



GOOSE CREEK CISD



2018-2019

ATHLETIC HANDBOOK

Baytown Junior

Cedar Bayou Junior

Highlands Junior

Gentry Junior

Horace Mann Junior

"The credit belongs to those who are actually in the arena, who strive valiantly, who know the great enthusiasm, the great devotions, and spend themselves in a worthy cause; who at the best, know the triumph of high achievement; and who, at the worst, if they fail, fail while daring greatly, so that their place shall never be with those cold and timid souls who know neither victory nor defeat"

Theodore Roosevelt

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ATHLETIC DEPARTMENT

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2018-2019

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HANDBOOK CHANGES AND AMENDMENTS

The Goose Creek CISD Athletic Department 2018-2019 Coaches' Athletic Handbook has been revised and amended. Please review the contents of the handbook in its entirety for important changes and amendments.



CONSOLIDATED INDEPENDENT SCHOOL DISTRICT



2017-2018 INSTRUCTIONAL CALENDAR

Table listing school names and phone numbers: Goose Creek Administration, Alamo Elementary, Stephen F. Austin Elementary, etc.

July calendar grid with days of the week and dates. Includes note for Independence Day (July 4th).

August calendar grid with days of the week and dates. Includes notes for New Teacher Orientation, Exchange Days, and Staff Development Days.

September calendar grid with days of the week and dates. Includes note for Labor Day - Holiday.

October calendar grid with days of the week and dates. Includes note for Staff Development Day/PLC Student Holiday.

November calendar grid with days of the week and dates. Includes note for Thanksgiving Holidays.

December calendar grid with days of the week and dates. Includes notes for State Testing Dates and District Early Release Day.

January calendar grid with days of the week and dates. Includes notes for Winter Holidays and Student/Staff Holiday.

February calendar grid with days of the week and dates. Includes note for Staff Development/PLC Student Holiday.

Calendar Legend

- Staff Dev./PLC (circle with X), Teacher Workday (square with X), Staff Dev./PLC/Student Holiday (circle with X), New Teacher Orientation (square with NTO), Holiday, no classes (circle with H), District Early Release Day (square with D), Bad Weather/Holiday (circle with W), State Testing Day (square with S), Beginning of Report Period (L bracket), Ending of Report Period (R bracket)

Table showing semester lengths: FIRST SEMESTER (August 28-September 29: 24 days), SECOND SEMESTER (January 8-February 16: 29 days, etc.)

March calendar grid with days of the week and dates. Includes note for Spring Break.

April calendar grid with days of the week and dates. Includes notes for State Testing Dates and Staff Development/PLC Student Holiday.

May calendar grid with days of the week and dates. Includes notes for EOC State Testing Dates and District Early Release Day.

June calendar grid with days of the week and dates. Includes notes for Teacher Workday/Staff Development/PLC/Bad weather day if needed and State Testing Dates.

- Facebook: facebook.com/gccisd, Twitter: twitter.com/gccisd, Website: www.gccisd.net

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<u>Area</u>	<u>Info Location</u>	<u>Assigned To</u>
Academic Eligibility		CAC, HC, LM
Academic Eligibility Calendar	Website & Handbook	BM
Acknowledgement of Rules		BM
Awards		CAT
Banquets		HC
Bids		LM, BM
Booster Club Guidelines		LM
Budget		BM
Checks – Athletics		AC
21-6A, 22-5A, 9-5A, 12-5A,		BM
Drugs and Athletics		BM, LM
Entry Fee		AC, LM
Equipment Bids/Order		BM, LM, AC
Equipment		CAC, HC
Field Maintenance		CAC, HC
Fitness Gram		LM
Game Workers		CAC, HC, KB, AC
Health Puberty Videos		LM

Injuries		CAT
Insurance – Athletics		CAT
Insurance – Student		CAT
Inventories		CAC, HC
North Channel Middle School League		BM
Rockhold Relays		LM
Letter Jackets		CAT
Loss of School Time		BM
Travel		BM
NCAA Regulations		CAC, HC, LM
Off Campus PE Waiver		BM
Officials		KB, LM
Participation		LM
Physical Exam		CAT
P. E. Substitution Courses		BM
Playoff Negotiations		BM, LM, HC
Professional Acknowledgment Form		BM
Purchase Orders (Reqs)		AC
Residence Verification		LM, HC
Scheduling Athletic Contests		BM, LM, HC

Scheduling Athletic Facilities		BM, LM
Security of Personal Property		BM
Security of Stadium		Baytown Police Department
Sports Offered		BM, LM
Ticket Sales		KB, AC, CAC
Tobacco Free Policy		BM
Transportation – Athletic		LM
U.I.L. Rules		BM, LM
U.I.L. Required Trainings		LM, CAC

DATE	EVENT	EFFECT ON ELIGIBILITY
August 27	1 st day of school	Students who have successfully completed the previous grade level are eligible (junior high students must have been promoted; high school students must have earned a sufficient number of credits during previous 12 months – see Side-by-Side)
September 14	NO 3-week grade check	No student may regain eligibility during the first six weeks grading period
September 28	End of 1 st six weeks	
October 5	7-day wait period ends	Students GAIN or LOSE eligibility as determined by grades of September 28
October 19	3-week grade check	
October 26	7-day wait period ends	Students re-establish eligibility if passing ALL classes on October 19 grade check
November 1	End of 2 nd six weeks	
November 8	7-day wait period ends	Students re-establish eligibility if passing ALL classes on November 1 grade check
November 16	School closes for Thanksgiving Break	ALL STUDENTS ACADEMICALLY ELIGIBLE AT END OF DAY (thru end of Thanksgiving Break- November 26)
November 26	Students return from Thanksgiving Break	Students return to eligibility status of November 16
November 30	3-week grade check	
December 7	7-day wait period ends	Students re-establish eligibility if passing ALL classes on November 30
December 21	End of 3 rd six weeks School closes for Winter Break	ALL STUDENTS ACADEMICALLY ELIGIBLE AT END OF DAY (thru end of Winter Break – January 9)
January 9	Students return from Winter Break	Students return to eligibility status of December 21
January 15	7-day wait period ends	Students GAIN or LOSE eligibility as determined by grades on December 21
January 25	3-week grade check	
February 1	7-day wait period ends	Students re-establish eligibility if passing ALL classes on January 25
February 15	End of 4 th six weeks	
February 22	7-day wait period ends	Students re-establish eligibility if passing ALL classes on February 15
March 8	School closes for Spring Break & 3-week grade check	ALL STUDENTS ACADEMICALLY ELIGIBLE AT END OF DAY (thru end of Spring Break – March 17)
March 18	Students return from Spring Break	Students return to eligibility status of March 8
March 22	7-day wait period ends	Students re-establish eligibility if passing ALL classes on March 8
April 12	End of 5 th 6 weeks	
April 19	7-day wait period ends	Students GAIN or LOSE eligibility as determined by grades of April 12
May 3	3-week grade check	
May 10	7-day wait period ends	Students re-establish eligibility if passing ALL classes on May 3

SECTION I:

THE ADMINISTRATION

OF

INTERSCHOLASTIC ATHLETICS

This athletic manual has been developed to assist each coach with policies concerning the operation of the athletic programs of the Goose Creek Consolidated Independent School District.

Each coach is responsible for a thorough knowledge of this material, the current University Interscholastic League rules as set forth in the Constitution and Contest Rules, and any rules and regulations of the District Executive Committee.

EDUCATIONAL IMPLICATIONS OF INTERSCHOLASTIC ATHLETICS

Athletics, when utilized properly, serve as a potential medium through which the optimum growth – physical, mental, emotional, social, and moral – of the participants may be fostered. During the many arduous practice sessions and the variety of situations that arise during the heat of an athletic contest, the athlete must repeatedly react to his capabilities and limitations and to the behavior of others. These repeated reactions result in changes, both mentally and physically, in the athlete. Because each contest is usually surrounded by an emotionally charged atmosphere and the players have a vital interest in the outcome of the game, the players are more pliable, and thus are more subject to change than in most educational endeavors. To ensure that these changes are educationally desirable, all phases of athletics should be expertly organized and conducted.

To attain success in athletics, participants must train their minds and bodies to respond instantly and effectively to the multitude of situations that arise during a game. This training parallels learning to succeed in later life.

The competitive world among children, as well as adults, is neither gentle nor overly kind. In such a world, however, the youngster under wise direction begins to grow toward social maturity by learning to endure mild hurts (mental and physical) in silence, by controlling emotional outbursts, by disguising or suppressing feelings of fear, by enduring delays in attaining wants, and by rejecting the need to be coddled.

Because of physical and mental characteristics needed to be successful in competitive athletics, as well as other reasons, many youngsters should not participate competitively. As teachers, we should not expect all youngsters to do so. However, reasonable efforts should be made to locate and identify students as early as possible who have the interest, desire, ability, and heart to participate in competitive athletics.

A. Philosophy

The philosophy of the Goose Creek CISD competitive sports program is to maintain a broad-based program that will afford all students with athletic interests and abilities an opportunity for safe and healthful participation in the sports of their choice. This philosophy is based on the concept that there is a need for physical development and fitness for every youngster through a variance of interests, abilities, and desires.

B. Objectives of the Goose Creek CISD Athletic Department

The purpose of the athletic program is to teach fair play, sportsmanship, teamwork, and discipline through competition between two individuals and or two schools. A secondary purpose is to promote the axiom that hard work will lead to eventual success and quitting means failure. These two objectives are accomplished as outlined below.

1. Provide a positive learning environment for as many students as possible.
2. Instill good habits, sound moral values, exemplary citizenship, and a high standard of sportsmanship in the pupils of the Goose Creek CISD.
3. Encourage students to grow physically, mentally, morally, and socially.
4. Further in youngsters an appreciation for optimum health and physical fitness by stressing the importance of proper rest, good eating habits, and cleanliness at every opportunity.
5. Develop programs in such a manner that the result will be one of unity, harmony, and success, emphasizing and encouraging high levels of participation at all levels.
6. Instill in all athletes the desire to represent their school and community in a manner that will make themselves, school administrators, teachers, parents, and other citizens proud.

C. Coaching Code of Ethics

Purpose

A coaching code of ethics has been developed to protect and promote the best interests of the high school athletic program. In the coaching profession, the primary purpose of a code of ethics is to clarify and distinguish ethical and approved professional practices from those that are detrimental and harmful. Applied to the coaching profession, ethics will help develop a standard of character in which the public has trust and confidence. The success of the principles and standards emphasized in the code is dependent upon those for whom it has been prepared – the coaches of junior schools and high schools in Goose Creek CISD.

The Responsibility of Being Called “Coach”

All coaches assume certain obligations and responsibilities to the game they coach, to the players, and to their fellow coaches. It is essential that every member of the profession be constantly aware of these obligations and responsibilities with the purpose in mind that the coaching profession will always remain an honorable profession and that each member is to conduct himself in such a manner as to maintain the dignity and decency of his profession.

An active coach is involved in numerous areas of relationships that entail certain obligations for which some definite stand of conduct may be described. These areas include:

- Players
- School
- Other coaches and their teams
- Rules and officials
- Media

In the relationship with players under his care, the coach should always be aware of the tremendous influence he controls for good or bad. Parents trust their dearest possession to the coach's charge. The coach, through his own example, must always be sure that the athletes who have played under him are finer and more decent for having done so. The coach should never place the value of victory above that of instilling the highest desirable ideals and character traits in his players. The safety and welfare of his players should always be uppermost in his mind, and the athlete must never be sacrificed for any personal prestige or personal glory. In teaching the game of his choice, the coach must realize that there are certain rules designed to protect the players and provide common standards for determining a winner and a loser.

Any attempts to circumvent those rules to take unfair advantage of an opponent or to teach deliberate unsportsmanlike conduct have no place in the coaching profession.

Any person guilty of such teaching does not have the right to call himself a coach. The coach should set the example of winning without boasting and of losing without bitterness. The coach who conducts himself according to these principles should have no fear of failure because in the final analysis the success of the coach can be measured in terms of the respect he has earned from his own players and from his opponents.

In his relationship with the school for which he works, the coach should remember that he is on public display as a representative of that school. It is important, therefore, that he conduct himself in such a way as to maintain the principle of integrity and the dignity of his school. School policies regarding the athletic program should be adhered to both in letter and spirit. The coach should remember that other members of the faculty also have an interest in the school and in the students and his conduct must be such that no criticism arises concerning his efforts to develop the common interests and the purposes of his school.

Sportwriters and sportscasters should not be used as an outlet for relieving ill feelings toward other coaches, players, officials, or schools. Sportwriters also have an interest in the athletic program and should be treated with respect and honesty.

Officials are an essential part of the athletic program and of the game and it should be recognized that their goal is to maintain the highest standards of integrity and honest. And, just as coaches can make mistakes, so can officials. It is important that their efforts to secure perfection in performance be highly respected by coaches.

It should be assumed that all members of the coaching profession intend to follow the precepts set forth in this code of ethics. All evidence of unethical conduct should be brought openly to the proper authority through the proper channels.

Coaches whose conduct reflects honesty and integrity will bring credit to the coaching profession, to the games they coach, to their schools, and to themselves. It is only through

such conduct that the profession can earn and maintain its place in the educational program and make its full contribution to the school and community.

The Coach as An Educator

The function of the coach is to educate students through participation in the game under his directions. The primary and basic functions must never be disregarded.

Because of the unique place that the coach holds in the educational organization, it is highly important that he support the administration in all the policies, rules, and regulations that may, from time to time, be enacted. Differences of opinion must be discussed behind closed doors and not aired through the public press or radio.

It is important that a harmonious relationship exist between the coach and the Director of Athletics. The coach should feel free to suggest and initiate any actions that have to do with the conduct or improvement of the athletic process. Controversial matters should be discussed on a friendly basis; but once final decisions have been reached, they should be accepted and supported by the coach.

Participation in interschool athletics is based on the individual student's observance of established rules and regulations. Every coach should be thoroughly acquainted with these rules and regulations. He should assume responsibility for their observance and enforcement in cooperation with the school and UIL officials. Matters of eligibility should be constantly referred to the school principal or the Director of Athletics for consultation and interpretation and improvement.

One of the coach's fundamental responsibilities must be to inspire the players to achieve academic success – not only for eligibility purposes but also to secure a well-rounded high school education.

The Coach as A Protector of the Student-Athlete

The coach's responsibility to an injured athlete is to insure the athlete is given prompt and competent medical attention and to see that the most detailed instructions of the trainer or doctor are carried out. Diagnosis and prescription of treatment for injuries are medical matters and should under no circumstances be considered a responsibility of the coach.

The Coach as A Role Model

The coach must remember that he/she is a living example for all the young people in the community. Therefore, it is important to the coaching profession that the actions and behavior of the coach should always bring credit to the profession and to the person.

The coach's conduct during a game should be exemplary. The following are ways in which a coach can present a positive image to players and fans:

- Before and after a game meet with the opposing coach and exchange friendly greetings.
- During the game, be as inconspicuous as possible.
- Demonstrate a friendly and kind attitude toward players always.

- Demonstrate a respectful attitude toward officials at all times.
- Keep the locker room off-limits to everyone except team personnel after games when giving post-game comments to your team.

Rules of the Game

All coaches should be thoroughly acquainted with the rules of the game. Official rulebooks should be studied and frequently reviewed. The coach is primarily responsible for teaching and interpreting the rules for his players.

The letter and spirit of the rules must be respected and adhered to by the coach and players. Rules are made for the protection of the players and in the best interest of the game. It is the coach's responsibility to see that rules are observed at all times.

Disregarding the rules deems a coach or player unfit to be associated with the athletic program. It is especially important that coaches stress those rules that involve bodily contact. It is never the purpose of any game to hurt or injure an opponent by legal or illegal methods.

Good sportsmanship begins on the practice field. If good sportsmanship becomes a habit, no one will have to worry about unsportsmanlike tactics being used during a game.

Officials

Officials must have the respect and support of the coaches and players if they are to do their job efficiently. Any criticism of officials by players or coaches will be considered unethical.

A cooperative relationship should exist between coaches' and officials' associations. Frequent interchanges of ideas and suggestions should occur. Coaches should attend officials' rule meetings whenever possible. Likewise, coaches should extend invitations to officials to discuss rules interpretations with teams and coaching staffs.

It should be remembered that "second guessing" an official after watching a slow-motion replay of a play is considered unethical. To show these types of controversial plays to sports writers, sportscasters, booster clubs, etc., is also considered unethical.

Public Relations

The responsibility of coaches to accredited writers, radio announcers, and television sportscasters is to provide news about the team and players. The press should be treated with courtesy, honesty, and respect. Misleading statements should be avoided. Only the Director of Athletics should issue statements concerning school and district policy.

Direct questions should be answered honestly, exercising discretion as needed. If good judgment indicates that an honest answer to a question would be detrimental to the best interest of the game, school, or players, then the question should not be answered. In such cases, a "no comment" reply is justifiable. Coaches should stress the importance of ethical procedures in teaching players how to conduct themselves when being interviewed by media representatives.

Coaches should not stress player injuries, disciplinary measures, academic difficulties, or eligibility problems to the media. The privacy rights of a player should always be considered when questioned about these topics.

Booster clubs can be of value to the school and coach if they have a proper understanding of the role they play in athletics. Coaches should not use such groups to attempt to defeat or obstruct administrative controls or to encourage violation of established rules and regulations in order to strengthen any part of the athletic program. Coaches should not make requests, financial or otherwise, upon booster clubs unless the requests are in keeping with the letter and spirit of existing controls.

D. Criteria for Program Continuity

The sub-varsity teams at all levels in the high schools and the junior schools are the building blocks to success. In order for feeder programs to be useful in attaining our goals we must adhere to the following:

1. All athletes on sub-varsity teams must be motivated to strive to achieve excellence at the varsity level.
2. No athlete should be encouraged to drop one sport for another sport.
3. No athlete should be over-encouraged to excel in one sport so much that he/she will drop all other sports.
4. Members of the student body who are not participating in athletics should be encouraged to participate by coaches in the individual schools.
5. High school coaches are encouraged to use district-approved methods to visit junior high athletes to encourage participation at the high school level. These meetings must be approved by the Director of Athletics, pre-arranged with the principal of the school being visited and occur in an assembly-type setting. Individual communication with junior high athletes not residing in a coach's school attendance zone is not allowed and disciplinary action may result from such communications.

The Committee for a Code of Ethics for the Texas High School Coaches Association worked up the Code and presented it to the THSCA Board of Directors. Then, presented it to the membership for a vote and was passed by the membership on August 5, 1960 in Dallas.

**ARTICLE I
OBLIGATIONS AND RESPONSIBILITIES**

In becoming a member of the Texas High School Coaches Association, a coach assumes certain obligations and responsibilities to the game one coaches, to the players, and to one's fellow coaches. It is essential that every member of the profession be constantly aware of these obligations and responsibilities with the purpose in mind that the coaching profession will always remain an honorable calling and that each member is to conduct oneself in such a manner to maintain the dignity and decency of the profession. An active coach is involved in three areas of a relationship which entails certain obligations for which some definite standards of conduct may be described. These are: players, school and with other coaches, teams, officials, sports writers and others. In the relationship with players under one's care, the coach should always be aware of the tremendous influence that is exerted for good or bad. Parents trust their dearest possession to the coach charges and the coach, through one's own example, must always be sure that the athletes who play under a coach are finer and more decent for having done so. The coach should never place the value of victory about that on instilling the highest desirable ideals and character traits in the players. The safety and welfare of the players should always be uppermost in one's mind and must never be sacrificed for any personal prestige or selfish glory. In teaching the game of one's choice, the coach must realize that there are certain rules designated to protect the players and provide common standards for determining a winner or loser.

Any attempts to deliberate unsportsmanlike conduct have no place in the coaching profession. Any coach guilty of such teaching does not have the right to be called a coach. The coach should set the example of winning without boasting and losing without bitterness. The coach who behaves according to these principles need have no fear or failure, for the success of the coach can be measured by the respect one has earned from the players and from the opponents. In the relationship with the school for which one works, the coach should remember – that he/she is on public display to represent that school. It is important, therefore, that one's conduct maintain the principles of integrity and dignity of the school. School policies regarding the athletic program should be adhered to, both the letter and to the spirit. The coach should remember that other members of the faculty also have an interest in the school and in the students and one's conduct must be such that no criticism arises of efforts to develop common interest and purposes of the institution along with other faculty members. In relationships with coaches, it should be assumed that all members of the coaching profession intend to follow the precepts set forth in a Code of Ethics. All evidence of unethical conduct should be brought openly to the Ethics Committee through the prescribed channels. Sports writers and sports casters should not be used as an outlet for relieving ill-feelings toward other coaches, players, officials or other schools. Sports writers also have an interest in the athletic program and should be treated with the same respect and honest expected of them. Officials are essential part of the athletic program and of the game, and it should be recognized that they are to attempt to maintain the highest standards of integrity and honesty. Just as coaches can make mistakes, so can officials. IT is important that their efforts to secure perfection in performance be highly respected by coaches.

Therefore, the essential elements in a Code of Ethics for the Texas High School Coaches Association are honesty and integrity. Coaches whose conduct and reflect those two characteristics will bring credit to the coaching professions, to the games which they coach, their school and to themselves. It is only through such conduct that the profession can earn and maintain its rightful place in our educational program and make its full contribution to the school and to the community.

ARTICLE II THE COACH'S RESPONSIBILITY TO THE SCHOOL

1. The function of the coach is to educate students through participation in the games under his/her discretion. The primary functions must be disregarded.
2. Because of the unique place which the coach holds in the educational organization, it is highly important that he/she supports the administration in all its' policies, rules and regulations, which may be from time to time enacted. Differences of opinion should be discussed behind closed doors and not aired through public media.
3. Where the coach is not the Athletic Director, it is important that a harmonious relationship exist between the two. The coach should feel free to suggest and initiate any act ions which has to do with the conduct or improvement of the athletic program. Controversial matters should be discussed on a friendly basis, but once final decisions are reached, they should be accepted and given complete support by the coach.
4. Participation in interschool athletics is based on the individual student's fulfillment of established rules and regulations. Every coach should be thoroughly acquainted with these rules and regulations. Coaches should assume responsibility for their observances and enforcement in cooperation with the school officials charged with this responsibility. Matters of eligibility should be constantly referred to the school principal or superintendent for consultation and interpretation and improvement.
5. One of the coach's fundamental responsibilities must be to inspire the players to achieve academic success. Not only to make good grades, but to secure a well rounded high school education and graduate with honors.

ARTICLE III THE COACH'S RESPONSIBILITY TO THE PLAYERS

1. Diagnosis and prescription of treatment of injuries is strictly a medical problem and should, under no circumstances, be considered a province of the coach. The coach's responsibility is to see that injured players are given prompt and confident medical attention and the most detailed instructions of the doctor are carried out.
2. The coach must remember that he/she is a living example of all boys and girls in the school's community. Therefore, it is important to the coach and to the coaching profession that actions and behavior always bring credit to the profession and to the coach.
3. The coach's conduct during a game (suggested):
 - a. Before and after a game, rival coaches should meet and exchange friendly greetings.
 - b. During the game, coaches should be as inconspicuous as possible.
 - c. Coaches encouraged to demonstrate a friendly and kindly attitude toward their players on the bench.
 - d. The attitude of coaches toward officials during the progress of the game should controlled.
 - e. After the game, visitors should not be permitted into a team's dressing room until coaches have had sufficient time to complete all their postgame responsibilities, including a careful check of any injuries.

ARTICLE IV RULES OF THE GAME

1. The coach should be thoroughly acquainted with the rules of the game. Official rule books should be studied and often reviewed. The coach is primarily responsible for teaching and interpreting the rules to the players.
2. The letter and the spirit of the rules must be respected and adhered to by the coach. Rules are made for the protection of the players and in the best interest of the game. It is the coach's responsibility to see that they are observed.
3. Beating the Rules – Disregarding the rules brands a coach or a player as a person unfit to be associated with the athletic program. It is especially important that coaches stress those rules which involve bodily contact. The rules permit the use of hands and arms. It is the coach's responsibility to see that they are used legally. It is not the purpose of any game to hurt or injure an opponent by legal or illegal methods.
4. Good sportsmanship begins on the practice field, and if it becomes a habit, none of us will have to worry about it, as we will have no unsportsmanlike tactics in any of our games.
5. The football code, which appears in the official rule book, shall be considered an integral part of this Code of Ethics and should be carefully ready and observed.
6. It is unethical conduct to teach the use of the helmet and/or face mask as a primary part of contact in blocking and tackling techniques.

ARTICLE V OFFICIALS

1. Officials must have the respect and support of the coaches and players if they are to do their job efficiently. On and off the record, criticism of officials and players or the public shall be considered unethical.
2. Cooperative relationship should exist between coaches and official associations, with frequent interchange of ideas and suggestions. Coaches should, whenever possible, accept invitations to attend officials' rules meetings. Likewise, coaches should extend to officials' invitations to discuss rules interpretation with their squad and other coaches meeting as a group. It is unethical and dangerous for coaches of rival teams to accept assignments as officials on an exchange basis.
3. Officials should always be treated in a courteous manner. On the day of the game, they should be provided with a private room, if possible, in which to meet and dress for the game. Conferences between coaches and officials shall always be conducted according to procedures established by the University Interscholastic League. Procedures set up by the constitution and rules book of the UIL shall govern all practices and treatment of officials. Coaches, principals and superintendents are charged with this responsibility.

4. It should be remembered that slow motion study of controversial decisions by officials is far different from on the spot decisions made during the game. To demonstrate critical plays to sport writers, sports casters, quarterback clubs and the public, which may lead to officials being labeled incompetent, must be conducted.

ARTICLE VI PUBLIC RELATIONS

1. The responsibility of coaches to accredited writers and radio and television commentators is to provide them news about their team and players. The press should be treated with courtesy, honesty and respect. Coaches, at all times, while talking to the media, should refrain from making any derogatory, disparaging and critical remarks, statements or observations about a fellow coach. Misleading statements should be answered honestly or not at all. If good judgment indicates that an honest answer to a question would be detrimental to the best interest of the game, good ethics demands that it not be answered, and in such cases "no comment" is entirely justifiable. Coaches should stress the importance of ethical procedures in teaching their players how to conduct themselves on and off the field and on out of town trips.

2. It should be questionable practice for coaches to stress players' injuries, disciplinary measures, academic difficulties or eligibility problems to the press, radio and television. Disciplinary problems should be a "family affair" solved between the coach and players involved. Eligibility is a matter for the principal. Injuries are essentially for the team physician or family doctor. No good purpose can be served by emphasizing these matters.

3. Booster Club Organizations. Such organizations can be of value to the school and the coach if they have the proper objectives. It shall be unethical for the coaches to use such groups to attempt to defeat or obstruct administrative or school athletic controls or to encourage violation of established rules and regulations in order to strengthen any part of the athletic program. It shall, likewise, be unethical for coaches to make demands, financial or otherwise, upon controls. Any other form of misuse of such strength and power is in violation of accepted rules and regulations.

ARTICLE VII DRUGS

It is a serious breach of the Code of Ethics of the Texas High School Coaches Association for any coach to condone, encourage or tolerate the use of performance enhancing drugs by any student athlete. It is the responsibility, the moral obligation and the duty of all coaches to constantly warn, inform and educate students of the damaging effects of anabolic steroids.

ARTICLE VIII SCOUTING

1. It is unethical, under any circumstances, to scout any team, by any means, except in regularly scheduled games. Interschool scrimmages can be scouted by consent of both head coaches of team involved. The head coach shall be held responsible for all scouting. This includes the use of motion pictures.

2. It is unethical conduct to violate district rules on the exchange of film.

ARTICLE IX MANAGEMENT OF FELONY CRIME

It will be considered a breach of the Code of Ethics to willingly allow a student/athlete who is charged with and under indictment for a felony crime to participate in an athletic contest. This action should not be considered a presumption of guilt, but rather it affords the accused athlete the time and opportunity to clear his name. The student/athlete may be allowed to remain on his athletic team as a suspended member but should not be allowed to represent his school or community in an athletic contest while under suspension.

ARTICLE X
FOOD SUPPLEMENTS, DRUGS & MEDICATIONS

The position that the THSCA has taken is: “School personnel and coaches should not dispense any drug, medication or food supplement except with extreme caution and in accordance with policies developed in consultation with parents, health-care professionals and senior administrative personnel of the school or school district.”

“Use of any drug, medication or food supplement in a way nor prescribed by the manufacturer should not be authorized or encouraged by school personnel and coaches. Even natural substances in unnatural amounts may have short-term or long-term negative health effects. In order to minimize health and safety risks to student athletes, maintain ethical standards and reduce liability risks, school personnel and coaches should never supply, recommend or permit the use of any drug, medication or food supplement solely for performance-enhancing purposes.”

U. I. L. Athletic Code

By accepting this plan, the coaches of each school pledge themselves to act in the spirit of the “Athletic Code” and to foster this spirit among the players. The athletic code means to play the game in the spirit of fairness and clean sportsmanship and to observe all rules and not resort to trickery in equipping or preparing players. It means to accept decisions of officials without protest, to see that officials are extended protection and courtesy by the player, to treat your opponents as your guests, and to put clean play and real sportsmanship above victories. It means the ability to win without boasting and to lose without grudge. Victory is no great matter. The important thing in sports is striving to excel and the good feeling it fosters between those who play fair and have no excuse when they lose.

The development and recreational aspects of athletics should be strongly emphasized in all contests. It shall be considered dishonorable and contrary to good sportsmanship to withhold evidence against any player or school without presenting the same to the proper committee or to the school administration concerned.

U.I.L. Sportsmanship Rules

The U.I.L. rules of sportsmanship require all fans to refrain from shouting comments at referees, coaches, and the opponent’s players. Only positive comments should be directed toward your team’s players. Fans who choose not to follow these guidelines will be asked to leave.

Sportsmanship Plan – Development of Captain’s Council – Two high school student-athletes (one female and one male) selected from each high school campus to meet with Athletic Director once a month for a roundtable discussion.

The student-athlete will develop leadership skills and target academic and athletic issues related to their campuses and the district.

E. High School and Junior School Coaching Relationship

The relationship between the coaches at the high school and junior schools must be one of sincere understanding and mutual respect. The high school coaches in all sports must realize that their continued success depends on the junior school program. The junior school coaches must realize that the head coach and his/her staff are available to assist them whenever possible and to provide them an opportunity to increase his/her professional knowledge. It is the responsibility of the high school coaches to share their professional knowledge with the junior school coaches so they in turn can do a better job. It is the responsibility of the junior school coaching staffs to cooperate in every way they can to attend and participate in all clinics and orientation programs that will be conducted by the high school head coach of each sport.

These statements must be accepted whole-heartedly, and a close working relationship must exist at all times. In the event there is a conflict between an athletic meeting and some other school meeting, the coach concerned will discuss this conflict with his/her principal.

Coaches are encouraged to support each other by attending games of their colleagues.

F. Administrative Organization of the Athletic Department

Director of Athletics

This person serves as the overall director of the athletic program for the school district. He/she is responsible for implementing the overall athletic program regarding athletic personnel and budget. Specific duties are outlined in the job description filed in the Personnel Office.

The Director of Athletics is responsible to the Superintendent.

High School Campus Coordinator

This person is responsible for coordinating the athletic programs in his/her high school and assigned junior schools.

The campus coordinator is authorized to assign coaches under his/her supervision to scouting responsibilities, professional development meetings and clinics, and other duties relating to the successful operation of the program.

The campus coordinator is responsible to the Director of Athletics and the school principal.

High School Assistant Campus Coordinator

This person is responsible for coordinating the athletic programs in his/her high school and assigned junior schools with the Campus Coordinator.

The Assistant campus coordinator is authorized to assign coaches under his/her supervision to scouting responsibilities, professional development meetings and clinics, and other duties relating to the successful operation of the program.

The Assistant campus coordinator is responsible to the Campus Coordinator and the school principal.

Head Coach of Each Sport

The head coach of a sport is responsible for coordinating his/her particular sport and assistant coaches under his/her direction.

Is responsible for making a Home Visit.

He/she is responsible for submitting schedules for all levels of his/her sport to the campus coordinator and athletic director. He/she is also responsible for overseeing the allotted budget for his/her assigned sport.

The head coach of each sport is responsible to the high school campus coordinator, athletic director, and school principal.

Head Coach – Junior School

The head coach at the junior school level is responsible for coordinating the athletic programs and supervising coaching personnel in his/her school.

He/she is responsible for overseeing the allotted budget for his/her school and serving as a liaison between the campus coordinator and junior school staff and between the athletic director and the junior school staff.

The junior school head coach is responsible to the campus principal, athletic director, and assigned high school campus coordinator.

Assistant Coach – High School / Junior School

The assistant coach is responsible for implementing the athletic program for his/her assigned sport under the direction of the head coach of each sport.

He/she is responsible to the campus principal, head coach of his/her assigned sport, campus coordinator, and athletic director.

Athletic Trainer / Assistant Athletic Trainer

The athletic trainer and assistant athletic trainer work with the head coach of each sport as assigned by the athletic director and campus coordinator to provide medical assistance to athletes.

He/she is responsible to the high school campus coordinator, campus principal, and athletic director.

G. Athletic Requests and Concerns

All coaches will initiate requests for discussion of athletic concerns or other athletic requests with the high school campus coordinator, head coach of the sport concerned, or the athletic director.

The personnel first approached will handle the concern or request or refer it to the proper administrative authority.

SECTION II:

ATHLETIC STAFF

RESPONSIBILITIES

Director of Athletics

General

The Director of Athletics has the responsibility of general supervision and coordination of the competitive sports program of the junior schools and high schools of Goose Creek Consolidated Independent School District. The athletic director will provide coaches direction, guidance, and assistance in the improvement and effective operation of the athletic program. He shall support the policies of Goose Creek Consolidated Independent School District, emphasizing a three-fold platform including (1) participation of large numbers of students, (2) development of superior standards of sportsmanship, competitive spirit, and moral character, and (3) recognition of the principle that an acceptable standard of class work and general school behavior is a prerequisite to representation of the school on interscholastic teams.

Specific Duties and Responsibilities

In this capacity the Director of Athletics is responsible to the Superintendent and will discharge the following specific responsibilities:

1. Organize and administer, in cooperation with the school principals, the overall program of athletics.
2. Recommend, with the advice and counsel of the school principals and the Personnel Director, the professional personnel required to implement the program.
3. Supervise the programs of athletics.
4. Administer the budget for the athletic program.
5. Order supplies and equipment for the athletic programs in cooperation with appropriate staff members.
6. Execute Board of Education and administrative policies in the area of assignment.
7. Develop and place into operation, with the assistance of appropriate staff members, rules and regulations consistent with the general policies of the district.
8. Assist in the evaluation of policies within the area of assignment and make recommendations for changes in policies.
9. Perform other duties as assigned.
10. Work with principals and other staff members in developing interest in and appreciation for competitive sports. This interest should be developed in students, school employees, and the public.
11. Make periodic reports to the Superintendent on the operation of athletics.
12. Work with other administrators of the school to make the athletic program function as an effective part of the school program in the development of strong physical bodies, superior moral standards, and sound ethical character.

13. Supervises the athletic field maintenance crew.

Assistant Athletic Director

1. Coordinate the regular season planning and scheduling of selected high school sports and all junior high school sports.
2. Coordinate the planning, scheduling and administration of District and post season competition of selected high school and middle school sports programs.
3. Assist the director of athletics with the Office of Athletics budget preparations.
4. Coordinate with the campus coaches in the evaluations of bid specifications for athletic equipment and uniforms.
5. Communicate with school principals, other District personnel and parents regarding UIL rules and regulations, TEA guidelines and District Policies in regards to the athletic programs.
6. Assists with the Athletic Director in the management of athletic facilities and fields; as well as coordinate timely maintenance and repairs with the maintenance department.
7. Remain current in field by reading current best practices and coaching.
8. Use appropriate techniques to encourage community and parent involvement.
9. Remain current in best practice and research through organizational membership, conference attendance, analysis of current trends and current literature review.
10. Uses information provided through informal and formal assessment data to improve personal and professional skills and knowledge.
11. Participate in activities that promote district and community relations.
12. Stay up to date professionally through the selection of quality staff development opportunities for personal growth.
13. Anticipate and manage change through proactive planning and flexibility in thought and action.
14. Provide leadership in addressing the challenges facing the profession.
15. Prepare, maintain and present all information, reports, and records as required.
16. Collaborate with other personnel in collegial, and supportive manner.
17. Display proficient levels of technology applications
18. Utilize time wisely for effective management of job responsibilities.
19. Maintain punctuality in daily work times, appointments, and meetings.
20. Meet task completion deadlines established by supervisor
21. Maintain a positive and professional tone in all communication.

22. Demonstrate integrity and ethics.
23. Perform other duties and accepting other responsibilities assigned.

Campus Coordinator

General

The campus coordinator at each high school reports and is responsible to the Director of Athletics for athletic matters and reports and is responsible to the building principal for academic and other administrative matters. He works with the building principal and athletic director in coordinating all athletic programs on the campus.

Specific Duties and Responsibilities

1. Organize, supervise, and administer, in cooperation with the athletic director and school principal, the overall program of athletics.
2. Responsible for supervision of all campus coaches in athletic matters.
3. Supervise and coordinate the athletic programs in assigned junior schools and high school.
4. Attend junior school practices and games as warranted.
5. In high school head coaches give the proper clinics to junior school coaches.
6. Evaluate personnel as assigned by the athletic director.
7. Recommend for employment prospective staff members. The selection of staff members is a joint responsibility of the athletic director, the building principal, and campus coordinator.
8. Work with the athletic director and each head coach in setting up and preparing schedules for all athletic contests.
9. Prepare specifications for any equipment that will be put out for bids in any sport. This will be done in conjunction with the head coach of each sport and the athletic trainer.
10. Work in cooperation with the athletic director and head coach of each sport in securing personnel for athletic events held on his/her campus. This includes supervisors, ticket sellers/takers, scorekeepers, timers, public address announcers, etc.
11. Work in cooperation with the athletic director in maintenance of athletic facilities. Turn in work orders for your campus.
12. Supervise athletic field crew on your campus.
13. Oversees the use of athletic facilities by authorized and unauthorized groups.

14. Project a desirable image of the athletic program in the community and state. Aid in all matters of public relations, including relations among and between athletes, coaches, teachers, news media, parents, and booster club members.
15. Attend professional meetings and maintain membership on such committees or boards that will foster good community and school relations.
16. In cooperation with the athletic director, prepare and keep current a handbook of athletic policies, plans, and regulations.
17. Work with athletic trainer in determining all athletic equipment repairs.
18. Keep accurate inventories of all athletic equipment on the high school campus. Require head coach of each sport to submit inventory at the conclusion of each sport. Provide copies of the inventories to the athletic director.
19. Cooperate with local booster club and their efforts to improve school athletic programs
20. Maintain a good knowledge of U.I.L. rules and regulations and insure that all coaches abide by these rules.
21. Work with coaches in completion and up-dating all U.I.L. reports.
22. Supervise and coordinate all athletic summer camps held at assigned school.
23. Make periodic reports to athletic director on the operation of athletics at his/her high school and feeder junior schools.
24. Assist the athletic director in securing certified trainers. Assist the athletic trainer in finding capable students to assist in first aide. Provide inservice training for these people through clinics, physicians, etc.
25. Schedule an annual in-service training program that will enhance staff knowledge of his/her chosen profession.
26. Work with administration and architects in planning athletic facilities.
27. Keep administration advised on needs in area of facilities.
28. Administer the athletic program in such a way that it compliments the overall educational program of the district.
29. Help to see that all coaches are certified and required to drive a school bus on athletic trips.
30. Perform other duties and responsibilities assigned by the athletic director and administration.

Assistant Campus Coordinator

General

The Assistant campus coordinator at each high school reports and is responsible to the Campus Coordinator for athletic matters and reports and is responsible to the building principal for academic and other administrative matters. He/She works with the building principal and Campus Coordinator in coordinating all athletic programs on the campus.

Specific Duties and Responsibilities

1. Organize, supervise, and administer, in cooperation with the campus coordinator and school principal, the overall program of athletics.
2. Assist in supervision of all campus coaches in athletic matters.
3. Assist with Supervising and coordinating the athletic programs in assigned junior schools and high school.
4. Attend junior school practices and games as warranted.
5. In high school head coaches give the proper clinics to junior school coaches.
6. Evaluate personnel as assigned by the athletic director or campus coordinator.
7. Recommend for employment prospective staff members. The selection of staff members is a joint responsibility of the athletic director, the building principal, and campus coordinator.
8. Work with the athletic director and each head coach in setting up and preparing schedules for all athletic contests.
9. Prepare specifications for any equipment that will be put out for bids in any sport. This will be done in conjunction with the head coach of each sport and the athletic trainer.
10. Work in cooperation with the athletic director, campus coordinator and head coach of each sport in securing personnel for athletic events held on his/her campus. This includes supervisors, ticket sellers/takers, scorekeepers, timers, public address announcers, etc.
11. Work in cooperation with the Campus Coordinator in maintenance of athletic facilities. Turn in work orders for your campus.
12. Supervise athletic field crew on your campus.
13. Assists the use of athletic facilities by authorized and unauthorized groups.
14. Project a desirable image of the athletic program in the community and state. Aid in all matters of public relations, including relations among and between athletes, coaches, teachers, news media, parents, and booster club members.

15. Attend professional meetings and maintain membership on such committees or boards that will foster good community and school relations.
16. In cooperation with the campus coordinator, prepare and keep current a handbook of athletic policies, plans, and regulations.
17. Work with athletic trainer in determining all athletic equipment repairs.
18. Assists with inventories of all athletic equipment on the high school campus. Require head coach of each sport to submit inventory at the conclusion of each sport. Provide copies of the inventories to the athletic director.
19. Cooperate with local booster club and their efforts to improve school athletic programs
20. Maintain a good knowledge of U.I.L. rules and regulations and insure that all coaches abide by these rules.
21. Work with coaches in completion and up-dating all U.I.L. reports.
22. Assists with supervision and coordination all athletic summer camps held at assigned school.
23. Make periodic reports to campus coordinator on the operation of athletics at his/her high school and feeder junior schools.
24. Assist the campus coordinator in securing certified trainers. Assist the athletic trainer in finding capable students to assist in first aide. Provide in-service training for these people through clinics, physicians, etc.
25. Schedule an annual in-service training program that will enhance staff knowledge of his/her chosen profession.
26. Work with administration and architects in planning athletic facilities.
27. Keep administration advised on needs in area of facilities.
28. Administer the athletic program in such a way that it complements the overall educational program of the district.
29. Help to see that all coaches are certified and required to drive a school bus on athletic trips.
30. Perform other duties and responsibilities assigned by the athletic director and administration.

Junior School Head Coach

General

The Junior School head coach is responsible for developing an all-around athletic program under the leadership of the principal, the director of athletics, and the high school campus coordinator.

Specific Duties and Responsibilities

1. He/she teaches type of offense, defense, and drills suggested by the high school head coach.
2. He/she implements under direction of the campus coordinator an off-season training program.
3. He/she compiles, after each season, a statement of needs (equipment, supplies, and maintenance) along with a complete inventory to insure the securing of needed supplies and equipment for program operation in the upcoming year.
4. He/she requisitions program supplies through the high school trainer to the director of athletics.
5. He/she is responsible for securing team transportation for all athletic trips.
6. He/she assists the athletic director in scheduling games.
7. He/she is a participating, cooperative member of the coaching staff and is interested in providing leadership to every part of the athletic program as well as the total school program.
8. He/she cooperates with community agencies and the press.
9. He/she plans consistent and continuous efforts to maintain good home-school relations.
10. He/she works with school-related activities in efforts to boost the school district's athletic program.
11. He/she promotes the athletic program and helps develop pride and the desire to excel in athletics in the participants.
12. He/she encourages athletes to continue participating in athletics in high school and college.
13. He/she teaches good physical and mental attitudes.
14. He/she sets a good example for all athletes in manners, attitudes, dress, conduct, and character.
15. He/she is responsible for care of injured players, referring them to the athletic trainer assigned to the school or physician/hospital in emergency cases.
16. He/she attends all inservice training programs held by the athletic director and the high school campus coordinator.
17. He/she gives proper care and maintenance to all athletic equipment.

18. He/she assumes responsibility for the general management (use, care, and maintenance) of athletic fields and facilities under his/her supervision. He/she submits work orders to building principals.
19. He/she attends all meetings necessary to implement league rules.
20. He/she meets visiting teams and provides for their needs as appropriate.
21. He/she performs other duties from time to time that may be assigned by the principal, athletic director, and high school campus coordinator.
22. Reports on regular basis to the athletic director on the status of his/her athletic program.
23. Helps to ensure that all coaches are certified and required to drive a school bus on athletic trips.

Head Coach of Each Sport - High School

Specific Duties and Responsibilities

1. He/she is responsible to the campus coordinator for submitting eligibility lists of participants for the sport he or she is coaching. This list should be completed and in the mail to the proper sources before the team competes against another school.
2. He/she is responsible for executing a home visit on all Varsity Athletes.
3. He/she is responsible for obtaining grade reports from the principal on the eligibility of each player
4. He/she is responsible for recommending the names of athletes who have earned athletic awards to the campus coordinator in a timely manner.
5. He/she is responsible for submitting a written list of items for repair or replacement that involve his/her particular sport to the campus coordinator. He/she will contact the athletic director when a hazard relating to facilities exists. An emergency merits an immediate phone call.
6. He/she is responsible for staying with the participants until they have dressed and gone home. He/she sees that lights are turned off and all facilities are securely locked before leaving.
7. He/she attends all district league meetings when his/her sport has an item for discussion.
8. He/she confers with the campus coordinator if a player is to be dismissed form the program.
9. He/she is totally responsible for allowing an athlete to play or practice when the athlete is alleged to be ill or injured. The coach works closely with the team physician, athletic trainer, and parents on such problems. The trainer, family physician, and parents will make the final decision as to whether an athlete practices or participates. The coach will abide by this decision.

10. He/she sends schedules for game officials, meets visiting teams, supplies visiting team needs, and takes care of any other requirements for the orderly performance of all games.
11. He/she is responsible for all equipment used in his/her sport. An up-to-date inventory of all equipment must be kept.
12. He/she provides direction and assistance to junior school coaches to assure coordination and success in each sport. This includes a required clinic before the season begins and periodic attendance at practices and games.
13. He/she assists the athletic director in scheduling games.
14. He/she performs other duties from time to time that may be assigned by the campus coordinator and athletic director. Examples of these duties would be officiating track meets, being scorekeeper or clock operator at basketball games, etc.
15. He/she arranges for transportation for all teams in his/her sport.
16. He/she will be certified and required to drive a school bus on athletic trips and will see that assistant coaches do the same.

Athletic Trainer

General

The athletic trainer is responsible for the care and treatment, or referring to a physician for treatment, of all athletic injuries sustained by boys and girls participating in the athletic program in the schools to which he/she is assigned.

Specific Duties and Responsibilities

1. Treat all minor injuries.
2. Work under the direction of a team physician in the treatment of major injuries.
3. Keep a record of all injuries.
4. Keep a written record of all treatment administered.
5. Keep on file physical examination reports signed by physicians.
6. Obtain all information about family insurance.
7. Keep athletic office informed about surgeries.
8. Approve all medical and hospital bills when applicable.
9. Is responsible for working with and developing the proper relationship with team physicians, coaches, athletes, and family of injured athlete.

NOTE: The trainer is neither a physician nor a coach, but a liaison to assist a coach in dealing with athletic injuries and to take care of each athlete in the most effective way possible, keeping all fully informed.

10. Responsible for working with and developing the proper relationship with the athletes.
 - a. Is addressed respectfully by the students (“Mr. Smith” or “Ms Jones”).
 - b. Displays signs on walls of what is expected.
 - c. Develops training room rules.
 - d. Develops rules for student trainers.
11. Develop as many student trainers as possible. Develop a daily, weekly, or monthly work schedule for all student trainers.
12. Plans consistent and continuous efforts to maintain good relations between home and school.
13. Always contacts parents to give extent of injury - keeps parents informed.
14. Communicates with the physician about injuries.
15. Recognizes that the team physician has the final say concerning an athlete’s physical ability to participate.
16. Insures that parents understand policies concerning injury, medical payment, insurance coverage, and the team physician concept.
17. Report any playing hazard found on practice or playing fields.
18. Keep inventory of all athletic training supplies.
19. Prepare annual requests for new and additional training supplies to be submitted to the athletic director.
20. Attends all home sporting events and out-of-town varsity events as assigned.
21. Treat injuries of students in all sports with equal enthusiasm.
22. Strives to maintain a close harmonious working relationship with coaches and athletes of all sports.
23. Keeps on file medical certificate and parents’ permit for all high school athletes.
24. Schedules and help administer physical examinations for athletes in all high school sports when applicable.
25. Distributes student athletic insurance forms to assigned high school and junior schools and assists student athlete insurance claims at the high school.
26. Will arrange for a team physician to be present at all varsity football games, if possible.
27. Performs other duties that may be assigned by the campus coordinator and athletic director.

28. Will be certified and required to drive a school bus.
29. Assists campus coordinator and athletic director with bids, specifications, equipment and supply purchases, and repair of equipment.

SECTION III:

PROGRAM

ORGANIZATION

Football Program

High Schools

Each high school will field a maximum of five teams: Varsity, Junior Varsity A, Junior Varsity B (sophomore), Freshman A, and Freshman B. Any variation from this arrangement will require the approval of the Director of Athletics.

The number of participants on each team will be unlimited.

The campus coordinator will have final decision-making authority regarding all offenses and defenses implemented.

At the sub-varsity levels all players should play in every contest provided they have met all practice, academic, and team rule requirements.

Junior Schools

Each junior school will field a maximum of four teams, two teams per grade level: 7A, 7B, 8A, and 8B. Any variation from this arrangement will require the approval of the Director of Athletics.

The number of participants on each team will be unlimited.

All offenses and defenses implemented will be reviewed and approved by the head football coach from the assigned feeder high school.

All players will play in every contest, provided they have met all practice, academic, and team rules.

Volleyball Program

High School

Each high school will field three girls' volleyball teams: Varsity, Junior Varsity, and Freshman. Each team will have a maximum of 15 players and a minimum of 10 players. The head coach with approval of the Director of Athletics will determine the exact number on each squad.

At the sub-varsity levels all players should play in every contest provided they have met all practice, academic, and team rule requirements.

Junior Schools

Each junior school will field a maximum of four teams, two per grade level: 7A, 7B, 8A, and 8B.

Each team will be limited to a maximum of 15 players. The head coach with approval of the Director of Athletics will determine the exact number on each squad.

All players will play in every contest, provided they have met all practice, academic, and team rule requirements.

Basketball Program

High School Boys

Each high school will field five boys' basketball teams: Varsity, Junior Varsity, Sophomore, Freshman A, and Freshman B. Each team will have a maximum of 15 players and a minimum of 10 players. The head coach with approval of the Director of Athletics will determine the exact number on each squad.

At the sub-varsity levels all players should play in every contest provided they have met all practice, academic, and team rule requirements.

High School Girls

Each high school will field three girls' basketball teams: Varsity, Junior Varsity, and Freshman. Each team will have a maximum of 15 players and a minimum of 10 players. The head coach with approval of the Director of Athletics will determine the exact number on each squad.

At the sub-varsity levels all players should play in every contest provided they have met all practice, academic, and team rule requirements.

Junior Schools

Each junior school will field two boys' teams and two girls' teams per grade level: 7A, 7B, 8A, and 8B.

Each team will be limited to a maximum of 15 players. The head coach with approval of the Director of Athletics will determine the exact number on each squad.

All team members will play in every game provided they have met all practice, academic, and team rule requirements. All team members should receive quality playing time each game.

All offenses and defenses implemented must be reviewed and approved by the head basketball coach from the assigned feeder high school.

Use any appropriate methods to prevent running up the score and embarrassing your opponent. No press of any kind is allowed when your team is 20 or more points ahead.

Track Program

High School

Each high school may field a maximum of three boys' track teams: Varsity, Junior Varsity, and Freshman. Each high school may field a maximum of two girls' track teams: Varsity and Junior Varsity. The number of participants on each team is unlimited.

Junior School

Each junior school will field one boys' and one girls' track team for each grade level (7th and 8th). The number of participants on each team is unlimited.

Golf Program

High School

Each high school is allowed to field two boys' and two girls' golf teams: Varsity and Junior Varsity. The number of participants on each team will be limited to contractual arrangements made by the athletic department with the providing golf course.

Tennis Program

High School

Each high school is allowed to field six tennis teams, three for boys and three for girls: Varsity, Junior Varsity, Freshman. The tennis program will continue throughout the school year. Team tennis will be played during the fall semester and individual tennis will be played in the spring semester.

Junior School

Each junior school will field a boys' and a girls' team in the spring. Junior school tennis will consist of a round-robin team tennis format and one end-of-season individual tournament.

Swimming / Water Polo Program

High School

Each high school is allowed to field two boys' swimming teams and two girls' swimming teams: Varsity and Junior Varsity. The swimming program will continue throughout the school year.

Each high school is allowed to field one boys' varsity and one girls' varsity water polo team. Participants in the UIL swimming program will fill the water polo teams. Water polo is a supplemental program of the overall swimming program.

Although not a sanctioned event of the UIL, the Goose Creek CISD water polo teams will conform to all rules and regulations of the UIL, District 23-5A, and Goose Creek CISD.

Baseball Program

High School

Each high school will field a maximum of three baseball teams: Varsity, Junior Varsity, and Sophomore/Freshman. Each team will have a maximum number of 20 participants and a

minimum number of 15 participants. The head coach with approval of the Director of Athletics will determine the exact number on each squad.

At the sub-varsity levels all players should play in every contest provided they have met all practice, academic, and team rule requirements.

Softball Program

Each high school will field two girls' softball teams: Varsity and Junior Varsity. Each team will have a maximum of 18 participants and a minimum of 14 participants. The head coach with approval of the Director of Athletics will determine the exact number on each squad.

At the sub-varsity levels all players should play in every contest provided they have met all practice, academic, and team rule requirements.

Cross Country Program

High School

Each high school is allowed to field three boys' cross-country teams: Varsity, Junior Varsity, and Freshman. Each high school is allowed to field two girls' cross-country teams: Varsity and Junior Varsity.

Soccer Program

High School

Each high school is allowed to field two boys' soccer teams: Varsity and Junior Varsity. Each high school is allowed to field one girls' soccer team: Varsity. Each team will have a maximum of 18 participants and a minimum of 14 participants. The head coach with approval of the Director of Athletics will determine the exact number on each squad.

Additional Goose Creek CISD Special Regulations

1. The high school head coach in football, volleyball, basketball, and track are required to put on a clinic each year for the feeder junior schools' coaches in each respective sport. The time and date of the clinic must be approved by the Director of Athletics and scheduled with enough lead time to provide junior school coaches the opportunity to be available to attend the clinic.
2. It is the GCCISD athletic philosophy to never intentionally run up the score on an opponent.
3. Junior schools will have a one-week transitional period between football/volleyball and basketball seasons and a one-week transitional period between basketball and track/tennis seasons.
4. Each head coach is responsible for completing a non-district schedule of games for all levels of his/her respective sport and having the schedule approved by the Director of Athletics at least one month prior to the start of the season.

SECTION IV:

BUSINESS PRACTICES

PURSUANT TO ATHLETICS

A. Budget Preparation

The athletic budget will be prepared and administered by the Director of Athletics with the cooperation of the campus coordinators, junior school head coaches, and secondary head coaches.

Equipment and supply needs for the following year must be submitted no later than December 1 in order for the bid process to begin and remain on schedule. This needs list is not an inventory but an expectation of what supplies and equipment will be ordered for each sport for the following school year. Need lists need to include specifications.

Each coach should study budget appropriations for his/her sport and exercise good judgment before ordering.

B. Inventory and Equipment Requests

Inventory and supply/equipment requests will be turned in to the head trainer at each high school by the head coach of each sport for review and processing. These requests must include manufacturer's name, complete description, color, number, sizes, etc. of all items purchased. The approved District bid list should be utilized when making purchasing requests. Items not included on the bid list should be researched and three price quotes obtained before ordering.

All purchasing requests must be submitted by March 11. Any budgeted money not appropriated by the March 11 deadline will be returned to the general athletic budget account for use by the Director of Athletics.

C. Ordering Equipment and Supplies

1. The athletic director must approve the ordering of all equipment and supplies. No coach should order or purchase equipment without prior approval. Goose Creek CISD Purchasing Department Policies **MUST BE FOLLOWED** at all times. Requests to purchase supplies/equipment must be submitted on a requisition form to the head trainer for processing.
2. Every head coach will be provided the amount of money budgeted for his specific sport.
3. Each coach determines which supplies/equipment are to be purchased with the funds budgeted for his sport.
4. All requisition forms will be submitted to the head trainers of the three high schools. Baytown Junior, Horace Mann, and Cedar Bayou will turn in requisitions to the head trainer at Robert E. Lee. Gentry and Highlands Junior will turn in requisitions to the head trainer at Ross S. Sterling.
5. The requisition form must include all information necessary for the purchase, including vendor name, brand name, detailed description of the items being ordered, unit price, extended price, shipping and handling costs, and bid number.
6. Coaches have the flexibility to purchase the supplies/equipment they feel are necessary for their individual programs provided budgeted funds remain for that sport. However, the Director of Athletics has final approval of all purchase requests.

7. Purchase requisitions will be processed in the athletic department after review by the head trainer.
8. Co-ops or Bid prices will be used whenever possible. If quotes are necessary, the requesting coach has the responsibility of obtaining these. A minimum of three quotes is required to comply with District policy. The head trainers can provide assistance in this process when it is needed.
9. All orders will be shipped to the head trainer. The trainer is responsible for receiving and checking the shipment and for the approval for payment of goods received.
10. All questions regarding a purchase and the receiving of goods should be directed to the head trainer. Coaches should not call vendors, central receiving, etc. to check on an order unless asked to do so by the trainer or Director of Athletics.
11. Most of the purchases for baseball, basketball, cross country, football, soccer, softball, track, and volleyball should be made from the Athletic Bid.
12. Coaches will provide the trainers with items they want on the Athletic Bid by December 1. This information must be completed as to brand, description, etc.
13. Trainers will prepare the Athletic Bid. The bid list will be developed and sent to vendors in early January. When the individual coach receives the result of this bid and the amount of funds he/she has available for supplies/equipment, the coach may then make the written requisition request to the proper trainer and the purchase process started.
14. Coaches of golf, tennis, and swimming will purchase their supplies/equipment each year from quotes unless they choose a stock item (i.e. workout sweats, shorts, shirts, etc.) that may be on the Athletic Bid.
15. Trainers will be responsible for the measuring of award jackets and the ordering of all athletic awards at each of the high schools.
16. Requisitions for trophies used in the various meets and tournaments by the high school and junior school coaches will be sent directly to the Director of Athletics.

D. Donations from Organizations

Donations from booster clubs, individuals, businesses, and other organizations must be channeled through the campus coordinator and/or Director of Athletics. As per UIL guidelines, booster clubs and others with an interest in an athletic program may not directly purchase items for an athletic team or program. Utilization of donated funds may not be mandated by the donating organization. All donations will be deposited into a school student activity account for use by the head coach of the sport to which the donation is made.

D. Entry Fees

All requests for payment of entry fees must be made to the office of the Director of Athletics two weeks prior to contest (see example of an entry fee form in the appendix of this manual). A maximum of \$200 entry fee will be allowed for varsity tournaments. A maximum of \$150 entry fee will be allowed for sub-varsity tournaments.

F. Equipment

It is the responsibility of the head coach of each sport to keep an inventory of his/her equipment. This record shows the equipment on hand at the beginning of the season, the amount purchased, and the ending inventory. This report is to be furnished to the Director of Athletics no later than two weeks after the end of the season.

Coaches must prevent loss of equipment by keeping a close check on managers and players to see that all equipment is well cared for. This responsibility should not be left to the student managers. Athletic equipment should be issued to players by coaches. Coaches are expected to confiscate any equipment when they see a student using/wearing it without permission. The coach must remind players that the stealing of athletic equipment can be a felony.

It is the responsibility of all coaches to see that equipment is kept clean and in good repair. Dressing rooms and storage rooms should be orderly and clean at all times. At the close of each season all clothing, shoes, etc., should be thoroughly cleaned and properly stored to ensure that it will be in good condition for the next season. Equipment costs make up a large portion of the yearly athletic budget and all measures should be taken to ensure that the equipment will last as long as possible through proper care.

Equipment issued to athletes that is lost is the responsibility of the athlete. If the loss or damage to equipment is contributed to student negligence, the student will be held responsible for replacement costs.

Outside equipment that cannot be stored indoors, such as blocking sleds, should be properly cared for when not in use. Frequent inspections should be made to insure the equipment will have a long usage.

G. Maintenance

Each head coach is responsible for the cleanliness of his athletic areas and the care of facilities and equipment. All athletic facilities and equipment should be checked periodically. The Athletic Director will request a facility check list periodically.

Routine maintenance requests for athletic facilities should be channeled through the campus coordinator or the campus administrator responsible for maintenance work orders.

The Athletic Director should be contacted for unusual maintenance requests that may require appropriation of money.

H. Facilities

Permission to use all athletic facilities will be granted in accordance with school district policies regulating facility use. Requests for use will begin with the Operations Department.

I. Medical Policy

All participants in any athletic program will be required to have a medical examination (physical) before being allowed to participate (including suiting out for any practice session). A written record of the examination with the physician's approval to participate must be on file on campus.

The coach of each sport must secure a signed parental approval participation form for each participant prior to the student's participation in the sport (including any practice session).

Forms for physical examinations and parental approval to participate are available from the athletic trainers or athletic office.

J. Travel by Coaches

Approval from the Athletic Director must be obtained before a coach can use his/her personal vehicle for school business. The campus principal and Area Executive Director must also approve any trip requiring loss of academic teaching time.

Requests to attend a professional development meeting/clinic must be submitted on a Travel Request Form to the athletic office one month prior to the event. No funds will be used for travel during the 2015-2016 school year.

The school district will not reimburse or pay for any association dues.

K. Use of Athletic Phones

Personal long-distance calls cannot be charged to a school phone. School phones should not be used to handle private business. Any long district calls made using school phones must be related to the athletic team to which the coach is assigned.

L. Fund Raising

No coach should raise money through service clubs or individuals without the approval of the Athletic Director. Activity fundraisers must follow District guidelines. Coaches will be held accountable for completing all paperwork required to have a team conduct a fundraiser.

M. Team Travel

No athletic trip will be more than 100 miles from Baytown without approval by the Athletic Director.

All requests for transportation will be made by the coach through the Transportation Department. Budget numbers for athletic travel will be provided at the beginning of each year by the athletic office.

School buses or school vehicles will be used to transport all athletic groups, unless permission is received from the Athletic Director. Rented passenger vans are not allowed to be used for transporting students. District Traverse vehicles are available on a first come first served basis.

Coaches are responsible for insuring athletes dress properly for out-of-town trips. Nothing short of the district-approved dress code should be accepted from traveling athletes. It is recommended that athletes be required to dress with higher expectations than those of the district dress code.

Athletes are expected to behave appropriately at all times during out-of-town trips. It is the coach's responsibility to outline accepted behaviors while on trips.

Each sport will not receive a budget to provide out-of-town meals throughout the season. Coaches

All athletes must travel with the team. No student may be allowed to drive himself to the site of a contest. All athletes must return with the team unless the parent personally requests supervision of son or daughter after a contest and the request is made in writing. No athlete may leave the team under the supervision of anyone other than his/her parents or other school personnel. If a student is to travel home with a parent, they must fill out the student travel form that in on the district website, in advance of the trip.

ALL COACHES ARE REQUIRED TO BE CERTIFIED TO DRIVE BUSES ON ATHLETIC TRIPS. Reimbursement covering the cost of upgrading a standard driver's license to the level required to drive a bus will be made by the athletic office. A receipt (copy of new permit with cost shown) must be turned in to the athletic office before this reimbursement will take place.

All regulations, policies, etc. set by the Transportation Department must be followed by coaches when driving or using school vehicles.

Coaches who drive busses will be paid a stipend for each trip made. Payment for these trips will be made when proper procedures are followed.

N. Bus Driving Information

REQUIREMENTS FOR BECOMING BUS CERTIFIED

- Class A or Class B driver's license
- Check of driving record
- Annual physical examination – must be on form provided by Transportation Dept.
- Bus driver certification class
- Random drug and alcohol testing
- Possible drug and alcohol testing if involved in accident while driving a bus

PROCEDURES FOR MAKING A BUS REQUEST

- Bus requests must be received by Transportation seven days prior to trip.
- Driver name must be indicated on request form (scheduled driver must have completed all requirements of section I above).
- Report any change in driver name, date of trip, time of trip, etc. to Transportation as it occurs.
- Provide the number of students being taken on the trip; this is crucial as bus assignments are determined by this count.
- Provide a valid budget number for each request (see head coach for list of numbers).

TIPS FOR COMPLETING A SUCCESSFUL TRIP

- Buses should be picked up before 5:00 p.m. Buses may not be available for early pick-up because of regular route commitments. Check with Transportation to confirm an earlier pick-up time if your trip needs to begin before 5:00 p.m.
- If a scheduled trip/event is cancelled, please print “CANCELLED” on the yellow trip ticket and turn it in to Transportation. Call the office early if you know a trip is being cancelled so the bus can be reassigned for use.
- Keys and yellow trip tickets for weekend trips must be picked up before 5:00 p.m. Friday. If you have a Friday and Saturday trip be sure to pick up both yellow tickets and keys on Friday. Check the bus number on the tickets– they may not be the same for each day. Arrangements can be made to leave bus keys and tickets in the locked box by the shop office for pick-up after 5:00 p.m. **HOWEVER, DO NOT ASSUME THIS WILL BE DONE AUTOMATICALLY; YOU MUST CALL TRANSPORTATION AND ARRANGE FOR THIS TO BE DONE.**
- Record odometer reading on the yellow trip ticket for the trip. The beginning mileage is the reading when students board the bus at the departure point. The ending mileage is the reading when students are returned to campus. (Do not count mileage from the bus barn to the pick-up point and from the drop-off point back to the bus barn.)
- Upon returning from the trip, place the bus key and yellow trip ticket (with all information completed) in the drop box on the south shop door. The yellow trip ticket must be left at Transportation when the bus is returned.
- Return bus to proper numbered space in bus yard.
- **RETURN THE BUS CLEAN!** If a bus is returned in a condition unacceptable to Transportation personnel, the driver will be docked his/her stipend for the trip. If a bus is not clean when it is picked up, notify the Campus Coordinator and Rick Walterscheid by e-mail before leaving.
- Report bus defects and/or problems upon return or early the next morning. A note may be left in the drop box detailing the problem.
- Be sure all windows are raised, and the bus is properly shut down (lights, fans, heater, brakes set, etc.) and that no equipment (books, bags, etc.) is left on the bus.
- Maintain discipline on the bus at all times. Do not allow students to stand on seats and/or sit on seat backs.

STIPENDS FOR BUS DRIVING

Coaches can receive a stipend of \$15 (in-district) or \$25 (out-of-district) for driving a bus to an athletic contest if any part of the trip is outside the regular school day. **THIS STIPEND WILL BE PAID ONLY IF THE DRIVER PROPERLY FOLLOWS THE FOLLOWING PROCEDURES:**

- Obtain a blue “Payroll Form for Extra-Curricular Trips” from the transportation office.
- List all trips driven during the current pay period on this form, carefully completing items requested (destination, date, etc.).
- Return this form to the transportation office the Monday following the end of a pay period (the Monday following receipt of a pay check). Your stipend will be paid in the second paycheck following turning in the blue payment form.
- Be punctual - once a new pay period begins, no stipends will be paid for trips dating back two or more pay periods. (Example: If a pay period ends on Sept. 15, blue forms for that pay period are due on the following Monday. The next pay period ends Sept. 30. After Sept. 30, no blue pay forms for trips driven prior to Sept. 15 will be accepted.)

OTHER HELPFUL HINTS

- Check the fuel gauge **BEFORE** leaving the bus yard.
- Stop at all railroad crossings.

- Maintain a maximum bus speed of 50 MPH (state law).
- Keep transportation emergency numbers handy: 281-420-4665 & 281-838-6071
- Use your gate key to use the telephone located in a locked box by the shop foreman's office door if needed for local calls.
- Do not park your personal vehicle in a bus parking spot. Personal vehicles should be parked in the back of the shop on the grass, along the fence of Lee Drive, or along the fence near the railroad tracks.
- Lock the bus yard gate when leaving.
- Report any traffic violations you receive after certification to the Director of Transportation (new state law).

O. Scouting Expenses

All requests for reimbursement of scouting expenses must be turned in within 5 school days after the scouting trip. A \$6.00 limit per meal will be paid to each scout when making a trip to an out-of-town site. Requests for reimbursement must be made on forms provided by the athletic office. There are 3 district vehicles for use.

SECTION V:

GENERAL POLICIES

AND

PROCEDURES

A. Awards and Lettering

1. The current UIL rules under Section 480 stipulate that only one major award (maximum cost of \$55) may be presented for participation in interschool competition during a student's high school enrollment in the same high school. Additional symbolic awards (not to exceed \$15 each) may be presented for each additional interscholastic activity during the student's high school career.
2. Participants must meet the scholastic requirements as set forth by the UIL and State Board in order to be eligible to receive an award.
3. A high school pupil may receive a major award (letter jacket) for the first time he/she qualifies for it. Any subsequent varsity symbolic award will be an award letter.
4. Symbolic awards for all sub-varsity lettermen will be an award letter.
5. The decision concerning the selection of the student and presentation of the award must be made during the academic year in which the student qualifies for the award.
6. Awards are granted to students for exemplary representation of the school. Winner of such awards are subject to the rules and regulations of the school and the community. Even though minimum requirements have been satisfied, if the student's behavior during his/her school career is such that he/she is no longer a positive representative of the school, then the school may revoke the award and repossess the symbol of the award or withhold the symbol if it has not been presented.
7. The minimum standards for obtaining a varsity athletic award have been determined by the head coaches of each high school with the approval of the athletic director.
8. High school coaches should turn in lists of lettermen and award winners to the campus coordinator. Each coach must check his/her records very carefully to be sure he/she does not recommend a major award for a student who may have previously received one.

B. Minimum Standards for Athletic Awards – Varsity Lettering

Football: All members of the varsity team who complete the season in good standing and meet UIL and Goose Creek athletic policies are eligible for this award. The head coach will make decisions regarding letter awards.

Boys' Basketball: All members of the varsity team who complete the season in good standing and participate in at least ten games or one-third of all games played (whichever is fewer) are eligible for this award. The head coach will make decisions regarding letter awards. Players elevated to the varsity squad during the season will be lettered at the head coach's discretion.

Girls' Basketball: All members of the varsity team who complete the season in good standing and participate in at least ten games or one-third of all games played (whichever is fewer) are eligible for this award. The head coach will make decisions regarding letter awards. Players elevated to the varsity squad during the season will be lettered at the head coach's discretion.

Boys' Golf: All members of the varsity team who complete the season in good standing and participate in at least four varsity tournaments or score 160 or better (over two rounds) in the district tournament are eligible for this award. The head coach will make decisions regarding letter awards.

Girls' Golf: All members of the varsity team who complete the season in good standing and participate in 50% of the varsity tournaments entered or play on the "A" team in the district tournament and post-district tournaments when the team qualifies are eligible for this award. The head coach will make decisions regarding letter awards.

Water Polo: All members of the varsity team who complete the season in good standing, participate in 25% of the quarters played, and are in attendance at 90% of practices are eligible for this award. The head coach will make decisions regarding letter awards.

Swimming: All members of the varsity team who complete the season in good standing and score 20 points in varsity meets or make the finals at the district meet are eligible for this award. The head coach will make decisions regarding letter awards.

Boys' Cross Country: All members of the varsity team who complete the season in good standing and finish in the top 25 places at three varsity meets or finish in the top 15 places at the district meet are eligible for this award. The head coach will make decisions regarding letter awards.

Boys' Track: All members of the varsity team who complete the season in good standing, participate in 50 per cent of the varsity meets entered by the team, and score a minimum of 10 points during the season or score one point in the district meet are eligible for this award. The head coach will make decisions regarding letter awards.

Girls' Cross Country: All members of the varsity team who complete the season in good standing and finish in the top 25 places at three varsity meets or finish in the top 15 places at the district meet are eligible for this award. The head coach will make decisions regarding letter awards.

Girls Track: All members of the varsity team who complete the season in good standing and score 15 points at varsity meets during the season or score one point at the district meet are eligible for this award. The head coach will make decisions regarding letter awards.

Team Tennis: All members of the varsity team who complete the season in good standing and play singles and/or doubles in a minimum of one-third of all fall matches are eligible for this award. The head coach will make decisions regarding letter awards.

Spring (Individual) Tennis: All members of the varsity team who win the first two rounds in the main draw of a varsity tournament OR win first place in consolation of a varsity tournament with a minimum of three match wins in the bracket OR win first or second place in the main draw of a varsity tournament are eligible for this award. The head coach will make decisions regarding letter awards.

Volleyball: All members of the varsity team who complete the season in good standing, attend 90% of all practices, and participate in 70% of non-district games and 50% of district games (participation defined as dressing for varsity game) are eligible for this award. The head coach will make decisions regarding letter awards.

Baseball: All members of the varsity team who complete the season in good standing and play in a minimum of seven innings or 25 per cent of games played are eligible for this award. The head coach will make decisions regarding letter awards.

Girls' Soccer: All members of the varsity team who complete the season in good standing and play in 50% of district games and attend 90% of all practices are eligible for this award. The head coach will make decisions regarding letter awards.

Boys' Soccer: All members of the varsity team who complete the season in good standing and meet UIL and Goose Creek athletic policies are eligible for this award. The head coach will make decisions regarding letter awards.

Softball: All members of the varsity team who complete the season in good standing and play in seven innings or 25 per cent of games played are eligible for this award. The head coach will make decisions regarding letter awards.

NOTE: The coach of any sport, at his/her discretion, may recommend lettering for an athlete who has not met the above requirements. There are instances when a student will contribute greatly to team success through personal effort, loyalty, attitude, etc. and should receive a varsity award. This recommendation will be restricted to an athlete's senior year and must be approved by the athletic director.

C. Discipline of Athletes

1. A student is not required to take part in athletics nor is it required for graduation. Therefore, athletics is a privilege. Consequently, when the high ideals and standards of the athletic program are violated, this privilege can be revoked. Goose Creek CISD athletes will act with pride and dignity at all times. (See Athletic Code of Conduct)
2. The general philosophy of the Goose Creek CISD Athletic Department is that we will attempt to help an individual who makes a minor mistake. However, if a minor mistake is repeated, the welfare of the team must take priority. ("Minor mistakes" include, but are not limited to, violation of training rules, missing practice, poor attitude, etc.)
3. Coaches have the authority to discipline athletes on their individual teams but should exercise sound judgment in evaluating specific penalties, keeping in mind the welfare of the team as well as the individual. Above all, coaches must be consistent with their discipline.
4. No coach should dismiss a student from a team until discussing it with the campus coordinator or athletic director. A 24-hour evaluation period will exist before a final decision is made.

D. Faculty Relations

All coaches should strive to maintain a close relationship with fellow faculty members. One cannot expect to gain the respect and cooperation from other teachers unless one shows a sincere interest in their area of instruction and are willing to help them on occasion.

It is your responsibility to help prevent discipline and academic problems. Stress good citizenship to all athletes and communicate with teachers continually. Do not wait until an athlete is in a hopeless academic position and then expect a teacher to "pull the athlete through." Work with campus administration to conduct weekly grade checks throughout the school year.

At all times, be cooperative and seek help when appropriate in your teaching field. **Coaches are expected to be good teachers!** Attend all meetings that involve your academic department.

E. In-Service Education

The following coaching activities/meetings are approved for high school coaches in Goose Creek CISD. In GCCISD, Coaches are required to have 20 Hours of In-Service. Approval of the principal is required for attending any activity that requires a coach to miss instructional time. Participants may be required to use personal business days to attend activities/meetings during instructional time. A maximum of two school days will be allowed for any trip. Attendance at these activities may not qualify for district-approved exchange days. In-Service Education, will not be credited if you miss a coaching assignment due to the absence. You are not allowed to miss a coaching assignment to go to a clinic, conference or tournament.

- Texas High School Coaches' Association coaching school (boys & girls) – Any high school coach whose sport is lectured at these clinics may attend.
- Texas Girls Coaches Association
- Texas Athletic Directors Association
- National Interscholastic Administrators Association
- Greater Houston Football Coaches Association
- Texas High School Baseball Coaches Association
- State Basketball Tournament
- State Volleyball Tournament
- State Soccer Tournament
- State Track Meet
- State Swimming Meet
- State Tennis Tournament
- State Golf Tournament
- State Baseball Tournament
- State Softball Tournament
- Athletic Trainers' Association Conference

The athletic director and campus principal could approve additional opportunities.

F. Officials

Officials assigned to athletic contests involving Goose Creek CISD teams are the most competent game officials available for each game. Coaches and other school officials will take measures to insure courteous treatment of all game officials. The head coach of each sport at the high school level is responsible for providing correct schedules for varsity and sub-varsity teams to the Texas Association of Sports Officials (TASO) chapter being used.

- Football – Varsity football officials are selected by head coaches. Sub-varsity and junior high football officials are assigned by the Houston chapter of TASO – Football.
- Basketball – Boys' and girls' varsity and sub-varsity officials are assigned by the TASO chapter agreed upon by the athletic director and head coach of each GCCISD high school. Junior high basketball officials are assigned from an area TASO chapter selected by the athletic director.
- Baseball, Volleyball, Soccer, Softball – All game officials are assigned from an area TASO chapter for these sports.

The head coach is responsible for notifying the officials' association immediately if a contest is postponed or cancelled. The school district is obligated to pay officials who are not informed in a timely manner of these developments or who report for a contest that has been changed.

All game administration officials in high school and junior school sports are paid through the athletic office. Official sign-in sheets must be delivered to the athletic office (hand delivered or faxed) the day following the contest.

G. Participation in Various Sports

All boys and girls are to be encouraged to participate in as many sports as their interests and abilities will allow. If an athlete wants to drop a sport, he should first be directed to the head coach in that sport, who will discuss the matter with him. The best interest of the student and team must always be the primary considerations when a student requests to be excused from an athletic program. An athlete who quits one sport cannot participate in another sport while the sport he is quitting is still in season. This applies only to the year in which the student quits the team.

No coach should ever attempt to influence an athlete to give up participation in one sport to devote greater concentration to another sport. All coaches should work cooperatively to ensure an athlete with skills in various sports can participate in those sports. Recruiting within various athletic programs will not be tolerated. The threat by a coach to an athlete considering participating in other sports of having playing opportunities denied or playing time reduced will also not be tolerated.

Off-Season Athletic Class – Off-season programs are designed primarily for students not participating in another varsity in-season sport. Emphasis should be placed on improving the following: strength, agility, competitiveness, individual skill and technique, quickness, attitude, and running skills. A varsity athlete in another sport will be excused from their primary off-season program until the second varsity sport has concluded its season. The release date from the primary off-season program will be the beginning date for the second sport according to the UIL calendar or upon completion of the primary sport season if the sport seasons overlap. The head coach may release an athlete to other sports before this date if he/she feels it will be advantageous to the athlete. When the second sport has ended, the athlete will return to the primary off-season program unless participating in another varsity sport already in season. The permission of the head coach of the in-season sport must be received for an in-season athlete to participate in the primary sport's off-season program. Athletes participating at the sub-varsity level in other sports will not be released from the primary off-season program unless approved by the campus coordinator.

H. Personnel Recruitment and Re-election

1. Applicants for the position of teacher-coach are to be referred to the Director of Personnel for processing and arranging for interviews pertaining to their appointment. The qualifications of the applicant will be evaluated by the athletic director, campus principal, and/or campus coordinator, and/or respective junior school head coach. Recommendations concerning teaching assignment will follow the procedure used for other teaching positions. The principal will make final recommendations to the Director of Personnel for positions pertaining to teacher/coaching duties.

2. The procedure to be used to determine continuation of coaching duties and/or assignment of coaching personnel will be as follows:
 - a. Personnel for both coaching and teaching assignments are to be evaluated for each assignment. One recommendation will be given by the principal taking into consideration the proficiency of the individual in all assignments.
 - b. Campus coordinators, head coaches, and junior school head coaches will assist the athletic director and campus principals in making recommendations pertaining to coaching evaluations.
 - c. The principal's recommendation for coaching duties will be submitted to the athletic director prior to the end of each school year.
 - d. Head coaches should discuss personnel under their supervision with their campus principal. Coaches assigned to a school are under the direct authority of the campus principal.

I. Physical Examination and Parental Permission

All participants in the competitive sports program must have a medical examination and a signed parental permission form before participating in any athletic activity, including practices. These forms will be kept on file in the junior school coaches' office for junior school students and the trainers' office for high school students. This can be done on-line at RankOne.

J. Practice

In high school, no coach may be on the field with athletes until the date the UIL lists as the official date of starting practice. No meetings may be held before the official starting date. No practice sessions will be conducted on Sunday, Thanksgiving Day, Christmas Day, or New Year's Day. Also, UIL rules with regard to practice during Christmas holidays must be followed.

The amount of practice time must never cause your team to exceed UIL/TEA guidelines. Parents should be informed in advance as to length and time of all practices.

Written, organized workout schedules are required of all coaches and should be kept on file for review by the athletic director as deemed necessary.

K. Publicity and Promotion

Each coach is a representative of Goose Creek CISD. It is the personal responsibility of a coach to maintain good relations with the faculty, parents, and general public, as well as to create a favorable picture of the athletic program.

A coach should maintain a close relationship with parents and never hesitate to conference with them on subjects involving their child. **The use of abusive language or actions in dealing with athletes in practice and in games is never acceptable.** All coaches are expected to exercise tight control over their emotions and actions during practice and games and whenever acting in an official capacity before the public.

Coaches are expected to dress appropriately for the activity in which they are involved, whether it be in the classroom, on the practice field, or for games. Coaches should abide by the Goose Creek CISD employee dress regulations at all times.

The head coach of each sport is responsible for releasing all information regarding his team and opponents. All efforts should be made to work cooperatively with the news media. Due to the large number of events that must be covered, the news media will many times not have a reporter at a game.

Information regarding the outcome of games should be reported immediately following the game. The Baytown Sun and Houston Chronicle are mandatory media outlets that must be contacted after all contests.

All Head Coaches must be a member of their sports organization to promote our student athletes. We want students to have an opportunity to be recognized at many different levels. Failure to become a member of your sports organization will lead to a growth plan and ultimately dismissal.

L. Recruiting by Colleges and Universities

No person in the athletic department should, in any way, attempt to direct a Goose Creek CISD athlete to a particular college or university. Upon request for help by the athlete's parents or by the athlete, the coach should attempt to assist the athlete to enter the college or university of his choice. Please keep a record of the schools that you have contacted. We should do our best to help students get an opportunity to participate in college if they so desire.

M. Request for Assistance in Problem Solving

All coaches should initiate the discussion of a problem pertaining to athletics with the campus coordinator or junior school head coach. The campus principal and/or athletic director should be contacted if the subject merits additional attention.

N. Scheduling Policies and Procedures

In constructing schedules, the primary aim is to arrange schedules that will provide the most equitable competition possible within the framework of a respective sport's budget and consistent with the objectives of the overall sports program and UIL regulations. **It is the responsibility of the head coach of each sport to prepare all varsity and sub-varsity schedules for approval by the athletic director.** Schedules should be submitted for approval as far in advance as possible and should not be distributed without approval of the athletic director.

The following factors should be considered in making schedules:

- Try to achieve a balance between the number of home and away games and proper spacing between home and away games.
- Try to balance competition between outstanding, average, and weaker opponents.
- Consideration of expenses - use good judgment in considering the expenses involved in participating in an event/game against the possible income the event/game will generate.
- Protecting classroom time – all efforts should be made to schedule games at times so that students do not have to miss class time.
- District certification date for playoffs in your sport.
- UIL guidelines regarding allowed number of games, matches, and/or tournaments
- Travel distance – games should not be scheduled outside of a 100-mile radius of Baytown unless special permission has been given by the athletic director. Overnight trips are discouraged and must be approved in advance by the athletic director.

All scrimmages must follow UIL rules governing such events. Scrimmages must be approved by the athletic director as part of a team's schedule and should be planned, scheduled, and budgeted in advance.

O. Scouting

1. All scouting trips will abide by UIL and district rules.
2. The high school head coaches of each sport oversee personnel (through the seventh grade) for scouting purposes.
3. Junior school and high school coaches are used for scouting.
4. The athletic director must approve the number of times an opponent is scouted.
5. Coaches should retain all receipts involved with their scouting trips and submit them along with a Statement of Travel Expense report to the athletic director at the end of the season for reimbursement. Meals will be subsidized at \$6.00 per trip.

P. Other Duties

All coaches in the system will be called on at times to perform duties that may or may not pertain to their assigned sports. These duties are to be performed by the coaches in the best manner possible. Coaches may or may not be paid for helping with any of these duties. The following are examples of these duties: working at school district track meets, game administration (timer, scorekeeper, crowd control, etc.) at basketball games and/or tournaments, and assigned duties at any other meet, tournament, and/or contests that involve Goose Creek CISD athletes.

Q. Policies Regarding Athletic Injuries (when no trainer is available)

Advance Preparation

1. During the week devoted to the coaching clinic before the opening of school, all coaches will receive first aid instruction from the high school trainers in the care of athletic injuries.
2. All parents will be required to sign a Pre-Participation Physical before any student can practice or play.
3. First aid supplies and kits will be provided by the high school trainers and must be taken to all athletic events.
4. All coaches should know the location of telephones in the gym, dressing room, and office. Make sure you have a key to the rooms where phones are located. Having a cellular phone available is highly recommended.
5. Always have your athletes' medical information cards available at home and away games.

Coaches will neither require nor permit a sick or injured player to practice or participate in a game without approval of a doctor, athletic trainer, and the consent of the parent. The health of the athlete is to be the first concern at all times.

When an Injury Occurs

1. The coach in charge of the team will try to determine if removal and rest (from practice or the contest) or first aid is required. The coach should be extremely cautious if the injury is more serious in nature (head, back, internal).
2. **EMERGENCY PROCEDURES:** Serious complications resulting from athletic injuries can be prevented if proper emergency procedures are followed. These guidelines are designed to assist the coach and the injured athlete.
 - a. Keep the player still and calm. Be very judicious in administering first aid. Remain calm yourself (you will need to maintain control of the situation until medical help arrives).
 - b. Call 9-1-1 and inform them of the injury. Request qualified emergency transportation if possible. Using personal vehicles should be a last resort.
 - c. Contact the doctor or hospital to insure complete care of the injured player.
 - d. Notify the parents of the injured player (from emergency medical card).
 - e. If a parent cannot be located, a school representative should accompany the player to the hospital and continue to attempt to locate parents or a relative.
3. The coach should follow up with a visit to the hospital or visit with the parents if the player is not in the hospital.
4. The coach should report all serious injuries requiring outside medical attention to the athletic director as soon as possible. Injuries requiring immediate hospitalization should be reported to the athletic director immediately (call at home if the injury occurs in the evening).

R. Participation of Athletes in Contests

High School

Varsity: All members of the varsity team are not required to participate in every contest, but it is recommended when the situation warrants.

Sub-Varsity: All members of a team should play in every contest unless being held out for disciplinary reasons or injury. Length of playing time may be determined by the athlete's attendance at practice, attitude, and grades.

Junior School

All members of a team should play in every contest, unless being held out for disciplinary reasons or injury. Length of playing time may be determined by the athlete's attendance at practice, attitude, and grades.

S. Tryouts

Tryout sessions for each team must be of adequate durations and variety, especially at the junior school level. This is to ensure that all students be given a reasonable opportunity to establish their athletic prowess. Tryouts should be publicized to the student body well in advance. Records should be kept on individuals trying out. The campus coordinator must approve tryout procedures.

Factors to be considered when determining placement of a student on an individual team include: individual skill, competitiveness, hustle and desire, teamwork, classroom performance and behavior, attitude, and athletic background. Individual sport tryouts such as golf and tennis should

be determined using elimination tournaments, setting these up in such a way as to be as fair as possible to all trying out.

T. Sportsmanship

Whenever a contest is one-sided in your favor, you should use this opportunity to play reserves for the remainder of the contest. At no time should a coach play the “first string” after a contest has become one-sided. Leads of 30-35 points in the third quarter of football and basketball would be an example of a one-sided contest.

U. Classroom Assignment

A coach should not question his teaching assignments or arrangement of conference periods to any administrator until he has had a conference with the campus coordinator. Since many factors influence the building of a master schedule, it should be understood that everybody cannot have his schedule suited to individual needs.

V. Graduate Work While Coaching

If a coach is to take college courses during the school year, it must be arranged so that it does not interfere with his coaching duties. Graduate class schedules must be approved by the athletic director prior to registration. There are many on-line options that will result in no loss of school or coaching time.

W. School Absences Due to Games and Clinics

All school time missed by a coach while on school-related business must have prior approval of the campus principal. Requests to attend professional development meetings/clinics must be submitted at least one month prior to departure. Approval to attend such events during school time may be contingent upon the coach using personal business days.

When it is necessary to get students out of class to make trips or participate in games, a list of the students involved in the trip must be submitted to the appropriate campus principal’s office for approval. Names should be listed alphabetically by grade level using a campus form, if one exists. Check with your campus principal for other procedures that may need to be followed when pulling students from class.

Overnight trips are discouraged but are necessary at times. These trips will be discussed between the head coach, campus coordinator, athletic director, and principal. The head coach is responsible for the conduct of his players on all athletic trips, including overnight trips.

SECTION VI:

GENERAL POLICIES

FOR COACHES

Although many of these general policies have been covered elsewhere in this manual, it does no harm to repeat them. Therefore, all Goose Creek CISD coaches should be familiar with the following policies:

1. Coaches should always dress and groom themselves neatly and set their dress standards higher than that demanded of athletes. Male coaches should pay particular attention to hair length, sideburns, and facial hair. Goose Creek CISD dress regulations for employees must be followed at all times.
2. Profanity has no place in athletics. Take actions to stop its use. Do not use profanity or allow players under your supervision to use profanity.
3. Coaches should not use any tobacco products in the presence of players at any times and should abide by District policy regulating the use of such products while on school-owned property.
4. Coaches should not criticize or allow players to criticize other players, coaches, or officials. Coaches should not become too critical of officials and let our players see this. Blaming officials detracts from the ability of the coaches and players and can lead to serious control problems.

The following is an excerpt from a bulletin of the University Interscholastic League:

“It is the responsibility of the coach to set the example in proper conduct toward game officials. Experience has shown that the coach, through his actions, generally sets off the spark that results in misconduct of lay people toward the officials. The coach is all-important in regard to setting the proper example in conduct to the pupils of the schools and to the citizens of his/her community. As the coach is a member of the school faculty, his/her conduct is evaluated very critically by the League in any case of mistreatment of game officials.

If in spite of all pregame arrangements an attack should occur on a game official, then the school administration and the school board should take immediate steps to see that the person or persons making the attack on the official is arrested and prosecuted before the proper court. There should be a sincere attempt on the part of the school to see that the guilty person is brought to justice. Token punishments will not carry much weight with a committee.

The State Executive Committee is making an urgent appeal to all school administrators, coaches, and teachers to take proper precautions to see that all game officials are protected and extended courtesy while on their school premises, and urgently requested in case of any misconduct by a fan, player, or a coach, to follow up by prosecuting this person to the legal limits. Proper preparations can prevent most situations which result in misconduct relative to officials.”

Any coach who receives a technical foul, red card, unsportsmanlike conduct penalty, or is penalized in any way during a contest must report this to his/her campus coordinator no later than the next day following the infraction. The campus coordinator will report the incident to the athletic director.

5. Coaches must guard their actions, mannerisms, and speech very carefully as they have a tremendous influence on the young men/women under their supervision.
6. Coaches should not be critical of other coaches, administrators, etc. Comments made in confidence always have the chance of being relayed to the accused. Remember the old saying, “If you can’t say something good, don’t say anything.”

7. Punctuality is important in all phases of your job. Be on time to announced practices and all teaching assignments.
8. Coaches should abide by the District dress code for employees at all times.
9. Take your teaching assignment very seriously. You are a teacher first and a coach second. Unsupervised students cause problems. Be in your assigned classroom on time and remain with your assigned class at all times.
10. Treat athletes and students fairly at all times.
11. Do not allow players to leave school early on game days unless an excessively long trip is to be made and you have cleared this with the principal or campus coordinator.
12. Never discourage an athlete from playing another sport. Do not threaten loss of playing time in your sport if an athlete chooses to “branch out” and try other areas of athletics.
13. It is the duty of the coaches to be the last ones to leave a facility. Do not leave the closing of a building to someone else unless other arrangements for securing the building have been made.
14. Keep equipment rooms and coaches’ offices neat and clean at all times. Offices should not be treated like lounges. Offices should be locked at all times when unoccupied.
15. It is the responsibility of the head coach of each team to see that a place for the safe keeping of valuables is made available to all team members. You may delegate this responsibility to an assistant.
16. When it becomes necessary to dismiss a player from a team, be certain the reason is valid, and that dismissal is the only possible solution. Notify the campus coordinator before dismissing any student from your team. The campus coordinator will report all dismissals to the athletic director.
17. Do not leave players who are waiting to be picked up unsupervised. One coach should always remain until every player has left the premises after a game or practice.

SECTION VII:

ATHLETIC POLICIES

FOR THE STUDENT-ATHLETE

ATHLETIC POLICIES FOR THE STUDENT ATHLETE
(THE ATHLETIC CODE OF CONDUCT)
GOOSE CREEK CISD

Participation in the athletic program and/or University Interscholastic League contests is a **PRIVILEGE**, not a right. No student is required to take part in the contests or activities. Therefore, it is imperative that all students and parents of students taking part in the program understand the following Athletic Code of Conduct and conform to the rules and regulations therein and that the coaches of the sport or activities and the athletic director shall have every right to remove these privileges.

The goals of the athletic programs of Goose Creek CISD are designed to:

- Develop attitudes in each individual that will become an integral part of his/her quest for success
- Further an appreciation for optimum health and physical fitness of the participant
- Encourage the student-athlete to grow physically, mentally, and socially
- Develop the characteristics of sportsmanship, loyalty, discipline, training, courage, improvement, and pride in the student-athlete

The student-athlete must understand that both winning and losing are part of the game. A student-athlete must be disciplined to be a good loser as well as a gracious winner. The student-athlete must never use profanity or resort to illegal tactics. Excessive displays of temper, flagrant violations of contest rules, etc., will not be tolerated. Total respect to officials at all times is an absolute must. Any discussion of calls made by officials will be done by the coach. Any behavior contrary to the above or any other act that is not conducive to good sportsmanship may result in removal from the contest and possible further discipline action, including, but not limited to expulsion from the team.

ATHLETIC DRESS CODE

To participate in athletics in Goose Creek CISD, certain standards must be maintained, one of which is acceptable grooming and dress as determined by the district Board of Trustees, the Athletic Director, the Campus Coordinator, and the head coach of each sport. Specific standards of grooming are necessary in order to provide a safe and healthy athletic environment, to express uniformity among team members, and to promote self-discipline of the student-athlete.

The student-athlete should be in compliance with the student dress code as it appears in the Student Code of Conduct and student handbook. Also, the head coach of a sport may determine additional dress code requirements for his/her sport. The athlete should be neatly dressed for competition. Each team member is to be dressed the same while participating in an event. Equipment worn by the athlete should be identical to his team members except for shoes. Shoes, if different, should be of the same color when possible. Game uniform tops/shirts must be worn tucked in at all times unless the top is designed otherwise.

FAILING TO FULFILL COMMITMENT

A student should take his/her decision to join an athletic team seriously. Athletics takes much hard work, time, and dedication. Any participant who quits a sport after he/she has begun will not be allowed to participate in any other sport until the regular season has ended in the sport he/she quit. The only exceptions to this will be by a majority vote of the Athletic Council or if he/she quits upon the recommendation of the coach.

Reinstatement in a sport quit by a student-athlete will not be allowed unless he/she has a majority vote of approval from the Athletic Council.

The Athletic Council at each school will consist of the Campus Coordinator, the head coach of the sport involved, and the principal.

CARE AND USE OF EQUIPMENT

The athletic budget provides money to field well-equipped teams in all sports. While this equipment is not always the most expensive available, it is always good equipment and provides adequate protection where needed. With proper care, this equipment can be kept in use for the duration for which it is designed, possibly allowing budget money designated for replacement equipment to be used in other areas of the athletic program. The athlete is financially responsible for all equipment that has been issued to him/her.

Proper care of equipment relies basically on the use of common sense by the student-athlete. This includes keeping equipment as clean as possible at all times and repairing equipment as soon as possible after it is damaged.

Poorly-fitting and/or damaged equipment can be a hindrance to any athletic team and can often lead to injuries. The athlete should insure that equipment issued to him/her fits properly and is not damaged. If issued equipment does not fit properly or is damaged, the athlete should notify the equipment manager or coach.

Equipment not being used should be returned to the equipment manager or coach. Equipment should not be borrowed from other athletes. Report missing equipment immediately.

PRACTICE REGULATIONS

Practice is an integral part of developing into the best athlete a person can be. Therefore, all athletes are expected to participate to their fullest potential at all practice sessions. Absence from any practice must be approved ahead of time by the coach. Missing a practice without permission may result in suspension or removal from the team.

All athletes are expected to follow all rules and regulations set up by the coach. Unsportsmanlike conduct during practice sessions will not be tolerated.

Poor effort during practice will not be accepted. Work as hard in practice as you intend to play in a game. Inappropriate effort in practice may result in reduced playing time or suspension from future athletic contests.

TRAVELING TO OFF-CAMPUS CONTESTS

All student-athletes in junior schools and high schools in Goose Creek CISD are representatives of our community, school, and coaches. Therefore, it is expected that all student-athletes will dress in an acceptable manner on trips and conduct themselves in a manner that reflects pride in self and community. At a minimum, the school dress code should be worn at all times when representing a Goose Creek CISD athletic program. Coaches may impose stricter dress requirements on athletes. Violations may result in suspension and possible expulsion from the team or athletic program.

Athletes are expected to be on time for all contests. Time of departure will be set by the coach. Tardiness may result in discipline consequences within the program.

Traveling representatives of Goose Creek CISD should show respect for opposing teams' facilities and any other venues visited. Abuse of any facilities will not be tolerated. Behavior in restaurants and other public places must be appropriate at all times.

Athletes will be expected to make all trips to and from contests on district-provided transportation. Athletes will be expected to return on this transportation unless there is an emergency or when parents are present and prior arrangements have been made for the student-athlete to leave with them. Arrangements for alternate transportation after an athletic event must be made between the parents and the coach. This arrangement must be in writing and signed by the parent with whom the student will leave. Athletes will not be allowed to leave with anyone other than their own parent(s).

CLASSROOM BEHAVIOR / SCHOOL DISCIPLINE

Student-athletes are expected to be leaders inside and outside of the classroom. Therefore, a student-athlete who is a habitual problem in the classroom and/or receives repeated poor conduct grades may be suspended from a team on a temporary or permanent basis. In addition, a student-athlete may receive additional athletic consequences for inappropriate behavior in the classroom or for other violations of the Student Code of Conduct.

A student-athlete will be ineligible to participate in any athletic activities (games, practices, meetings, etc.) while serving out-of-school suspension, in-school suspension, or assignment to SAC or SCGC.

ATHLETIC TRAINING AND CONDUCT

In order to maintain a sound body physically, mentally, and emotionally and to demonstrate characteristics expected of a student-athlete in Goose Creek CISD, participants in athletics must refrain from the following:

- Use or possession of any tobacco products
- Use, possession, or under the influence of any alcoholic beverage
- Use, possession, or under the influence of marijuana or other controlled substance, abusable glue or aerosol pair, or any other mood-altering or behavior-altering drug
- Insubordination, disrespect, disobedience to coaches and/or officials
- Participation in illegal activities of stealing, fighting, hazing, indecent exposure, or public lewdness
- Participation in any illegal activities resulting in adjudication of the individual

All infractions involving any of the above-mentioned activities will be referred to the District Athletic Advisory Committee for review. This committee will consist of the district's Athletic Director (or designee), the Campus Athletic Coordinator of each high school (or designee), and the head coach of the sport of the student-athlete (or designee). Violations of any portions of this section of the Athletic Code may result in expulsion from all athletic activities for up to one calendar year. At the end of any expulsion period, all parties concerned may review the case and the student's conduct during the expulsion period and compliance with any other provisions set forth by the committee will determine reinstatement into the athletic program.

HAZING

Hazing is any action or activity that, regardless of location, intent, or consent of participants, causes or intends to cause: 1) physical harm, 2) mental harm, 3) anxieties, or 4) degrading or disgracing a person for the purpose of pledging, being initiated into, affiliating with, holding office in, or maintaining membership in an organization. Hazing has long been a tradition for many organizations, clubs, and sports teams, causing members to endure physical or mental abuse in the name of brotherhood, sisterhood, and unity.

Hazing is an illegal activity (Texas Education Code 37.151-37.157) and is also a violation of the GCCISD Student Code of Conduct. Therefore, hazing under any circumstances will not be tolerated in the athletic programs of our school district. Students found to be in violation of this portion of the Athletic Code will be subject to disciplinary action through the athletic program, the school district, and the judicial system.

ADDITIONAL POLICIES

The head coach of each sport in GCCISD has the authority to set rules and regulations in addition to this Athletic Code of Conduct that are specific to his/her sport. These additional rules and regulations will be distributed to all participants in the program at the beginning of the season and all participants will be expected to follow the additional guidelines. The head coach will set consequences for violation of the team rules, with approval by the campus coordinator.

THE ATTACHED ACKNOWLEDGEMENT FORM MUST BE SIGNED AND RETURNED TO YOUR HEAD COACH BEFORE YOU WILL BE ALLOWED TO PARTICIPATE IN ATHLETICS.

ACKNOWLEDGEMENT OF ATHLETIC POLICIES

BY THE STUDENT-ATHLETE

I have read and understand the Athletic Policies for the Student Athlete in Goose Creek CISD and agree that I will abide by all policies. Furthermore, I understand that my failure to abide by these policies and any other rules and regulations determined necessary by my coaches may result in suspension or removal from the athletic program.

Signature of Student-Athlete

Date

BY THE PARENT/GUARDIAN

I/we have read and understand the Athletic Policies for the Student Athlete in Goose Creek CISD and agree that I/we and my/our son/daughter will abide by all policies. Furthermore, I/we understand that failure of my/our child to abide by these policies and any other rules and regulations determined necessary by his/her coaches may result in suspension or removal from the athletic program.

Signature of Parent/Guardian

Date

Signature of Parent/Guardian

Date

THIS FORM MUST BE COMPLETED AND RETURNED TO THE HEAD COACH OF THE SPORT BEFORE PARTICIPATING IN ANY ATHLETIC ACTIVITIES.

SECTION VIII:

PROFESSIONAL IMPROVEMENT

AND ADVANCEMENT

It will be the policy of the Athletic Department to consider present members of the staff for any position that opens within the department. Applications from outside the system will be considered only if there are no applicants interested or qualified on the current coaching staff. Tenure will only be considered if the applicants meet the other qualifications equally.

The qualifications will vary with the specific duties of the job available. The following characteristics, however, are considered highly valuable to a coach regardless of specific job qualifications. Any prospective applicant will be evaluated in these areas.

1. Industriousness – In coaching as in most worthwhile endeavors, there are few short cuts. The industrious coach is one who realizes that a lot of extra time and effort is required to gain the small bit of excellence that is the margin of difference between the champion and the also-ran.
2. Preparation – A planned system for personal and professional improvement will lead to an improved knowledge of the game and better methods of teaching and motivation. Without this kind of preparation, opportunity will only make a person look foolish.
3. Positive Attitude – A person with a positive attitude believes the job can be done and looks for ways that it can be accomplished rather than reasons why it cannot be. This attitude reflects cheerfulness and patient persistence toward correction of honest mistakes.
4. Creative Thinking – Ideas result from man's/woman's attempt to solve a problem or to improve an old method of doing something. The creative coach will be continually checking, evaluating and trying to modify or improve his/her system of coaching with new ideas. The willingness to personally assume responsibility for thinking out an assignment and creatively attacking problems in all phases of the program is the difference between the average coach and outstanding coach. The average coach acts only on direct assignment while the creative thinker recognizes problem areas and works toward their solution.
5. Loyalty – A coach should be loyal to staff, to school, and to the athletic department. He/she supports all decisions and keeps all staff problems and materials confidential. This type of person realizes he/she is working for himself/herself and his/her family as well as for the school system and that his/her own fortunes will be influenced by the success or failure of the program that he/she is presently a part of.

The best way to tell what a person will do in the future is to see what he/she is doing now. In other words, the person who will make the best high school track or basketball coach is the coach who is doing the best job in lower grade levels now. The best head coach is probably the best assistant coach at the present time, etc.

SECTION IX:

LEGAL GUIDELINES

FOR COACHES

The legal profession in the last few years has closely examined the liability of schools, coaches, trainers, and physical education instructors in discharging their duties.

The basic concepts upon which liability is based are that there can be no liability and no monetary damages awarded unless the coach, trainer, etc., has been negligent.

Negligence can be defined as the failure to do what a reasonable and prudent person would do under like or similar circumstances. If the athletic instructor had a duty to act and he/she breached the duty by failing to act reasonably and if the breach proximately caused the injury complained of, then there is ordinarily actionable negligence and liability. The instructor is entrusted with the duty of maintaining a reasonable standard of care in supervising the athletic training and development of the participants. It is when this duty is breached that the question of negligence arises.

The most general duty to be exercised by athletic instructors is the duty to supervise. "If, under all the circumstances, (the instructor's) absence from the class room is negligence, the fact the (the plaintiff's) conduct or that of other participants in the game was also a substantial factor does not excuse (the instructor)."

In addition to the duty to supervise, the athletic instructor's duty to give adequate training and instruction has been widely recognized by the courts. The instructor is responsible for teaching the proper techniques for safe participation in the athletic endeavor and to inform the participants of the inherent dangers involved therein.

Coaches also are under the duty to evaluate their players, especially for contact sports such as football. A California court, in *Morris v. Union High School District A*, ruled that a jury could find the football coach negligent where he "permitted, persuaded, and coerced" a 17-year-old high school player into entering a game in which the boy suffered severe back and spinal injuries. The facts reveal that the boy was, at the time, still suffering from similar injuries that he had incurred two weeks earlier in another game. The court aptly stated the rule that a coach "who knows, or in the exercise of reasonable care should know, that one of the players is physically unfit to enter the game, but nevertheless permits, persuades, and coerces such player to play" will be liable for the resulting injury proximately caused thereby.

The duty of an athletic instructor to reasonably match participants against opponents of similar size or experience has been hesitantly approached by the courts. While a court will no doubt rule a coach negligent for compelling competition against a much larger opponent in a body contact sport, the courts ordinarily will recognize the fact that where a voluntary participant knowingly competes against larger opponents, he is assuming the risks involved. It should be noted, however, that the participant must be of sufficient age and maturity to recognize and appreciate the inherent risks involved.

Athletic instructors and coaches are also under a duty to supply proper equipment and to instruct the participants as to its proper use. Where an athletic endeavor calls for certain safety equipment, the instructor must provide safety equipment, instruct as to its proper use, and make a reasonable effort to compel the use thereof. The above duty applies to all athletic equipment, as well as safety equipment. Such diverse athletic activities as weight lifting, handball, and pole vaulting are activities where a novice participant should be adequately instructed as to the proper use of equipment involved prior to beginning the activity. The instruction should warn as the participants of the dangers of misusing or abusing such equipment.

The duties previously discussed are generally those, which the athletic instructor must perform prior to the initiation of the planned athletic activity. The remaining duties are those performed during the course

of the athletic activity. These duties are (1) a duty to supervise closely the activity itself, and (2) a duty to provide medical treatment or proper aid and assistance should the situation arise.

An athletic instructor's duty to supervise the athletic event or competition is possibly the most imperative. The instructor must assume the responsibility of supervising the action and react prudently to whatever turn of events compel reasonable action to be taken to assure the safety of the participants.

The second duty, which arises in the course of the athletic activity, is the duty to provide medical treatment or render proper first aid and assistance should the need of either arise. As can be expected, the duty to aid and assist and render medical treatment has arisen most often in football injury cases.

Often a minor breach of one of the duties will not lead to negligent liability. However, if an instructor is found to have acted negligently as to several duties, the cumulative breach may lead to liability. Each situation must be examined on its own merits to determine if the athletic instructor was under a duty to exercise a reasonable standard of care and if he breached the duty.

The defenses to an instructor's negligence are assumption of risk and contributory negligence. The defense of assumption of risk arises when the participant knew or should have known that the activity carried with it certain inherent dangers.

If the student is found to have the maturity and mental capacity to appreciate these dangers and if he/she voluntarily participates in the athletic activity, then he/she assumes the inherent risks involved. Assumption of risk fails as a defense, even in an inherently dangerous activity, when it is shown that the proximate cause of the injury was not an assumed danger or risk. If it is shown that the injury was caused by an external, unforeseeable, and therefore not assumed danger then the negligent individual responsible for allowing the presence of the danger will be liable.

The second defense to negligence liability is contributory negligence. If the participant acted in a negligent manner, thus contributing to the occurrence of the injury, then he/she is deemed to have been contributory negligent. This defense often arises when the injury occurs during horseplay. There is no substitute in life or in sports for hard work, conscientious effort, and careful attention to duty. The law requires no more from the coaches and trainers than the coaches and trainers expect from the athletes. This responsibility cannot be taken lightly, as everyone in the athletic industry is well aware.

There are a great many cases involving athletics and athletic related injuries pending in the trial and appellate courts throughout the United States. These problems can and must be resolved for the good of the athletic industry. Equipment manufacturers must maintain the highest standards in the type and quality of equipment they manufacture, and the coaches must be diligent in the proper use of that equipment.

Keep in mind that no individual is immune from legal action being brought against him/her. Careful thought should be given by all coaches to join a professional organization that includes adequate liability insurance for the member in the event such legal action is taken.

STATE LAW TO BE AWARE OF

AN ACT relating to prohibiting certain actions by school district employees concerning dietary supplements that contain performance enhancing compounds providing a criminal penalty. BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF TEXAS: SECTION 1. Chapter 38, Education Code, is amended by adding Section 38.011 to read as follows:

Sec. 38.011. DIETARY SUPPLEMENTS, (a) A school district employee may not:

(1) knowingly sell, market, or distribute a dietary supplement that contains performance enhancing compounds to a primary or secondary education student with whom the employee has contact as part of the employee's school district duties; or (2) knowingly endorse or suggest the ingestion, intranasal application, or inhalation of a dietary supplement that contains performance enhancing compounds by a primary or secondary education student with whom the employee has contact as part of the employee's school district duties.

(b) This section does not prohibit a school district employee from:

(1) providing or endorsing a dietary supplement that contains performance enhancing compounds to, or suggesting the ingestion, intranasal application, or inhalation of a dietary supplement that contains performance enhancing compounds by, the employee's child; or

(2) selling, marketing, or distributing a dietary supplement that contains performance enhancing compounds to, or endorsing or suggesting the ingestion, intranasal application, or inhalation of a dietary supplement that contains performance enhancing compounds by, a primary or secondary education student as part of activities that:

(A) do not occur on school property or at a school-related function;

(B) are entirely separate from any aspect of the employee's employment with the school district; and

(C) do not in any way involve information about or contacts

with students that the employee has had access to, directly or

indirectly, through any aspect of the employee's employment

with the school district.

(c) A person who violates this section commits an offense. An offense under this section is a Class C misdemeanor.

(d) In this section:

(1) "Dietary supplement" has the meaning assigned by 21 U.S.C. Section 321 and its subsequent amendments.

(2) "Performance enhancing compound" means a manufactured product for oral ingestion, intranasal application, or inhalation that:

(A) contains a stimulant, amino acid, hormone precursor, herb or other botanical, or any other substance other than an essential vitamin or mineral; and

(B) is intended to increase athletic or intellectual performance, promote muscle growth, or increase an individual's endurance or capacity for exercise.

CHAPTER 37

DISCIPLINE, LAW AND ORDER

SUBCHAPTER F.

HAZING § 37.151. Definitions

In this subchapter:

(1) "Educational institution" includes a public or private high school.

(2) "Pledge" means any person who has been accepted by, is considering an offer of membership from, or is in the process of qualifying for, membership in an organization.

(3) "Pledging" means any action or activity related to becoming a member of an organization.

(4) "Student" means any person who:

(A) Is registered in or in attendance at an educational institution;

(B) Has been accepted for admission at the educational institution where the hazing incident occurs; or

(C) Intends to attend an educational institution during any of its regular sessions after a period of scheduled vacation.

- (5) "Organization" means a fraternity, sorority, association, corporation, order, society, corps, club, or service, social, or similar group, whose members are primarily students.
- (6) "Hazing" means any intentional, knowing, or reckless act, occurring on or off the campus of an educational institution, by one person alone or acting with others, directed against a student, that endangers the mental or physical health or safety of a student for the purpose of pledging, being initiated into, affiliating with, holding office in, or maintaining membership in an organization. The term includes:
- (A) Any type of physical brutality, such as whipping, beating, striking, branding, electronic shocking, placing of a harmful substance on the body, or similar activity;
 - (B) Any type of physical activity, such as sleep deprivation, exposure to the elements, confinement in a small space, calisthenics, or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student;
 - (C) Any activity involving consumption of a food, liquid, alcoholic beverage, liquor, drug, or other substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student;
 - (D) Any activity that intimidates or threatens the student with ostracism, that subjects the student to extreme mental stress, shame, or humiliation, that adversely affects the mental health or dignity of the student or discourages the student from entering or remaining registered in an educational institution, or that may reasonably be expected to cause a student to leave the organization or the institution rather than submit to acts described in this subdivision; and
 - (E) Any activity that induces, causes, or requires the student to perform a duty or task that involves a violation of the Penal Code.

Added by Acts 1995, "74th Leg., ch. 260, § 1, eff. May 30, 1995.

§ 37.152. Personal Hazing Offense

- (a) A person commits an offense if the person:
- (1) Engages in hazing;
 - (2) Solicits, encourages, directs, aids, or attempts to aid another in engaging in hazing;
 - (2) Recklessly permits hazing to occur; or
 - (4) Has firsthand knowledge of the planning of a specific hazing incident involving a student in an educational institution or has firsthand knowledge that a specific hazing incident has occurred, and knowingly fails to report that knowledge in writing to the dean of students or other appropriate official of the institution.

- (b) The offense of failing to report is a Class B misdemeanor.
- (c) Any other offense under this section that does not cause serious bodily injury to another is a Class B misdemeanor.
- (d) Any other offense under this section that causes serious bodily injury to another is a Class A misdemeanor.
- (e) Any other offense under this section that causes the death of another is a state jail felony.
- (f) Except if an offense causes the death of a student, in sentencing a person convicted of an offense under this section, the court may require the person to perform community service, subject to the same conditions imposed on a person placed on community supervision under Section 11, Article 42.12, Code of Criminal Procedure, for an appropriate period of time in lieu of confinement in county jail or in lieu of a part of the time the person is sentenced to confinement in county jail.

Added by Acts 1995, 74th Leg., ch. 260, § 1, eff. May 30, 1995.

§ 37.153. Organization Hazing Offense

- (a) An organization commits an offense if the organization condones or encourages hazing or if an officer or any combination of members, pledges, or alumni of the organization commits or assists in the commission of hazing.
- (b) An offense under this section is a misdemeanor punishable by:
 - [1] A fine of not less than \$5,000 nor more than 510,000; or
 - [2] If the court finds that the offense caused personal injury, property damage, or other loss, a fine of not less than \$5,000 nor more than double the amount lost or expenses incurred because of the injury, damage, or loss.

Added by Acts 1995, 74th Leg., ch. 260, § 1, eff. May 30, 1995.

§ 37.154. Consent Not a Defense

It is not a defense to prosecution of an offense under this subchapter that the person against whom the hazing was directed, consented to, or acquiesced in the hazing activity.

Added by Acts 1995, 74th Leg., ch. 260, § 1, eff. May 30, 1995.

§ 37.155. Immunity from Prosecution Available

In the prosecution of an offense under this subchapter, the court may grant immunity from prosecution for the offense to each person who is subpoenaed to testify for the prosecution and who does testify for the prosecution. Any person reporting a specific hazing incident involving a student in an educational institution to the dean of students or other appropriate official of the institution is immune from civil or criminal liability that might otherwise be incurred or imposed as a result of the report. Immunity extends to participation in any judicial

proceeding resulting from the report. A person reporting in bad faith or with malice is not protected by this section.

Added by Acts 1995, 74th Leg., ch. 260, § 1, eff. May 30, 1995.

§ 37.156. Offenses in Addition to Other Penal Provisions

This subchapter does not affect or repeal any penal law of this state. This subchapter does not limit or affect the right of an educational institution to enforce its own penalties against hazing.

Added by Acts 1995, 74th Leg., ch. 260, § 1, eff. May 30, 1995.

§ 37.157. Reporting by Medical Authorities

A doctor or other medical practitioner who treats a student who may have been subjected to hazing activities:

- (1) May report the suspected hazing activities to police or other law enforcement officials; and
- (2) Is immune from civil or other liability that might otherwise be imposed or incurred as a result of the report, unless the report is made in bad faith or with malice.

Added by Acts 1995, 74th Leg., ch. 260, § 1, eff. May 30, 1995.

SECTION X:

UIL INFORMATION

Football Practice Limits effective August 1, 2013

During the regular season and post season, no football player is allowed to participate in more than ninety (90) minutes of full contact practice per week.

For the purposes of the of rule, "full contact" is defined as football drills or live game simulations where "live action" occurs. Live action, as defined by USA Football, is contact at game speed where players execute full tackles at a competitive pace taking players to the ground. A team may continue to dress in full pads for practice, but may only participate in live action drills and game time simulations no more than ninety minutes per athlete per week. It is assumed that when players are in shells (shorts, shoulder pads, and helmets) no live action drills or simulations will occur. This rule is intended to limit live action drills and simulations and not the number of practices a team may participate in full pads. A team may participate in "air," "bags," "wrap," and "thud" drills and simulations at any point. These contact levels are defined below:

- **Air**- Players should run unopposed without bags or any opposition
- **Bags**- activity is executed against a bag, shield or pad to allow for a soft-contact surface, with or without the resistance of a teammate or coach standing behind the bag.
- **Wrap**- Drills run at full speed until contact which is above the waist with the players remaining on their feet
- **Thud**- Same as wrap but tempo is competitive with no pre-determined winner and the players are not tackling to the ground.

Text of Amendment to 19 TAC
Chapter 74. Curriculum Requirements
Subchapter C. Other Provisions

§74.30. Identification of Honors Courses.

(a) The following are identified as honors classes as referred to in the Texas Education Code,

§33.081(d)(1), concerning extracurricular activities:

(1) all College Board advanced placement courses and International Baccalaureate courses in all disciplines;

(2) English language arts: high school/college concurrent enrollment classes that are included in the "Community College General Academic Course Guide Manual (Part One)";

(3) Languages other than English: high school/college concurrent enrollment classes that are included in the "Community College General Academic Course Guide Manual (Part One)," and languages other than English courses Levels IV-VII;

(4) Mathematics: high school/college concurrent enrollment classes that are included in the "Community College General Academic Course Guide Manual (Part One) " and Precalculus;

(5) Science: high school/college concurrent enrollment classes that are included in the

"Community College General Academic Course Guide Manual (Part One)"; and

(6) Social studies: Social Studies Advanced Studies, Economics Advanced Studies, and high school/college concurrent enrollment classes that are included in the "Community College General Academic Course Guide Manual (Part One)."

(b) Districts may identify additional honors courses in the subject areas of English language arts, mathematics, science, social studies, economics, or a language other than English for the purpose of this section but must identify such courses prior to the semester in which any exemptions related to extracurricular activities occur.

(c) Districts are neither required to nor restricted from considering courses as honors for the purpose of grade point average calculation.

The amendment above, adopted by the State Board of Education, modifies the definition of advanced courses and aligns the rule with newly amended Texas

Education Code, §33.081, which narrows the number of courses that may be exempt from "No Pass, No Play" requirements. The amendment was adopted with no changes from what was published as proposed.

The courses referenced in section (b) above do not have to be submitted to the University Interscholastic League, they may be maintained at the local school district level.

DATE	EVENT	EFFECT ON ELIGIBILITY
August 27	1 st day of school	Students who have successfully completed the previous grade level are eligible (junior high students must have been promoted; high school students must have earned a sufficient number of credits during previous 12 months – see Side-by-Side)
September 14	NO 3-week grade check	No student may regain eligibility during the first six weeks grading period
September 28	End of 1 st six weeks	
October 5	7-day wait period ends	Students GAIN or LOSE eligibility as determined by grades of September 28
October 19	3-week grade check	
October 26	7-day wait period ends	Students re-establish eligibility if passing ALL classes on October 19 grade check
November 1	End of 2 nd six weeks	
November 8	7-day wait period ends	Students re-establish eligibility if passing ALL classes on November 1 grade check
November 16	School closes for Thanksgiving Break	ALL STUDENTS ACADEMICALLY ELIGIBLE AT END OF DAY (thru end of Thanksgiving Break- November 26)
November 26	Students return from Thanksgiving Break	Students return to eligibility status of November 16
November 30	3-week grade check	
December 7	7-day wait period ends	Students re-establish eligibility if passing ALL classes on November 30
December 21	End of 3 rd six weeks School closes for Winter Break	ALL STUDENTS ACADEMICALLY ELIGIBLE AT END OF DAY (thru end of Winter Break – January 9)
January 9	Students return from Winter Break	Students return to eligibility status of December 21
January 15	7-day wait period ends	Students GAIN or LOSE eligibility as determined by grades on December 21
January 25	3-week grade check	
February 1	7-day wait period ends	Students re-establish eligibility if passing ALL classes on January 25
February 15	End of 4 th six weeks	
February 22	7-day wait period ends	Students re-establish eligibility if passing ALL classes on February 15
March 8	School closes for Spring Break & 3-week grade check	ALL STUDENTS ACADEMICALLY ELIGIBLE AT END OF DAY (thru end of Spring Break – March 17)
March 18	Students return from Spring Break	Students return to eligibility status of March 8
March 22	7-day wait period ends	Students re-establish eligibility if passing ALL classes on March 8
April 12	End of 5 th 6 weeks	
April 19	7-day wait period ends	Students GAIN or LOSE eligibility as determined by grades of April 12
May 3	3-week grade check	
May 10	7-day wait period ends	Students re-establish eligibility if passing ALL classes on May 3



Booster Club Guidelines

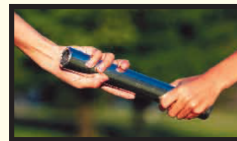


Be they music, fine arts, academic or athletic, booster clubs should exist to enrich students' involvement in extracurricular activities without endangering their eligibility.

| GENERAL GUIDELINES |

The role of competition

Participation teaches that it is a privilege and an honor to represent one's school. Students learn to win without boasting and to lose without bitterness.



Self-motivation and intellectual curiosity are essential to the best academic participants. Artistic commitment and a desire to excel are traits found in music participants. Physical training and good health habits are essential to the best athletes. Interscholastic competition is a fine way to encourage youngsters to enrich their education and expand their horizons.

Leadership and citizenship experiences through school activities help prepare students for a useful and wholesome life.

Plus, competition is fun!

Role of the Superintendent

Member schools make UIL rules and determine policies regarding penalties to schools, school district personnel and student participants. The superintendent is solely responsible for the entire UIL program. All school activities, organizations (including the booster club), events and personnel are under the jurisdiction of the superintendent. Booster clubs must recognize this authority and work within a framework prescribed by the school administration.



Role of Booster Clubs

Neighborhood patrons form booster clubs to help enrich the school's participation in extracurricular activities. The fund-raising role of booster clubs is particularly crucial in today's economic climate.

Written Policies

Booster clubs should develop and annually review policies to cover:

- *how to obtain administrative approval before beginning projects;
- *how to plan and publicize meetings;
- *bookkeeping and fund administration including process to obtain superintendent's approval prior to raising or spending funds;
- *election of officers (suggestion: one president; one secretary; one treasurer; and three vice - presidents: one vice

Updated August 2011

president to oversee fall, winter and spring sports);

- *taking, distributing and filing minutes;
- *public communication;
- *proper interaction with fine arts directors and academic and athletic coaches through the lines of authority as established by the school board;
- *a sportsmanship code governing behavior of booster club members and fans at contests, treatment of officials, guests, judges, etc.; and
- *plans to support the school regardless of success in competition, keeping the educational goals of competition at the forefront of all policies.

Relationship with the school

The superintendent or a designee who does not coach or direct a UIL contest has approval authority over booster clubs and should be invited to all meetings. All meetings should be open to the public.

- *Booster clubs do not have authority to direct the duties of a school district employee. The scheduling of contests, rules for participation, methods of earning letters and all other criteria dealing with inter-school programs are under the jurisdiction of the local school administration.

- *Minutes should be taken at each meeting and kept on file at the school.

- *School administration should apprise booster clubs of all school activities.

- *Booster clubs should apprise school administrators of all club activities.

- *Periodic financial statements itemizing all receipts and expenditures should be made to the general club membership and kept on file at the school.

| CLUB FINANCES |

Fundraising | Spending | Stipends | Gifts to Coaches

Money given to a school cannot be earmarked for any particular expense. Booster clubs may make recommendations, but cash or other valuable consideration must be given to the school to use at its discretion.

- *Fund-raising projects are subject to state law. Nonprofit or tax-exempt status may be obtained from the Internal Revenue Service.

- *Community-wide sales campaigns should be coordinated through the school administration to minimize simultaneous sales campaigns.

- *Sales campaigns should be planned carefully to insure that the projects provide dollar value for items sold, and that most of the money raised stays at home. Otherwise donations are often more rewarding than letting the major part of the

money go to outside promoters.

- *Fund-raising activities should support the educational goals of the school and should not exploit students. Activities and projects should be investigated carefully before committing the school's support.

- *Individuals who actively coach or direct a UIL activity should serve in an advisory capacity to the booster club and should not have control or signature authority over booster club funds, including petty cash or miscellaneous discretionary funds. Coaches wish-lists should have received prior approval from school administration before submission to boosters.

- *Coaches and directors of UIL academics, athletics and fine arts may not accept more than \$500 in money, product or service from any source in recognition of or appreciation for coaching, directing or sponsoring UIL activities. The \$500 limit is cumulative for a calendar year and is not specific to any one particular gift.

- *The district may pay a stipend, fixed at the beginning of the year, as part of the annual employment contract. The amount of the stipend can't depend on the success of a team or individual. In other words, a coach can't receive more money if a team or individual qualifies to region or state.

- *Funds are to be used to support school activities. To provide such funding for non-school activities would violate UIL rules and the public trust through which funds are earned.



| ATHLETIC BOOSTERS |

Club restrictions

Booster clubs cannot give anything to students, including awards. Check with school administrators before giving anything to a student, school sponsor or coach. Schools must give prior approval for any banquet or get-together given for students. All fans, not just members of the booster club, should be aware of this rule. It affects the entire community.

- *Unlike music and academic booster clubs, athletic booster club funds shall not be used to support athletic camps, clinics, private instruction or any activity outside of the school.

- *Booster groups or individuals may donate money or merchandise to the school with prior approval of the administration. These kinds of donations are often made to cover the cost of commercial transportation and to cover costs for out-of-town meals. It would be a violation for booster groups or individuals to pay for such costs directly.

- *Individuals should be informed of the seriousness of violating the athletic amateur rule.

The penalty to a student-athlete is forfeiture of varsity

athletic eligibility in the sport for which the violation occurred for one calendar year from the date of the violation. Student athletes are prohibited from accepting valuable consideration for participation in school athletics - anything that is not given or offered to the entire student body on the same basis that it is given or offered to an athlete. Valuable consideration is defined as tangible or intangible property or service including anything that is usable, wearable, salable or consumable. Local school districts superintendents have the discretion to allow student athletes to accept, from their fellow students, small 'goodie bags' that contain candy, cookies or other items that have no intrinsic value and are not considered valuable consideration.

*Homemade "spirit signs" made from paper and normal supplies a student purchases for school use may be placed on the students' lockers or in their yards. Trinkets and food items cannot be attached. Yard signs made of commercial quality wood, plastic, etc. if not purchased or made by the individual player's parent, must be returned after the season.

*The school may provide meals for contests held away from the home school. If the school does not pay for meals, the individual parents need to purchase their own child's food. Parents may purchase anything they wish for their own child but may not provide food for their child's teammates unless approved by the school. The school may also provide supplies for games and practices and transportation for school field trips. Students should pay admission fees during school field trips.

*Parties for athletes are governed by the following State Executive Committee interpretation of Section 441 of the UIL Constitution & Contest Rules.

Official Interpretation of the UIL Athletic Amateur Rule, section 441 of the UIL Constitution and Contest Rules:

(a) VALUABLE CONSIDERATION SCHOOL TEAMS AND ATHLETES MAY ACCEPT:

1. Pre-Season. School athletic teams may be given pre-season meals, if approved by the school.
2. Post-Season. School athletic teams may be given post-season meals if approved by the school. Banquet favors or gifts are considered valuable consideration and are subject to the Awards and Amateur Rules if they are given to a student athlete at any time.
3. Other. If approved by the school, school athletic teams and athletes may be invited to and may attend functions where free admission is offered, or where refreshments and/or meals are served. Athletes or athletic teams may be recognized at these functions, but may not accept anything, other than food items, that is not given to all other students.

(b) ADDITIONAL VALUABLE CONSIDERATION THAT SCHOOL TEAMS AND ATHLETES MAY ACCEPT

Examples of additional items deemed allowable under this interpretation if approved by the school, include but are not limited to:

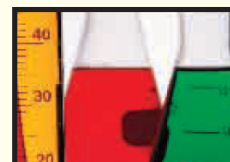
1. meals, snacks or snack foods during or after practices;
2. parties provided by parents or other students strictly for an athletic team

Local school district superintendents continue to have the discretion to allow student athletes to accept small "goodie bags" that contain candy, cookies or other items that have no intrinsic value and are not considered valuable consideration.

| ACADEMIC BOOSTERS |

The rules for athletics are different than the rules for academics and music. Athletes are restricted by the Athletic Amateur Rule, which states that athletes cannot accept money or valuable consideration for participating in a UIL sport or for allowing their names

to be used in promoting a product, plan or service related to a UIL contest. Academics has no amateur rule. Journalism participants may work for a



newspaper and be paid. Actors may work summer stock and be paid. Students may win calculators and software for participating in invitational math contests.

UIL academic students are restricted by the Awards Rule. So, as a general practice, booster clubs should not give gifts or awards to students for their participation in UIL contests that count toward district, region or state standing. School booster clubs may raise money to purchase letter jackets, provided the funds are given to the school without designation to buy jackets for particular students and the school determines criteria for awarding the jackets. Parents may purchase jackets for their own children provided the school designates the student as being qualified to receive the jacket.

Booster Clubs may raise money to provide an annual banquet for academic participants and coaches.

With prior administrative approval, you may also:

*Purchase equipment for programs such as computers or software for yearbook or computer science;

*Organize and chaperone trips and assist with expenses for travel to academic competitions or educational trips such as journalism conventions or speech tournaments. Booster club funds may be used to provide food and refreshments for students on these trips. A purely recreational trip to Six Flags

Over Texas would not meet the definition of an educational field trip and could be considered a violation of the Awards Rule;

*Run tournaments, organize fund-raising efforts, recruit corporate donors, raise money for scholarships and arrange for tutors and professional trainers to work with students;

*Fund academic workshop scholarships provided selection of the recipients is not based solely on their success in interscholastic competition. Selection could be based on grade point average or the student's selection of high school courses. All students meeting the conditions for scholarship assistance should be notified and eligible for financial assistance. Funds should be monitored to ensure that they are expended for camp or workshop purposes.

We wish we had more academic booster clubs, whether they cover UIL academic competition in general or specific programs such as theatre, speech/debate, journalism or math/science. A great need exists for parental involvement and support.

| MUSIC BOOSTERS |

In addition to the general procedures outlined, the following guidelines apply to Music Booster Club activities.

*Some music booster clubs assist with expenses for travel to various music-related activities such as UIL contests and performances at away athletic events. Such financial support violates no UIL rules provided that it is approved and coordinated by the local school district.

*Many music groups schedule educational field trips with the approval of the local school administration and under local school district policies. For such trips, specific educational components must be included such as performing for a music festival, an adjudicated contest or a concert tour. Marching performances such as the Macy's Thanksgiving Day Parade, the Rose Bowl Parade or other similar ceremonial appearances also qualify. However, educational components need not be limited to performances. Concert attendance, visiting university/conservatory music facilities and other music related, non-performing opportunities would also be appropriate if approved by the local school district.

*A recreational trip, on the other hand, would not meet the definition of an educational field trip as provided in Section 480 of the UIL Constitution and Contest Rules. Students receiving the benefits of a purely recreational trip would likely be in violation of the Awards Rule.

*Booster Clubs may also fund scholarships for private



lessons and summer music camps provided the selection of the recipients is not based on success in interscholastic competition. Funds for such activities should be carefully monitored to ensure that they are expended for educational rather than recreational activities.

*The awarding of patches, T-shirts or other items for achievement in interscholastic competition would be subject to the UIL Awards Rule. In order to protect all music students' eligibility, such awards should be approved and administrated by the local school district in accordance with school district policies.

*Be mindful of the fact that there is no Music Amateur Rule. Therefore, limitations established in athletics intended to ensure compliance with the Athletic Amateur Rule do not apply to music programs and related activities.

What You Can Do:

Parents

- *Remember: The classroom comes first!
- *Help conduct fair and equitable competition: adhere to rules, uphold the law and respect authority.
- *Remember that officials are human. Respect their decisions.
- *Delegate authority to the school, then support its decisions.
- *Set standards by which you expect children to conduct themselves, and live by those standards yourself.
- *Be aware of capabilities and limitations of young people. Don't have unrealistic expectations.
- *Allow your children to live their own lives.
- *Be involved in areas in which your own child is not involved, thus contributing to school unity and spirit.
- *Show respect to the opponents of your children.
- *Praise. Don't criticize. Urge others to do the same.
- *Help your children and their friends develop integrity through the intensity of competitive activity.

Work with the administration

- *Positive and direct communication can prevent most problems. Keep the superintendent informed of all activities.
- *Make sure your local administration has a copy of all club publications.
- *Invite administrators to all booster club meetings.
- *Have an officer meet with the school administration regularly.
- *Have a chain of command for communication with the administration.
- *Clear all activities through your administration.

Coaches and Fine Arts directors

- *Be sure your booster club wish list has been approved by your supervisor before it goes to the booster club.
- *Work with your administration to determine what your club can provide.
- *Make your request to the club benefit as many students as possible.
- *Attend the booster club meetings and/or know what the club is doing.
- *Understand that your advisory role to the boosters is without vote.
- *Support other programs within your district.
- *Meet with parents regularly and make them aware of relevant rules.
- *Involve your staff with your booster club. Let the booster club know who your staff is and what duties they perform.

www.uil texas.org



**Previous Athletic Participation Form
University Interscholastic League**

Eligibility Questionnaire for New Student Athletes in Grades 9-12

For UIL Use Only

This Form Must be on File with School Before Participation at any Level in Grade 9-12
(To be filled out by the student and/or parent and filed with the school.)

Name of Student (print) _____ Grade _____ Birthdate _____ Age _____

Student's Current Address _____

Current School _____ City _____ Public/Charter School Private School

Last School of Participation _____ City _____ State _____ Public/Charter School Private School

Date of enrollment in current school: _____ Date of withdrawal from previous school: _____

Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	1. Has the student ever practiced or participated in extracurricular athletic activities (before school, after school or during an athletic period) at another school in the United States or Mexico in grades 8-12? If yes, the student must complete page 2 in addition to page 1 and both pages must be sent to the District Executive Committee Chairperson. If no, the student must complete page 1 and file with the school and/or athletic department ONLY.
<input type="checkbox"/>	<input type="checkbox"/>	2. Has the student ever enrolled or participated in a Magnet program, Charter school, Open/Choice Enrollment (within the ISD) or International Baccaluarte (IB) program in grades 9-12? If yes, please provide the name of the school _____ and school year _____.
PARENT RESIDENCE RULE: *QUESTIONS IN THIS SECTION ARE REFERRING TO BIOLOGICAL PARENTS.		
<input type="checkbox"/>	<input type="checkbox"/>	3. Does the parent(s) of the student reside outside the attendance zone of the school the student wishes to represent? If yes, a UIL Parent Residence waiver may be required. Contact the UIL Athletics Department at (512) 471-5883.
<input type="checkbox"/>	<input type="checkbox"/>	4. Are the parents of the student <input type="checkbox"/> married <input type="checkbox"/> never married <input type="checkbox"/> married- living apart <input type="checkbox"/> divorced <input type="checkbox"/> deceased? If the parents are MARRIED-LIVING APART or MARRIED and the student is LIVING WITH ONE PARENT, a UIL Parent Residence waiver may be required. Contact the UIL Athletics Department at (512) 471-5883.
<input type="checkbox"/>	<input type="checkbox"/>	5. Does the student live with <input type="checkbox"/> one parent <input type="checkbox"/> both parents <input type="checkbox"/> guardian <input type="checkbox"/> foster parent(s)? If the student lives with a GUARDIAN or FOSTER PARENT(S). If yes, a UIL Parent Residence waiver may be required. Contact the UIL Athletics Department at (512) 471-5883.
<input type="checkbox"/>	<input type="checkbox"/>	6. Is there a change in schools but no change in address? If yes, please attach an explanation.
<input type="checkbox"/>	<input type="checkbox"/>	7. Is more than one residence owned, rented or maintained by the parents? If yes, please attach an explanation.
<input type="checkbox"/>	<input type="checkbox"/>	8. Are any members of the family still residing at the previous residence? If yes, it should be investigated prior to participation on the varsity level.
FULL TIME STUDENT RULE		
<input type="checkbox"/>	<input type="checkbox"/>	9. Is the student enrolled in less than an average of four hours per day of instruction for either state or local high school credit?
AGE RULE AND FOUR YEAR RULE		
<input type="checkbox"/>	<input type="checkbox"/>	10. Will (or was) the student 19 years of age on or before September 1 of the current school year?
<input type="checkbox"/>	<input type="checkbox"/>	11. Did the student first enroll in the 9th grade more than 4 years ago? What was the first date of enrollment in 9th grade? _____
<input type="checkbox"/>	<input type="checkbox"/>	12. Has the student ever repeated a grade since first entering the 7th grade? If yes, please attach an explanation.
FOREGN EXCHANGE RULE		
<input type="checkbox"/>	<input type="checkbox"/>	13. Is the student a foreign exchange student? If yes, a Foreign Exchange Waiver is required for Varsity athletic participation.
AMATEUR ATHLETIC RULE		
<input type="checkbox"/>	<input type="checkbox"/>	14. Has the student done anything to jeopardize their amateur athletic status?
ASSIST IN DETERMINING IF STUDENT CHANGED SCHOOLS FOR ATHLETIC PURPOSES		
<input type="checkbox"/>	<input type="checkbox"/>	15. Has this move forced either of the parents to commute further to their place of employment?
<input type="checkbox"/>	<input type="checkbox"/>	16. Did anyone from the new school contact the student prior to their enrollment in the new school.
<input type="checkbox"/>	<input type="checkbox"/>	17. Was the student ever prohibited from participation at the previous school? If yes, please attach an explanation.
<input type="checkbox"/>	<input type="checkbox"/>	18. Are there other family members in grades K-12 attending a different school district other than the school district the student is now attending?

TO BE COMPLETED BY STUDENT, PARENT AND ADMINISTRATOR OF NEW SCHOOL

It shall be the responsibility of each school to have on file the following required annual forms for each student who participates in any practice (before school, after school or during an athletic period), scrimmage or game: Preparticipation Physical Examination (for students in their first and third year of high school participation), Medical History Form, Illegal Steroid Use and Random Steroid Testing, Parent and Student Notification/Agreement Form, Acknowledgement of Rules Form, Concussion Acknowledgement Form and Sudden Cardiac Arrest Awareness Form. Incorrect or untrue information provided by the parent or student could cause ineligibility and could result in the forfeiture of contests in which the student has participated in addition to other penalties. The following signatures certify that to the best of your knowledge, all information presented on this form is true and correct.

Signature of Student _____	Date _____	Signature of Parent/Guardian _____	Date _____
Signature of New School Coach _____	Date _____	Signature of New School Administrator _____	Date _____
New School Coach Name _____	Contact Email Address _____	Sport _____	

**Previous Athletic Participation Form
University Interscholastic League**

All new students in grades 9-12 who have ever practiced or participated in baseball, basketball, cross country, football, golf, soccer, softball, swimming and diving, team tennis, tennis, track and field, volleyball or wrestling in grades 8-12 at another school in the United States or Mexico **MUST** have this form completed by the last school of participation and be approved by the District Executive Committee before they are eligible to participate at the **VARSIITY LEVEL** at the new school. **A student being continuous enrolled for one calendar year still requires a Previous Athletic Participation form before they are eligible to participate at the VARSIITY LEVEL in athletics.**

Name of Student _____ Current School _____ Last School of Participation _____

Student's new address: _____
Street City State/Zip Code

I. ELIGIBILITY CERTIFICATION: This section should be completed by the individual(s) with whom the student is currently residing at the new school. We, the undersigned, certify that the student is in compliance with the transfer and admission policies of the local school district. This student is not changing schools for athletic purposes and was not recruited. We understand that any false or incorrect information could cause the student to be declared ineligible and could result in the forfeiture of contests in which the student has participated at the new school, in addition to other penalties.

Previous address _____ Status of previous residence? sold leased vacant still own

PARENT SIGNATURE _____ DATE _____

WITNESS FOR PARENT SIGNATURE _____ DATE _____

New school administrator or notary public (NOTARY SEAL)

If witness is the new school administrator, notarization is not required.

II. NEW SCHOOL CERTIFICATION: We certify that to our knowledge no one from our community has offered any inducement, directly or indirectly to the student or parents to move into our district. To the best of our knowledge this student is not changing schools for athletic purposes.

Name of New School _____ Signature of new school superintendent or designated administrator _____ Date _____

III. LAST SCHOOL OF PARTICIPATION CERTIFICATION AND RELEASE: Section III must be completed for any new student in grades 9-12 who has ever participated in baseball, basketball, cross country, football, golf, soccer, softball, swimming and diving, team tennis, tennis, track and field, volleyball or wrestling in grades 8-12 at another school in the United States or Mexico before they are eligible to participate at the varsity level at the new school. Please check the appropriate responses below. **If any of the questions in this section are marked 'Yes' a full hearing of the District Executive Committee (DEC) is required in the new district.**

Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	1. Was there any conflict or dissatisfaction between the student, his/her parents, and the athletic/academic supervisors at the school?
<input type="checkbox"/>	<input type="checkbox"/>	2. Was this student recruited to attend another school or was any undue influence exerted upon this student or family to change schools?
<input type="checkbox"/>	<input type="checkbox"/>	3. Did this student quit an athletic activity or program while enrolled in your school? If yes, attach explanation to DEC.
<input type="checkbox"/>	<input type="checkbox"/>	4. Was this student ever suspended or removed from your school athletic program? If yes, attach explanation to DEC.
<input type="checkbox"/>	<input type="checkbox"/>	5. Would the student be prohibited from participation in athletics had they not changed schools? If yes, attach explanation to DEC.
<input type="checkbox"/>	<input type="checkbox"/>	6. Based on your knowledge of the student and their circumstances, is this student changing schools for athletic purposes?

Print Name of Former superintendent or designated administrator _____ Print Name of Former principal or coach _____

*Signature of Former superintendent or designated administrator _____ AND *Signature of Former principal or coach _____ Date Signed _____
(* two signatures required)

Last School of Participation _____ City _____ State _____

IV. EXECUTIVE COMMITTEE APPROVAL: We certify the above named student is approved.
Check the appropriate box: Varsity Sub-varsity only (applying for a Waiver)

Any 'Yes' answer in Section III to questions 1-6 above requires a full hearing of the District Executive Committee (DEC) to determine the eligibility status of the student and required before applying for a Parent Residence Rule waiver. The student would be ineligible for varsity athletic participation until the DEC hears testimony from the previous school, the student/parent and the new school and makes an eligibility determination. DATE OF HEARING _____

School _____ Conference _____ District No. _____
(School of District Executive Committee Chairman)

Signature of District Executive Committee Chairman _____ Date _____ Contact Email Address _____

The District Chairman makes two copies of the completed form. Send one copy to the student's current school and the other copy to the University Interscholastic League, Box 8028, University Station, Austin, Texas, 78713. Retain the original in your file.

Previous Athletic Participation Form - Page 1 (Eligibility Questionnaire for New Student Athletes in Grades 9-12)

The questions below will assist the UIL/school administrators in making decisions in reference to the Varsity Athletic Parent Residence Rule, Changing Schools for Athletic Purposes, Age Rule, Four-Year Rule, Foreign Exchange, Full-Time Student Rule, and Amateur Athletic Status.

Question 1 - determines whether or not the student needs to complete page 2 of the Previous Athletic Participation Form.

Question 2 - a 'yes' answer will require further investigation to determine the student's first opportunity to enroll or a subsequent transfer back to the student's home attendance zone school.

Varsity Athletic Parent Residence Rule

Question 3 - a 'yes' answer means a waiver of the residence rule may be required for varsity athletic participation, if the student has NOT been continuously enrolled at that school for the previous calendar year.

Question 4 - a check mark in the box for 'married - living apart' or 'married and the student is living with one parent' means a waiver of the residence rule is likely required for varsity athletic participation.

Question 5 - a check mark in the box for 'guardian' or 'foster parents' means a waiver of the residence rule is more than likely required for varsity athletic participation. Based on the answers above, contact the UIL office to discuss prior to allowing the student to participate at the varsity level in athletics.

Questions 6, 7 and 8 - a 'yes' answer to any or all of these questions needs to be investigated by the school to find out the circumstances and how they might or might not impact varsity athletic eligibility.

Full-Time Student

Question 9 - a 'yes' means the student is in violation of the full-time student rule and would be ineligible to participate at any level.

Age Rule and Four-Year Rule

Question 10 - a 'yes' answer means the student is in violation of the Age Rule and not eligible for varsity athletic participation. Contact the UIL office to see if the student could qualify for a waiver of the Age Rule.

Question 11 - a 'yes' answer means the student is in violation of the Four Year Rule and not eligible for varsity participation. Contact the UIL office to inquire on the process for applying for a waiver of the Four Year Rule.

Question 12 - a 'yes' answer to this question needs to be investigated. UIL rule prohibit students from repeating grades for athletic purposes.

Foreign Exchange Waiver

Question 13 - Foreign exchange students are not eligible for varsity athletics without a waiver. Contact the UIL office for details.

Amateur Athletic Status

Question 14 - a 'yes' means the student is in violation of the amateur rule and would be ineligible to participate.

Assist in Determining if Student Moved for Athletic Purposes

Questions 15, 16, 17 and 18 - Any 'yes' answers should be thoroughly in question to participate at the varsity level in athletics.

- If the student attended a Charter School it will require further investigation to determine the student's first opportunity to enroll or a subsequent transfer back to the student's home attendance zone school.
- The date of withdrawal from previous school and date of enrollment in new school is necessary in determining if the student has been continuously enrolled for one calendar if the answer to question 2 is 'yes'.
- Signature on the questionnaire certifies all required annual student forms and the information provided by the parent or student is true and correct.

Previous Athletic Participation Form - Page 2

If the student is NOT living with parents at the new school it is more than likely a waiver of the parent residence is required for varsity athletic participation. Contact the UIL Office.

Section I - Eligibility Certification

- If the former address of parent/guardian is the same as the current address, a letter of explanation is REQUIRED to explain the change in schools with no change in address.
- If the status of previous residence is 'vacant' or 'still own', further investigation is needed.
- Parent/Guardian signature is required, and if witnessed by the new school administrator, notarization is not required.

Section II - New School Certification

- The new school superintendent or designated administrator signature signifies to his/her knowledge the student is not changing schools for athletic purposes.

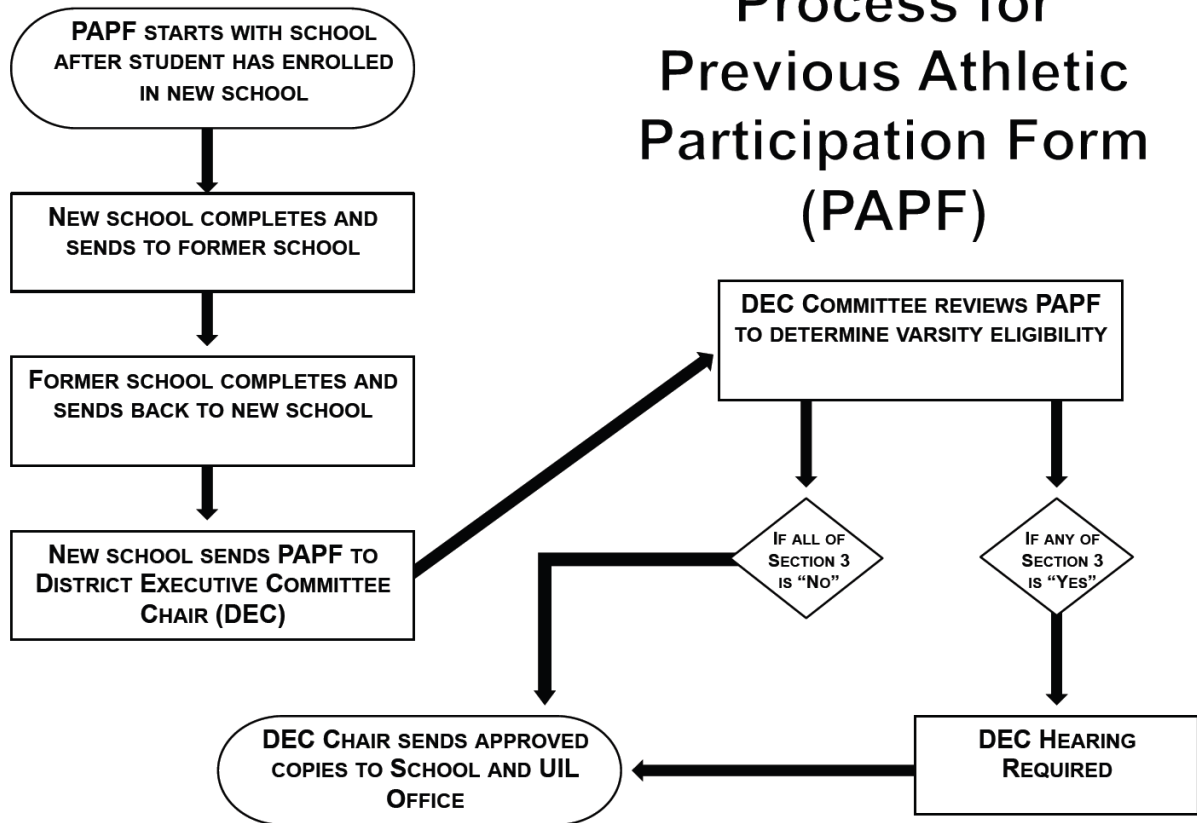
Section III - Former School Certification and Release

- Questions 1-6 will help determine if the student is changing schools for athletic purposes.
- If any of questions 1-6 is answered 'yes,' a District Executive Committee hearing is required.
- If a hearing is required, testimony from the previous school, the student/parent and new school can be given to assist in determining eligibility. Please document the date of the hearing in this section.
- If questions 3, 4 or 5 are answered 'yes' an attachment of explanation from the previous school is required to the District Executive Committee.
- This section requires two signatures (former superintendent or designated administrator and former principal or coach).
- A student is ineligible for varsity competition until the District Executive Chair has signed the Previous Athletic Participation form.

Section IV - District Executive Committee Approval

- Check the level of approval for competition. If approved for 'Varsity' level in one sport, the student is approved at 'Varsity' level for all sports.
- Check and sign the level of approval for sub-varsity if the student does not meet varsity eligibility requirements.
- Complete the District Executive Chairman's school, conference and district.
- A signature of the District Executive Committee Chairman is required before the student is eligible for varsity competition, if the level of approval is 'Varsity'.
- The District Executive Committee Chairman sends one copy to the student's current school and the other copy (with supporting documentation) to the University Interscholastic League.

Process for Previous Athletic Participation Form (PAPF)



UNIVERSITY INTERSCHOLASTIC LEAGUE
 MAKING A WORLD OF DIFFERENCE.

P.O. Box 8028 Austin, TX 78713-8028
www.uiltexas.org (512) 471-5883

ALL GCCISD Internal Transfers (Intra-District)

Intra-District Transfers.. If a student transfers to another GCCISD district school, the student is not eligible for varsity athletic competition until he/she has been in and regularly attended that school for at least the previous calendar year.



2018-19 UIL Rule Changes

GENERAL

- Coaches Certification Program (CCP) – Takes place of the Rules Compliance Program (RCP).
 - NEW Course Requirement: “Fundamentals of Coaching in Texas” is required for all first year coaches in Texas. This takes the place of the NFHS Fundamentals of Coaching course that was previously required.
 - NEW Course Requirement: “Best Practices in Tackling” provided by Ativus. Required for all junior high and high school coaches every 2 years, all coaches must be certified by August 1, 2019.
 - Coaches may now receive CCP credit for attending registered courses at both THSCA and TGCA summer clinics.
- Official’s reimbursement pay scale updated to include a flat fee.
- Addition of a mandatory penalty for players who are ejected from a contest.
- Addition of the Previous Athletic Participation Form (PAPF) to be completed online in the RMA/UIL Portal.
- Addition of Waivers to be completed online in the RMA/UIL Portal.
- Eligibility Forms will be completed online in the RMA/UIL Portal.

SPORT SPECIFIC

- Baseball and Softball – Change the start date for scrimmages in baseball and softball.
- Baseball and Softball – Change the restrictions for two out of three elimination series to allow for 2 games to be played prior to Friday.
- Football – Amend the acclimatization period from 4 days to 5 days.
- Football – Amend the Spring Training Regulations.
- Football – Change the start date for 9th grade football pertaining to schools that participate in Spring Training.
- Football – Remove the pilot status of the 6A football home field advantage and add 5A.
- Football – Weekly Game Report has been removed and will no longer be required.
- Football – Instant Replay may be allowed for State Championship games.
- Basketball – Coaching Box will now be 28’, removing the UIL exception of 14’.
- Golf – Amends the 9-Stroke Rule to allow players to pick up their ball at any point at or prior to the 8th shot and record a “9”.
- Junior High Football – Start date has been amended to allow flexibility to the start of the 80 days that junior high football is allowed.



Texas Education Code Requirements

✓ **#1 - TEC Chapter 33.086**

Certification - CPR and First Aid Training

- 1) Districts arrange and determine who will provide the certified training per American Red Cross, American Heart Association or another organization that provides equivalent training and certification. This training may be combined course with AED certification.
- 2) Athletic coaches, athletic trainers, cheerleading sponsors and other head directors of UIL extra-curricular activities must have a current certification filed with the district.

✓ **#2 - TEC Chapter 22.902**

Certification - AED Training

- 1) Districts must make this available to district employees and volunteers.
- 2) Athletic coaches and sponsors, school nurses, PE teachers, marching band directors, and students that serve as an athletic trainer must have a current certification filed with the district.

✓ **#3 - TEC Chapter 33.202**

Annual Requirement - Safety Training

- 1) Training provided by UIL within the Rules Compliance Program (RCP).
- 2) Athletic coaches must complete prior to contact with students.
- 3) Athletic coaches are required to provide and document a rehearsal of safety communication with students per sport.
- 4) UIL safety information must be presented to the students and be made available to the parents/guardians with this information:
<http://www.uil texas.org/files/athletics/safety-training.ppt>

✓ **#4 - TEC Chapter 38.158**

Annual Requirement - Concussion Training (2 hours every other year/1 hour annually)

- 1) Athletic coaches, athletic trainers and potential members of the Concussion Oversight Team must complete the training annually.
- 2) Continuing Professional Education Providers (CPE) are approved and registered with the State Board for Educator Certification (SBEC) and Texas Education Agency (TEA):
http://www.tea.state.tx.us/index2.aspx?id=2147486144&menu_id=2147483671&menu_id2=794



UIL Coach Education and Training Requirements

✓ #1 – C & CR 1202(j)
UIL Professional Acknowledgment Form - completed and on file with district

✓ #2 – C&CR Section 1208(i)
Annual Requirement - Rules Compliance Program (RCP)
1) Training available ONLY on the UIL website - www.uiltexas.org
2) Athletic coaches must complete prior to contact with students.

✓ #3 – C & CR 1209(k)
**One Time Requirement – National Federation of High Schools (NFHS):
Fundamentals of Coaching**
1) 6 hours course/\$35 - all first year coaches and any coach (or JH volunteer) who is not a full-time employee of the school district.
2) Available through a link on the UIL website or visit www.nfhslearn.org
Print certificate to verify completion.

✓ #4 – C & CR 1208(y)
**Cheerleading Program Coach/Sponsor – Safety/Risk Minimization for
Cheerleading Course**
1) Must have a current certification or annual training completed prior to contact with participants.
2) Districts shall determine the organization that will provide the certification or training. Resources are available but not limited to those on the link from UIL web site.
http://www.uiltexas.org/files/health/Cheerleading_Safety_FAQs.pdf

✓ #5 – C & CR 1208(j)
Coach with Misconduct – Minimum Educational Requirement
1) Any coach ejected from a contest shall complete the NFHS Fundamentals of Coaching Course. The course is catalogued for a 6 hour course/\$35.
<http://www.nfhslearn.com>
2) Any coach ejected from a contest shall complete the NFHS Teaching and Modeling Behavior Course. The course is catalogued for a 1.5 hour course/\$20.
<http://www.nfhslearn.com>

Creatine

The discovery of Creatine

A French scientist named Chevrul discovered Creatine in 1835. His experiment identified a naturally occurring substance found in meat, which he named Creatine after the Greek word for flesh. Later experiments by Leiberg, found that the substance could be consistently found in muscle tissue extracted from mammals. Additional studies by Leiberg found that levels of this Creatine substance were ten times higher in wild animals than in their captive counterparts, which lead Leiberg to conclude that the amount of Creatine was linked to the amount of exercise of the species. From these studies, scientists have drawn up several accepted conclusions, including that Creatine is present in animal tissue and the levels present are directly related to the amount of exercise. Since the discovery of these essential concepts, many more studies have been conducted to determine the exact effects of Creatine.

What is Creatine?

Creatine is produced naturally in the body by the liver, kidneys, and pancreas. On average, mammals produce two to three grams of Creatine per day. Creatine is made from three amino acids; glycine, arginine, and methionine, which when combined in a specific process, produce Creatine. Creatine can be found in two different forms; the free form, constituting approximately one third of all Creatine found in the body, and the phosphroylated form, which constitutes the remaining two thirds. Once formed, the substance is transferred to the muscle tissue via the bloodstream.

How is Creatine obtained?

In addition to synthesizing the substance, the body can obtain Creatine through two other methods. The first is through consuming foods that contain the substance. Fish, beef, and pork contain the highest amounts of Creatine but to receive the highest amount of the substance the meat must be eaten somewhat rare. The cooking process destioys most of the Creatine found in the tissue. The second method for obtaining Creatine is through Creatine supplementation, which has been the most popular and most successful method thus far. Creatine supplements are synthesized in a laboratory setting from elements found in plants and animals. Is there an increase in consumption among athletes?

The answer to that question is yes. This natural substance, when taken in larger amounts, has been shown to have effects on the human body. Athletes in the United Kingdom have been taking the substance since the early 1980's, but its effects became known worldwide with the debut of it at the 1992 Olympics. In Barcelona, two British sprinters attributed their gold medals to the substance, and in 1996 at the Olympics in Atlanta, several United States sprinters also praised its benefits. Since that period there has been a steady increase in the number of top level athletes who regularly take the supplement. Today some of the most popular athletes including John Elway, Troy Aikman, Brady Anderson, Mark McGuire, and Sammy Sosa, claim that supplementing their normal exercise routine with Creatine has increased their performance to a level unaccomplishable through normal exercise.

How does Creatine benefit the body?

The first way is through Adenosine triphosphate (ATP) regeneration. ATP, the energy source for the body, gives muscles the ability to contract. Once used ATP turns into Adenosine diphosphate (ADP) which when combined with another phosphate becomes ATP again. This is where Creatine is so beneficial. The phosphorylated form of Creatine, Crphos, lends its phosphorus to ADP to regenerate into ATP. Having an increased amount of Creatine in the body aids in the regeneration of ATP.

Stated plainly, it helps muscles recuperate quickly from a period of use making it helpful to athletes who specialize in sprints and quick bursts of activity. It has not been shown to be helpful to endurance athletes. Sports such as swimming, sprinting, football, and weightlifting, where the athlete is called upon to gather their energy, use it quickly, and then stop, is where Creatine has been proven to be helpful. Athletes who take the substance are able to rest and perform again much more quickly due to the rapid regeneration of their energy source, ATP.

When is Creatine most beneficial?

Studies have shown that in conjunction with a continued exercise program an athlete who takes 20 grams of Creatine a day for five days followed by a maintenance schedule of five grams per day can have as much as a five percent increase in performance during maximal exercise. However, this might be due solely to an increase in effort while exercising. It is important to note that while supplementing one's diet with Creatine it is essential to increase the amount of water consumed to at least a gallon of water per day while loading. If an insufficient amount of water is consumed while taking the supplement it could lead

to an increase of injuries because Creatine supplementation has been shown to deplete the muscles of their water.

What are the dangers or taking Creatine?

There is evidence to show that there is a link to the increase in muscle strains and pulls and the consumption of Creatine as a nutritional supplement. Several sports teams and governing bodies have banned their athletes from taking Creatine simply because if not taken properly Creatine can harm the athlete more than it can help them. The major concerns regarding the short-term use of creatine supplement are the dehydration and muscle dysfunction. Creatine draws fluid into the muscles, inking it away from the vital organs, athletes using creatine may dehydrate much more quickly than other athletes, predisposing them to serious heat illness. The combination of creatine supplementaion, high heat, and high humidity could be deadly!

The biggest problem with Creatine is that as a nutritional supplement it is not regulated by the Food and Drug Administration. This exempts it from all the rules that govern food and drug products. As a result, not, much is known about Creatine and its potential side or long-term effects. In addition, makers of the substance are not required to list the contents of the package on the label for distribution. This has resulted in several companies distributing impure Creatine, choosing to add other chemicals and substances. A potential buyer has no way of knowing whether the Creatine they are buying is a pure 100% Creatine.

Besides not being able to tell if consumers are actually getting what they think they are getting, they run the risk of taking a substance which has not been proven to be safe for human consumption. Although many distributors of Creatine claim that there is plenty of evidence to show that it is safe to take regularly and over a long period of tiirie there jusfish't'anyevidencetosnpportthISR There-has-been evidence to show that Creatine can cause muscle cramps, strains, and pulls, in addition to dehydration, weight gain, and stomach discomfort. These are only the proven short-term effects. Who knows if there are more short-term effects that have yet to be discovered? Also, Creatine has not been in use long enough to determine if it can be harmful after ten, twenty, or more years of use. Athletes who take the substance to increase their performance today may very well pay for it later. In the majority of professional sport teams' opinions this is a risk that they are not willing to take. Surveys show that over 85% of professional sport teams discourage their team members from taking Creatine, some going as far as prohibiting them from taking the substance. To them the limited benefits are not worth the risk of serious health problems at some point in the future.

Perhaps the biggest concern with Creatine consumption is that today an increasing number of high school athletes are supplementing their exercise routines with Creatine. Some say that it is because they see the top athletes taking it and succeeding, but what they don't realize is that there is so little known about Creatine that they are literally gambling with their health. Something that should be of concern is that there seems to be a trend of high school coaches recommending and distributing the supplement to their players even though the effects of it are unknown. What happens if Creatine is found to be harmful and high school athletes have received the substance from their coach? Could this open the school up to a new area of liability?

What is the Law?

Due to the uncertainty regarding its benefits and hazards, Creatine should not be distributed or encouraged for consumption by high school coaches to their athletes. A recent law passed in Texas, **House Bill 3420**, *prohibits any public-school employee from distributing, selling, or marketing any performance-enhancing compound to athletes (See copy of bill on page 9)*. In addition, some people believe Creatine should be illegal and tested for, as are Steroids. If more was known about Creatine and its potential benefits or side effects, then perhaps we could take a different stand on the issue. However, since the FDA cannot recommend Creatine for human consumption and since there is no conclusive data to support positive arguments for the substance why gamble with your health and your future? The only possible benefit of Creatine is an increase in performance by a maximum of 5%. This 5% could be due to increased physical activity and not a result of Creatine itself.

Androstenedione

What is Androstenedione?

Androstenedione, often called "andro" for short, is a nutritional supplement that can be purchased over-the-counter by anyone, of any age. It is a steroid compound also found naturally in the body. In the body Androstenedione is converted to the primary male sex hormone, testosterone, as well as to the primary female sex hormone, estrogens (estradiol and estrone).

What does Androstenedione do for the body?

Synthetically produced Androstenedione is classified as a steroid, although it has no muscle building effects on its own. However, when converted into testosterone

by the liver, Androstenedione can raise the body's testosterone levels sixteen times higher than normal, allowing athletes to train harder and recover from exercise more quickly.

Why use Androstenedione?

The primary reason athletes use Androstenedione is to increase overall strength and/or the ability to do repetitive, intense, short-term work. Athletes in sports where strength, sprint speed, or the ability to do repeated and intense bouts of activity are the most likely to use this substance. Some of these sports might include football, hockey, and track and field events like the shot put, discus, javelin, and shorter sprints. Soccer and basketball players may also see benefits to increasing their size, strength, and ability to do repeated intense, short-term bursts of activity. Wrestlers may desire the increase in strength and ability to do intense, short-term bouts of activity, but not the increase in body mass. There are also some special risks of using these substances when trying to lose weight. Endurance sport athletes would probably benefit little or be hampered by increased body mass or strength. The added body mass could more than offset any increase in intense, short-term efforts.

What are the effects of using Androstenedione?

Since Androstenedione can be synthesized into testosterone, one can probably assume that the short-term and long-term risks are similar to other androgenic-anabolic steroids. Anabolic-androgenic steroid use can affect the liver and the cardiovascular system as well as the reproductive system. Liver function can be damaged, resulting in jaundice, blood-filled cysts, and tumors (including those that are cancerous). Blood cholesterol levels often increase because steroid use changes how sugars and fats are handled. This and increased blood pressure can lead to the early development of heart disease, which can increase the risk of heart attacks and strokes. For males, production of naturally occurring hormones, like testosterone, may be decreased. This may result in shrinking of the testes, low sperm counts, and infertility. Because anabolic-androgenic steroids are derivative of male hormones, female users may take on more male-like characteristics, such as broader backs, wider shoulders, thicker waists, flatter chests, more body and facial hair and deeper voices. Menstrual cycles may become irregular or stop. Steroids may also affect muscles and other parts of the musculoskeletal system. Tendons and ligaments may not strengthen at the same rate the muscle tissue develops. As a result, these tissues appear to be injured more often among steroid users. Also, for adolescent athletes, steroid use may cause the growth plates in long bones to close

faster than usual, which can result in lower height. Oily skin and acne are also common among steroid users. Some users experience dramatic mood swings. Anxiety, irritability, aggressiveness, and impulsiveness may occur.

Androstenedione use is banned by the NCAA, NFL, and the International Olympic Committee because users risk the same long-term damage associated with anabolic steroids. The Association of Professional Physicians, an organization of team physicians from professional sport teams, has stated, "Despite how manufacturers try to position androstenedione as a natural substance, it is still an anabolic steroid." Simply put, its chemical structure is that of a steroid.

Remember the law: House Bill 3420, prohibits any public-school employee from distributing, selling, or marketing any performance-enhancing compound to athletes.

The University Interscholastic League discourages the use of any performance enhancing substances by their participants.

Heat Stress and Athletic Participation

Early fall football, cross country, soccer and field hockey practices are conducted in very hot and humid weather in many parts of the United States. Due to the equipment and uniform needed in football, most of the heat problems have been associated with football. During the 1995 through the 2000 football season there have been 17 heat stroke deaths in football. This is not acceptable. There are no excuses for heatstroke deaths if the proper precautions are taken. During hot weather conditions, the athlete is subject to the following:

- **Heat Cramps** - Painful cramps involving abdominal muscles and extremities caused by intense, prolonged exercise in the heat and depletion of salt and water due to sweating.
- **Heat Syncope** - Weakness, fatigue and fainting due to loss of salt and water in sweat and exercise in the heat. Predisposes to heatstroke.
- **Heat Exhaustion (Water Depletion)** - Excessive weight loss, reduced sweating, elevated skin and core body temperature, excessive thirst, weakness, headache and sometimes unconsciousness.
- **Heat Exhaustion (Salt Depletion)** - Exhaustion, nausea, vomiting, muscle cramps, and dizziness due to profuse sweating and inadequate replacement of body salts.
- **Heatstroke** - An acute medical emergency related to thermoregulatory failure. Associated with nausea, seizures, disorientation, and possible unconsciousness or coma. It may occur suddenly without being preceded by any other clinical signs. The individual is usually unconscious with a high body temperature and a hot dry skin (heatstroke victims, contrary to popular belief, may sweat profusely).

It is believed that the above-mentioned heat stress problems can be controlled provided certain precautions are taken. According to the American Academy of Pediatrics Committee on Sports Medicine, heat related illnesses are all preventable. (Sports Medicine: Health Care for Young Athletes, American Academy of Pediatrics, 1991). The following practices and precautions are recommended:

1. Each athlete must have a physical exam with a medical history when first entering a program and an annual health history update. History of previous heat illness and type of training activities before organized practice begins should be included. State high school association's recommendations should be followed.
2. Top physical performance can only be achieved by an athlete who is in top physical condition. Lack of physical fitness impairs the performance of an athlete who participates in high temperatures. Coaches should know the **physical condition** of their athletes and set practice schedules accordingly.
3. Along with physical conditioning, the factor of acclimatization to heat is important. Acclimatization is the process of becoming adjusted to heat and it is essential to provide for **gradual acclimatization to hot weather**. It is necessary for an athlete to exercise in the heat if he/she is to become acclimatized to it. It is suggested that a graduated physical conditioning program be used, and that 80 percent acclimatization can be expected to occur after the first seven to ten days. Final stages of acclimatization to heat are marked by increased sweating and reduced salt concentration in the sweat.
4. The old idea that water should be withheld from athletes during workouts has no scientific foundation. The most important safeguard to the health of the athlete is the replacement of water. Water must be on the field and readily available to the athletes at all times. It is recommended that a minimum of ten minutes be scheduled for a water break every half hour of heavy exercise in the heat. **Water should be available in unlimited quantities**. Check and be sure athletes are drinking the water. Cold water is preferable. Drinking ample water before practice or games has also been found to aid performance in the heat.
5. Salt should be replaced daily. Modest salting of foods after practice or games will accomplish this purpose. Salt tablets are not recommended. **Attention must be directed to replacing water - fluid replacement is essential**.
6. Know both the **temperature and humidity**. The greater the humidity, the more difficult it is for the body to cool itself. Test the air prior to practice or game using a wet bulb, globe, temperature index (WBGT Index) which is based on the combined effects of air temperature, relative humidity, radiant heat and air movement. The following precautions are recommended when using the WBGT Index (ACSM's Guidelines for the Team Physician, 1991):

Below 64	Unlimited activity
65-72	Moderate risk
74-82	High risk
82 plus	Very high risk

7. There is also a weather guide for activities that last 30 minutes or more (Fox and Mathews, 1981) which involves knowing the relative humidity and air temperature:

Air Temp	Danger Zone	Critical Zone
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Air Temp	Danger Zone	Critical Zone
70 F	80 percent RH	100 percent RH
75 F	70 percent RH	100 percent RH
80 F	50 percent RH	80 percent RH
85 F	40 percent RH	68 percent RH
90 F	30 percent RH	55 percent RH
95 F	20 percent RH	40 percent RH
100 F	10 percent RH	30 percent RH

8. RH = Relative Humidity
9. One other method of measuring the relative humidity is the use of a sling psychrometer, which measures wet bulb temperature. The wet bulb temperature should be measured prior to practice and the intensity and duration of practice adjusted accordingly. Recommendations are as follows:

Under 60 F	Safe but always observe athletes
61-65 F	Observe players carefully
66-70 F	Caution
71-75 F	Shorter practice sessions and more frequent water and rest breaks
75 plus	Danger level and extreme caution

10. Cooling by evaporation is proportional to the area of skin exposed. In extremely hot and humid weather reduce the amount of clothing covering the body as much as possible. **Never use rubberized clothing.**
11. Athletes should **weigh** each day before and after practice and **weight charts checked**. Generally, a three percent weight loss through sweating is considered safe and over a three percent weight loss is in the danger zone. Over a three percent weight loss, the athlete should not be allowed to practice in hot and humid conditions. Observe the athletes closely under all conditions. Do not allow athletes to practice until they have adequately replaced their weight.
12. Observe athletes carefully for signs of trouble, particularly athletes who lose significant weight, and the eager athlete who constantly competes at his/her capacity. Some trouble signs are nausea, incoherence, fatigue, weakness, vomiting, cramps, weak rapid pulse, visual disturbance, and unsteadiness.
13. Teams that encounter hot weather during the season through travel or following an unseasonable cool period should be physically fit but will not be environmentally fit. Coaches in this situation should follow the above recommendations and substitute more frequently during games.

14. Know what to do in case of emergency and have your emergency plans written with copies to all your staff. Be familiar with immediate first aid practices and prearranged procedures for obtaining medical care, including ambulance service
 1. **Heat Stroke - This is a medical emergency. DELAY COULD BE FATAL.**
Immediately cool body while waiting for transfer to a hospital. Remove clothing and place ice bags on the neck, in the axilla (armpit), and on the groin area. An increasing number of medical personnel are now using a treatment for heat illness that involves applying either alcohol or cool water to the victim's skin and vigorously fanning the body. The fanning causes evaporation and cooling. (Source--The First Aider--September 1987)
 2. **Heat Exhaustion - OBTAIN MEDICAL CARE AT ONCE.**
Cool body as you would for heat stroke while waiting for transfer to hospital. Give fluids if athlete is able to swallow and is conscious.
15. **Summary** - The main problem associated with exercising in the hot weather is water loss through sweating. Water loss is best replaced by allowing the athlete unrestricted access to water. Water breaks two or three times per hour are better than one break an hour. Probably the best method is to have water available at all times and to allow the athlete to drink water whenever he/she needs it. Never restrict the amount of water an athlete drinks and be sure the athletes are drinking the water. The small amount of salt lost in sweat is adequately replaced by salting food at meals. Talk to your medical personnel concerning emergency treatment plans.

Cold Weather Illness

E. Recognition, Management, and Prevention of Cold Exposure

Significance: Although excessive and prolonged exposure to cold may be an infrequent problem in high school athletics, the prevention, recognition and management of cold-related conditions are still an important consideration for coaches, administrators and athletic trainers.

The human body's mechanisms of heat retention are significantly less efficient than our ability to dissipate heat. Epidemiological research suggests that even in otherwise innocuous environmental conditions, hypothermia can occur. During the day, the temperature may be moderate and the sun shining, but as the sun sets and the temperature begins to fall, when coupled with conditions of exhaustion, dehydration and wet clothing associated with physical activity, the risk of cold-related pathology can increase.

Understanding the mechanisms of heat retention and production are essential to the prevention and management of cold-related illnesses and injuries:

- Vasoconstriction - Decreases blood flow to the periphery to prevent loss of body heat.
- Shivering - While involuntary shivering generates heat through increased muscle activity, it may also hinder an athlete's sport performance and ability to perform behavioral tasks to aid in heat retention.
- Activity increase - Increases heat production through a general increase in metabolic activity. Quick bouts of intense activity can generate incredible amounts of heat.
- Behavioral responses - Adjusting the number and type of clothing layers will result in heat regulation by controlling the amount of heat lost by the body.

There are two cold-related pathologies that coaches, administrators and athletes should be aware of: hypothermia and frostbite.

1. **Hypothermia** is defined as a decrease in the core body temperature to at least 95 degrees F. It occurs when the heat loss is greater than the metabolic and heat production. Hypothermia can be categorized in three stages: mild, moderate and severe, based on core body temperature.
2. **Frostbite** is a thermal injury to the skin, which can result from prolonged exposure to moderate cold or brief exposure to extreme cold. The body areas most prone to frostbite are the hands, feet, nose, ears and cheeks. Frostbite can be classified into three basic categories: frostnip, superficial frostbite and deep frostbite.

There are several factors influencing one's susceptibility or risk of cold related injury or illness. These factors can be additive. Thus, it is essential to appreciate each of these factors, along with the associated signs and symptoms of hypothermia and frostbite. For example, exposure to 30 degrees - 50 degrees temperature under wet and windy conditions can be equivalent to sub-zero temperatures with no wind or moisture (see the Wind Chill Index chart at the bottom of this page).

Risk Factors

- Low air temperature - When cold exposure exceeds or overwhelms the body's ability to compensate for heat loss due to the external environment.
- Wind chill - Figure 1 provides a wind-chill index chart that identifies the risks associated with the interaction of the wind speed and air temperatures.
- Moisture - Wet skin freezes at a higher temperature than dry skin.

- Exposed skin - Heat loss occurs primarily through convection and radiation to the external environment but may also include evaporation if the skin is moist. This is a concern for those exercising and sweating in cold environments.
- Insulation - The amount of insulation from cold and moisture significantly affects thermoregulation.
- Dehydration - Negatively influences metabolism and thermoregulation.
- Alcohol - Increases peripheral blood flow and heat loss; can also disrupt the shivering mechanism.
- Caffeine - Acts as a diuretic, causing water loss and dehydration
- Tobacco - Acts as a vasoconstrictor; increasing the risk of frostbite.

Coaches, athletes, officials and administrators should also be aware of the continuum of signs and symptoms associated with various classifications of cold-related pathologies: (Curtis, R. Outdoor Action Guide to Hypothermia and Cold Weather Injuries. Outdoor Action Program, Princeton University. <http://www.princeton.edu/~oa/safety/hypocold.html> last, updated 1995.)

F. Hypothermia

Hypothermia is a decrease in core body temperature.

Recognition

Overview:

1. Mild Hypothermia - shivering, cold sensation, goose bumps, numb hands.
2. Moderate Hypothermia - intense shivering, muscle incoordination, slow and labored movements, mild confusion, difficulty speaking, signs of depression, withdrawn.
3. Severe Hypothermia - shivering stops, exposed skin is bluish and puffy, inability to walk, poor muscle coordination, muscle rigidity, decrease in pulse and respiration rate, unconsciousness.

Details:

Stage	Core Temperature In Degrees	Signs and Symptoms
Mild Hypothermia	99 - 97 F	Normal, shivering may begin
	97 - 95 F	Cold sensation, goose bumps, unable to perform complex tasks with hands, shiver can be mild to severe, hands numb.
Moderate Hypothermia	95 - 93 F	Intense shivering, muscle in-coordination becomes apparent, movements slow and labored, stumbling pace, mild confusion, may appear alert.
	93 - 90 F	Violent shivering persists, difficulty speaking, sluggish thinking, amnesia starts to appear, gross muscle movements sluggish, unable to use hands, stumbles frequently, signs of depression, withdrawn.

Stage	Core Temperature In Degrees	Signs and Symptoms
Severe Hypothermia	90 - 86 F	Shivering stops, exposed skin blue or puffy, muscle coordination very poor, inability to walk, confusion, incoherent/irrational behavior, but may be able to maintain posture and appearance of awareness.
	86 - 82 F	Muscle rigidity, semiconscious, stupor, loss of awareness of others, pulse and respiration rate decrease, possible heart fibrillation.
	82 - 78 F	Unconscious, heart beat and respiration erratic, pulse may not be palpable.
	78 - 75 F	Pulmonary edema, cardiac and respiratory failure, death. Death may occur before this temperature is reached.

Management

The basic principles of rewarming victims of hypothermia are to conserve the heat they have and replace the heat that they have already lost. The best method to determine the extent of core temperature loss is measurement of rectal temperature. Unfortunately, obtaining a rectal temperature reading on a moderately or severely hypothermic patient can be difficult, and may expose the athlete to further cooling.

Overview:

- Remove athlete from cold environment.
- Remove wet clothing and replace with dry clothing and/or blankets.
- Refer all moderate cases to the emergency room once safe to transport.
- Treat severe hypothermia as a medical emergency! Wrap the athlete in an insulated blanket and see emergency medical care immediately.

Details: The following describes the management regimes for hypothermia relative to severity.

- **Mild hypothermia** - Seek dry shelter; replace wet clothing, insulate whole body and head, avoid sweating, use external warmth (bath, fire) only if core above 95 degrees F, give warm sweet drinks and food.
- **Moderate hypothermia** - Avoid exercise and external warmth, gently rest, give warm sweet drinks and calories, internal warming via warm moist air, monitor pulse and breathing.
- **Severe hypothermia** - Medical emergency, give nothing by mouth, wrap in an insulated blanket, avoid rapid rewarming, transfer to hospital immediately.

G. Frostbite

Thermal injury to the skin caused by cold exposure.

Recognition

Stage	Signs and Symptoms
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Stage	Signs and Symptoms
Frostnip	Only the outer layer of skin is frozen. Skin appears white and waxy or possibly gray or mottled. It may have sensation or may be numb. May be painful.
Superficial Frostbite	Skin appears white, mottled or gray. It feels hard or rubbery on the surface, but deeper tissue is still soft. Skin is insensitive to touch.
Deep Frostbite	

Management

It is very important to note that refreezing newly thawed frostbitten tissue can cause extensive tissue damage. If it is not absolutely certain that the tissue will stay warm after rewarming, do not rewarm it. Once the tissue is frozen, the major harm has been done. Keeping it frozen for a longer period of time will not cause significant additional damage.

Overview:

- Do not rub the area.
- Gently rewarm the area by blowing warm air onto the area, placing the area against a warm body part, or placing the affected area into warm (101 - 108 degrees F) water for several minutes.
- If not absolutely certain that the tissue will stay warm after rewarming, do not rewarm it. Refreezing newly thawed frostbitten tissue can cause extensive tissue damage!
- If a person is also suffering from hypothermia, the first concern is core rewarming.

Details: The following describes the management of frostbite relative to severity.

- **Frostnip** - Rewarm the area gently by blowing warm air onto the area or placing it against a warm body part or place in a warm (101 degrees - 108 degrees F) water bath for several minutes. Never rub the area. This can damage the affected tissue by increasing the friction on the ice crystals in the cell, causing tearing of the tissue.
- **Superficial frostbite** - If a small area is involved, it can be treated the same as indicated for frostnip; if it is a larger area, follow the management for deep frostbite.
- **Deep frostbite** - Rewarm by removing restrictive clothing and immersing the affected body part in a water bath of 105 degrees - 110 degrees F for 25-40 minutes. Refer deeply frostbitten athletes to the emergency room. Do not rewarm the tissue unless absolutely certain that it will stay warm after rewarming.

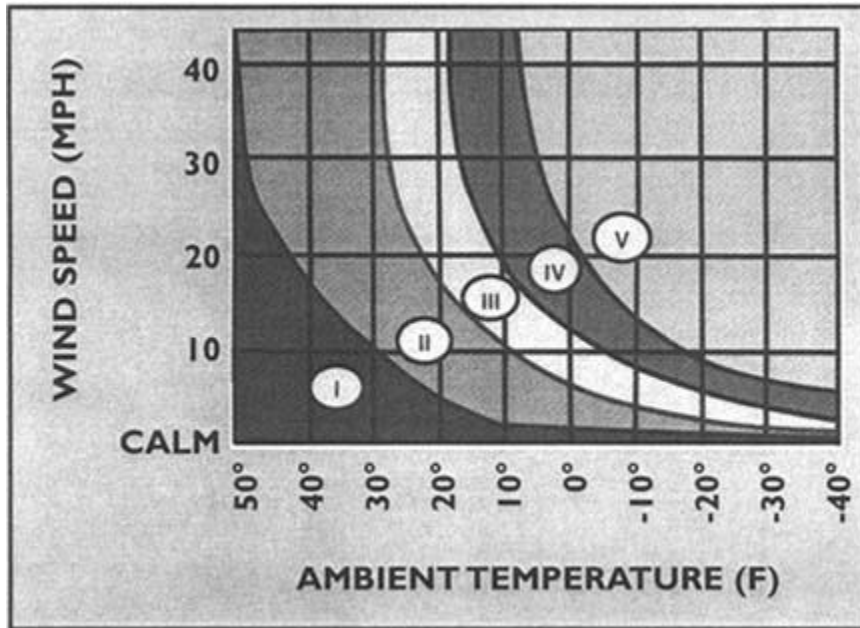
H. Prevention

The **best method of management is prevention.**

- Dress in layers.
- Cover the head to prevent excessive heat loss from the head and neck.
- Stay dry by wearing a wicking fabric next to the body and a breathable, water repellent outer layer.
- Stay adequately hydrated.
- Eat regular meals.
- Avoid alcohol, caffeine and nicotine.

- Educate participants, coaches, officials and administrators in recognition of cold-related illnesses.
- Consider cancellation of athletic events if weather conditions warrant.
- If unsure whether an athlete is hypothermic, err on the side of caution and treat accordingly.

Figure 1: **Wind Chill Index**



SECTION XI:
COACHING PHILOSOPHY

PHILOSOPHY OF COACHING

Coaching is the art of inspiring learning. It does not matter how much a coach knows unless he can implant his knowledge into his players. Therefore, inspiring the players to learn and teaching the sport and its fundamentals are essential characteristics of a good coach. In order to accomplish this, the coaching staff must be highly organized and must constantly evaluate the available material as to their capabilities.

Coaching is a physically, mentally, and spiritually demanding profession. It is difficult to sustain oneself in the coaching profession without a strong shield and armor. A coach's shield is his philosophy and his armor is his character. Winston Churchill made the following statement about politics that can also be applied to coaching:

"The only guide to a man is his conscience. The only shield to his memory is his sincerity and moral integrity. It is very imprudent to walk through life without this shield because we are so often mocked by the failures of our hopes, but with this shield, however, the fates may play; we walk in the ranks of honor."

THE COACH AS A LEADER

A coach's influence is directly proportional to the quality of relationship he/she has with each person he/she knows. These relationships must be based on a strong solid value system where one can live with openness, trust, and confidence. While leadership involves genuine, solid relationships with all people, success in coaching lies first in the coach's relationship to the players. It is essential to establish and maintain a consistent philosophy toward the players and how they will be treated. Other important relationships for the coach to develop are between himself and other coaches, between himself and parents, between himself and the school faculty, and between himself and the community in general.

WINNING AND LOSING

Winning and losing are a part of the coaching profession as well as interscholastic athletics. A coach must learn to handle both in a professional manner.

Win in a manner that will best enable you to win again. Be humble and give your opponent, your players, and fellow coaches credit. Remember that winning is a means to positively influence young peoples' lives. It is not an end in itself!

Lose with dignity. If you and your team have done your best you have nothing of which to be ashamed. If you have not done your best, losing is unavoidable. Remember we can sometimes grow more from a defeat than a victory. With thorough, intelligent analysis we can search for better techniques and ways to play the game. Defeat then becomes an elevator that lifts us up rather than a vehicle that drives us down.

COMMUNITY AND PARENTS

Do not be overly concerned about criticism from fans and parents. They do not always understand the intricacies of the game and coaching strategies. They ride the waves of emotion – up when winning and down when losing. Remember this but always give them respect. Do not dwell on their praise or criticism.

It is not in your best interest to confront irate patrons verbally. Listen with the insight that a parent loves his/her child and then calmly present your reply. It is possible to be understanding without compromising.

Use discretion in your comments to parents and the media; negative comments will almost always come back to haunt you. Never publicly criticize an individual or your team. Constructive criticism is a necessary part of coaching, but it is a team – not public – matter.

FACULTY

Work closely with administration and fellow teachers. You are a part of an educational team and you will gain their understanding and support if they know you realize this. Strive for unity with your colleagues and try to contribute to the whole educational picture.

FELLOW COACHES

Good coaching ethics dictate that no one ever elevates himself/herself by pushing someone down. Albert Schweitzer talked about a “Fellowship of Pain” that those who have suffered are bound together in spirit for having mutually felt the pangs of pain. Coaches are like that, too. We all have had or will have our moments of heartache that induct us into the coaching fraternity. Only those who have gone through the emotional ups and downs of a rigorous and demanding athletic schedule can appreciate this. It behooves all in the coaching fraternity to be loyal and complimentary of one another.

PLAYERS

The push, the drive, and the enthusiasm of a team come from the coach. Remember that players reflect the coach’s attitude and goals. The power of example is the greatest motivating tool that a coach possesses. Use it to your advantage.

Players must respect the coach. This respect must be earned. In the long run, it comes to the coach who consistently puts the welfare of the player first. This concern will pay dividends in respect and effort on the part of those you coach.

Expressed approval by a respected coach is a powerful motivating tool. Praise is nearly always more effective than criticism, but if a player needs to be pushed, don’t hesitate or wait for another coach to do it. The small things in discipline must be shared by all coaches.

Never criticize your team or an individual outside the immediate staff. Do not “get down” on your team. Remember, the individuals who attend our schools are all that we have. There are no others “waiting to get in.” In the coaching profession one must play the game with the cards he/she is dealt.

A player who is considering quitting a team should be encouraged to finish the season. However, athletics is not for everyone. Use good judgment and take time to talk to anyone who leaves the program to determine his or her reason for not completing the season.

A coach may dismiss a player from a squad after careful consideration and discussion with the campus coordinator or athletic director. Dismissal should not be a spontaneous action. Allow a day to reflect on your decision; give it careful thought and deliberation before implementing it. Do not make a dismissal decision in a time of anger.

CHARACTER EDUCATION

Below is from Dennis Parker:

Objectives:

1. **Why should you teach character?**
2. **What should you teach?**
3. **How do you teach character?**

Definition of ‘coach’: **A person who can take an athlete to the next level**

Two types:

A coach
Loves coaching gossip, titles, clothes
Hates off season
Clinics are social affairs
Kids are to be used

TO coach
Talks about ideas, not people
There is no off season
Clinics to learn
Loves players

Three obstacles in getting an athlete to the next level:

1. **Body-only weapon in football. Bigger/faster/stronger is better**
2. **Technique/skill-how to use talent**
3. **Character-Attitude-Determination-Self Image-Responsibility**

If you don’t know first or second obstacle, it is because you don’t want to know with the availability of books, videos, etc...

If you don’t know third obstacle.....

Alice Lankton’s Study of teachers

1/3 of all educators surveyed felt character was a priority but not one teacher ever had a class in undergraduate or graduate school that taught them how to teach character.

Athletics teaches character. Biggest myth: if athletics taught character, then those who were in athletics the longest would have the most character. i.e. the professional athlete. Athletics teaches blocking, tackling, throwing, catching, kicking. Coaches teach character.

Problems that coaches encounter:

**No team chemistry
Poor self image/no confidence**

**No leaders
Bad attitude**

Will not accept responsibility

Play just to play

No commitment

Every coach will spend time with character:

- Either
- 1) Reacting to a lack of character
 - 2) Pro-active preventing problems with character

Benjamin Franklin, 1757

Many people lead bad lives that would gladly lead good ones but know not how to make the change. They have frequently resolved and endeavored it but in vain because their endeavors have not been properly conducted. To exhort people to be good, to be just and to be temperate without showing them how they shall become so seems like ineffectual charity.

Preach

React

Discipline

Rehab

Becoming a person of character is as properly an art as painting, navigation or architecture. If a man would become a painter, navigator or architect, it is not enough that he be advised to be one, that he is convinced by the arguments of his advisor that it would be for his advantage to be one and that he resolves to be one: but he must also be taught the principles of the art, be shown properly all the instruments. And thus, regularly and gradually he arrives by practice at some perfection in the art.

Teach

Pro-Active

Disciple

Prevent

Therefore, to be a person of character, it is necessary to be taught the principles, shown a proper model, and to practice the habits of character.

Your decision is to either **Preach** or **Teach**.

Why today? **Society is different**.

Character comes from **exposures**.

Players don't know they don't know.

An average 18-year-old has **148,000** negative stimuli.

Einstein: **11** positives needed to counteract **1** negative.
1.6 million positive stimuli needed to break even.

Where do they get them? **Average family (1990) 17 minutes a week in quality time, how about in 2013?**

If not from their coaches, where? **You are the most influential person in their lives.**

“If we have an ability to help those less fortunate, we also have a responsibility. If we do not reach down and help lift up those less fortunate, eventually due to sheer weight of numbers, they will reach up and pull us down.”

Jobie Harris

What do we teach?

1. **Responsibility**

Churchill (**First step to greatness is accepting responsibility.**)

Frankl (**Statue of Liberty on east coast matched with Statue of Responsibility on the west coast**)

2. **Attitude**

Jefferson (**Man with good attitude can do anything. Nothing you can do with a man with bad attitude.**)

James (**Change your life if you are willing to change your attitude.**)

Frankl (**Attitude is only freedom a person has.**)

Stanford (**8% of success based on innate ability; 92% on attitude.**)

Harvard (**85% of getting, keeping, moving up in a job based on attitude; 15% on technical skills/knowledge.**)

3. **Self Image**

22 months all neurons in brain are formed. Every experience, everything said to you or about you paints a stroke on your portrait of self.

“You cannot perform in a manner that is inconsistent with the way you see yourself.”

Dr. Joyce Brothers

Stanford Study **How we learn based 50% on our self image.**
Viktor Seriabriakoff **Went from failure to success because of change in self image**

4. Goals

“If there is a **why in your life, the how does not matter.”**
Nietzsche

Processionary caterpillars **failed because of a lack of direction.**

Practice goals, not **preaching goals.**

5. Character qualities

Every person has all character within; it is our job to **pull it out.**

Educate Latin for **“to pull out.”**

Old man/Cadillac **Use the 200 horses inside, not the two outside.**

6. Leadership

Positive or negative determined by what they are taught.

HOW TO TEACH CHARACTER

- 1. **Dehypnotize players from beliefs that have been planted and nurtured.****
- 2. **Finish something. Set and complete goals.****
- 3. **Take inventory. Healthiest emotion, least durable emotion is gratitude. Look at what you have.****

4. Vocabulary. Georgetown proved one way to improve IQ is to improve vocabulary.

Vocabulary One word daily from list. 4 per week. Test on Friday.

Take inventory/gratitude Write one gratitude daily

Finish something Write daily/weekly objectives. Evaluate. Teach.

Dehypnotize

Monday Expose the story/lesson.

Tuesday Answer questions from lesson making them think.

Wednesday Small group discussion of questions.

Thursday Team discussion of same questions.

**Friday Test. How does this affect you?
How will this affect you 20 years from now?**

Example of Week (The Cold Within)

THE COLD WITHIN

The team concept is a difficult thing to understand and accept for some athletes. It is human nature to be selfish, to always think, “What’s in it for me?” You have to work at being unselfish. The most difficult thing for individuals to do when they are part of a team is to sacrifice. It’s so easy to become selfish in a team environment- to play for *me*.

It makes you vulnerable to drop your guard and say, “This is who I am and I’m going to open up and give of myself to you.” But that’s exactly what you have to do. Willing sacrifice is the great paradox. Zig Ziglar says it like this, “You can have everything in life you want, if you will just help enough other people get what they want.”

Placing team goals ahead of individual’s goals defines the team concept. Every winning team has it and every losing team does not. The best players do not win but the best team always wins. An individual must unselfishly sacrifice his own personal wants and wishes for the good of the team.

Players must learn to cooperate and respect each other, and build up each other. They must be interested in helping and improving each other. Team spirit and morale are developed by this process. The following poem points out how selfishness can destroy. You all must learn that you have to give up something in the immediate to attract something even better in the future. Without sacrifice you'll never know your full potential.

The Cold Within

*Six men were trapped by circumstance in bleak and bitter cold.
Each one possessed a stick of wood, or so the story's told.
The dying fire in need of logs, the first man held his back
Because of faces round the fire, he noticed one was black.
The second man saw not one of his own local church
And couldn't bring himself to give the first his stick of birch.
The poor man sat in tattered clothes and gave his coat a hitch.
Why should he give up his log to warm the idle rich?
The rich man sat and thought of all the wealth he had in store
And how to keep what he had earned from the lazy, shiftless poor.
The black man's face spoke revenge and the fire passed from his sight
Because he saw in his stick of wood a chance to spite the white.
The last man of this forlorn group did naught except for gain.
Only to those who gave to him was how he played the game.
Their logs held tight in death's still hand was proof of human sin.
They didn't die from the cold without; they died from the **COLD WITHIN**.*

“Deferred joys purchased by sacrifice are always the sweetest.”

Mike Doyle

1. What is the most important lesson you can learn from the poem, “The Cold Within?”

2. How can you put this lesson to work in your life today?

3. What can you do as a team to help you remember the importance of teamwork?

Vocabulary

Autonomous

Epiphany

Median

Mode

Gratitude

(M-T-W) Write down one thing you are grateful for about a significant woman in your life.

(Th) Write a note to this person.

(F) Address the envelope.

Objective

One thing to accomplish in practice daily.

Lesson

Binder/Book

“No one can guarantee success. I can guarantee something better than success. We will deserve success.”

George Washington

Implementing Character Qualities for Success

By Randy Pippin

How Attitude Works

HOW YOU THINK

=

CHOICES YOU MAKE

=

HABITS YOU DEVELOP

=

PERSON YOU BECOME

Here are some examples of attitudes that you choose every day. These attitudes either move us towards our goals or keep us from reaching our goals.

Enthusiasm	or	Sour Disposition
Hard Work	or	Laziness
Persistent Effort	or	Quit
Commitment	or	Go Along with Crowd

The little yes's and no's that we choose each day will determine who we are, what we have, and what we will become ten years from now. The difference between

accomplishment and failure is simply having a proper mental attitude.

Along with the Character Quality of “Attitude”, we also emphasize proven methods of teaching 5 additional qualities of success to coaches and all whom they influence:

Responsibility=Ability to respond.

Self Image=Perception of ones' self.

Character=Proven Reliability.

Goal Setting=Specific Measurable Agreeable Realistic Time bound objectives.

Leadership=Know, Go and Show the way.

92% of our ability to be successful has to do with the afore mentioned development of Character Qualities and only 8% has to do with technical skills, knowledge and ability of individuals, however we spend most of our time, money, education, equipment and facilities on improving the 8% piece.

The great thing is that when you improve the Character of your team you automatically will improve their ability to perform.

CHARACTERISTICS OF A SUCCESSFUL COACH

From Coach Spike Dykes

L – Loyalty – a coach must be loyal to his players, program, and school

E – Enthusiasm – a coach must be enthusiastic in all undertakings

A – Ambition – a coach must have the ambition to succeed

D – Dedication – a coach must be dedicated to his duty

E – Emotion – a coach must be an emotional leader

R – Readiness – a coach must be ready for all obstacles he encounters

S – Sincerity – a coach must be sincere in his dealings with athletes

H – Heart – a coach must be able to show compassion

I – Integrity – a coach must be respected by all for his integrity

P – Perseverance – a coach must be patient to work through rough times

COACHING GUIDELINES

Success in any organization is directly related to the degree of commitment on the part of those who make up the organization.

Commitment to athletic participation is a direct result of the atmosphere created within the program. The following are guidelines to help the coach produce a sound, positive environment where high resolve and success can best be achieved.

1. Develop mutual respect - Proper motivation and proper mental attitude starts with mutual respect, the players* respect for the coach and the coaches* respect for the player and the team. Mutual respect starts with the coach being sincerely interested in each players' total well-being.
2. Be yourself - don't try to imitate or coach like someone else.
3. Don't confuse your players. Be sure they understand exactly what you want They cannot play with confidence and aggressiveness if they are confused.
4. Keep assignments simple. "Simple" means what you teach, and the players can learn.
5. Teach by repetition - the average person retains 62% of what he has gone over 6 times.
6. Plan for everything and stay with your plan. Many hours of preparation are required to develop a good, sound plan for coaching your team.
7. Be consistent in your discipline and in your method of coaching as well.
8. Never mistreat a player and be careful about "getting down" on them. Do not ridicule or "pick on " slow learners. Players generally perform the way the coach expects them to.
9. Don't use profanity or allow your squad to.
10. Talk to players after you "get on" them during practice. We have an obligation to not let any player leave questioning his/her talents or his/her value as a person.
11. Be an example for your players - they will think and act like you do.
 - a. Have pride in yourself, your profession, and your school.
 - b. Be a worker. Players will know it is important to you and will follow your lead.
12. Work with every person on the squad. Each player has a contribution to make to the team and must believe that he/she is important to the team.

PHILOSOPHY OF PRACTICE

1. Be properly dressed out and on time for all practices.
2. Don't relax during calisthenics, stretching, warm-up, etc. It is all important or we should not be doing it.
3. Time is the only thing all schools have in common. We must get more done (repetitions) in the time we have. Have drills (equipment, personnel) set up beforehand.
4. Give attention to every player on the team. Do not allow anyone to go unnoticed.
5. Go through locker rooms after practice - talk or joke with players.
6. Do not allow things to lay around in dressing room. Everything has a proper place. Create pride in everything we do.
7. Do not run off right after practice. Be available to discuss the workout.
8. Do not accept anything less than perfection. Do not overlook a thing.
9. HUSTLE - Enthusiasm breeds enthusiasm! Remember that work at every level, both yours and the players', has some drudgery. Make a conscious effort to keep your enthusiasm high.
10. Strive to improve your team and each individual in I phase - Focus Area - each day. You must have a seasonal (long range) and a daily (short range) goal.
11. Keep your poise and confidence on the field or any place. It will transmit to your players.
12. Give your players "little secrets" to help them.
13. If you are tired, pray for strength.

GUIDELINES FOR COACHES' GAME RESPONSIBILITY

The attitude of the coach is the key to the conduct of his players. Many times, he/she is responsible for the conduct of spectators. Because so much depends upon the coach, attention should be given to the following matters:

1. The coach should conduct himself/herself in such a manner that he/she will be an example for both the players and the fan.
2. The coach should not allow himself/herself to reach the point of becoming angry. He/she is mature and should so conduct himself/herself.
3. The coach should avoid appearances on the playing area, as this tends to create tension among spectators.
4. The coach should teach respect for officials by accepting their decisions in the correct manner. Questions should be made by the head coach only and in a calm, controlled manner. "Intimidation" of an official is contrary to the spirit of fair play and will backfire more often than it will succeed.
5. Express your approval to the officials when they do a good job.
6. The coach is responsible for the conduct of his/her team during and after the game. He should be sure that his team leaves the field of play in a group shortly after the final whistle has blown.
7. The coach should make every effort to encourage good relationships between his/her team and the team against whom he/she is competing.

COACHES' RELATIONSHIP TO OFFICIALS

Officiating is an integral part of a competitive athletic program. We cannot have quality athletic contests without quality officials. Thus, everything we do that helps improve officiating also improves the coaching profession. Coaches must assume the responsibility for making positive contributions toward the improvement of officiating. This responsibility begins with the realization that the perfect official never has lived and never will live. Imperfect officials are calling games for imperfect players and imperfect coaches. Since both officials and coaches will never be perfect, we must work together, and each seek to strengthen the others* position in order to provide the best possible playing conditions for the athletes. Each coach must form a definite philosophy concerning officials and his/her relationship and responsibility to them.

FACTORS OF SUCCESSFUL COACHING

1. Genuine Interest in Kids

You must have a genuine interest in young people. If you don't really, basically like kids, then you are in the wrong profession.

2. Dedication

Unless a person is dedicated to this chosen trade or profession, he/she is never going to be highly successful. Building a winning team is no exception. The head coach, as well as his/her assistants, must be dedicated to the sport. If we dread spending the time working and planning on building a good team, then we are in the wrong business. There is a big difference in the coach that is wanting to and willing to do something. The coach who wants to do whatever is necessary, regardless of time element and work effort required, is the one that is wanted and that will be successful.

3. Mentally Tough

Many times, a coach's job is unpopular and unrewarding. From time to time, a coach must make decisions that are unpleasant. He/she must make decisions that he/she wishes he/she knew were right. He/she must be tough mentally in order to survive.

In addition, a coach must be tough mentally in another sense. He/she must be able to spend numerous hours studying the sport. A coach who hopes to be successful must drive himself/herself and be so dedicated to his/her job that he/she puts it ahead of everything else in his life, apart from his/her RELIGION and his/her FAMILY.

4. Loyalty

Must have loyalty. There is no way of getting in trouble faster than to have someone on your staff that is disloyal. Bud Wilkinson said that if one of his coaches was asked why he did something and he replied, "I don't know," then that coach was not loyal* He said, "I want them to defend me."

The coaching staff must keep private matters private. Personalities should not affect our coaching. The coaching staff is a team working together for a common goal. We will sink or swim together.

5. Initiative—Ambition—Pride

- A. Read and study books on coaching, athletic conditioning, first aid, physiology of exercise, psychology; education and the like. Attend clinics and spring trainings when possible.
- B. Detailed and business-like organization of that part of the program assigned to him/her for administration.

6. Talking to a Group

- A. Know your subject. Be prepared.
- B. Have confidence in yourself. (Those to whom you are talking do not know your subject.)
- C. Face the distractions and have the group face you.
- D. Secure absolute attention and quiet. (Don't talk when anyone else is talking. A pause is usually sufficient.)
- E. Look athletes square in the eye when talking to them.
- F. Talk firmly, forcefully, and vigorously.
- G. Assume the students are beginners and talk their language.
- H. Feel what you are saying. Be enthusiastic and vivid.
- I. Act out parts by facial expressions, voice, and body action.
- J. Avoid talking too fast, use of slang, or poor rhetoric.
- K. Do not coach from a distance unless you have attention.

7. The head coach must work harder, longer, and be more dedicated to his/her work than any of his/her assistants.

8. We must study the game constantly trying to improve ourselves and our system.

9. There is no substitute for enthusiasm.

10. Coaches should not hurry away from practice as soon as it is over. Mix with the kids. You should have a coach's meeting after practice.

11. Do a great job in the classroom.

CAUSES OF DIFFICULTY IN COACHING

Miscellaneous

- A. Poor organization in program.
- B. Failure to keep all athletes busy.
- C. Uninteresting practices.
- D. Insufficient individual coaching.
- E. Failure to stress foundation of game habits.
- F. Undue haste.
- G. Allowing mistakes to go uncorrected.
- H. Weak opposition (practice).
- I. Too little scrimmage.
- J. Failure to provide gamelike conditions.
- K. Failure to decrease hard work in the late season
- L. Inadequate pre-practice thought.

Handling Athletes

- A. Failure to secure maximum output.
- B. Lack of discipline
- C. Nagging.
- D. Lack of humor.
- E. Lack of decisiveness.
- F. Failure to realize players' inability to understand.
- G. Lack of ability to get along with players.
- H. Favoritism and prejudice.
- I. Failure to get athletes to train.
- J. Inability to judge athletes.
- K. Lack of personal element.
- L. Fear of overworking athletes.
- M. Too easygoing, too easily satisfied, lack of aggressiveness.
- N. First team picked too soon.
- O. Undue familiarity

The System Employed

- A. Lack of attention to detail.
- B. Lack of emphasis on major points first
- C. Lack of stress on fundamentals.
- D. Failure to use practice formations that coordinate to the system.
- E. Lack of progression.
- F. Unbalanced coaching.
- G. Lack of simplicity.
- H. Failure to adjust system to material.
- I. Changing system too often.

Personal

- a. Weak knowledge of subject.
- b. Poor vocabulary.
- c. A poor ability to demonstrate.
- d. Chasing the ball with the eye (inability to concentrate on specifics).
- e. Coaching by words alone.
- f. Poor presentation.
- g. Over-coaching.
- h. Sour disposition (over pessimistic).
- i. Laziness,
- j. Poor voice (enunciation, clearness, loudness).
- k. Appearance (clothes and health).
- l. Shortage of time of season and between game. Poor team handling on day of game.
- m. Lack of wholesome squad morale.

MOTIVATION AND MENTAL PREPARATION OF THE ATHLETE

All coaches are concerned about the best way to motivate their players. Ideally, we would all like to be able to motivate our players, not only to great effort in athletics, but also in the areas of academic and personal character development. In order to achieve these goals, the coach must present a planned, organized program for personal development of the athlete. The coach must first establish his own priorities as far as the time and effort that he/she will devote to such a program. The next step is to develop or adapt a self-improvement program for the athlete that will fit into this time framework.

By integrating the following trains of thought into the thought process of young athletes, they will be prepared not only for excellence in athletic competition, but also for high achievement in their academic and personal life.

JUNIOR HIGH SCHOOL GRADE 7	HIGH SCHOOL GRADE 9	SENIOR HIGH GRADES 11 & 12
1. Value System 2. Responsibility	1. Positive Mental Attitude a. Determination b. Pride and Self Image c. Potential/ Confidence d. Courage e. Work	1. Goal Setting 2. Desire 3. Dedication 4. Leadership
GRADE 8	GRADE 10	
1. Value System 2. Responsibility 3. Positive Mental Attitude a. Determination b. Pride and Self Image	1. Positive Mental Attitude a. Potential/ Confidence b. Courage c. Work 2. Goal Setting	

Mental Preparation of the Athlete - Grades 7 & 8

VALUE SYSTEM

Attitudes are expressions of one's beliefs. A person's "value system" is the total organization of these beliefs. In order for one to develop the right attitudes then, he/she must first develop a firm "value system". There must be a solid base of belief from which to operate - a base from which a person can function with strength, confidence, and conviction. It is necessary, therefore, for each person to make firm decisions about what he/she believes, including what he/she believes about himself/herself.

To be successful we all need the intensity of feeling that comes from total, unquestioning commitments to beliefs. It is each that commitment to false beliefs is dangerous. It is not so easy to see that non-commitment also results in the type of ineffectual person that no one really wants to be either.

The person who is committed to a given system of values finds a sense of satisfaction and self-realization as he/she expresses attitudes consistent with his/her beliefs. These attitudes confirm who he/she is and fulfill a basic psychological need that is common to all people.

The following areas of belief comprise a major part of a person's value system:

Honesty and Truthfulness -

Characteristics marked by sincerity and straightforwardness - free from deception -worthy and creditable. Such a person would never take anything that did not belong to him/her, would give a day's work for a day pay, and would be fair in all his/her dealings with other people. He/she would never misrepresent himself/herself, another person, or anything at all for personal gain.

Trustworthy -

Dependable and worthy of confidence. Can be counted on to fulfill all obligations and commitments. A condition founded on honesty and truthfulness.

Loyalty -

Faithful in one's allegiance to one's religion, one's school, one's team, one's country, one's friends and one's family. A person who places importance on the feelings and welfare of others as well as on his/her own. This allegiance not only creates great inner satisfaction but the strength and support one gains in return is of immeasurable value.

Patriotism

The love of one's country and devotion to its welfare is based on commitment to the principles and ideals on which it is founded. Includes a willingness to work and do one's share to preserve this great heritage.

Upright

One who stands for what is just and good. One who acts in accordance with truth, who is genuine and real and who adheres to proper conduct. He/she is morally straight and will not compromise the standards that he/she believes in.

His Golden Rule

"As ye would that men should do unto you, do ye unto them" puts all the above qualities into action, moves from theory to practice. Makes one's value system practical and effective and one's life fulfilling and productive.

RESPONSIBILITY

The person who accepts responsibility is, a person who can admit his/her own mistakes and shortcomings. Secondly, he/she is a person who makes every effort to fulfill a commitment or obligation.

The responsible person realizes that the only person who never fails is the one who never tries.

The mature person sees a mistake or failure as an opportunity to build his/her own character by reminding himself/herself of what he/she has learned from the experience.

The healthy minded person admits his/her faults and faces his/her mistakes and determines to overcome them. The excuse maker either looks for another person to blame or convinces himself/herself that there was some reason over which he/she had no control for his/her failure. He/she often claims "favoritism" or "politics".

Ways to develop responsibility:

1. Finish everything you start - determine to see it through regardless of the obstacles. Remember you are not obligated to start, only to finish.
2. Keep your word - your integrity is beyond price. Always do what you say you will do.

Never alibi! A loser makes excuses; a winner would rather blame himself than others, but he doesn't waste much time on either.

Face your mistakes. A winner goes through a problem; a loser tries to go around it, and never gets past it.

Be punctual. Make it a habit to be on time (or early) for all practices and team meetings, classes and appointments. It shows your respect and consideration for others.

Mental Preparation of the Athlete - Grades 8 & 9

THE ATTITUDE THAT WINS

There is no way to succeed without **PROPER MENTAL ATTITUDE**. More people fail because of **POOR MENTAL ATTITUDE** than for any other reason.

A person's **ATTITUDE** is simply his **HABIT OF THINKING**. Therefore, it is possible to create a good attitude by thinking the right thoughts.

The foundation for developing a **WINNING ATTITUDE** is:

1. Positive Thinking. Eliminate negative thoughts. Think "I can, and I will", not "I can't, or I could". Practice the habit of positive thoughts and affirmations.
2. A burning desire to be at the top and develop your talents to the fullest.
3. The desire to prepare to win. The desire to win is useless without the desire to prepare for winning. Give 100% of your preparation and winning will always take care of itself.
4. Self-Control (mental toughness). Be your own master, control your emotions (especially anger). Poise enables you to perform in the critical situation.
5. Coachable - Welcome criticism, constantly strive to learn. When you are through learning you are through. Never be critical of coaches or teammates. Complaining is a negative attitude - the trademark of a loser.
6. Be a team player. Put the good of the team ahead of everything else. Dedicate yourself to making your team the best. Make friends of your teammates. Rejoice with them –play your heart out for them.

PRIDE - THE INNER QUALITY THAT MAKES THE BIG DIFFERENCE

PRIDE motivates and drives a person to give a total effort at all times. It will not tolerate let downs or anything less than the best that you have.

Teams with the most PRIDE and greatest desire to succeed are the ones that surmount the hard times. It is the difference between almost reaching your goal and reaching it.

When a person has PRIDE, he/she has a high opinion of his/her own worth - of what he/she is, what he/she has done, and what he/she is going to do. He/she is ashamed to have his/her name linked with mediocrity - especially a mediocre effort. He/she thinks too much of himself/herself for anyone to think he/she did not give his/her best.

To have PRIDE a person must first elevate his/her own personal self-image. It is what we expect of ourselves and what we imagine that others expect of us. It must be based on belief and trust in yourself. You must know and accept your strong and weak points - accept, value, like and believe in yourself.

SELF-IMAGE can be developed - but is a constant process.

1. Have a clear picture of yourself - good or bad.
2. Decide if your mental picture needs strengthening. Write down those qualities you admire and those you want to change.
3. Forgive yourself - forget the things you don't like about yourself.
4. Develop wholesome relationships with those in your environment - be responsible - let them know they can count on you.
5. Develop habits (appearance, punctuality) about which you can have pride.
6. Learn to expect more of yourself. Expect great things in everything.

DETERMINATION - THE ABSOLUTE REFUSAL TO QUIT

An IRON-WILLED DETERMINATION that never lets you quit can be developed by:

1. Understanding that -
 - a. Everyone encounters obstacles in anything worthwhile.
 - b. Everyone gets discouraged.
 - c. Quitting is the easy way out,
2. Have a burning desire to-achieve your goal; your goal must possess you, think about it all the time.
3. Refuse to worry about mistakes and failures. There is a difference between temporary defeat and failure. You are never a failure until you accept defeat as permanent. Mistakes are inevitable - analyze them and make them a lesson in progress.
4. Keep your head up - don't hang your head after a mistake, it will only make you miss your next opportunity.
5. Make it a habit to finish what you start - no matter how small the job.
6. Don't expect too much too soon. Make it an inch at a time.
7. Never make excuses: Excuses are for losers. Accept the blame for your mistakes and learn from them.

Mental Preparation of the Athlete - Grades 9 & 10

YOUR POTENTIAL FOR GREATNESS

A person who is willing to pay the price can accomplish almost anything. However, because most people use only 25% of their potential ability, only a small percentage really reach all their potential. In order to reach full potential, one must understand the following:

1. Everyone has great potential within oneself - believe and expect great results.
2. Never think in terms of limitations - the only limitations you have are those that are self-imposed.
3. Potential is reached as you visualize yourself, as if you are already there.
4. Only strong emotion brings out one's potential. You must be emotionally involved and prepared.
5. You must become dedicated to the attainment of your full potential.

CONFIDENCE

CONFIDENCE is a state of mind that is free from doubt. A person accomplishes this by not blaming himself/herself and by not dwelling on past failures. Instead he/she recognizes his/her God-given ability and potential and he/she develops it, uses it, and is thankful for it.

Belief precedes performance!

They conquer who believe they can!

LACK OF CONFIDENCE produces the opposites of confidence - doubt, worry and fear. These are negative emotions that negate mental and physical performance.

No one is born with CONFIDENCE. It is acquired and developed. CONFIDENCE can be created by:

1. Laying the foundation by thinking positively - "I can!" Believe it can be done. There is magic in believing.
2. Preparing through hours of dedicated practice and study. Perfecting your knowledge and fundamental skills.

3. Regularly reading the goals you have set and expecting to achieve them.
4. Working on your personal appearance - being sure you are up to par with others and with what you expect from yourself.
5. Taking inventory of your assets. Writing down your strengths and your accomplishments.

COURAGE - THE ABILITY TO MEET THE PRESSURE

COURAGE is that quality that enables you to perform at your best when the pressure is on: It is that something that enables one to deliver when there is nothing else to give.

COURAGE begins with the realization that without fear there can be no courage. Everyone has it - you must expect and welcome it.

COURAGE is present in everyone and can be developed through practice, confidence and action. It will grow through:

1. Constant practice of the skills involved - confidence and courage will result.
2. Be aggressive! Timidity grows out of the fear of failure. Welcome competition and meet it aggressively. Take the battle to your opponent.
3. Never taking the easy way out. A victory that costs little will be worth even less.
4. Having the ability to accept the pain that goes with a championship contest.
5. Performing with small hurts. Injuries and pain cannot sidetrack you from achieving your goal. Never miss the opportunity to practice.

REMEMBER: Only in crucial situations do you have the opportunity for greatness. It is only when the pressure is on that you can demonstrate your courage. Welcome—don't fear—the crucial situation.

WORK; PREPARATION FOR VICTORY

Calvin Coolidge said, "Nothing is more common than unsuccessful men with their talent". The truth is that the vast majority of people are not willing to pay the price to reach the top. The person who is willing to pay the price through countless hours of LONG, **HARD WORK** can accomplish almost anything.

Effective, productive **WORK** must be planned. It includes:

- A. Top physical conditioning. There is never any excuse for your opponent to be in better condition than you.
 - 1. Have a planned, strenuous, written conditioning program.
 - 2. Stay in condition the year round.
 - 3. Push yourself after you feel tired - beyond the point of pain.
 - 4. Follow a designed, organized weight training program.
 - 5. Follow intelligent training rules - sleep, diet, abstinence from tobacco, alcohol and drugs. This requires courage and self control. A champion cannot always conform.

- B. Fundamental skills program.
 - 1. Practice daily - twice if you can. Do not miss. Nellie Fox said, "If I rest, I rot".
 - 2. Practice your weaknesses three times as long as your strengths. Convert weakness into strength.
 - 3. Include competition - real competition if you can; if not create the pressure situation in your mind.
 - 4. Do things exactly right, never be satisfied with almost right.

PERSONAL GOALS - LIVING WITH PURPOSE

PERSONAL GOALS - the strongest of all motivational forces - they are essential in order to reach one's full potential. Goals are a pre-programmed inner voice that gives direction to your decisions in terms of your highest values.

There are three types of **GOALS**:

1. Long-range (2-5 years)
2. Intermediate (months to a year)
3. Short range (week to a month's). Short range goals enable one to experience success now. It also broadens your goal setting vision.

EFFECTIVE GOALS must:

1. Be specific, not general. Because you know exactly where you are going they serve as great confidence builders.
2. Be demanding, requiring 100% effort for their achievement. High goals are easier to achieve. It is easy to stay motivated to do something that is important to you.
3. Be realistic (possible).
4. Be readjusted as you reach certain levels.
5. Be personal (your own) and committed to writing. Write your goals in a positive manner in the present tense affirming what you wish to achieve.

Steps for **ACHIEVING GOALS**:

1. Believe goals will be reached.
2. Clearly visualize your goals. Have a mental picture of yourself as if you had already achieved your goal.
3. Keep your eyes and thoughts on your major long-range goal. Keep it consistently in mind. Read aloud your written goals each day.

Mental Preparation of the Athlete - Grades 11 & 12

DESIRE - THE MAGIC POWER

The most important qualification for becoming a success is an intense burning DESIRE to succeed. It is an absolute essential in order for one to make the necessary sacrifices and meet the challenges that he/she inevitably faces on the road to success. This DESIRE is the motivation - the inner driving force- behind all successful people.

Intensity of DESIRE can be developed. It must then be nurtured and grown.

The first step is to write down what you desire and next —

1. Become excited about your desire. Eat, sleep, and dream about your goal.
2. Study until you have a complete knowledge of the area where your desire is centered. The more knowledge you have, the more interest you will have - and the stronger your desire will be.
3. Observe the activity of your desire at every opportunity.
4. Select someone who is a success in your area. List his/her accomplishments, study the reasons why he/she is a success.
5. Determine and list the rewards that can be expected upon the achievement of your desire.

DEDICATION AND LEADERSHIP

DEDICATION is the inner strength that enables you to give 100% all the time.

DEDICATION is a willingness to give everything to achieve a dream or purpose. It is putting that purpose ahead of everything else.

DEDICATION is the willingness to pay any price necessary for the achievement of a goal - the determination to overcome any obstacle.

The conditions necessary for complete dedication are:

1. Your goal must be the center of your life - success is a jealous suitor - your goal must dominate your time and thoughts.
2. You must be willing to work harder than ever before.
3. You must have a daily program of demanding practice - don't let anything interfere.

Championships result from the total dedication.

A leader must be dedicated. He/she is always willing to do what he/she asks others to do.

A leader must exemplify in his/her own life those qualities and those goals he/she wants to achieve with and through others.

A leader gets others to do what he/she wants to do. More than that, he/she gets people to want to do what he/she wants to do.

A leader must inspire and motivate others. He/she can only do this by constantly being motivated himself/herself. He/she does this by working consistently toward his/her own high goals and ideals.

A leader has a positive expectancy of reaching his/her goals. He/she bounces back quickly from temporary setbacks.

A leader possesses great fortitude (grit, guts, backbone) and firmness of mind in facing any kind of adversity.

A leader is cool, effective and efficient in stressing situations. He/she is determined, persistent, and does not give up easily.

1. Build a consistently competitive program by involving as many kids as possible.
2. Encourage mass participation of all athletes in all sports -play 'em all. Stress general agility and skill component transfer from sport to sport and the "competition edge."
3. Be more time efficient - utilize every precious moment. Be on floor as soon as possible.
4. Work as a coaching staff better in practices and in games through involvement and commitment by all to the goal of developing a program.
5. Play everyone in every game.
 - * If good enough to practice, good enough to play.
 - * Not just a token appearance - make each member feel that they are a contributing element to that team's success. Work with all players.
6. Develop and reinforce the TEAM vs ME attitude in players and coaches.
7. Maintain Levels of Professionalism.
 - a. Out of Practice and Game Situation - Friend
 - b. In Practice - Coach 1st, Friend 2nd.
 - c. In Game - Coach and Coach only.
8. Head Coach will work with assistant coaches to help set goals and expectations for their team.
9. See the Big Picture - Make each player a varsity player: Their development depends on you.
10. Communicate with the Kids:
Let them know what you want and expect from them and do not settle for less than their best.
11. Be available for them. Remember you are here for them.
12. Daily Evaluation of Practice - What did I cover, what didn't I cover, what needs work, constructive criticism. Positive feedback.
13. Game Evaluation - What we did well, did poorly, need to work on positive and constructive criticisms.

Coaching Ethics & Philosophy

1. Be supportive of the head coach, assistant coaches, and program you are involved with. Learn that system inside out and build upon it. Make all your actions reflect this support.
2. Be firm, fair, and consistent in your punishment as well as your praise of an athlete. Be sincere and precise, leave no room for doubt in the communication process.
3. Don't be afraid to constructively criticize a player's performance or attitude. Reinforce that player with something positive before they leave to go home. flm! day; Let them know that you genuinely care about them, but you were upset with their actions, not them.
4. Don't expect the kids to do anything that you wouldn't or couldn't do. In other words, do as I say not as I do!
5. Expect your students/athletes to be overachievers. Constantly push them to maximize their capabilities. Be explicit in your directions, coaching, and expectations. They need to know what you want and expect from them.
6. BE on time! Better to be 30 minutes early than 1 minute late!
7. "Failing to prepare is in reality preparing to fail" Be prepared for every practice, game, speech, etc...
8. "Potential is nothing more than possibilities waiting to be utilized."
9. "Give a man a fish, you feed him for a day." "Teach a man to fish, you feed him for a lifetime."
10. "Work smarter, not harder" - maximize your time on task, minimize distractions.
11. "Our attitude determines our altitude." The grass is as green on our side of the fence as we chose to see it.

12. **You are what you think you are! Winners!
Think it!
Believe it!
Champions!
Achieve it!**
13. **The twelve most profound words!
Please, Thank you, I'm sorry, I love you, I'll pray for you!**
14. **"Lead, follow, or get out of the way." Be a part of the solution, not the problem.**
15. **When faced with a mountain I will not quit! I will keep striving until I climb over, find a pass through, tunnel underneath, or simply stay and turn the mountain into a gold mine, with God's help!**
16. **The best excuse is the one that is never made!**

COACHING RESPONSIBILITIES

HEAD COACH

1. Strive to develop a consistently competitive program involving as many kids as possible.
2. Provide opportunities for assistant coaches to learn and develop as a coach.
3. Schedule games and tournaments...
4. Order equipment, uniforms, etc...
5. Final decision on all discipline, awards, team rosters, etc., involving the program.
6. Coach and discipline varsity;
7. Assign managers and trainers responsibilities.
8. Practice and game organization.
9. Academic check records.
10. Bus requests.
11. Issue all equipment.
12. Evaluate and critique sub-varsity teams.
13. Assistant coaches' evaluation.
14. Assign and delegate other responsibilities, as needed.

ASSISTANT COACHES

1. Be loyal and supportive of the head coach and the program.
2. Serve as advisors to the head coach. Input and perspective is encouraged.
3. Learn my program first and foremost! Strive to learn more through involvement and participation in practice, games, coaching meetings, clinics, etc... If you don't ask, I assume you know!
4. Develop players for the varsity,
5. Responsible for your team's:
 - o Discipline and conduct.
 - o Daily practice attendance.
 - o Grade checks - tutoring if needed!
 - o Equipment - practice clothes, uniforms, balls, etc...
 - o Injuries - send to trainer.
 - o Daily practice schedule.
 - o Scorebook and stats. '
 - h. Files on kids.
 - o PR with parents and kids. (Keep head coach posted and updated on these!)
6. Scouting opponents for the varsity.
7. Attend junior high games - PR
8. Bus driving.
9. Securing rides home for all players on your team.
10. Know district policies.
11. Help keep equipment room and locker room clean.

PHILOSOPHY OF JUNIOR SCHOOL ATHLETES

Competitive sports are an American tradition. They are considered a vital part of the educational program of the Goose Creek Consolidated Independent School District. Specifically, the objectives of junior school athletics are:

1. To provide each participant with an opportunity to be involved in a competitive sport.
2. To provide encouragement to the participant as they begin their athletic experience in the secondary school.
3. To ensure that each participant begins to develop athletic skills that will benefit them in high school competition.

PHILOSOPHY OF PRACTICE

The practice field or floor is your classroom. Whatever happens during this time is of utmost importance. What you teach during practice becomes permanent with repetition, so teach what is correct. With the importance of practice as great as it is, it makes sense to spend time organizing practice and teaching methods.

The following items are guidelines for you to use:

1. Be properly dressed out and on time for all practices.
2. A practice schedule should be posted displaying time schedules and drills. Practices should be approximately 1 1/2 to 2 hours long.
3. Be organized! Plan your work and work your plan. Set up drills that teach the necessary fundamentals.
4. Give attention to every player on the team. Do not allow anyone to go unnoticed.
5. Don't confuse your players. Be sure they understand exactly what you want.
6. Teach by repetition - expect perfection.
7. Players perform the way the coach expects them to. Be careful about "getting down" on them.
8. Take pride in your uniform and your dressing room.

Make sure you improve in some phase every day. Cover all phases each week.

9. Talk with your players in the locker room after practice. Don't let any player leave questioning his/her talents or his/her value as a person.
10. Don't run off right after practice. Be available to discuss your workout.
11. Be consistent in your discipline and in your method of coaching.
12. **TELLING IS NOT TEACHING: THE LEARNER LEARNS BY DOING IF HE/SHE UNDERSTANDS AND IS INTERESTED IN WHAT HE/SHE IS DOING.**
13. Athletes learn by imitation - use demonstration.

QUALITIES OF A GOOD COACH

The most important asset that a coach can have is a sound philosophy of athletics and an understanding of the leadership qualities necessary to become a good coach.

By observation of good coaches, we have developed the following qualities:

Enthusiasm - Good coaches are enthusiastic about their job and the athletes they work with.

Observant - Good coaches have developed an ability to recognize potential in athletes.

Responsibility - Good coaches accept the responsibility for the performance of their team.

Poise - Good coaches are always in control and demonstrate stability and dignity on and off the field.

Positive - Good coaches are inclined to expect the best possible outcome.

Self-Confident - Good coaches believe they can do the job and will work hard enough to get it done.

Patience - Good coaches realize that learning new skills and attitudes takes time. They are firm but patient with their athletes.

Appearance - Good coaches present a clean and well-groomed image.

Initiative - Good coaches step in and take charge when they see there is a need.

Cooperation - Good coaches realize the importance of working with the coaching staff, faculty and administration, especially when asked to perform additional assignments.

**GOOSE CREEK CISD
DEPARTMENT OF ATHLETICS**



EMERGENCY ACTION PLAN

Contents:

1. Overview
2. Emergency Personnel
3. Emergency Communication
4. Emergency Equipment
5. AED Policy
6. Lightning Policy
7. Maps of GCCISD Venues
 - a. Baytown Jr. School
 - b. Cedar Bayou Jr. School
 - c. Gentry Jr. School
 - d. Highlands Jr. School
 - e. Horace Mann Jr. School
 - f. Robert E. Lee High School
 - g. Ross S. Sterling High School
 - h. Goose Creek Memorial
 - h. Stallworth Stadium

OVERVIEW

The purpose of this document is to provide instructions to members of the Goose Creek Athletic Department in the event of a medical emergency regarding student-athletes. An emergency is any sudden life-threatening injury or illness that requires immediate medical attention. Emergency situations can occur at anytime during athletic participation. Expedient action must be taken in order to provide the best possible treatment. This emergency plan will help ensure the best care is provided.

All members of the athletic department who work directly with athletes are required to familiarize themselves with this plan. Throughout the year there might be times in which an athletic trainer or medical professional is not immediately available. This places athletic personnel, most likely coaches, in the position of potentially providing emergency medical services in the form of cardiopulmonary resuscitation and basic first aid. All coaches are required to have and maintain CPR/AED certification during employment. CPR training is provided by the athletic training staff throughout the year. Athletic staff may also receive training via other sources such as the American Red Cross. Documentation of certification should be provided to the Athletic Training Room or Athletic Director's office.

Athletic personnel should review the policy at the beginning of each academic year. Coaches should discuss the policy in detail with the athletic training staff. An emergency plan must exist for all organized practices and competitions, including out of season training, strength training and conditioning workouts. Those with the highest level of health training are responsible for the emergency plan at a session or event.

1. Chain of Command during severe or catastrophic injury will be as follows:
 - a. Team Physician (if present)
 - b. Certified Athletic Trainer
 - c. Coaching Staff
 - d. Other support staff (AD, student athletic trainers, facility coordinator)
2. If Team Physician or Certified Athletic Trainer (ATC) are ON SITE at time of injury, he/she will take command.
3. If Team Physician or Certified Athletic Trainer (ATC) are NOT ON SITE, then the next person on the Chain of Command is in charge.

Potential emergencies should be avoided through pre-participation examinations of each athlete prior to participation in any sport. Physicals are required of ALL student-athletes BEFORE participation in any Goose Creek CISD sports practice or event, including offseason athletics classes. Physical examinations are good for ONE year from date of exam. Also, safe practices, including training techniques, and adequate medical coverage should be taken into consideration. However, accidents and injuries are inherent with sports participation. Therefore, proper preparation on the part of the athletic staff will enable each emergency to be managed appropriately. If you have any questions about the enclosed plan, please contact the Goose Creek Athletic Training Staff at (281) 420-4529 for Sterling High School, (281) 428-7221 for Lee High School, for Goose Creek Memorial (281) 421-4491 or the Athletic Director's Office at (281) 420-4680.

There are five basic components of this plan: Emergency Personnel, Emergency Communication, and Emergency Equipment, AED Policy and Lightning Policy. Maps of the emergency access routes for each specific athletic arena are attached for your convenience.

I. EMERGENCY PERSONNEL

The type and degree of sports medicine coverage for an athletic event (practice or contest) may vary based on factors such as the sport or activity, the setting, and the type of training or competition. With the majority of athletic contests and practices, the first responder to an emergency is typically a member of the sports medicine staff, most commonly a Certified Athletic Trainer (ATC). A Team Physician may be present at some high-risk events like football games. Other members of the emergency team may include Emergency Medical Technicians (EMT), Student Athletic Trainers, and Team Coaches. EMTs will only be available at Stallworth Stadium football games.

Roles of each of the above individuals within the emergency team may vary depending on various factors such as number of members on the team, the athletic venue itself, or the preference of the athletic training staff. Roles within the emergency team include:

- Immediate Care of the Athlete (by those with the highest level of training)
- Emergency Equipment Retrieval
- Activation of Emergency Medical Services
- Directions to the Emergency Site (EMS)

A. Immediate Care of the Athlete

The first and most important role is immediate care of the athlete. Acute care in an emergency should be provided by the most qualified individual on the scene (see Chain of Command). Individuals with lower credentials should yield to those with more appropriate training.

B. Emergency Equipment Retrieval

The second role, equipment retrieval, may be done by anyone on the emergency team who is familiar with the types and location of the specific equipment needed. Student athletic trainers, managers, coaches, or even players may be called on for this role. Important emergency equipment is noted below.

C. Activation of Emergency Medical Services (EMS)

The third role, EMS activation, should be done as soon as the situation is deemed an "emergency" or "life-threatening event". Time is the most critical factor. Activating the EMS system may be done by anyone on the team. However, the person chosen for this duty should be someone who is calm under pressure, who communicates well, and who is familiar with the location of the sporting event. STEPS FOR ACTIVATION ARE NOTED BELOW.

D. Directions to the Emergency Site

After EMS has been activated, one member of the team should be responsible for meeting the emergency medical personnel as they arrive at the site of the contest, if they are not already there. An assistant coach or student athletic trainer is appropriate for this role.

II. EMERGENCY COMMUNICATION

A. Activation of Emergency Medical Services (EMS)

In the event that an emergency occurs involving a student-athlete, a member of the Emergency Team should promptly contact Emergency Medical Services (EMS). The local emergency telephone number is 911. There are telephones located in the athletic director's office and athletic training room. The coaches at venues without pay phones, such as off-campus venues, are responsible for having **a** cellular phone in case of emergency (when **a** Certified Athletic Trainer is not present). A backup communication plan should be in effect if there should be failure of the primary communication system. It is important to note in advance the location of a workable telephone. Prearranged access to the phone should be established if it is not easily accessible. A cellular phone with backup battery is preferred. This should not present a problem given the wide popularity of cellular phones today.

B. Contacting the Emergency Medical Services (EMS)

1. If EMT's are at the event (Stallworth Stadium games only), then **a** signal (determined in advance) should be given to summon them.
2. If EMT's are not on site, call 911, or contact police personnel on site to radio for an ambulance.
3. The following information should be provided to the dispatcher:
 - a) Your name
 - b) Exact location the injury occurred and where you will meet them
 - c) The number you are calling from
 - d) Number of injured athletes
 - e) The condition of the athlete(s)
 - f) The care being provided
 - g) Make sure you hang up only after the dispatcher has hung up
4. Notify someone from the sports medicine staff. See numbers below.
5. As EMS is being dispatched, make sure someone is designated to retrieve any needed emergency equipment from the sidelines or training room.
6. Have the coaches serve as crowd control and keep other athletes away from the victim.
7. Send someone to meet the ambulance at the designated spot.
8. If a parent is not present, a member of the coaching staff will accompany the injured athlete to the hospital (San Jacinto Methodist Hospital). All coaches will have a copy of every individual athlete's emergency cards **AT ALL TIMES** and send them to the hospital with the athlete if needed.

III. EMERGENCY EQUIPMENT

The majority of emergency equipment will be under the control of a member of the sports medicine staff. The highest trained provider at the event should be aware of what equipment is readily available at the venue or event. All necessary emergency equipment

should be quickly accessible. Appropriate personnel should be familiar with the function and operation of available equipment. The equipment should be in good condition and checked regularly. The highest trained member of the staff should determine in advance the type and manner in which any

Goose Creek CISD Emergency Action Plan

equipment is at or to be delivered to the site. During practices, off-campus teams should rely on emergency medical services for all equipment.

The following is a list of important available equipment and their location:

1. **SPLINTS** — Available in athletic training rooms or on site with ATC. Splints will be handled by ATC, student athletic trainers, or physicians.
2. **AUTOMATED EXTERNAL DEFIBRILLATORS (AED)**- Available in athletic training room or nurse's office. ATC, Physicians, and coaches will administer AED if needed.
3. **BACKBOARD** - Back boarding is the responsibility of the EMT, Physician and ATC, the responding EMT will provide the backboard. The preferred method of placing an injured athlete on a back board is the straddle slide method in which 4-5 assistants lift the athlete straight up and the board is slid under the athlete from the foot. The log roll method may be used if there are not enough assistants for the slide method.

IV. AED POLICY

Upon recommendation by the University Scholastic League Medical Advisory Committee, the UTL Legislative Council passed a rule change to require at least one Automated External Defibrillator (AED) on each UIL member high school campus.

When an emergency arises, and the AED is on site, it should be easily attainable from the emergency equipment location. When the AED is not in use at an athletic event or practice, it will be stored in the Athletic Training Room. All coaches must have access to this room and be familiar with its location. The attached maps illustrate nearest AED location.

When it is determined by following the primary survey of standard first aid (responsiveness, breathing, circulation) that a cardiac emergency is taking place, the AED should be used after first enacting the EMS system

1. Place the athlete in the supine position, open the airway, begin rescue breathing, and perform chest compressions until the AED is in place.
2. Apply the pads to the bare chest of the athlete per the manufacturer's instructions.
3. Turn the AED on and allow the AED to analyze the heart rhythm.
4. After rhythm analysis is completed, follow the AED's instructions to deliver shock, begin CPR, or monitor vitals until EMS arrives.

The AED will be available on site during athletic practices and competitions according to the following guidelines.

- a. High risk sports take precedence over low risk sports
- b. Competition / Scrimmage has priority over practice
- c. Total number of participants and spectators at the specific venue

V. LIGHTNING POLICY

The following steps are modified from those recommended by the NCAA, NATA, and the National Severe Storms Laboratory (NSSL) in the event of lightning or severe storm warning:

1. A member of the emergency care team (ATC, coach, or staff supervisor) is designated to monitor threatening weather conditions and make the decision to remove a team or individuals from an athletic venue or event.
2. Monitoring should include obtaining a weather report prior to a practice or competitive event. Be aware of National Weather Service-issued (NWS) thunderstorm "watches" and "warnings" as well as the signs or thunderstorms developing nearby. "Watch" means conditions are favorable for severe weather to develop in an area; a "warning" means that severe weather has been reported in an area and for everyone to take proper precautions.
3. Postponing a practice or competition:
 - a. If using a "Sky Scan." lightening detection device, two subsequent reading in the 3-8 mile range regardless of the presence of visible lightning, or one reading in the 0-3 mile range requires a postponement of activity for 30 minutes.
 - b. If using the flash-to-bang (flash of lighting-to-thunder) method. Count the seconds and divide by five, which gives you the distance, in miles, that the lightning strike occurred. By the time the flash-to-bang count is 30 seconds, all individuals should have moved to safety.

Be alert at the first sign of lightning or thunder and judge the time necessary to evacuate all individuals from the athletic venue. Once it is determined that there is danger of a lightning strike, the Athletic Training staff member will notify the head coach and/or official and immediately remove all athletes, coaches and support staff from the playing field or practice area/facility. Shelter should be taken in the nearest enclosed grounded structure.

Participation may resume 30 Minutes after the last lightning activity has subsided or moved out of range

EMERGENCY PHONE NUMBERS

Emergency Number: 911

San Jacinto Methodist Hospital: (281) 420-8600

ATHLETIC TRAINERS:

Karen Barger (281) 236-7284

Scott Buff (281) 450-8308

Michael Repman

Athletic Director: Bernie Mulvaney 281-546-0463

Goose Creek CISD Emergency Action Plan

COMPLIANCE STATEMENT FOR ALL ATHLETIC DEPARTMENT PERSONNEL

As a member of the Goose Creek CISD Athletic Department, I attest that I have read, understand and will adhere to the Goose Creek CISD Emergency Action Plan, AED Policy and Lightning Safety Policy.

Printed Name _____

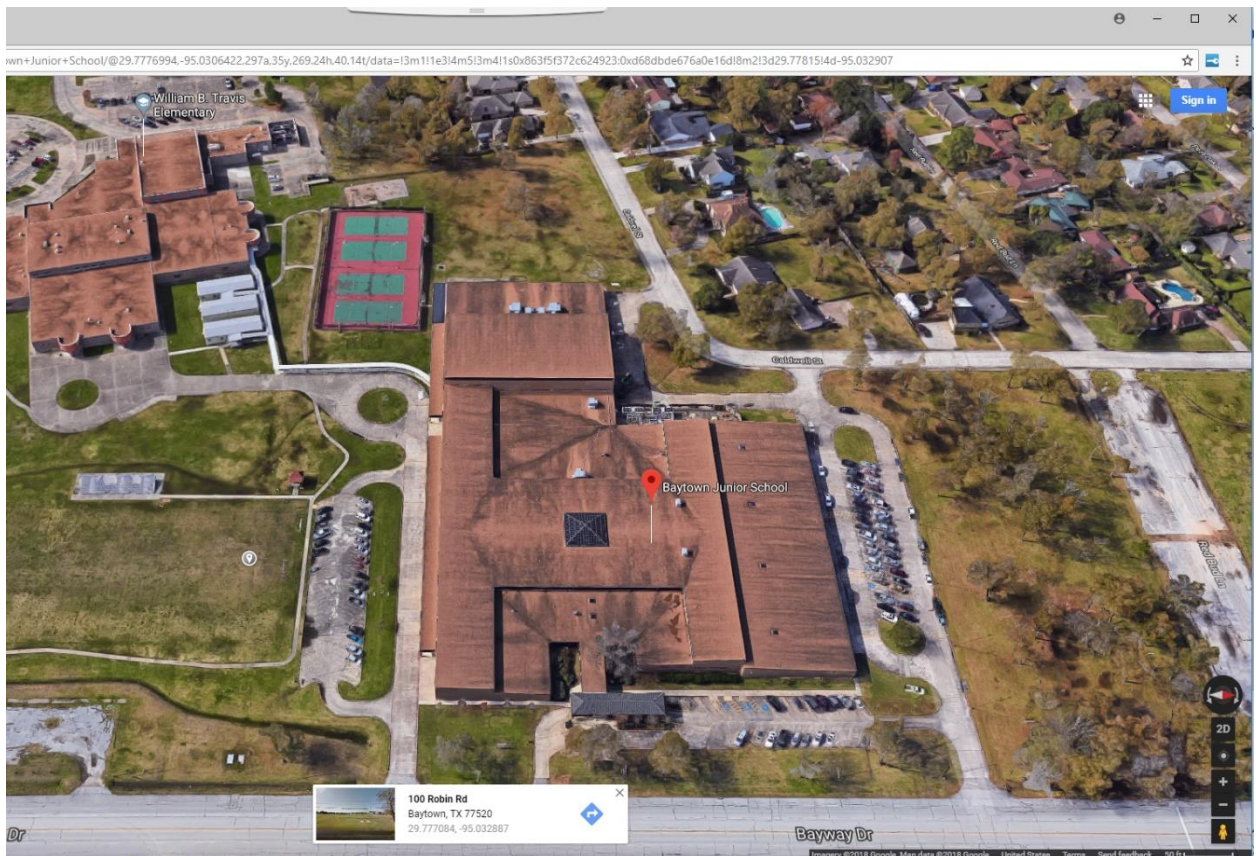
Signature _____ Date

Goose Creek CISD Emergency Action Plan

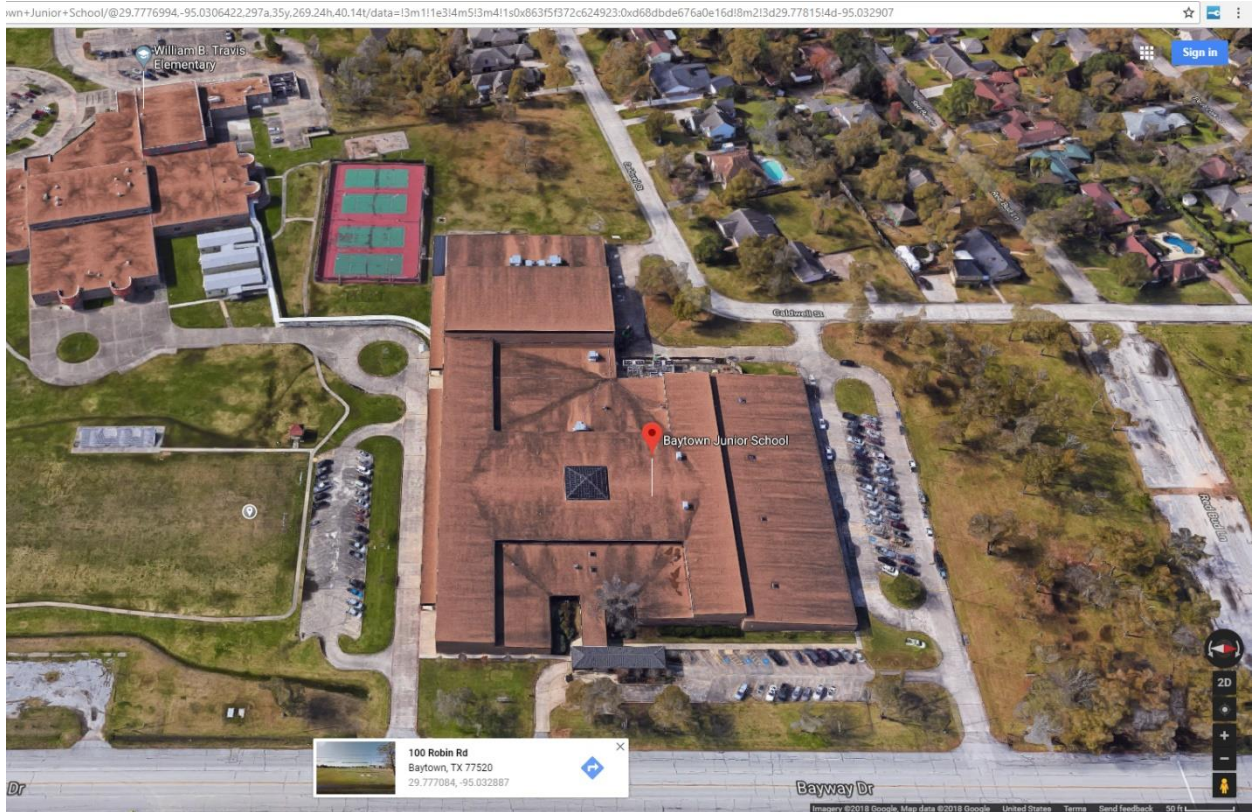
Middle School Venues

Baytown Junior High

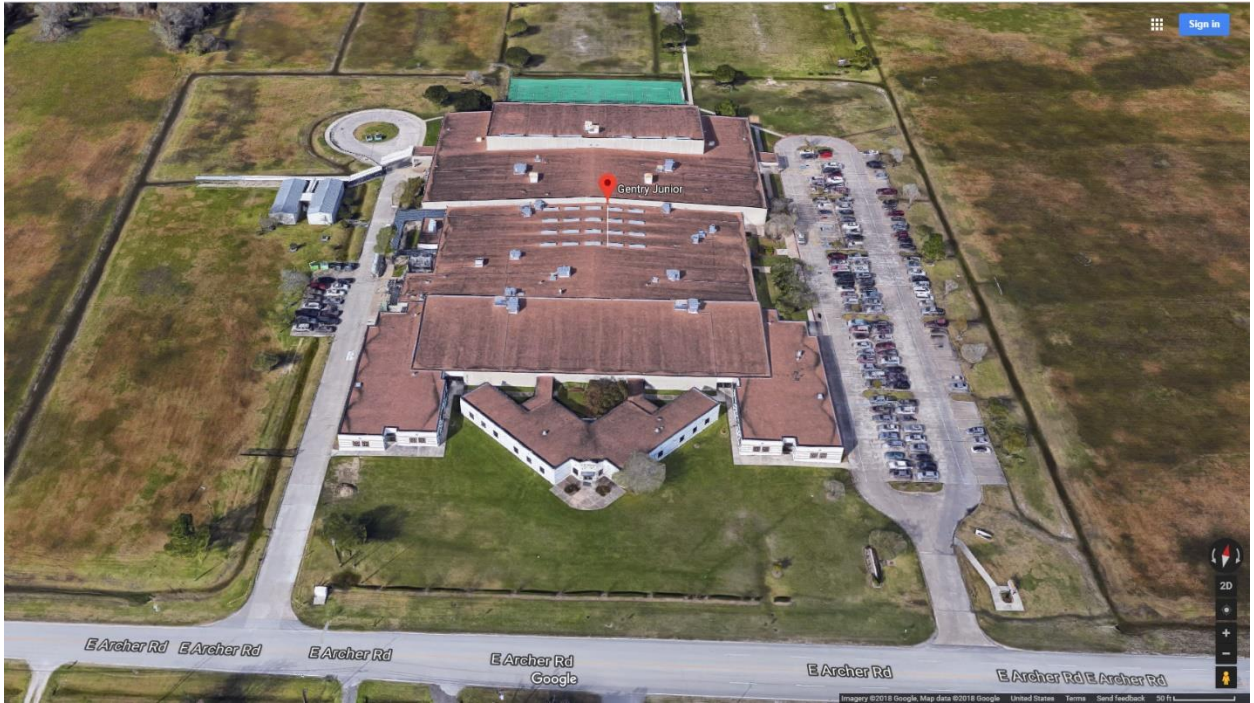
7707 Bayway Drive, Baytown, Texas 77520



Cedar Bayou Junior High
2610 E. Elvinta Street, Baytown, Texas 77520



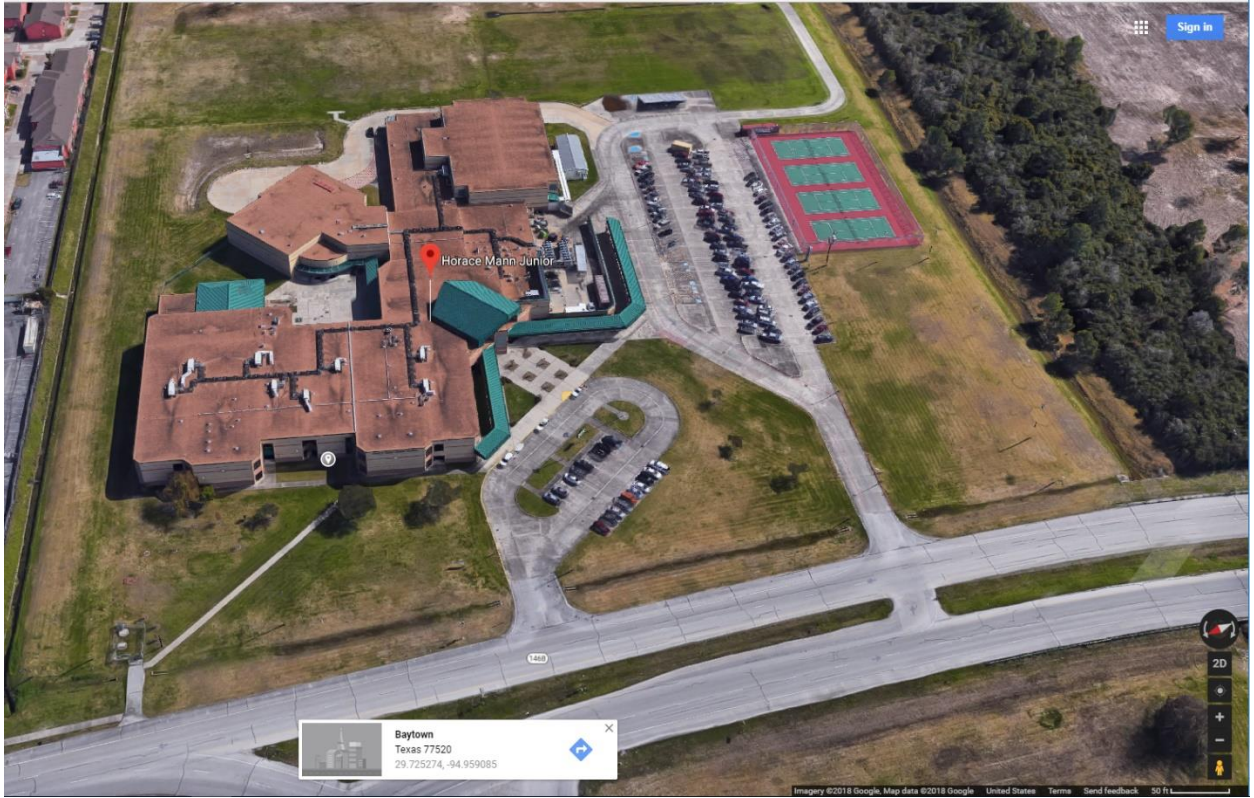
George H. Gentry Junior High
1919 East Archer Road, Baytown, Texas 77520



Highlands Junior High
1212 East Wallisville Road, Baytown, Texas 77562



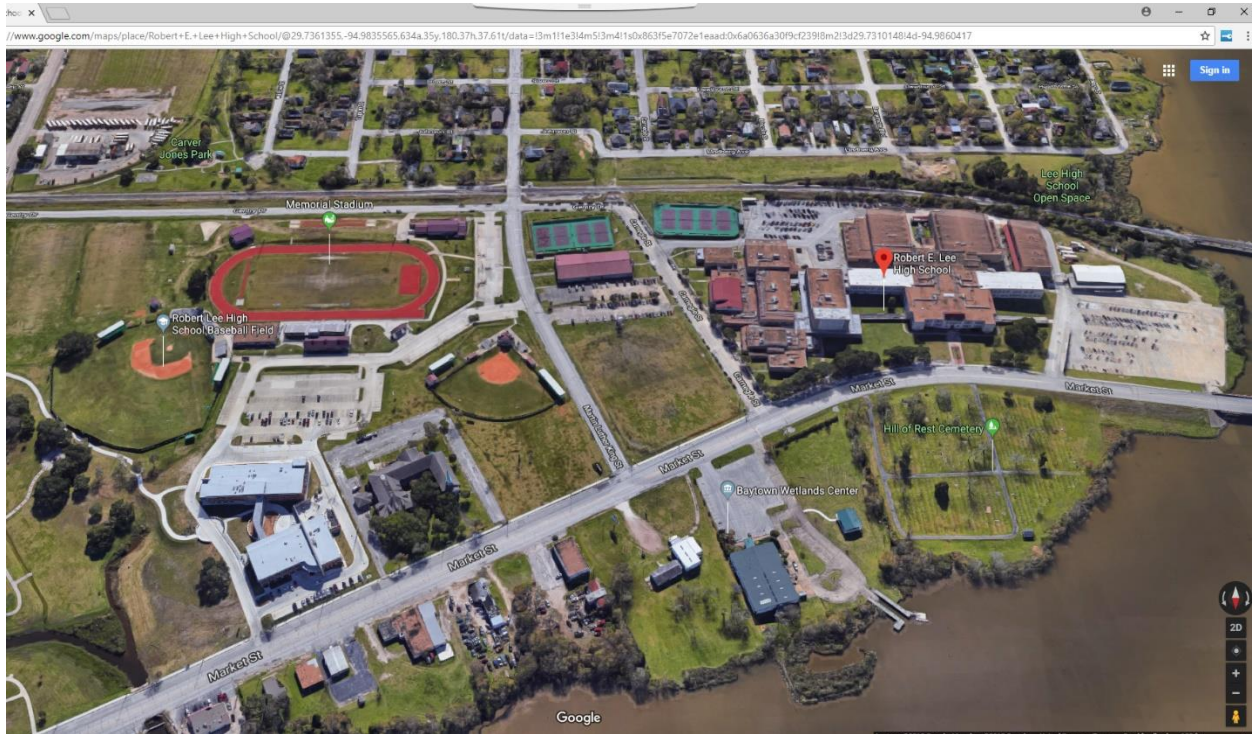
Horace Mann Junior High
310 South Hwy 146, Baytown, Texas 77520



High School Venues

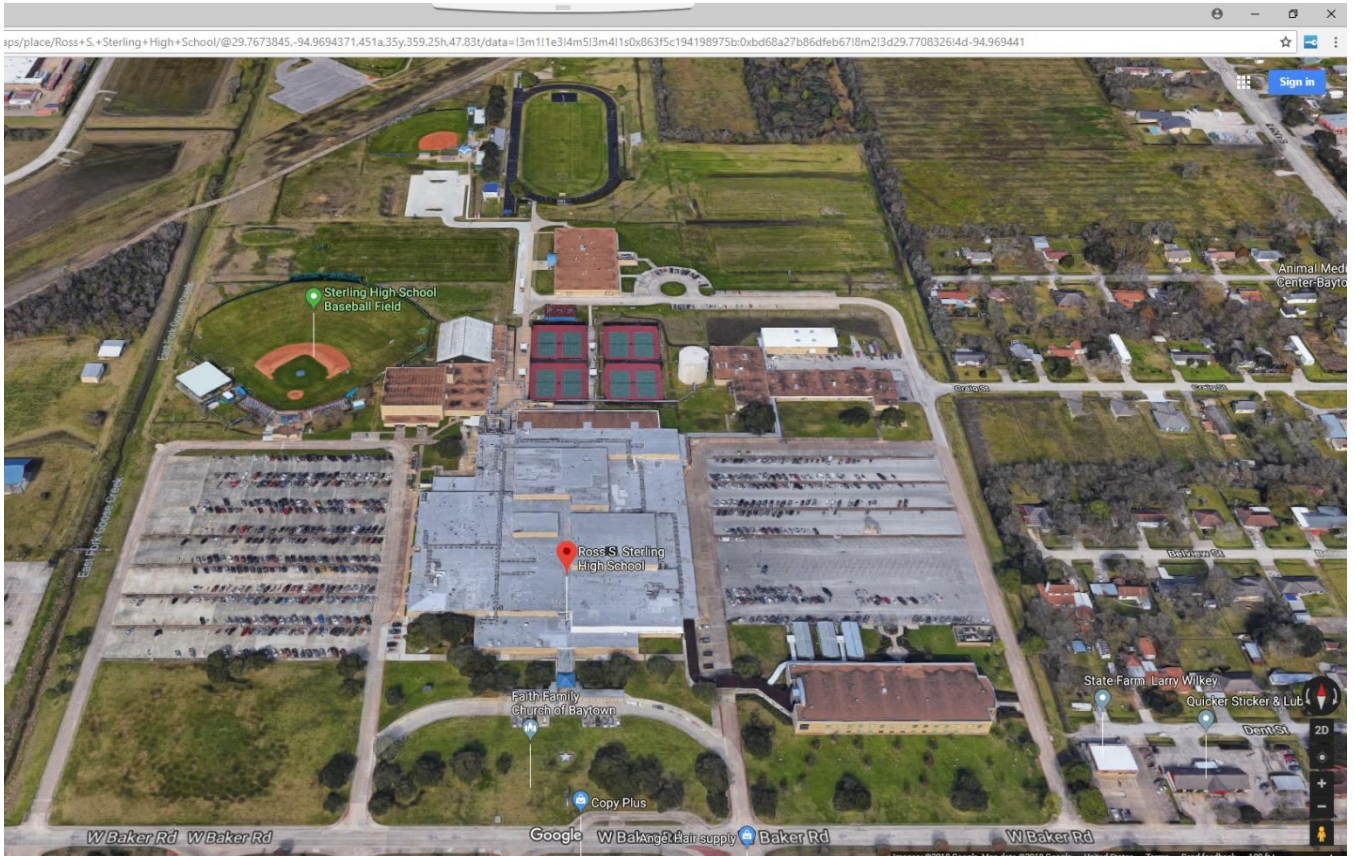
Robert E. Lee High School

1809 Market Street Baytown, Texas 77520



Sterling High School

300 W. Baker Road Baytown, Texas 77520



Goose Creek Memorial
6001 E. Wallisville Road Baytown, Texas 77521



**Goose Creek CISD
Concussion
Management
Guidelines**



University Interscholastic League
Implementation Guide for
NFHS Suggested Guidelines for Concussion and
Chapter 38, sub Chapter D of the Texas Education Code.

When In Doubt, Sit Them Out!

Introduction

Concussion received by participants in sports activities are an ongoing concern at all levels. Recent interest and research in this area has prompted reevaluations of treatment and management recommendations from the high school to the professional level. Numerous state agencies throughout the U.S. responsible for developing guidelines addressing the management of concussion in high school student-athletes have developed or revised their guidelines for concussion management. The present document will update the UIL requirements of concussion management in student-athlete participating in activities under the jurisdiction of the UIL and will also provide information on compliance with Chapter 38. Sub Chapter D of the Texas Education Code (TEC).

Definition of Concussion

There are numerous definitions of concussion available in medical literature as well as in the previously noted “guidelines” developed by the various state organizations. The feature universally expressed across definitions is that concussion 1) is the result of a physical, traumatic force to the head and 2) that force is sufficient to produce altered brain function which may last for variable duration of time. For the purpose of this program the definition presented in Chapter 38, Sub Chapter D of the Texas Education Code is considered appropriate:

“Concussion” means a complex pathophysiological process affecting the brain caused by traumatic physical force or impact to the head or body, which may:

- (A) Include temporary or prolonged altered brain function resulting in physical, cognitive, or emotional symptoms or altered sleep patterns; and
- (B) Involve loss consciousness
- (C)



Concussion Oversight Team (COT):

According to TEC Section 38.153:

The governing body of each school district and open-enrollment charter school with students enrolled who participate in an interscholastic athletic activity shall appoint or approve a concussion oversight team.

Each concussion oversight team shall establish a return-to-play protocol, based on peer reviewed scientific evidence, for a student's return to interscholastic athletics practice or competition following the force or impact believed to have caused a concussion.

In developing a return to play (RTP) Protocol as required under TEC section 38.153, at a minimum, the local COT shall adopt a UIL concussion Management Protocol, based on the guidelines from the national Federation of State High School Associations which have been mandated by the UIL Legislative Council and the UIL Medical Advisory Committee (MAC). If the local COT determines that it wishes to be more restrictive than the UIL Concussion Management Protocol, that is within their local discretion.

Additionally, there is nothing that would prohibit the governing body of any school district and open-enrollment charter school from adopting the UIL Medical ADVISORY Committee as the Concussion Oversight Team for purpose of satisfying TEC section 38.153.

For additional information on the members of the required COT, including the requirement that a school district employed athletic trainer be a member of that team if the ISD employs an athletic trainer, consult TEC section 38.154

Responsible Individuals:

At every activity under the jurisdiction of the UIL in which the activity involved carried a potential risk for concussion in the participants, there should be a designated individual who is responsible for identifying student-athletes with symptoms of concussion injuries. That individual should be a physician or an advanced practice nurse, athletic trainer, neuropsychologist, or physician assistant, as defined in TEC section 38.151, with appropriate training in the recognition and management concussion in athletes. In the event that such an individual is not available, a supervising adult approved by the school district with appropriate training in the recognition of the signs and symptoms of a concussion in athletes could serve in that capacity. When licensed athletic trainer is available such an individual would be appropriate designated person to assume this role. The individual responsible for determining the presence of the symptoms of a concussion is also responsible for creating the appropriate documentation related to the injury event.



Manifestation/Symptoms

Concussion can produce a wide variety of symptoms that should be familiar to those having responsibility for the well being of student-athletes engaged in competitive sports in Texas. Symptoms reported by athletes may include: 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.

Signs observed by parents, friends, teachers or coaches may include: 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; cant recall events after hit.

GCCISD Concussion Oversight Team

The GCCISD Concussion Oversight Team has adapted the UIL Concussion Management Protocol, based on the guidelines from the National Federation of State High School Associations which have been Mandated by the UIL Legislative Council and the UIL Medical Advisory Committee (MAC). The UIL Concussion Management Protocol requires supervised progression of activities for the clearance and compliance for student's return to Interscholastic athletics practice or competition following the force or impact believed to have caused a concussion.

The GCCISD Concussion Oversight Team includes a physician and athletic trainer(s).

GCCISD Concussion Oversight Team (COT)

Team Physicians:

Dr. David Linter - MD

Athletic Trainers:

LAT – REL Athletic Trainer

Michael Repman ATC, LAT – REL Athletic Trainer

Leticia LeGrair ATC, LAT – REL Athletic Trainer

Karen Barger ATC, LAT – RSS Athletic Trainer

Trenda Rodgers ATC, LAT – RSS Athletic Trainer

Doug Sullivan ATC, LAT – GCM Athletic Trainer

Tamesha Morales ATC, LAT – GCM Athletic Trainer



Any one or group of symptoms may appear immediately and be temporary, or delayed and long lasting. The appearance of any one of these symptoms should alert the responsible personnel to the possibility of concussion.

Response to Suspected Concussion

According to TEC section 38.156, a student 'shall be removed from an interscholastic athletics practice or competition immediately if one of the following persons believes the student might have sustained a concussion during the practice or competition:

- (1) A coach
- (2) A physician
- (3) A licensed health care professional; or
- (4) The student's parent or guardian or another person with legal authority to make medical decisions for the student.'

If a student-athlete demonstrates signs or symptoms consistent with concussion, follow the "Heads Up" 4-Step Action Plan:

- The student-athlete shall be immediately removed from the game/practice as noted above.
- Have the student-athlete evaluated by an appropriate health care professional as soon as practicable
- Inform the student-athlete parent or guardian about the possible concussion and give them information on concussion.
- If it is determined that a concussion has occurred, the student-athlete shall not be allowed to return to participation that day regardless of how quickly the signs or symptoms of the concussion resolve and shall be kept from activity until a physician indicates they are symptom free and gives clearance to return to activity as described below. A coach of an interscholastic athletic team may not authorize a student's return to play.

Return to Activity/Play Following concussion

According to TEC section 38.157:

'A student removed from an interscholastic athletics practice or competition under TEC Section 38.156 (suspected of having a concussion) may not be permitted to practice or compete again following the force or impact believed to have caused the concussion until:

- (1) The student has been evaluated; using established medical protocols based on peer-reviewed scientific evidence, by a treating physician chosen by the student or the student's parent or guardian or another person with legal authority to make medical decisions for the student;
- (2) The student has successfully completed each requirement of the return-to-play protocol established under TEC Section 38.153 necessary for the student to return to play;
- (3) The treating physical has provided a written statement indicating that, in the physician's professional judgement, it is safe for the student to return to play;
- (4) The student and the student's parents or guardian or another person with legal authority to make medical decisions for the student:



Have acknowledged that the student has completed the requirements of the return-to play protocol necessary for the student to return to play;

Have provided the treating physician's written statement under Subdivision

to the person responsible for compliance with the return-to-play protocol under Subsection (C) and the person who has supervisory responsibilities under Subsection(C ; and

have signed a consent form indicating that the person signing:

- (i) Has been informed concerning and consents to the student participating in returning to play in accordance with the return-to-play protocol;
- (ii) Understands the risks associated with the student returning to play and will comply with any ongoing requirements in the return-to-play-protocol;
- (iii) Consents to the disclosure to appropriate persons, consistent with Health Insurance Portability and Accountability Act of 1996 (Pub. L. No. 104-191-), of the treating physicians' written statement under Subdivision(3) and, if any, the return-to-play recommendations of the treating physicians; and
- (iv) Understands the immunity provisions under TEC Section 38.159.'

The UIL will provide standardized forms for the Return to Play procedure

According to the UIL Concussion Management Protocol, following clearance and compliance with the above information, supervised progression of activities should be initiated utilizing the now standardized protocol:

- Student-athlete shall be symptom free for 24 hours prior to initiating the return to play progression.
- Progress continues at 24-hour intervals as long as student-athlete is symptom free at each level.
- If the student-athlete experiences any post-concussion symptoms during the return to activity progression, activity is discontinued, and the student-athlete must be re-evaluated by a licensed health care professional.
- Phase 1:
No exertional physical activity until student-athlete is symptom free for 24 hours and receives written clearance from physician and submission of the required documentation following the concussion injury.
- Phase 2: Step 1. When the athlete completes Phase 1, begin light aerobic exercise – 5 – 10 minutes on an exercise bike, or light jog; no weight lifting, resistance training, or any other exercise.



Step 2. Moderate aerobic exercise – 15 to 20 minutes of running at moderate intensity in the gym or on the field of running at moderate intensity in the gym or the field without a helmet or other equipment.

Step 3. Non-contact training drills in full uniform. May begin weight lifting, resistance training, and other exercises.

Step 4. Full contact practice or training.

Step 5. Full game play.

Subsequent Concussion

Any subsequent concussion requires further medical evaluation, which may include a physical examination prior to return to participation. Written clearance from a physician is required as outline in TEC Section 38.157 before any participation in UIL practices, games or matches.

Potential Need for School/Academic Adjustments & Modification Following Concussion

(Return to Learn)

It may be necessary for individuals with concussion to have both cognitive and physical rest in order to achieve maximum recovery in shortest period of time. In addition to the physical management noted above, it is recommended that the following be considered:

- Notify school nurse and all classroom teachers regarding the student-athlete's condition.
- Advise teachers of post-concussion symptoms.
- Student may need (only until asymptomatic) special accommodations regarding academic requirements (such as limited computer work, reading activities, testing, assistance to class, etc.) Until concussion symptoms resolve.
- Student may only be able to attend school for half days or may need daily rest periods until symptoms subside. In special circumstances the student may require homebound status for a brief period.

Addendum:

When evaluating an individual who has sustained concussion, always keep in mind that you are evaluating three separate domains of brain function: Physical/Motor, Cognitive, and Behavioral/Emotional. These represent functions of widely different anatomical regions in the brain (although there are cross over/dual function in some areas). Evaluation should focus on each domain separately; never assume that if one domain is symptom free the others will also be without symptoms. Separate evaluation protocols/instruments are employed to assess each domain. Documentation of the method of assessment is always helpful to have for subsequent examiners.



Evaluation Domains

Physical/Motor	Cognitive	Behavioral/Emotional
Dazed/stunned	Amnesia	Irritable
Balance Difficulties	Confused/Disoriented	Emotionally Unstable/Explosive
Weakness	Slowed Verbal Responses	Depressed
Excessive Fatigue	Forgets Easily	Sleep Disturbance
Slowed Reactions	Difficulty Concentrating	Anxious
Lack of Facial expressions	Short Attention Span	Lack of Interest

Reference:

1. National Federation of State High School Associations, Suggested Guideless for the Management of Concussion in Sports; January 2011