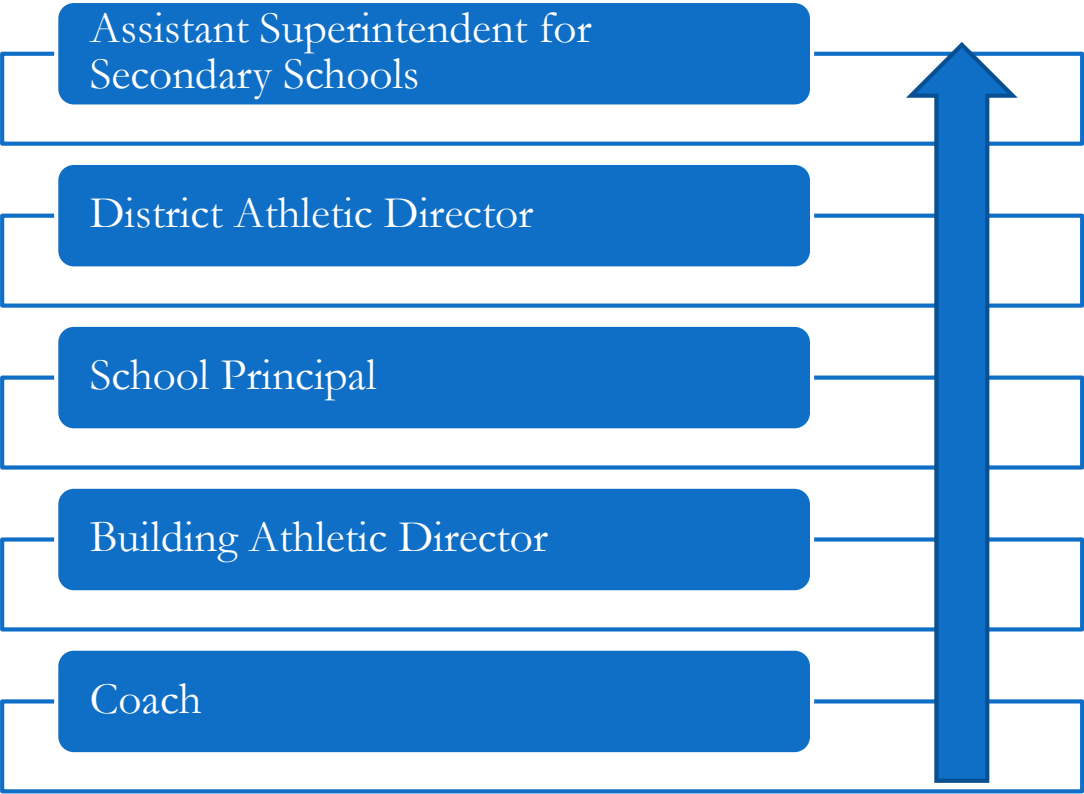
Scenario #3 – Gina is a junior at a PSD high school. She is a member of the varsity basketball team. Gina is visibly shaken when she comes home from her basketball game. Her team had just won a thrilling overtime game versus their rival earlier that evening. Her parents are stunned as they cannot imagine why she might be upset. She is reluctant to talk to them about it. However, she finally relents and shows them a text that she received from one of her coaches that is inappropriate. Gina is beside herself and tells her parents that she will never play again.

BEST PRACTICE FOR HER PARENT(S) – This is a very serious situation, and an example of an issue that does not need to adhere to the communication channels. Gina's parents should immediately contact a PSD administrator. This could include the District Athletic Director or Assistant Superintendent of Student Services, and should be done ASAP.

Scenario #4 – Dylan is a senior at a PSD high school. During Dylan's junior year, he attended a high school outside of PSD. He participated in basketball and tennis last year. Dylan did not have a good experience at his former school. He transferred to his new school over the summer without a change of domicile. His family's residence is outside of PSD. As Dylan entered his new school, his parents were informed by the building athletic director that since he had transferred schools without an accompanying change of domicile, Dylan would have to sit out 50% of the two sports that he participated in last year (basketball and tennis). Dylan's parents disagree with the CHSAA policy.

BEST PRACTICE FOR HER PARENT(S) – Dylan's parents must work through the building athletic director in this situation. CHSAA designates athletic directors as the point of contact for parents regarding CHSAA by-laws. The CHSAA office does not field phone calls from parents.

PSD FORMAL COMMUNICATION PROCESS



Anti-Hazing Policy

1. Hazing by Poudre School District student athletes is strictly prohibited.
2. Hazing occurs when an act is committed against a student or a student is coerced into committing an act that creates a substantial risk of harm to the student or to any third party in order for the student to be initiated into affiliated with any school group, club, athletics team, grade level, activity, or organization.
3. Hazing includes but is not limited to:
 - Any activity involving an unreasonable risk of physical harm including paddling, beating, whipping, branding, electric shock, sleep deprivation, exposure to weather, placement of harmful substances on the body and participation in physically dangerous activities.
 - Any activity involving consumption of alcohol, drugs, tobacco products, or any other food, liquid, or other substance that subjects the student to an unreasonable risk of physical harm.
 - Any activity involving actions of a sexual nature or the simulation of actions of a sexual nature.
 - Any activity that subjects a student to an extreme and unreasonable level of embarrassment, shame, or humiliation or which creates a hostile, abusive, and intimidating environment for the student.
 - Any activity involving any violation of federal, state, or local Law or any violation of school district policies and regulations.
4. CHSAA requires that all participants read and sign the CHSAA Anti-Hazing Form prior to participation at the high school level. A copy of this document is available on the PSD website.

Transgender Participation

PSD follows CHSAA, state and federal law relative to transgender participation.

[CHSAA Policy](#)

[PSD Support](#)



The Case for High School Activities



INTRODUCTION

The National Federation of State High School Associations (NFHS) and its membership believe that interscholastic sports and performing arts activities promote citizenship and sportsmanship to the 11 million students who participate nationwide. Activity programs instill a sense of pride in community, teach lifelong lessons of teamwork and self-discipline and facilitate the physical and emotional development of our nation's youth.

There is no better time than today to assert "The Case for High School Activities." Education and community leaders across the nation must be made aware of the facts contained in this material. From interscholastic sports to music, theatre and debate, activities enrich a student's high school experience, and the programs must be protected and kept alive.

At a cost of only one to three percent (or less in many cases) of an overall school's budget, high school activity programs are one of the best bargains around. It is in these vital programs – sports, music, speech, theatre, debate – where young people learn lifelong lessons that complement the academic lessons taught in the classroom.



The NFHS supports cocurricular endeavors through many avenues, including:

- **Rules-writing Process** – The NFHS produces more than eight million copies of publications and support materials annually for 14 rules books covering 16 sports. The NFHS publishes case books, officials' manuals, handbooks, and simplified and illustrated books in many sports.
- **The NFHS Coaches Education Program** – The NFHS Fundamentals of Coaching Course provides a unique student-centered curriculum for interscholastic coaches that assists coaches in creating a healthy and age-appropriate sport experience. The course can be taken either online or in a face-to-face blended delivery option.
- **National High School Activities Month** – The nation's high schools are encouraged to promote the values inherent in high school athletics, speech, music, theatre, debate and spirit squads during this celebration in the month of October.
- **Public-service Announcements** – Various sportsmanship messages are created and distributed in electronic and radio formats, as well as healthy lifestyle messages that tackle difficult but current topics such as steroid usage, and hazing education.
- **High School Activities: A Community Investment in America** – This presentation is an NFHS educational product. It documents the value of high school athletic and fine arts activities through an excellent PowerPoint presentation with videos on a CD-ROM. You can order this CD-ROM by calling NFHS customer service at 800-776-3462.
- **SPORTSMANSHIP. IT'S UP TO YOU.™ TOOLKIT** – This is the newest initiative for improving sportsmanship in schools and in the community. Sportsmanship is an issue that affects everyone and is everyone's responsibility. Our new Sportsmanship. *It's Up to You.*™ campaign is based on respect and involves personal responsibility. It starts with a mindset and ends with behavioral choices. The toolkit contains two DVDs, radio spots, customizable posters, Student Pledge Cards and an implementation guide on how to utilize the components of the toolkit. You can order this toolkit by calling NFHS Customer Service at 800-776-3462.

Benefits of Cocurricular Activities

- **Activities Support the Academic Mission of Schools.** They are not a diversion but rather an extension of a good educational program. Students who participate in activity programs tend to have higher grade-point averages, better attendance records, lower dropout rates and fewer discipline problems than students generally.
- **Activities are Inherently Educational.** Activity programs provide valuable lessons for practical situations – team-work, sportsmanship, and hard work. Through participation in activity programs, students learn self-discipline, build self-confidence and develop skills to handle competitive situations. These are qualities students need if they are to become responsible adults, productive citizens and skilled professionals.
- **Activities Foster Success in Later Life.** Participation in high school activities is often a predictor of later success – in college, a career and becoming a contributing healthy member of society.

Following are some of those benefits, with case studies, where applicable, listed to document the benefits. While many of the studies refer to “extracurricular activities,” the NFHS prefers the use of the term “cocurricular activities,” believing that activities support the academic mission of schools and are inherently educational.

Participation in high school activities is a valuable part of the overall high school experience.

- Students who spend no time in extracurricular activities are 49 percent more likely to use drugs and 37 percent more likely to become teen parents than those who spend one to four hours per week in extracurricular activities (United States Department of Education. *No Child Left Behind: The facts about 21st Century Learning*. Washington, DC: 2002.)
- In their 2006 report, *Effects of Title IX and Sports Participation on Girls' Physical Activity and Weight*, Professors Kaestner and Xu of the University of Illinois at Chicago, found that the dramatic increase in sports participation among girls in the aftermath of the passage of Title IX was associated with an increase in physical activity and an improvement in weight and body mass among adolescent girls. They conclude that Title IX and the increase in athletic opportunities among adolescent females it engendered had a beneficial effect on the health of adolescent girls.
- A *Harvard Educational Review* article in 2002 found that participation in extracurricular activities in high school appears to be one of the few interventions that benefit low-status, disadvantaged students – those less well served by traditional educational programs – as much or more than their more advantaged peers.
- In telephone interviews of a national sample of teens in 2001, more than half (54 percent) said they wouldn't watch so much TV or play video games if they had other things to do after school. The same survey found that more than half of teens wish there were more community or neighborhood-based programs available after school, and two-thirds of those surveyed said they would participate in such programs if they were available.

- Bonnie Barber and her colleagues, contributors to the 2005 book, *Organized Activities as Developmental Contexts for Children and Adolescents*, concluded that making diverse clubs and activities available to a wide range of students is important. The opportunity to embed one's identity in multiple extracurricular contexts and to experience multiple competencies facilitates attachment to school and adjustment. Activity participation is also linked to affiliation with peers who are academically focused. Adolescents can benefit from this synergistic system when they have opportunities to participate in diverse activities.

Students who compete in high school activity programs make higher grades and have better attendance.

- According to the National Governors Association Center for Best Practices, students who participate in the arts nine hours or more each week for at least a year are four times more likely to be recognized for academic achievement, win a school attendance award, participate in a science and math fair and win an award for writing. They are also three times more likely to be elected to class office.
- A Minnesota State High School League survey of 300 Minnesota high schools showed that the average GPA of a student-athlete was 2.84, compared with 2.68 for the non-participating student, and that student-athletes missed an average of only 7.4 days of school each year, compared with 8.8 for the non-participating student. (Trevor Born. High Standard for GPA, in *Minneapolis Star Tribune*, May 14, 2007.)
- A study published in the August 2007 issue of *Medicine & Science in Sports & Exercise* found that students who took part in more vigorous sports like soccer or football or skateboarding, did approximately 10 percent better in math, science, English and social studies classes.
- According to the College Entrance Examination Board, music students scored about 11 percent higher than non-music students on the 2001 SAT. Students with coursework/experience in music performance and music appreciation scored higher on the SAT than students with no arts participation. Students in music performance scored 57 points higher in the verbal area and 41 points higher in math, and students in music appreciation scored 63 points higher on verbal and 44 points higher on math.



Participation in activity programs yields positive results after high school as well.

- Participation in extracurricular activities provides all students – including students from disadvantaged backgrounds, minorities and those with less-than-distinguished academic achievements in high school – a measurable and meaningful gain in their college admissions test scores according to researchers Howard T. Everson and Roger E. Millsap, writing for the College Entrance Examination Board in 2005.
- In a 2006 research project published by the Center for Information & Research on Civic Learning & Engagement (CIRCLE), it was found that 18- to 25-year-olds who participate in sports activities while in high school were more likely than nonparticipants to be engaged in volunteering, voting, feeling comfortable speaking in public settings, and watching news (especially sport news).
- An extensive study commissioned by the Alberta Schools' Athletic Association found in that Canadian province in 2006, an average of 78.3 percent of Alberta's top corporate CEOs and members of the Legislative Assembly had participated in interschool sports. Nearly 80 percent indicated that being involved in school sports significantly, extensively or moderately complemented their career development and/or academic pursuits. This same study pointed out that a normal participation rate for students in high school sports is around 30 to 35 percent.
- The corporate and political leaders surveyed in Alberta (see above) cited the following benefits associated with their involvement in high school athletics: teamwork, discipline, goal-setting, leadership, independence, self-confidence, stress relief, character development and personal growth, fair play, and acceptance of others.



From a cost standpoint, activity programs are an exceptional bargain when matched against the overall school district's education budget.

Examinations of various school districts' budget information across the country reveals that activity programs make up very small percentages of school budgets. In the 2007 school year, the city of Chicago's Public School Board of Education's overall budget was \$4.6 billion, and activity programs received only \$36.2 million. In the Charlotte-Mecklenburg area, activity programs received only \$4.7 million of the overall \$1.2 billion budget for 2008. Finally, in the Seattle Public School System, its Board of Education has a 2008 overall budget of \$339.7 million dollars, while setting aside \$3.2 million for activity programs. All of these examples are less than one percent. There is no better or more effective investment being made in America's education programs today.

Activity programs fulfill students' basic needs, help in students' attitudes toward self and school and minimize dropout and discipline problems.

- Researcher Richard Learner, writing in *Promoting Positive Youth Development through Community After-School Programs*, found that informal educational and developmentally supportive experiences offered to young people in the context of after-school or community-based programs are a potent source of resources – increasing the probability of positive development among youth.
- In 2003, the *Journal of Adolescent Research* reported that extracurricular activity participation is linked to lower rates of dropping out of school, greater civic involvement and higher levels of academic achievement. Moreover, research tracking participation from eighth through twelfth grades and examining outcomes in the postsecondary years concluded that consistent participation has positive effects.
- Extracurricular activities stand out from other aspects of adolescents' lives at school because, according to the Winter 2005 issue of the *Journal of Leisure Research*, they provide opportunities to develop initiative and allow youth to learn emotional competencies and develop new social skills.
- A study conducted by Boston University, and published in *Adolescence*, Winter 2001, reported on a survey of 1,115 Massachusetts high school students. Survey results indicated that athletes were significantly less likely to use cocaine and psychedelics, and less likely to smoke cigarettes.
- Researchers writing in 2004 in the *American Journal of Health Behavior* conducted an examination of cross-sectional data from a nationally representative sample of high school students enrolled in public high schools in the United States. They showed that students participating in organized sports were 25 percent less likely to be current cigarette smokers.
- Stephanie Gerstenblith and her fellow researchers, writing in the 2005 book, *Organized Activities as Developmental Contexts for Children and Adolescents*, state, "Just as schools with efficient procedures and structure have been found to have positive outcomes, our findings indicate that participants in after-school programs with these qualities experience reductions in rebellious behavior and increases in intentions not to use drugs."

Cocurricular activities teach lessons that lead to better citizens.

- Nancy Darling, et al., writing in the 2005 *Journal of Leisure Research*, notes that extracurricular activities allow youth to form new connections with peers and acquire social capital. Activity programs are one of the few contexts, outside of the classroom, where adolescents regularly come in contact with adults to whom they are not related.
- Students who spend no time in extracurricular activities are 49 percent more likely to use drugs and 37 percent more likely to become teen parents than those who spend one to four hours per week in extracurricular activities (United States Department of Education. *No Child Left Behind: The facts about 21st Century Learning*. Washington, DC: 2002.)
- On June 23, 2000, then-President Bill Clinton issued an Executive Memorandum directing the Secretary of Health and Human Services and the Secretary of Education to work together to identify and report within 90 days on “strategies to promote better health for our nation’s youth through physical activity and fitness.” The resulting report entitled “Promoting Better Health for Young People Through Physical Activity and Sports” was released in November 2000 and stated that “enhancing efforts to promote participation in physical activity and sports among young people is a critical national priority.”
- In a recent report entitled “Sports Participation and Health-Related Behaviors Among U.S. Youth” published in the *Archives of Pediatrics & Adolescent Medicine* from September 2000, it was reported that “nationwide, 62.4 percent of high school students reported participating on one or more school and/or nonschool sports teams in the previous year. The major conclusion drawn from the analyses performed in this study is that, in the most populous demographic subgroups of U.S. high school students, sports participation is associated with multiple positive health behaviors. . . . sports programs may promote positive health behaviors and deter negative health behaviors by placing a premium on personal health and fitness as prerequisites to optimal sports performance.”
- In a study done by researchers at Clark University in Worcester, Massachusetts, in 2001, “middle-school kids in inner-city neighborhoods who play organized team sports have a higher sense of self-worth and better social skills than their less athletic peers.” The Clark researchers noted that “kids living in poor urban neighborhoods have, on average, 40 hours of unstructured, unmonitored time each week. Organized team sports could be a positive alternative to drug use and other delinquent activities.” — “Batters More Likely ‘Up’”, Amanda Gardner, *HealthScoutNews*.



- Another study (2001) done by Gary Overton, a doctoral candidate in the School of Education at East Carolina University, in collaboration with the North Carolina High School Athletic Association¹, of the academic performance of high school student-athletes in North Carolina revealed significant differences between athletes and non-athletes. Some of the major findings in the study include:
 - o **Grade-point Average:** The mean GPA for athletes in the study was a 2.98, while the mean GPA for non-athletes was only 2.17.
 - o **Attendance:** The average number of absences was significantly lower for athletes than non-athletes. The mean average number of days missed by athletes was 6.3 days per 180-day school year, as compared to 11.9 days for non-athletes.
 - o **Discipline referrals:** The percentage of discipline referrals by the reporting schools was lower for the athlete group than the non-athlete group; referrals for athletes ran at a 33.3 percentage while the referral percentage for non-athletes was 41.8 percent.
 - o **Dropout rate:** There was a dramatic difference in the dropout rate; the mean dropout percentage for athletes was miniscule 0.6 percent, while the corresponding percentage for non-athletes was 10.32 percent.
 - o **Graduation rate:** The percentage of graduates was significantly higher for the athlete group than the non-athlete group; the mean graduation percentage for athletes was 99.4 percent as compared to 93.5 percent for non-athletes.



¹ North Carolina High School Athletic Association Bulletin, Vol. 54, No. 1, Fall 2001.

NATIONAL HIGH SCHOOL ACTIVITIES MONTH OCTOBER 2014

General Information About Public-service Announcements

A majority of state associations are involved, to some extent, in television and/or radio broadcasts of interscholastic sports. The 1991 Radio and Television Survey indicated sport events were broadcast on radio in at least 46 states and on television in at least 39 states. This measure of high school sports programming also indicates the magnitude of opportunities potentially available for state associations to educate the public about the values and needs of interscholastic programs and encourage sportsmanship.



Several state associations received guaranteed air time for their messages, either instead of or along with, radio and/or television rights fees. Generally, the time is allotted during broadcast of regional and state championship events. A few state associations have negotiated broadcast of their PSAs for other than event-related purposes as a part of their rights fees.

State associations that have been successful in having PSAs broadcast on both radio and television for messages other than upcoming events suggest establishing a relationship with their respective state broadcasters' association. Almost every state broadcasters' association participates in a NCSA (noncommercial sustaining announcement) campaign. However, the degree of involvement in this effort varies among states. For instance, some state broadcasters' associations will help identify specific stations within the state that will help with the actual production of dubbing, as well as distribution of radio PSAs. Also, these broadcasters' associations can provide such information as a directory of all radio stations within each state and appropriate contact persons at the stations.

Finally, many state broadcasters' associations publish a newsletter for distribution to radio and/or television stations. The newsletter can carry notice of upcoming public-service campaigns of nonprofit organizations and encourage participation by radio and television stations. These state broadcasters' associations also can be helpful in documenting the broadcast of PSAs within the state and reporting this information to state associations. In summary, the state broadcasters' association is an important resource for getting our PSAs on the air!

PUBLIC-SERVICE ANNOUNCEMENTS

What do many of our nation's attorneys, politicians and actors have in common? Besides being articulate and persuasive, they were probably involved in high school forensics. Every society needs leaders. High school forensics certainly does its share to train leaders for tomorrow. High school activities and academics make great curriculum partners. A public-service message from your state high school association.

§ §

Participation in high school cocurricular activities offers a plentiful supply of solid real-life examples of the positive values that we place such an emphasis on later in life. Most of us learned to play by the rules through high school activities. The importance of teamwork often was learned on a football field, or in a band, or during a concert or play. The need to respect authority is a vital part of the interscholastic experience as is the value of commitment. A public-service message from your state high school association.

§ §

Respect for the opponent, spectators, coaches and officials is necessary at all levels of athletics and activity programs. At interscholastic contests, everyone's behavior should be characterized by generosity and genuine concern for others. Display this respect the next time you attend a high school event. A public-service message from your state high school association.

§ §

Your ticket to an interscholastic athletic event is a privilege, a privilege to watch youngsters learn on the playing field. One of the lessons taught to players is one spectators can follow as well – that of good sportsmanship. Unruly behavior is unacceptable in the classroom, and the athletic field is a classroom. A public-service message from your state high school association.

§ §

An educational environment is critical to the success of high school athletics and activity programs. An important part of that environment is perspective. Without proper perspective, the lessons learned lose their value. The ability to show that a feeling of self-worth is more important than the outcome of any game is a vital lesson. A public-service message from your state high school association.

§ §

Where do high school students learn about competition, free enterprise, morals, values and how to succeed in our society? In uniquely staged high school activity programs. You can be a part of this valuable learning experience by supporting your local high school by your attendance at music, speech and athletic competitions. Join your friends at the main event ... meet them at a high school game! A public-service message from your state high school association.

§ §

Role models are more important than ever in today's society. You can serve as a role model for others the next time you display good sportsmanship at a high school athletic event. Good sports are winners, so the next time you attend a sporting event, remember to be a good sport and act properly. Everyone appreciates the good values portrayed by acts of good sportsmanship. A public-service message from your state high school association.

§ §

Good sportsmanship is learned, practiced and executed. Respect for the opponent, spectators, coaches and officials is necessary at all levels of athletics and activity programs. At interscholastic contests, everyone's behavior should be characterized by generosity and genuine concern for others. Display good sportsmanship the next time you attend a high school event. A public-service message from your state high school association.

§ §

Ethics, integrity and respect are values important in our daily lives. All of these important values are learned by participation in interscholastic activity programs. Coaches should set a good example for players and fans. Participants should treat opponents with respect. Respect should be extended to officials and judges. Fans should be fans, not fanatics. A public-service message from your state high school association.

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Estimated Probability of Competing in Athletics Beyond the High School Interscholastic Level

Student Athletes	Men's Basketball	Women's Basketball	Football	Baseball	Men's Ice Hockey	Men's Soccer
High School Student Athletes	538,676	433,120	1,086,627	474,791	35,198	410,982
High School Senior Student Athletes	153,907	123,749	310,465	135,655	10,057	117,423
NCAA Student Athletes	17,984	16,186	70,147	32,450	3,964	23,365
NCAA Freshman Roster Positions	5,138	4,625	20,042	9,271	1,133	6,676
NCAA Senior Student Athletes	3,996	3,597	15,588	7,211	881	5,192
NCAA Student Athletes Drafted	46	32	254	678	7	101
Percent High School to NCAA	3.3%	3.7%	6.5%	6.8%	11.3%	5.7%
Percent NCAA to Professional	1.2%	0.9%	1.6%	9.4%	0.8%	1.9%
Percent High School to Professional	0.03%	0.03%	0.08%	0.50%	0.07%	0.09%

Note: These percentages are based on estimated data and should be considered approximations of the actual percentages.

Last Updated: September 24, 2013



Estimated Probability of Competing in Athletics Beyond the High School Interscholastic Level

Updated: September 24, 2013

Men's Basketball

- Approximately one in 30, or approximately 3.3 percent, of high school senior boys playing interscholastic basketball will go on to play men's basketball at a NCAA member institution.
- About one in 75, or approximately 1.2 percent, of NCAA male senior basketball players will get drafted by a National Basketball Association (NBA) team.
- Three in 10,000, or approximately 0.03 percent of high school senior boys playing interscholastic basketball will eventually be drafted by an NBA team.

Women's Basketball

- More than three in 100, or 3.7 percent, of high school senior girls interscholastic basketball players will go on to play women's basketball at a NCAA member institution.
- Less than one in 100, or approximately 0.9 percent, of NCAA female senior basketball players will get drafted by a Women's National Basketball Association (WNBA) team.
- One in 4,000, or approximately 0.03 percent of high school senior girls playing interscholastic basketball will eventually be drafted by a WNBA team.

Football

- About 6.5 percent, or approximately one in 16, of all high school senior boys playing interscholastic football will go on to play football at a NCAA member institution.
- Less than two in 100, or 1.6 percent, of NCAA senior football players will get drafted by a National Football League (NFL) team.
- Eight in 10,000, or approximately 0.08 percent of high school senior boys playing interscholastic football will eventually be drafted by an NFL team.

Baseball

- About five in 75, or about 6.8 percent, of high school senior boys interscholastic baseball players will go on to play men's baseball at a NCAA member institution.
- About nine in 100, or about 9.4 percent, of NCAA senior male baseball players will get drafted by a Major League Baseball (MLB) team.
- Approximately one in 200, or about 0.50 percent of high school senior boys playing interscholastic baseball will eventually be drafted by an MLB team.

Men's Ice Hockey

- Approximately 11 in 100, or about 11.3 percent, of high school senior boys interscholastic ice hockey players will go on to play men's ice hockey at a NCAA member institution.
- One in 125, or about .8 percent, of NCAA senior male ice hockey players will get drafted by a National Hockey League (NHL) team.
- About one in 1,400, or approximately 0.07 percent of high school senior boys playing interscholastic ice hockey will eventually be drafted by an NHL team.

Men's Soccer

- Less than three in 50, or about 5.7 percent, of high school senior boys interscholastic soccer players will go on to play men's soccer at a NCAA member institution.
- Approximately 20 in 1,000, or about 1.9 percent, of NCAA senior male soccer players will be drafted by a Major League Soccer (MLS) team.
- More than two in 2,000 or approximately 0.09 percent of high school senior boys playing interscholastic soccer will eventually be drafted by an MLS team.



Estimated Probability of Competing in Athletics Beyond the High School Interscholastic Level

Methodology

To calculate the estimated probability of competing in athletics beyond the high school interscholastic level, data from several sources were combined. First, the estimated number of high school student-athletes participating interscholastically in the sports having a major professional league in the United States was obtained from the National Federation of State High School Associations. To calculate the number of high school seniors participating interscholastically in those sports, the total number of high school student-athletes participating was divided by 3.5. This figure was used because some high schools are three-year high schools while others are four-year high schools.

The estimated number of NCAA student-athletes competing in the sports with major professional leagues in the United States was obtained from the NCAA's 1982-11 Participation Statistics Report. To estimate the number of NCAA roster positions in these sports available to an incoming freshmen class, the total number of NCAA student-athletes participating was divided by 3.5. This figure was used because current player attrition will leave more roster positions open than would be expected due to normal graduation. To estimate the number of NCAA senior student-athletes participating in those sports, the total number of NCAA student-athletes participating was divided by 4.5. This figure was used because student-athletes participating in these sports often red shirt and therefore are on the team for five years. The number of college student-athletes drafted by the major professional sport leagues in the United States was calculated using the most recent draft data for each league.

To calculate the probability of a high school senior going on to participate for a NCAA institution in these sports, the estimated number of open NCAA roster positions was divided by the estimated number of high school seniors participating interscholastically in these sports. To calculate the probability of a NCAA senior student-athlete being drafted by a professional team in these sports, the number of NCAA student-athletes drafted into these professional leagues was divided by the estimated number of NCAA senior student-athletes participating in these sports. To calculate the probability of a high school senior student-athlete eventually being drafted by a professional team in these sports, the number of NCAA senior student-athletes drafted by a United States professional league in these sports was divided by the estimated number of high school seniors participating interscholastically in these sports. All probabilities were multiplied by 100 to convert them to percentages.

Obviously, many assumptions and estimations are made in the process of calculating these figures. Therefore, the reader should not consider these figures to be exact, but instead should view these figures as educated calculations.

HEADS x UP

CONCUSSION IN HIGH SCHOOL SPORTS

A FACT SHEET FOR PARENTS

What is a concussion?

A concussion is a type of traumatic brain injury. Concussions are caused by a bump or blow to the head. Even a “ding,” “getting your bell rung,” or what seems to be a mild bump or blow to the head can be serious.

You can’t see a concussion. Signs and symptoms of concussion can show up right after the injury or may not appear or be noticed until days or weeks after the injury. If your child reports any symptoms of concussion, or if you notice the symptoms yourself, seek medical attention right away.

What are the signs and symptoms of a concussion?

If your child has experienced a bump or blow to the head during a game or practice, look for any of the following signs of a concussion:

SYMPTOMS REPORTED BY ATHLETE	SIGNS OBSERVED BY PARENTS/GUARDIANS
<ul style="list-style-type: none"> • Headache or “pressure” in head • Nausea or vomiting • Balance problems or dizziness • Double or blurry vision • Sensitivity to light • Sensitivity to noise • Feeling sluggish, hazy, foggy, or groggy • Concentration or memory problems • Confusion • Just “not feeling right” or “feeling down” 	<ul style="list-style-type: none"> • Appears dazed or stunned • Is confused about assignment or position • Forgets an instruction • Is unsure of game, score, or opponent • Moves clumsily • Answers questions slowly • Loses consciousness (even briefly) • Shows mood, behavior, or personality changes

How can you help your child prevent a concussion or other serious brain injury?

- Ensure that they follow their coach’s rules for safety and the rules of the sport.
- Encourage them to practice good sportsmanship at all times.
- Make sure they wear the right protective equipment for their activity. Protective equipment should fit properly and be well maintained.
- Wearing a helmet is a must to reduce the risk of a serious brain injury or skull fracture.
 - However, helmets are not designed to prevent concussions. There is no “concussion-proof” helmet. So, even with a helmet, it is important for kids and teens to avoid hits to the head.

What should you do if you think your child has a concussion?

SEEK MEDICAL ATTENTION RIGHT AWAY. A health care professional will be able to decide how serious the concussion is and when it is safe for your child to return to regular activities, including sports.

KEEP YOUR CHILD OUT OF PLAY. Concussions take time to heal. Don’t let your child return to play the day of the injury and until a health care professional says it’s OK. Children who return to play too soon—while the brain is still healing—risk a greater chance of having a repeat concussion. Repeat or later concussions can be very serious. They can cause permanent brain damage, affecting your child for a lifetime.

TELL YOUR CHILD’S COACH ABOUT ANY PREVIOUS CONCUSSION. Coaches should know if your child had a previous concussion. Your child’s coach may not know about a concussion your child received in another sport or activity unless you tell the coach.

If you think your teen has a concussion:

Don’t assess it yourself. Take him/her out of play. Seek the advice of a health care professional.

It’s better to miss one game than the whole season.

For more information, visit www.cdc.gov/Concussion.

What Makes A Nightmare Sports Parent -- And What Makes A Great One

Hundreds of college athletes were asked to think back: "What is your worst memory from playing youth and high school sports?"

Their overwhelming response: "The ride home from games with my parents."

The informal survey lasted three decades, initiated by two former longtime coaches who over time became staunch advocates for the player, for the adolescent, for the child. Bruce E. Brown and Rob Miller of Proactive Coaching LLC are devoted to helping adults avoid becoming a nightmare sports parent, speaking at colleges, high schools and youth leagues to more than a million athletes, coaches and parents in the last 12 years.

Those same college athletes were asked what their parents said that made them feel great, that amplified their joy during and after a ballgame.

Their overwhelming response: **"I love to watch you play."**



There it is, from the mouths of babes who grew up to become college and professional athletes. Whether your child is just beginning T-ball or is a travel-team soccer all-star or survived the cuts for the high school varsity, parents take heed.

The vast majority of dads and moms that make rides home from games miserable for their children do so inadvertently. They aren't stereotypical horrendous sports parents, the ones who scream at referees, loudly second-guess coaches or berate their children. They are well-intentioned folks who can't help but initiate conversation about the contest before the sweat has dried on their child's uniform.

In the moments after a game, win or lose, kids desire distance. They make a rapid transition from athlete back to child. And they'd prefer if parents transitioned from spectator – or in many instances from coach – back to mom and dad. **ASAP.**

Brown, a high school and youth coach near Seattle for more than 30 years, says his research shows young athletes especially enjoy having their grandparents watch them perform.

"Overall, grandparents are more content than parents to simply enjoy watching the child participate," he says. "Kids recognize that."

A grandparent is more likely to offer a smile and a hug, say "I love watching you play," and leave it at that.

Meanwhile a parent might blurt out ...

"Why did you swing at that high pitch when we talked about laying off it?"

"Stay focused even when you are on the bench."

"You didn't hustle back to your position on defense."

"You would have won if the ref would have called that obvious foul."

Your coach didn't have the best team on the field when it mattered most."

And on and on.

Sure, an element of truth might be evident in the remarks. But the young athlete doesn't want to hear it immediately after the game. Not from a parent. **Comments that undermine teammates, the coach or even officials run counter to everything the young player is taught.** And instructional feedback was likely already mentioned by the coach.

"Let your child bring the game to you if they want to," Brown says.

Brown and Miller, a longtime coach and college administrator, don't consider themselves experts, but instead use their platform to convey to parents what three generations of young athletes have told them.

"Everything we teach came from me asking players questions," Brown says. "When you have a trusting relationship with kids, you get honest answers. When you listen to young people speak from their heart, they offer a perspective that really resonates."

So what's the takeaway for parents?

"Sports is one of few places in a child's life where a parent can say, 'This is your thing,' " Miller says. "Athletics is one of the best ways for young people to take risks and deal with failure because the consequences aren't fatal, they aren't permanent. We're talking about a game. So they usually don't want or need a parent to rescue them when something goes wrong.

"Once you as a parent are assured the team is a safe environment, release your child to the coach and to the game. That way all successes are theirs, all failures are theirs."

And discussion on the ride home can be about a song on the radio or where to stop for a bite to eat. By the time you pull into the driveway, the relationship ought to have transformed from keenly interested spectator and athlete back to parent and child:

"We loved watching you play. ... Now, how about that homework?"

FIVE SIGNS OF A NIGHTMARE SPORTS PARENT

Nearly 75 percent of kids who play organized sports quit by age 13. Some find that their skill level hits a plateau and the game is no longer fun. Others simply discover other interests. But too many promising young athletes turn away from sports because their parents become insufferable.

Even professional athletes can behave inappropriately when it comes to their children. David Beckham was recently ejected from a youth soccer field for questioning an official. New Orleans radio host Bobby Hebert, a former NFL quarterback, publicly dressed down LSU football coach Les Miles after Alabama defeated LSU in the BCS title game last month. Hebert was hardly unbiased: His son had recently lost his starting position at LSU.

Mom or dad, so loving and rational at home, can transform into an ogre at a game. A lot of kids internally reach the conclusion that if they quit the sport, maybe they'll get their dad or mom back.

As a sports parent, this is what you don't want to become. This is what you want to avoid:

- **Overemphasizing sports at the expense of sportsmanship:** The best athletes keep their emotions in check and perform at an even keel, win or lose. Parents demonstrative in showing displeasure during a contest are sending the wrong message. Encouragement is crucial -- especially when things aren't going well on the field.
- **Having different goals than your child:** Brown and Miller suggest jotting down a list of what you want for your child during their sport season. Your son or daughter can do the same. Vastly different lists are a red flag. Kids generally want to have fun, enjoy time with their friends, improve their skills and win. Parents who write down "getting a scholarship" or "making the All-Star team" probably need to adjust their goals. "Athletes say their parents believe their role on the team is larger than what the athlete knows it to be," Miller says.
- **Treating your child differently after a loss than a win:** Almost all parents love their children the same regardless of the outcome of a game. Yet often their behavior conveys something else. "Many young athletes indicate that conversations with their parents after a game somehow make them feel as if their value as a person was tied to playing time or winning," Brown says.
- **Undermining the coach:** Young athletes need a single instructional voice during games. That voice has to be the coach. Kids who listen to their parents yelling instruction from the stands or even glancing at their parents for approval from the field are distracted and can't perform at a peak level. Second-guessing the coach on the ride home is just as insidious.
- **Living your own athletic dream through your child:** A sure sign is the parent taking credit when the child has done well. "We worked on that shot for weeks in the driveway," or "You did it just like I showed you" Another symptom is when the outcome of a game means more to a parent than to the child. If you as a parent are still depressed by a loss when the child is already off playing with friends, remind yourself that it's not your career and you have zero control over the outcome.

FIVE SIGNS OF AN IDEAL SPORTS PARENT

Let's hear it for the parents who do it right. In many respects, Brown and Miller say, it's easier to be an ideal sports parent than a nightmare. "It takes less effort," Miller says. "Sit back and enjoy." Here's what to do:

- **Cheer everybody on the team, not just your child:** Parents should attend as many games as possible and be supportive, yet allow young athletes to find their own solutions. Don't feel the need to come to their rescue at every crisis. Continue to make positive comments even when the team is struggling.
- **Model appropriate behavior:** Contrary to the old saying, children do as you do, not as you say. When a parent projects poise, control and confidence, the young athlete is likely to do the same. And when a parent doesn't dwell on a tough loss, the young athlete will be enormously appreciative.
- **Know what is suitable to discuss with the coach:** The mental and physical treatment of your child is absolutely appropriate. So is seeking advice on ways to help your child improve. And if you are concerned about your child's behavior in the team setting, bring that up with the coach. Taboo topics: Playing time, team strategy, and discussing team members other than your child.
- **Know your role:** Everyone at a game is either a player, a coach, an official or a spectator. "It's wise to choose only one of those roles at a time," Brown says. "Some adults have the false impression that by being in a crowd, they become anonymous. People behaving poorly cannot hide." Here's a clue: If your child seems embarrassed by you, clean up your act.
- **Be a good listener and a great encourager:** When your child is ready to talk about a game or has a question about the sport, be all ears. Then provide answers while being mindful of avoiding becoming a nightmare sports parent. Above all, be positive. Be your child's biggest fan. "Good athletes learn better when they seek their own answers," Brown says.

And, of course, don't be sparing with those magic words: "I love watching you play."

-- Steve Henson is a Senior Editor and Writer at Yahoo! Sports. He has four adult children and has coached and officiated youth sports for 30 years. He can be reached at henson@yahoo-inc.com and on Twitter @HensonYahoo



A Parent's Guide to Concussion in Sports

What is a concussion?

- A concussion is a brain injury which results in a temporary disruption of normal brain function. A concussion occurs when the brain is violently rocked back and forth or twisted inside the skull as a result of a blow to the head or body. An athlete does not have to lose consciousness (“knocked-out”) to suffer a concussion.

Concussion Facts

- It is estimated that over 140,000 high school athletes across the United States suffer a concussion each year. (Data from NFHS Injury Surveillance System)
- Concussions occur most frequently in football, but girl's lacrosse, girl's soccer, boy's lacrosse, wrestling and girl's basketball follow closely behind. All athletes are at risk.
- A concussion is a traumatic injury to the brain.
- Concussion symptoms may last from a few days to several months.
- Concussions can cause symptoms which interfere with school, work, and social life.
- An athlete should not return to sports while still having symptoms from a concussion as they are at risk for prolonging symptoms and further injury.
- A concussion may cause multiple symptoms. Many symptoms appear immediately after the injury, while others may develop over the next several days or weeks. The symptoms may be subtle and are often difficult to fully recognize.

What are the signs and symptoms of a concussion?

SIGNS OBSERVED BY PARENTS, FRIENDS, TEACHERS OR COACHES

Appears dazed or stunned

Is confused about what to do

Forgets plays

Is unsure of game, score, or opponent

Moves clumsily

Answers questions slowly

Loses consciousness

Shows behavior or personality changes

Can't recall events prior to hit

Can't recall events after hit

SYMPTOMS REPORTED BY ATHLETE

Headache

Nausea

Balance problems or dizziness

Double or fuzzy vision

Sensitivity to light or noise

Feeling sluggish

Feeling foggy or groggy

Concentration or memory problems

Confusion

What should I do if I think my child has had a concussion?

If an athlete is suspected of having a concussion, he or she must be immediately removed from play, be it a game or practice. Continuing to participate in physical activity after a concussion can lead to worsening concussion symptoms, increased risk for further injury, and even death. Parents and coaches are not expected to be able to “diagnose” a concussion, as that is the job of a medical professional. However, you must be aware of the signs and symptoms of a concussion and if you are suspicious, then your child must stop playing:

When in doubt, sit them out!

All athletes who sustain a concussion need to be evaluated by a health care professional who is familiar with sports concussions. You should call your child's physician and explain what has happened and follow your physician's instructions. If your child is vomiting, has a severe headache, is having difficulty staying awake or answering simple questions he or she should be taken to the emergency department immediately.

When can an athlete return to play following a concussion?

After suffering a concussion, **no athlete should return to play or practice on that same day.** Previously, athletes were allowed to return to play if their symptoms resolved within 15 minutes of the injury. Studies have shown us that the young brain does not recover quickly enough for an athlete to return to activity in such a short time.

Concerns over athletes returning to play too quickly have led state lawmakers in both Oregon and Washington to pass laws stating that **no player shall return to play following a concussion on that same day and the athlete must be cleared by an appropriate health-care professional before he or she are allowed to return to play in games or practices.** The laws also mandate that coaches receive education on recognizing the signs and symptoms of concussion.

Once an athlete no longer has symptoms of a concussion and is cleared to return to play by health care professional knowledgeable in the care of sports concussions he or she should proceed with activity in a step-wise fashion to allow the brain to re-adjust to exertion. On average the athlete will complete a new step each day. The return to play schedule should proceed as below following medical clearance:

Step 1: Light exercise, including walking or riding an exercise bike. No weight-lifting.

Step 2: Running in the gym or on the field. No helmet or other equipment.

Step 3: Non-contact training drills in full equipment. Weight-training can begin.

Step 4: Full contact practice or training.

Step 5: Game play.

If symptoms occur at any step, the athlete should cease activity and be re-evaluated by their health care provider.

How can a concussion affect schoolwork?

Following a concussion, many athletes will have difficulty in school. These problems may last from days to months and often involve difficulties with short and long-term memory, concentration, and organization.

In many cases it is best to lessen the athlete's class load early on after the injury. This may include staying home from school for a few days, followed by a lightened schedule for a few days, or perhaps a longer period of time, if needed. Decreasing the stress on the brain early on after a concussion may lessen symptoms and shorten the recovery time.

What can I do?

- Both you and your child should learn to recognize the “Signs and Symptoms” of concussion as listed above.
- Teach your child to tell the coaching staff if he or she experiences such symptoms.
- Emphasize to administrators, coaches, teachers, and other parents your concerns and expectations about concussion and safe play.
- Teach your child to tell the coaching staff if he or she suspects that a teammate has a concussion.
- Monitor sports equipment for safety, fit, and maintenance.
- Ask teachers to monitor any decrease in grades or changes in behavior that could indicate concussion.
- Report concussions that occurred during the school year to appropriate school staff. This will help in monitoring injured athletes as they move to the next season’s sports.

Other Frequently Asked Questions

Why is it so important that an athlete not return to play until they have completely recovered from a concussion?

Athletes who are not fully recovered from an initial concussion are significantly vulnerable for recurrent, cumulative, and even catastrophic consequences of a second concussive injury. Such difficulties are prevented if the athlete is allowed time to recover from the concussion and return to play decisions are carefully made. No athlete should return-to-sport or other at-risk participation when symptoms of concussion are present and recovery is ongoing.

Is a “CAT scan” or MRI needed to diagnose a concussion?

Diagnostic testing, which includes CT (“CAT”) and MRI scans, are rarely needed following a concussion. While these are helpful in identifying life-threatening brain injuries (e.g. skull fracture, bleeding, swelling), they are not normally utilized, even by athletes who have sustained severe concussions. A concussion is diagnosed based upon the athlete’s story of the injury and the health care provider’s physical examination.

What is the best treatment to help my child recover more quickly from a concussion?

The best treatment for a concussion is rest. There are no medications that can speed the recovery from a concussion. Exposure to loud noises, bright lights, computers, video games, television and phones (including text messaging) all may worsen the symptoms of a concussion. You should allow your child to rest as much as possible in the days following a concussion. As the symptoms

lessen, you can allow increased use of computers, phone, video games, etc., but the access must be lessened if symptoms worsen.

How long do the symptoms of a concussion usually last?

The symptoms of a concussion will usually go away within one week of the initial injury. You should anticipate that your child will likely be out of sports for about two weeks following a concussion. However, in some cases symptoms may last for several weeks, or even months. Symptoms such as headache, memory problems, poor concentration, and mood changes can interfere with school, work, and social interactions. The potential for such long-term symptoms indicates the need for careful management of all concussions.

How many concussions can an athlete have before he or she should stop playing sports?

There is no “magic number” of concussions that determine when an athlete should give up playing contact or collision sports. The circumstances surrounding each individual injury, such as how the injury happened and length of symptoms following the concussion, are very important and must be considered when assessing an athlete’s risk for further and potentially more serious concussions. The decision to “retire” from sports is a decision best reached following a complete evaluation by your child’s primary care provider and consultation with a physician or neuropsychologist who specializes in treating sports concussion.

I’ve read recently that concussions may cause long-term brain damage in professional football players. Is this a risk for high school athletes who have had a concussion?

The issue of “chronic encephalopathy” in several former NFL players has received a great deal of media attention lately. Very little is known about what may be causing dramatic abnormalities in the brains of these unfortunate retired football players. At this time we have very little knowledge of the long-term effects of concussions which happen during high school athletics.

In the cases of the retired NFL players, it appears that most had long careers in the NFL after playing in high school and college. In most cases, they played football for over 20 years and suffered multiple concussions in addition to hundreds of other blows to their heads. Alcohol and steroid use may also be contributing factors in some cases. Obviously, the average high school athlete does not come close to suffering the total number or shear force of head trauma seen by professional football players. However, the fact that we know very little about the long-term effects of concussions in young athletes is further reason to very carefully manage each concussion.

Some of this information has been adapted from the CDC's "Heads Up: Concussion in High School Sports" materials by the NFHS's Sports Medicine Advisory Committee. Please go to www.cdc.gov/ncipc/tbi/Coaches_Tool_Kit.htm for more information.

If you have any further questions regarding concussions in high school athletes or want to know how to find a concussion specialist in your area please contact Michael C. Koester, MD, ATC and Chair of the NFHS Sports Medicine Advisory Committee at michael.koester@slocumcenter.com.

April 2010



Position Statement and Recommendations for the Use of Energy Drinks by Young Athletes

**National Federation of State High School Associations (NFHS)
Sports Medicine Advisory Committee (SMAC)**

Background: Energy drinks have become increasingly popular among adolescents and young adults in recent years. In 2006, nearly 500 new brands were introduced to the market place, and over 7 million adolescents reported that they had consumed an energy drink. Estimated sales of energy drinks for 2011 are expected to exceed \$9 billion. These beverages are particularly popular among young athletes who see the consumption of energy drinks as a quick and easy way to maximize athletic and academic performance.

The NFHS SMAC strongly recommends that:

1. Water and appropriate sports drinks should be used for rehydration as outlined in “**NFHS Position Statement and Recommendations for Hydration to Minimize the Risk for Dehydration and Heat Illness.**”
2. Energy drinks should not be used for hydration prior to, during, or after physical activity.
3. Information about the absence of benefit and the presence of potential risk associated with energy drinks should be widely shared among all individuals who interact with young athletes.
4. Athletes taking over the counter or prescription medications should not consume energy drinks without the approval of their primary care provider.

WARNING: The exact content and purity of energy drinks cannot be insured, as there are no regulatory controls over these products. Thus, there is the risk for adverse side-effects, potentially harmful interactions with prescription medications (particularly stimulant medications used to treat ADHD), or positive drug tests.

Frequently Asked Questions

What is an energy drink?

- An energy drink is a beverage marketed to both athletes and the general public as a quick and easy means of relieving fatigue and improving performance. In addition to water, nearly all energy drinks contain carbohydrates and caffeine as their main ingredients. The carbohydrates provide nutrient energy while the caffeine acts as a stimulant to the central nervous system.

What are the differences between an energy drink and a sports drink?

- Sports drinks are designed to provide re-hydration during or after athletic activity. While contents vary, most sports drinks contain a 6 to 8% carbohydrate solution and a mixture of electrolytes. The carbohydrate and electrolyte concentrations are formulated to allow maximal absorption of the fluid by the gastrointestinal tract.

- Energy drinks often contain a higher concentration of carbohydrate (usually 8 to 11%), and thus a larger number of calories than sports drinks. They also contain high amounts of caffeine and, in some cases, other nutritional supplements. **Energy drinks are not appropriate for re-hydrating athletes during physical activity and should not be used in such circumstances.**

What ingredients are found in energy drinks?

- *Carbohydrates*- Most energy drinks have from 18g to 25g of carbohydrate per 8 ounces. The high carbohydrate concentration can delay gastric emptying and impede absorption of fluid in the gastrointestinal tract.
- *Caffeine*- Nearly all energy drinks contain some quantity of “natural” or synthetic caffeine. The caffeine concentration may range from the equivalent to an 8 ounce cup of coffee (85mg) to more than three times that amount.
- *Herbs*- Many energy drinks include herbal forms of caffeine such as guarana seeds, kola nuts, and Yerba mate leaves, in addition to synthetic caffeine. The “performance enhancing” effects, safety, and health benefits of other herbs like Astragalus, Echinacea, Ginkgo biloba, ginseng, and countless others have not been well established by scientific studies.
- *Vitamins*- Athletes with even reasonably good diets should be assured that they are at low risk for vitamin deficiency and typically do not need supplementation. There is no evidence to suggest that vitamin supplementation improves athletic performance. Female athletes may benefit from iron and calcium supplements; but, those are more easily and inexpensively obtained in pill form rather than from energy drinks.
- *Proteins and amino acids*- Only a small amount of protein is used as fuel for exercise. Carbohydrates are utilized as the primary fuel source. To date, there is no definitive evidence that amino acid supplementation enhances athletic performance.
- *Other ingredients*- With the hundreds of energy drink brands that are available, the potential ingredients which they may contain are virtually unlimited. Possible additions include pyruvate, creatine, carnitine, medium-chain triglycerides, taurine and even oxygen.

What are the possible negative effects of using energy drinks?

- *Central nervous system*- Caffeine often has the effect of making a person feel “energized.” Studies have shown some performance-enhancing benefits from caffeine at doses of 6mg/kg of body weight. However, these and higher doses of caffeine may produce light headedness, tremors, impaired sleep, difficulty with fine motor control, and may exceed drug testing caffeine thresholds.
- *Gastrointestinal system*- The high concentrations of carbohydrates often found in energy drinks may delay gastric emptying, resulting in a feeling of being bloated. Abdominal cramping may also occur. Both carbohydrates and caffeine in the high concentrations found in most energy drinks may cause diarrhea.
- *Dehydration*- Energy drinks should not be used for pre- or re-hydration. The high carbohydrate concentration can delay gastric emptying and slow absorption from the gastrointestinal tract and may cause diarrhea. Caffeine can act as a diuretic and, therefore, may result in increased fluid loss.
- *Positive drug tests*- Like all nutritional supplements, there is little or no regulatory oversight of energy drinks. The purity of the products cannot be assured and it is possible that they may contain substances banned by some sports organizations.
- Consumption of energy drinks by adolescents and young adults has been linked to heart arrhythmia and liver problems.
- Sales of certain energy drinks have been banned in Denmark, Turkey, Uruguay, Germany, and Austria. Some states in the U.S. have introduced legislation to restrict sales of energy drinks to adolescents and children. In September 2010, the Virginia High School League banned the use of energy drinks.

- Recently, healthcare providers have voiced increasing concerns about the consumption of energy drinks in association with alcohol because of the interaction of the stimulant effects of energy drinks and the depressant effects of alcohol.

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POSITION STATEMENT AND RECOMMENDATIONS FOR MOUTHGUARD USE IN SPORTS

National Federation of State High School Associations (NFHS) Sports Medicine Advisory Committee (SMAC)

Prior to implementation of the NFHS mouthguard rule an athlete participating in contact sports had a better than 50% chance of sustaining a significant oral-facial injury during his or her secondary school career. Multiple studies by the American Dental Association, the American Academy of Pediatric Dentistry, and the American Academy of Sports Dentistry convincingly show the reduction of oral-facial injuries with the use of a properly fitted mouthguard. Prior to the use of properly fitted mouthguards and facemasks, over 50% of football players' injuries were oral-facial. They now represent less than 1% of all injuries.

The NFHS currently mandates the use of mouthguards in football, field hockey, ice hockey, lacrosse and wrestling (for wrestlers wearing braces). The Sports Medicine Advisory Committee (SMAC) of the NFHS recommends that athletes consider the use of a properly fitted, unaltered mouthguard for participation in any sport that has the potential for oral-facial injury from body or playing apparatus (stick, bat, ball, etc) contact. Current research does not support the theory that mouthguard use minimizes the risk or severity of concussion. The SMAC encourages further study in this important area.

Mouthguards should include occlusal (protecting and separating the biting surfaces) and labial (protecting the teeth and supporting structures) components covering all of the upper teeth. Mouthguards which cover the lower, rather than the upper, teeth may be used if recommended by a dentist. It is strongly recommended that mouthguards be properly fitted and not be altered in any manner which decreases the effective protection. Proper fit is insured by: (1) being constructed from a model made from an impression of the individual's teeth or (2) being constructed and fitted to the individual by impressing the teeth into the mouthguard itself. Mouthguards used in wrestling must be designed to cover both upper and lower orthodontic appliances (braces). Mouthguards cannot be clear and must be of any visible color other than white to allow for easier rule enforcement by officials in all sports in which their use is mandated (except wrestling).

A properly fitted and unaltered mouthguard has been shown to not impede communication, breathing, or create any hazards to the airway or oral cavity. Types of mouthguards which comply with NFHS rules and the relative advantages and disadvantages of each are listed below.

TYPE OF MOUTHGUARD**Boil and Bite****ADVANTAGES**Inexpensive
Form-fitted**DISADVANTAGES**Deteriorates over time
May not last entire season
Pressure on cheeks and gums
if not fitted well**Custom fit**Accurate fit
Comfortable

May offer superior protectionMost expensive
Several trips to dentist may be
required**Stock**

Easily fits over braces

Poor fit and easily dislodged

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Revised and Approved October 2011



GENERAL GUIDELINES FOR SPORTS HYGIENE, SKIN INFECTIONS AND COMMUNICABLE DISEASES

**National Federation of State High School Associations (NFHS)
Sports Medicine Advisory Committee (SMAC)**

Proper precautions are needed to minimize the potential risk of the spread of communicable disease and skin infections during athletic competition. These conditions include skin infections that occur due to skin contact with competitors and equipment. The transmission of infections such as Methicillin-Resistant Staphylococcus aureus (MRSA) and Herpes Gladiatorum, blood-borne pathogens such as HIV and Hepatitis B, and other infectious diseases such as Influenza can often be greatly reduced through proper hygiene. The NFHS SMAC has outlined and listed below some general guidelines for the prevention of the spread of these diseases.

Universal Hygiene Protocol for All Sports:

- Shower immediately after every competition and practice.
- Wash all workout clothing after each practice.
- Wash personal gear (knee pads and braces) weekly.
- Do not share towels or personal hygiene products (razors) with others.
- Refrain from full body (chest, arms, abdomen) cosmetic shaving.

Infectious Skin Diseases

Strategies for reducing the potential exposure to these infectious agents include:

- Athletes must be told to notify a parent or guardian, athletic trainer and coach of any skin lesion prior to any competition or practice. An appropriate health-care professional should evaluate any skin lesion before returning to competition.

- If an outbreak occurs on a team, especially in a contact sport, all team members should be evaluated to help prevent the potential spread of the infection.
- Coaches, officials, and appropriate health-care professionals must follow NFHS or state/local guidelines on “time until return to competition.” Participation with a covered lesion may be considered if in accordance with NFHS, state or local guidelines and the lesion is no longer contagious.

Blood-borne Infectious Diseases

Strategies for reducing the potential exposure to these agents include following Universal Precautions such as:

- An athlete who is bleeding, has an open wound, has any amount of blood on his/her uniform, or has blood on his/her person, shall be directed to leave the activity (game or practice) until the bleeding is stopped, the wound is covered, the uniform and/or body is appropriately cleaned, and/or the uniform is changed before returning to activity.
- Athletic trainers or other caregivers need to wear gloves and take other precautions to prevent blood or body fluid-splash from contaminating themselves or others.
- In the event of a blood or body fluid-splash, immediately wash contaminated skin or mucous membranes with soap and water.
- Clean all contaminated surfaces and equipment with disinfectant before returning to competition. Be sure to use gloves when cleaning.
- Any blood exposure or bites to the skin that break the surface must be reported and immediately evaluated by an appropriate health-care professional.

Other Communicable Diseases

Means of reducing the potential exposure to these agents include:

- Appropriate vaccination of athletes, coaches and staff as recommended by the Centers for Disease Control (CDC).
- During times of outbreaks, follow the guidelines set forth by the CDC as well as State and local Health Departments.

For more detailed information, refer to the "Infectious Disease and Blood-borne Pathogens" and "Skin Disorders" sections contained in the NFHS Sports Medicine Handbook.

Revised and Approved in April 2010 and Approved for All NFHS Rules Books in October 2010



POSITION STATEMENT ON ANABOLIC, ANDROGENIC STEROIDS

National Federation of State High School Associations (NFHS)
Sports Medicine Advisory Committee (SMAC)

EXISTING POLICIES/STANDS

The NFHS strongly opposes the use of anabolic, androgenic steroids (AAS) and other performance-enhancing substances by high school athletes. Such use violates legal, ethical and competitive equity standards, and imposes unacceptable long-term health risks. The NFHS supports prohibitions by educational institutions, amateur and professional organizations and governmental regulators on the use of anabolic steroids and other controlled substances, except as specifically prescribed by physicians for therapeutic purposes. Anabolic, androgenic steroids are prohibited by all sports governing organizations.

BACKGROUND

Anabolic, androgenic steroids are synthetic derivatives of the male hormone testosterone. Natural testosterone regulates, promotes and maintains physical and sexual development, primarily in boys and men, but with effects in girls and women as well. Like testosterone, AAS have both an anabolic effect (increase in muscle tissue) and an androgenic effect (masculinizing effects that boys experience during puberty). No AAS is purely anabolic. As a result, the use of AAS won't lead to muscle growth without also leading to other unintended, undesirable side effects.

Androstenedione, norandrostenedione and other similar prohormones were available over the counter as dietary supplements just a few years ago. The regulation of these prohormones has changed and they are now defined as controlled anabolic steroids.

According to national surveys, the use of AAS among high school students has been decreasing since about 2001. There are no national studies that measure the extent of AAS use by high school students, although some states publish statewide prevalence data.

Nearly one-third of high-school age AAS users do not participate in organized athletics and are taking AAS primarily to modify their physical appearance. Athletes who use AAS do so for two main reasons: 1) to gain strength and 2) to recover more quickly from injury. AAS are controlled substances and are illegal to use or possess without a prescription from a physician to address a legitimate medical diagnosis. Medical uses of AAS include assisting weight gain in diseases such as HIV-infection and muscular dystrophy, absent gonadal function in men, and metastatic breast cancer in women. AAS should not be confused with corticosteroids which doctors prescribe for medical conditions such as asthma and inflammation.

POTENTIAL NEGATIVE SIDE EFFECTS FROM THE USE OF ANABOLIC, ANDROGENIC STEROIDS

- Decreased potential height, if used before growth plates have fused in pre-pubertal youngsters
- Secondary sex characteristic changes
- Increased acne
- Growth of body/facial hair in girls
- Loss of hair in boys
- Permanent voice-lowering in girls
- Violent, combative behavior

- Sexual dysfunction and impotence
- Mood swings, loss of sleep, paranoia
- Depression upon stopping use
- Organ damage and death from heavy use

PREVENTING YOUNG ATHLETES FROM TAKING ANABOLIC, ANDROGENIC STEROIDS

- School personnel, coaches and parents can reduce AAS abuse by speaking out against such use.
- Talk with your athletes about their concerns and frustrations related to how they look or how they are performing in their sport. Help your athletes establish and reinforce healthy and realistic expectations of their bodies and athletic performance.
- Have your athletes focus on proper nutrition and hydration. If possible, have your athletes work with a registered dietician to develop a plan for appropriate weight gain and/or weight loss.
- Emphasize to your athletes that they should not trust Internet marketing messages about quick fixes and enticing gains in athletic appearance or performance.
- Discourage your athletes' access to environments where AAS use might occur and to people who are involved with AAS.
- Discourage your athletes from subscribing to or reading publications such as muscle magazines that depict unrealistic pictures of men and women.
- Help your athletes understand that using AAS not only is illegal but also is cheating.
- Consider initiating a formal performance-enhancing, drug-education program to educate your athletes and deter AAS use.

References/Resources:

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Revised and Approved April 2012

DISCLAIMER – NFHS Position Statements and Guidelines

The NFHS regularly distributes position statements and guidelines to promote public awareness of certain health and safety-related issues. Such information is neither exhaustive nor necessarily applicable to all circumstances or individuals, and is no substitute for consultation with appropriate health-care professionals. Statutes, codes or environmental conditions may be relevant. NFHS position statements or guidelines should be considered in conjunction with other pertinent materials when taking action or planning care. The NFHS reserves the right to rescind or modify any such document at any time.



SUPPLEMENTS POSITION STATEMENT

National Federation of State High School Associations (NFHS) Sports Medicine Advisory Committee (SMAC)

The NFHS Sports Medicine Advisory Committee (SMAC) strongly opposes the use of dietary supplements for the purpose of obtaining a competitive advantage. Research shows that there continues to be widespread use of dietary supplements by adolescent and high school athletes, despite considerable safety concerns. Dietary supplements are marketed as an easy way to enhance athletic performance, increase energy levels, lose weight, and feel better. Adolescents are more susceptible to peer pressure and these advertising messages, which may increase the incidence of dietary supplement usage and reinforce a culture more concerned about short-term performance rather than overall long-term athletic development and good health.

The Dietary Supplement Health and Education Act (DSHEA) of 1994 removes dietary supplements from pre-market regulation by the Food and Drug Administration (FDA). Under DSHEA, a manufacturing firm is responsible for determining that the dietary supplements it manufactures or distributes are safe and that any representations or claims made about them are substantiated by adequate evidence to show that they are not false or misleading. This essentially classifies dietary supplements as a food and not a drug, and as such, they are not subject to the same strict tests and regulations as prescription and “over-the-counter” medications by the FDA. Only the companies that produce dietary supplements are responsible for ensuring that their products are pure, safe and effective for their intended use. As the FDA has limited resources to analyze the composition of dietary supplements, there is often no guarantee concerning the true amount, concentration or purity of the ingredients as listed on the label. In fact, the FDA cannot remove a dietary supplement from the marketplace unless the supplement has been shown to be “unsafe.”

The NFHS SMAC strongly opposes the use of supplements by high school athletes for performance enhancement, due to the lack of published, reproducible scientific research documenting the benefits of their use and confirming no potential long-term adverse health effects with their use, particularly in the adolescent age group. Dietary supplements should be used only upon the advice of one’s health care provider for health-related reasons – not for the purpose of gaining a possible competitive advantage. School personnel and coaches should never recommend, endorse or encourage the use of any dietary supplement, drug, or medication for performance enhancement.

We recommend that coaches, athletic directors, and other school personnel develop strategies that address the prevalence and growing concerns of using dietary supplements. Such strategies may include conversations with athletes and their parents about the potential dangers of dietary supplement use. Athletes should be encouraged to pursue their athletic goals through hard work, appropriate rest and good nutrition, not unsubstantiated dietary shortcuts.

In order to discourage dietary supplement use for athletic performance:

- School personnel, coaches, and parents should allow for open discussion about dietary supplement use, and strongly encourage obtaining optimal nutrition through a well-balanced diet.
- Remind athletes that no supplement is harmless or free from consequences and that there are no short cuts to improve athletic performance.
- Because they are not strictly regulated, dietary supplements may contain impurities and banned substances not listed on the label.

References/Resources:

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WHY WE PLAY

Sometimes We Win...Sometimes We Lose



By **Jody Redman**, Associate Director, MSHSL

At the beginning of each sports season, teams identify their goals for the upcoming year. These goals keep them focused, working hard and on a quest to win conference titles, and ultimately state championships. Goals help prepare our students to win games...but what happens when they don't?

With the score tied, the goalie readies himself to defend the final kick in the tiebreaker shootout. He rocks back and forth knowing that this kick will be the deciding factor. If he fails, the game is over, and his beloved team will go home. If he succeeds, they will play on with their dream still alive.

As the ball is kicked, the goalie dives to the right. The ball goes to his left and settles into the back corner of the net. Realizing that he had made the wrong choice, all that remains for the goalie is devastation. He melts to the ground, his face buried in the turf, his pain raw.

At the same time, the opposing team rushes to lift their hero into the air in celebration. Joy paints their faces with smiles and jubilant screams. With pumping fists and arms extended, they celebrate their good fortune. They will play on with the championship in their site and their state tournament dream still alive.

Watching the devastated goalie, I can see the weight of the loss consume him. He did everything he was coached to do. He faced fear and judgment head on with both hands open. He stepped in front of the net and made decisions that would ultimately determine the outcome of his team's hard fought battle. He accepted his challenge with great anticipation and determination. He did all of this, and still his team will not play on.

The difference between these two teams being defined as winners or losers is contained in our culture's narrow view of success. It is most often determined in one nano-second after hundreds of hours of dedicated preparation and hard fought battles. The outcome on the scoreboard paints the final picture—one winner and one loser. If this is the only way that a team can win, then the goalie and his team are the losers. The scoreboard clearly states this. Their season is over.

What does this team that set goals and worked hard to accomplish them get when they lose and their season is over? There will be no medals, no trophy, no fire truck to

escort them through town, and no championship celebration. They are the losers. Can there be more than season ending devastation for these young athletes? The answer is yes, but it is dependant on their coach and how he sees and responds to the loss.

In John Maxwell's book, *Sometimes You Win, Sometimes You Learn*, he states, "A loss doesn't turn into a lesson unless we work hard to make it so. Losing gives us an opportunity to learn, but many people don't seize it. And when they don't, losing really hurts. To become a learner from losses—you need to change the way you look at losses, cultivate qualities that help you respond to them, and develop the ability to learn from them."

How do we as coaches take this incredible disappointment that sports presents—the loss—and get to something positive—the lesson. How do we seize the opportunity and ensure that something positive can come from losing? Lessons will be learned if we as coaches understand that there is a big difference between the goals that we set at the beginning of the season and our coaching purpose.

Joe Ehrmann summarizes the need for a concise purpose in the following quote from his book *InSideOut Coaching*. "Too many coaches have no clear, concise purpose other than winning and choose a path uncertain of where they will end or how their direction will affect their players. You can't navigate a ship by studying the wind and the waves alone—you have to set your sights on a port, a lighthouse, some WHY—the purpose that keeps us centered and focused on honoring the high calling of being coaches."

The goals we set at the beginning of the season keep us on track and moving forward. Goals give us a destination. Conversely, our coaching purpose is far more important than getting to a destination. Our coaching purpose provides our students with a journey that will challenge and help them develop their potential as human beings—an experience that will manifest in the development of our students' inner lives. For this to happen, the coach must understand their WHY and must make a conscious and intentional choice about how they will respond prior to the heat of the battle and prior to the final outcome on the scoreboard.

It's the same choice that faced the young goalie in the penalty kick situation. He made a conscious choice to go right before the shooter ever kicked the ball. As coaches we must do the same. We must make a conscious choice to be teachers of the lesson before difficulties arise and the outcome is determined. Emmett Fox states, "Difficulties come to you at the right time to help you grow and move forward by overcoming them. The only real misfortune, the only real tragedy, comes when we suffer without learning the lesson."

Continued from Page 9.13

The ability for coaches to suffer a loss and see through it to the lesson is what makes coaches great teachers. Great teachers clearly see their students as more than human 'doings'—concerned only with their students' performance and instead, they see them as human 'beings'—concerned with the growth and development of their students' inner lives.

Our culture says the outcome on the scoreboard is everything. And yet there is so much potential for something deeper and more lasting if we can see more than just the win or the loss. We want students to show up, present themselves, overcome obstacles, fight through adversity, find solutions, and create opportunities. We want and

expect learning to come from their playing experiences. But for this to happen, we have to be willing to accept loss for what it is—an *opportunity for coaches to teach—and, as such, an opportunity for students to learn and develop*. When we take advantage of a loss and intentionally utilize it to develop our students' inner lives, something that will live well beyond their playing days, we are preparing our students to meet life's challenges head on.

Sometimes we win and sometimes we lose. When we are intentional and understand our coaching purpose—our WHY—both can have a positive impact on the human growth and development of the students participating on our teams.

WHY WE PLAY—we play to give students MORE. We play to develop the human potential of the students who participate. Begin your journey by reading *InSideOut Coaching* by Joe Ehrmann and then join the WHY WE PLAY conversation on twitter @mshsl_coaches.

Condition for Refund	Amount of Refund
Student is cut from the squad by the coach	100%
Student quits the squad: <ul style="list-style-type: none"> • First day through fifth day of practice • Sixth day of practice to the day of the first sanctioned, competitive contest <ul style="list-style-type: none"> • After the first sanctioned, competitive contest 	100% 50% NONE
Student sustains a serious injury or contracts a serious illness which will eliminate him or her for the entire season (a physician's diagnosis is required): <ul style="list-style-type: none"> • First day of practice to the day of the first sanctioned, competitive contest • After the first sanctioned, competitive contest 	50% NONE
Student transfers out: <ul style="list-style-type: none"> • First day of practice to the day of the first sanctioned, competitive contest • After the first sanctioned, competitive contest 	50% NONE
Student transfers in: <ul style="list-style-type: none"> • Before the first sanctioned, competitive contest • After the first sanctioned, competitive contest 	NONE 50%
Student is dropped for disciplinary reason (no exceptions)	NONE