

**FORT WORTH INDEPENDENT SCHOOL DISTRICT**  
**ATHLETIC HANDBOOK**  
*2020-2021*



# 2020-2021 Athletic Handbook

## MISSION

The mission of the Fort Worth Independent School District Athletic Department is to develop and maintain a quality athletic program as an integral part of the educational process that strives for excellence while promoting competency, good citizenship, equitable opportunities, positive recognition and sportsmanship in a competitive environment.

The mission of the Fort Worth ISD Athletic Department is to ensure and enhance the quality of life for youth by providing competitive activities.

## PURPOSE

- Develop young people
- Enhance their life experience
- Put young people in a position to be successful at “life”
- Open doors for young people and help them realize a future they could not have reached without athletics

## ATHLETIC COMMON FOCUS

- Teaching student athletes to “love to work”
- Teaching students athletes to believe that they can
- Teaching student/athletes self-responsibility (every action has a reaction)
- Honor Effort
- Celebrate Participation Striving for Achievement

## 2020-2021 Athletic Handbook

**This handbook is designed to provide for the efficient operation of the athletic program and set the stage for successful experiences for students.** Good judgment, sound reasoning and adherence to the District policies and core values will be the standard by which situations outside stated rules and regulations are evaluated.

The Fort Worth Independent School District does not discriminate on the basis of race, color, religion, national origin, sex, disability, sexual orientation, age, gender identity and expression, military/veteran status, in its programs and activities. The following person(s) has been designated to handle inquiries regarding the non-discrimination policies:

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The Fort Worth Independent School District (ISD) *Athletic Handbook* contains administrative regulations governing UIL athletic activities. Provisions of this Fort Worth ISD *Athletic Handbook* may be expanded, modified, revoked or adopted. If any of the provisions of this Fort Worth ISD *Athletic Handbook* conflict with federal or state laws, and regulations, or Board policy, those provisions are superseded by applicable law or Board policy. The provisions of this Fort Worth ISD *Athletic Handbook* are severable, and the invalidity, illegality or unenforceability of any provision will not affect the validity, legality or enforceability of other provisions.

### ATHLETIC DEPARTMENT

The Athletic Department administers and manages Fort Worth ISD Interscholastic Athletics. Additionally, the department serves as the liaison between Principals, coaches, teams, officials, UIL and the Administration and Board of Trustees.

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### ATHLETICS

The Fort Worth Independent School District believes that athletics is a vital ingredient and an integral part of the educational experience of our students. Interscholastic activities enhance the educational experience and academic commitment. These programs develop character. They promote citizenship and sportsmanship, teaching lifelong lessons of teamwork and self-discipline. They instill a sense of pride in self, community and school. The physical, intellectual and emotional development of our youth is facilitated through our athletic programs. Striving for excellence in athletic competition will enhance academics and improve character. There are a variety of sports and activities available to all students who have potential skill and the desire to participate.

Properly supervised contests give youthful competitors the opportunity to gain self-confidence, improve skills, exhibit good sportsmanship, display ethical behavior and demonstrate integrity. Quality sports programs help participants to develop physically, socially and mentally.

Athletic offerings within the district are competitive and diverse; thus, allowing students the opportunity to realize their full potential relative to growth and development. All programs are designed to teach athletic skills as well as to instill good character and teach sound values.

The success of a school's athletic program enhances the overall climate of high achievement for a campus. It builds a positive self-image of the team, the school, the community and, more importantly, the individual athlete.

Athletics will produce young men and women who will be able to enter the community and become productive, contributing members of society: citizens that will leave their mark on this world by making it a better place for future generations.



## 2020-2021 Athletic Handbook

### Athletic Beliefs

- That student-athletes will have opportunities to develop leadership characteristics through athletic competition that carry into the classroom and the future.
- That student-athletes serve as role models within the school community and are expected to act in a manner that reinforces that role.
- That self-discipline and sportsmanship are essential to a sound athletic foundation.
- That pride builds respect, of self and others which help create strong and lasting friendships through athletic competition.
- That participation in athletics is not a right but a privilege; with that privilege, comes responsibility.
- That a strong commitment is an important ingredient to the success of FWISD Athletics.
- That athletics should be fun as well as providing learning experiences.

The Courts have consistently ruled that Athletics is a privilege provided by the school district. It is a voluntary program requiring obligation, accountability and sacrifice. Accompanying this privilege is the responsibility to conform to the established standards. Those who choose to participate will be expected to follow all rules and regulations established by the UIL, the District, the administration, and coaches. This privilege can be revoked if an athlete fails to meet the standards of the program or if the athlete fails or refuses to comply with the rules.

*Doe v. LaDue Horton Watkins H.S.*  
*U.S. District Court – May 2019 – MO*

*Ruling by the Federal Court:*

*Upheld its Oct 2018 decision that the school and its athletic personnel did not violate the due process rights of a soccer player cut from the varsity and not allowed to play on the JV.*

*Standard of Practice:*

*“Courts have long held that participation in interscholastic athletics programs is not a property right, but a privilege... accordingly, Doe suffers no legal harm by being excluded from the JV team.*

**Coaches are accountable and responsible for all UIL, TEA, FWISD, Athletic and Campus policies in addition to those contained within this handbook.**

**Student athletes are accountable for all UIL, TEA, FWISD, Campus and Athletic policies in addition to those contained within this handbook. Students are also accountable for the policies their coach implements provided they do not conflict with UIL, TEA, FWISD, Campus or Athletic policies.**

## 2020-2021 Athletic Handbook

### Role of Interscholastic Athletics in Fort Worth ISD

Interscholastic athletics is a unique educational forum. Student athletes learn lessons that augment the overall educational goal of developing productive citizens. As an extension of the classroom, lessons in self-discipline, sportsmanship, teamwork, competition and how to win and lose gracefully are integral components of the athletic program.

The role and purpose of interscholastic athletic participation shifts accordingly through the levels of competition—middle school, sub-varsity, and varsity. At the middle school level, the focus is on 7th and 8th grade student athletes developing fundamental skills, learning the rules of the game, gaining a sense of self-satisfaction, and enjoying the athletic experience. Additionally, by focusing on participation and individual improvement, it is desired that a positive sporting experience will lead to the continuation of athletic participation. Although middle school sports are not “farm systems” for high school sports, the knowledge gained can facilitate the transition to high school athletic participation.

In sub-varsity competition, skills are further developed and the intensity of competition increased in anticipation of varsity participation. It is possible that teams may conduct tryouts to provide sufficient playing time for players. Emphasis is placed on being competitive but not to the extent of the varsity level.

At the varsity level, skills are developed to the student athlete’s fullest potential. The talented student athletes are given the chance to excel and prepare for possible collegiate participation. Additionally, varsity student athletes serve as role models for younger student athletes. The primary focus of varsity sport teams is to win. Playing time is determined to accomplish this task. However, a “winning at all cost” mentality is not condoned, and neglecting good sportsmanship is not tolerated.

The Fort Worth ISD Athletic Department is excited to have you as a part of the program. Fort Worth has a rich Athletic tradition of striving for excellence. We are pleased you have joined the coaches, athletes, and parents in continuing this adventure, striving for excellence.

## 2020-2021 Athletic Handbook

### WARNING ABOUT THE INHERENT DANGERS OF ATHLETIC PARTICIPATION

Student athletes and parents should be aware that any athletic participation will always have inherent dangers. Although rare, death or catastrophic injury can result from participation in sports, and care should be taken by all concerned to minimize such dangers through the use of appropriate equipment, proper training methods and common sense. The UIL encourages student athletes in all sports, and their parents, to discuss risks and risk minimization with coaches and school administrators.

Athletic activities are hazardous and could include serious injuries such as paralysis, head injuries, or possible death. Additional information regarding head injuries/concussion can be found at

<http://www.cdc.gov/headsup/youthsports/parents.html>

## PARENT SECTION

## 2020-2021 Athletic Handbook

### Parents

Your son/daughter has indicated a desire to participate in interscholastic athletics and you have expressed your willingness to permit him/her to compete. Participation in sports provides a wealth of opportunities and experiences that assist students in personal, athletic, and academic growth.

As a parent/guardian of a student-athlete, you also have committed yourself to certain responsibilities and obligations, which are outlined in this Athletic Handbook. We are pleased that you understand and accept those responsibilities and obligations, and agree to cooperate with school personnel in enforcing the Athletic Handbook. Compliance is mandatory and essential to the success of the athletic program. Failure to comply with the Athletic Handbook may lead to discipline and possible expulsion from the team. In addition, student-athletes are also subject to discipline under the FWISD Code of Conduct.

Good sportsmanship is encouraged and expected from our fans and spectators at all times during athletic events. Failure to exhibit good sportsmanship may result in removal from the event and/or future events. In addition to attending FWISD Athletics contests, you are invited and encouraged to join the Athletic Boosters and help promote the tradition of excellence associated with FWISD Athletics.

Athletics is an integral part of the high school educational experience, both as a competitor and spectator. We look forward to working with you and to supporting your son/daughter as they participate in their chosen sport.

All players are expected to be team members and participate with the team in all practices, matches, meets, or tournaments where the team is scheduled to participate. Players are expected to travel with the team to and from all competitions unless prior arrangements are made. The above participation restrictions apply to all sports, even those that are not already regulated by UIL participation rules.

The UIL has produced a great deal of information concerning parental involvement. This is a link to the UIL Parent Information Manual. It is a great resource and should be used to help guide parents. In addition, each sport will have a handbook that will provide additional and more specific information. We have also provided a link to the UIL sportsmanship manual. It offers great information concerning participant and spectator expectations.

[https://www.uiltexas.org/files/athletics/manuals/Parent Info Handbook 20-21.pdf](https://www.uiltexas.org/files/athletics/manuals/Parent%20Info%20Handbook%2020-21.pdf)

<https://www.uiltexas.org/files/athletics/manuals/sportsmanship-manual.pdf>

<http://www.uiltexas.org/policy/guidelines-for-booster-clubs>

[https://www.uiltexas.org/files/policy/booster club guidelines.pdf](https://www.uiltexas.org/files/policy/booster%20club%20guidelines.pdf)

### Parental Conduct

1. Please do not shout advice to your player during the game. Shout encouragement? You bet. A steady stream of technique suggestions, though, has no value. Your insightful tips may conflict with the coach's instruction.
2. Please do not harass the refs. Parents that loudly harass the referee are embarrassing to the player and the team.

When a parent makes a spectacle of himself at a game, the player is embarrassed. If the ref is being reamed by a parent for a bad call, (by definition, a bad call is any decision made against the parent's child), what does the player learn? He learns that the mistake was not his fault. It was the result of poor officiating. This is a bad habit to get into.

Do not encourage your child to place the blame for their failures upon others. One of the benefits of playing sports is learning to accept responsibility instead of making excuses.

Sometimes a call is hard to take for whatever reason. Such times are test of emotional control. If a player can learn to bite his lip and move on, a parent can learn to sit quietly for a moment and let the emotion pass. Learning to cope with disappointment is a valuable life skill.

3. Do not blame the coach for your child's problems or lack of playing time. Your child's struggles to succeed are your child's problems. Let him work them out without your interference. A player has every right to ask a coach what needs to be done to earn more playing time, for example. However, a parent stepping in to demand playing time is another thing altogether.
4. Please do not talk bad about the coach in front of your child. The worst thing a parent can do is take pot shots at the coach, criticizing decisions, and complaining about his/her leadership. Support the coach and stand behind his decisions.
5. Please do not razz the other team's players. The other team's players should be considered off limits. Yelling at or deriding someone else's child is a shameful practice for an adult at a sporting event. Parents who intend to disrupt, distract or upset players exhibit the worst of poor sportsmanship.

As a parent, be involved in a positive way. Attend your child's games as often as you can. Cheer for all the children on the team. Help with fund raising. Assist with logistics. If you are not sure how to help, ask the coach.

There are probably one hundred ways to be a good team member and a good parent at the same time. When the larger definition of team is working well, the experience can be wonderful for everyone involved. People who see our program in action will want to be a part of it. Parents looking ahead to when their child will be old enough to participate will want to fit in and help. This kind of teamwork perpetuates itself. Once it gets momentum, it can be quite a force. It just takes parents who care.

### Sportsmanship

As an athlete and as parents, you can help us establish an outstanding reputation for good sportsmanship. We must all work hard in conducting ourselves in a commendable manner. A display of unsportsmanlike conduct can result in sanctions against the offending athlete, parent, and/or school. Always observe the following guidelines for good sportsmanship:

1. The good name of our school is more important than any contest won by unfair play.
2. Be supportive of all athletes, coaches, and officials before, during, and after all contests.
3. Accept decisions of officials without dispute. They are seldom responsible for your success or failure, so do not blame them for your circumstances.
4. Recognize and show appreciation for the fine play of your opponent.
5. Be proud of our school's reputation and work hard to protect it.
6. Cheer for your team, not against the opponent.
7. Don't allow others negative sportsmanship to become an excuse to do the same.

<https://www.uiltexas.org/files/athletics/manuals/sportsmanship-manual.pdf>

### Parent/Coach Relations

Both parenting and coaching are extremely difficult. By establishing an understanding of each position, we are better able to accept the actions of the others and provide greater benefit to the student. As parents, when your son or daughter becomes involved in our programs, you have a right to understand what expectations are placed on your student-athletes. This begins with clear communication from the coach of your student-athlete's program.

#### **Communication You Should Expect from your Son/Daughter's Coach:**

1. Expectations the coach has for your son/daughter and the team.
2. Locations and times of all practices and contests.
3. Team requirements, i.e. fees, special equipment, off-season conditioning, team/individual camps.
4. Medical procedures, should your student-athlete become injured during participation.
5. Team rules, guidelines, and requirements for earning awards.

#### **Communication Coaches Expect from Student-Athletes:**

1. Notification of any schedule conflicts in advance.
2. Special concerns in regards to a coach's philosophy and/or expectations.
3. Injury or circumstances that may endanger the athlete when participating.

As your son/daughter becomes involved in the athletic programs in the FWISD, they will experience some of the most rewarding moments of their lives. It is important to understand that there also may be times when things do not go the way you or your student athlete wishes. At these times, discussion with the coach is encouraged.

#### **Appropriate Concerns to Discuss with Coaches:**

1. The treatment of your student-athlete, mentally and physically.
2. Ways to help your son/daughter to improve.
3. Concerns about your student-athlete's behavior.

It is very difficult to accept your son/daughter's not playing as much as you may hope. Coaches are professionals. It is imperative parents and athletes trust that our coaches are trying to do the right thing for the team and all individuals involved. It is important to understand that the coaches are the ones with the team on a daily basis in practice and competition and therefore will make judgment decisions based on what they feel is in the best interest of the team. As seen from the list above, you and your child's coach can discuss certain things. Other things, addressed in the following section, are at the discretion of the coach.

#### **Issues Not Appropriate to Discuss with Coaches:**

1. Playing time.
2. Team strategy.
3. Play calling.
4. Other student-athletes.



There are situations that may require a conference between the coach and the parent. These are to be encouraged. It is important that both parties involved have a clear understanding of the other's position. When these conferences are necessary, the following procedure should be followed to help promote a resolution to the issue of concern.

If you have a concern, you may want to discuss the issue with your son/daughter first. You may find through this communication an answer, resolution, or understanding of the situation before contacting others.

### **If You Have A Concern to Discuss with A Coach, the Procedure You Should Follow:**

- Call the coach to set up an appointment.
- If the coach cannot be reached, call the Athletic Coordinator to assist in setting the meeting.
- Please give yourself time before approaching a coach.
- Please do not attempt to confront a coach before or after a contest or practice.
- These can be emotional times for both the parent and the coach. Emotional meetings usually do not promote resolution.

Research shows that athletic participation provides girls and boys with motivation for academic performance and physical activity, a structure to teach time management and self-discipline, and a means to develop self-esteem. Student-athletes benefit from a positive sports experience. The FWISD Athletic Department provides this information for parents to foster understanding between you and your child's coach, and to ensure an enjoyable season for your child.

### **What Can A Parent Do If the Meeting with The Coach Did Not Provide A Satisfactory Resolution?**

If the concern is not satisfactorily resolved after meeting with the coach, the athlete and/or parent(s) should discuss the situation with the Campus Athletic Coordinator in an attempt to resolve the situation. At this meeting, the appropriate next step can be determined.

\*A conference that is set up with a coach and a parent shall not result in negative consequences against the student-athlete because of this meeting.

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### College Recruitment

In the event you should be contacted personally by a college recruiter, you have an obligation to work through your coach and the athletic department. Inform your coach of such a contact as soon as possible.

### NCAA Eligibility Center

College-bound student-athletes preparing to enroll in a Division I or Division II school need to register with the NCAA Eligibility Center to ensure they have met amateurism standards and are academically prepared for college coursework.

<http://www.ncaa.org/student-athletes/future>

Below is a link to resources designed for high school student-athletes, parents, coaches and others who help students successfully navigate the initial-eligibility process.

<http://www.ncaa.org/student-athletes/future/educational-resources>

Students who have an opportunity to play sports at an NCAA Division I or II school, start by registering for a Certification Account with the NCAA Eligibility Center at:

<https://web3.ncaa.org/ecwr3/register/CERTIFICATION>

Students who have an opportunity to play Division III sports or you aren't sure where you will have the opportunity should start by creating a Profile Page at:

<https://web3.ncaa.org/ecwr3/register/PROFILE>

## 2020-2021 Athletic Handbook

### Athletes

Fort Worth ISD has a long history and tradition of athletic excellence. This tradition was not built overnight. It took years of dedication, commitment, and hard work by a countless number of people. As a FWISD Athlete you must continue to strive to uphold this high standard of excellence.

- Academics – The athlete must take care of his classroom work.
- Attendance - The athlete must come on time every day.
- Attitude - The athlete must come with a good attitude, one of great expectation.
- Effort - The athlete must give great effort to the cause.
- Commitment – The athlete must commit to the cause and its parameters

Once you have become a member of a team, you have made a choice to uphold certain standards expected of athletes in this community:

- The use of vulgar or profane language is unacceptable anywhere and at any time.
- A member of an athletic team is to be well groomed.
- The coach shall set the standard for dress as it pertains to his/her sport.
- Clothing worn at competitions must be worn in a neat and mannerly fashion (i.e., shirts tucked in and buttoned, etc.).
- Exhibit appropriate behavior at all times.

Your participation in athletics is a privilege and should be treated as such. Any time you wear the uniform, you are representing yourself, your family, your school and all those that have worn these colors before you. Your behavior should be above reproach in all areas. Students, staff, parents, and the community will closely observe your conduct.

The rules outlined in this handbook are designed and intended as a guide to successful participation. Compliance is mandatory and it is essential to follow the rules addressed in this handbook. Failure to comply with the Athletic Handbook may lead to discipline and possible expulsion from the team. As a student-athlete, you will be expected to understand and abide by these rules and your team's rules. It is your responsibility to follow them to their fullest.

### Athlete Responsibility

#### **RESPONSIBILITY TO YOURSELF:**

The most important of these responsibilities is to develop strength of character, positive values and behaviors. You owe it to yourself to get the greatest possible benefit from your high school experiences. Your academic studies and your participation in other extracurricular activities, as well as in sports, help to prepare you for your life as an adult.

#### **RESPONSIBILITY TO YOUR SCHOOL:**

Another responsibility you assume as a team member is to your school. You assume a leadership role when you are on an athletic team. The student body and citizens of the community know you. The student body, the community and other communities judge our school by your conduct and attitudes, both on and off the field. Because of this leadership role, you can make positive contributions to school spirit and community pride. In addition, you are a role model for younger student athletes. These students look up to you and dream of being as successful as we hope you to be. Be sure the example you set is a positive one. Fort Worth ISD cannot maintain its reputation as an outstanding school district unless you do your best in whatever activity you wish to engage.

**RESPONSIBILITY TO OTHERS:** As a team member you also bear a heavy responsibility to your family and your team. Pride and a sense of accomplishment comes when you know that you have lived up to all of your commitments, that you have practiced with great enthusiasm and that you have played the game to the best of your ability.

**ALL STUDENTS MUST RESIDE WITHIN THE ATTENDANCE ZONE OF THE SCHOOL THEY REPRESENT.**

**Students that are outside of the attendance zone must have appropriate documentation and the Head Coach must have this information on file.**

### Verification of Residence

Students who require an approved PAPF prior to athletic participation will be requested to provide documents verifying residence with their parent in the attendance zone of the school they attend. The types of documentation may include, but are not limited to:

- copy of parent driver license showing an address in the school attendance zone
- utility bill in the parent name showing the address in the school attendance zone
- home visit documentation provided by a school administrator or school official, and a coach
- student birth certificate
- current rental agreement
- previous rental agreement termination
- copy of divorce decree
- legal guardianship documents from the county clerk's office (if under the care of a guardian)

## 2020-2021 Athletic Handbook

### Required Annual Forms

- (a) **INDIVIDUAL REPORT FORMS.** It shall be the responsibility of each school to keep on file the following required annual forms for each student who participates in any practice, scrimmage or game.
- (1) **Pre-participation Physical Examination.** An annual requirement for participation in Fort Worth ISD is a physical examination signed by a physician, a physician assistant licensed by a State Board of Physician Assistant Examiners, a registered nurse recognized as an advanced practice nurse by the Board of Nurse Examiners or a doctor of chiropractic is required. Standardized Pre-Participation Physical Examination Forms, available from the UIL office and authorized by the UIL Medical Advisory Committee, are required.
  - (2) **Medical History Form.** Each year prior to any practice or participation a UIL medical history form signed by both student and a parent or guardian is required. A medical history form shall accompany each physical examination and shall be signed by both student and a parent or guardian.
  - (3) **Parent or Guardian Permit.** Annual participation permit signed by the student's parent or guardian.
  - (4) **Rules Acknowledgment Form.** Annual UIL Rules Acknowledgment Form signed by the student and the student's parent or guardian.
  - (5) **Parent/Student Illegal Steroid Use Form.** The parent/guardian of each high school athlete, along with each high school athlete, shall annually sign the UIL Illegal Steroid Use and Random Steroid Testing Parent and Student Notification/Agreement Form.
  - (6) **Concussion Acknowledgement Form.** According to section 38.155 of the Texas Education Code, "a student may not participate in an interscholastic athletic activity for a school year until both the student and the student's parent or guardian or another person with legal authority to make medical decisions for the student have signed a form for that school year that acknowledges receiving and reading written information that explains concussion prevention, symptoms, treatment, and oversight and that includes guidelines for safely resuming participation in an athletic activity following a concussion ....." \* This section also applies to students participating in the cheerleading program at the school.
  - (7) **Sudden Cardiac Arrest Awareness Form.** Each year prior to any practice or participation in athletics, a UIL Sudden Cardiac Arrest Awareness form signed by both student and a parent or guardian is required.

Failure to furnish correct and complete information may constitute grounds for dismissal.  
THIS IS VERY IMPORTANT AND MUST BE HANDLED CORRECTLY.

**Under NO circumstances should a student be allowed to compete without the Head Coach of that sport or the Middle School Lead confirming their eligibility.**

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### Academic Requirements No Pass No Play

<https://www.uiltexas.org/policy/tea-uil-side-by-side/academic-requirements>

### 2020-2021 Fort Worth ISD Academic Eligibility Calendar

<https://www.fwisd.org/Page/350>

#### Eligibility for UIL Participants for the First Six Weeks

UIL participants are eligible to participate in contests during the first six weeks of the school year provided the following standards have been met:

- Students beginning in grades nine and below must have been promoted from the previous grade prior to the beginning of the current school year.
- Students beginning their second year of high school must have earned five credits, which count toward state high school graduation requirements.
- Students beginning their third year of high school either must have earned a total of ten credits which count toward state high school graduation credits or have earned a total of five credits which count toward state high school graduation requirements during the 12 months preceding the first day of the current school year.
- Students beginning their fourth year of high school either must have earned a total of 15 credits which count toward state high school graduation credits or have earned a total of five credits which count toward state high school graduation requirements during the 12 months preceding the first day of the current school year.

#### Exceptions:

(a) When a migrant student enrolls for the first time during a school year, all criteria cited above applies. All other students who enroll too late to earn a passing grade for a grading period are ineligible.

(b) High school students transferring from out-of-state may be eligible the first six weeks of school if they meet the criteria cited above or school officials are able to determine that they would have been eligible if they had remained in the out-of-state school from which they are transferring.

Students who are not in compliance with these provisions may request a hardship appeal of their academic eligibility through the UIL state office.

Local school boards may elect to adopt these standards for all activities in order to avoid having different standards for student participants (e.g., football, drill team, cheerleading, and all other extracurricular activities as defined by Commissioner of Education rule [19 TAC Chapter §76]).

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### Eligibility for All Extracurricular Participants after the First Six Weeks of the School Year

A student who receives, at the end of any grading period (after the first six weeks of the school year), a grade below 70 in any class (other than an identified class eligible for exemption) or a student with disabilities who fails to meet the standards in the Individual Education Plan (IEP) may not participate in extracurricular activities for three school weeks. An ineligible student may practice or rehearse, however. The student regains eligibility after the seven calendar day waiting period has ended following a grading period or the three school week evaluation period when the principal and teachers determine that he or she has earned a passing grade (70 or above) in all classes, other than those that are exempted.

All schools must check grades for all participants at the end of the first six weeks of the school year.

From that point, grades are checked at the end of the grading period whether it is six, nine, or twelve weeks in length. Students who pass remain eligible until the end of the next grading period. All activity coaches and directors are responsible for obtaining official grade reports from the individual the principal designates as the keeper of official grades before the student represents the school. This provision applies to all grading periods. It also applies to all three-school week evaluation periods for ineligible students.

- All students are academically eligible during a school holiday of a full calendar week or more. When the bell rings to dismiss students for the December holidays, all students are academically eligible until classes resume in January. The same is true for summer recess and fall and spring breaks provided those breaks consist of at least a full calendar week. (See example at the end of this document.)
- Students in year-round schools are academically eligible during inter-sessions.
- If a grading period or three school week evaluation period ends on the last class day prior to a school holiday of one calendar week or more (e.g. spring break, winter holidays), the seven calendar day grace period to lose eligibility and the seven calendar day waiting period to regain eligibility begin the first day that classes resume.
- Students lose eligibility for a three school week period. For purposes of the law, “three school weeks” is defined as 15 class days. Exception: One, but only one of the three school weeks may consist of only three or four class days, provided school has been dismissed for a scheduled holiday period. Two class days does not constitute a “school week” for purposes of this law except Thanksgiving week if schools are on holiday Wednesday, Thursday and Friday. A school district may request an exception from UIL officials to the two-day school week in the event of a disaster, flood, extreme weather condition or other calamity as listed in TEC §42.005. In the event two of three school weeks are shortened, one of the shortened weeks may be counted as five days with ten other actual class days making up the fifteen class days. After the first six weeks of the school year, academically ineligible students in schools with six week grading periods have one opportunity to regain eligibility after the first three school weeks of the grading period; students in a nine-week grading period have two opportunities, one at the end of the first three school weeks and one at the end of the first six school weeks. Students who fail to regain eligibility at the evaluation periods remain ineligible until seven calendar days after passing a grading period.
- Note: When computing eligibility calendars, it is helpful to remember that the seven-day grace period



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after the grading period also contains school week one of the three-school week evaluation period. Also, a seven-calendar day grace and waiting period is always applicable after grading periods and evaluation periods.

Example: School weekends on Friday - Students who are losing eligibility have a seven-calendar day grace period, and students who are regaining eligibility have a seven-calendar day waiting period. Eligibility is lost or regained the following Friday at the time the regular school day ends or would end if that day is a holiday.

Section 5 (b) of the UIL Constitution and Contest Rules defines calendar week as 12:01 am on Sunday through midnight on Saturday.

19 TAC §76.1001 (b) states: The school week is defined as beginning at 12:01 am on the first instructional day of the calendar week and ending at the close of instruction on the last instructional day of the calendar week, excluding holidays.

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### Athletic Eligibility

All Fort Worth ISD Middle School and High School UIL-sponsored athletic activities are governed by TEA and UIL rules which may be supplemented by local Board policies. The following policies are.

#### Middle School

Students will be eligible to participate at the school they attend. After the sixth day of school, all new students must be enrolled fifteen (15) calendar days prior to participating in an athletic contest. For seventh grade athletic participation, a student must not have reached their 14th birthday on or before September 1, and has not enrolled in the eighth grade. For eighth grade athletic participation, a student must not have reached their 15th birthday on or before September 1, and has not enrolled in the ninth grade. If too old to participate at the middle school level, a student may participate at their local high school with four continuous years of eligibility remaining or until they reach their 19th birthday on or before September 1st.

#### High School

Once entering the 9th grade, a student has four continuous years to participate at the high school level or until they reach their 19th birthday on or before September 1st. A student is eligible to participate at the varsity level at the school in the attendance zone where their parents or legal guardian lives (see exceptions below).

#### Transfer Students

Students who do not attend school in their home attendance zone where their parent/legal guardian lives is not eligible for varsity participation for one calendar year. A Previous Athletic Participation Form (PAPF) is required. (see UIL C & CR Section 403(f)).

If the student returns to their home attendance zone school, they are eligible for varsity participation. A PAPF is required.

#### Gold Seal Program of Choice or a School of Choice

Students who attend an academic program not offered at their home campus are eligible for varsity participation their first year at the new school and must file a PAPF as per UIL. (Example: Programs of Choice, Schools of Choice, International Baccalaureate, PTech, Trimble Technical HS, YMLA, YWLA). Students who discontinue enrollment in any of these academic programs are ineligible for varsity participation for one year at any FWISD high school, unless they are attending the program at their home attendance zone school.

#### Special Program Schools [International Newcomers Academy (INA), Marine Creek, Tarrant County College - South Campus, Success HS, Texas Academy of Biomedical Sciences (TABS), World Languages Institute (WLI)]

The UIL allows students who attend a special program school with no athletic programs to participate in sports at their home attendance zone school. (See the home attendance zone high school athletic coordinator for athletic participation requirements and forms.)

#### Who needs a Previous Athletic Participation Form:

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Student-athletes who did not attend 8th grade at the 100% feeder middle school to the high school.  
Student-athletes whose parents do not live in the attendance zone of the high school.  
Students-athletes who previously attended another high school.

### Who does not need a PAF:

9th grade student-athletes who attended 8th grade at the 100% feeder middle school.  
9th grade students who attended 8th grade at the feeder middle school and are attending the assigned high school based on their parent's residence.

### Types of parent residence verification information required:

- Home visit form (photos not necessary)
- Lease agreement in parent name at current address (if living in an apartment or rental house)
- Utility bill in parent name at current address (if homeowner)
- Copy of parent driver's license
- Student birth certificate (if parent and student have different last names)
- Other documents may be requested. Examples:
  - Expired lease agreement from previous residence
  - Student birth certificate (if parent and student have different last names)
  - Divorce decree
  - Guardianship papers
  - Affidavit of Residency

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### Identification of Honors Courses under TAC §74.30

1. The following courses are identified as “honors classes” as referred to in the Texas Education Code §33.081(d) (1), concerning extracurricular activities: 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 Pre-Calculus;
5. Science: high school/college concurrent enrollment classes that are included in the “Community

College General Academic Course Guide Manual (Part One)”;

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

(See the Fort Worth ISD website [www.FWISD.org](http://www.FWISD.org) for the specific course listings.)

**Under NO circumstances should a student be allowed to compete without the Coach confirming their eligibility.**

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### Previous Athletic Participation Form

Should be completed in the UIL Portal.

[https://www.uiltexas.org/files/athletics/forms/PAPF\\_17-18\\_revised.pdf](https://www.uiltexas.org/files/athletics/forms/PAPF_17-18_revised.pdf)

**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.)

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.

All new students in grades 9-12 who have ever practiced or participated in baseball, basketball, cross country, football, golf, soccer, softball, swimming, tennis, track, volleyball or wrestling in grade 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 **VARSITY 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 **VARSITY LEVEL** in athletics.

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### Waivers

The waiver process is designed to give an opportunity to students who encounter hardships due to extenuating life changing circumstances. With this process in place, students that normally would be ineligible to participate in varsity contests, due to these involuntary or unavoidable circumstances, now are able to seek eligibility through one of the various waivers. The waivers that are available are: Four-Year, Parent Residence, Foreign Exchange, Retroactive, Middle School Over-Age, and High School Over-Age.

- 1. Four-Year Waiver:** The four-year waiver is for participants seeking varsity eligibility during their fifth year of high school. When a student does not comply with the four-year rule because he/she has not met the requirements for graduation four years after his/her first entry into the ninth grade, and has not been able to participate in a specific activity for a season due to involuntary and unavoidable circumstances, that student may apply for this waiver.  
More Information: [Constitution & Contest Rules, Section 405](#)
- 2. Parent Residence Waiver:** The parent residence waiver is for a student who is determined not to be in compliance with the parent residence rule, (living with a parent who is separated or married living apart or with a guardian), that student may apply for a waiver for varsity athletic participation. If a student is attending school outside the attendance zone boundaries, where their parent(s) resides, the student may apply for this waiver for varsity athletic participation. More Information: [Constitution & Contest Rules, Section 463](#)
- 3. Foreign Exchange Waiver:** The foreign exchange waiver is for a student studying in America on a J-1 Visa wishing to participate in varsity athletics, he/she may apply for this waiver. A waiver to participate in junior varsity athletics, or any academic, drama or music competitions is not needed, but the student must comply with section 400 of the Constitution and Contest Rules.  
Note: Foreign Exchange Students are not eligible to apply for a Retroactive Waiver.  
More Information: [Constitution & Contest Rules, Section 442](#) and [Constitution & Contest Rules, Section 465](#) [CSIET approved J-1 Visa Advisory List](#)
- 4. Retroactive Waiver:** The retroactive waiver is for a student who is ineligible to participate in varsity athletics and has participated in a contest(s), a student and/or school may apply for this waiver. The Superintendent and the coach should notify the chairman of the District Executive Committee of the ineligible participant. The chairman will provide instructions on the procedures of forfeiture of contests and applying for the retroactive waiver.  
*Note: Foreign Exchange Students are not eligible to apply for a Retroactive Waiver.*  
More Information: [Constitution & Contest Rules, Section 469](#)
- 5. Middle School Over-Age Waiver:** For 7th grade: If a student is 14 on or before September 1 and has not enrolled in the ninth grade, he/she can apply for this waiver. For 8th grade: If a student is 15 on or before September 1 and has not enrolled in the ninth grade, he/she can apply for this waiver. See [Section 1400 \(a\) \(3\) of the UIL Constitution and Contest Rules](#) for additional information on the requirements for this waiver. More Information: [Constitution & Contest Rules, Section 1405](#)

- 6. High School Over-Age Waiver:** Only students that are currently in Special Education or 504 and identified as such prior to the end of his/her second year of high school can apply for this waiver. All documentation should be sent to the Superintendent. The Superintendent will forward all documentation to the chairman of the District Executive Committee who will verify the forms have been completed appropriately. All documentation is then sent to the UIL for verification and information purposes only. The UIL does not determine eligibility for high school over-age waivers. More Information: [Constitution & Contest Rules, Section 446](#)

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### Absence from School

Students absent from school on the day of a contest are ineligible to participate until they attend classes for one full day. An exception would be allowed for a documented absence for family medical emergency, funeral attendance, doctor's appointment, etc. A student absent the last school day before a holiday of a week or longer, may participate beginning with the following Monday after 3:30 p.m.



### Illness/Injury Doctor or Dentist Visitation

If a student-athlete becomes ill, suffers an injury, or experiences a change in health after the yearly physical evaluation has been conducted, the individual must provide a health history update of medical problems experienced since the last medical examination. They will need a completed medical release form signed by the examining medical provider indicating whether the student is allowed or disallowed to participate in the required sports categories. The health care provider should obtain authorization from the student-athlete's parent/guardian prior to releasing information to the coach, athletic trainer or school nurse. The school should be able to contact the medical provider to clarify a clearance or recommendation in order to ensure the health and safety of the athlete.

A student-athlete may not continue in athletics unless their medical provider verifies the student's fitness to participate without limitations. If the healthcare professional does not approve his or her continued participation in the current sport of choice, the student will be required to comply with this opinion and withdraw from team or individual competition. A student may return to participation in the sport of choice only after the medical provider approves his or her Participation without restrictions in team or individual competition.

If the student-athlete cannot play the sport of choice, the health care provider may consider or recommend alternative sports that may allow some form of participation.

### Policies Regarding Student Activities

#### **Student-Athlete Injury or Change in Medical/Health Condition**

Each year, some student-athletes' medical or health condition may change from the time of their last required athletic physical examination. Changes in physical condition may not preclude participation in a sport, but may require a medical assessment from a professional healthcare provider to consider continued or suspended participation due to the level of injury or health risk involved. Student-athletes are encouraged to let their coach and athletic trainer know immediately of any ailment or health condition change so their health can be protected. If it is determined or requested by district personnel that a student-athletes' condition will require an assessment from a professional healthcare provider, the student will not be allowed to participate until a determination is made in writing to allow the student to safely return to participate with no restrictions.

#### **Felony Indictment**

If an athlete is indicted for a felony, that athlete will be suspended from all contests until he is proven innocent.

#### **Suspensions from School**

A student suspended from school, for any reason, is ineligible to practice or participate in athletics or UIL activities until they have been reinstated in school and have attended all regular classes for one full school day following reinstatement.

#### **Disciplinary Alternative Education Program**

A student assigned to a disciplinary alternative education program (DAEP) for any violation of Board policy or the Student Code of Conduct shall be ineligible to participate in any extracurricular activities during the DAEP placement and following the return to their home school (see violation levels below). The student is also ineligible to hold any position of honor or trust, elected or appointed, at their home school. According to the severity of the policy or Student Code of Conduct violation, the period of ineligibility shall be as follows:

##### ***Level I Violations***

Any student assigned to a Level I alternative education placement will not be eligible to participate in extracurricular activities until after they have attended regular classes for one school day.

##### ***Level II Violations***

Any student returning to his or her home school from a Level II DAEP shall regain eligibility for participation when he or she has attended the home school for a period of time equal to the DAEP placement.

##### ***Level III Violations***

Any student returning to their home school or other FWISD school from a Level III DAEP shall regain eligibility for participation when they have attended classes for a period of one year. Upon repeating a Level II or III violation, including a second or subsequent DAEP placement, a student shall be declared permanently ineligible to participate in extracurricular activities or to hold any position of trust or honor upon returning to the campus.

#### **Hazing and Bullying**

Hazing and bullying are defined in district policies FNCC (LEGAL) and FFI (LOCAL), respectively. Hazing and bullying in any athletic program is unacceptable and will not be tolerated. Any student investigated and the determination that hazing and/or bullying has occurred will be disciplined in accordance with the District's Student Code of Conduct.

## 2020-2021 Athletic Handbook

### Awards

The official athletic award made to a high school varsity athlete will be a blanket or a jacket with an attached 5" letter representative of the school.

A student is permitted to receive only one jacket or blanket as an athletic award during his or her high school enrollment in the same high school or any Fort Worth ISD high school.

To **earn** an award, the contestant must meet the pre-determined criteria, be recommended by the coach of the sport, and be approved by the principal and the Executive Director of Athletics.

Special consideration may be given to seniors who have participated in a sport for at least the past three (3) years, and who have, through diligent efforts, contributed to the program at their school, even though they have not met the pre-determined criteria for a letter.

Any student who quits or is dismissed from a sport will be ineligible to receive an award in that sport.

All lettering criteria must be communicated to the athlete and the parent prior to the sport season.

### Standard Requirements for a Letter Jacket

#### All Sports

All coaches must observe the following standard requirements for awarding letters to students in a UIL sport. These requirements are:

1. The student must attend 90% of all practices unless attending practice or an event for another in-season sport.
2. The athlete who qualifies for a regional game/meet/match/event must compete or forfeit eligibility for a varsity letter.
3. A senior who has participated in the program three years may letter provided the athlete meets the above criteria.
4. A student manager must meet the above criteria, attend 90% of games/meets/events/matches and be a student manager for two years or be a senior.
5. An athlete who does not meet the standard requirements due to extenuating circumstances may receive a letter jacket if the coach writes a letter explaining justification for awarding a letter and the request is approved by the director of athletics. Throughout this policy, concurrent sports refer to Fort Worth ISD/UIL sponsored sports/events.

In addition to the recommendations by the coach and approval by the principal and Executive Director of Athletics, a participant must accomplish the specific criteria as listed under each sport to receive an award. These criteria, by sport, are listed below:

#### Team Sports:

*Baseball, Basketball, Football, Soccer, Softball, Volleyball*

- Meet the above standard requirements,
- Participate in one-half of the total varsity games,
- Be in attendance and in uniform for 90% of all varsity games.

#### *Team Tennis*

- Meet the above standard requirements,
- Play nine (9) varsity matches and play in the district tournament, as scheduled by the coach and approved by the Athletic Department.

### Individual Sports:

#### *Cross Country*

- Meet the above standard requirements,
- Participate in six (6) varsity meets which includes three (3) meets that must involve majority of out-of-district teams and the district meet.
- An exception to the meet limit due to concurrent sport/team events will require Athletic Department approval.

#### *Golf*

- Meet the above standard requirements,
- Participate in six (6) varsity tournaments which include three (3) tournaments that have a minimum of five teams and that involve a majority of out-of-district teams and the varsity district meet.

#### *Swimming*

- Meet the above standard requirements,
- Participate in five (5) varsity meets which includes three (3) meets that have a minimum of five teams and that involve a majority of out-of-district teams and the varsity district meet.

#### *Tennis (Spring)*

- Meet the above standard requirements,
- Play in nine (9) varsity matches and play in the district tournament.

#### *Track & Field*

Meet the above standard requirements,

- Participate in six (6) varsity pre-district meets and the district meet as approved by the Athletic Department
- An exception to the meet limit due to concurrent sport/team events will require Athletic Department approval plus general criteria for lettering.

#### *Wrestling*

- Meet the above standard requirements,
- Participate in 18 varsity matches and compete in the varsity district meet.

### Sportsmanship and Ejections

The coach is a teacher of good sportsmanship and leads by example. Fair play is the essential element of good sportsmanship. When an individual accepts the privilege of participation in an athletic activity, he or she agrees to abide fairly by the rules and ethics of the game and to compete honorably with one's worthy opponent(s).

#### **Minimum Penalty for Ejections**

##### **Coach**

An ejected coach will report the violation to their Campus Coordinator immediately and in writing to their Principal and Athletic Administrator the next day following the ejection.

The principal will schedule a meeting at his or her school to be attended by the principal, the ejected coach, the athletic coordinator, and Athletic Department administrator. Athletic Department administration will consider any additional penalty.

### Section 1208: Athletic Regulations

#### (i) MINIMUM PENALTY FOR MISCONDUCT.

(1) Automatic Minimum Penalty. Any coach who is ejected from a contest for unsportsmanlike conduct, or any football coach who is given two or more 15-yard unsportsmanlike penalties during a contest may accept an automatic penalty for their ejection or appeal the ejection. A coach who appeals their ejection is required to appear before the State Executive Committee. If the coach accepts their automatic penalty or their ejection is not overturned on appeal, the coach will be subject to:

- (A) an automatic penalty of public reprimand (name will be published once in the Leaguer) and one year's probation in the applicable sport;
- (B) completing the National Federation of State High School Associations Fundamentals of Coaching Course; and
- (C) completing the National Federation of State High School Associations Teaching and Modeling Behavior Course.

(2) Automatic Greater Penalty. If a coach so penalized has no proof of having completed the UIL Coaches Certification Program prior to the sports season, that coach shall also be automatically suspended from the next game/contest.

(3) Subsequent Violations. Any further ejection or accumulation of two 15-yard unsportsmanlike penalties during a football game, while on probation, will require the coach to appear before the State Executive Committee for consideration of penalty.

(4) Notification. Schools shall notify the UIL within three school days if a coach has been ejected from a game or received two 15-yard unsportsmanlike penalties.

### FWISD Additional Penalties

FWISD coaches will be subject to a range of penalties, from being placed on probation to a game(s) suspension, depending on the severity of the unsportsmanlike action, plus documented review of the Code of Ethics and the Professional Acknowledgement of Rules form prior to returning to coach a game.

#### Player

**FWISD players are subject to UIL rules for ejection and/or fighting and subject to additional penalties as determined by the Athletic Administration.**

Any player ejected from a contest is subject to an automatic penalty. The automatic penalty for such an ejection is as follows:

- (A) Football. Ejected player misses the rest of the game in which they were ejected plus the first half of the following game.
- (B) Other Team Sports. Ejected player misses the rest of the game in which they were ejected plus all of the following game. Soccer Exception. This Section does not alter the current point penalty structure for soccer player ejections, as required by National Federation of State High School Associations soccer playing rules outlined in the soccer coaches' manual.

The coach of a player ejected from an athletic contest must inform, *in writing*, the principal and Athletic Department administrator the next working day after the ejection. The principal or designated school administrator will schedule a meeting at the school with the ejected player, parent (optional), coach, athletic coordinator, and assistant director of athletics as soon as possible after receiving notice of the ejection. The game official's report turned in to the UIL, along with the Game Administrator's report, Security report, videotape, etc., will be taken into consideration on the number of game(s) suspended from the next contest. Other disciplinary measures may be determined from the meeting.

Should a player leave the bench to run on to the field or court in an attempt or reaction to participate in an altercation, only to be intercepted by a coach or stop before reaching the altercation area, is subject to an automatic penalty. The automatic penalty is as follows:

- (A) Football. The player misses the first half of the following game.
- (B) Other Team Sports. The player misses all of the following game.

Should a player leave the bench and take part in the altercation on the court or field, the player is subject to an automatic penalty. The automatic penalty is as follows:

- (A) Football. The player misses all of the following game, even if only pulling their own teammates from the altercation.
- (B) Other Team Sports. The player misses all of the following two games, even if only pulling their own teammates from the altercation.

Should a player throw a punch, fight, incite a fight or participate in a fight, the player is subject to an automatic penalty. The automatic penalty is as follows:

- (A) Football. The player misses the rest of the game in which they were ejected plus all of the following game and the first half of the next game.

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(B) Other Team Sports. The player misses the rest of the game in which they were ejected plus all of the following two games. Soccer Exception. This Section does not alter the current point penalty structure for soccer player ejections, as required by National Federation of State High School Associations soccer playing rules outlined in the soccer coaches' manual.

Should a player be ejected for continuous fighting while being restrained by teammates or coaches, the player is subject to an automatic penalty. The automatic penalty is as follows:

(A) Football. The player misses the rest of the game in which they were ejected plus all of the following two games.

(B) Other Team Sports. The player misses the rest of the game in which they were ejected plus all of the following three games. Soccer Exception. This Section does not alter the current point penalty structure for soccer player ejections, as required by National Federation of State High School Associations soccer playing rules outlined in the soccer coaches' manual.

### **Team**

The Head Coach of each program is expected to communicate to their players the behavior expectations and disciplinary consequences should they leave the bench to participate in an altercation. By leaving the bench, it could incite others to participate or escalate the situation. The Head Coach is to assign coaches to remain in front of the bench area to monitor and deter players from going on the court or field. The Head Coach will also determine which coaches may go on the field or court to restrain their players from further participation in the altercation. This scenario should be rehearsed with coaches and players, and disciplinary consequences communicated, should an actual on-field or on-court altercation take place.

### **Parent**

The game administrator must notify in writing the principal, the Athletic Department Administrator, and the UIL within two (2) working days after a parent or school supporter is ejected from an athletic contest for unsportsmanlike conduct, protesting official's decision or any violations of the *Constitution and Contest Rules*. The ejected individual must attend a meeting with the Principal of the respective school and the Athletic Department Administrator prior to admission to any subsequent Fort Worth ISD contest.

### School Equipment

Students are responsible for all school equipment issued to them. Athletic uniforms, both practice and game, are supplied for the sole purpose of athletic participation. This equipment is not to be used for any other purpose. When the season is completed all school equipment is to be returned to the school. There are no exceptions to this policy. Students who violate this policy are subject to school rules, Athletic rules, and may be referred to law enforcement. Students, who wish to wear a uniform for pictures, need a coach's approval first. Any such pictures are to be taken in good taste and with pride. Remember, any time you wear FWISD issued apparel, you are representing yourself, your family, your school and all those that have worn these colors before you.

### Issuing Athletic Equipment

Each coach is directly responsible for the care and control of all equipment used in his/her program.

- Use the control system that specifies for each athlete the equipment checked out. Keep this updated regularly.
- The coach is ultimately responsible for the security of athletic equipment issued to all team personnel. Additionally, the coach who issues equipment must have the knowledge required to ensure proper fitting of equipment.
- Instruct players in the proper use, care (washing) and maintenance of their equipment at the time of issue. This is particularly important for safety equipment.
- Athletes will be responsible for all equipment issued to them. If the equipment is lost or has had abnormal usage, charge the athlete accordingly.
- Periodically, inspect equipment during the season. Do not use unsafe or defective equipment.
- All general equipment used by more than one sport will be stored in a specific area. Always return equipment to this area promptly for others to use.

### Use of Athletic Equipment

It is important to emphasize to all athletes their responsibility to take care of school equipment. Replacing equipment results in using funding that should be used elsewhere.

Athletic department-issued equipment is to be worn only during practice sessions and interscholastic contests. At no time are athletes to wear school-issued equipment or uniforms for:

- Gym classes
- Work or job
- Socially
- School wear

School district athletic equipment will not be loaned to outside groups.

### Collection and Storage of Athletic Equipment

Coaches are responsible for collecting all equipment that is issued to players during the year. Equipment collected immediately after the season is more likely returned with less effort. In fact, coaches are encouraged to collect uniforms and other equipment on the day of, and directly after their last contest.



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The coach supervises the collection, inventory and storage of all the equipment issued within his/her sports program.

As athletes turn in their equipment, checked off his/her equipment, noting the condition of all returned equipment.

If any equipment is lost or has abnormal usage, the athlete will be charged replacement costs. Contact the athletic department for pricing of equipment.

Place holds on report cards for any athlete who does not return school-issued athletic equipment.

Within two weeks after the season's end, all equipment is to be collected, cleaned, inventoried and stored in the designated (central) storage area.

- No equipment is to be discarded without the approval of the athletic department.
- Equipment to be repaired / reconditioned shall be marked appropriately and stored in the central storage area.
- Launder all clothing/equipment (game and practice uniform) before storage.

Each Head coach should input into Rank One Sport his/her final equipment/uniform inventory two weeks after the last contest. The coach should note any holds and missing equipment and documentation of effort made with student and parent to collect missing items.

- In the inventory, the number of items, the description of the equipment, and the condition of the equipment should be listed
- Number of discarded items must also be listed.

Equipment should be kept clean, repaired and in a secure area when not in use.

The ideal way to store athletic equipment is in a central athletic equipment room, where access is limited to few people. Additionally, do not let others use the storage areas. If a central area is not available, it then becomes imperative that each coach keeps his/her inventory up-to-date in Rank One Sport. This will keep coaches accountable for their equipment.

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### Booster Clubs

UIL Booster Club Guidelines can be found here:

<http://www.uiltexas.org/policy/booster-club-guidelines>

Additional information and forms for FWISD Booster Clubs and PTA/PTO's can be found here:

<https://www.fwisd.org/cms/lib/TX01918778/Centricity/Domain/2144/Activity%20Funds%20Manual%202016-17.pdf>

A monthly report of all in-kind contributions (non-monetary) and gift card contributions should be sent to The Department of Community and Strategic Partnerships no later than five days following the end of the month. In-kind contributions are goods or services contributed for the benefit of the school or District. Examples of in-kind gifts include school supplies, uniforms, student incentives, teacher appreciation meals, etc. Gift cards includes all gift cards for campus use. The Contribution Report form is available on the Partnership web page. You must list the item(s) contributed, who made the contribution and the value. Do not include hospitality contributions.

The "Donation Acknowledgment Form" should be used to record all monetary donations of \$10,000 or less received by your campus and may be given to the donor.

Board Policy GE (Local) states:

"Booster Clubs and PTA/PTOs shall establish their own charters, by-laws and the like, which shall be approved by the respective school Principals. No activities other than those necessary to form and organize the club or association shall be permitted until such charters and bylaws have been adopted and approved. The organizations shall be responsible for filing tax-exempt/nonprofit organization status and submitting any required tax payments and/or reports. Booster Clubs and PTA/PTOs are not authorized to use the District's tax identification number." Therefore, these organizations must contact the State Comptroller's Office for issuance of a tax identification (ID) number. Such organizations may not represent themselves as agents of Fort Worth ISD.

In order to comply with the above policy and be recognized by the campus, all Booster Clubs and PTA/PTOs must register with the school and obtain the Principal's approval by completing Form 121, Booster Club/PTA Registration Form and complying with the requirements as stated on this form.

Board Policy also states that "the organization shall maintain its own bank account, issue its own checks, and maintain its own financial records. District administrators shall not serve as club officers or sign financial obligations or checks for the organization at any District school. Teachers and other District employees, other than school administrators, may serve as officers of parent organizations at their campus or at other campuses. However, full-time and part-time employees of the District shall not:

1. Serve as treasurer of the organization;
2. Sign checks on the organization's account; or
3. Sign financial obligations for the organization."

"School personnel shall only act as a conduit for funds collected on behalf of such an organization. School personnel shall forward collections to the school's office to be secured upon collection. All collections shall be removed from the school's office by the organization on a daily basis. Booster clubs and PTA/PTOs shall not leave collections at the school overnight. A repeat violation of this policy within the same fiscal

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year shall result in the club or organization forfeiting the privilege of collecting funds at the school site.”

“Any activity organized by the booster club/PTA/PTO to be held on school property shall require approval from the Principal.” Therefore, in order to comply with this policy, all Booster Clubs and PTA/PTOs must obtain the Principal’s approval before holding a fundraiser by completing Form 122, Booster Club/PTA Fundraiser Application Form, at least two weeks prior to the start of the fundraiser. This form is not be confused with Form 116, Fundraising/Sales Activity Application.

PTAs and Booster organizations may not be organized as an individual “DBA” (doing business as) the PTA or club. The organization bank account and accounts with the IRS or Texas Comptroller must follow the same requirement.

Activity Funds may not be used to purchase merchandise to be given to any booster club, PTA/PTO, or other such organization. School employees (such as coaches or sponsors) may not accept a "petty cash" fund or miscellaneous funds to be used at his or her discretion from any organization. School employees may not accept booster club or PTA/PTO checks made payable to the employee. All checks must be made payable to the school. Monies generated from school fund-raisers may not be given to booster clubs or any other such organizations.

University Interscholastic League (UIL) Guidelines as they relate to Booster Club and the TEA-UIL Side by Side reference manual should be reviewed and may be located at the following website:

<http://www.uil-texas.org/policy/tea-uil-side-by-side>. Contact the athletic department with any additional questions. Sanctions can be severe when these rules are breached. ROLE OF

### BOOSTER CLUBS

Neighborhood patrons form booster clubs to help enrich the school’s participation in extracurricular activities. The fundraising role of booster clubs is particularly crucial in today’s economic climate. Positive and direct communication can prevent most problems. Keep the superintendent or campus principal informed of all activities.

- Have a chain of command for communication with the administration.
- Clear all activities through your administration.
- The superintendent or a designee who does not coach or direct a UIL contest but has approval authority over booster clubs should be invited to all meetings. All meetings should be open to the public.
- Booster clubs should apprise school administrators of all club activities. Make sure your local administration has a copy of all booster club publications. Invite administrators to all booster club meetings. Have an officer meet with the school administration regularly.
- School administration should apprise booster clubs of all school activities.
- 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.
- Periodic financial statements itemizing all receipts and expenditures should be made to the general club membership and kept on file at the school.

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### 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

### 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, and 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.

### COACHES AND 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.
- If acceptance of a monetary or material donation could lead to providing inequitable amenities in a similar program of the opposite gender, do not accept the donation until it is approved by your campus principal or the Title IX Coordinator.

### 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-president to oversee fall, winter and spring sports);

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- taking, distributing and filing minutes;
- public communication;
- proper interaction with music and theatre 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.

### CLUB FINANCES

Fund-raising projects are subject to state law. Be sure that your club is in compliance with applicable law. For example, Texas has a law governing raffles. Also, consider seeking nonprofit or tax-exempt status. Consult the Texas Secretary of State's website as well as the IRS to determine if seeking designation as a non-profit that is tax exempt is appropriate for your booster club.

Booster clubs may make recommendations, but cash or other valuable consideration must be given to the school to use at its discretion. Generally speaking, earnings by a properly organized booster club may not benefit any private shareholder or individual.

- Community-wide sales campaigns should be coordinated through the school administration to minimize simultaneous sales campaigns.
- Sales campaigns should be planned carefully to ensure 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 only to the booster club and should not have control or signature authority over booster club funds, including petty cash or miscellaneous discretionary funds.
- Coach's lists should have received prior approval from 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. See Section 481, UIL Constitution and Contest Rules.
- Schools shall not pay to coaches, and coaches shall not accept, funds gathered by a high school booster club or other sources within the school district. See Section 1202(b), UIL Constitution and Contest Rules.
- Funds are to be used to support school activities. To provide such funding for non-school activities could violate UIL rules and the public trust through which funds are earned.

### ATHLETIC BOOSTERS

Individuals should be informed of the seriousness of violating the athletic amateur rule found in Section 441 and the awards rule found in Section 480 of the UIL Constitution and Contest Rules. Check with school administrators before giving anything to a student, school sponsor or coach. 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. If a team violates the amateur rule, the penalty shall be assessed against the team and not against each individual. See Section 441(d), UIL Constitution and Contest Rules. All fans, not just members of the booster club, should be aware of these rules. It affects the entire community.

- Athletic booster club funds shall not be used to support athletic camps, clinics, private instruction or any activity outside of the school.
- The local school district determines when, how and from whom student athletes can receive meals and snacks. See Section 441(b)(9), UIL Constitution and Contest Rules.
- Schools must give prior approval for any banquet or get-together given for students.
- Students may not accept money or other valuable consideration from school booster club funds for any non-school purpose. See Section 441(A)(3), UIL Constitution and Contest Rules.
- 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). See Section 441(a), UIL Constitution and Contest Rules. Valuable consideration is defined as tangible or intangible property or service including anything that is usable, wearable, salable or consumable.
- 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 meals. It would be a violation for booster groups or individuals to pay for such costs directly, without prior approval from the local school administration. See Section 441(b)(9) and Section 840 (a)(2)(A)(iv), UIL Constitution and Contest Rules.
- Student athletes may accept small “goodie bags” consisting of cookies, candy and symbolic gifts from their classmates, if allowed by local school policy. See Section 441(B)(7), UIL Constitution and Contest Rules.

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### Booster Club Areas of Concern

- A. Methods of financing booster clubs.
- B. Guidelines for electing officers.
- C. Texas tax laws which apply to booster clubs.
- D. Planning, announcing and holding effective meetings.
- E. Keeping the child in mind, and the overall purpose of competition.
- F. Working for the overall development of the child in a range of activities.
- G. Handling, counting and depositing and administration of funds.
- H. Creation, unitization and filing of appropriate minutes.
- I. Outlining the process of authority as defined by your local school board.
- J. What to do when your school is a big winner.
- K. What to do when your school is not a big winner.
- L. Awards for students such as outstanding players, music student, etc.
- M. Restrictions according to the awards rule and music awards rules.
- N. Developing a set of policies for the booster club.
- O. Proper interaction with directors, coaches and sponsors.
- P. Regulations affecting booster clubs and fans at UIL Contests-Treatment of guest, judges and sport officials.
- Q. The Amateur Rule—Participation is the primary reward.
- R. Press releases and techniques for effective communication

**Equipment may be purchased by the booster club organizations.**

**It becomes the property of FWISD and will be under the jurisdiction of the school/department in accordance with School Board Policy and administrative rules and regulations.**

**Purchases made by booster clubs for Athletic use must be donated and accepted using the proper forms.**

**Purchases made by booster clubs for Athletic use must be added to the program inventory and will be handled as district property.**

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Varsity Sports offered by Fort Worth ISD:

**Fall:**

Football  
Volleyball  
Fall tennis  
Swimming & Diving  
(B/G) Cross Country  
(B/G) Basketball  
(B/G) Fall Golf

**Winter:**

(B/G) Basketball  
(B/G) Soccer  
Softball  
Baseball

**Spring:**

Tennis  
Track & Field  
Golf  
Wrestling  
Baseball  
Softball

**All students must travel to and from contests in which transportation is provided by the school district.** The only exception is governed by district policy FMG; if the student's parent or guardian personally requests that the student be allowed to ride with his or parent or presents a written request to the Principal the day before the scheduled trip that the student be allowed to ride with an adult, not a student, designated by the parent. The District shall not be liable for any injuries that occur to students riding in vehicles that are not provided by the school.



### A Coach's Letter to Parents

by Dr. Darrell J. Burnett

Dear Parents,

Here are some hints on how to make this a fun season, with lots of positive memories for your kids and your family.

1. Make sure your kids know that, win or lose, you love them. Be the person in their life they can always look to for support.
2. Try to be completely honest with yourself about your kids' athletic capability, their competitive attitude, their sportsmanship, and their level of skills.
3. Be helpful, but do not coach your kids on the way to the game or at the breakfast table. Think how tough it must be on them to be continually inundated with advice, pep talks, and criticism.
4. Teach your kids to enjoy the thrill of competition, to be out there trying, to be constantly working to improve their skills, to take physical bumps and come back for more. Do not tell them that winning does not count because it does, and they know it. Instead, help them develop a healthy competitive attitude, a "feel" for competing, for trying hard, for having a good time.
5. Try not to live your life through your kids. You have lost as well as won, you have been frightened, and you have backed off at times. Sure, they are an extension of you, but do not assume they feel the same way you did, want the same things, or have the same attitude.
6. Do not push them in the direction that gives you the most satisfaction. Do not compete with your kids' coaches. A coach may become a hero to your kids for a while, someone who can do no wrong, and you may find that hard to take. Conversely, do not automatically side with your kids against their coaches. Try to help them understand the necessity for discipline, rules, and regulations.
7. Do not compare your kids with other players on their team - at least not within their hearing - do not lie to them about their capabilities as a player. If you are overly protective, you will perpetuate the problem.
8. Get to know your kids' coaches. Make sure you approve of each coach's attitude and ethics. Coaches can be influential, and you should know the values of each coach so that you can decide whether or not you want them passed on to your kids.
9. Remember that children tend to exaggerate. Temper your reactions to stories they bring home from practice or the game about how they were praised or criticized. Do not criticize them for exaggerating, but do not overreact to the stories they tell you.
10. Teach your kids the meaning of courage. Some of us can climb mountains, but are frightened about getting into a fight. Some of us can fight without fear, but turn to jelly at the sight of a bee. Everyone is frightened about something. Courage is not the absence of fear. Courage is learning to perform in spite of fear. Courage is not getting rid of fear. It is overcoming it.
11. Winning is an important goal. Winning at all costs is stupidity.
12. Remember that officials are necessary. Do not overreact to their calls. They have rules and guidelines to follow representing authority on the field. Teach your kids to respect authority and to play by the rules.
13. Finally, remember, if the kids are not having fun, we are missing the whole point of youth sports.

*Darrell J. Burnett, PhD. Clinical and Sport Psychologist, has several publications in the area of Youth Sports. Contact him at FUNAGAIN Press, PO Box 7223, Laguna Niguel, CA 92607-7223. 1-800-493-5943. Fax 949-495-8204. E- mail [funagain@pacbell.net](mailto:funagain@pacbell.net). Website: [www.djburnett.com](http://www.djburnett.com)*

# STUDENT SECTION

**ALL STUDENTS MUST RESIDE WITHIN THE ATTENDANCE ZONE OF THE SCHOOL THEY WILL REPRESENT.**

**Students that are outside of the attendance zone must have appropriate documentation and the Head Coach must have this information on file.**

### Verification of Residence

Students who require an approved PAPF prior to athletic participation will be requested to provide documents verifying residence with their parent in the attendance zone of the school they attend. The types of documentation may include, but are not limited to:

- copy of parent driver license showing an address in the school attendance zone
- utility bill in the parent name showing the address in the school attendance zone
- home visit documentation provided by a school administrator or school official, and a coach
- student birth certificate
- current rental agreement
- previous rental agreement termination
- copy of divorce decree
- legal guardianship documents from the county clerk's office (if under the care of a guardian)

**Under NO circumstances should a student be allowed to compete without the Head Coach of that sport or the Middle School Lead confirming their eligibility.**

**All students must travel to and from contests in which transportation is provided by the school district.** The only exception is governed by district policy FMG; if the student's parent or guardian personally requests that the student be allowed to ride with his or parent or presents a written request to the Principal the day before the scheduled trip that the student be allowed to ride with an adult, not a student, designated by the parent. The District shall not be liable for any injuries that occur to students riding in vehicles that are not provided by the school.

### Eligibility

**It is the responsibility of the coach to ensure every participating student meets all eligibility requirements.**

#### Section 400: STUDENT'S ELIGIBILITY FOR ALL UIL CONTESTS

Subject to the other sections of this subchapter, an individual is eligible to participate in a UIL varsity contest as a representative of a member school if that individual:

- (a) is not a high school graduate (Refer to Section 405);
  - (b) is a full-time, day student in the member high school the student represents (Refer to Section 406, academic exception, Official Interpretations 08-09-10, 99-04-20, 10-03-12 and 00-09-13, Appendix I);
  - (c) has been in regular attendance at the member school since the sixth class day of the present school year or has been in enrolled and in regular attendance for 15 or more calendar days before the contest or competition (student becomes eligible on the fifteenth day) (Refer to Section 407 and Official Interpretation 95-11-09, Appendix I);
  - (d) is in compliance with rules of the State Board of Education; (Refer to Section 404 and state law regarding credit requirements and grades (the school shall verify a student's grades on the basis of the official grade report and independently of involvement by the student);
  - (e) has the required number of credits for eligibility during the first six weeks of school (Refer to Section 411);
  - (f) is enrolled in a four-year program of high school courses (Refer to Section 408);
  - (g) initially enrolled in the ninth grade not more than four years ago nor in the tenth grade not more than three years ago (Refer to Section 408 and Official Interpretation 07-04-18, Appendix I);
  - (h) was not recruited (Refer to Section 5 and Section 409);
  - (i) is not in violation of the Awards Rules (Refer to Section 480); and
  - (j) meets the specific eligibility requirements for UIL academic competition in Section 401, for music competition in Section 402, and/or for athletic competition in Section 403
- (b)

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### Section 403: ELIGIBILITY - ATHLETICS

Subject to the other sections of this subchapter, an individual is eligible to participate in a UIL varsity athletic contest as a representative of a member school if that individual:

- (a) meets all the requirements of Section 400;
- (b) is less than 19 years old on September 1 preceding the contest, or has been granted eligibility based on a disability which delayed his or her education by at least one year ([See Section 446](#));
- (c) did not change schools for athletic purposes (See Sections 5 and [443](#));
- (d) is an amateur ([See Section 441](#));
- (e) was eligible according to Section 400 (c) (fifteen calendar day rule) and Section 403 (f) (residence rule) at the member school the student wishes to represent prior to the deadline for district certification (non-compliance results in ineligibility only in post-district competition in that sport); and
- (f) is a resident of the member school district (See [Section 442](#)), and a resident of the attendance zone in which the member school being attended is situated:

(1) or has been continuously enrolled in and regularly attending the school for at least the previous calendar year if his or her parents do not reside within the school district's attendance zone; Refer to (5) (B) below for exception. Note: A student who has changed schools for athletic purposes may be declared ineligible for more than one calendar year. Refer to Section 443 (f) (3). For students placed on a waiting list for admittance to an open enrollment charter school that is a member school, the earlier of the first day of enrollment or the first day of school for the school year following the date of application begins the time frame for compliance with the exception noted in this section.

(2) or the student is attending a school outside the attendance zone where the parents reside because the school board or other appropriate authority changed district or attendance zone lines.

(3) or is a transfer student from a public 8-grade ISD not containing a high school, who transferred at the first opportunity:

(A) to select a high school with geographical boundaries contiguous to his or her K-8 school;

(B) to a high school for which the K-8 school attended receives state transportation funds;  
or

(C) to the high school located nearest the student's residence.

(5) Foreign Exchange Students.

(A) Foreign exchange students are ineligible for varsity athletic contests the first year they attend a member school unless they are granted a waiver of the parent residence rule.

(B) Foreign exchange students who receive a Foreign Exchange Waiver and participate in UIL varsity athletic contests during their first year in the host school may not participate in those same contests if they return for a second year to the host school. The student may, however, participate in any other UIL varsity sport.

Refer to Official Interpretations 01-09-18 and 10-03-12, Appendix I

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### (6) Charter Schools:

(A) Students whose parents live within the boundaries of an independent school district where a charter high school is located and opt to attend the charter high school at their first opportunity to select a high school and are otherwise in compliance with varsity eligibility requirements, are eligible.

(B) Students whose parents live within the independent school district where the charter school is located, who do not select the charter high school at their first opportunity, are ineligible for varsity athletic competition unless they have been enrolled in and regularly attending the charter high school for at least the previous calendar year.

(C) Students whose parents reside outside the boundaries of the independent school district where the charter school is located are ineligible for varsity athletic competition unless they have been enrolled in and regularly attending the charter school for at least the previous calendar year.

(7) A student who has established varsity eligibility under this section at a member school but who subsequently changed schools to another member school zone and is found to have changed schools for an impermissible reason, remains eligible at the school where eligibility was first established without the need of a waiver. A student must reenroll in the school where eligibility was previously established within thirty (30) days of being found ineligible at the school the student moved to for this provision to apply. The Executive Director or his or her designee may inquire into such cases and may make a determination regarding a student's qualification for this exception to the parent residence rule.

(8) This section and the rules cited herein shall be interpreted and applied to the extent reasonably possible so that, absent a specific sanction barring athletic participation, a student who meets basic varsity athletics eligibility requirements should have UIL varsity athletics eligibility at a UIL member school. This is a general rule of construction that may be impacted by the facts of a given case.

### Academic Requirements No Pass No Play

<https://www.uiltexas.org/policy/tea-uil-side-by-side/academic-requirements>

### 2020-2021 Fort Worth ISD Academic Eligibility Calendar

<https://www.fwisd.org/Page/350>

### 2020-2021 Fort Worth ISD Approved Course for UIL No Pass, No Play Waivers

<https://www.fwisd.org/Page/350>

### Eligibility for UIL Participants for the First Six Weeks

UIL participants are eligible to participate in contests during the first six weeks of the school year provided the following standards have been met:

- Students beginning in grades nine and below must have been promoted from the previous grade prior to the beginning of the current school year.
- Students beginning their second year of high school must have earned five credits, which count toward state high school graduation requirements.
- Students beginning their third year of high school either must have earned a total of ten credits which count toward state high school graduation credits or have earned a total of five credits which count toward state high school graduation requirements during the 12 months preceding the first day of the current school year.
- Students beginning their fourth year of high school either must have earned a total of 15 credits which count toward state high school graduation credits or have earned a total of five credits which count toward state high school graduation requirements during the 12 months preceding the first day of the current school year.

Exceptions:

(a) When a migrant student enrolls for the first time during a school year, all criteria cited above applies.

All other students who enroll too late to earn a passing grade for a grading period are ineligible.

(b) High school students transferring from out-of-state may be eligible the first six weeks of school if they meet the criteria cited above or school officials are able to determine that they would have been eligible if they had remained in the out-of-state school from which they are transferring.

Students who are not in compliance with these provisions may request a hardship appeal of their academic eligibility through the UIL state office.

Local school boards may elect to adopt these standards for all activities in order to avoid having different standards for student participants (e.g., football, drill team, cheerleading, and all other extracurricular activities as defined by Commissioner of Education rule [19 TAC Chapter §76]).

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### Eligibility for All Extracurricular Participants after the First Six Weeks of the School Year

A student who receives, at the end of any grading period (after the first six weeks of the school year), a grade below 70 in any class (other than an identified class eligible for exemption) or a student with disabilities who fails to meet the standards in the Individual Education Plan (IEP) may not participate in extracurricular activities for three school weeks. An ineligible student may practice or rehearse, however. The student regains eligibility after the seven calendar day waiting period has ended following a grading period or the three school week evaluation period when the principal and teachers determine that he or she has earned a passing grade (70 or above) in all classes, other than those that are exempted.

All schools must check grades for all participants at the end of the first six weeks of the school year.

From that point, grades are checked at the end of the grading period whether it is six, nine, or twelve weeks in length. Students who pass remain eligible until the end of the next grading period. All activity coaches and directors are responsible for obtaining official grade reports from the individual the principal designates as the keeper of official grades before the student represents the school. This provision applies to all grading periods. It also applies to all three-school week evaluation periods for ineligible students.

- All students are academically eligible during a school holiday of a full calendar week or more. When the bell rings to dismiss students for the December holidays, all students are academically eligible until classes resume in January. The same is true for summer recess and fall and spring breaks provided those breaks consist of at least a full calendar week. (See example at the end of this document.)
- Students in year-round schools are academically eligible during inter-sessions.
- If a grading period or three school week evaluation period ends on the last class day prior to a school holiday of one calendar week or more (e.g. spring break, winter holidays), the seven calendar day grace period to lose eligibility and the seven calendar day waiting period to regain eligibility begin the first day that classes resume.
- Students lose eligibility for a three school week period. For purposes of the law, “three school weeks” is defined as 15 class days. Exception: One, but only one of the three school weeks may consist of only three or four class days, provided school has been dismissed for a scheduled holiday period. Two class days does not constitute a “school week” for purposes of this law except Thanksgiving week if schools are on holiday Wednesday, Thursday and Friday. A school district may request an exception from UIL officials to the two-day school week in the event of a disaster, flood, extreme weather condition or other calamity as listed in TEC §42.005. In the event two of three school weeks are shortened, one of the shortened weeks may be counted as five days with ten other actual class days making up the fifteen class days. After the first six weeks of the school year, academically ineligible students in schools with six week grading periods have one opportunity to regain eligibility after the first three school weeks of the grading period; students in a nine-week grading period have two opportunities, one at the end of the first three school weeks and one at the end of the first six school weeks. Students who fail to regain eligibility at the evaluation periods remain ineligible until seven calendar days after passing a grading period.
- Note: When computing eligibility calendars, it is helpful to remember that the seven-day grace period



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after the grading period also contains school week one of the three-school week evaluation period. Also, a seven-calendar day grace and waiting period is always applicable after grading periods and evaluation periods.

Example: School weekends on Friday - Students who are losing eligibility have a seven-calendar day grace period, and students who are regaining eligibility have a seven-calendar day waiting period. Eligibility is lost or regained the following Friday at the time the regular school day ends or would end if that day is a holiday.

Section 5 (b) of the UIL Constitution and Contest Rules defines calendar week as 12:01 am on Sunday through midnight on Saturday.

19 TAC §76.1001 (b) states: The school week is defined as beginning at 12:01 am on the first instructional day of the calendar week and ending at the close of instruction on the last instructional day of the calendar week, excluding holidays.

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### Athletic Eligibility

All Fort Worth ISD Middle School and High School UIL-sponsored athletic activities are governed by TEA and UIL rules which may be supplemented by local Board policies. The following policies are.

#### Middle School

Students will be eligible to participate at the school they attend. After the sixth day of school, all new students must be enrolled fifteen (15) calendar days prior to participating in an athletic contest. For seventh grade athletic participation, a student must not have reached their 14th birthday on or before September 1, and has not enrolled in the eighth grade. For eighth grade athletic participation, a student must not have reached their 15th birthday on or before September 1, and has not enrolled in the ninth grade. If too old to participate at the middle school level, a student may participate at their local high school with four continuous years of eligibility remaining or until they reach their 19th birthday on or before September 1st.

#### High School

Once entering the 9th grade, a student has four continuous years to participate at the high school level or until they reach their 19th birthday on or before September 1st. A student is eligible to participate at the varsity level at the school in the attendance zone where their parents or legal guardian lives (see exceptions below).

#### Transfer Students

Students who do not attend school in their home attendance zone where their parent/legal guardian lives is not eligible for varsity participation for one calendar year. A Previous Athletic Participation Form (PAPF) is required. (see UIL C & CR Section 403(f)).

If the student returns to their home attendance zone school, they are eligible for varsity participation. A PAPF is required.

#### Gold Seal Program of Choice or a School of Choice

Students who attend an academic program not offered at their home campus are eligible for varsity participation their first year at the new school and must file a PAPF as per UIL. (Example: Programs of Choice, Schools of Choice, International Baccalaureate, P Tech, Trimble Technical HS, YMLA, YWLA). Students who discontinue enrollment in any of these academic programs are ineligible for varsity participation for one year at any FWISD high school, unless they are attending the program at their home attendance zone school.

#### Special Program Schools [International Newcomers Academy (INA), Marine Creek, Tarrant County College - South Campus, Success HS, Texas Academy of Biomedical Sciences (TABS), World Languages Institute (WLI)]

The UIL allows students who attend a special program school with no athletic programs to participate in sports at their home attendance zone school. (See the home attendance zone high school athletic coordinator for athletic participation requirements and forms.)

#### Who needs a Previous Athletic Participation Form:

Student-athletes who did not attend 8th grade at the 100% feeder middle school to the high school.

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Student-athletes whose parents do not live in the attendance zone of the high school.  
Students-athletes who previously attended another high school.

### Who does not need a PAPF:

9th grade student-athletes who attended 8th grade at the 100% feeder middle school.  
9th grade students who attended 8th grade at the feeder middle school and are attending the assigned high school based on their parent's residence.

### Types of parent residence verification information required:

- Home visit form (photos not necessary)
- Lease agreement in parent name at current address (if living in an apartment or rental house)
- Utility bill in parent name at current address (if homeowner)
- Copy of parent driver's license
- Student birth certificate (if parent and student have different last names)
- Other documents may be requested. Examples:
  - Expired lease agreement from previous residence
  - Student birth certificate (if parent and student have different last names)
  - Divorce decree
  - Guardianship papers
  - Affidavit of Residency

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### Identification of Honors Courses under TAC §74.30

1. The following courses are identified as “honors classes” as referred to in the Texas Education Code §33.081(d) (1), concerning extracurricular activities: 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 Pre-Calculus;
5. Science: high school/college concurrent enrollment classes that are included in the “Community

College General Academic Course Guide Manual (Part One)”;

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

(See the Fort Worth ISD website, <https://www.fwisd.org/Page/350> )

**Under NO circumstances should a student be allowed to compete without the Coach confirming their eligibility.**

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### Previous Athletic Participation Form

Should be completed in the UIL Portal.

[https://www.uiltexas.org/files/athletics/forms/PAPF\\_17-18\\_revised.pdf](https://www.uiltexas.org/files/athletics/forms/PAPF_17-18_revised.pdf)

**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.)

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.

All new students in grades 9-12 who have ever practiced or participated in baseball, basketball, cross country, football, golf, soccer, softball, swimming, tennis, track, volleyball or wrestling in grade 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 **VARSITY 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 **VARSITY LEVEL** in athletics.

### Waivers

The waiver process is designed to give an opportunity to students who encounter hardships due to extenuating life changing circumstances. With this process in place, students that normally would be ineligible to participate in varsity contests, due to these involuntary or unavoidable circumstances, now are able to seek eligibility through one of the various waivers. The waivers that are available are: Four-Year, Parent Residence, Foreign Exchange, Retroactive, Middle School Over-Age, and High School Over-Age.

7. **Four-Year Waiver:** The four-year waiver is for participants seeking varsity eligibility during their fifth year of high school. When a student does not comply with the four-year rule because he/she has not met the requirements for graduation four years after his/her first entry into the ninth grade, and has not been able to participate in a specific activity for a season due to involuntary and unavoidable circumstances, that student may apply for this waiver.  
More Information: [Constitution & Contest Rules, Section 405](#)
8. **Parent Residence Waiver:** The parent residence waiver is for a student who is determined not to be in compliance with the parent residence rule, (living with a parent who is separated or married living apart or with a guardian), that student may apply for a waiver for varsity athletic participation. If a student is attending school outside the attendance zone boundaries, where their parent(s) resides, the student may apply for this waiver for varsity athletic participation. More Information: [Constitution & Contest Rules, Section 463](#)
9. **Foreign Exchange Waiver:** The foreign exchange waiver is for a student studying in America on a J-1 Visa wishing to participate in varsity athletics, he/she may apply for this waiver. A waiver to participate in junior varsity athletics, or any academic, drama or music competitions is not needed, but the student must comply with section 400 of the Constitution and Contest Rules.  
Note: Foreign Exchange Students are not eligible to apply for a Retroactive Waiver.  
More Information: [Constitution & Contest Rules, Section 442](#) and [Constitution & Contest Rules, Section 465](#) [CSIET approved J-1 Visa Advisory List](#)
10. **Retroactive Waiver:** The retroactive waiver is for a student who is ineligible to participate in varsity athletics and has participated in a contest(s), a student and/or school may apply for this waiver. The Superintendent and the coach should notify the chairman of the District Executive Committee of the ineligible participant. The chairman will provide instructions on the procedures of forfeiture of contests and applying for the retroactive waiver.  
*Note: Foreign Exchange Students are not eligible to apply for a Retroactive Waiver.*  
More Information: [Constitution & Contest Rules, Section 469](#)
11. **Middle School Over-Age Waiver:** For 7th grade: If a student is 14 on or before September 1 and has not enrolled in the ninth grade, he/she can apply for this waiver. For 8th grade: If a student is 15 on or before September 1 and has not enrolled in the ninth grade, he/she can apply for this waiver. See [Section 1400 \(a\) \(3\) of the UIL Constitution and Contest Rules](#) for additional information on the requirements for this waiver. More Information: [Constitution & Contest Rules, Section 1405](#)

- 12. High School Over-Age Waiver:** Only students that are currently in Special Education or 504 and identified as such prior to the end of his/her second year of high school can apply for this waiver. All documentation should be sent to the Superintendent. The Superintendent will forward all documentation to the chairman of the District Executive Committee who will verify the forms have been completed appropriately. All documentation is then sent to the UIL for verification and information purposes only. The UIL does not determine eligibility for high school over-age waivers. More Information: [Constitution & Contest Rules, Section 446](#)

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### Locker Room Privacy

Using devices of any kind to capture or transmit images is strictly prohibited in locker rooms, dressing areas, training rooms, weigh-in rooms, showers, restrooms, or other areas where there is an expectation of privacy.

### Absence from School

Students absent from school on the day of a contest are ineligible to participate until they attend classes for one full day. An exception would be allowed for a documented absence for family medical emergency, funeral attendance, doctor's appointment, etc. A student absent the last school day before a holiday of a week or longer, may participate beginning with the following Monday after 3:30 p.m.

### Junior Varsity and Freshman Athletics

There will be junior varsity and freshman competition in all Fort Worth ISD sponsored competitive athletics, where applicable. Rules of play will be the same as varsity teams, unless modified by the office of the Executive Director of Athletics or the District Executive Committee.

It is recommended that seniors not participate at the junior varsity level unless there are extenuating circumstances and an Athletic Department administrator has approved.



### Policies Regarding Student Activities

#### **Student-Athlete Injury or Change in Medical/Health Condition**

Each year, some student-athletes' medical or health condition may change from the time of their last required athletic physical examination. Changes in physical condition may not preclude participation in a sport, but may require a medical assessment from a professional healthcare provider to consider continued or suspended participation due to the level of injury or health risk involved. Student-athletes are encouraged to let their coach and athletic trainer know immediately of any ailment or health condition change so their health can be protected. If it is determined or requested by district personnel that a student-athletes' condition will require an assessment from a professional healthcare provider, the student will not be allowed to participate until a determination is made in writing to allow the student to safely return to participate with no restrictions.

#### **Felony Indictment**

If an athlete is indicted for a felony, that athlete will be suspended from all contests until he is proven innocent.

#### **In-School Suspensions**

A student assigned to in-school suspension, is ineligible to participate in UIL activities until they have attended regular classes for one full school day. Based on the severity of the incident, the school principal may, however, allow the student to be eligible and participate in UIL activities.

#### **Suspensions from School**

A student suspended from school, for any reason, is ineligible to practice or participate in athletics or UIL activities until they have been reinstated in school and have attended all regular classes for one full school day following reinstatement.

#### **Disciplinary Alternative Education Program**

A student assigned to a disciplinary alternative education program (DAEP) for any violation of Board policy or the Student Code of Conduct shall be ineligible to participate in any extracurricular activities during the DAEP placement and following the return to their home school (see violation levels below). The student is also ineligible to hold any position of honor or trust, elected or appointed, at their home school. According to the severity of the policy or Student Code of Conduct violation, the period of ineligibility shall be as follows:

##### ***Level I Violations***

Any student assigned to a Level I alternative education placement will not be eligible to participate in extracurricular activities until after they have attended regular classes for one school day.

##### ***Level II Violations***

Any student returning to his or her home school from a Level II DAEP shall regain eligibility for participation when he or she has attended the home school for a period of time equal to the DAEP placement.

##### ***Level III Violations***

Any student returning to their home school or other FWISD school from a Level III DAEP shall regain eligibility for participation when they have attended classes for a period of one year. Upon repeating a Level II or III violation, including a second or subsequent DAEP placement, a student shall be declared permanently ineligible to participate in extracurricular activities or to hold any position of trust or honor upon returning to the campus.

### **Hazing and Bullying**

Hazing and bullying are defined in district policies FNCC (LEGAL) and FFI (LOCAL), respectively. Hazing and bullying in any athletic program is unacceptable and will not be tolerated. Any student investigated and the determination that hazing and/or bullying has occurred will be disciplined in accordance with the District's Student Code of Conduct.

### Illness/Injury Doctor or Dentist Visitation

If a student-athlete becomes ill, suffers an injury, or experiences a change in health after the yearly physical evaluation has been conducted, the individual must provide a health history update of medical problems experienced since the last medical examination and a completed medical release form signed by the examining medical provider indicating whether the student is allowed or disallowed to participate in the required sports categories. The health care provider should obtain authorization from the student-athlete's parent/guardian prior to releasing information to the coach, athletic trainer or school nurse. The school nurse should be able to contact the medical provider to clarify a clearance or recommendation in order to ensure the health and safety of the athlete.

A student-athlete may not continue in athletics unless their medical provider verifies the student's fitness to participate without limitations. If the healthcare professional does not approve his or her continued participation in the current sport of choice, the student will be required to comply with this opinion and withdraw from team or individual competition. A student may return to participation in the sport of choice only after the medical provider approves his or her Participation with restrictions in team or individual competition.

If the student-athlete cannot play the sport of choice, the health care provider may consider or recommend alternative sports that may allow some form of participation.

### Injury Policy & Procedure

- FWISD requires **ALL** student-athletes, grades 7-12, have a completed physical exam and information packet on file before they may be issued any equipment or participate in any workout.
- **ALL** injuries are to be reported to the Athletic trainer **immediately** so that prompt medical attention may be received and proper medical records may be kept.
- When a student-athletes is under a physician's care for any condition, injury or illness; they will not be allowed to return to practice or competition without a **written** release from the attending physician. The release must be turned into the TRAINER or the Middle School Lead.
- All physician's instructions regarding athletes practicing or playing in games are final and will not be modified in any way.
- All information regarding the status of an injured athlete is confidential and should not be discussed with anyone except the Athletic Director, Athletic Trainer, Parents, Head Coach, or attending physician.

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### Policies and Procedures for Treatment of Injuries

When a student-athlete has been injured, he/she should be sent to the Athletic Training Room for an evaluation.

The Athletic Trainer will submit an Injury Status Report either in written form or verbally to each head coach or designated assistant coach. If the Athletic Training Staff determines that an athlete will benefit from a physician evaluation; the Athletic Trainer will contact the student-athlete's parent or legal guardian for a specific plan of action.

Once the physician and/or Athletic Training Staff determine that an athlete should not participate in activity, **the student athlete will not return to activity** until the head coach receives a release from the Athletic Training Staff.

Second opinions may be sought by the parent(s) or legal guardian. Any information received from the second opinion must be given to the Athletic Training Staff. Upon a disagreement in the diagnoses several discussions should take place to determine the plan of action that benefits the student athlete.

Student-athletes who seek medical attention for any reason (injury, illness, medical condition, other) must bring a physician's note to the Athletic Training staff that explains the athlete's activity status. If the athlete has any change in health or altering physical status the athlete is required to bring a physician's note to the Athletic Training Staff to determine the athlete's status and level of participation. Should the athlete bring a physician's note to his/her coach, the student-athlete should be directed to take the note to the Athletic Training Staff before he/she is permitted to participate.

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### Accidental Bodily Injury Insurance

The school district has an accidental bodily injury insurance policy that covers all students while participating in UIL sanctioned activities. This policy is secondary to any other insurance or benefits that the parents or guardians of the participant have at the time of any injury. A claims form, signed by the parent, must be submitted from the Athletic Trainer to begin the benefits process.

All student-athletes are covered by a catastrophic insurance policy purchased by FWISD; however, parents/legal guardians are still the primary insurance carrier for their child, and incur all expenses resulting from athletic injuries. Athletics is a VOLUNTARY program in which students participate if they so desire. They participate at their own risk.

To help eliminate any CONFUSION or MISUNDERSTANDING concerning the insurance program we ask you (parents) to please follow this procedure:

- Please have your son/daughter notify their coach and/or trainer of all injuries.
- If you have questions please contact the Athletic Trainer
- Contact the Athletic Trainer for the appropriate forms if you wish to purchase insurance.

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### Cheerleaders

Tryouts are arranged and supervised by the Athletic Department. Cheerleader tryouts will be governed by the Fort Worth ISD Cheerleaders' Constitution. A varsity squad needs to maintain a minimum of 15 eligible students. Sub-varsity squads need to maintain 12 eligible students.

### Drill Teams

Recommendations must be made by the sponsor and approved by the principal. The team will consist of a minimum of 12 members. The uniform, dance routine and music must be approved by the principal prior to the performance. Songs used for performances at central athletic sites must first be approved by the Principal, and then be approved by the Athletic Department a minimum of five days before the scheduled performance.

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### Awards

The official athletic award made to a high school varsity athlete will be a blanket or a jacket with an attached 5" letter representative of the school.

A student is permitted to receive only one jacket or blanket as an athletic award during his or her high school enrollment in the same high school or any Fort Worth ISD high school.

To **earn** an award, the contestant must meet the pre-determined criteria, be recommended by the coach of the sport, and be approved by the principal and the Executive Director of Athletics.

Special consideration may be given to seniors who have participated in a sport for at least the past three (3) years, and who have, through diligent efforts, contributed to the program at their school, even though they have not met the pre-determined criteria for a letter.

Any student who quits or is dismissed from a sport will be ineligible to receive an award in that sport.

All lettering criteria must be communicated to the athlete and the parent prior to the sport season.

### Standard Requirements for a Letter Jacket

#### All Sports

All coaches must observe the following standard requirements for awarding letters to students in a UIL sport. These requirements are:

1. The student must attend 90% of all practices unless attending practice or an event for another in-season sport.
2. The athlete who qualifies for a regional game/meet/match/event must compete or forfeit eligibility for a varsity letter.
3. A senior who has participated in the program three years may letter provided the athlete meets the above criteria.
4. A student manager must meet the above criteria, attend 90% of games/meets/events/matches and be a student manager for two years or be a senior.
5. An athlete who does not meet the standard requirements due to extenuating circumstances may receive a letter jacket if the coach writes a letter explaining justification for awarding a letter and the request is approved by the director of athletics. Throughout this policy, concurrent sports refer to Fort Worth ISD/UIL sponsored sports/events.

In addition to the recommendations by the coach and approval by the principal and Executive Director of Athletics, a participant must accomplish the specific criteria as listed under each sport to receive an award. These criteria, by sport, are listed below:

#### Team Sports:

*Baseball, Basketball, Football, Soccer, Softball, Volleyball*

- Meet the above standard requirements,
- Participate in one-half of the total varsity games,
- Be in attendance and in uniform for 90% of all varsity games.

#### *Team Tennis*

- Meet the above standard requirements,
- Play nine (9) varsity matches and play in the district tournament, as scheduled by the coach and approved by the Athletic Department.



### Individual Sports:

#### *Cross Country*

- Meet the above standard requirements,
- Participate in six (6) varsity meets which includes three (3) meets that must involve majority of out-of-district teams and the district meet.
- An exception to the meet limit due to concurrent sport/team events will require Athletic Department approval.

#### *Golf*

- Meet the above standard requirements,
- Participate in six (6) varsity tournaments which include three (3) tournaments that have a minimum of five teams and that involve a majority of out-of-district teams and the varsity district meet.

#### *Swimming*

- Meet the above standard requirements,
- Participate in five (5) varsity meets which includes three (3) meets that have a minimum of five teams and that involve a majority of out-of-district teams and the varsity district meet.

#### *Tennis (Spring)*

- Meet the above standard requirements,
- Play in nine (9) varsity matches and play in the district tournament.

#### *Track & Field*

Meet the above standard requirements,

- Participate in six (6) varsity pre-district meets and the district meet as approved by the Athletic Department
- An exception to the meet limit due to concurrent sport/team events will require Athletic Department approval plus general criteria for lettering.

#### *Wrestling*

- Meet the above standard requirements,
- Participate in 18 varsity matches and compete in the varsity district meet.

### FWISD Additional Penalties

FWISD coaches will be subject to a range of penalties, from being placed on probation to a game(s) suspension, depending on the severity of the unsportsmanlike action, plus documented review of the Code of Ethics and the Professional Acknowledgement of Rules form prior to returning to coach a game.

#### Player

**FWISD players are subject to UIL rules for ejection and/or fighting and subject to additional penalties as determined by the Athletic Administration.**

Any player ejected from a contest is subject to an automatic penalty. The automatic penalty for such an ejection is as follows:

- (A) Football. Ejected player misses the rest of the game in which they were ejected plus the first half of the following game.
- (B) Other Team Sports. Ejected player misses the rest of the game in which they were ejected plus all of the following game. Soccer Exception. This Section does not alter the current point penalty structure for soccer player ejections, as required by National Federation of State High School Associations soccer playing rules outlined in the soccer coaches' manual.

The coach of a player ejected from an athletic contest must inform, *in writing*, the principal and Athletic Department administrator the next working day after the ejection. The principal or designated school administrator will schedule a meeting at the school with the ejected player, parent (optional), coach, athletic coordinator, and assistant director of athletics as soon as possible after receiving notice of the ejection. The game official's report turned in to the UIL, along with the Game Administrator's report, Security report, videotape, etc., will be taken into consideration on the number of game(s) suspended from the next contest. Other disciplinary measures may be determined from the meeting.

Should a player leave the bench to run on to the field or court in an attempt or reaction to participate in an altercation, only to be intercepted by a coach or stop before reaching the altercation area, is subject to an automatic penalty. The automatic penalty is as follows:

- (A) Football. The player misses the first half of the following game.
- (B) Other Team Sports. The player misses all of the following game.

Should a player leave the bench and take part in the altercation on the court or field, the player is subject to an automatic penalty. The automatic penalty is as follows:

- (A) Football. The player misses all of the following game, even if only pulling their own teammates from the altercation.
- (B) Other Team Sports. The player misses all of the following two games, even if only pulling their own teammates from the altercation.

Should a player throw a punch, fight, incite a fight or participate in a fight, the player is subject to an automatic penalty. The automatic penalty is as follows:

- (A) Football. The player misses the rest of the game in which they were ejected plus all of the following game and the first half of the next game.

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(B) Other Team Sports. The player misses the rest of the game in which they were ejected plus all of the following two games. Soccer Exception. This Section does not alter the current point penalty structure for soccer player ejections, as required by National Federation of State High School Associations soccer playing rules outlined in the soccer coaches' manual.

Should a player be ejected for continuous fighting while being restrained by teammates or coaches, the player is subject to an automatic penalty. The automatic penalty is as follows:

(A) Football. The player misses the rest of the game in which they were ejected plus all of the following two games.

(B) Other Team Sports. The player misses the rest of the game in which they were ejected plus all of the following three games. Soccer Exception. This Section does not alter the current point penalty structure for soccer player ejections, as required by National Federation of State High School Associations soccer playing rules outlined in the soccer coaches' manual.

### **Team**

The Head Coach of each program is expected to communicate to their players the behavior expectations and disciplinary consequences should they leave the bench to participate in an altercation. By leaving the bench, it could incite others to participate or escalate the situation. The Head Coach is to assign coaches to remain in front of the bench area to monitor and deter players from going on the court or field. The Head Coach will also determine which coaches may go on the field or court to restrain their players from further participation in the altercation. This scenario should be rehearsed with coaches and players, and disciplinary consequences communicated, should an actual on-field or on-court altercation take place.

### **Parent**

The game administrator must notify in writing the principal, the Athletic Department Administrator, and the UIL within two (2) working days after a parent or school supporter is ejected from an athletic contest for unsportsmanlike conduct, protesting official's decision or any violations of the *Constitution and Contest Rules*. The ejected individual must attend a meeting with the Principal of the respective school and the Athletic Department Administrator prior to admission to any subsequent Fort Worth ISD contest.

### School Equipment

Students are responsible for all school equipment issued to them. Athletic uniforms, both practice and game, are supplied for the sole purpose of athletic participation. This equipment is not to be used for any other purpose. When the season is completed all school equipment is to be returned to the school. There are no exceptions to this policy. Students who violate this policy are subject to school rules, Athletic rules, and may be referred to law enforcement. Students, who wish to wear a uniform for pictures, need a coach's approval first. Any such pictures are to be taken in good taste and with pride. Remember, any time you wear FWISD issued apparel, you are representing yourself, your family, your school and all those that have worn these colors before you.

### Issuing Athletic Equipment

Each coach is directly responsible for the care and control of all equipment used in his/her program.

- Use the control system that specifies for each athlete the equipment checked out. Keep this updated regularly.
- The coach is ultimately responsible for the security of athletic equipment issued to all team personnel. Additionally, the coach who issues equipment must have the knowledge required to ensure proper fitting of equipment.
- Instruct players in the proper use, care (washing) and maintenance of their equipment at the time of issue. This is particularly important for safety equipment.
- Athletes will be responsible for all equipment issued to them. If the equipment is lost or has had abnormal usage, charge the athlete accordingly.
- Periodically, inspect equipment during the season. Do not use unsafe or defective equipment.
- All general equipment used by more than one sport will be stored in a specific area. Always return equipment to this area promptly for others to use.

### Use of Athletic Equipment

It is important to emphasize to all athletes their responsibility to take care of school equipment. Replacing equipment results in using funding that should be used elsewhere.

Athletic department-issued equipment is to be worn only during practice sessions and interscholastic contests. At no time are athletes to wear school-issued equipment or uniforms for:

- Gym classes
- Work or job
- Socially
- School wear

School district athletic equipment will not be loaned to outside groups.

### Collection and Storage of Athletic Equipment

Coaches are responsible for collecting all equipment that is issued to players during the year. Equipment collected immediately after the season is more likely returned with less effort. In fact, coaches are encouraged to collect uniforms and other equipment on the day of, and directly after their last contest.

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The coach supervises the collection, inventory and storage of all the equipment issued within his/her sports program.

As athletes turn in their equipment, checked off his/her equipment, noting the condition of all returned equipment.

If any equipment is lost or has abnormal usage, the athlete will be charged replacement costs. Contact the athletic department for pricing of equipment.

Place holds on report cards for any athlete who does not return school-issued athletic equipment.

Within two weeks after the season's end, all equipment is to be collected, cleaned, inventoried and stored in the designated (central) storage area.

- No equipment is to be discarded without the approval of the athletic department.
- Equipment to be repaired / reconditioned shall be marked appropriately and stored in the central storage area.
- Launder all clothing/equipment (game and practice uniform) before storage.

Each Head coach should input into Rank One Sport his/her final equipment/uniform inventory two weeks after the last contest. The coach should note any holds and missing equipment and documentation of effort made with student and parent to collect missing items.

- In the inventory, the number of items, the description of the equipment, and the condition of the equipment should be listed
- Number of discarded items must also be listed.

Equipment should be kept clean, repaired and in a secure area when not in use.

The ideal way to store athletic equipment is in a central athletic equipment room, where access is limited to few people. Additionally, do not let others use the storage areas. If a central area is not available, it then becomes imperative that each coach keeps his/her inventory up-to-date in Rank One Sport. This will keep coaches accountable for their equipment.

## COACHES SECTION

### Coaches

#### **COACHES ARE ACCOUNTABLE AND RESPONSIBLE FOR ALL POLICIES CONTAINED WITHIN THIS HANDBOOK.**

- The coach must hold high expectations and standards.
- The coach must provide a quality curriculum and quality instruction. He must teach sport specific skills with a well formulated plan geared to improve the team and each athlete physically, cognitively and emotionally.
- The coach must formulate cooperative partnerships among students, families, community, and educators.
- The coach must ensure a safe, positive, orderly environment.
- The coach should ensure that all involved are aware of what it takes to be on the team and to participate in a contest.
- The coach should use athletics to teach positive life skills.

### The Four Agreements

Coaches should be familiar with and follow the four agreements, teaching by example.

- Be impeccable with your word.
- Don't take anything personally.
- Don't make assumptions.
- Always do your best.

**Good judgment, sound reasoning and adherence to the District policies and core values will be the standard by which situations outside stated rules and regulations are evaluated.**

### The Fourteen Legal Duties of a Coach

Over the past 20 years, through thousands of lawsuits, the courts have defined and continue to define the legal duties as a coach. These duties may vary from state to state and may change as sport litigation continues unabatedly over the years. The NIAAA, National Federation of High School Associations, The Coalition of Americans to Protect Sports and the National Association for Sport and Physical Education all recognized these legal duties. Your fourteen legal duties as a coach are:

Duty 1: Properly plan the activity.

Duty 2: Supervise the activity closely

Duty 3: Provide a safe physical environment.

Duty 4: Evaluate athletes for injury or incapacity

Duty 5: Provide adequate and proper equipment.

Duty 6: Provide proper instruction.

Duty 7: Duty to condition properly

Duty 8: Warn of inherent risks.

Duty 9: Provide Emergency Care

Duty 10: Design an Emergency Response Plan

Duty 11: To Select Train and Supervise Coaches

Duty 12: To Match/Equate Athletes

Duty 13: To Provide Safe transportation

Duty 14: To Provide Insurance Disclosure



### Message to the Coach

- Coaches shall display positive conduct and every coach should teach character and appropriate attitude.
- Coaches shall serve as a role model to the student athlete.
- Coaches shall follow the guidelines and procedures of FWISD, the UIL and the Athletic Department.
- Coaches shall be held to the Code of Ethics and Standard Practices for Texas Educators as adopted by the TEA.
- Coaches shall be held to the Texas High School Coaches Association Code of Ethics.
- Coaches shall be held to the FWISD Employee Standards of Conduct in board policy.
- Coaches are “on duty” during all practice sessions and during athletic trips from the time of departure, until the time of return.
- Coaches shall teach and explain to all of their athletes: academic standards, acceptable conduct standards and good sportsmanship standards.
- Coaches will provide a handbook approved by the Principal. It must be distributed to athletes and parents. It should outline your expectations, discipline, what it takes to play, what it takes to start in your sport and what it takes to letter.
- Coaches are responsible to know and follow all UIL rules and all State and district policies and regulations.
- Coaches must know the rules that are specific for their sport including the District Executive Committee policies.
- Coaches are accountable and responsible for all policies contained within this handbook.

### Reminders

- We are required to call the police anytime we suspect a student is in danger of sexual abuse.
- School employees are prohibited from selling or distributing dietary supplements containing performance enhancing compounds to students. It also prohibits school employees from endorsing or suggesting the use of such supplement by students.

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### Texas Educators' Code of Ethics

The *Educators' Code of Ethics* is adopted by the Texas Education Agency and all district employees must adhere to it.

(1) Professional Ethical Conduct, Practices and Performance.

(A) Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

(B) Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

(C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

(D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.

(E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

(F) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.

(G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

(H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

(I) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

(J) Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

(K) Standard 1.11. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

(L) Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.

(M) Standard 1.13. The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

(2) Ethical Conduct Toward Professional Colleagues.

(A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.

(C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

(D) Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

(E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

(F) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

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(G) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

(3) Ethical Conduct Toward Students.

(A) Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

(C) Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

(D) Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

(E) Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

(F) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

(G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

(H) Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

(I) Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

(i) the nature, purpose, timing, and amount of the communication;

(ii) the subject matter of the communication;

(iii) whether the communication was made openly or the educator attempted to conceal the communication;

(iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;

(v) whether the communication was sexually explicit; and

(vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

[https://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p\\_dir=&p\\_rloc=&p\\_tloc=&p\\_ploc=&pg=1&p\\_tac=&ti=19&pt=7&ch=247&rl=2](https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2)

**\*\*\* USE COMMON SENSE \*\*\***

### Electronic Communication Policy

#### *Policy DH*

Electronic media includes all forms of social media, such as text messaging, instant messaging, electronic mail (e-mail), Web logs (blogs), electronic forums (chat rooms), video-sharing Web sites (e.g., YouTube), editorial comments posted on the Internet, and social network sites (e.g., Facebook, MySpace, Twitter, LinkedIn). Electronic media also includes all forms of telecommunication such as landlines, cell phones, and Web-based applications.

As a role model for the District's students, each employee is responsible for his or her public conduct even when he or she is not acting as a District employee. An employee will be held to the same professional standards in his or her public use of electronic media as for any other public conduct.

When communicating publicly on matters that may involve the District, unless there is written documentation or expressed authorization from the Superintendent or designee that the views expressed are those of the District, an employee must clearly state that he or she is expressing his or her personal viewpoint and not an official position of the District.

If an employee's use of electronic media interferes with the employee's ability to effectively perform his or her job duties, the employee is subject to disciplinary action, up to and including termination of employment. If an employee wishes to use a social network site or similar media for personal purposes, the employee is responsible for the content on the employee's page, including content added by the employee, the employee's friends, or members of the public who can access the employee's page, and for Web links on the employee's page. The employee is also responsible for maintaining privacy settings appropriate to the content.

An employee who uses electronic media for personal purposes will observe the following:

- The employee may not set up or update the employee's personal social network page(s) using the District's computers, network, or equipment.
- The employee will not use the District's logo or other copyrighted material of the District without express, written consent.
- The employee will continue to be subject to applicable state and federal laws, local policies, administrative regulations, and the Code of Ethics and Standard Practices for Texas Educators, even when communicating regarding personal and private matters, regardless of whether the employee is using private or public equipment, on or off campus. These restrictions include:
  - Confidentiality of student records. [See FL]
  - Confidentiality of health or personal information concerning colleagues, unless disclosure serves lawful professional purposes or is required by law. [See DH(EXHIBIT)]
  - Confidentiality of District records, including educator evaluations and private e-mail addresses. [See GBA]
  - Compliance with copyright law. [See CY]
  - Prohibition against harming others by knowingly making false statements about a colleague or the school system. [See DH(EXHIBIT)]

### Use of Electronic Media with Students

Only a certified or licensed employee, or any other employee designated in writing by the Superintendent or a campus principal, may use electronic media to communicate with currently enrolled District students about matters within the scope of the employee's professional responsibilities. The employee must comply with the provision outlined below. All other employees are prohibited from communicating through electronic media with students who are enrolled in the District.

An employee is not subject to these provisions to the extent the employee has a social or family relationship with a student. For example, an employee may have a relationship with a niece or nephew, a student who is the child of an adult friend, a student who is a friend of the employee's child, or a member or participant in the same civic, social, recreational, or religious organization.

The following definitions apply for the use of electronic media with students:

- Electronic media includes all forms of social media, such as text messaging, instant messaging, electronic mail (e-mail), Web logs (blogs), electronic forums (chat rooms), video-sharing Web sites (e.g., YouTube), editorial comments posted on the Internet, and social network sites (e.g., Facebook, MySpace, Twitter, LinkedIn). Electronic media also includes all forms of telecommunication such as landlines, cell phones, and Web-based applications.
- Communicate means to convey information and includes a one-way communication as well as a dialogue between two or more people. A public communication by an employee that is not targeted at students (e.g., a posting on the employee's personal social network page or a blog) is not a communication; however, the employee may be subject to District regulations on personal electronic communications. [See PERSONAL USE OF ELECTRONIC MEDIA, above] Unsolicited contact from a student through electronic means is not a form of communication.
- Certified or licensed employee means a person employed in a position requiring SBEC certification or a professional license, and whose job duties may require the employee to communicate electronically with students. The term includes, but is not limited to, classroom teachers, counselors, principals, librarians, paraprofessionals, nurses, educational diagnosticians, licensed therapists and athletic trainers.

An employee who uses electronic media to communicate with students must observe the following:

- The employee will abide by the standards established in the Educators' Code of Ethics.
- The employee will limit communications to matters within the scope of the employee's professional responsibilities (e.g., for classroom teachers, matters relating to class work, homework, and tests; for an employee with an extracurricular duty, matters relating to the extracurricular activity.)
- The employee is prohibited from knowingly communicating with students through a personal social network page; the employee must create a separate professional network page for the purpose of communicating with students. The employee must enable the administration and parents to access the employee's professional page.
- The employee will not communicate directly with any student between the hours of 10:00 p.m. and 6:00 a.m. unless there is an emergency need and approval has been given by the principal or director. An employee may, however, make public posts to a social network site, blog, or similar application at any time.
- The employee will not have a right to privacy with respect to communications with students and parents.

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- The employee will continue to be subject to applicable state and federal laws, local policies, administrative regulations, and the Code of Ethics and Standard Practices for Texas Educators, including:
  - Compliance with the Public Information Act, Children’s Internet Protection Act, and the Family Educational Rights and Privacy Act (FERPA), including retention and confidentiality of student records. [See CPC and FL]
  - Compliance with copyright law. [See CY]
- The employee will be prohibited from soliciting or engaging in sexual conduct or a romantic relationship with a student. [See DF, DH, FFH]
- Upon request from the administration, an employee will provide a comprehensive list of the phone number(s), social network site(s), or other information regarding the method(s) of electronic media the employee uses to communicate with any one or more currently enrolled students.
- Upon written request from a parent or student, the employee will discontinue communicating with the student through e-mail, text messaging, instant messaging, or any other form of one-to-one communication.

Upon written approval from the immediate supervisor and appropriate cabinet member, an employee may be granted an exception from one or more of the limitations above.

### [Locker Room Privacy](#)

Using devices of any kind to capture or transmit images is strictly prohibited in locker rooms, dressing areas, training rooms, weigh-in rooms, showers, restrooms, or other areas where there is an expectation of privacy.

### Chain of Command

An established chain of command for administrative purposes creates efficiency in operation especially when communicating. Each member on the chain of command is responsible and accountable for a particular area. Following the chain of command is absolutely essential in any organization but communication in all directions along the chain is most vital.

- Middle School Coaches report athletically to the HS Head Coach of that sport and the Middle School Lead and academically to the Campus Administrators.
- Assistant coaches report athletically to the Head Coach of the Sport and academically to the Campus Administrators.
- Head Coaches and Middle School Leads report athletically to the High School Coordinators and academically to the Campus Administrators.
- DO NOT pass any steps in chain of command.
- It is our job to be united in all that we do or say to the public.

**We should strive to handle athletic issues in athletics.**

**NOTE:** No one reports to a Booster Club or parents.

## 2020-2021 Athletic Handbook

### Appraisal

Performance will be evaluated. These appraisals are intended to create an atmosphere and a culture of improvement. We can always be better.

Each coach should be actively engaged in reflective practice for continuous professional growth and improvement of instruction and leadership. Deep and profound reflection should influence the direction for the future by improving teaching and learning.

#### Purpose of Appraisal

- Improve Teaching and Learning
- Improve Performance
- Give and receive feedback concerning performance
- Acknowledge accomplishments
- Identify areas for growth and improvement
- Reflection

#### Everyone is Evaluated

MS coaches are evaluated by Head Coach of that sport

Assistants are evaluated by Head Coaches

Head Coaches and MS Leads are evaluated by Campus Coordinators

Campus Coordinators are evaluated by the Athletic Department

Each Head Coach will be asked to provide the following information following their season:

- Completed appraisal form
- Participation Rates
- GPA
- Attendance Rates
- Discipline Rates
- List of all students that have been offered scholarships including the schools and amounts.
- List of all awards and accolades the team or individuals have received
- Team record for all teams in your program
- Brightest spots for the year and any other highlights
- Inventory
- Facility Needs
- Programmatic Improvements

**If you have questions concerning the appraisal processes, please contact the Athletic Office.**



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## Compliance Notebook

Head Coaches must have the following documentation for all participating students for eligibility and compliance purposes. This is not necessarily a comprehensive list of the documentation you may need but it is a checklist for what is required by the FWISD Athletic Office.

- **Roster** [including each of the following]
  - Name
  - ID
  - Grade
  - Date of Birth
  - Age
  - Date Entered 9<sup>th</sup> Grade
  - Credits
  - Address
  - Address Confirmation
  - Physical Confirmation
  - Enrollment History
  - Emergency Medical Release/Emergency Card [Every student that travels]
  - Physical [all forms including the cardiac awareness are online]
  
- **Home Visit Documentation**
- **Concussion Information**
- **PAPF information**
- **FWISD Fight Prevention Protocols**
- **UIL Section 400**
  - Not a HS Grad
  - Enrolled full time
  - Regular Attendance from 6<sup>th</sup> day or for more than 15
  - Appropriate credit for eligibility first 6 weeks
- **Section 440**
  - Resident of Attendance Zone
    - ALL STUDENTS MUST RESIDE WITHIN YOUR ATTENDANCE ZONE. Students that are outside of your attendance zone must have appropriate documentation and the Head Coach must have this information on file.
    - Utility Bill
    - Physical Check
    - Documentation that shows they can attend your school if outside of attendance zone
  - Birth Certificate
  - PAPF, Waivers etc.
- **UIL Eligibility Form** [Team or Individual Sport]
- **Schedule**
- **Team Handbook** [see Team Rules]
- **Preseason Parent Meeting**
  - Date, Time, Agenda, Handouts, Parent Sign in Sheet
- **Coaches Documentation- for all coaches that work in your program**
  - Two Hour Concussion Training
  - Steroid Training
  - Safety Training Program

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- UIL Coaches Certification Program
- Notarized Professional Acknowledgement
- CPR
- First Aid
- AED
- Concussion Protocols
- Sport and Safety Handbook
- UIL Orientation
- SB-82 Emergency Situational Training Power Point
  - Date and Time of Safety Presentation to Students
- Emergency Action Plans: Situations
  - Date and Time of Safety Drills
- Documentation of Home Visits for Varsity Sports
- Read and Understand Rules
  - Read and Understand C & CR
  - Read and Understand Athletic Handbook
  - Read and Understand UIL Sport Manual
  - Read and Understand Federation Rule Book if applicable

### **ALL STUDENTS MUST RESIDE WITHIN YOUR ATTENDANCE ZONE.**

**Students that are outside of your attendance zone must have appropriate documentation and the Head Coach must have this information on file.**

#### Verification of Residence

Students who require an approved PAPF prior to athletic participation will be requested to provide documents verifying residence with their parent in the attendance zone of the school they attend. The types of documentation may include, but are not limited to:

- copy of parent driver license showing an address in the school attendance zone
- utility bill in the parent name showing the address in the school attendance zone
- home visit documentation provided by a school administrator or school official, and a coach
- student birth certificate
- current rental agreement
- previous rental agreement termination
- copy of divorce decree
- legal guardianship documents from the county clerk's office (if under the care of a guardian)

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### Sport Eligibility Forms

It is the Head Coach's or Middle School Lead's responsibility to ensure every student meets all eligibility requirements.

Prior to the first contest, the UIL Varsity Team Sport eligibility form or the Individual Sport eligibility form must be completed through the UIL Portal.

<https://www.uiltexas.org/uil-portal-documents>

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### Required Annual Forms

- (a) **INDIVIDUAL REPORT FORMS.** It shall be the responsibility of each school to keep on file the following required annual forms for each student who participates in any practice, scrimmage or game.
- (1) Pre-participation Physical Examination. An annual requirement for participation in Fort Worth ISD is a physical examination signed by a physician, a physician assistant licensed by a State Board of Physician Assistant Examiners, a registered nurse recognized as an advanced practice nurse by the Board of Nurse Examiners or a doctor of chiropractic is required. Standardized Pre-Participation Physical Examination Forms, available from the UIL office and authorized by the UIL Medical Advisory Committee, are required.
  - (2) Medical History Form. Each year prior to any practice or participation a UIL medical history form signed by both student and a parent or guardian is required. A medical history form shall accompany each physical examination and shall be signed by both student and a parent or guardian.
  - (3) Parent or Guardian Permit. Annual participation permit signed by the student's parent or guardian.
  - (4) Rules Acknowledgment Form. Annual UIL Rules Acknowledgment Form signed by the student and the student's parent or guardian.
  - (5) Parent/Student Illegal Steroid Use Form. The parent/guardian of each high school athlete, along with each high school athlete, shall annually sign the UIL Illegal Steroid Use and Random Steroid Testing Parent and Student Notification/Agreement Form.
  - (6) Concussion Acknowledgement Form. According to section 38.155 of the Texas Education Code, "a student may not participate in an interscholastic athletic activity for a school year until both the student and the student's parent or guardian or another person with legal authority to make medical decisions for the student have signed a form for that school year that acknowledges receiving and reading written information that explains concussion prevention, symptoms, treatment, and oversight and that includes guidelines for safely resuming participation in an athletic activity following a concussion ..... " \* This section also applies to students participating in the cheerleading program at the school.
  - (7) Sudden Cardiac Arrest Awareness Form. Each year prior to any practice or participation in athletics, a UIL Sudden Cardiac Arrest Awareness form signed by both student and a parent or guardian is required.

Failure to furnish correct and complete information may constitute grounds for dismissal.  
THIS IS VERY IMPORTANT AND MUST BE HANDLED CORRECTLY.

**Under NO circumstances should a student be allowed to compete without the Head Coach of that sport or the Middle School Lead confirming their eligibility.**

### Eligibility

**It is the responsibility of the coach to ensure every participating student meets all eligibility requirements.**

#### Section 400: STUDENT'S ELIGIBILITY FOR ALL UIL CONTESTS

Subject to the other sections of this subchapter, an individual is eligible to participate in a UIL varsity contest as a representative of a member school if that individual:

- (a) is not a high school graduate (Refer to Section 405);
- (b) is a full-time, day student in the member high school the student represents (Refer to Section 406, academic exception, Official Interpretations 08-09-10, 99-04-20, 10-03-12 and 00-09-13, Appendix I);
- (c) has been in regular attendance at the member school since the sixth class day of the present school year or has been in enrolled and in regular attendance for 15 or more calendar days before the contest or competition (student becomes eligible on the fifteenth day) (Refer to Section 407 and Official Interpretation 95-11-09, Appendix I);
- (d) is in compliance with rules of the State Board of Education; (Refer to Section 404 and state law regarding credit requirements and grades (the school shall verify a student's grades on the basis of the official grade report and independently of involvement by the student));
- (e) has the required number of credits for eligibility during the first six weeks of school (Refer to Section 411);
- (f) is enrolled in a four-year program of high school courses (Refer to Section 408);
- (g) initially enrolled in the ninth grade not more than four years ago nor in the tenth grade not more than three years ago (Refer to Section 408 and Official Interpretation 07-04-18, Appendix I);
- (h) was not recruited (Refer to Section 5 and Section 409);
- (i) is not in violation of the Awards Rules (Refer to Section 480); and
- (j) meets the specific eligibility requirements for UIL academic competition in Section 401, for music competition in Section 402, and/or for athletic competition in Section 403

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### Section 403: ELIGIBILITY - ATHLETICS

Subject to the other sections of this subchapter, an individual is eligible to participate in a UIL varsity athletic contest as a representative of a member school if that individual:

- (a) meets all the requirements of Section 400;
- (b) is less than 19 years old on September 1 preceding the contest, or has been granted eligibility based on a disability which delayed his or her education by at least one year ([See Section 446](#));
- (c) did not change schools for athletic purposes (See Sections 5 and [443](#));
- (d) is an amateur ([See Section 441](#));
- (e) was eligible according to Section 400 (c) (fifteen calendar day rule) and Section 403 (f) (residence rule) at the member school the student wishes to represent prior to the deadline for district certification (non-compliance results in ineligibility only in post-district competition in that sport); and
- (f) is a resident of the member school district (See [Section 442](#)), and a resident of the attendance zone in which the member school being attended is situated:

(1) or has been continuously enrolled in and regularly attending the school for at least the previous calendar year if his or her parents do not reside within the school district's attendance zone; Refer to (5) (B) below for exception. Note: A student who has changed schools for athletic purposes may be declared ineligible for more than one calendar year. Refer to Section 443 (f) (3). For students placed on a waiting list for admittance to an open enrollment charter school that is a member school, the earlier of the first day of enrollment or the first day of school for the school year following the date of application begins the time frame for compliance with the exception noted in this section.

(2) or the student is attending a school outside the attendance zone where the parents reside because the school board or other appropriate authority changed district or attendance zone lines.

(3) or is a transfer student from a public 8-grade ISD not containing a high school, who transferred at the first opportunity:

(A) to select a high school with geographical boundaries contiguous to his or her K-8 school;

(B) to a high school for which the K-8 school attended receives state transportation funds;  
or

(C) to the high school located nearest the student's residence.

(5) Foreign Exchange Students.

(A) Foreign exchange students are ineligible for varsity athletic contests the first year they attend a member school unless they are granted a waiver of the parent residence rule.

(B) Foreign exchange students who receive a Foreign Exchange Waiver and participate in UIL varsity athletic contests during their first year in the host school may not participate in those same contests if they return for a second year to the host school. The student may, however, participate in any other UIL varsity sport.

Refer to Official Interpretations 01-09-18 and 10-03-12, Appendix I

(6) Charter Schools:

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(A) Students whose parents live within the boundaries of an independent school district where a charter high school is located and opt to attend the charter high school at their first opportunity to select a high school and are otherwise in compliance with varsity eligibility requirements, are eligible.

(B) Students whose parents live within the independent school district where the charter school is located, who do not select the charter high school at their first opportunity, are ineligible for varsity athletic competition unless they have been enrolled in and regularly attending the charter high school for at least the previous calendar year.

(C) Students whose parents reside outside the boundaries of the independent school district where the charter school is located are ineligible for varsity athletic competition unless they have been enrolled in and regularly attending the charter school for at least the previous calendar year.

(7) A student who has established varsity eligibility under this section at a member school but who subsequently changed schools to another member school zone and is found to have changed schools for an impermissible reason, remains eligible at the school where eligibility was first established without the need of a waiver. A student must reenroll in the school where eligibility was previously established within thirty (30) days of being found ineligible at the school the student moved to for this provision to apply. The Executive Director or his or her designee may inquire into such cases and may make a determination regarding a student's qualification for this exception to the parent residence rule.

(8) This section and the rules cited herein shall be interpreted and applied to the extent reasonably possible so that, absent a specific sanction barring athletic participation, a student who meets basic varsity athletics eligibility requirements should have UIL varsity athletics eligibility at a UIL member school. This is a general rule of construction that may be impacted by the facts of a given case.

### Academic Requirements

#### No Pass No Play

<https://www.uiltexas.org/policy/tea-uil-side-by-side/academic-requirements>

### 2020-2021 Fort Worth ISD Academic Eligibility Calendar

<https://www.fwisd.org/Page/350>



## 2020-2021 Athletic Handbook

### Eligibility for UIL Participants for the First Six Weeks

UIL participants are eligible to participate in contests during the first six weeks of the school year provided the following standards have been met:

- Students beginning in grades nine and below must have been promoted from the previous grade prior to the beginning of the current school year.
- Students beginning their second year of high school must have earned five credits, which count toward state high school graduation requirements.
- Students beginning their third year of high school either must have earned a total of ten credits which count toward state high school graduation credits or have earned a total of five credits which count toward state high school graduation requirements during the 12 months preceding the first day of the current school year.
- Students beginning their fourth year of high school either must have earned a total of 15 credits which count toward state high school graduation credits or have earned a total of five credits which count toward state high school graduation requirements during the 12 months preceding the first day of the current school year.

Exceptions:

(a) When a migrant student enrolls for the first time during a school year, all criteria cited above applies.

All other students who enroll too late to earn a passing grade for a grading period are ineligible.

(b) High school students transferring from out-of-state may be eligible the first six weeks of school if they meet the criteria cited above or school officials are able to determine that they would have been eligible if they had remained in the out-of-state school from which they are transferring.

Students who are not in compliance with these provisions may request a hardship appeal of their academic eligibility through the UIL state office.

Local school boards may elect to adopt these standards for all activities in order to avoid having different standards for student participants (e.g., football, drill team, cheerleading, and all other extracurricular activities as defined by Commissioner of Education rule [19 TAC Chapter §76]).

## 2020-2021 Athletic Handbook

### Eligibility for All Extracurricular Participants after the First Six Weeks of the School Year

A student who receives, at the end of any grading period (after the first six weeks of the school year), a grade below 70 in any class (other than an identified class eligible for exemption) or a student with disabilities who fails to meet the standards in the Individual Education Plan (IEP) may not participate in extracurricular activities for three school weeks. An ineligible student may practice or rehearse, however. The student regains eligibility after the seven calendar day waiting period has ended following a grading period or the three school week evaluation period when the principal and teachers determine that he or she has earned a passing grade (70 or above) in all classes, other than those that are exempted.

All schools must check grades for all participants at the end of the first six weeks of the school year.

From that point, grades are checked at the end of the grading period whether it is six, nine, or twelve weeks in length. Students who pass remain eligible until the end of the next grading period. All activity coaches and directors are responsible for obtaining official grade reports from the individual the principal designates as the keeper of official grades before the student represents the school. This provision applies to all grading periods. It also applies to all three-school week evaluation periods for ineligible students.

- All students are academically eligible during a school holiday of a full calendar week or more. When the bell rings to dismiss students for the December holidays, all students are academically eligible until classes resume in January. The same is true for summer recess and fall and spring breaks provided those breaks consist of at least a full calendar week. (See example at the end of this document.)
- Students in year-round schools are academically eligible during inter-sessions.
- If a grading period or three school week evaluation period ends on the last class day prior to a school holiday of one calendar week or more (e.g. spring break, winter holidays), the seven calendar day grace period to lose eligibility and the seven calendar day waiting period to regain eligibility begin the first day that classes resume.
- Students lose eligibility for a three school week period. For purposes of the law, “three school weeks” is defined as 15 class days. Exception: One, but only one of the three school weeks may consist of only three or four class days, provided school has been dismissed for a scheduled holiday period. Two class days does not constitute a “school week” for purposes of this law except Thanksgiving week if schools are on holiday Wednesday, Thursday and Friday. A school district may request an exception from UIL officials to the two-day school week in the event of a disaster, flood, extreme weather condition or other calamity as listed in TEC §42.005. In the event two of three school weeks are shortened, one of the shortened weeks may be counted as five days with ten other actual class days making up the fifteen class days. After the first six weeks of the school year, academically ineligible students in schools with six week grading periods have one opportunity to regain eligibility after the first three school weeks of the grading period; students in a nine-week grading period have two opportunities, one at the end of the first three school weeks and one at the end of the first six school weeks. Students who fail to regain eligibility at the evaluation periods remain ineligible until seven calendar days after passing a grading period.
- Note: When computing eligibility calendars, it is helpful to remember that the seven-day grace period

## 2020-2021 Athletic Handbook

after the grading period also contains school week one of the three-school week evaluation period. Also, a seven-calendar day grace and waiting period is always applicable after grading periods and evaluation periods.

Example: School weekends on Friday - Students who are losing eligibility have a seven-calendar day grace period, and students who are regaining eligibility have a seven-calendar day waiting period. Eligibility is lost or regained the following Friday at the time the regular school day ends or would end if that day is a holiday.

Section 5 (b) of the UIL Constitution and Contest Rules defines calendar week as 12:01 am on Sunday through midnight on Saturday.

19 TAC §76.1001 (b) states: The school week is defined as beginning at 12:01 am on the first instructional day of the calendar week and ending at the close of instruction on the last instructional day of the calendar week, excluding holidays.

## 2020-2021 Athletic Handbook

### Athletic Eligibility

All Fort Worth ISD Middle School and High School UIL-sponsored athletic activities are governed by TEA and UIL rules which may be supplemented by local Board policies. The following policies are.

#### Middle School

Students will be eligible to participate at the school they attend. After the sixth day of school, all new students must be enrolled fifteen (15) calendar days prior to participating in an athletic contest. For seventh grade athletic participation, a student must not have reached their 14th birthday on or before September 1, and has not enrolled in the eighth grade. For eighth grade athletic participation, a student must not have reached their 15th birthday on or before September 1, and has not enrolled in the ninth grade. If too old to participate at the middle school level, a student may participate at their local high school with four continuous years of eligibility remaining or until they reach their 19th birthday on or before September 1st.

#### High School

Once entering the 9th grade, a student has four continuous years to participate at the high school level or until they reach their 19th birthday on or before September 1st. A student is eligible to participate at the varsity level at the school in the attendance zone where their parents or legal guardian lives (see exceptions below).

#### Transfer Students

Students who do not attend school in their home attendance zone where their parent/legal guardian lives is not eligible for varsity participation for one calendar year. A Previous Athletic Participation Form (PAPF) is required. (see UIL C & CR Section 403(f)).

If the student returns to their home attendance zone school, they are eligible for varsity participation. A PAPF is required.

#### Gold Seal Program of Choice or a School of Choice

Students who attend an academic program not offered at their home campus are eligible for varsity participation their first year at the new school and must file a PAPF as per UIL. (Example: Programs of Choice, Schools of Choice, International Baccalaureate, P Tech, Trimble Technical HS, YMLA, YWLA). Students who discontinue enrollment in any of these academic programs are ineligible for varsity participation for one year at any FWISD high school, unless they are attending the program at their home attendance zone school.

#### Special Program Schools [International Newcomers Academy (INA), Marine Creek, Tarrant County College - South Campus, Success HS, Texas Academy of Biomedical Sciences (TABS), World Languages Institute (WLI)]

The UIL allows students who attend a special program school with no athletic programs to participate in sports at their home attendance zone school. (See the home attendance zone high school athletic coordinator for athletic participation requirements and forms.)

#### Who needs a Previous Athletic Participation Form:

Student-athletes who did not attend 8th grade at the 100% feeder middle school to the high school.

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Student-athletes whose parents do not live in the attendance zone of the high school.  
Students-athletes who previously attended another high school.

### Who does not need a PAPF:

9th grade student-athletes who attended 8th grade at the 100% feeder middle school.  
9th grade students who attended 8th grade at the feeder middle school and are attending the assigned high school based on their parent's residence.

### Types of parent residence verification information required:

- Home visit form (photos not necessary)
- Lease agreement in parent name at current address (if living in an apartment or rental house)
- Utility bill in parent name at current address (if homeowner)
- Copy of parent driver's license
- Student birth certificate (if parent and student have different last names)
- Other documents may be requested. Examples:
  - Expired lease agreement from previous residence
  - Student birth certificate (if parent and student have different last names)
  - Divorce decree
  - Guardianship papers
  - Affidavit of Residency

## 2020-2021 Athletic Handbook

### Eligibility Errors

There should not be any errors made when determining eligibility. If you have a question or a doubt the student should not participate until the eligibility issue is cleared up. Any error in determining eligibility must be reported immediately to your Athletic Coordinator, Principal and the Athletic Department.

It is the responsibility of the Coach to ensure that every student meets the requirements of “no pass no play” prior to participation. It is the head coach’s responsibility to gain access to FOCUS for all students in their program. Grades should be checked weekly by every head coach for every athlete in their program for each week of their competition season.

The following steps must be taken to help prevent errors in determining a student’s eligibility.

The Head Coach of each sport or the Middle School Coach will ensure that every student meets the requirements of “no pass no play” prior to participation by completing at minimum, each of the following.

- Check each student’s grades.

- Ensure that there will be “eyes on grades” for each student to determine eligibility.

- Check grades at minimum weekly.

- Attend the UIL orientation and pyramid meetings.

The Campus Coordinator will:

- Conduct the Pre-Season UIL Orientation and discuss the Athletic Handbook

- Review the Compliance section

- Review the Eligibility section

- Conduct the Pre-Season meeting with Head Coach

- Review the Compliance notebook for each sport

- Discuss “no pass no play”

- Discuss compliance.

**Under NO circumstances should a student be allowed to compete without the Coach of that sport confirming their eligibility.**

## 2020-2021 Athletic Handbook

### Identification of Honors Courses under TAC §74.30

1. The following courses are identified as “honors classes” as referred to in the Texas Education Code §33.081(d) (1), concerning extracurricular activities: 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 Pre-Calculus;
5. Science: high school/college concurrent enrollment classes that are included in the “Community College General Academic Course Guide Manual (Part One)”;
6. Social studies: Social Studies Advanced Studies, Economics Advanced Studies, and high school/college concurrent enrollment classes included in the “Community College General Academic Course Guide Manual (Part One).”

(See the Fort Worth ISD website [www.FWISD.org](http://www.FWISD.org) for the specific course listings.)

**Under NO circumstances should a student be allowed to compete without the Coach confirming their eligibility.**

## 2020-2021 Athletic Handbook

### Previous Athletic Participation Form

Should be completed in the UIL Portal.

[https://www.uiltexas.org/files/athletics/forms/PAPF\\_17-18\\_revised.pdf](https://www.uiltexas.org/files/athletics/forms/PAPF_17-18_revised.pdf)

**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.)

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.

All new students in grades 9-12 who have ever practiced or participated in baseball, basketball, cross country, football, golf, soccer, softball, swimming, tennis, track, volleyball or wrestling in grade 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 **VARSITY 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 **VARSITY LEVEL** in athletics.



### Waivers

The waiver process is designed to give an opportunity to students who encounter hardships due to extenuating life changing circumstances. With this process in place, students that normally would be ineligible to participate in varsity contests, due to these involuntary or unavoidable circumstances, now are able to seek eligibility through one of the various waivers. The waivers that are available are: Four-Year, Parent Residence, Foreign Exchange, Retroactive, Middle School Over-Age, and High School Over-Age.

13. **Four-Year Waiver:** The four-year waiver is for participants seeking varsity eligibility during their fifth year of high school. When a student does not comply with the four-year rule because he/she has not met the requirements for graduation four years after his/her first entry into the ninth grade, and has not been able to participate in a specific activity for a season due to involuntary and unavoidable circumstances, that student may apply for this waiver.  
More Information: [Constitution & Contest Rules, Section 405](#)
14. **Parent Residence Waiver:** The parent residence waiver is for a student who is determined not to be in compliance with the parent residence rule, (living with a parent who is separated or married living apart or with a guardian), that student may apply for a waiver for varsity athletic participation. If a student is attending school outside the attendance zone boundaries, where their parent(s) resides, the student may apply for this waiver for varsity athletic participation. More Information: [Constitution & Contest Rules, Section 463](#)
15. **Foreign Exchange Waiver:** The foreign exchange waiver is for a student studying in America on a J-1 Visa wishing to participate in varsity athletics, he/she may apply for this waiver. A waiver to participate in junior varsity athletics, or any academic, drama or music competitions is not needed, but the student must comply with section 400 of the Constitution and Contest Rules.  
Note: Foreign Exchange Students are not eligible to apply for a Retroactive Waiver.  
More Information: [Constitution & Contest Rules, Section 442](#) and [Constitution & Contest Rules, Section 465](#) [CSIET approved J-1 Visa Advisory List](#)
16. **Retroactive Waiver:** The retroactive waiver is for a student who is ineligible to participate in varsity athletics and has participated in a contest(s), a student and/or school may apply for this waiver. The Superintendent and the coach should notify the chairman of the District Executive Committee of the ineligible participant. The chairman will provide instructions on the procedures of forfeiture of contests and applying for the retroactive waiver.  
*Note: Foreign Exchange Students are not eligible to apply for a Retroactive Waiver.*  
More Information: [Constitution & Contest Rules, Section 469](#)
17. **Middle School Over-Age Waiver:** For 7th grade: If a student is 14 on or before September 1 and has not enrolled in the ninth grade, he/she can apply for this waiver. For 8th grade: If a student is 15 on or before September 1 and has not enrolled in the ninth grade, he/she can apply for this waiver. See [Section 1400 \(a\) \(3\) of the UIL Constitution and Contest Rules](#) for additional information on the requirements for this waiver. More Information: [Constitution & Contest Rules, Section 1405](#)

18. **High School Over-Age Waiver:** Only students that are currently in Special Education or 504 and identified as such prior to the end of his/her second year of high school can apply for this waiver. All documentation should be sent to the Superintendent. The Superintendent will forward all documentation to the chairman of the District Executive Committee who will verify the forms have been completed appropriately. All documentation is then sent to the UIL for verification and information purposes only. The UIL does not determine eligibility for high school over-age waivers. More Information: [Constitution & Contest Rules, Section 446](#)

### Required Forms

Athletes ARE NOT eligible to participate in any sport UNTIL the following items have been completed & turned in:

- Pre-participation Physical Evaluation - Medical History Form /Physical Examination Form (Download and Print)
- Acknowledgment of Rules Form
- Sudden Cardiac Arrest Awareness Form
- Concussion Acknowledgment Form – signed by parent and student
- Illegal Steroid Use Parent and Student Notification/Agreement Form
- Fort Worth ISD Student-Athlete Insurance Information
- Fort Worth ISD Student-Athlete Medical Emergency Card—**Travel with this Form!!! Download from Rank One Sport**
- Cognitive Baseline Testing (not an electronic form; conducted by coaches and athletic trainers)—high school only

## 2020-2021 Athletic Handbook

### Home Visits

To have a greater impact on our student athletes the Athletic Department has encouraged home visits in the past. Beginning with the 2019-20 school year home visits for **all VARSITY** sports are required.

Home visits are to be conducted as an outreach into the community, strengthening the relationship of FWISD and our families. The secondary purpose is for compliance.

Documentation of Varsity home visits must be included in the compliance notebook. Home visits for all levels will continue to be encouraged.

## 2020-2021 Athletic Handbook

### Meetings

Involvement of parents is essential for success. All head coaches will have a Preseason Parent Meeting to introduce and explain the handbook and to answer any questions. Parents should sign a sign in sheet.

When an athlete attempts to quit a program, the parent must be made aware of athlete's intention to quit. It is recommended that the Coach hold a meeting with the parent and the athlete.

Each Coach will meet with their team members and outline the role each is expected to play. This can save game day student disappointment and help alleviate parental confrontation. Sub-varsity coaches must have a plan for game participation prior to competition and discuss it with the athletes.

### Preseason Parent Meeting Guidelines

The key is to cover anything you can think of that might come up during the season; **be thorough**. Not only does this help minimize problems later in the year, but also gives the student-athletes and parents a feeling of confidence in you by demonstrating that you think and plan well for the best possible experience for the student-athletes on your team.

#### ***Pre-Season Parent's Orientation Meeting Guidelines:***

- Meeting agenda are discussed with and **approved** by principal
- Schedule meeting at a time convenient for most parents;
- Notify parents as soon as possible once a date is confirmed; give a week's notice at the very minimum
- Notify your athletic coordinator and the athletic department – keep a copy of the agenda, listing the date, time and location of the meeting in your compliance notebook. If possible, an athletic department representative may attend. Additionally, keep all handouts.
- Require attendance of all student-athletes and their parents
- Have a parent sign-in sheet; **after** meeting, keep a copy of the sign-in sheet in your compliance notebook.
- Distribute the meeting agenda to parents; this provides structure to the meeting and a place for parents to take notes.

### Sample Agenda Comments and Suggestions in *Italic*

- I. Welcome by Principal / Comments by the Coordinator / Introduction of Coaches  
*After comments by the principal, introduce yourself and your coaching staff to the parents. Briefly describe your background, coaching experience and your reasons for coaching. Explain the meaning and the importance of meeting, which is designed to create good parent/coach relationships for the benefit of the student-athletes.*
- II. High School Trainer
  - A. Athletic Injuries and Procedures
  - B. Insurance
- III. Eligibility Issues
  - A. UIL General Eligibility Rules  
*Briefly cover UIL and FWISD eligibility requirements for participation at your appropriate level of participation such as age limits, no seniors of junior varsity, transferring to different school, etc. If your school has been experiencing certain eligibility concerns, address them now. Inform parents that individual mistakes can equal to a loss for the team.*
  - B. Academic Eligibility -To start season and During season  
*Related Handout: **Eligibility Academic Calendar**. This handout is in the Calendar section of handbook.*  
*Related Handout: **Keys to Passing and Playing***
- IV. Expectations of Student-Athletes and Parents  
*Student-athletes must assume certain responsibilities if they wish to participate in sports. The responsibilities include good sportsmanship, teamwork, punctuality, cooperating with coaches and teammates. Parents' responsibilities include being on time to pick up players after practice or games and providing positive support for the players.*
  - A. Student-Athlete Handbook or Athletic Code of Conduct  
*The principal **must approve** any team handbook or code of conduct for team or school. Team rules and repercussions for violations should be included in these documents.*
  - B. Parent/Coach Communication  
*The handout, **Parent/Coach Communication: A Positive Approach** provides procedures for parents to follow if they have a concern. Additionally, it covers topics that are not to be discussed between parent and coach, such as playing time.*  
<https://www.fwisd.org/Page/350>
  - C. Sportsmanship/Spectator Behavior  
*Related Handout: **Parental Conduct***  
*Related Handout: **A Coach's Letter to Parents***
  - D. Video - NFHS The Parent Seat 2019  
<https://www.youtube.com/watch?v=xpks3wo1Jcs> or NFHS Positive Sport Parenting  
<https://nfhslearn.com/courses/18000/positive-sport-parenting>
- V. Coaching Philosophy and Primary Goals  
*Present your personal goals and objectives for the upcoming season, which should be aligned with expectations from the FWISD athletic department. For middle schools, goals and objectives involves working within the framework of the feeder high school system. An effective coaching philosophy is one that emphasizes fun and teaching of fundamental skills - particularly at the middle school level - teamwork, sportsmanship, and respect for the dignity of the individual student-athlete. This is very important for the foundation of your credibility as a coach.*
- VI. Understanding the Sport and/or Rules of Play  
*Many times, during the course of the season, spectators question officials, shout instructions to players or contradict the coach because they are unaware of the rules or lack*

*a basic understanding the sport. By reviewing some basic concepts and rules or new rule changes, you can help avoid these situations.*

### VII. Season Schedule

*Provide the parents with a game schedule and a practice schedule- if you give a schedule, follow it as closely as possible.*

#### A. Practice

1. Absence and the consequence
2. Make-up practice
3. Holiday schedule, *if applicable*

#### B. Games

*This is an appropriate time to discuss the "Me vs. Team" attitude.*

1. FWISD philosophy of playing time (middle school and sub-varsity teams)

*All athletes suited up for a contest should participate in the event.*

2. Criteria for playing time

*Ultimately, playing time is at the discretion of the coach; however, playing time is based on a sound coaching philosophy.*

3. Holiday schedule, *if applicable*

#### C. Lettering criteria for jacket or blanket (varsity team only)

#### D. Transportation/Travel procedures

1. For Practice, *if applicable*
2. For Games
3. Directions to all games

### VIII. Questions and Answers

*Conclude the meeting with a question and answer period will provide parents with an opportunity to raise any concerns they may have.*

*Thank the parents for attending and end the meeting on a "feel good" note. Everyone should be fired up and ready to go!*

### Absence from School

Students absent from school on the day of a contest are ineligible to participate until they attend classes for one full day. An exception would be allowed for a documented absence for family medical emergency, funeral attendance, doctor's appointment, etc. A student absent the last school day before a holiday of a week or longer, may participate beginning with the following Monday after 3:30 p.m.

### Illness/Injury Doctor or Dentist Visitation

If a student-athlete becomes ill, suffers an injury, or experiences a change in health after the yearly physical evaluation has been conducted, the individual must provide a health history update of medical problems experienced since the last medical examination and a completed medical release form signed by the examining medical provider indicating whether the student is allowed or disallowed to participate in the required sports categories. The health care provider should obtain authorization from the student-athlete's parent/guardian prior to releasing information to the coach, athletic trainer or school nurse. The school nurse should be able to contact the medical provider to clarify a clearance or recommendation in order to ensure the health and safety of the athlete.

A student-athlete may not continue in athletics unless their medical provider verifies the student's fitness to participate without limitations. If the healthcare professional does not approve his or her continued participation in the current sport of choice, the student will be required to comply with this opinion and withdraw from team or individual competition. A student may return to participation in the sport of choice only after the medical provider approves his or her participation without restrictions in team or individual competition.

If the student-athlete cannot play the sport of choice, the health care provider may consider or recommend alternative sports that may allow some form of participation.



### Policies Regarding Student Activities

#### **Student-Athlete Injury or Change in Medical/Health Condition**

Each year, some student-athletes' medical or health condition may change from the time of their last required athletic physical examination. Changes in physical condition may not preclude participation in a sport, but may require a medical assessment from a professional healthcare provider to consider continued or suspended participation due to the level of injury or health risk involved. Student-athletes are encouraged to let their coach and athletic trainer know immediately of any ailment or health condition change so their health can be protected. If it is determined or requested by district personnel that a student-athletes' condition will require an assessment from a professional healthcare provider, the student will not be allowed to participate until a determination is made in writing to allow the student to safely return to participate with no restrictions.

#### **Felony Indictment**

If an athlete is indicted for a felony, that athlete will be suspended from all contests until he is proven innocent.

#### **Suspensions from School**

A student suspended from school, for any reason, is ineligible to practice or participate in athletics or UIL activities until they have been reinstated in school and have attended all regular classes for one full school day following reinstatement.

#### **Disciplinary Alternative Education Program**

A student assigned to a disciplinary alternative education program (DAEP) for any violation of Board policy or the Student Code of Conduct shall be ineligible to participate in any extracurricular activities during the DAEP placement and following the return to their home school (see violation levels below). The student is also ineligible to hold any position of honor or trust, elected or appointed, at their home school. According to the severity of the policy or Student Code of Conduct violation, the period of ineligibility shall be as follows:

##### ***Level I Violations***

Any student assigned to a Level I alternative education placement will not be eligible to participate in extracurricular activities until after they have attended regular classes for one school day.

##### ***Level II Violations***

Any student returning to his or her home school from a Level II DAEP shall regain eligibility for participation when he or she has attended the home school for a period of time equal to the DAEP placement.

##### ***Level III Violations***

Any student returning to their home school or other FWISD school from a Level III DAEP shall regain eligibility for participation when they have attended classes for a period of one year. Upon repeating a Level II or III violation, including a second or subsequent DAEP placement, a student shall be declared permanently ineligible to participate in extracurricular activities or to hold any position of trust or honor upon returning to the campus.

#### **Hazing and Bullying**

Hazing and bullying are defined in district policies FNCC (LEGAL) and FFI (LOCAL), respectively. Hazing and bullying in any athletic program is unacceptable and will not be tolerated. Any student investigated and the determination that hazing and/or bullying has occurred will be disciplined in accordance with the District's Student Code of Conduct.

## 2020-2021 Athletic Handbook

### Multiple Sport Participation

The managing of Athletes in multiple sports will be handled on an individual basis. The managing of Athletes leaving one sport to go to another will also be handled on an individual basis by campus athletic policy. Typically, an athlete cannot begin a second sport until the sport he/she left has ended.

All athletes should be encouraged to participate in any and all of the various sports in which they desire to participate. DO NOT put pressure on an athlete, directly or indirectly, to specialize in any one sport. To have an outstanding athletic program at our schools, ALL coaches must encourage, contribute to and represent the total sports program to our students. We are here to serve the young people. If you are speaking with an athlete of another sport about participating in your sport, the head coach of the sport must be informed.

It is important to clarify that the “sharing” of athletes is required. Our athletic philosophy contends that a student that is involved in multiple sports will be a better athlete and a better citizen. Athletes should be encouraged to participate in other sports when they are not in a sport season [after school workout]. There are even some very rare and special instances when we could allow a student to participate in multiple sports at once. **There is no justification for discouraging an athlete from participation.** If you have concerns, like “overuse”, “burnout” or the overlapping of seasons, it is your responsibility to set a meeting with all of the coaches involved and the parents. Dependent upon the individual circumstances perhaps, you should include the athlete and the trainer. We never want to create an adversarial environment between programs or coaches. We must find ways to work together to do what is best for our athletes and programs while adhering to Board Regulations and Athletic Policy.

It is the goal of the Athletic Department to have every athlete engaged, training and improving every day. This includes not only the class period but after school involvement as well. We should do all we can to encourage participation in other non-athletic activities as well. At some point students may have to make choices but we want to do everything we can to help them be involved. We want them to be involved in as many activities as they can handle.

\*It is strongly recommended that any athlete participating on an interscholastic team shall refrain from participating on any recreation or non-school sponsored team in another sport while the interscholastic sport is in season. The first obligation and responsibility of the athlete is to FWISD academic and athletic programs.

### Conflicts between Activities

Despite all scheduling efforts by the administration, conflicts will occur between athletic and non-athletic activities and events. The following guidelines shall apply to students who experience conflicts between FWISD school-related activities:

- A. When a conflict occurs between two scheduled activities the student’s first duty is to notify both coach/sponsors as early as possible. The coach/sponsors will attempt to resolve the conflict to best allow the student to participate in as many activities as possible. The student will then be advised of the recommended solution to the conflict. It is expected that the student will follow the recommendation OR propose an equally acceptable alternative.

B. When a conflict occurs between a competition/performance and a scheduled practice, students will be expected to attend the competition/performance (without loss of group membership or standing in the other activity).

C. When a conflict occurs between scheduled practices, the students will be expected to participate in one (without loss of group membership in the other activity). Frequently missing practice sessions may jeopardize a student's standing within his/her group or team.

D. When a conflict occurs between competitions/performances, students may participate in one activity without loss of group membership or standing in the other activity.

E. There may be times when students may simultaneously participate in multiple FWISD activities/events by prior arrangement with the sponsors/coaches.

### Junior Varsity and Freshman Athletics

There will be junior varsity and freshman competition in all Fort Worth ISD sponsored competitive athletics, where applicable. Rules of play will be the same as varsity teams, unless modified by the office of the Executive Director of Athletics or the District Executive Committee.

It is recommended that seniors not participate at the junior varsity level unless there are extenuating circumstances and an Athletic Department administrator has approved.

### Fort Worth ISD Athletic Personnel Policies

#### **Conduct of Athletic Personnel**

Athletic personnel, including athletic coordinators, coaches, athletic trainers, cheer sponsors and drill/dance sponsors are representatives of their school and the Fort Worth ISD. It is necessary that athletic personnel display positive conduct and serve as role models for the student-athlete. Athletic personnel will abide by The Athletic Codes and the Athletic Code for Coaches set forth in Section 1201 in the UIL Constitution and Contest Rules. Additionally, athletic personnel will follow the guidelines and procedures outlined in this Athletic Handbook, as well as the job description under which they are employed.

#### **Campus Level Athletic Program**

##### ***Head of Campus Level Athletic Program - Athletic Coordinators***

A female and a male will serve as the girls' and boys' athletic coordinators, respectively, and head their pyramid athletic program. Their role is to oversee and supervise the campus athletic program and act as liaisons between their pyramid athletic program and the Athletic Department. Demonstrated quality leadership ability and previous head coaching experience are preferred qualification for the athletic coordinator.

As leaders of the campus athletic programs, the athletic coordinators must work closely with their coaches on matters including, but not limited to: student eligibility, required paperwork, hosting events, scheduling practices/games/tournaments/meets. The athletic coordinators must sign off on sports schedules and other official documents before submitting them to the principal and/or Athletic Department for approval.

#### **Assignment of Campus Level Athletic Personnel**

The hiring process for coaches is a collaborative effort between the Athletic Department, campus administrator and the Human Capital Management (HCM) department. Highly qualified coaches who enhance the educational experience for our student athletes are sought.

Coaches are assigned to sports in which they possess coaching knowledge, ability and skills or show a willingness to obtain these characteristics. Requests for additional coaches are subject to approval of the Executive Director of Athletics. The "Request for Replacing or Adding a Coach" form should be submitted before an additional coach begins working with student-athletes.

Campus Coordinators and Head Football Coach vacancies will be filled by the Executive Director of Athletics and the Principal of the school involved with assistance provided by HCM.

Head Coaches of All Sports will be approved by the Executive Director of Athletics, the Principal and Campus Coordinator of the school involved with assistance provided by HCM.

High School Assistant Coach and Middle School Coach vacancies will be filled by an Athletic Department administrator, Campus Coordinator, the Head Coach of that sport and the Principal of the school involved, after consulting HCM.

Interim Head Coach of a Sport vacancy will be filled by the Executive Director of Athletics, the Principal and Campus Coordinator of the school involved with assistance provided by HCM.

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In certain situations, the Executive Director of Athletics and the Principal of the school involved may appoint a person(s) to serve as the interim head coach of a sport(s) for the remainder of the season or school year following consultation with HCM.

Fort Worth ISD does not have an official middle school athletic coordinator position. We have a lead coach for a middle school campus or a lead coach for the girls' middle school program and a lead coach for the boys' middle school program.

Middle School (MS) Lead coach designation comes without any additional compensation. The designation is to assist with the communication process between the high school program, middle school program and the athletic department.

Certified athletic trainers are assigned to each high school. Trainers will work under the direction of the Executive Director of Athletics, Principals, and Athletic Coordinators.

Certified Athletic Trainer vacancies will be filled by the Executive Director of Athletics, with the approval of the Principal and Campus Coordinator of the school involved with assistance provided by HCM.

### **Length of Annual Coaching Duty and Minimum Standards of Expectations**

Coaches are expected to perform all assigned duties in a satisfactory manner, according to the schedules established by the Department of Athletics. However, for the purpose of clarifying the minimum number of regular working days for coaches, the following will be used:

1. All Middle School and High School Coaches will attend coaches' in-service and staff meetings as scheduled by the Athletic Department, Principal and/or the Athletic Coordinators.
2. All Middle School Coaches and High School Assistant Coaches will report for duty as stipulated by the Head Coach. Additionally, there may be times, after completion of the season or during the summer, when coaches are assigned duties by the Head Coach, Principal or an Athletic Department administrator. These duties fall within the realm of responsibility for a coach in the Fort Worth Independent School District.
3. Coaching is a supplemental duty. Stipends for supplemental duties are not included as part of the annual salary under employment contracts. A contract does not create a property right to continued employment in any supplemental duty. Stipends are not part of the consideration for a teaching contract. The stipend of a coach could be prorated and discontinued if:
  - a. his or her team fails to complete its schedule;
  - b. he or she resigns during the course of the season; or
  - c. he or she is relieved of coaching duty during the course of the season.
4. A coach resigning from or relieved of his or her coaching duties is subject to reassignment as a teacher at another school within the district with the approval of the superintendent or designee.
5. The Athletic Department establishes the criteria for minimum acceptable squad sizes or number of participants for each sport and the scheduling of athletic contests for each sport.

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### Team Rules

Every Head Coach and each MS Lead **must have a handbook** containing team policies, rules, expectations, etc. The Head Coach is responsible for turning the handbook into their Principal, the Athletic Department and Campus Athletic Coordinator.

The handbook should address sportsmanship and parent expectations and must include each of the following links:

[https://www.uiltexas.org/files/athletics/manuals/Parent\\_Info\\_Handbook\\_20-21.pdf](https://www.uiltexas.org/files/athletics/manuals/Parent_Info_Handbook_20-21.pdf)

<https://www.uiltexas.org/files/athletics/manuals/sportsmanship-manual.pdf>

<https://www.uiltexas.org/policy/guidelines-for-booster-clubs>

[https://www.uiltexas.org/files/policy/booster\\_club\\_guidelines.pdf](https://www.uiltexas.org/files/policy/booster_club_guidelines.pdf)

The handbook should include the following statements.

Each student is responsible for their own insurance coverage. All student-athletes are covered by a secondary/excess insurance policy purchased by FWISD. This coverage is NOT intended or implied to be sole source coverage. Claims must be filed prior to any visit to an outside agency and will be generated by the Athletic Trainers at FWISD.

Each parent or guardian must agree to release Fort Worth Independent School District and its trustees, employees, sponsors, and volunteers from all legal responsibility from liability resulting from any activities of this Organization, including liability caused by or related to the negligence of any such party.

Student athletes and parents should be aware that any athletic participation will always have inherent dangers. Although rare, death or catastrophic injury can result from participation in sports, and care should be taken by all concerned to minimize such dangers through the use of appropriate equipment, proper training methods and common sense. The UIL encourages student athletes in all sports, and their parents, to discuss risks and risk minimization with coaches and school administrators.

The handbook should clearly address each of the following areas:

#### Expectations

- Attendance
- Attitude
- Effort
- Importance of Academics
- Eligibility
- Grade Reporting

#### Procedures

- Injury or Illness

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- Care of Equipment/Facilities
- Out of Town Trips
- Quitting
- Insurance
- Lettering (Varsity Only)

### Character

- Sportsmanship
- Drugs & Alcohol
- Stealing
- Hazing
- Conduct
- Respect for Coaches
- Appearance
- Attire

### Scheduling

#### HIGH SCHOOL

Developing a schedule is the joint responsibility of the Head Coach for each sport and the Athletic Department. Schedules will not be approved that do not conform to the provisions of the annual budget, rules and regulations of the UIL, policies and administrative regulations of the Fort Worth Independent School District, and that are not in the best interest of the student participants and the total athletic program.

- You must post your schedule on Rank One.
- Give your players/parents the schedule, directions/map to the contests and any information that will be helpful to them. This information can be in your handbook.
- The itinerary should be handed out at least one day prior to travel.
- Keep in mind the FWISD Athletic travel policies. <https://www.fwisd.org/Page/6197>
- Departure times must be set to minimize lost class time and the usage of substitutes.
- Playing Non UIL schools must have prior approval.
- Transportation will be provided only for competition and pre-approved practice. No additional buses, suburbans or school vehicles.

For overnight trips there should be a female present in the role of coach or sponsor if there are females on the trip. There should be a male present in the role of coach or sponsor if there are males on the trip. You can only schedule the maximum number of contests permitted by the UIL for your sport.

Student travel is not paid for by booster clubs without the prior approval in writing of the Principal and the Athletic Department.

Booster clubs may pay for meals but must have prior approval in writing of the principal and the Athletic Department.

The Travel Agents' email address:  
[fwisd@travelctm.com](mailto:fwisd@travelctm.com)

The Travel website has been updated with the most current information – <http://www.fwisd.org/domain/2003>



### Student/Sponsor Travel

All charges for meals are subject to approval by the appropriate budget owner, immediate supervisor and/or cabinet staff member, or the superintendent depending on the trip destination.

Meal Allowances are determined as follows:

- a. 75% of the meal per diem rate on the travel days.
- b. 100% of the meal per diem rate for days at the travel destination.

Meals provided as part of the event will reduce the per diem at their actual cost, if known.

- a. Breakfast - 20%
- b. Lunch - 30%
- c. Dinner - 50%

Meal rates for non-overnight trips are advanced/reimbursed at 75% of the meal per diem rate.

#### Required Documentation

All students/sponsors on the trip must sign, certifying the disbursement of funds.

The traveler must sign, certifying the student(s)/sponsor(s) went on the trip and FWISD paid for meals – whether through disbursement of funds or payment to the vendor.

If a cash card is utilized, the ATM receipt(s) must be provided to Purchasing.

A signature from the students/sponsors on the trip is required to certify they have received funds/had meals

provided for them. The student/sponsor signature denotes that no unspent cash was kept by the student/sponsor.

This constitutes a receipt for District funds spent.

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### Transportation

All students must travel to and from contests in the transportation provided by the school district. The only exception is governed by district policy FMG; if the student's parent or guardian personally requests that their child be allowed to ride with them and the parent presents a written request to the principal the day before the scheduled trip to be allowed to ride with an adult, not a student, designated by the parent. The District shall not be liable for any injuries that occur to students riding in vehicles that are not provided by the school.

Transportation requests for all regularly scheduled high school games must be turned in to the Athletic Department no later than the time set by the Athletic Department, usually no later than one month prior to the season.

Only authorized passengers are allowed on athletic transportation; student-athletes, athletic staff, authorized drivers and authorized sponsors. No family members or other passengers are allowed due to liability concerns.

Coaches will be given the opportunity to drive for selected FWISD Athletic trips. It is an opportunity for coaches to have greater control of the transportation aspect of their program. Coaches who drive will receive supplemental pay from the transportation department.

#### Pay Scale

\$15.00 per hour, from load to drop off - Driving a Group Other Than Yours

\$15.00 per hour for driving time - When Driving Your Own Team

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### Supervision

Students are to be supervised at all times. It is the coach's responsibility to ensure that students are never left without appropriate supervision.

Facilities must be secured and checked by coaches.

Coaches are to be attentively engaged and fulfilling their responsibilities during all practice sessions and during athletic trips. This includes all activities from the time of departure until the time of return.

For overnight trips there must be a female present in the role of coach or sponsor if there are females on the trip. There must be a male present in the role of coach or sponsor if there are males on the trip.

A chaperone ratio of 1-to-10 should be planned for athletic trips requiring an overnight stay. If the trip is co-educational, the chaperones shall be both male and female.

High risk activities, such as swimming, skateboarding etc. are prohibited on any field trip or athletic trip.

The Coach must carry each of the following for every student that travels:

- Emergency Medical Release/Emergency Card
- Care Plan [when necessary]

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### Professional Growth and Individual Travel

The Athletic Department places a great deal of emphasis on the professional growth and development of coaches. Attending clinics and other learning opportunities is encouraged and will be supported financially as the budget allows.

Great effort should be made to attend clinics that do not involve school days. If that is not possible, we need to do the best we can to cover for each other to avoid as much as possible the cost the campus will incur for substitutes.

It is an expectation that coaches attend all sessions. Upon return coaches are expected to share information.

All travel including professional development **must have prior approval of the Athletic Director.**

In order to attend a clinic:

- Submit a written request to Athletic Director
- The individual(s) traveling must submit to the Athletic Department the Absence from Duty for Travel Form 910 signed by the coach and administrator
- Athletics does not provide for substitute teachers

### Scouting

Scouting expenses will be allowed under the following guidelines and approved by the Executive Director of Athletics:

- Regular season scouting expenses will be incurred at the high school campus level.
- Not more than 2 coaches may be dismissed from a school to scout a playoff game.
- Mileage reimbursement for playoffs will be the amount according to School Board policy.
- Meal allowance will be determined by School Board policy.
- If applicable, lodging and travel arrangements for playoffs scouting will be made by the Executive Director of Athletics. The individual(s) traveling must submit the Absence from Duty for Travel Form 910 to the Athletic Department as soon as assignments are made for playoff contests.

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**Remember; public funds will be audited. Please treat these funds with great care and stewardship.**

### Regular Season Overnight Trips

All regular season overnight athletics trip requests require submission of the Fort Worth ISD Field Trip Request Form. The form must be submitted by the coach to the principal in accordance with the district's approval process guidelines.

Information regarding student overnight trips and the Fort Worth ISD Field Trip Request Form are found in Bulletin 100.

<https://www.fwisd.org/site/handlers/filedownload.ashx?moduleinstanceid=8855&dataid=73047&FileName=B100%20-%202020.21%20Online.pdf>

The Fort Worth ISD Travel Manual provides specific guidelines regarding meals and lodging. General overnight trip guidelines are as follows:

- Meal allowance will be up to the amount allowed by School Board policy and incurred from the high school-based budget.
- Lodging will be arranged by, and the expenses incurred through, the high school-based budget.
- Transportation will be by school bus, charter bus or 7 or 8-passenger vans.
- A chaperone ratio of 1-to-10 should be planned for athletic trips requiring an overnight stay. If the trip is co-educational, the chaperones shall be both male and female.
- High risk activities, such as swimming, skateboarding etc. are prohibited on any field trip or athletic trip.

<https://www.fwisd.org/Page/6197>

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**Remember; public funds will be audited. Please treat these funds with great care and stewardship.**

### Playoffs

**No playoff arrangements are official until the Athletic Office finalizes them.**

When your team qualifies for post district competition we will adhere to the following guidelines.

- No playoff arrangements are official without approval of the Athletic Office.
- The Head Coach should get on the “list” of any playoff sites that might be used. We do not want to be forced to play somewhere because we did not have the foresight to secure alternative locations.
- The Head Coach should contact the opposing coach as soon as possible to determine what issues you agree upon and what issues are in contention. The following should be discussed:
  - Date
  - Time
  - Location
  - Home and Home vs. Neutral Site
  - Ball
  - Single Elimination or Two out of Three
  - Inclement Weather Plan
  - Method of Coin Toss
  - Officials
    - Local chapters whenever possible
    - Must be within reason
    - Must have prior approval
- The Head Coach in cooperation with the Athletic Office will commence the negotiations and planning.
- The Athletic Department will release the Playoff arrangements. Remember; no playoff arrangements are official until the Athletic Office finalizes them.
- The Head Coach must complete any and all of the UIL Playoff Reporting Forms.

*Failure to submit this information could result in a range of penalties as described in Section 27 (b) of the UIL Constitution and Contest Rules which will be enforced.*
- When a site has been determined the Head Coach should contact all of the non-selected sites that were called and get off of their “lists”.
- **Head Coaches should plan ahead and be prepared for all possibilities.**
- Travel paperwork and transportation arrangements should be submitted well in advance.

**Remember that the students and the staff represent their school, themselves, their family and their community. They represent you as the coach and they represent all of FWISD.**

### Playoff Travel

**Being a part of Texas High School playoffs is a great life experience. It's an honor and a privilege. These remain business trips and they need to be handled as such.**

When we have the privilege of traveling for the playoffs there are some very important guidelines that need to be followed.

- Make sure everyone is on the varsity team sport eligibility form.
- Everyone on the sidelines is in a uniform.
- PAPFS must be completed and approved prior to the district certification date in order to be eligible to play in a playoff game.

### **Important Points to Remember and Enforce When Traveling**

- All students **MUST** be supervised 24 hours a day. There should never be a time when the students were unsupervised.
- Every coach should have a plan with parent's signature on how to get a student home in case their behavior warrants it.
- Leave hotel rooms clean and make sure that nothing disappears including pillows, lamps and towels etc.
- Do not let doors slam.
- Everyone is properly attired at all times when outside of the room especially going down to meals.
- When we have the privilege of eating in a restaurant; we sit, we don't stand. We teach and model polite and appropriate behavior at all times.
- Keep and leave the bus clean.
- Get the driver's cell phone number so that we can communicate with the driver.
- Keep the driver well informed.
- Only show PG, G movies on the bus.
- Get off the bus and walk every 2 hours.
- The locker room is left cleaner than we found it.
- Decide and communicate how you're going to handle cell phones, Xboxes and all of those types of devices.
- Have the hotel to turn off access to movies.
- If meals for students are part of playoff travel plans, coaches must submit the Travel Request Form 910 to the Athletic Department the next school day after advancing to the next playoff round or as soon as arrangements are made for playoff contests.

**The only exception to these policies is the existence of extenuating circumstances. When these circumstances occur, a coach may submit a request in writing to the Executive Director of Athletics.**

**Remember; public funds will be audited. Please treat these funds with great care and stewardship.**



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### Injury Policy & Procedure

- FWISD requires **ALL** student-athletes, grades 7-12, have a completed physical exam and information packet on file before they may be issued any equipment or participate in any workout.
- **ALL** injuries are to be reported to the Athletic trainer **immediately** so that prompt medical attention may be received and proper medical records may be kept.
- When a student-athletes is under a physician's care for any condition, injury or illness; they will not be allowed to return to practice or competition without a **written** release from the attending physician. The release must be turned into the TRAINER or the Middle School Lead.
- All physician's instructions regarding athletes practicing or playing in games are final and will not be modified in any way.
- All information regarding the status of an injured athlete is confidential and should not be discussed with anyone except the Athletic Director, Athletic Trainer, Parents, Head Coach, or attending physician.

### Policies and Procedures for Treatment of Injuries

When a student-athlete has been injured, he/she should be sent to the Athletic Training Room for an evaluation.

The Athletic Trainer will submit an Injury Status Report either in written form or verbally to each head coach or designated assistant coach. If the Athletic Training Staff determines that an athlete will benefit from a physician evaluation; the Athletic Trainer will contact the student-athlete's parent or legal guardian for a specific plan of action.

Once the physician and/or Athletic Training Staff determine that an athlete should not participate in activity, **the student athlete will not return to activity** until the head coach receives a release from the Athletic Training Staff.

Second opinions may be sought by the parent(s) or legal guardian. Any information received from the second opinion must be given to the Athletic Training Staff. Upon a disagreement in the diagnoses several discussions should take place to determine the plan of action that benefits the student athlete.

Student-athletes who seek medical attention for any reason (injury, illness, medical condition, other) must bring a physician's note to the Athletic Training staff that explains the athlete's activity status. If the athlete has any change in health or altering physical status the athlete is required to bring a physician's note to the Athletic Training Staff to determine the athlete's status and level of participation. Should the athlete bring a physician's note to his/her coach, the student-athlete should be directed to take the note to the Athletic Training Staff before he/she is permitted to participate.

### Accidental Bodily Injury Insurance

The school district has an accidental bodily injury insurance policy that covers all students while participating in UIL sanctioned activities. This policy is secondary to any other insurance or benefits that the parents or guardians of the participant have at the time of any injury. A claims form, signed by the parent, must be submitted from the Athletic Trainer to begin the benefits process.

All student-athletes are covered by a catastrophic insurance policy purchased by FWISD; however, parents/legal guardians are still the primary insurance carrier for their child, and incur all expenses

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resulting from athletic injuries. Athletics is a VOLUNTARY program in which students participate if they so desire. They participate at their own risk.

To help eliminate any CONFUSION or MISUNDERSTANDING concerning the insurance program we ask you (parents) to please follow this procedure:

- Please have your son/daughter notify their coach and/or trainer of all injuries.
- If you have questions please contact the Athletic Trainer
- Contact the Athletic Trainer for the appropriate forms if you wish to purchase insurance.

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### S.B. 82 Safety Training

Senate Bill 82, in effect since the 2007-2008 school year, related to safety regulations for certain public-school extracurricular activities.

This legislation:

1. Requires safety training for all coaches or sponsors for athletic activities, and any marching band director. UIL has developed a safety training program for coaches and sponsors of athletic activities that is available through the UIL Online as part of the Coaches Certification Program. [Visit the UIL Portal to complete Safety Training.](#)
- [Additional information from the Texas Administrative Code, Chapter 76.1003, on these requirements as they pertain to athletic trainers and team physicians.](#)
2. Mandates that schools, at least once per year, conduct a safety drill that incorporates the training described in the safety training program developed by UIL.
3. Requires that student athletes be provided training in recognizing symptoms of catastrophic injuries, including head and neck injuries, concussions, asthma attacks, heatstroke, cardiac arrest and injuries requiring use of an AED, the risks of using nutritional supplements. This training can be conducted by the school, using the materials available on the SB 82 portion of the Health and Safety Section of the UIL web site. <https://www.uil texas.org/files/health/UIL-Safety-Training.pptx>
4. Mandates that unsafe athletic activities are prohibited and schools must make sure that safety precautions are required (asthma medication, hydration materials present, emergency lanes clear etc.)
5. Requires that any student who is rendered unconscious while participating (in practice or game) cannot participate further in that practice or game anymore and must get written clearance prior to any further participation.
6. Mandates that records of compliance with the requirements of the legislation be kept and be made public upon request.
7. Requires that non-compliance with the provisions of the bill could subject the school to penalties as outlined in section 27 and 29 of the Constitution and Contest Rules.
8. Mandates that the Texas Education Agency create hotline number and email address for reports of non-compliance and schools must post that information in their administration offices. To report complaints or violations, contact the Curriculum Division of the Texas Education Agency by phone at 512-463-9581 or by email at [curriculum@tea.state.tx.us](mailto:curriculum@tea.state.tx.us).
9. Requires the text of sections of bill as well as the Parent Information Manual must be provided to parents of participants. The bill does allow that the required materials can be provided electronically, unless specifically requested otherwise.

### Extracurricular Athletic Activity Safety Training Requirements

- a. The commissioner of education, in compliance with the Texas Education Code (TEC), §33.202, adopts the Extracurricular Activity Safety Training Program, provided by the University Interscholastic League, as an extracurricular athletic activity safety training program.
- b. The commissioner of education, in compliance with the TEC, §33.202, adopts the educational requirements for licensure as a licensed athletic trainer, as set forth in 22 TAC §871.7 (relating to Qualifications) and 22 TAC §871.12 (relating to Continuing Education Requirements), as an extracurricular athletic activity safety training program.
- c. The following persons must satisfactorily complete an adopted extracurricular athletic activity safety training program specified in subsection (a) or (b) of this section:
  - a. a coach or sponsor for an extracurricular athletic activity;
  - b. a trainer, except as provided by subsection (b) of this section;
  - c. a director responsible for a school marching band; and
  - d. a physician who is employed by a school or school district or who volunteers to assist with an extracurricular athletic activity, except as provided by subsection (d) of this section.
- d. A physician who is employed by a school or school district or who volunteers to assist with an extracurricular athletic activity is not required to complete the safety training program if the physician submits to the school or school district documentation of successful completion of continuing medical education sufficient to comply with the continuing medical education requirements of the Texas Occupations Code, §156.051, and that the physician's continuing medical education specifically addresses emergency medicine.
- e. Beginning with the 2008-2009 school year, each school district shall ensure and maintain documentation that each person subject to the TEC, §33.202, has satisfactorily completed the extracurricular athletic activity safety training program required by this section.

Statutory Authority: The provisions of this §76.1003 issued under the Texas Education Code, §33.202.

Source: The provisions of this §76.1003 adopted to be effective March 10, 2009, 34 Tex Reg 1585.

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### Cheerleaders

Tryouts are arranged and supervised by the Athletic Department. Cheerleader tryouts will be governed by the Fort Worth ISD Cheerleaders' Constitution. A varsity squad needs to maintain a minimum of 15 eligible students. Sub-varsity squads need to maintain 12 eligible students.

### Drill Teams

Recommendations must be made by the sponsor and approved by the principal. The team will consist of a minimum of 12 members. The uniform, dance routine and music must be approved by the principal prior to the performance. Songs used for performances at central athletic sites must first be approved by the Principal, and then be approved by the Athletic Department a minimum of five days before the scheduled performance.

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### Awards

The official athletic award made to a high school varsity athlete will be a blanket or a jacket with an attached 5" letter representative of the school.

A student is permitted to receive only one jacket or blanket as an athletic award during his or her high school enrollment in the same high school or any Fort Worth ISD high school.

To **earn** an award, the contestant must meet the pre-determined criteria, be recommended by the coach of the sport, and be approved by the principal and the Executive Director of Athletics.

Special consideration may be given to seniors who have participated in a sport for at least the past three (3) years, and who have, through diligent efforts, contributed to the program at their school, even though they have not met the pre-determined criteria for a letter.

Any student who quits or is dismissed from a sport will be ineligible to receive an award in that sport.

All lettering criteria must be communicated to the athlete and the parent prior to the sport season.

### Standard Requirements for a Letter Jacket

#### All Sports

All coaches must observe the following standard requirements for awarding letters to students in a UIL sport. These requirements are:

1. The student must attend 90% of all practices unless attending practice or an event for another in-season sport.
2. The athlete who qualifies for a regional game/meet/match/event must compete or forfeit eligibility for a varsity letter.
3. A senior who has participated in the program three years may letter provided the athlete meets the above criteria.
4. A student manager must meet the above criteria, attend 90% of games/meets/events/matches and be a student manager for two years or be a senior.
5. An athlete who does not meet the standard requirements due to extenuating circumstances may receive a letter jacket if the coach writes a letter explaining justification for awarding a letter and the request is approved by the director of athletics. Throughout this policy, concurrent sports refer to Fort Worth ISD/UIL sponsored sports/events.

In addition to the recommendations by the coach and approval by the principal and Executive Director of Athletics, a participant must accomplish the specific criteria as listed under each sport to receive an award. These criteria, by sport, are listed below:

#### Team Sports:

*Baseball, Basketball, Football, Soccer, Softball, Volleyball*

- Meet the above standard requirements,
- Participate in one-half of the total varsity games,
- Be in attendance and in uniform for 90% of all varsity games.

#### *Team Tennis*

- Meet the above standard requirements,
- Play nine (9) varsity matches and play in the district tournament, as scheduled by the coach and approved by the Athletic Department.

### Individual Sports:

#### *Cross Country*

- Meet the above standard requirements,
- Participate in six (6) varsity meets which includes three (3) meets that must involve majority of out-of-district teams and the district meet.
- An exception to the meet limit due to concurrent sport/team events will require Athletic Department approval.

#### *Golf*

- Meet the above standard requirements,
- Participate in six (6) varsity tournaments which include three (3) tournaments that have a minimum of five teams and that involve a majority of out-of-district teams and the varsity district meet.

#### *Swimming*

- Meet the above standard requirements,
- Participate in five (5) varsity meets which includes three (3) meets that have a minimum of five teams and that involve a majority of out-of-district teams and the varsity district meet.

#### *Tennis (Spring)*

- Meet the above standard requirements,
- Play in nine (9) varsity matches and play in the district tournament.

#### *Track & Field*

Meet the above standard requirements,

- Participate in six (6) varsity pre-district meets and the district meet as approved by the Athletic Department
- An exception to the meet limit due to concurrent sport/team events will require Athletic Department approval plus general criteria for lettering.

#### *Wrestling*

- Meet the above standard requirements,
- Participate in 18 varsity matches and compete in the varsity district meet.

### Sportsmanship and Ejections

The coach is a teacher of good sportsmanship and leads by example. Fair play is the essential element of good sportsmanship. When an individual accepts the privilege of participation in an athletic activity, he or she agrees to abide fairly by the rules and ethics of the game and to compete honorably with one's worthy opponent(s).

#### **Minimum Penalty for Ejections**

##### **Coach**

An ejected coach will report the violation to their Campus Coordinator immediately and in writing to their Principal and Athletic Administrator the next day following the ejection.

The principal will schedule a meeting at his or her school to be attended by the principal, the ejected coach, the athletic coordinator, and Athletic Department administrator. Athletic Department administration will consider any additional penalty.

### Section 1208: Athletic Regulations

#### (i) MINIMUM PENALTY FOR MISCONDUCT.

(1) Automatic Minimum Penalty. Any coach who is ejected from a contest for unsportsmanlike conduct, or any football coach who is given two or more 15-yard unsportsmanlike penalties during a contest may accept an automatic penalty for their ejection or appeal the ejection. A coach who appeals their ejection is required to appear before the State Executive Committee. If the coach accepts their automatic penalty or their ejection is not overturned on appeal, the coach will be subject to:

- (A) an automatic penalty of public reprimand (name will be published once in the Leaguer) and one year's probation in the applicable sport;
- (B) completing the National Federation of State High School Associations Fundamentals of Coaching Course; and
- (C) completing the National Federation of State High School Associations Teaching and Modeling Behavior Course.

(2) Automatic Greater Penalty. If a coach so penalized has no proof of having completed the UIL Coaches Certification Program prior to the sports season, that coach shall also be automatically suspended from the next game/contest.

(3) Subsequent Violations. Any further ejection or accumulation of two 15-yard unsportsmanlike penalties during a football game, while on probation, will require the coach to appear before the State Executive Committee for consideration of penalty.

(4) Notification. Schools shall notify the UIL within three school days if a coach has been ejected from a game or received two 15-yard unsportsmanlike penalties.

### FWISD Additional Penalties

FWISD coaches will be subject to a range of penalties, from being placed on probation to a game(s) suspension, depending on the severity of the unsportsmanlike action, plus documented review of the Code of Ethics and the Professional Acknowledgement of Rules form prior to returning to coach a game.



### Player

**FWISD players are subject to UIL rules for ejection and/or fighting and subject to additional penalties as determined by the Athletic Administration.**

Any player ejected from a contest is subject to an automatic penalty. The automatic penalty for such an ejection is as follows:

(A) Football. Ejected player misses the rest of the game in which they were ejected plus the first half of the following game.

(B) Other Team Sports. Ejected player misses the rest of the game in which they were ejected plus all of the following game. Soccer Exception. This Section does not alter the current point penalty structure for soccer player ejections, as required by National Federation of State High School Associations soccer playing rules outlined in the soccer coaches' manual.

The coach of a player ejected from an athletic contest must inform, *in writing*, the principal and Athletic Department administrator the next working day after the ejection. The principal or designated school administrator will schedule a meeting at the school with the ejected player, parent (optional), coach, athletic coordinator, and assistant director of athletics as soon as possible after receiving notice of the ejection. The game official's report turned in to the UIL, along with the Game Administrator's report, Security report, videotape, etc., will be taken into consideration on the number of game(s) suspended from the next contest. Other disciplinary measures may be determined from the meeting.

Should a player leave the bench to run on to the field or court in an attempt or reaction to participate in an altercation, only to be intercepted by a coach or stop before reaching the altercation area, is subject to an automatic penalty. The automatic penalty is as follows:

(A) Football. The player misses the first half of the following game.

(B) Other Team Sports. The player misses all of the following game.

Should a player leave the bench and take part in the altercation on the court or field, the player is subject to an automatic penalty. The automatic penalty is as follows:

(A) Football. The player misses all of the following game, even if only pulling their own teammates from the altercation.

(B) Other Team Sports. The player misses all of the following two games, even if only pulling their own teammates from the altercation.

Should a player throw a punch, fight, incite a fight or participate in a fight, the player is subject to an automatic penalty. The automatic penalty is as follows:

(A) Football. The player misses the rest of the game in which they were ejected plus all of the following game and the first half of the next game.

(B) Other Team Sports. The player misses the rest of the game in which they were ejected plus all of the following two games. Soccer Exception. This Section does not alter the current point penalty structure for soccer player ejections, as required by National Federation of State High School Associations soccer playing rules outlined in the soccer coaches' manual.

Should a player be ejected for continuous fighting while being restrained by teammates or coaches, the player is subject to an automatic penalty. The automatic penalty is as follows:

(A) Football. The player misses the rest of the game in which they were ejected plus all of the following two games.

(B) Other Team Sports. The player misses the rest of the game in which they were ejected plus all of the following three games. Soccer Exception. This Section does not alter the current point penalty structure for soccer player ejections, as required by National Federation of State High School Associations soccer playing rules outlined in the soccer coaches' manual.

### **Team**

The Head Coach of each program is expected to communicate to their players the behavior expectations and disciplinary consequences should they leave the bench to participate in an altercation. By leaving the bench, it could incite others to participate or escalate the situation. The Head Coach is to assign coaches to remain in front of the bench area to monitor and deter players from going on the court or field. The Head Coach will also determine which coaches may go on the field or court to restrain their players from further participation in the altercation. This scenario should be rehearsed with coaches and players, and disciplinary consequences communicated, should an actual on-field or on-court altercation take place.

### **Parent**

The game administrator must notify in writing the principal, the Athletic Department Administrator, and the UIL within two (2) working days after a parent or school supporter is ejected from an athletic contest for unsportsmanlike conduct, protesting official's decision or any violations of the *Constitution and Contest Rules*. The ejected individual must attend a meeting with the Principal of the respective school and the Athletic Department Administrator prior to admission to any subsequent Fort Worth ISD contest.

### School Equipment

Students are responsible for all school equipment issued to them. Athletic uniforms, both practice and game, are supplied for the sole purpose of athletic participation. This equipment is not to be used for any other purpose. When the season is completed all school equipment is to be returned to the school. There are no exceptions to this policy. Students who violate this policy are subject to school rules, Athletic rules, and may be referred to law enforcement. Students, who wish to wear a uniform for pictures, need a coach's approval first. Any such pictures are to be taken in good taste and with pride. Remember, any time you wear FWISD issued apparel, you are representing yourself, your family, your school and all those that have worn these colors before you.

### Issuing Athletic Equipment

Each coach is directly responsible for the care and control of all equipment used in his/her program.

- Use the control system that specifies for each athlete the equipment checked out. Keep this updated regularly.
- The coach is ultimately responsible for the security of athletic equipment issued to all team personnel. Additionally, the coach who issues equipment must have the knowledge required to ensure proper fitting of equipment.
- Instruct players in the proper use, care (washing) and maintenance of their equipment at the time of issue. This is particularly important for safety equipment.
- Athletes will be responsible for all equipment issued to them. If the equipment is lost or has had abnormal usage, charge the athlete accordingly.
- Periodically, inspect equipment during the season. Do not use unsafe or defective equipment.
- All general equipment used by more than one sport will be stored in a specific area. Always return equipment to this area promptly for others to use.

### Use of Athletic Equipment

It is important to emphasize to all athletes their responsibility to take care of school equipment. Replacing equipment results in using funding that should be used elsewhere.

Athletic department-issued equipment is to be worn only during practice sessions and interscholastic contests. At no time are athletes to wear school-issued equipment or uniforms for:

- Gym classes
- Work or job
- Socially
- School wear

School district athletic equipment will not be loaned to outside groups.

### Collection and Storage of Athletic Equipment

Coaches are responsible for collecting all equipment that is issued to players during the year. Equipment collected immediately after the season is more likely returned with less effort. In fact, coaches are encouraged to collect uniforms and other equipment on the day of, and directly after their last contest.

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The coach supervises the collection, inventory and storage of all the equipment issued within his/her sports program.

As athletes turn in their equipment, checked off his/her equipment, noting the condition of all returned equipment.

If any equipment is lost or has abnormal usage, the athlete will be charged replacement costs. Contact the athletic department for pricing of equipment.

Place holds on report cards for any athlete who does not return school-issued athletic equipment.

Within two weeks after the season's end, all equipment is to be collected, cleaned, inventoried and stored in the designated (central) storage area.

- No equipment is to be discarded without the approval of the athletic department.
- Equipment to be repaired / reconditioned shall be marked appropriately and stored in the central storage area.
- Launder all clothing/equipment (game and practice uniform) before storage.

Each Head coach should input into Rank One Sport his/her final equipment/uniform inventory two weeks after the last contest. The coach should note any holds and missing equipment and documentation of effort made with student and parent to collect missing items.

- In the inventory, the number of items, the description of the equipment, and the condition of the equipment should be listed
- Number of discarded items must also be listed.

Equipment should be kept clean, repaired and in a secure area when not in use.

The ideal way to store athletic equipment is in a central athletic equipment room, where access is limited to few people. Additionally, do not let others use the storage areas. If a central area is not available, it then becomes imperative that each coach keeps his/her inventory up-to-date in Rank One Sport. This will keep coaches accountable for their equipment.

### Tryouts

Tryouts are sport specific.

Tryout dates should be posted and announced.

Tryouts should be as objective as possible.

Expectations should be clear.

Documentation of evaluation should be kept until the next tryout.

Outcomes and results of the tryouts should be handled with great care. How you present the results to the students is very important.

Involve as many students as you can. We cannot help students if they are not in the program.

### Media

Contact and interaction with the media is a critical part of the job of coaching. These opportunities must be used as a tool to build your program and your relationships with the athletes and the community. Prior to any contact with the media you should be prepared and know exactly what it is you wish to convey. Focus on a few main points. Get this information to them regardless of the questions they ask. Do not share personal or protected information.

In terms of media coverage:

- Coaches can share the score, stats etc.
- Coaches can speak positively about their team and/or players.
- Coaches can speak positively about the opposition.
- Coaches can speak positively about the experience.
- Coaches will refrain from negative statements especially concerning students and opponents.
- Coaches should not voice concerns regarding officials to the media.

**Keep in mind you cannot take back what you say.**

**Remember, nothing you say is off the record.**

Each Varsity coach is responsible for seeing that their results are communicated to the media immediately following a contest. You are responsible for contacting the media and reporting results win or lose. Please provide any other pertinent information to media staff as soon as possible following the contest.

Each coach is responsible for seeing that their results are posted in Rank One.

### Officials

There is a problem that has grown to epic proportions! The shortage of sports officials is reaching a critical stage. Fort Worth is no exception. There are hundreds of games at every level and many people rely on the strength of the official's associations. The intent of the FWISD Athletic Department is to acknowledge one of the most important partnerships in sport. The strength and future of our organization is dependent upon the officials. Strong athletic programs must have strong officials to be successful.

Many factors have contributed to the decline in officials.

**Treatment of officials seems to be the leading cause.**

**OFFICIALS ARE OUR PARTNERS. THEY ARE TO BE TREATED ACCORDINGLY.**

Coaches are strongly encouraged to assist our officiating chapters.

- Finding candidates to become officials
- Encouraging individuals to become officials
- Become an official

It is the Head Coach's responsibility to provide officials for all High School games. Officials for the Middle School contests will be assigned through the Athletic Office.

The home team Coach is responsible for submitting the appropriate paperwork for the officials and game workers. A copy of this information should be retained securely.

Please be sure that the game forms are complete, accurate and delivered to the Athletic Office in a timely manner. Please note any situations that are out of the ordinary like a lightning delay, changing ticket types etc.

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### Booster Clubs

UIL Booster Club Guidelines can be found here:

<https://www.uiltexas.org/policy/guidelines-for-booster-clubs>

Additional information and forms for FWISD Booster Clubs and PTA/PTO's can be found here:

<https://www.fwisd.org/cms/lib/TX01918778/Centricity/Domain/2144/Activity%20Funds%20Manual%202016-17.pdf>

A monthly report of all in-kind contributions (non-monetary) and gift card contributions should be sent to The Department of Community and Strategic Partnerships no later than five days following the end of the month. In-kind contributions are goods or services contributed for the benefit of the school or District. Examples of in-kind gifts include school supplies, uniforms, student incentives, teacher appreciation meals, etc. Gift cards includes all gift cards for campus use. The Contribution Report form is available on the Partnership web page. You must list the item(s) contributed, who made the contribution and the value. Do not include hospitality contributions.

The "Donation Acknowledgment Form" should be used to record all monetary donations of \$10,000 or less received by your campus and may be given to the donor.

Board Policy GE (Local) states:

"Booster Clubs and PTA/PTOs shall establish their own charters, by-laws and the like, which shall be approved by the respective school Principals. No activities other than those necessary to form and organize the club or association shall be permitted until such charters and bylaws have been adopted and approved. The organizations shall be responsible for filing tax-exempt/nonprofit organization status and submitting any required tax payments and/or reports. Booster Clubs and PTA/PTOs are not authorized to use the District's tax identification number." Therefore, these organizations must contact the State Comptroller's Office for issuance of a tax identification (ID) number. Such organizations may not represent themselves as agents of Fort Worth ISD.

In order to comply with the above policy and be recognized by the campus, all Booster Clubs and PTA/PTOs must register with the school and obtain the Principal's approval by completing Form 121, Booster Club/PTA Registration Form and complying with the requirements as stated on this form.

Board Policy also states that "the organization shall maintain its own bank account, issue its own checks, and maintain its own financial records. District administrators shall not serve as club officers or sign financial obligations or checks for the organization at any District school. Teachers and other District employees, other than school administrators, may serve as officers of parent organizations at their campus or at other campuses. However, full-time and part-time employees of the District shall not:

1. Serve as treasurer of the organization;
2. Sign checks on the organization's account; or
3. Sign financial obligations for the organization."

"School personnel shall only act as a conduit for funds collected on behalf of such an organization. School personnel shall forward collections to the school's office to be secured upon collection. All collections shall be removed from the school's office by the organization on a daily basis. Booster clubs and PTA/PTOs shall not leave collections at the school overnight. A repeat violation of this policy within the same fiscal



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year shall result in the club or organization forfeiting the privilege of collecting funds at the school site.”

“Any activity organized by the booster club/PTA/PTO to be held on school property shall require approval from the Principal.” Therefore, in order to comply with this policy, all Booster Clubs and PTA/PTOs must obtain the Principal’s approval before holding a fundraiser by completing Form 122, Booster Club/PTA Fundraiser Application Form, at least two weeks prior to the start of the fundraiser. This form is not be confused with Form 116, Fundraising/Sales Activity Application.

PTAs and Booster organizations may not be organized as an individual “DBA” (doing business as) the PTA or club. The organization bank account and accounts with the IRS or Texas Comptroller must follow the same requirement.

Activity Funds may not be used to purchase merchandise to be given to any booster club, PTA/PTO, or other such organization. School employees (such as coaches or sponsors) may not accept a "petty cash" fund or miscellaneous funds to be used at his or her discretion from any organization. School employees may not accept booster club or PTA/PTO checks made payable to the employee. All checks must be made payable to the school. Monies generated from school fund-raisers may not be given to booster clubs or any other such organizations.

University Interscholastic League (UIL) Guidelines as they relate to Booster Club and the TEA-UIL Side by Side reference manual should be reviewed and may be located at the following website:

<http://www.uilTEXAS.org/policy/tea-uil-side-by-side>. Contact the athletic department with any additional questions. Sanctions can be severe when these rules are breached. ROLE OF

### BOOSTER CLUBS

Neighborhood patrons form booster clubs to help enrich the school’s participation in extracurricular activities. The fundraising role of booster clubs is particularly crucial in today’s economic climate. Positive and direct communication can prevent most problems. Keep the superintendent or campus principal informed of all activities.

- Have a chain of command for communication with the administration.
- Clear all activities through your administration.
- The superintendent or a designee who does not coach or direct a UIL contest but has approval authority over booster clubs should be invited to all meetings. All meetings should be open to the public.
- Booster clubs should apprise school administrators of all club activities. Make sure your local administration has a copy of all booster club publications. Invite administrators to all booster club meetings. Have an officer meet with the school administration regularly.
- School administration should apprise booster clubs of all school activities.
- 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.
- Periodic financial statements itemizing all receipts and expenditures should be made to the general club membership and kept on file at the school.

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### 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

### 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, and 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.

### COACHES AND 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.
- If acceptance of a monetary or material donation could lead to providing inequitable amenities in a similar program of the opposite gender, do not accept the donation until it is approved by your campus principal or the Title IX Coordinator.

### 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-president to oversee fall, winter and spring sports);
- taking, distributing and filing minutes;
- public communication;

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- proper interaction with music and theatre 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.

### CLUB FINANCES

Fund-raising projects are subject to state law. Be sure that your club is in compliance with applicable law. For example, Texas has a law governing raffles. Also, consider seeking nonprofit or tax-exempt status. Consult the Texas Secretary of State's website as well as the IRS to determine if seeking designation as a non-profit that is tax exempt is appropriate for your booster club.

Booster clubs may make recommendations, but cash or other valuable consideration must be given to the school to use at its discretion. Generally speaking, earnings by a properly organized booster club may not benefit any private shareholder or individual.

- Community-wide sales campaigns should be coordinated through the school administration to minimize simultaneous sales campaigns.
- Sales campaigns should be planned carefully to ensure 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 only to the booster club and should not have control or signature authority over booster club funds, including petty cash or miscellaneous discretionary funds.
- Coach's lists should have received prior approval from 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. See Section 481, UIL Constitution and Contest Rules.
- Schools shall not pay to coaches, and coaches shall not accept, funds gathered by a high school booster club or other sources within the school district. See Section 1202(b), UIL Constitution and Contest Rules.
- Funds are to be used to support school activities. To provide such funding for non-school activities could violate UIL rules and the public trust through which funds are earned.

### ATHLETIC BOOSTERS

Individuals should be informed of the seriousness of violating the athletic amateur rule found in Section

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441 and the awards rule found in Section 480 of the UIL Constitution and Contest Rules. Check with school administrators before giving anything to a student, school sponsor or coach. 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. If a team violates the amateur rule, the penalty shall be assessed against the team and not against each individual. See Section 441(d), UIL Constitution and Contest Rules. All fans, not just members of the booster club, should be aware of these rules. It affects the entire community.

- Athletic booster club funds shall not be used to support athletic camps, clinics, private instruction or any activity outside of the school.
- The local school district determines when, how and from whom student athletes can receive meals and snacks. See Section 441(b)(9), UIL Constitution and Contest Rules.
- Schools must give prior approval for any banquet or get-together given for students.
- Students may not accept money or other valuable consideration from school booster club funds for any non-school purpose. See Section 441(A)(3), UIL Constitution and Contest Rules.
- 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). See Section 441(a), UIL Constitution and Contest Rules. Valuable consideration is defined as tangible or intangible property or service including anything that is usable, wearable, salable or consumable.
- 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 meals. It would be a violation for booster groups or individuals to pay for such costs directly, without prior approval from the local school administration. See Section 441(b)(9) and Section 840(a)(2)(A)(iv), UIL Constitution and Contest Rules.
- Student athletes may accept small “goodie bags” consisting of cookies, candy and symbolic gifts from their classmates, if allowed by local school policy. See Section 441(B)(7), UIL Constitution and Contest Rules.

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### Booster Club Areas of Concern

- A. Methods of financing booster clubs.
- B. Guidelines for electing officers.
- C. Texas tax laws which apply to booster clubs.
- D. Planning, announcing and holding effective meetings.
- E. Keeping the child in mind, and the overall purpose of competition.
- F. Working for the overall development of the child in a range of activities.
- G. Handling, counting and depositing and administration of funds.
- H. Creation, unitization and filing of appropriate minutes.
- I. Outlining the process of authority as defined by your local school board.
- J. What to do when your school is a big winner.
- K. What to do when your school is not a big winner.
- L. Awards for students such as outstanding players, music student, etc.
- M. Restrictions according to the awards rule and music awards rules.
- N. Developing a set of policies for the booster club.
- O. Proper interaction with directors, coaches and sponsors.
- P. Regulations affecting booster clubs and fans at UIL Contests-Treatment of guest, judges and sport officials.
- Q. The Amateur Rule—Participation is the primary reward.
- R. Press releases and techniques for effective communication

**Equipment may be purchased by the booster club organizations. It becomes the property of FWISD and will be under the jurisdiction of the school/department in accordance with School Board Policy and administrative rules and regulations.**

**Purchases made by booster clubs for Athletic use must be donated and accepted using the proper forms.**

**Purchases made by booster clubs for Athletic use must be added to the program inventory and will be handled as district property.**

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### Special Education and Athletics

Academic standards for the first six weeks of school year: The ARD committee determines and specifies in the IEP what a student must achieve each year in order to be promoted or placed into the next grade level. The ARD committee also determines the number of credits needed to be eligible for UIL activities during the first six weeks of the school year.

Academic standards for weeks 7-36: A special education student is eligible if his/her IEP (Individual Education Plan) requirements have been met. If a student who has received a failing grade is later referred for special education and found eligible for special education services, the ARD committee cannot restore the student's eligibility for extracurricular activities. In accordance with state law, the ARD committee will specify what the IEP requirements will be for the upcoming grading period, and the student will immediately begin work towards achievement of the IEP requirements. At the end of that grading period, the student would be eligible if the requirements of the IEP are met.

Full-time status: For UIL activities, the ARD committee determines the number of courses a special education student must be enrolled in to be eligible, based on the student's individual educational needs.

504 Eligibility: Eligibility standards for students identified as disabled under Section 504 are the same as for regular education students. However, Section 504 students are to be considered for IDEA eligibility if the Section 504 committee determines that because of his/her disability, the student cannot master the essential knowledge and skills in order to meet the regular academic standards as identified in §33.081 of the Education Code (i.e., the "No Pass No Play" law). If a Section 504 student meets the eligibility requirements to be served as a special education student, the information provided above applies in determining his/her eligibility.

The Department of Education's OCR issued a "Dear Colleague" letter on January 25, 2013.

The subject: participation of students with disabilities in athletics.

You must provide an "opportunity to participate."

"The student...does not have a right to participate in the games; but the coach's decision [about playing] must be based on the same criteria the coach uses for all other players (such as performance reflected during practice sessions)."

### How to "Reasonably Modify"

- The key is individualized analysis.
- First question: is the modification "necessary" for the student to participate?
  - If so: would the modification "fundamentally alter" the activity?
  - If it would, you then assess whether other modifications might work.
  - It would be a "fundamental alteration" if it "alters such an essential aspect of the activity or game that it would be unacceptable even if it affected all competitors equally (such as adding an extra base in baseball)."
  - It would be a "fundamental alteration" if it gives the student with a disability an unfair advantage.

To satisfy your duty under 504, you must provide those "aids and services" that the student needs in order to have an equal opportunity.

- OCR believes that doing so will "rarely, if ever" amount to an "undue burden."

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- So, the argument that it costs money will “rarely, if ever” succeed.
- OCR will expect you to treat 504 students the same as IDEA-eligible students with respect to aids and services in extracurricular activities.
- Decisions about what the student needs must be made by ARDC or 504 Team—not the coach.
- But coach’s input would be important re: safety, and “fundamental alteration.”

Important. Not necessarily decisive.

This information by Walsh, Anderson, Gallegos, Green and Treviño, P.C. It is intended to be used for general information only and is not to be considered specific legal advice. If specific legal advice is sought, consult an attorney.

### Middle School Athletics

The Junior High Manual is available on each of the Junior High Sport pages.

<https://www.uiltexas.org/athletics/junior-high>

#### **Section 1400: JUNIOR HIGH (SEVENTH AND EIGHTH GRADES)**

##### **(a) ELIGIBILITY REQUIREMENTS FOR SEVENTH AND EIGHTH GRADE PARTICIPANTS.**

- (1) Student's Eligibility. An individual may participate in League competition or contests as a representative of the participant school he/she attends if that student has been in attendance and has passed the number of courses required by state law and by rules of the State Board of Education, and is passing the number of courses required by state law and by rules of the State Board of Education.
- (2) Junior high students are not prohibited from competing at a grade level higher than the one in which they are enrolled. Refer to Subchapter M for high school eligibility standards.

#### **Section 1478: SEVENTH AND EIGHTH GRADE ATHLETIC PLAN**

(a) PURPOSES. The League is vitally interested in the welfare and development of every youngster. A properly administered athletic program can enhance their overall education. Junior high programs need to take into consideration the substantial range in individual differences among seventh and eighth grade students, i.e., age, body build, interests, ability, experience, health, and stages of physiological, emotional and social maturity. Exploring a wide range of activities rather than specializing in one area and what is best for the greatest number of participants involved should be emphasized. Each local district has final responsibility for enforcement of all objectives, guidelines and codes in the junior high program of competition. The purposes of the junior high athletic program of the UIL include the following.

- (1) To conduct the athletic program so that educational objectives are achieved, highest details of sportsmanship are upheld, and no single phase of the athletic program is promoted at the expense of other programs.
- (2) To provide broad and varied athletic programs with an opportunity for equitable competition for all students. A desirable program involves participation in intramural competition at several ability levels and interschool competition for the more advanced students.
- (3) To equalize competition and administer the programs so that mismatching of teams or individuals is not permitted. Individual schools shall have the final responsibility of enforcing this concept.
- (4) To integrate the athletic program with all other activities essential to junior high school youth, avoiding an excessive activity load for any student.
- (5) To require that participants are properly examined, approved, equipped, classified, instructed and supervised.
- (6) To administer the program so that there will be a minimum loss of school time, proper but minimal publicity, competent officiating, limited awards, and the program kept in its proper perspective.
- (7) To provide qualified faculty leadership who understand this adolescent age group, the objective of this modified sports program, and the emphasis on safety and welfare of the student.
- (8) To foster proper respect for authority and avoidance of all evidences of undesirable athletic mannerisms.
- (9) To compete within the spirit of the rules, giving every opponent due credit and respect, and making every effort to be gracious in victory or loss.



(b) Eligibility REQUIREMENTS FOR SEVENTH AND EIGHTH GRADE PARTICIPANTS. An individual may participate in League athletic competition or contests as a representative of a participant school if he/she:

- (1) Has met the requirements of Section 1400 (a) regarding general eligibility:
- (2) For seventh grade athletic competition, has not reached his/her 14th birthday on or before September 1, and has not enrolled in the ninth grade.
- (3) For eighth grade athletic competition, has not reached his/her 15th birthday on or before September 1, and has not enrolled in the ninth grade.
- (4) A student who initially entered the seventh or eighth grade the current school year and is too old for seventh or eighth grade participation may participate according to age, that is, seventh graders on the eighth grade, ninth grade, high school junior varsity or high school varsity team, and eighth graders on the ninth grade, high school junior varsity or high school varsity team.

(A) Four Consecutive Years. A student has only four consecutive calendar years to complete high school varsity eligibility. Exception: See Section 463.

(B) Athletic Class. Overage junior high school students who have reached their 15th birthday on or before September 1 of that school year may be assigned to high school athletic periods if they are participating with the high school sub-varsity or varsity. Otherwise seventh and eighth grade students remain in their junior high school athletic class throughout the school year.

(C) Full Participation Allowed. Only seventh and eighth grade students who are too old to represent the eighth-grade team may participate on the high school's athletic team. Overage junior high school students who participate with a high school ninth grade, sub-varsity or varsity team, may participate fully under the rules for high school athletes in that sport, including, but not limited to, rules governing number of games, post-season games, etc.

(5) Is a full-time student in grade seven or eight at the school he/she represents? Exception: Seventh and eighth grade students from public K-8 ISDs that do not field a team, may participate on the seventh and eighth grade baseball, basketball, football, soccer, softball and/or volleyball teams at the junior high school in the attendance area where they reside or which is a part of the designated receiving school district. (Parochial, private, and home-schooled students are not eligible.) See Official Interpretation #18, Appendix I.

(6) Has been in attendance and has passed the number of courses required by state law and by rules of the State Board of Education, and is passing the number of courses required by state law and by rules of the State Board of Education.

(7) Has not repeated the seventh or eighth grade for athletic purposes. A student who repeats the seventh or eighth grade for athletic purposes shall be eligible for only two consecutive years in seventh and eighth grade athletic competition after the first enrollment in the seventh grade. A student held back one year in the seventh or eighth grade for athletic purposes shall lose the fourth year of eligibility after entering the ninth grade. A student held back for two years for athletic purposes shall lose the third and fourth years of eligibility after entering the ninth grade.

(8) Has not changed schools for athletic purposes.

Note for (7) and (8): Eligibility is lost for one to three years for seventh grade "A" team, eighth grade "A" team or combined seventh and eighth grade "A" team. An "A" team is the same as a high school varsity team.

## 2020-2021 Athletic Handbook

### MIDDLE SCHOOL ATHLETIC TEAMS AND PROCEDURES

#### Competitive Activities

The middle schools in the Fort Worth Independent School District compete in the following competitive activities:

##### **Basketball:**

Boys Grade 7  
Girls Grade 7  
Boys Grade 8  
Girls Grade 8

##### **Track & Field:**

Boys Grade 7  
Girls Grade 7  
Boys Grade 8  
Girls Grade 8

##### **Football:**

Boys Grade 7  
Boys Grade 8

##### **Volleyball:**

Girls Grade 7  
Girls Grade 8

##### **Soccer:**

Boys Grade 8  
Girls Grade 8

The schedules will be determined by the Athletic Office in conjunction with the High School Head Coaches and input from the Middle School Lead.

#### **Rules of Play**

Competition in the above activities will be conducted in compliance with the rules of the UIL and NFHS, unless modified by the Athletic Department.

#### **Participation**

A student may compete for a place on any athletic team and may remain on the squad except for disciplinary reasons, such as violation of team rules, Board of Education policies or eligibility issues.

Principals shall approve any discipline plans developed by their coaches that address participation for students who eliminate themselves from teams. Examples of such elimination would be, but are not limited to, quitting a sport in the middle of a season, failure to attend practices and/or events, student citizenship, etc.

Additionally, a minimum number of participants will be set for each sport by team, as well as cheer and dance squad sizes, and will originate in the central Athletic Department office.

#### **Schedules**

All regular season games, matches, meets and district tournaments originate from the Athletic Department. Any addition or change to the schedule must have PRIOR approval of the Athletic Department.

#### **Transportation**

Transportation requests for all regularly scheduled middle school games will be requested through the Athletic Department, and must be submitted no later than the time stipulated by that department.

## 2020-2021 Athletic Handbook

**All students must travel to and from contests in which transportation is provided by the school district.** The only exception is governed by district policy FMG; if the student's parent or guardian personally requests that the student be allowed to ride with his or parent or presents a written request to the Principal the day before the scheduled trip that the student be allowed to ride with an adult, not a student, designated by the parent. The District shall not be liable for any injuries that occur to students riding in vehicles that are not provided by the school.

## 2020-2021 Athletic Handbook

### Fort Worth ISD Athletic Facilities

Coaches are the guardians of the athletic facilities. We must ensure that facilities are kept clean and in proper condition. It is the responsibility of the Athletic Coordinator to assist the Principal with the scheduling of facilities and the maintaining of them. Head coaches are responsible for working with the Coordinator and the Principal to ensure that facilities are kept as clean as possible and in good repair. Periodically, inspect field and facilities. Immediately report any hazards.

It is important to emphasize to all athletes their responsibility to take care for school facilities and to report any abuses to their coach.

### Process for Securing FWISD Facilities

The principal is authorized to approve use of facilities on his or her campus in accordance with this policy.

Approval shall not be granted for any purpose that would damage school property or to groups that are known to have damaged other rented property.

Priorities for scheduling the use of school facilities shall be as follows:

1. The regularly scheduled educational program, including instructional activities; meetings, practices, and performances of school-sponsored groups; and staff meetings related to official school business.
2. Meetings and other activities of school-support groups organized for the sole purpose of supporting the schools or school-sponsored activities [see GE].
3. Meetings and other activities of groups made up primarily of school-aged children.
4. Meetings of employee organizations [see DGA].
5. Meetings of governmental agencies.
6. Meetings of neighborhood associations.
7. Meetings and other activities of not-for-profit organizations on a first-come, first-served basis.

Principals of the schools are authorized to grant the use of facilities in their respective schools for such functions as may be approved and/or sponsored by the District, school, or school organizations; these are groups 1, 2, and 4 above. The principal or designee shall supervise all such activities.

Persons or organizations listed in 3, 5, 6, and 7 above desiring the use of any auditorium, gymnasium, or cafeteria in any public-school building, or desiring the use of school grounds or other outdoor campus facilities, shall make application at least 15 business days prior to the activity through the business office. The business office shall forward the request to the principal to determine the availability of such spaces. The principal has the responsibility to determine the personnel (custodial, administrative, or others) necessary to facilitate the use of the building and/or grounds.

Organizations listed in groups 3, 4, and 6 above may request use of facilities and grounds and are exempt from payment of rental fees so long as meetings and activities are held at a time when appropriate personnel are available for supervision of the facility/activity. At other times, reimbursement for personnel expenses shall be charged in accordance with a fee schedule published by the division of business and finance. Reimbursements may likewise be charged for utilities and/or supplies.

## 2020-2021 Athletic Handbook

Organizations listed in groups 5 and 7 above shall be charged rental fees in accordance with a rental fee schedule published by the division of business and finance.

Organizations listed in groups 3, 5, 6, and 7 shall sign, prior to use, an agreement holding the District harmless, and indemnifying the District in the event of property damage or bodily injury.

Use of central athletic facilities (non-campus) shall be administered by the Superintendent through the division of business and finance and the director of athletics.

No meeting or activity shall be permitted in a school building or on school grounds that is in any way contrary to the purpose of the District. Doctrines or theories that are subversive to the Constitution or laws of the state of Texas or of the United States of America shall not be advanced. Social or political change by violence shall not be advanced. Private, profit-making enterprises shall not be promoted. Lectures, musical comedies, theatrical productions, or any other assemblies that are, in the judgment of the Superintendent or designee, of a questionable nature shall not be permitted.

Organizations using school facilities shall:

Conduct their business in an orderly manner.

Abide by all laws and policies, including but not limited to those prohibiting the use, sale, or possession of alcoholic beverages, illegal drugs, and firearms and the use of tobacco products on school property.

Make no alteration, temporary or permanent, to school property without prior written consent from the Superintendent.

For more information see:

[https://pol.tasb.org/Policy/Download/1101?filename=GKD\(LOCAL\).docx](https://pol.tasb.org/Policy/Download/1101?filename=GKD(LOCAL).docx)

### Music

What music would be most appropriate? As you make that decision, ask yourself what the message is that you would like your school to send. Make sure that the music that is to be played is screened by the Principal on campus or the Athletic Coordinator. Music played at the central sites must have prior approval of the Athletic Department.

**“R-rated” music does not belong at our athletic events.**

Music should not reference anything that is against school policy for students; what they can wear, drugs, alcohol, etc. **Radio edited versions or clean versions of unacceptable music should not be played.**

**Coaches are responsible** for the music played at their contests and practices.

- Please take great care in selection of the music to be played.
- Do not leave to students to select the music.

ANY MUSIC PLAYED AT CENTRAL SITES MUST HAVE PRIOR APPROVAL

**It is the High School Head Coaches and the MS Leads responsibility to see that appropriate music is approved and played.**

## 2020-2021 Athletic Handbook

### Fort Worth ISD Athletic Activity Passes

1. All Fort Worth ISD employees (with ID), and one guest or immediate children, are allowed in free of charge for all regular season athletic games and events held at Fort Worth ISD athletic venues and campuses. This does not include post-season/playoff games.
2. District Executive Committee authorized District Passes to attend regular season FWISD athletic events free of charge in and out of the Fort Worth ISD will be issued to current and retired school board members, executive staff, athletic staff, administration directors, secondary school Principals and retired coaches.
3. Each high school Principal will be issued passes for the specific UIL athletic district they compete in. Passes should be issued to campus administrators, pyramid middle school administrators, high school and middle school coaches, athletic trainers, cheerleader sponsors, drill team sponsor and band directors. If married, spouses of those mentioned previously can receive a pass, as well as any other school supporters, at the discretion of the Principal. These UIL district-specific athletic passes are for use at regular season athletic events and may be suspended for post-season/playoff events.

Suspended until further notice

## 2020-2021 Athletic Handbook

### Fort Worth ISD Weather Safety Procedures

The Fort Worth ISD Athletic Department has established weather-related procedures for coaches and athletic trainers to address the safety of student-athletes, game officials, and spectators at outdoor practices, games and events. The procedures, based on the recommendation of various resources, include, but are not limited to, information provided by the UIL. Weather safety procedures are provided for coaches through the district's Document Center portal and the Safety Handbook.



## 2020-2021 Athletic Handbook

Varsity Sports offered by Fort Worth ISD:

**Fall:**

Football  
Volleyball  
Fall tennis  
Swimming & Diving  
(B/G) Cross Country  
(B/G) Basketball  
(B/G) Fall Golf

**Winter:**

(B/G) Basketball  
(B/G) Soccer  
Softball  
Baseball

**Spring:**

Tennis  
Track & Field  
Golf  
Wrestling  
Baseball  
Softball

## 2020-2021 Athletic Handbook

### Designated School Administrator:

The school district superintendent and/or his designate is responsible for enacting and enforcing a crowd management policy for contests sponsored by his/her district.

### **Guidelines: (By no means is this list of guidelines inclusive.)**

1. A crowd control policy for season athletic contests shall be endorsed by the school board and on file with the district executive chairman and in possession of those in the individual school directly responsible.
2. All interscholastic contests must be approved by the superintendent or his designee.
3. There must be a designated administrator at all home contests (who is not coaching at the contest).
4. Students, participants and staff members are expected to conduct themselves in a sportsmanlike manner. Failure to do so will be a violation and subject to penalty.
5. The member school superintendent is responsible for initiating disciplinary measures against those guilty of violations.
6. The host administration must insure the safety of the officials.

### **Procedures:**

1. For varsity contests the school designee shall meet the officials:
  - a. Introduce himself/herself.
  - b. Indicate where he/she will be sitting.The designated school administrator shall meet the officials at the designated times as listed below.
  - Baseball: 30 minutes prior to the game at the conference with coaches and umpires.
  - Basketball: 30 minutes prior to the game.
  - Football: At least 30 minutes prior to the game meet with referee on the field.
  - Soccer: Prior to the start of the game, on the field with center official and lines persons.
  - Softball: 30 minutes prior to the game at the conference with coaches and umpires.
  - Volleyball: Immediately after the officials enter the court.The designated school administrator shall meet the officials immediately after the officials enter the court.
2. If officials are not contacted by the designee ten minutes prior to start of a game, the referee shall ask the home head coach if there is a designee and if so, who that person is.
3. If a designated administrator is not present, the officials shall notify the UIL in writing the next working day and report the incident.
4. The designee shall meet briefly with the officials after the game to discuss the game and any problems during the game dealing with ejection of players, coaches, or fans, etc. The designee shall also offer to provide an escort to walk with the officials to their respective vehicles.
5. The designee is responsible to inform the administration of both schools by phone the next school day of unsportsmanlike behavior of fans, players, coaches, and any unprofessional behavior on the part of officials.
6. The home school is responsible for security. In playoff games/matches, both schools are responsible.

7. Each school is responsible for the behavior of its fans, players, and employees.
8. In playoff games/matches both schools shall have a designated school administrator.

### Section 1208: ATHLETIC REGULATIONS

#### (h) GAME ADMINISTRATOR.

In all UIL varsity athletic team contests, a game administrator shall be appointed by the home school. That person shall be a coach (other than the game coach), teacher or administrator. It is recommended that a game administrator be designated by the home school for all non-varsity athletic team contests. The responsibilities of the game administrator are as follows:

- (1) see that officials are directed to their dressing room;
- (2) meet with the officials prior to game time (preferably on the playing field or court);
- (3) inform the officials where the game administrator will be seated;
- (4) assist the officials if they need to discourage unsportsmanlike conduct of a fan, player or coach (such as removal from the gym);
- (5) check with the officials after the game to see if there is any misconduct that needs to be reported;
- (6) offer to provide an escort for the officials to their cars;
- (7) report incidents to the appropriate school administrator (home team or visitor);
- (8) report severe verbal abuse or physical contact of the official and any ejections of coaches and fans to the UIL office in writing within the next two working days.

### Banquet or Culminating Event

All programs should have a banquet or culminating event to celebrate the accomplishments of the program and the individuals. It can be simple or involved.

- All team members, managers and trainers should be valued, thanked and recognized.
- Events should have a start time and an end time.
- If you are showing a highlight video, you should present it after the close and invite those interested to stay.
- Be prepared, have a script.
- If you have multiple presentations, minimize transition time. Have the next speaker ready.
- Is there a picture taker?
- Invite the Principal and his staff.

# 2020-2021 Athletic Handbook

## Athletic Hiring

### Head Football Coach/Coordinator Hiring Process

1. The Head Coach/Athletic Coordinator job posted [THSCA, THSADA, TGCA]
2. Gathering of information from all available sources
3. Campus and Athletic Department sharing of information
4. Athletics will vet candidates
5. Athletics will set an interview committee [Principal or Designee and Athletic Department included]
6. Athletics will determine the candidates to interview
7. Athletics will conduct interviews at the Athletic Office [Principal or Designee and Athletic Department included]
8. Collaborative decision to recommend the Head Coach/Coordinator

### Coordinator Hiring Process

1. The Head Coach/Athletic Coordinator job posted [THSCA, THSADA, TGCA]
2. Gathering of information from all available sources
3. Campus and Athletic Department sharing of information
4. Athletics will vet candidates
5. Athletics will set an interview committee [Principal or Designee and Athletic Department included]
6. Athletics will determine the candidates to interview
7. Athletics will conduct interviews at the Athletic Office [Principal or Designee and Athletic Department included]
8. Collaborative decision to recommend the Head Coach/Coordinator

### Head Coach Hiring Process

1. The Head Coach job posted [THSCA, THSADA, TGCA, Sport Association Site]
2. Gathering of information from all available sources
3. Campus and Athletic Department and/or Coordinator sharing of information
4. Vetting of candidates
5. Setting an interview committee [Campus and Athletic Department and/or Coordinator]
6. Recommending candidates to interview [Athletic Department and/or Coordinator]
7. Interviews
8. Collaborative decision to recommend the Head Coach [Must have approval of Athletic Department]

### Assistant Coach Hiring Process

1. Assistant Coach job posted [THSCA, THSADA, TGCA, Sport Association Site]
2. Gathering of information from all available sources
3. Campus and Head Coach of that Sport and/or Coordinator sharing of information
4. Vetting of candidates
5. Setting an interview committee [Campus and Head Coach of that Sport and/or Coordinator]
6. Recommending candidates to interview
7. Interviews
8. Collaborative decision to recommend the Assistant Coach [Must have approval of Athletics, can be Head Coach of that Sport and/or Coordinator]

### Middle School Coach Hiring Process

In considering Athletics staffing at the middle school level, Principals should consult with Pyramid Athletic Coordinators at the High School. High School Athletic Coordinators can assist with not only finding the middle schools a great teacher, but also a great coach.

1. Middle School Coaching job posted [THSCA, THSADA, TGCA, Sport Association Site]
2. Gathering of information from all available sources Campus and the Coordinator
3. Campus and Head Coach of that Sport and/or Coordinator sharing of information
4. Vetting of candidates
5. Setting an interview committee [Campus and Head Coach of that Sport and/or Coordinator]
6. Recommending candidates to interview
7. Interviews
8. Collaborative decision to recommend the Middle School Coach [Must have approval of Athletics, can be Head Coach of that Sport and/or Coordinator]

### The Black Shirt

The Head Coach will be presented with a BLACK SHIRT the first time their team wins a playoff game. An additional shirt will be presented to the HEAD COACH every time their team wins a State title.

The Head Coach of an Individual Sport will be presented with a BLACK SHIRT the first time their team wins a Regional Title or the first time one of their athletes wins a medal [top 3 finish] at the State Championships. An additional shirt will be presented to the HEAD COACH every time their team wins a State title.

# 2020-2021 Athletic Handbook

## LINKS AND FORMS

### Code of Ethics

[http://texreg.sos.state.tx.us/public/readtac\\$ext.ViewTAC?tac\\_view=4&ti=19&pt=7&ch=247&rl=Y](http://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y)

### UIL Portal

<https://www.uiltexas.org/uil-portal>

### Constitution and Contest Rules

<https://www.uiltexas.org/policy/constitution>

### UIL Orientation Packet

[https://www.uiltexas.org/files/policy/20-21\\_Orientation\\_Packet.pdf](https://www.uiltexas.org/files/policy/20-21_Orientation_Packet.pdf)

### TEA-UIL Side-by-Side

<https://www.uiltexas.org/files/policy/TEA UIL Side by Side 20-21.pdf>

### TEA-UIL Side-by-Side [Spanish]

<https://www.uiltexas.org/files/policy/TEA UIL Side by Side 20-21 Spanish.pdf>

### 2020-2021 TENTATIVE Sport Season Dates and Game/Tournament Limits

<https://www.uiltexas.org/files/policy/2020-21-TentativeSportsSeasonDates.pdf>

### Practice Outside the School Year

[https://www.uiltexas.org/files/athletics/Practice\\_Outside\\_the\\_School\\_Year.pdf](https://www.uiltexas.org/files/athletics/Practice_Outside_the_School_Year.pdf)

### Preseason Football Practice Limitations FAQ

<https://www.uiltexas.org/football/faq>

### Summer Strength and Conditioning Program and Sport Specific Skill Instruction Regulations

[https://www.uiltexas.org/files/athletics/COVID-19\\_Individual\\_Sport\\_July\\_13.docx](https://www.uiltexas.org/files/athletics/COVID-19_Individual_Sport_July_13.docx)

### Individual Sport

[https://www.uiltexas.org/files/athletics/Summer\\_2020\\_SC\\_Document\\_JULY\\_13\\_FINAL.docx](https://www.uiltexas.org/files/athletics/Summer_2020_SC_Document_JULY_13_FINAL.docx)

### Non-School Participation Manual

<https://www.uiltexas.org/files/athletics/Non-School-Final.pdf>

### Guidelines for Booster Clubs

<https://www.uiltexas.org/policy/guidelines-for-booster-clubs>

[https://www.uiltexas.org/files/policy/booster\\_club\\_guidelines.pdf](https://www.uiltexas.org/files/policy/booster_club_guidelines.pdf)

### UIL Eligibility Standards

<https://www.uiltexas.org/policy/constitution/general/eligibility>



## 2020-2021 Athletic Handbook

High School Sports

<https://www.uiltexas.org/athletics/sports>

Junior High Sports

<https://www.uiltexas.org/athletics/junior-high>

Sports Officials

<https://www.uiltexas.org/athletics/officials>

UIL Forms

<https://www.uiltexas.org/athletics/forms>

Acknowledgement of Rules

[https://www.uiltexas.org/files/athletics/forms/rules-acknowledgement\\_1-16.pdf](https://www.uiltexas.org/files/athletics/forms/rules-acknowledgement_1-16.pdf)

Professional Acknowledgement Form

<https://www.uiltexas.org/files/professional-acknowledgement.pdf>

Parent Information Manual

<https://www.uiltexas.org/files/athletics/manuals/Parent Info Handbook 20-21.pdf>

Sportsmanship Manual

<https://www.uiltexas.org/files/athletics/manuals/sportsmanship-manual.pdf>

Eligibility Standards

<https://www.uiltexas.org/policy/constitution/general/eligibility>

Extracurricular Athletic Activity Safety Training Requirements

<https://www.uiltexas.org/health/safety-training>

6A Concussion Injury Reporting Instructions - ALL SPORTS

<https://www.uiltexas.org/health/info/6a-injury-reporting-instructions-all-sports>

[Avoiding Hyponatremia](#)

[Cheerleader Safety FAQ](#)

[Cold Weather Illness](#)

[Emergency Medical Procedures](#)

[Free Heat Illness Guide Available from NFHS](#)

[Heat Stress and Athletic Participation](#)

[Information on Staphylococcal Infections for Athletes](#)

## 2020-2021 Athletic Handbook

[Information on Staphylococcal Infections for Athletic Departments](#)

[Lightning Safety](#)

[NFHS Recommendations for Hydration](#)

[Reducing Head and Neck Injuries in Football](#)

Steroid Information

<https://www.uiltexas.org/health/steroid>

Automated External Defibrillator Information

<https://www.uiltexas.org/health/aed>

Concussions and Concussion Management Protocol Requirements and Information

<https://www.uiltexas.org/health/concussions>

Cardiac Health Information

<https://www.uiltexas.org/health/cardiac>

Individual Varsity Sport Eligibility Form

<https://www.uiltexas.org/uil-portal-documents>

Varsity Team Sport Eligibility Form

<https://www.uiltexas.org/uil-portal-documents>

Previous Athletic Participation Form

[https://www.uiltexas.org/files/athletics/forms/PAPF\\_17-18\\_revised.pdf](https://www.uiltexas.org/files/athletics/forms/PAPF_17-18_revised.pdf)

Concussion Acknowledgement Form

[https://www.uiltexas.org/files/athletics/forms/Concussion\\_Acknowledgment\\_Form.pdf](https://www.uiltexas.org/files/athletics/forms/Concussion_Acknowledgment_Form.pdf)

Formulario De Acuse De Recibo De Conmoción Cerebra

[https://www.uiltexas.org/files/athletics/forms/Concussion\\_Acknowledgment\\_Form\\_SpanishWLogo.pdf](https://www.uiltexas.org/files/athletics/forms/Concussion_Acknowledgment_Form_SpanishWLogo.pdf)

Parent and Student Agreement/Acknowledgement Form Anabolic Steroid Use and Random Steroid Testing

<https://www.uiltexas.org/files/athletics/forms/steroid-agreement.pdf>

Formulario de Acuerdo/Acuse de recibo de padres y estudiantes en relación con el uso de esteroides anabólicos y prueba aleatoria de esteroide

[https://www.uiltexas.org/files/athletics/forms/steroid-agreement\\_SpanishWLogo.pdf](https://www.uiltexas.org/files/athletics/forms/steroid-agreement_SpanishWLogo.pdf)

Preparticipation Physical Evaluation -- Medical History

## 2020-2021 Athletic Handbook

<https://www.uiltexas.org/athletics/page/pre-participation-physical-evaluation>

Concussion Management Protocol Return to Play Form

[https://www.uiltexas.org/files/health/UIL\\_Return\\_to\\_Play\\_Form.pdf](https://www.uiltexas.org/files/health/UIL_Return_to_Play_Form.pdf)

Request for Accommodation

<https://www.uiltexas.org/athletics/page/request-for-accommodation>

ACKNOWLEDGEMENT OF RULES

[https://www.uiltexas.org/files/athletics/forms/rules-acknowledgement\\_1-16.pdf](https://www.uiltexas.org/files/athletics/forms/rules-acknowledgement_1-16.pdf)

ACUSE DE RECIBO DE LAS REGLAS

[https://www.uiltexas.org/files/athletics/forms/rules-acknowledgement\\_1-16\\_Spanish.pdf](https://www.uiltexas.org/files/athletics/forms/rules-acknowledgement_1-16_Spanish.pdf)

ACKNOWLEDGEMENT FORM

<https://www.uiltexas.org/files/professional-acknowledgement.pdf>

[Parent Resident Rule/Four Year Rule Waiver Form](#) - updated July 2017

[Over-Age Varsity \(High School\) Waiver Form](#) - updated July 2017

[Over-Age Junior High Waiver Form](#) - updated July 2017

[Foreign Exchange Student Waiver Form](#) - updated July 2017

[Request to Appeal](#) - updated July 2017

## ADDITIONAL READING SECTION

### Coach's Letter to Parents

by Dr. Darrell J. Burnett

Dear Parents,

Here are some hints on how to make this a fun season, with lots of positive memories for your kids and your family.

1. Make sure your kids know that, win or lose, you love them. Be the person in their life they can always look to for support.
2. Try to be completely honest with yourself about your kids' athletic capability, their competitive attitude, their sportsmanship, and their level of skills.
3. Be helpful, but do not coach your kids on the way to the game or at the breakfast table. Think how tough it must be on them to be continually inundated with advice, pep talks, and criticism.
4. Teach your kids to enjoy the thrill of competition, to be out there trying, to be constantly working to improve their skills, to take physical bumps and come back for more. Do not tell them that winning does not count because it does, and they know it. Instead, help them develop a healthy competitive attitude, a "feel" for competing, for trying hard, for having a good time.
5. Try not to live your life through your kids. You have lost as well as won, you have been frightened, and you have backed off at times. Sure, they are an extension of you, but do not assume they feel the same way you did, want the same things, or have the same attitude.
6. Do not push them in the direction that gives you the most satisfaction. Do not compete with your kids' coaches. A coach may become a hero to your kids for a while, someone who can do no wrong, and you may find that hard to take. Conversely, do not automatically side with your kids against their coaches. Try to help them understand the necessity for discipline, rules, and regulations.
7. Do not compare your kids with other players on their team - at least not within their hearing - do not lie to them about their capabilities as a player. If you are overly protective, you will perpetuate the problem.
8. Get to know your kids' coaches. Make sure you approve of each coach's attitude and ethics. Coaches can be influential, and you should know the values of each coach so that you can decide whether or not you want them passed on to your kids.
9. Remember that children tend to exaggerate. Temper your reactions to stories they bring home from practice or the game about how they were praised or criticized. Do not criticize them for exaggerating, but do not overreact to the stories they tell you.
10. Teach your kids the meaning of courage. Some of us can climb mountains, but are frightened about getting into a fight. Some of us can fight without fear, but turn to jelly at the sight of a bee. Everyone is frightened about something. Courage is not the absence of fear. Courage is learning to perform in spite of fear. Courage is not getting rid of fear. It is overcoming it.
11. Winning is an important goal. Winning at all costs is stupidity.
12. Remember that officials are necessary. Do not overreact to their calls. They have rules and guidelines to follow representing authority on the field. Teach your kids to respect authority and to play by the rules.
13. Finally, remember, if the kids are not having fun, we are missing the whole point of youth sports.

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### Total Support!

Our friend H. Stephen Glenn is one of the most affirming, empowering individuals we have ever met. He instantly inspires us to always look for the positive.

Stephen was at his grandson's tee-ball game a while back. A little boy came up to bat. He swatted the ball off the tee and ran as fast as he could to third base.

The coach went up to the little boy and said "Boy, you sure hit that ball a long way."

The little boy said, "I did?"

"Yeah, and you ran really fast to third base and surprised the heck out of everybody!"

"I did?" he asked.

"Yes, you did. I have one question to ask you before you come to the dugout to watch the rest of the inning," the coach said to the boy. "When you made the decision to run to third base instead of first, what were you I thinking of?"

The boy replied, "Well, everybody that was running to first was getting put out."

The coach took the boy to the dugout to talk to him. "Last time you made the choice of running to third base instead of first, surprised everybody, and made it, but you didn't get a chance to score. Now you've got the same choice again.

You can choose to run to third and probably make it okay but you won't get to score, or you can take the risk of running to first base. You may get put out, but if you make it you get a chance to score. But, whatever you decide, I want you to know we're right there behind you."

By Jack Canfield and Mark Victor Hansen from *A Cup of Chicken Soup for the Soul*  
Copyright 1996 by Jack Canfield, Mark Victor Hansen & Barry Spilchuk

### Lesson Learned from A Lifetime of Coaching

- Questionable, unsportsmanlike tactics employed to influence the odds of winning are never worth the price paid in loss of self-respect.
- Degrading remarks or actions aimed at spurring players on to greater effort may bring temporary success but results in long-range failure.
- Anger is a poor substitute for reason.
- Your players tend to become what *they* believe you think they are.
- Teenagers, by nature, are idealistic.
- Well-meaning adults whose eyes are set only upon the glamorous aspects of winning often nurture attitudes such as jealousy and discontent among players.
- Patience and love are the most powerful tools in coaching.
- Today's heartbreaks turn into tomorrow's strengths.
- Gracefully accept unfortunate events beyond your control.
- Work hard to influence the outcome of important things within your control.
- Never "second-guess" yourself on decision made with integrity, intelligence and with a glance from the heart.
- The most essential thing in coaching, and a coach's greatest challenge, is to teach players to never give up.

Coach Wilbur Braithwaite

### Sportsmanship: Building Character or "Characters"?

Many adults believe that one of the major benefits derived from a child's participation in competitive athletics is the development of sportsmanlike attitudes and values such as honesty, fair play, and citizenship. Not everyone, however, agrees that participation in competitive athletics develops sportsmanship.

A number of personal accounts, media stories and popular books have suggested that participation in competitive athletics does little to develop sportsmanship in young athletes and may actually lead to unsportsmanlike attitudes and values.

Researchers, teachers, and coaches have concluded that mere participation in youth sports does not guarantee positive psychological effects for the children involved. Rather, participation is viewed as a double-edged sword that may have either positive or negative effects on the child.

The outcome depends on those who wield the sword: the parents, adult leaders, and coaches supervising young athletes. The more competent the adult leaders, the more sportsmanlike attitudes and values will likely result. Thus, the social environment in which the young athlete competes determines to a large extent whether sportsmanlike or unsportsmanlike attitudes will develop.

Competitive sport is a particularly important setting in which social learning takes place. Sport sociologists have indicated that competitive youth sports are important today because they are one of the few activities in which children are intensely involved. In organized sports, children have a degree of control over their own fate and their actions are viewed as important by a large segment of the culture.

Coaches should reinforce sportsmanlike behavior, penalize unsportsmanlike conduct, and should provide rationales to help children understand why a particular behavior is morally right or wrong.





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### Youth Sportsmanship Code

Areas of Concern	Sportsmanlike Behaviors	Unsportsmanlike Behaviors
Behavior toward officials	<ul style="list-style-type: none"> <li>• When questioning officials, do so in the appropriate manner, (e.g., lodge an official protest, have only designated individuals, such as captain, address the official)</li> <li>• Treat officials with respect and dignity at all times</li> </ul>	<ul style="list-style-type: none"> <li>• Arguing with officials</li> <li>• Swearing at officials</li> </ul>
Behavior toward opponents	<ul style="list-style-type: none"> <li>• Treat all opponents with respect and dignity at all times</li> </ul>	<ul style="list-style-type: none"> <li>• Arguing with opponents</li> <li>• Making sarcastic remarks about opponents</li> <li>• Making aggressive actions toward opponents</li> <li>• Swearing at opponents</li> </ul>
Behavior toward teammates	<ul style="list-style-type: none"> <li>• Give only constructive criticism and positive encouragement</li> </ul>	<ul style="list-style-type: none"> <li>• Making negative comments or sarcastic remarks</li> <li>• Swearing or arguing with teammates</li> </ul>
Behavior toward spectators	<ul style="list-style-type: none"> <li>• Make only positive comments to spectators</li> </ul>	<ul style="list-style-type: none"> <li>• Arguing with spectators</li> <li>• Making negative remarks/swearing at spectators</li> </ul>
Rule acceptance and infractions	<ul style="list-style-type: none"> <li>• Obey all league/team rules</li> </ul>	<ul style="list-style-type: none"> <li>• Intentionally violating league/team rules</li> <li>• Taking advantage of loopholes in rules (e.g., every child must play, so coach tells unskilled players to be sick on important game days).</li> </ul>
Spectator behavior	<ul style="list-style-type: none"> <li>• Make only positive comments to players, coaches, officials</li> </ul>	<ul style="list-style-type: none"> <li>• Making negative comments or sarcastic remarks</li> </ul>

### Implications for Instilling Sportsmanship in Young Athletes

#### 1. Mere participation in sports does not develop sportsmanship

Most adults believe that by participating in athletics, a child automatically procures such benefits as character development and sportsmanship. Sports participation is **not inherently good nor inherently bad** for children. The critical factor in determining whether the youth sports experience has positive or negative effects on children is the **quality of adult leadership**. And the first step in providing quality leadership for young athletes for young athletes is to realize that coaches and parents play an important role in their psychological development. In essence, we have a responsibility to structure our programs so that the participants have the opportunity to develop not only physically, but morally as well.

#### 2. Define sportsmanship in specific terms

Sportsmanship is a term about which everyone seems to have an opinion but may have difficulty defining precisely. Phrases such as having a good attitude, being a good winner and loser, respecting the official's decisions, playing by the rules and giving maximum effort are common definitions. Because sportsmanship is so generally defined, however, children often have difficulty in determining the exact qualities of good and poor sportsmanship.

#### 3. Reinforce sportsmanlike behaviors and penalize unsportsmanlike behaviors

Youth sports coaches must consistently reinforce sportsmanlike behaviors and penalize unsportsmanlike conduct if sportsmanship is to be learned. First, sportsmanship must be clearly defined so that the young athlete knows which behaviors are appropriate. The same rules should be in effect for all team members in all situations, e.g., if the team is in a championship game and a star player violates a team sportsmanship rule, which requires removal from the game, the rule must be enforced. If it is not, children may learn that good players do not have to follow the rules.

#### 4. Use models to demonstrate sportsmanship

One of the primary means by which children acquire attitudes and values is by observing others whom they respect or idolize. In youth sports settings, important role models for children include parents, coaches, officials, and professional athletes.

While it is impossible to ensure that young athletes will only be exposed to sportsmanlike role models, several procedures can be followed to increase the probability that their exposure to positive role models will outweigh their exposure to negative role models.

First, concentrated efforts should be made to identify and praise successful college and professional athletes who demonstrate good sportsmanship. Second, coaches and parents can set good examples by demonstrating their own good sportsmanship when working with young athletes. This is especially important to remember in light of the findings that when a discrepancy occurs between what a model says and does, children are affected most by the model's actions. "Actions speak louder than words", and adult leaders must "practice what they preach" if they hope to facilitate the development of sportsmanship in their athletes.

#### 5. Provide explanations for sportsmanlike behavior

While modeling and reinforcement of sportsmanlike behavior is important, it should be remembered that developing sportsmanship requires more than these procedures. Coaches, parents, and adult leaders must also explain "why" these behaviors are desirable or undesirable. Explanations are necessary because they often help children progress from the external control stage to the conformity and later to the internalizing stage of moral development. Moreover, if children can internalize a moral rule, they are more likely to use this rule in guiding their actions in

unfamiliar situations.

Discussing appropriate and inappropriate behavior with children is an excellent way to help them learn right from wrong. However, the children must be actively involved and feel free to discuss their own opinions. Adult leaders should refrain from lecturing to children. Rather, they should act as facilitators, helping to guide the discussion.

### 6. Understand the role of winning

Almost everyone involved in youth sports would agree that developing sportsmanship is often forgotten in the heat of competition, especially when adult leaders take winning out of perspective. Yet, it is incorrect to assume that emphasizing winning as an objective of youth sports prevents the development of sportsmanship. In contrast, moral decisions are often learned to a greater degree when making a moral decision is in direct conflict with the objective of winning.

It has been suggested that if success means nothing to a child, not cheating and sacrificing victory is easy. Placing importance on success, however, and giving the young athlete the opportunity to sacrifice victory in order to play by the rules teaches a valuable sportsmanship lesson. Thus, for moral or sportsmanship decisions to be meaningful for the young athletes, some emphasis must be placed on winning. When too great of an emphasis is placed on winning, however, it becomes the only objective and sportsmanship is often forgotten. Therefore, winning is important, but it must be kept in a healthy perspective.

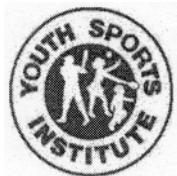
### 7. Conclusion

Although several procedures have been outlined for developing sportsmanship in young athletes, it is unrealistic to think that coaches will always be successful in attaining this objective. Socialization is an imperfect process. Thus, despite the conscientious efforts of adult leaders, young athletes may not develop good sportsmanship. For example, good sportsmanship may be difficult to achieve when socializing agents outside of the sports (e.g., parents, peers) demonstrate and reward poor sportsmanship or when the child has been exposed to too much unsportsmanlike behavior in the past.

Attitude development and change often requires a considerable length of time. Thus, coaches and other adult leaders should realize that not every child they teach will develop good sportsmanship.

Adult leaders can and do have an enormous effect on some children, but it is not always apparent which children they are influencing. For this reason, adult leaders should structure practices and games to allow children the greatest opportunity to learn good sportsmanship. Repeated modeling, reinforcement, and explanations of sportsmanlike behavior are absolutely necessary if sportsmanship is to be developed.

***\*The full text of the original publication is available from the Youth Sports Institute.***



### Six Keys for Motivating Athletes

*From the book The Master Teacher*

First, to motivate athletes, just telling them what to do will work with some, but it will not work with a gymful. We, as coaches, must always teach athletes how to perform their skills. Also, we must tell them how well they are performing their skills at the present time. In addition, we must show our athletes precisely how we want the skills to be done in the future. These steps take time and, for some, individualized instruction. But they are vital when it comes to initiating motivation. If we simply instruct, correct, or evaluate without taking these actions, we may actually decrease some athletes' interest and motivation.

Second, motivating athletes includes refusing to accept poor performance as "the best they can do." Once we allow ourselves to accept poor performance, motivating becomes twice as difficult. We don't have to rant and rave about poor performance. Neither do we have to act disgusted. But we don't have to react in silence either. To motivate, we must say something--directly to the athlete. Fortunately, there are many ways and means of accomplishing this task. These techniques range from mentoring to giving a formal reprimand. Regardless of the approach we use, we are relating to the athlete that standards are important. We are teaching the athlete that standards count. Above all, we are communicating that the athlete is capable of performing at a higher level-- and this kind of communication is motivating.

Third, if we want to motivate all athletes most of the time, we must never take good work for granted--or let it go unnoticed. Rather we must recognize the effort given. We should glorify the work, when it is done in satisfactory as well as superior ways. Coaches may think, "Everyone knows what is a great effort." That is not true. If we want to motivate athletes to higher levels of athletic achievement, we must explain what we exactly want from the athlete in terms of observable and measurable levels of performance. Then explain why that superior level of effort is important.

Fourth, a basic key to motivating is giving positive reinforcement extensively to ALL athletes to promote and encourage improvement. To be the most effective, however, we must personalize positive reinforcement. We must be specific in our praise. Our athletes must know precisely what the coaches are talking about. The athletes must know that we are honest and sincere. And, we must thank the athletes for showing improvement. In the process, we must remember that what motivates one athlete may turn another athlete off. Therefore, we must find the type of praise and recognition, which is motivational to the individual--and use it.

Fifth, a basic key to motivating includes working to build a personal relationship with each athlete--on the level at which the athlete is ready to begin. This means treating each individual as real, live human beings who are unique. When your motivational approach recognizes, appreciates, and respects each athlete's individuality, then the athletes are most apt to respond positively to both your words and actions. When you develop a personal relationship with your team, you will be the first to notice that you praise, correct and motivate differently--and with more success.

Sixth, to motivate athletes remember that you can't separate your respect for the task at hand from your athletes' point of view. You can't talk before you listen. And you can't offer advice and give directions until you have listened and gathered information. That is, you can't make these mistakes and motivate students. If you listen first, you will motivate much more effectively. We know that people cooperate with those who listen to them. And we know people aren't as likely to follow those who don't listen to them.

### A Coach's Self-Assessment: Are You Crossing the Line with an Athlete?

The purpose of this questionnaire is to alert coaches to boundary issues, which might be interfering with their ability to work effectively with a team or an athlete. Coaching is an emotionally intense profession. Strong bonds and emotions are part of the job. The line between appropriate and inappropriate behavior is often a matter of intent and context.

The following list of questions is intended to help coaches know when they may be extending the boundaries of their role as coach and potentially crossing the line with an athlete.

Check any statements, which reflect your behavior or attitude toward an athlete:

- 1. I often tell my personal problems to this athlete.
- 2. I want to be friends with this athlete when his/her career ends.
- 3. To be honest, my physical contact with this athlete is motivated by desires that go beyond an attempt to support and motivate the athlete.
- 4. I find myself thinking of ways to work individually with this athlete and in special practice sessions, which run before or after practice.
- 5. This athlete invites me to social events, and I do not feel comfortable saying either yes or no.
- 6. There is something I like about being in the office with this athlete when no one else is around.
- 7. The athlete feels more like a friend than someone I coach.
- 8. I have invited this athlete to public/social events, which were not team functions.
- 9. I often listen to the personal problems of this athlete.
- 10. I find myself wanting to coach practices when I know this athlete will be there and unusually disappointed when this person is absent.
- 11. I find myself cajoling, teasing, and joking a lot with this athlete.
- 12. I find myself talking a lot about this athlete to other people.
- 13. I find myself saying a lot about myself with this athlete -- telling stories, engaging in peer-like conversation.
- 14. This athlete has spent time at my home (other than a team function).
- 15. I am doing so much on this athlete's behalf I feel exhausted.

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- 16. I agreed to take this athlete on for a very low fee, and now I feel like I need to be paid more for my work. OR
- 17. I agreed to take this athlete on for a very low fee, and now I feel like I need to get more out of this athlete.
- 18. I find myself looking at this athlete's body in a sexual fashion.
- 19. I make comments to my athletes about bodies, which have no relevance to the sport.
- 20. Sometimes I worry this athlete is going to get so good he/she thinks he/she does not need me.
- 21. Sometimes I resent this athlete's success.
- 22. To be honest, sometimes I make demands on this athlete with the intention of limiting his/her social life.
- 23. I find myself making sexual jokes around this athlete.
- 24. To be honest, I feel jealous when this athlete spends time with other people.
- 25. Sometimes I check up on this athlete, wanting to know what he/she is doing when he/she is away from practice.

### SELF-ASSESSMENT:

Coaching involves intense emotional and complicated relationships with athletes. It is difficult to make blanket statements about what is appropriate and inappropriate behavior. Certain items above might not always reflect poor coaching. This self-administered test is offered as a means to locate potential moral and professional dilemmas.

If you checked any of the above statements, you may be crossing the line between appropriate and inappropriate behavior. If you are unsure if the behavior is ethical and professional, discuss it with colleagues. Self-assessment and peer supervision can help you avoid trouble before it starts.

Below is a brief explanation of the items above.

If you marked any statement between 1 and 14, you may have crossed the line between coach and friend. You may be using your athletes to meet your own need of acceptance or companionship.

If you marked 3 or 12, you may be using athletes to meet your own sexual or romantic needs in addition to your need for companionship.

If you marked 9, you are potentially extending the coaching position into the role of counselor. You may be out of your league and you might suggest that the athlete seek professional advice.

If you marked any statement between 15 and 24 you may be exhibiting excessively controlling behavior and you may not be thinking of your athletes as people but objects -- means to an end. You may want to assess if you are overly dependent on your athletes for your sense of self.

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If you marked 15, 16, 19, 20, you might be thinking about athletes in an instrumental manner and/or feeling under appreciated. You may be at risk of potentially abusing your power in order to even things up.

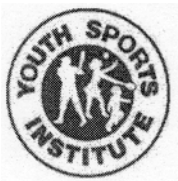
If you marked 17, you may be looking at athletes as sexual objects rather than as human beings. This sort of thinking combined with other controlling attitudes can facilitate a coach making unwanted sexual advances.

If you marked 18, 22, you may be contributing to a hostile environment (sexual harassment). Further, some abusive coaches assess the likelihood an athlete will report a sexual advance by judging an athlete's response to sexual remarks.

If you marked 21, 23, 24, you may be thinking about athletes in an overly possessive fashion. You may need to step back and assess how much emphasis you are placing on sport in your athletes' lives, as well as your own desire to be in control of athletic contests.

If you checked a number of statements between 15-24 in conjunction with some between 1-14 you should evaluate your coaching methods. The combination of gaining trust in an unprofessional manner and overt control and objectification of the athlete may be very problematic.

Adapted by Dr. Todd Crosset from *Are you in Trouble with a Client?* by Estelle Disch, BASTA!, 528 Franklin Street, Cambridge, MA 02139.



### Coaching Motivation for Females

by Tracie Wooldridge

The key factor in coaching female athletes is the use of positive reinforcement in participation motivation. Positive, constructive feedback and praise is extremely important for the development of female athletes. It is necessary to provide continuous feedback and encouragement to assist the female athlete in their skill development. So, what exactly is motivation?

Motivation is defined as the tendency for the direction and selectivity of behavior to be controlled by its connections to consequences and the tendency of this behavior to persist until a goal is achieved. The ability to motivate is part of the success formula. It is far easier for some coaches than others to get their athletes to run through the proverbial brick wall.

It is a very important ingredient for coaches to be aware of individual differences in their female athletes. The majority of females are turned off by the following shows of emotions: yelling, screaming, and throwing things and other emotional displays. Most females prefer a more serene, meditative approach to getting ready to participate. Individualizing motivation becomes important here. Knowing which athletes to pat on the back and which ones to emotionally exhort to perform is vital to coaching. Also, when coaching females then you must be a good teacher and listener.

Ultimately, all coaching is nothing more than teaching. The coach should be knowledgeable about the activity being taught. The female athletes need to be taught the basic skills or fundamentals essential to excellent performance. Consistent with being a good listener, the coach should be a sensitive sounding board for problems, complaints and wishes of the female players. Team leaders should be utilized as allies in providing keys to more ably working with others players.

When coaching female players, you must set goals to help motivate your team to strive for set standards. Finally, a good coach will be forceful but democratic in allowing for considerable individual input into the everyday management of the sport. Players certainly should not run the operation but they should have input because they are invaluable sources of insights and information. When misbehavior occurs, the coach must become a disciplinarian. Players need to adhere to a reasonable set of rules both on and off the field of play.

A high level of self-confidence does not characterize numerous female athletes. The coach must use various strategies to enhance self-confidence: instruction drilling, encouraging the use of positive self-talk, acting confident in yourself, liberal use of praise and hard physical conditioning. When coaching female athletes, the coach would do well to incorporate the best of these techniques in your motivational repertoire.

*Tracie Wooldridge is on the faculty and coaching staff of Liberty University, Lynchburg, VA*



### Feedback: A Key to Skill Development by Richard K. Stratton

Do any of these sound familiar: "Golly, Janice. What are you thinking out there? Molly made a perfect set and you spiked the ball right into the net. Get your head into the game!" or this: "That's the way to run-block Mike. Good balance and foot position!" or this, to Donny who just missed a ground ball: "Hey dummy, how many times have I told you to get your glove down on the ground?" All of the folks making these statements have good intentions. They are trying to help Janice, Mike, and Donny perform their skills better. But not all of them are using good techniques for providing feedback to athletes. They should think a little more about what the purposes are for giving feedback and how feedback should be given.

Feedback can be given to accomplish three purposes: *1 - error correction, 2 - motivation, and 3 - reinforcement*. Note that error identification is not listed. Error identification information should only be included in feedback statements when it is used to set up the skill correction information that is coming immediately. Let's face it, most athletes know when they have made a mistake. They really do not need to be reminded of the mistake; they need help to fix the problem. That is what error correction feedback is meant to accomplish. The athlete is given information that will help them perform the skill better or execute a strategy more properly.

Feedback can also serve as a form of motivation by giving direction to future attempts at the skill. It can help athletes focus their efforts and also lets the athlete know that you care about their level of performance and want to help them improve. Feedback serves as a form of reinforcement by providing athletes with information about their progress towards goals that they are trying to achieve.

Although we often use the term feedback in a very broad sense, it is worth noting that there are many different forms of feedback. There are two categories of feedback: *1 - sensory feedback, and 2 - augmented feedback*.

The sensory feedback category includes that information that is produced by the movement itself. Most commonly, we refer to how the movement "feels" when we talk about sensory feedback, but information such as sounds produced by the movement and visual information such as seeing where the ball went are included in this category. The athlete gets sensory feedback every time they do a movement but they need some other source of information to provide the augmented feedback.

Augmented feedback can be information about what happened as a result of the movement (Knowledge of Results) or how well the movement was done (Knowledge of Performance). This information often comes from the coach but can also come from a wide variety of sources, even mechanical devices such as stopwatches, videotape and so forth. As its name suggests, augmented feedback is meant to add information to the sensory feedback the athlete already has available. Using both types of feedback is essential to skill development.

*This article provided by Dr. Richard Stratton, Health and Physical Education Program, Virginia Tech*

### What Is A Workout?

By George Allen

A workout is 25 percent perspiration and 75 percent determination. Stated another way, it is one-part physical exertion and three parts self-discipline. Doing it is easy once you get started.

A workout makes you better today than you were yesterday. It strengthens the body and toughens the spirit. When you work out regularly, your problems diminish and your confidence grows.

A workout is a personal triumph over laziness and procrastination. It is the badge of a winner - the mark of an organized, goal-oriented person who has taken charge of his or her destiny.

A workout is a wise use of time and an investment in excellence. It is a way of preparing for life's challenges and proving to yourself that you have what it takes to do what is necessary.

A workout is a key that helps unlock the door to opportunity and success. Hidden within each of us is an extraordinary force. Physical and mental fitness are the trigger that can release it.

A workout is a form of rebirth. When you finish a good workout, you do not simply feel better.

**YOU FEEL BETTER ABOUT YOURSELF.**

### How to Plan and Structure an Effective Practice

Ray Allen, PhD & Sean Cumming, PhD

Success in competition is directly related to what players obtain through practice sessions; therefore, it behooves the coach to organize practices in ways that maximize what participants learn and how well they learn it. Even the most knowledgeable coaches are more effective when they organize and plan instruction prior to meeting with players. This article is the first in a series of two papers that will focus on planning effective instruction. The first article will discuss how to plan and structure practice sessions to best facilitate learning and performance.

An organized practice prepares an athlete to respond optimally at critical points in practices, thus maximizing the benefits that are obtained from practice sessions. It prepares the athlete's body for the stressful components of a practice. It helps the athlete focus on the key points to be learned, maximizes the use of time, and provides them with optimal opportunities to master the content and use it in appropriate situations. Poorly organized practices can waste precious time, create distractions for athletes, and can actually interfere with the athletes' ability to learn a skill or fully reap the benefits of conditioning exercises. The coach and athlete will benefit by adopting a practice plan format that adheres to effective learning principles.

#### Keys to planning an effective practice

Practices should be designed to maximize learning on a day-to-day basis. How much is learned in a practice setting can be enhanced by two basic factors. First, every practice should follow a regular and consistent pattern. This allows the coach and athletes to become familiar with routines. These routines benefit the athletes in that they know what occurs when in a practice, and what the coach's expectations are during each part of the practice. This reduces the amount of time wasted in transitions, organizing groups, and down time due to the lack of an activity's clear purposes. Regular routines can also help the coach improve their ability to instruct. This is because the familiarity with the practice procedure allows the coach to focus more on what occurs in each segment, rather than focusing energy on management issues during each segment.

The second factor that can enhance how much is learned is the inclusion of elements of a practice that have been shown to facilitate learning. An example of a practice plan format is illustrated in Figure 1.

**Date and practice number (Figure 1-A).** Each practice plan should be numbered and dated, according to the day it was implemented. This is important as an organizational tool. Coaches can use information obtained through implementing specific practices when planning practices in subsequent years. It also can be an important piece of information if issues of negligence ever occur.

**Equipment needs and set-up (Figure 1-B).** Practices should designate what equipment should be used, how much of each kind of equipment is needed, and where the equipment should be positioned prior to practice. Too little equipment may reduce the number of meaningful repetitions in which athletes engage, and too much equipment may result in a lack of sufficient supervision. Valuable practice time can be lost if the equipment is not immediately accessible or not located where it should be, there is insufficient (or too much) equipment, and/or multiple coaches need the same equipment. The little time expended to make these decisions prior to engaging in practice can provide significant returns in time spent on meaningful activity.

**Practice objectives (Figure 1-C).** Every practice should be based on specific objectives that must be obtained for the team's continued improvement. Prior to any practice, the coach needs to assess the team's current status and identify current strengths and weaknesses relative to performance objectives. Those areas needing the greatest amount of work must be identified as practice objectives.

Practice objectives serve as a guide to planning and implementing the entire practice. They guide the

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coach in planning a practice that sufficiently addresses these key points, they help communicate the practice intent to athletes in meaningful terms, and they help the coach assess the practice's effectiveness in achieving those outcomes. Taking the time to identify practice objectives according to what needs to be accomplished is the only way a coach can plan practices that effectively aid teams in making systematic progress through the season.

**Figure 1:** Sample Practice Plan

Practice Plan	
Objectives: Fielding skills—Ground balls and fly balls. Conditioning. Base running. Beginning sliding instruction.	
Date: 3-22	
Practice # 1	
Page 1 (1-A)	
C)	(1-
Time	Activity
3:15 (1-D)	Overview of practice
3:20 (1-E)	Warm-up jog followed by stretches. Review basic stretches. Go over solo vs. partner stretches. Discuss purpose of stretching. Stress proper technique.
3:30 (1-E)	Pitchers/Catchers Willis: Warm-up. Then 10 mins—5 mins rest—15 mins. Half speed. Ricks: Warm-up. Form pitching. Long toss (50 ft. at half speed). Then 25 pitches (full speed), 5 mins rest, 35 pitches full speed.
	Infielders Ground ball repetition: Emphasize charging the ball and fielding the ball in position to throw.
	Outfielders Fly balls: Review judging fly balls. Emphasize two hands. Get in lots of repetitions. "Relay" relay
4:15 (1-F)	Infielders Range drill (in pairs)
	Outfielders Backing up: Infielders. Outfield partner in the gap.
4:45 (1-F)	Base running Running through first. Hit front, outside corner of the bag. Runner's box and the rule. Turning the corner for second. "S" turn, arc. Hitting the inside corner of first with right foot. "Skating" toward second.
5:00 (1-F)	Finding the sliding leg
5:10 (1-G)	Cool down and review Review why to do cool downs. Don't let anybody go until they have finished. Go over major points—especially base running and finding the sliding leg. (Remind them that they can practice sliding leg at home.) Remind infielders to practice fielding position at home.
<b>Special Equipment:</b> Throw down bases (plates for pitchers; bases for running drills); Mini-cones (range drill)	
<b>1-</b>	
<b>B</b>	

Included are...

Overview	X	Warm-up	X	Individual time	X	Small group drills	X
Team activities		Cool down	X	Team talk	X		

**Evaluation:**

Pitchers looked pretty good for early in the season. Infielders were inconsistent about charging the ball. Outfielders did relays well but need to work more on judging flies. Team speed looked so-so, but they seemed aggressive about base running. Finding the sliding leg went over big!

We need more work on basic fielding/throwing.

(1-H)

Developing an effective practice session

**Phase 1: Practice overview and anticipatory set (Figure 1-D).** Every practice should begin by meeting with the team to overview the day's practice. An effective practice overview will accomplish the following:

- Explain what will be accomplished in the day's practice (practice objectives)
- Share the coach's expectations with regard to behavior and performance
- Share what the practice will look like
- Tell why the athletes ought to stay on task and achieve the practice objectives

A successful practice overview will help the athletes know what to do, how well they have to do it, and why it is worth their concerted effort. It will also help the athletes' focus on the practice's intended purposes, and the result will be a more productive practice. This is also a good opportunity to test the athletes' knowledge of what they learned during the previous practice sessions. The degree to which athletes are able to recall what was taught in a previous session is directly related to your effectiveness as an instructor. Establishing a link between previous and current practice objectives will help athletes gain a greater understanding of the purpose of your program.

**Phase 2: Warm-up (Figure 1-E).** Athletes must be physically and mentally prepared for the intensity of the practice. Physically, athletes should start exercising at a light to moderate level, and gradually increase intensity until they obtain the desired practice intensity. Athletes need to be prepared mentally in the same way. It is unreasonable to expect athletes to shift from a completely unfocused mental state to become totally focused on practice objectives in an instant.

An efficient warm-up period ought to be skill specific. A traditional, general warm-up might consist of three to five minutes (the time necessary to sufficiently increase the core temperature) to jog or "shoot around." A skill-specific warm-up can begin with a walk-through of important skills or team concepts, progress to practicing specific skills at a moderate speed, and finally, conclude with athletes performing at a relatively high intensity. While the skill-specific warm-up results in the same physical condition (noticeable perspiration and increased respiration rate), it also uses the time to practice important movement patterns and helps the athlete focus on practicing.

**Phase 3: Practice activities and key points (Figure 1-F).** After an appropriate practice overview and warm-up, athletes should engage in practice activities specifically designed to meet practice objectives, and those objectives should focus on specific elements that need to be improved. The degree to which a performer improves on a motor skill is more directly related to the quality of a practice (i.e., the degree to which the practice focuses on intended learning) than the quantity of practice. Practicing skills that are already mastered under constant conditions may not be beneficial to learning. Athletes may lose their motivation to perform correctly or at a high intensity, resulting in patterns and trials that fail to meet desired standards. Athletes need to enter each practice activity with clear learning objectives and a procedure to monitor their own improvement. Accordingly, the key points that the coach desires his/her athletes to obtain as a result of each practice activity should be identified and used to monitor practice trials.

The selection and implementation of instructional activities, drills or contests should account for most of the time in each practice session. Because a large amount of instruction occurs within the context of drills, drills should be selected or developed to include several important features

- Require a relatively short explanation
- Provide an excellent context for mastering an objective
- Match skill, knowledge or fitness objectives
- Accommodate small, medium or large groups
- Are easily modified to accommodate skilled and unskilled performers
- Accommodate skill analysis and feedback to athletes

Drills that are selected or developed should be written on independent cards or sheets.

Practice sessions should progress from simple application of the practice objectives to game-like application. In general, athletes should begin with practice of skills on an individual basis, then apply the skills in small group drills with limited combinations of variables, then apply the skill objective in game-like situations. For example, a basketball coach's practice objective may be to work on good footwork and a quick release when shooting from the field. Coaches would be wise to have their athletes practice their footwork and release during shooting drills early in the practice. This allows the athletes to focus solely on the movement patterns without interruption. Then coaches should embed the shooting skill in a combination drill, such as shooting field goals when engaged in two-on-two offensive drills. This facilitates a high number of shooting repetitions in a controlled setting, but includes the application of good footwork and a quick release. Finally, the skill would be embedded in five-on-five scrimmages near the end of practice.

**Time allocation for each part of the practice.** How much time is allocated to each part of a practice (and practice time spent on each lesson objective) is a difficult but important decision. Clearly, what participants learn is directly related to the amount of time that they have to practice. Assigning too little practice time to specific lesson objectives, and/or practicing the objective in conditions that are too complex too soon may result in exposing athletes to the objective, but with little or no permanent change in behavior. On the other hand, allocating too much time to any single objective or part of a lesson may be demotivating or result in insufficient time spent on other objectives.

Designating times in practice plans serves two purposes. First, it helps the coach or coaches stay on task through practice. Coaches can easily become so engrossed with a specific part of practice that they lose track of time. The result can be elimination or neglect of another important part of practice. The second purpose is to assess and refine time allocations in the future. Coaches can compare how much time is spent on individual components of practice to the degree to which players meet intended objectives. This information can help assess the appropriateness of time spent in past practices, making future practices more efficient and effective.

**Phase 4: Cool-down (Figure 1-G).** A cool-down is a period of moderate to moderately-light activity near the conclusion of practice. It is also be a good time to work on flexibility, as the athletes' muscles are warm and less prone to injury. A cool down serves multiple purposes. Physically, it helps the body eliminate accumulated waste products in the muscles, reduces the pooling of the blood in the extremities, reduces the potential for muscle soreness, and prevents the loss of flexibility that may accompany intense muscular exercise. Mentally, it gives athletes the opportunity to separate themselves from the complexities of full-team activities and refocus on specific objectives that were the primary purpose of practice.

**Review.** Every practice should culminate in a team talk. This is an opportunity for the coach to remind athletes what needed to be accomplished during the practice session, tell them what they did well, and what they need to accomplish in the next practice. It is an opportunity to motivate athletes by pointing out what was achieved during practice, how their efforts during practice affected the outcomes, and reinforce the benefits of good practice habits. Finally, it is a time during which the coach can share expectations of players from the end of practice until the next practice or game.

**Phase 5: Evaluating the practice (Figure 1-H).** Practice overviews and reviews are extremely important

factors to facilitate learning. Review sessions, however, may be the most neglected component by most coaches. Often, coaches become so focused in the team practice session that insufficient time is left at the end of practice for conditioning and/or reviewing the day's activities. Coaches would be well advised to terminate practice sessions sufficiently early to always include a review of the practice.

**Practice Evaluation.** Space should be reserved on every practice plan to record reflections on the day's practice. Coaches should take a few minutes after practice to record notes on their perceptions of the practice. Some of the most important information might include how accurate the time allocations were, what lesson objectives were not met, what parts of practice were neglected and/or inserted, and what parts of practice simply did not go well. Coaches of sports that rely heavily on conditioning (e.g., swimming, cross country, track and field) may wish to record the performances (i.e., times or distances jumped or thrown) of their athletes during the practice session in order to monitor their progress. This kind of information can be used to plan or revise practice plans in subsequent days or seasons. In both cases, the information makes practices and coaching behaviors more effective and efficient.

The ultimate question of evaluation is 'are the athletes at the desired level of performance at the culmination of practice?' If not, you may have to adjust subsequent practice plans or reconsider your goals for the season.

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### Principles of Effective Instruction

Ray Allen, Ph.D., & Sean Cumming, Ph.D.  
Michigan State University

To maximize what young athletes learn, the coach must consider how to present what is to be practiced in the most effective, efficient manner. Benefits of using effective instructional principles include:

- Ensuring the athlete's attention is focused on what they need to know
- Providing information and activities in ways that maximize learning
- Maximizing meaningful repetitions while minimizing incorrect repetitions
- Enabling the athlete to monitor their own progress
- Maximizing the athletes' motivation
- Recognizing what has been accomplished, thus enhancing feelings of gratification and self-efficacy.

The following article is the second in a series of articles explaining how to organize and structure effective practice sessions. The first article, entitled 'How to Plan and Structure and Effective Practice' can be found in the (Summer, 2002) edition of the *Spotlight on Youth Sports*. (Article prior to this in the handbook)

It is the coach's responsibility to provide his/her athletes with the best opportunity to learn in every practice. Whereas the effective planning of practice addresses how a practice should be structured to facilitate learning, principles of effective instruction address how a practice should be implemented to maximize performance and learning outcomes.

The following guidelines summarize the current research findings concerning the most effective methods for teaching and learning. Coaches sincerely concerned with helping athletes improve should become familiar with these guidelines and implement them as often as possible. The guidelines are listed below, then explained in detail in subsequent sections.

An effective instructor...
<ol style="list-style-type: none"><li>1. Communicates intended outcomes clearly</li><li>2. Establishes an orderly environment</li><li>3. Communicates high learning expectations</li><li>4. Plans appropriate levels of practice</li><li>5. Monitors progress and provides feedback</li><li>6. Promotes a sense of control</li><li>7. Groups athletes according to the objective</li><li>8. Maximizes time on task</li></ol>



### Communicate Intended Outcomes Clearly



The first step in creating an optimal atmosphere for learning is to specifically identify what constitutes an ideal performance, then compare each participant's status relative to the learning objective. This enables the coach to focus the learner's attention to one aspect of a skill at a time, which facilitates learning.

It is the responsibility of the coach to communicate what needs to be learned in ways that best prepares the participants to engage in appropriate practice. Effective communication should include five elements.

- **Get the athletes' full attention.**

Presentations of information should be made under conditions where the players are still and silent, and the coach can make eye contact with each participant. Distractions must be minimal.

- **Share what is to be learned in as few words as possible.**

Sharing only essential information helps ensure that the performers will focus on the essentials.

- **Communicate clear and measurable learning and performance expectations**

Performance standards should be communicated in measurable terms, enabling the athletes to determine how close their performance matches the ideal. If appropriate, the performers should be provided with examples of correct and incorrect performances, to ensure that they know the difference.

- **Establish meaningful goals**

The coach must communicate why athletes need to master this component so they will stay on task and maintain a high level of motivation.

- **Check for learning and improvement**

The coach should check for understanding, ensuring that the athletes know what to practice and why. Investing a few minutes on these elements of communication prior to practicing specific content will pay substantial dividends in terms of what and how much athletes improve.

### **Establish an Orderly Environment**

High achievement is directly related to:

- **Safe, orderly, business-like environments with clear expectations**
- **Holding learners accountable for effort and achievement**
- **Relating rewards to achievement of expectations**

Implementing orderly, disciplined practices and establishing clear and reasonable rules that are fairly and consistently enforced will minimize behavioral problems that interfere with learning, while enhancing pride and responsibility within team members.

Coaches must understand, however, that establishing and maintaining an orderly environment is not equivalent to strict authoritarianism. Orderly environments require cooperation between coaches and athletes, and athletes are more likely to be cooperative when athletes find policies

to be reasonable and meaningful. Learners have more positive feelings towards instructors that provide leadership and order in combination with friendly, understanding behavior. The best of circumstances is a relaxed, enjoyable but business-like environment. The ability to balance these two forces (business-like atmosphere and enjoyment) may be one of a coach's most difficult tasks.

Rewards must be used appropriately. Clearly, effective coaches provide athletes with rewards for desirable accomplishments. Misuse of rewards however can be counterproductive. Use verbal rewards to increase intrinsic motivation for achievement, and save tangible (i.e., candy) rewards for behaviors that athletes find unattractive.

### **Communicate High Learning Expectations**

The expectations a coach communicates to performers can create a positive climate and influence learning. Effective teachers see students as capable of learning and perceive themselves as capable of teaching them effectively. Coaches appear to interact differently with athletes for whom they hold different expectations. Athletes perceived to be low performers are:

- **More often positioned farther away from the coach**
- **Addressed in groups rather than individually**
- **Smiled at less**
- **Less likely to receive eye contact**
- **Called on less frequently to answer questions**
- **Praised more often for marginal and inadequate performances**
- **Praised less frequently for successful participation and interrupted more often**

Clearly, these kinds of behaviors can influence motivation and achievement. Because a team's success depends on the continuous progress of all players - not to mention that it is a coach's ethical responsibility to coach athletes under his/her tutelage - the coach must communicate the expectation that all athletes will improve. Adherence to two guidelines can assist the coach in communicating high expectations for learning:

- Expect to make significant changes in the skills, fitness capacities, knowledge and behaviors of all athletes through the course of the season
- Set realistic goals for each athlete, and make a commitment to help each athlete achieve them

### **Plan Appropriate Levels of Practice**

The degree to which a performer is motivated is directly related to the learner's expectation for success and the value placed upon achieving it. If tasks are too easy, the learner may lose focus and become demotivated. On the other hand, tasks that are too difficult may frustrate the performer and be demotivating, as well.

What guidelines should a coach adhere to that will result in optimal progress? A coach will serve his/her athletes by providing practices that require the performer to exert a concerted effort to achieve, but can make significant improvement on a regular basis. Generally speaking, practice tasks are too difficult if the performer is successful less than 50 percent of the trials. It is probably not challenging enough if the performer is successful more than 80 percent of the trials. This

necessitates the planning of practice trials in ways that the player can monitor his/her own performance in measurable terms.

### **Monitor Progress and Provide Feedback**

It is fair to assume that sharing information on performance is a critical component of sport skill acquisition. Feedback can be used to motivate performers, maintain on-task behavior, and reinforce correct performance patterns.

When coaches are actively moving about, monitoring progress and providing individual and small groups instructional feedback, athletes will make greater gains. Within this context, the coach will be able to provide corrective feedback, contingent praise and emotionally-neutral criticism (constructive in nature, devoid of personal attacks and sarcasm) for inappropriate behavior. These actions have a positive influence on behavior, achievement, and attitude.

### **Promote a Sense of Control**

Athletes should feel they have some control over their own destinies if they are to reach their potential in sports. Athletes who are allowed to overcome challenging tasks through persistence tend to acquire a strong sense of self-efficacy, and performers with high perceptions of competence tend to expect performance gains and improve performance.

A sense of control can be promoted by:

- Encouraging athletes to set personal (realistic) performance goals
- Allowing athletes some creative input in the selection of plays, strategies, or drills
- Organizing practice sessions that allow athletes to assess themselves and monitor their own progress
- Organizing instruction to result in many successful experiences (i.e., opportunities for athletes to receive positive feedback)
- Reinforcing the positive relationship between effort and achievement
- Demonstrating appreciation for achievement by all performers

### **Group Athletes According to the Objective**

With regard to facilitating skill acquisition, heterogeneous grouping (i.e., grouping individuals of mixed ability) is seldom the most advantageous (Webb, 1980). In such groups the performer with average or high ability suffers a loss in achievement while the athlete with low ability does slightly better. A critical condition for grouping to be effective is to have athletes practice at skill levels needed to advance their playing ability. Try to group athletes of similar ability or physical size, so they can be appropriately challenged.

In most sports a team will have many athletes of different levels of ability or physical size. This situation presents a difficult grouping task. There are however, several potential solutions. When a skill, rule, or strategy is being taught that all athletes need to know, use a single group for instruction.

As differences among athletes' abilities are identified on specific tasks, divisions can be made by placing athletes of similar abilities in smaller groups. When a skill, rule, or strategy is being practiced where individual athletes are at several levels of ability (initial, intermediate, or later learning levels), establish learning stations that focus on specific outcomes to meet each groups' needs. In sports that require a significant degree of physical contact or strength (i.e., football,

hockey, rugby) it is important to take the size of the players into consideration. Matching players by height or weight will maximize the opportunity for learning and minimize the risk of injury. The placement of athletes into smaller groups for learning various skills, rules and strategies must be independently decided for each skill, rule and strategy. An athlete who is placed in a high-level group for practicing one skill should not necessarily be placed in a high-level group for practicing another.

### **Maximize Time on Task**

The amount of practice time that athletes are actually engaged in learning tasks can range from 30 to 50 percent of the total practice time. Clearly, the greater the amount of time athletes' practice, the more they learn. Consequently, coaches should be very concerned with maximizing the amount of practice time athletes spend on task. Several actions can be taken to maximize use of available time.

- Reduce the number of athletes waiting in line by using more subgroups in drills.
- Secure sufficient supplies and equipment so athletes do not wait.
- Reduce the transition time between drills by planning practices to minimize reformulation of groups and equipment set-up time.
- Use instructional grouping practices that have athletes practicing skills at appropriate performance levels.
- Clearly outline and/or diagram each portion of a practice and communicate as much of this information as possible before entering the practice facilities.
- Complete as many pre-and post- warm-up/cool down activities outside the scheduled practice time as possible.
- Select warm up activities that incorporate skills specific to the sport (i.e., jogging or sprinting with a ball)
- Recruit assistants to help with instructional stations under your supervision and monitor the time that the athletes spend at each station.

While maximizing the amount of time athletes spend engaged in practicing the day's objectives is a high priority, it is not the only contributor to learning. Accordingly, there are some activities that occur in practice that should take priority over getting as many athletes active as possible. Activities that should take priority include:

- Taking the time to set up a meaningful experience
- Limiting the number of simultaneous performances when unique and/or important learning is initiated, so practice occurs under the coach's direct observation
- Extra time explaining and demonstrating a skill or drill will enhance the degree to which it is performed
- Safety is an issue and maximum activity would not be advantageous.

### **SUMMARY**

Effective instruction is the foundation of successful coaching. It requires practices that include clear communication of what is to be learned, a practice format that facilitates a safe, effective environment for learning, and the application of principles of instruction that maximize learning.

The most knowledgeable coaches are more effective when they organize and plan instruction prior to meeting with players.

### Using Verbal Persuasion to Build Confidence in Athletes

Tiffanye Vargas-Tonsing

A coach is one of the most influential figures in a child's life. Coaches not only help to develop children as athletes but in doing so, also assist in the development of self-confidence. However, coaches are often unaware of how best to develop confidence in their athletes and sometimes coaches may undermine an athlete's confidence through their actions and feedback. Interestingly, coaches have a very valuable, and readily available, tool to assist in the development of an athlete's confidence—coaches can talk.

#### ***Verbal Persuasion***

Verbal persuasion is considered to be one of four sources of confidence or self-efficacy. Efficacy beliefs, or confidence, are defined as a person's belief in his/her ability to perform a specific task (Bandura, 1977). Athletes with greater confidence will perform skills, such as hitting a softball, passing a soccer ball or shooting a basketball, better than athletes with less confidence. By increasing a player's self-confidence, a coach better the possibility of a strong athletic performance. Through an effective use of verbal persuasion, sport coaches are able to bolster athlete's beliefs about performance. Multiple forms of persuasion exist, including informative feedback, reinforcing or reward statements, the encouragement of positive self-talk, and the effective use of a pre-game, half-time, or post-game speech.

#### ***Informative Feedback***

Informative feedback, perhaps the most common form of persuasion, helps athletes understand their strengths and weaknesses as a player. Athletes want to become better players and they look to the coach to help them accomplish that goal. Coaches' instruction on skills, techniques and strategies often occurs during practice sessions but can also occur in competition. Such feedback includes pointing out adjustments needed in positioning, explanations of potential causes and effects ( e.g., a lack of a follow through resulting in a missed shot), and the correction of errors. When giving informative feedback, coaches can increase its effectiveness by having a respectful relationship with the team, by giving feedback to all players, and by making the sharing of informative feedback habitual. In other words, coaches should be consistent.

Additionally, when correcting an athlete, sport coaches need to be specific. For example, try not to tell the athlete that he/she did not do it right (e.g., "that was terrible!") and to do it again. Rather, ask the athlete to try again, this time focusing on correcting the explained and specified problem, e.g., by adjusting one's stance or follow through. Athletes can often tell when something does not feel right, and they will appreciate the input. This can help build confidence as athletes will feel that they are improving, can self-correct, and that the coach cares. Coaches should note that when helping correct errors, it is important for the athlete to focus on one error at a time. Pointing out too many errors at once may confuse the athlete, leading to feelings of discouragement and lowered beliefs in their ability to perform that skill.

It is also important to note, that as athletes move to more elite levels, the feedback from a coach should become less frequent. Sport coaches can help to develop more of this independent thinking by asking the athlete how they felt after a performance—what was done well and what could be improved.

#### ***Reward Statements***

This type of verbal persuasion is characterized by the frequent usage of encouragement and praise. Examples of encouragement include "You can do it," and "I believe you will do well." Examples of praising statements include, "Well done" and "Nice shot." The

use of encouragement will often help athletes when physically and mentally struggling with a task. Additionally, if an athlete believes that others believe in him/her, they are also more likely to absorb that belief. Unfortunately, the opposite is also true. However, the use of praise can help bolster confidence.

Repeated praise helps the athlete recognize that he/she has accomplished something. This will not only lead to increased effort and persistence, but will thereby increase the likelihood of that behavior reoccurring. Therefore, by praising proper positioning or technique in practice, the coach increases the odds that the same positioning or technique will occur in competition. As well, praise can also be extremely effective when coupled with error correction. By praising something that was done well, the athlete feels they are still moving forward even if they have a mistake to correct. This helps the athlete build on what was done correctly, thus building confidence. The coach should then make sure to praise the athlete as soon as the error is corrected.

### ***Encouragement of Self-Talk***

Self-talk is another form of verbal persuasion. Athletes throughout practices and games will engage in some form of self-talk. This can range from athletes giving self-instruction, self-praise, and/or derogation. Derogation, or negative self-talk, can be very debilitating for the athlete. Athletes may call themselves names or mock parts of their performance. Athletes can also engage in negative self-talk regarding teammates, coaches, or other teams.

In this instance, it is the athletes that engage in the verbal persuasion; however, the coach has a continued role to encourage positive self-talk. Coaches are able to do so by encouraging a positive atmosphere in practice. They also encourage positive talk through the effective use of modeling. A coach's reaction to errors establishes a guideline for the athlete's thoughts to follow. Coaches should encourage athletes to find and recognize the positive lesson from all errors, thus teaching athletes to view mistakes as learning tools.

### ***Pre-Game Speech***

Sport coaches can further build confidence in athletes through confidence building phrases such as "You can do it" and "I believe in you." These phrases may be particularly beneficial to athletes when learning a difficult skill as well as directly prior to competition. Early research on the effectiveness of pre-game speeches indicates that athletes aged 17-22 predicted larger margins of victory as well as stronger beliefs in their team's ability to win when listening to a speech with confidence building phrases. Additionally, the speeches contained verbal persuasion in the form of emotional pleas reminding the athletes to play with pride and desire (Vargas-Tonsing & Bartholomew, 2002).

When creating a pre-game speech, coaches should be aware of several factors. To begin with, what is the importance of the event? Coaches should not use the same type of speech for all game situations. This lessens the effectiveness of the speech when it is really needed. Additionally, what are the needs of your athletes? Some beginning athletes may suffer more from anxiety and nerves and will need a speech to help reassure them in their abilities. Remind them of what they have already achieved prior to the event. This can help to remind the athletes that they have been successful in the past and thus are capable of being successful in the future. In this situation, it would also be important to not focus on the other team and what they are capable of. Instead, focus the athletes' attention on themselves and what they can do. If the stakes are high, and this adds anxiety to the team, use the speech to take away some of that pressure. Tell the athletes to let go and enjoy the experience.

It is also possible in this type of situation that the use of emotional pleas will benefit athletes. Asking athletes to reach inside themselves to find desire, determination, and pride are some examples of pleas that may help focus them on emotions other than fear. However, other athletes, perhaps more elite athletes, may find it useful to concentrate on facts. Remind them of

the scouting report and the weaknesses of the other team. However, when doing so, it is important to also remind the athlete of their own strengths and how they will counter that of the opponent's. As with all coaching techniques, it is imperative to remember the age and competitive level of your athletes. Emotional pleas will not work for everyone and it is extremely important for the coach to understand his/her individual athletes. However, in general, emotional pleas to younger and less competitive athletes should focus primarily on emotions such as joy, fun and sportsmanship. Older and more elite athletes are better suited for more arousing emotions such as desire and pride.

### **Conclusion**

Coaches are very influential in athletes' lives. The effective use of verbal persuasion in sport will not only make coaches' jobs easier, but, more importantly, significantly increases players' performance levels. However, when using any form of verbal persuasion, it is important to remember a few key points:

- Encourage a positive atmosphere, at practice and in competition.
- Encourage respect between the athletic triad—the coach, the parents, and the players. A sports team will respond, and listen more, to a coach they respect and admire. Additionally, a sport team that practices respect with one another will extend that respect to their opponents.
- Be aware of the personalities on your team. Each player is an individual and may react differently towards some types of verbal persuasion. Pay attention to these reactions and modify your approach as needed.
- Praise athletes when they do something well. Remember that beginning athletes or athletes learning a new skill will need more praise more often.
- And finally, when you are unsure as to what your athletes need to hear, ask them.

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# 2020-2021 Athletic Handbook

## FORT WORTH INDEPENDENT SCHOOL DISTRICT ATHLETIC DEPARTMENT

### School Year 2020 – 2021

As an employee of the Fort Worth Independent School District, I am required to read the Athletic Handbook. I have been provided access through the FWISD web site; <https://www.fwisd.org/>.

My signature below acknowledges the following:

- Training regarding University Interscholastic League rules, compliance, and the Athletic Handbook have been made available to me.
- I have read and understand the contents of the Athletic Handbook.
- I understand that a violation of the Handbook will result in discipline, up to and including termination.
- My questions regarding the Handbook have been answered to my satisfaction.

***Sign, Date and Return this Form***

\_\_\_\_\_  
**Printed Name**

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Date**