

Charles County Public Schools
Office of School Administration and Leadership

Student / Parent Extra - Curricular Activities Handbook



2024-2025

June 2024

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Mission Statement

The mission of Charles County Public Schools is to provide an opportunity for all school-aged children to receive an academically challenging, quality education that builds character, equips for leadership and prepares for life, in an environment that is safe and conducive to learning.

Nondiscrimination statement (Updated July 1, 2024)

The Charles County public school system does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, age or disability in its programs, activities or employment practices. For inquiries, please contact Dr. Mike Blanchard, Title IX/ADA/Section 504 Coordinator (students) or Nikial M. Majors, Title IX/ADA/Section 504 Coordinator (employees/ adults), at Charles County Public Schools, Jesse L. Starkey Administration Building, P.O. Box 2770, La Plata, MD 20646; 301-932-6610/301-870-3814. For special accommodations call 301-934-7230 or TDD 1-800-735-2258 two weeks prior to the event. CCPS provides nondiscriminatory equal access to school facilities in accordance with its Use of Facilities rules to designated youth groups (including, but not limited to, the Boy Scouts)..

Charles County Athletic Council

The Charles County Athletic Council is composed of an Executive Director, high school principals, vice principals, athletic directors, head coaches, parents, and student athletes and acts in a policy making advisory capacity to the Director of student activities. The council, chaired by the Director of student activities, should meet a minimum of two times per year or as necessary to discuss athletic program details and make recommendations concerning the interscholastic program and budget. Recommendations of the council are referred through the Director of student activities to the Chief of Schools and the Superintendent of Schools. The athletic council consists of the following staff members:

High School Athletics Contact Information

School	Address	Principal	Athletic Director
La Plata High School	6035 Radio Station Road La Plata, MD 20646 (301) 934-1100	Douglass Dolan	Christopher Butler, RAA
Henry E. Lackey High School	3000 Chicamuxen Road Indian Head, MD 20640 (301) 743-5431	Cheryl Davis	John Lush, RAA
Maurice J. McDonough High School	7165 Marshall Corner Road Pomfret, MD 20675 (301) 934-2944	Darnell Lewis-Russell	Pamela Thornton-Miller, CAA
North Point High School	2500 Davis Road Waldorf, MD 20603 (301) 753-1759	Daniel Kaple	Andy Shattuck, CAA
St. Charles High School	5305 Piney Church Road Waldorf, MD 20602 (301) 753-2090	Tammika Little	Jennifer Smith, CMAA
Thomas Stone High School	3785 Leonardtown Road Waldorf, MD 20601 (301) 645-2601	Shanif Pearl	Kevin Heider, RAA
Westlake High School	3300 Middletown Road Waldorf, MD 20603 (301) 645-8857	Dana Fenwick	Andrew Dutrow

CHARLES COUNTY PUBLIC SCHOOLS

STUDENT / PARENT EXTRA CURRICULAR HANDBOOK

PURPOSE:

This handbook has been prepared to serve as a guide to student athletes and parents (which shall be defined in this Handbook to include the legal guardian of the child). The intention of this Handbook is to provide information that will facilitate successful participation in the athletic program. If questions should arise which are not covered in this Handbook, please address them to the appropriate individual (Coach or Athletic Director). **Note:** While much of the information expressed in this handbook reference athletics, the basic rules, guidelines and expectations will apply to all extra-curricular activities, including those non-athletic clubs and activities. See page 10 for sample groups

SPORTSMANSHIP:

All athletes and parents shall exhibit good sportsmanship. (Sportsmanship is an overt display of respect for all the rules of the sport and all others--players, coaches, officials, and fans [National Federation News, March 1995, p. 10]. Sportsmanship involves a commitment to fair play, ethical behavior, and integrity.) The following statement may be read before all Charles County Athletic Events when a public address system is used:

As members of the Maryland Public Secondary Schools Athletic Association and Southern Maryland Athletic Conference, we remind everyone of the high standards of sportsmanship we expect from those in attendance towards the participants and officials for tonight's contest. Spectators, please always stay off the playing area, cheer positively for your team and not against the opponents or officials. Parents are reminded that the (Gym /Stadium) is an inviting place for children to play. However, the facilities can be very dangerous so please supervise your children at all times. Our schools are a smoke free campus and we appreciate you not lighting up during the event or on campus. We also remind everyone that the use of a laser pointer and flash photography during play is strictly prohibited. In the event of an unusual circumstance or facility emergency, please listen to the public address announcer for directions. Finally, we remind you that the administration reserves the right to remove anyone for inappropriate behavior, so cheer long and hard for your team and not against the opponent or officials.

PARENT AND SPECTATOR CONDUCT:

One mission of the Charles County Public Schools Extra-Curricular programs is to teach appropriate conduct to our students and to reinforce values relating to wholesome performance, competition, good sportsmanship and fair play.

It is our expectation that spectators assist in this goal by exhibiting appropriate behavior at all events. Often spectators fail to remember the primary role of interscholastic extra-curricular activities is to prepare students to be good citizens, become better adults, learn new skills, and have fun! Spectators must act as role models of sportsmanship for all athletes and promote a healthy perception of success.

Admission to interscholastic events in Charles County entitles spectators to enjoy a competitive exhibition of skills in an educational setting as an extension of the learning process. The event is a unique opportunity for spectators to be a part of a positive and productive learning environment and to model appropriate behavior in a high school setting.

Spectators are asked to provide students with positive encouragement and support and show respect for opposing players, coaches, spectators and support groups. Spectators should also refrain from badgering, taunting, or intimidating the officials and opponents. Such behavior is unfriendly, unacceptable and will not be tolerated. Student athletes are not professional athletes. They will make errors in the course of competition, as will officials and coaches. However, all participants are trying their best. Negative criticism and "booing" will not bring about positive results and

are unacceptable forms of expression. Assistance may be given to students by focusing attention on the positive aspects of their performance. Your cooperation is important and appreciated.

A condition of entry into any Charles County Public Schools event is that all spectators agree to recognize the event, and that all in attendance have the responsibility to model appropriate behavior.

Failure to abide by this spectator code of ethics will result in the spectator privileges being revoked for the remainder of the school year.

Interscholastic athletics and extra-curricular activities can provide a wonderful opportunity for students to learn valuable life lessons. Parents, guardians and spectators along with Charles County Public Schools, have a responsibility to ensure that this happens.

SPECTATOR CODE OF CONDUCT FOR SPORTS EVENTS:

“Our goal is to provide a safe environment for all those involved (players, students, sponsors, coaches, and spectators) and to preserve the integrity of the contest.

1. All participants / spectators are expected to exhibit good behavior (sportsmanship) at all sports events.
 - No swearing or use of vulgar language
 - No taunting
 - No causing a public disturbance or fighting
 - No threats of physical harm or acts of aggression
 - Treat all participants, coaches, officials, and spectators with respect
2. CCPS may impose the following penalties for violating these expectations:
 - Immediate eviction from the event
 - Ban from future contests/events
 - Ban from all CCPS/SMAC events
 - Ban from all MPSSAA events
3. CCPS also reserves the right to take the following action to preserve the safety and integrity of a contest:
 - Suspend student from participating in a contest
 - Dismiss student from team/club

CCPS are not in the practice of enforcing a court ordered Temporary Restraining Order (TRO). It is the responsibility of the parties involved to contact the police and have the TRO enforced. Parents should be aware that if athlete(s) are involved in a TRO against member(s) of the opposing team the following action may be taken by the police:

- Removal of one of the parties from the event
- Removal of both parties from the event

If the dispute causes (or may cause) a significant disturbance or safety risk

The game may be:

- Terminated and not rescheduled
- Played at a secured sight with no spectators

LET THE PLAYERS PLAY. LET THE COACHES COACH. LET THE OFFICIALS OFFICIATE. LET THE SPECTATORS BE POSITIVE.

PARENT/GUARDIAN COMMUNICATION GUIDE:

The following section is designed for parents of athletes participating in the Charles County Public Schools Athletic Program. Both parenting and coaching are extremely difficult vocations. By establishing an understanding of each position, we are better able to accept the actions of the other and provide greater benefit to children. As parents, when your children become involved in our program, you have a right to understand what expectations are placed on your child. This begins with clear communications from the coach of your child's program.

Communication you should expect from your child's coach/sponsor

1. Philosophy of the coach/sponsor
2. Expectations the coach/sponsor has for your child as well as all the students in the program
3. Locations and times of all practices and events
4. Team requirements (i.e., fees, special equipment, off-season conditioning)
5. Procedure should your child be injured during participation
6. Discipline that results in the denial of your child's participation

Communication coaches expect from parents

1. Concerns expressed directly to the coach
2. Notification of any schedule conflicts well in advance
3. Specific concern regarding a coach's philosophy and/or expectations

As your children become involved in the program in the Charles County Public Schools, 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 child wishes. At these times, discussion with the coach/sponsor is encouraged.

APPROPRIATE CONCERNS TO DISCUSS WITH COACHES/SPONSORS:

1. The treatment of your child, mentally and physically
2. Ways to help your child improve
3. Concerns about your child's behavior

Coaches/sponsors make judgment decisions based on what they believe to be the best for all students involved. As you have seen from the list above, certain things can and should be discussed with your child's coach/sponsor. Other things, such as those that follow, must be left to the discretion of the coach/sponsor. There are situations that may require a conference between the coach/sponsor 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.

ISSUES THAT ARE NOT APPROPRIATE TO DISCUSS WITH COACHES:

1. Playing time
2. Team strategy
3. Play calling
4. Other students

There are situations that may require a conference between the coach/sponsor, student, 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.

THE FOLLOWING PROCEDURES SHOULD BE USED IF THERE IS A CONCERN:

1. Students should first discuss concerns directly with coach/sponsor.
2. If parents/guardians still have concerns, they should contact the coach/sponsor to make an appointment. DO NOT confront a coach/sponsor before, during or after a practice or event. These can be emotional times for both the parent and the coach/sponsor. Meetings of this nature do not promote resolution.
3. If the conversation / meeting did not provide a satisfactory resolution, call and set up an appointment with the Principal/Athletic Director to discuss the situation with the coach/sponsor. At this meeting, the appropriate next step can be determined.

Never hesitate to follow the above procedures to make your concerns known.

RETRIBUTION:

Students and parents must be confident that the voicing of an opinion or a concern, using the proper forum and method, is not only free from penalty or retribution, but also is strongly encouraged. The Principal/Athletic Director and sponsors are committed to ensuring that after a student or parent raises an issue or concern, there shall be no “retribution” in any form within the athletic department at your school. If at any time, a student, or his / her parent suspects that some form of retribution is surfacing as a result of the voicing of a concern, opinion, or issue, using the proper forum and method, he or she should contact the Principal/Athletic Director immediately.

PRE-SEASON MEETING FOR STUDENTS AND PARENTS/GUARDIANS:

Each head coach of a sport is required to have a meeting to cover team rules and regulations (including code of conduct, expectations, sportsmanship, and chain of command), selection of team members, practice schedules, pre-game and post-game procedures, emergency first aid procedures to include concussion symptoms and travel policy.

Superintendent Rule 1111

Charles County Public Schools (CCPS) recognizes that students, parents, and other stakeholders use differing methods of communication, and strives to reach as many of our community as possible. Social media is one of those methods. Social media is defined as on-line technologies such as Twitter, Facebook, YouTube, Instagram, and Snapchat, as well as all electronic communications, including but not limited to texting, emailing, instant messaging, group messaging and chat rooms. CCPS allows the use of social media and other technologies as avenues to communicate school system messages, encourage social media visitors to visit the CCPS website, and create opportunities for two-way dialogue.

EMPLOYEE USE OF SOCIAL MEDIA

Approved social media sites may be used to facilitate communication among employees, groups of students and members of the school community to further the instructional program. Employees are expected to conduct all social media communications in accordance with Board policies, guidelines in the Employee Handbook, and directions from their supervisors, as they would in any professional situation. Social media accounts used by employees of CCPS shall be approved annually by the school principal. The approval process will include the sharing of log in and password information. Social media accounts established by schools and affiliated clubs are property of CCPS. Except as provided in this Rule, CCPS prohibits communications between students and staff through social media.

Transparency:

- Employees may communicate with students or groups of students as long as the communication is intended for and available to the general public and parents have access to the platform.
- If a teacher has approval and wants to use social media as a form of communication to students as part of the instructional program, information about the use of any social media shall be included in the classroom syllabus or extracurricular information, and department supervisors and school administration shall approve any social media tools being used. The classroom syllabus will include a clear statement of the purpose and outcomes for the use of any networking tool.
- Parents/Guardians have the right to opt-out of using social media or from having their children in CCPS use social media. This can be done by formal, written direction to their child's school. Teachers cannot require social media as part of their instructional program and must provide equal alternatives as needed.
- The principal has the authority to deny or revoke any teacher's use of social media as part of the educational process.
- Teachers should enforce clear rules and expectations for students on social media related to the classroom, including proper language and respect. These rules should be clearly and explicitly stated in the classroom syllabus.
- Teachers must inform parents of the social media tools being used, how their children are being contacted online, and the expectations for appropriate behavior.
- Employees may not communicate one-on-one with individual students through social media, including but not limited to texting, emailing, instant messaging, group messaging, commenting, "liking," or following of student's social media pages and the use of chat rooms, except through Synergy Mail or other CCPS authorized platform. Any authorized communication must be directly related to an educational purpose or activity connected to the school setting. This provision does not apply to communication with employees' relatives outside of the school setting. Any other one-on-one communication for any other purpose shall be deemed to be outside the scope of employment and may subject the employee to disciplinary action.

General Conduct:

- Employees should be aware that they will be identified as working for and representing the school in what they do and say online.
- Employee communications with students should be professional and appropriate within the context of the teacher/student relationship.
- Employee should treat social media as an extension of the classroom and should weigh every posting for how it reflects their effectiveness as CCPS employees.
- Employees who use social media for CCPS purposes may NOT include personally identifiable information about a student in any posting made available to anyone who is not legally entitled to the information.
- Employees may not use inappropriate language, or images including language deemed to be defamatory, obscene, proprietary, or libelous. Caution must be exercised with regards to exaggeration, inappropriate language, legal conclusions, and derogatory remarks or characterizations.
- All laws pertaining to copyright and intellectual property must be obeyed.

·All online communications must be retained according to the Charles County Public Schools Record Retention Rule and can be monitored.

·Violation of the Superintendent's Rules may be grounds for discipline up to and including termination as well as a loss of the teacher's certification.

Privacy and Content:

·Users must pay close attention to the site's security settings and allow only approved participants access to the site.

·Employees must adhere to CCPS guidelines when posting student pictures and using student names. Images that include students whose parents have opted out of media exposure should not be posted.

·If an employee learns of information on a social networking site that falls under the mandatory reporting guidelines, they must report it as required by law.

STUDENT USE OF SOCIAL MEDIA

- CCPS may provide access to designated social media sites deemed appropriate for students, solely for instructional purposes, on CCPS computers, tablets, or other mobile devices. CCPS reserves the right to discontinue access to any designated social media site and/or provide access to additional social media sites as necessary and appropriate for legitimate instructional purposes for students to use. In instances where access to designated CCPS social media sites is provided, CCPS administration shall have access to and may regulate such use.
- Student misuse of social media may have a negative and/or severe impact on a school learning environment, or risk the safety of staff and students, and shall be addressed by CCPS under the Code of Student Conduct guidelines.
- Moreover, student use of social media off school grounds having a nexus to, or having an impact on, the normal operations of a school, learning environments, or the safety of students or staff, shall be addressed by CCPS as a violation of the Code of Student Conduct.
- Students shall not use social media to communicate with employees except in cases where such use is regulated and monitored by CCPS administration and the students' parents/guardians for the purpose of furthering a bona fide CCPS educational initiative.
- Students and parents/guardians are encouraged to report any improper communication from a CCPS employee to the school principal or other staff member.

REPORTING MISUSE OF SOCIAL MEDIA

- When an employee becomes aware of an incident that involves the misuse of social media, the staff member shall immediately report the incident to the principal. If the incident involves the safety or security of a student or staff member, the Charles County Sheriff's Office may be called.
- If it is determined that the incident is a direct result of misuse of social media, the school administrator will address the incident according to Code of Student Conduct.

- The school administrator/designee should be aware that some acts pertaining to the misuse of social media could also be delinquent acts. If they are delinquent acts, they shall be reported promptly to the responsible law enforcement agency.
- Students, parents/guardians, and staff are encouraged to report the misuse of social media to CCPS administrators.
- Students who violate any of the rules on social media may be subject to discipline up to and including suspension or expulsion.

Squad Membership

1. The tryout/selection period will be a minimum of three days commencing with the first day of practice. Any student who joins the team on/after the three-day tryout/selection period is not guaranteed three days before final team selection.
2. A student must be on the roster for seven calendar days before participating in outside competition.
3. Any student who has been cut from an athletic team will meet privately with each coach. The coach will discuss with the student why he/she was cut from the team and ways to improve to be better prepared for the following year's try-out.
4. A student being shifted from a junior varsity team to a varsity team and vice versa, may not in a week or a season play in a number of games to exceed the maximum allowed for a varsity team in a sport, in a week or in a season; nor may he or she play in more than one game on one day, i.e., he or she may not play in a varsity and junior varsity game on the same day. Likewise, a freshman to junior varsity.
5. Twelfth grade students may not participate on a junior varsity or freshman team. It is recommended that eleventh grade students participate on the varsity team. Tenth grade students are prohibited from playing freshman sports. Freshmen repeating the 9th grade are not eligible to participate on a freshman team.
6. Any student-athlete who quits a team, or is dismissed from a team, after the first contest will not be cleared to participate in off-season workouts with another sports team until the previous sport's regular season has been completed.
7. Students who wish to play two sports during the same season may do so under the following guidelines:
 - a. The student must have the signed approval of both coaches, the student, and the parent, and on file with the athletic director.
 - b. Upon granting approval, the approval coaches must develop a practice schedule suitable to the situation.
 - c. The student must list one sport as the primary sport, in order to avoid problems and confusion if rescheduling, playoffs, or other reasons cause a conflict.
8. Upon the official start of the sports season, and at the conclusion of one calendar week thereafter, all applicable tryout opportunities will close, cuts will be made as appropriate, and the roster set. Students are responsible for contacting the Athletic Director or Head Coach of the sport in question if there are any questions about the specific dates of the tryouts. No additions to the team will be accepted once final cuts have been made. Any special consideration otherwise, will be subject to final approval by the Athletic Director and the Head Coach of the sport in question.

REQUIRED ATHLETIC FORMS/INFORMATION: Submitted online

Student athletes must submit completed forms to the Athletic Director and receive clearance before they can try out for any team. These forms must be completed for each season the student participates.

- ☐ Student/Parent Athletic Handbook
- ☐ Parental Consent/Physical Form

- ☐ Athletic Emergency Medical Card
- ☐ Pre-Season Athletic Eligibility Clearance Form
- ☐ Concussion Forms

Students must be cleared of all financial obligations before trying out for a sport or activity.

STUDENT INSURANCE:

All students who participate in interscholastic sport programs are required to have medical insurance coverage prior to admission and for the duration of all programs. This requirement can be met through participation in either a family health insurance plan or Charles County Public Schools' approved student accident insurance plan.

STUDENTS MAY NOT PRACTICE OR PLAY INTERSCHOLASTIC SPORTS UNTIL PROOF OF INSURANCE IS SUBMITTED TO THE SCHOOL

For 2022-23, Charles County Public Schools allows an insurance carrier to offer a student accident insurance plan. The forms are available on the school system website at www.bobmccloskey.com/K12Voluntary. The plan does not replace a primary health insurance plan and should be considered as a supplement to other health and accident insurance coverage. CCPS does not handle claims or related issues. Parents are responsible for sending in premiums and for filing claims with the insurance carrier. Visit www.bobmccloskey.com/K12Voluntary.

Freshman playing on a varsity football team must purchase Grades 10-12 football coverage.

If you wish to purchase this insurance, please go to www.bobmccloskey.com/K12Voluntary to complete the form and purchase online. Once you have completed the enrollment, please provide proof of insurance to the athletic director. **The school will not collect enrollment applications from the students.**

If you have any questions, please contact Glenn Belmore at (301) 934-7275.

PHYSICAL EXAMINATIONS:

All students must be examined and determined to be physically fit to participate in any tryout, practice or contest of a school team. A licensed physician or a physician's assistant under the supervision of a licensed certified physician must perform the exam. Certification of the exam must be provided to the high school principal and on file with the school's athletic director before a student may participate in a school-sponsored athletic activity. A parent/guardian and healthcare provider must sign and date the physical form (MPSSAA/Charles County Physical Form available at all high schools). All incoming ninth graders must also have a physical prior to participating in any high school athletics, including any pre-season or summer weight training sessions.

A physical is valid for one year from the date of the examination. The anniversary date of the physical should be prior to the beginning of any sports season. **Parents and students are responsible for keeping physicals up to date.**

ELIGIBILITY:

All student-athletes must conform to eligibility policies listed in the Maryland Public Secondary Schools Athletic Association Handbook (a copy of the Handbook is available in all Charles County High Schools.) Student-athletes must take a minimum of four classes to be eligible to participate in athletics. The coach in each sport is responsible for determining squad membership.

PARTICIPATION LIMITATIONS:

A student shall only be eligible for participation on any interscholastic athletic team for four (4) consecutive years of participation after entering the ninth grade and eight consecutive semesters. The eight consecutive semesters are counted from the time the student first enters ninth grade in any CCPS school or any other public school, private school, charter school, parochial school, or equivalent home school setting in any jurisdiction.

OUT OF SEASON PROGRAMS:

Participants in out of season programs must have current physical, parent permission, emergency medical card, and insurance forms on file in the athletic director's office.

RESIDENCE:

- a. Beginning July 1, 2011, students with pending housing occupancy within the school zone may enroll for academics but may not participate in athletics until the home is occupied. Students whose guardianship is pending may enroll for academics but may not participate in athletics until court documents are received by the school. Students whose custody is jointly held are ineligible until primary residency is established. Students paying tuition are ineligible for one year from the date of enrollment. High school students who transfer from out of zone at any time during the school year are ineligible to participate in interscholastic athletics at the new school for one calendar year from the date of transfer. (Students of a CCPS employee, see Superintendent's Rule 5126, item 6 for eligibility).
- b. Any new transfer student or student not listed on the athletic computer program must have a transcript or report card indicating the grades and attendance for the prior semester. Students will not be cleared to tryout until this guideline has been met. Students are considered ineligible until this clearance process is met.
- c. No school personnel are to discuss transfers or guardianship arrangements with any student for the purpose of facilitating athletic participation.

Please respond to the following residency questions:

- A. I reside at _____, _____ MD
- B. This residence is within the boundaries of _____ High School Attendance Zone
- C. I reside at this residence with a parent or guardian: yes no
- D. My current address is the same as last year: yes no
- E. I have only played at my current high school: yes no
- F. I agree to notify the coach / school of any changes in residence: yes no

ACADEMIC: Charles County Player Eligibility Code

Code of Maryland Regulations (COMAR) Subtitle 05, chapter 03.02 Eligibility

Each local school system shall establish standards of participation which assure that students involved in interscholastic athletics are making satisfactory progress toward graduation.

Extracurricular Activities and Athletics Eligibility Requirements are as follows:

First Quarter	Eligibility is based on the final grade (23-24) report card	2.00 Final GPA, fewer than 5 days absence (Q4), no failing Final grades	All incoming 9th grade students are automatically eligible for the first semester (first and second quarters)
Second Quarter	Eligibility is based on the first quarter (24-25) report card	2.00 GPA, fewer than 5 days absence, no failing grades	
Third Quarter	Eligibility is based on the second quarter (24-25) report card	2.00 GPA, fewer than 5 days absence, no failing grades	
Fourth Quarter	Eligibility is based on the third quarter (24-25) report card	2.00 GPA, fewer than 5 days absence, no failing grades	

In addition to the eligibility regulations set forth in the Maryland Public Secondary Schools Athletic Association Handbook, the following regulations shall apply to all students of Charles County.

1. An individual must be a registered full-time student in Charles County Public Schools to participate in any extracurricular activity. A full-time student, for this purpose, is defined as a student registered in four (4) or more courses or in an approved college or principal waiver program, except in special circumstances.
2. **Academic Eligibility:** Based on **Policy #6431** (Adopted February 9, 2014; Last Revised April 17, 2018; Last Reviewed April 17, 2018, Revised August 9, 2022), General Curricula: Extra-curricular Activities and Athletics Eligibility Requirements for Grades 6-12

The Charles County Board of Education extends the privilege of extracurricular activities and athletics to students who recognize their obligation to themselves, their co-participants and their school community while striving for academic excellence.

Extracurricular activities are defined as any activity pursued outside of a student's class enrollment. Examples of extracurricular activities include athletics, clubs, and student government associations. Extracurricular programs help provide valuable experiences and are considered an integral part of the total educational program. Involvement in extracurricular activities often have a positive influence on the academic achievement of students. It is the goal of this policy to help students successfully balance academics and extracurricular activities to provide opportunities for a well-rounded educational experience.

Activities that support specific content curriculum would not fall under the eligibility policy if the student were enrolled in the credit bearing class. Examples of activities that do not fall under the eligibility criteria include fine and performing arts, J.R.O.T.C. drill competitions, and Skills U.S.A.

Extracurricular Activities and Athletics Eligibility Requirements

Grade	Eligibility Requirements
First Time 9th Graders	<ul style="list-style-type: none">• A student who is promoted from eighth grade to ninth grade automatically meets the GPA and attendance eligibility requirements for the first semester.• Except for students promoted from eighth grade to ninth grade in their first semester, absences count against eligibility. Students who are absent fewer than 5 days from the previous quarter may be eligible without providing documentation. Students who are absent 5 or more days may provide documentation for a lawful absence within 5 days of the absence with a limit of 5 parent notes. A suspension will count against eligibility.

**Repeat 9th
Graders &
10-12th
Graders**

- Students must meet local promotion standards.
- Must have earned a 2.0 GPA from the previous quarter with no failing “F” grades for quarters 1,2, and 3.
- Students must have earned a FINAL 2.0 GPA with no FINAL failing “F” grades for any yearlong or second semester course from the previous school year.
- Absences count against eligibility. Students who are absent fewer than 5 days from the previous quarter may be eligible without providing documentation. Students who are absent 5 or more days may provide documentation for a lawful absence within 5 days of the absence with a limit of 5 parent notes. A suspension will count against eligibility.

Lawful Absences as Defined by COMAR 13A.08.01.03

- Illness of a student documented by a parent note
- Court summons
- Death of family member
- Other emergency as approved by the principal
- Hazardous weather conditions
- Work approved or sponsored by the school
- Observance of a religious holiday
- State of emergency
- Lack of authorized transportation

In addition, the following guidelines will be adhered to when determining eligibility for each quarter:

1. Except for students promoted from eighth grade to ninth grade, students who wish to participate in fall extracurricular and/or athletic activities will need to meet eligibility requirements based on their final grade-point average at the end of the previous year.
2. Except for students promoted from eighth grade to ninth grade, students who wish to participate in winter extracurricular and/or athletic activities will need to meet eligibility requirements based on their first quarter grade-point average.
3. Students who wish to participate in spring extracurricular and or athletic activities will need to meet eligibility requirements based on their second quarter grade-point average.
4. Except for students promoted from eighth grade to ninth grade in their first semester, if a student received a failing grade in quarters 1,2, or 3, she/he is ineligible for the remainder of the season, for post-season play, and for the following quarter.
5. Students academically ineligible at the end of the school year due to a failing grade may regain eligibility by attending and passing any/all summer school class(es) offered that caused the student's ineligibility. Students may regain eligibility only by taking the same summer school class to improve a failing grade or the corresponding equivalent that meets graduation requirements. Grade point average requirements will be recalculated after the completion of summer school.
6. Summer school classes taken for original credit do not count towards or against eligibility.
7. Students cannot gain or regain eligibility at interim or at any time during the quarter and/or season.

Extra-curricular Activities and Athletics Requirements: High Schools

Eligibility requirements must be met for students to participate in competitions, non-curricular performances and in activities which represent a CCPS school or district. Activities include, but are not limited to:		
Competition	Performance (non-curricular)	Club/Other (representing the school/school system)
All Athletics		
Band Fronts	Cheerleading	SGA: Officers, Reps and CCASC
Black Saga	Dance Team	Class Officers
Cheerleading	Pep Band	Key Club
Debate Team	Fine & Performing Arts (if not enrolled in class)	National Honor Society
DI	Jazz Band	
Educators Rising	Poms	
Envirothon	Marching Band (non-competition)	
FBLA	Modeling	
It's Academic	Show Troupe	
Math Counts	Step Team	
Fine & Performing Arts (if not enrolled in class)		
Math Team		
Marching Band (if not enrolled in class)		
MESA		
Mock Trial		
Model UN		
Poms		
Rifle Team (if not enrolled in JROTC)		
Sea Perch		
Spelling Bee		
Step Team		
Unified Sports		
Vex Robotics		

Superintendent's Rule 6431:

General Curricula: Extra-Curricular Activities and Athletics Eligibility Requirements for Grades 9-12

Legal Adopted November 10, 2015, modified April 17, 2018.

For the purposes of determining eligibility of students to participate in extracurricular activities and athletics under Board Policy 6431, the following definitions shall be used.

Extracurricular activities are defined as any school activity that is non-credit bearing including athletics. Extracurricular activities are limited to an activity that is not directly connected to the school's academic program, and where students:

1. compete with students from other schools (such as intramural athletics or a robotics team); or
2. represent the school (such as in student government); or
3. perform (such as in a school play or musical group).

Extracurricular activities do not include academic support and supervised, structured skill-development activities, such as fine and performing arts workshops, tutoring programs, mentoring programs, and open gyms.

Days absent are defined to include any absence from school for a full day or any portion of the day for any reason other than those directly related to the following:

- Death in the immediate family, limited to a parent/guardian, sibling, grandparent, aunt, uncle, first cousin, or any individual who has regularly shared the household with the student;
- Illness of the student supported by a physician's certificate;
- Up to five parent notes will be accepted per quarter to excuse absences. Parent notes must be submitted within five days of the absence in order for absence to be excused.
- Illness of the student sent home due to the illness at the recommendation of the school nurse for the remainder of that school day. An additional one or two consecutive school days immediately following that first day may be excused if supported by a written explanation from the student's parent/guardian;
- Health exclusion, as determined by the school;
- Court summons; or
- Other emergency or set of circumstances, which in the judgment of the principal constitutes a good and sufficient cause for absence from school, including educational trips and college visits, as defined by Superintendent's Rule 5122.

The principal retains the authority to require documentation of any days absent.

Any determination of ineligibility under Board Policy 6431 shall be listed on the student's report card from the previous quarter. Parents may appeal the determination of ineligibility to the principal of the school by completing an Extra-Curricular Eligibility Appeal form. If the principal upholds the ineligibility, parents may appeal that decision by addressing the appeal in writing to the Office of School Administration no later than 30 days after principal's decision. A decision by the Office of School Administration to uphold an ineligibility determination may be appealed to the Board of Education in writing within 30 days of the date of the written decision by the Office of School Administration. The student shall be ineligible during the appeal unless and until the ineligibility determination is reversed, in which case the student shall immediately become eligible.

This Rule shall apply to determining eligibility for the second quarter of the 2015-2016 school year and beyond. Specifically, any student who is absent, as defined by this Rule, for more than 4.5 days in the first quarter of the 2015-2016 school year shall not be eligible to participate in extracurricular activities or athletics in the second quarter of the 2015-2016 school year. In future eligibility determinations, absences in the previous quarter shall be the determining factor. Nothing in this Rule shall be interpreted to override any other factor in determining eligibility, including the minimum required GPA as stated in Board Policy 6431.

ATTENDANCE:

- a. If a student is unlawfully absent five (5) or more school days during the 9-week grading period, he/she becomes ineligible. All absences count against eligibility except those coded M2 for medical reasons, 01 for death in the immediate family, or 04 for court appearance. Days absent are defined to include any absence from school for a full day or any portion of the day for any reason other than those directly related to the following:
- Code 01, Death in the immediate family, limited to a parent/guardian, sibling, grandparent, aunt, uncle, first cousin, or any individual who has regularly shared the household with the student;
 - Code M2, Illness of the student supported by a physician's certificate; Illness of the student sent home due to the illness at the recommendation of the school nurse for the remainder of that school day. An additional one or two consecutive school days immediately following that first day may be excused if supported by a written explanation from the student's parent/guardian; Health exclusion, as determined by the school;
 - Code 02 or 03, Up to five parent notes will be accepted per quarter to excuse absences. Parent notes must be submitted within five days of the absence in order for absence to be excused.
 - Code 04, Court summons; or
 - Code 08 work approved or sponsored by the school
 - Code 13, Other emergency or set of circumstances which in the judgment of the principal constitutes a good and sufficient cause for absence from school, including educational trips and college visits, as defined by Superintendent's Rule 5122.

The principal retains the authority to require documentation of any days absent.

- b. If a student is absent the entire day due to illness, he/she may not practice, compete, or perform.
- c. If a student is absent in afternoon classes, he/she may not practice, compete, or perform.
- d. If a student is absent in the morning, he/she must attend at least ½ of their classes.
- e. Students on Principal Waiver – Students must attend class a minimum of 2 hours of class in order to participate in that day's activities.
- f. Students absent for lawful reasons other than illness have no restriction on that day's practice or game. However, the principal must approve the absence prior to participation.
- g. Students suspended from school for any reason shall not be eligible for practice, competitions or performance during the time of the suspension unless reinstated by the principal and they attend more than ½ of their class periods for one day. **This includes in-school suspension programs.** A copy of the policy for Reinstatement of Suspended Student/Athletes is included in the handbook.
- h. A student may participate in interscholastic athletics only if regularly enrolled in school the previous semester. The only exception to this rule would be withdrawal due to physical disability.

PRACTICE:

Student is expected to attend all scheduled practices. If a situation arises that a student is unable to attend practice, the coach must be notified directly.

CONDUCT ELIGIBILITY:

Participation in athletics is a privilege and carries with it the responsibility of exhibiting good behavior.

- Students who violate rules set forth by the county, school and coach (team expectations) could be temporarily suspended from the team or permanently dismissed from the team. **Students permanently dismissed shall forfeit their right to any awards at the end of the season.** Any student who is permanently dismissed from a Charles County sports/season team forfeits the right to play that sport at any other high school during that school year.

Conduct of coaches and players during interscholastic competition:

- Any coach removed from a game by the game officials, must leave the game site immediately and will be suspended for the next game played. Coaches suspended for a game are not allowed at the game site on the day or night of the succeeding contest. **The coach MUST take the *"NFHS Teaching and Modeling Course for Disqualification**

Coaches” on the NFHS website (www.nfhslearn.com) prior to returning to coach in any capacity. (*\$20 fee). A certificate of completion must be filed with the athlete director.

- Any player or players removed from a contest by game officials due to a flagrant foul/ unsportsmanlike conduct infraction will be suspended for the next game played. Players suspended for a game are allowed to participate in practice sessions but will not be allowed to accompany the team to the game or represent the team on the sideline or bench areas. Players suspended for a game are not allowed at the game site on the day or night of the succeeding contest. **The student athlete MUST view the “NFHS Sportsmanship v2.0” video on the NFHS website (www.nfhslearn.com) under the supervision of a school official prior to returning to play in any capacity. A certificate of completion must be filed with the athlete director.**
- Any egregious ejection (example: physical altercation leading to ejection), as determined by the officials will carry with it a minimum two-game suspension. Depending upon the severity of the situation, the length of suspension may be increased.
- A second egregious ejection within the same season could lead to removal from the team.
Egregious behavior is being defined as:
 1. Violent conduct
 - Examples include fighting or attacks on opposing players towards the conclusion of a contest in attempt to injure or bait them into retaliation,
 2. Vulgar, profane language, spitting, insulting/abusive language/gestures,
 3. Racial language or gestures, or Physical or verbal personal attacks towards an official.
 1. Any game ejection penalty occurring at the last played game/contest of the previous year will invoke disqualification or removal from the 1st game the following year (or the following season, in the case of a senior).
 2. A student or coach who has been ejected from an MPSSAA playoff contest will be disqualified for the next MPSSAA contest in that sport (or the next MPSSAA contest, in the case of a senior).
 3. Ejections are not appealable decisions.
- Coaches should be aware of the influence they have on their players and realize that player behavior is a direct extension and result of the behavior of the coaches with whom they have been associated. Unacceptable behavior by players is a direct reflection on their coaches. Good sportsmanship must be promoted at all times.

REINSTATEMENT OF SUSPENDED STUDENTS:

SUSPENSION:

1. Once the student is suspended by the principal for violation of school rules and regulations, he/she is automatically suspended from participation in all school activities pending reinstatement.
2. The student will serve the length of the suspension as determined by the principal.
3. After the suspension has been served, the student will be reinstated to school by the principal who issued the suspension if all conditions have been met.
4. **Prior to return** to his/her sports team, the student will then meet with the principal (or their designee) and the athletic director/club sponsor. The purpose of the meeting will be to decide whether to reinstate the student for participation. The parent and sponsor could also be included in this meeting.
5. **If a second suspension during a sport season occurs, the student/athlete will not be reinstated to the sports team after return to school from the suspension.**

HAZING, ASSAULT AND HARASSMENT:

Charles County Public Schools does not condone or allow any verbal, written, or physical assaults or harassment in any form, including hazing or similar activities. Any activities that humiliate, tease, harass, injure, or potentially injure as part of a ritual of belonging to any club, team, gang, or group are strictly forbidden in any form. Any student who is exposed to an assault, harassment, or hazing, or suspects that such activities are occurring, should immediately report the matter to a coach, teacher, or administrator.

SUBSTANCE ABUSE:

The Charles County Board of Education policies concerning substance abuse are outlined in the Student Code of Conduct Handbook. Violations of the Substance Abuse Policy will be handled according to the discipline matrix already in place. Students may not use, or be in possession of drugs, alcohol, or tobacco. **Students may not distribute or use any over the counter prescription drugs or dietary and nutritional supplements for the purpose of enhancing performance.** Failure to comply with the Student Code of Conduct may result in dismissal from sports teams.

OUTSIDE TEAM MEMBERSHIP:

Students, while participating on a school team, are permitted to participate in the same sport outside of school during the sports season. Such participation must meet the following criteria:

1. The outside participation may not conflict with the sports schedule of the school including district, regional and state championship play. (Sports schedules include games and practices.)
2. A student who elects to participate on an outside team and does not participate on the school team during the designated sport's season is ineligible to represent his/her school in all meets and games that determine a county, district, regional, or state championship.

ADMISSION POLICY:

1. When an admission fee is charged, admission to SMAC sporting events shall be at the following rates:

Varsity	\$6.00
Freshman/Junior Varsity Double Header	\$6.00
Freshman	\$6.00
Junior Varsity	\$6.00

Tri-County Board of Education employees (with appropriate ID), shall be admitted free for regular season events. An MPSSAA pass is the only pass recognized during playoffs.

2. All individuals seven years of age or older will be charged admission. Any child younger than seven years of age will be admitted free of charge if accompanied by his/her parent or guardian.
3. Any paying guest attending an athletic contest who leaves the site (gymnasium, specific field area) must pay again to re-enter. *Exception* – While we support the general policy of not allowing spectators to leave athletic events and re-enter without paying another entry fee, good judgment should be used under certain circumstances.
4. No dogs or other pets are permitted in school buildings or on school grounds without the direct permission of the school administration. Exceptions are guide dogs, assistance animals and animals used for public school-sponsored programs approved by school administration. Anyone bringing an animal on to school property for a permitted and approved purpose must have the animal on a leash at all times and must clean up after the animal.

CARE AND PREVENTION OF SPORTS INJURIES:

Athletic Trainers are assigned to each high school to cover athletic practices and games. In the event of an injury, the student athlete should inform the athletic trainer and/or coach as soon as possible so proper treatment may occur in a timely manner. The athletic trainer will perform an on-site evaluation of the injury and determine the proper treatment. If necessary, the injured athlete may be referred to their family physician or other qualified health care professional for further evaluation. Any athlete who receives treatment from a doctor or emergency room as a result of an injury suffered during practice or a game must have a signed and dated written document from a qualified health professional giving a date the student athlete may continue to participate. This note must be given to the athletic director or athletic trainer prior to the athlete returning to play. The athletic director and athletic trainer and/or coach have the authority to withhold an athlete from participation in the absence of a physician release. In the event the athletic trainer is not on-site, the athlete should inform the head coach and/or athletic director of the injury. All accidents or injuries shall be reported by either the athletic trainer or head coach to the parents immediately and to the athletic director and/or principal.

Although there are risks involved in athletic participation, there is no reason for parents or students to be apprehensive. Charles County Public Schools coaches and athletic trainers place a great deal of emphasis on training and conditioning, injury prevention and management, proper use of equipment, and maintenance of safe playing areas. Student athletes and parents can take steps to ensure they are physically prepared for practices and games by:

- Eating three well-balanced, nutritious meals each day. In between meals, eat healthy snacks that are low in fat and sugar.
- Drinking plenty of fluids (preferably water) each day – especially before practices and games.
- Getting at least 8 hours of sleep each night.
- Warming up thoroughly before exercising.
- Reporting all injuries to your coach and the athletic trainer. Never let injuries go untreated.
- Always wearing the prescribed uniform, including protective gear, for practices and games.
- Washing your uniform, protective gear and practice clothing after each use to avoid growth of bacteria and staph infections. Do not share equipment, uniforms or other clothing, towels or personal items such as razors.

Universal Immediate Care of Athletic Injuries

The following procedure (R.I.C.E.) will be used in response to injuries incurred during an athletic practice or game.

Rest: Do not use the injured body part until pain free activity can be resumed.

Ice: Apply ice directly to the injured area 20 minutes on, 20 minutes off, for the first three hours. After 72 hours, 20 minutes on, 40 minutes off, one time.

Do not use chemical packs directly on facial injuries. Do not apply heat if swelling, inflammation or pain persists.

Compression: Wrap from below the injured area and toward the body and use a pad under the wrap to add compression forces to retard swelling and activate absorption. When sleeping, loosen the wrap, but do not remove it.

Elevation: Elevate to a level above the heart to reduce bleeding and swelling. Every injury that requires the use of this procedure should be evaluated by the athletic trainer, the athlete's family physician or by an orthopedic surgeon as soon as possible. Athletes referred to a doctor by the athletic trainer or coach must present a doctor's note giving permission to return to play or practice.

SPORTS RELATED CONCUSSIONS:

A concussion is an injury to the brain as a result of a force or jolt applied directly or indirectly to the head. Concussions can occur in any sport. Parents will be notified on the day as soon as possible of the injury about the known or possible concussion.

If a student athlete exhibits any sign of concussion or reports any symptom, he/she will be removed from practice or play, and parents notified immediately. The student athlete will not be allowed to participate in a practice or game while experiencing any lingering or persisting symptoms of a concussion, no matter how slight, until cleared by a qualified health care professional. The student must be completely symptom free at rest and during physical and mental exertion prior to return to sports activities. For more information, please visit: <http://www.nfhslearn.com>

HEAT ACCLIMATIZATION

Each year high school athletes experience serious injury and even death resulting from heat-related illnesses. It is a major concern in that the number of deaths over the last 15 years has remained constant. That statistic becomes more alarming given that heat-related illness and death are almost entirely preventable. The need to dramatically increase awareness of the issue, recognize the symptoms of heat illness and treatment of suspected cases has become a primary consideration for early season practice routines.

The Maryland General Assembly recognized the risk and has provided legislation to address the problem. The guidelines were developed through a collaborative effort of the representatives from the Maryland State Department of Education (MSDE), Department of Health and Mental Hygiene (DHMH), Local School Systems, Maryland Public Secondary Schools Athletic Association (MPSSAA), Maryland Athletic Trainers Association (MATA), and Licensed Physicians who treat student athletes.

The contents detailed in this document include education of coaches, parents, athletic administrators and student athletes; heat acclimatization timeline; and refer to each school's athletic Emergency Action Plan (EAP). The guidelines attempt to strike a safe balance between a graduation introduction and assimilation into athletic practice and competition with the need to properly teach safe playing techniques. The mitigation of other serious injuries must be considered in any pre-season practice format.

Coaches, parents, and student play a critical role in understanding the dynamics associated with heat related illnesses. For many, the concept of heat acclimatization is a vague term. Likewise, the awareness of hydration and/or heat related emergency procedures are also limited amongst the general population. Raising the awareness of heat related illness is a priority of each school's athletic department.

A proper heat-acclimatization plan in secondary school athletic programs is essential to minimize the risk of exertional heat illness during the preseason practice period. Gradually increasing the athlete's exposure to the duration and intensity of physical activity and to the environment minimizes exertional heat illness risk while improving athletic performance.

Progressive acclimatization is especially important during the initial 3 to 5 days of summer practices. When an athlete undergoes a proper heat-acclimatization program, physiologic function, exercise heat tolerance, and exercise performance are all enhanced. In contrast, athletes who are not exposed to proper heat-acclimatization programs face measurable increased risks for exertional heat illness.

SUMMARY

The main problem associated with exercising in the hot weather is water loss through sweating. Water loss is best replaced by allowing the athlete unrestricted access to water. Water breaks two or three times per hour is better than one break an hour. Probably the best method is to always have water available and to allow the athlete to drink water whenever he/she needs it. Never restrict the amount of water an athlete drinks and be sure the athletes are drinking the water. The small amount of salt lost in sweat is adequately replaced by salting food at meals. Talk to your medical personnel concerning emergency treatment plans.

There is considerable danger concerning heat stress/exhaustion during fall and late spring outdoor physical activities. All students should be monitored closely. Because students are involved in physical activity are particularly susceptible to water depletion in the body. Please consider temperature and humidity should be monitored when scheduling outside activities.

When a code red/orange weather advisory for the Washington Metropolitan area is issued, and the heat index (air temperature plus relative humidity) reaches 100+ degrees, CCPS places weather advisory to all principals and athletic directors by email. This advisory, when issued, MUST be followed. During these heat advisories, students involved in physical activity should always have water available to them.

a. **Temperatures below 32°** (Real feel temperature)

The following guidelines can be used in planning activity depending on the real feel temperature.

Conditions should be constantly re-evaluated for change in risk, including the presence of precipitation:

- 30 degrees Fahrenheit and below: Be aware of the potential for cold injury and notify appropriate personnel of the potential.
- 25 degrees Fahrenheit and below: Provide additional protective clothing; cover as much exposed skin as practical; provide opportunities and facilities for re-warming.
- 15 degrees Fahrenheit and below: Consider modifying activity to limit exposure or to allow more frequent chances to re-warm.
- 0 degrees Fahrenheit and below: Consider terminating or rescheduling activity.

When the real feel temperature is at 30 degrees Fahrenheit or below rules/regulations regarding undergarments should be waived.

b. **Guidelines during heat advisories**

1. In addition to the County Weather Advisories, all high schools will be equipped with digital psychrometers for on campus monitoring of weather conditions by the athletic director to be able to adjust practices accordingly.
2. **Heat Index 105° plus** – All outdoor activities are canceled. Practice indoors is permitted.
3. **Heat Index 94° - 104°** - Recommend no equipment during practices. Modify practice with mandatory water/rest breaks every 10-15 minutes. Water should be always available and in unlimited quantities.
4. **Heat Index 84° - 93°** - Recommend helmets and shoulder pads only. Recommend equipment be removed as often as possible during non-contact drills and water/rest breaks. Water available always. Provide a 10 min rest per 45 min of activity.
5. **Below 84°** - Recommend adequate water supply at all practices and competitions with breaks every 30 min for rehydration. Water available at all times. Monitor the heat index for increases.

c. **Heat Stress and Athletic Participation**

Early fall football, cross country, soccer and field hockey practices are conducted in very hot and humid weather in many parts of the United States. There is considerable danger concerning heat stress when fall athletic practices begin. All athletes should be monitored closely. Because of the equipment worn, football players are particularly susceptible to water depletion in the body. However, all athletes are at risk and the necessary precautions need to be taken for all sports. The following is background information regarding practice in hot and/or humid weather.

*****THERE IS NO EXCUSE FOR HEAT STROKE DEATHS TO OCCUR IF THE PROPER PRECAUTIONS ARE TAKEN.***** Under such conditions, the athlete is subject to the following:

Heat Cramps – acute, painful, involuntary muscle contractions that presents during or after intense exercise sessions. Can be due to dehydration, electrolyte imbalances, neuromuscular fatigue, or any combination of the above factors.

Heat Syncope – weakness, fatigue, and fainting after standing for long periods of time, immediately after cessation of activity, or after rapid assumption of upright posture after resting or being seated. Will occur with exposure to high environmental temperatures.

Heat Exhaustion – inability to continue exercise associated with any combination of heavy sweating, dehydration, sodium loss, and energy depletion. Signs and symptoms can include pale skin, muscle cramps, weakness, fainting, dizziness, headache, and increased core body temperature between 97° - 104°F.

Heat Stroke – an elevated core temperature of >104°F associated with signs of organ failure and central nervous system changes. Signs and symptoms are increased heart rate, low blood pressure, sweating or lack of sweating, hyperventilation, altered mental status, vomiting, diarrhea, seizures, or coma. This may occur suddenly and without being preceded by other clinical signs. This is a **MEDICAL EMERGENCY**.

Hyponatremia (instead of heat exhaustion –salt depletion) – low blood sodium levels due to hydrating with water only and not replacing electrolytes or by not drinking enough to replace the amount of sodium lost in sweating. Also known as water intoxication. May present with disorientation, altered mental status, headache, vomiting, fatigue, muscle cramping and extremity swelling.

National Athletic Trainers' Association Position Statement: Exertional Heat illnesses. *Journal of Athletic Training*. 2002; 37(3):329-343.

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

The following practices and precautions are recommended:

1. Each athlete should have a physical exam with a medical history when first entering a program and an annual health history update. History of previous heat illness and type of training activities before organized practice begins should be included. State high school association's recommendations should be followed.
2. It is clear that top physical performance can only be achieved by an athlete who is in top physical condition. Lack of physical fitness impairs the performance of an athlete who participates in high temperatures. Coaches should know the **PHYSICAL CONDITION** of their athletes and set practice schedules accordingly.
3. Along with physical conditioning, the factor of acclimatization to heat is important. Acclimatization is the process of becoming adjusted to heat and it is essential to provide for **GRADUAL ACCLIMATIZATION TO HOT WEATHER**. It is necessary for an athlete to exercise in the heat if he/she is to become acclimatized to it. It is suggested that a graduated physical conditioning program be used, and that 80% acclimatization can be expected to occur after the first 7 to 10 days. Final stages of acclimatization to heat are marked by increased sweating and reduced salt concentration in the sweat.
4. The old idea that water should be withheld from athletes during workouts has **NO SCIENTIFIC FOUNDATION**. The most important safeguard to the health of the athlete is the replacement of water. Water must be on the field and readily available to the athletes at all times. It is recommended that a minimum of 10 minutes be scheduled for a water break every half hour of heavy exercise in the heat. **WATER SHOULD BE AVAILABLE IN UNLIMITED QUANTITIES**. Check and be sure athletes are drinking the water. Cold water is preferable. Drinking ample water before practice or games has also been found to aid performance in the heat.
5. Salt should be replaced daily. Modest salting of foods after practice or games will accomplish this purpose. Salt tablets are not recommended. **ATTENTION MUST BE DIRECTED TO REPLACING WATER - FLUID REPLACEMENT IS ESSENTIAL**.

Activity Guidelines for Athletics related to Heat Index and Wet Bulb Globe Temperature (WBGT)

CCPS Color Code for practices and outside contests	Heat Index Range	WBGT (°F) Range	Guidelines based on a localized Heat Index Reading and/or WBGT Please refer to SMAC Heat Acclimatization Guidelines and school emergency plan for further information: <ul style="list-style-type: none"> ★ Water should always be available, and athletes encouraged to take in as much water as they desire. ★ Watch/monitor athletes for necessary action. ★ Monitor for increased Heat Index or WBGT.
GREEN	< 85.0	< 82.0	NO RESTRICTIONS <ul style="list-style-type: none"> ➤ All sports <ul style="list-style-type: none"> ● Provide at least three separate rest breaks of minimum duration of 3 minutes each during workout
YELLOW	85.0 - 95.0	82.0 - 86.9	CAUTION <ul style="list-style-type: none"> ➤ All sports <ul style="list-style-type: none"> ● Use discretion for intense prolonged exercise. Watch at-risk players carefully. Provide at least three separate rest breaks of minimum 4 minutes each. ● Increased water breaks to promote hydration and to allow hydration as a group
ORANGE	95.1 - 104.9	87.0 - 89.9	INCREASED CAUTION <ul style="list-style-type: none"> ➤ All sports <ul style="list-style-type: none"> ● Maximum practice time of 2 hours ● Consider early morning practices or postponing practice to later in the day ● Provide at least four separate rest breaks of minimum duration of 4 minutes each ● Increased water breaks to promote hydration and to allow hydration as a group ➤ Contact sports and activities with additional required protective equipment <ul style="list-style-type: none"> ● Players are restricted to helmet and shoulder pads ● All protective equipment must be removed for conditioning activities ➤ Preparedness <ul style="list-style-type: none"> ● Have towels with ice for cooling of athletes as needed ● Prepare ice bath/access to training room for possible emergencies

RED	≥ 105	90.0 - 92.0	EXTREME CAUTION - (Heat Index ≥105 and WBGT b/w 90.0 - 92.0) <ul style="list-style-type: none">➤ All Sports<ul style="list-style-type: none">● Use of Turf Field is prohibited● Maximum practice time of 1 hour. No protective equipment may be worn during practice, and there may be no conditioning activities. There must be 20 minutes of rest breaks provided during the hour of practice.● After a shortened outside practice, additional practice time (up to allowable amount) permitted indoors after rest period➤ Preparedness<ul style="list-style-type: none">● Have towels with ice for cooling of athletes as needed● Prepare ice bath/access to training room for possible emergencies
		≥ 92.1	DANGER - (Heat Index ≥105 and WBGT ≥92.1) <ul style="list-style-type: none">➤ All Sports<ul style="list-style-type: none">● Cancel outside practices and contests.● Move practices inside if possible● Cancel indoor practices if no air conditioning.
BLACK			

Activity Guidelines for Athletics related to Wet Bulb Globe Temperature

The WetBulb Globe Temperature (WBGT) is a measure of the heat stress in direct sunlight, which takes into account: temperature, humidity, wind speed, sun angle and cloud cover (solar radiation). This differs from the heat index, which takes into consideration temperature and humidity and is calculated for shady areas. WBGT may be taken (in addition to our Heat Index notifications) by the athletic trainers or athletic directors at each school as often as is necessary to monitor heat conditions for our athletes.

NATA Guidelines	
WBGT (°F)	Activity Guidelines and Rest Break Guidelines
<82.0	Normal activities - Provide at least three separate rest breaks of minimum duration of 3 min each during workout.
82.0-86.9	Use discretion for intense or prolonged exercise. Watch at-risk players carefully. Provide at least separate three rest breaks of minimum 4 min each.
87.0-89.9	Maximum practice time of 2 hours. For football, players are restricted to helmet, shoulder pads, and shorts during practice. All protective equipment must be removed for conditioning athletes. For all sports, provide at least 4 separate rest breaks of minimum duration of 4 min each.
90.0-92.0	Maximum practice time of 1 hour. No protective equipment may be worn during practice, and there may be no conditioning activities. There must be 20 minutes of rest breaks provided during the hour of practice.
>92.1	No outdoor workouts, cancel exercise, delay practices until a cooler WBGT reading occurs.

6. Cooling by evaporation is proportional to the area of the skin exposed. In extremely hot and humid weather, reduce the amount of clothing covering the body as much as possible. **NEVER USE RUBBERIZED CLOTHING.**
7. Athletes should weigh each day before and after practice and **WEIGHT CHARTS CHECKED.** Generally, a three percent weight loss through sweating is safe and over a 3 percent weight loss is in the danger zone. Over a three percent weight loss, the athlete should not be allowed to practice in hot and humid conditions. Observe the athletes closely under all conditions.
8. Observe athletes carefully for signs of trouble, particularly athletes who lose too much weight and the eager athlete who constantly competes at his/her capacity. Some trouble signs are nausea, incoherence fatigue, weakness, vomiting, cramps, weak rapid pulse, visual disturbance and unsteadiness.
9. Teams that encounter hot weather during the season through travel or following an unseasonably cool period, should be physically fit, but will not be environmentally fit. Coaches in this situation should follow the above recommendations and substitute more frequently during games.
10. Know what to do in case of an emergency and have your emergency plans written with copies to all your staff. Be familiar with immediate first aid practice and prearranged procedures for obtaining medical care, including ambulance service.

HEAT STROKE/HEAT EXHAUSTION EMERGENCY PLAN – KNOW YOUR EAP AND FOLLOW YOUR EAP

In the event of a heat illness, the following steps should be taken.

1. Remove athlete from competition/practice.
2. Move athlete to a shaded or cool area and begin to cool them down.
3. Remove all equipment and clothing as appropriate
4. Begin Cooling the Athlete
 - a. Cooling Methods
 - i. **Cold Water Immersion is the most effective**
 - ii. Ice Towels
 - iii. Ice bags over the athlete's torso, neck
 - iv. Cold shower
5. If Heat Stroke is suspected immediately activate the school's athletic emergency plan.
6. If the athlete is conscious and able, begin rehydration with cold fluids.
7. Monitor ABC's, vital signs; watch for signs of Central Nervous System changes.
8. If the athlete does not respond to cooling treatment activate the school's athletic emergency plan for transport to the nearest hospital.
9. Notify parents/guardians and proceed with Charles County incident procedures.

HEAT STROKE - THIS IS A MEDICAL EMERGENCY - DELAY COULD BE FATAL

Immediately cool body while waiting for transfer to a hospital. Remove clothing and use cool water on body. An increasing number of medical personnel are now using a treatment for heat illness that involves applying either alcohol or cool water to the victim's skin and vigorously fanning the body. The fanning causes evaporation and cooling.

(Source: *The First Aider* - September 1987).

HEAT EXHAUSTION - OBTAIN MEDICAL CARE AT ONCE

Cool body as you would for heat stroke while waiting for transfer to hospital. Give fluids if athlete is able to swallow and is conscious.

A. Heat Acclimatization Period

Heat acclimatization guidelines should take into account an acclimatization period that defines the duration, intensity and number of required practices to acclimatize each individual student-athlete. The duration and intensity for practices are suggested to gradually increase the student-athlete's heat tolerance, enhance their ability to participate safely in warm and hot conditions and minimize their risk for heat related illnesses.

B. Heat Acclimatization Guidelines: for all Fall Sports

- On single-practice days, one walk-through is permitted.
- Double practice days (**beginning no earlier than practice day 6**) must be followed by a single-practice day or rest day. When a double-practice day is followed by a rest day, another double-practice day is permitted after the rest day.
- All practices and walk-through sessions must be separated by three hours of continuous rest.
- If a practice is interrupted by inclement weather or heat restrictions, the practice should recommence once conditions are deemed safe, but total practice time should not exceed its limitations.

C. Equipment Restrictions

- **Football**
 - Practice days 1 and 2 – helmets only, and shorts/t-shirts
 - Practice days 3 through 5 – helmets and shoulder pads only. Contact with blocking sleds and tackling dummies may be initiated.
 - Beginning practice day 6 – full protective equipment and full contact may begin.
- **Field Hockey**
 - Practice days 1 and 2 – Goalies in helmet and goalie kickers, athletes may wear shin guards, goggles and mouthpieces.
 - Practice days 3 through 5 – Goalies in helmet, chest protection and goalie kickers.
 - Beginning practice day 6 – full protective equipment may be worn.
- **Soccer** – Shin guards and goalie gloves can be worn beginning day 1
- **Volleyball** - Knee pads may be worn beginning day 1

D. The heat-acclimatization period is designed for students on an individual basis. Days in which athletes do not practice due to a scheduled rest day, injury, illness or other reasons do not count towards the heat-acclimatization period.

E. Practice Days 1-5

- School teams shall conduct all practices within the general guidelines above as well as the following guidelines for practice days 1-5.
- School teams are limited to one practice per day not to exceed three hours in length.
- One walk-through session is permitted per day no longer than 1 hour in duration.

F. Practice Days 6-14

G. School teams shall conduct all practices within the general guidelines above as well as the following guidelines for practice days 6-14.

H. Total practice and walk-through time per day should be limited to five hours with no single session longer than three hours in duration.

- I. School teams may participate in full contact practices with all protective equipment worn.

Sample Practice Calendar

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			Day 1	Day 2	Day 3	Day 4
Rest Day	Day 5	Day 6 Full Contact <i>1st two-a-day</i>	Day 7	Day 8	Day 9	Day 10
Rest Day	Day 11	Day 12	Day 13	Day 14	Day 15	Day 16
Rest Day	Day 17	Day 18	Day 19	Day 20	First Play Date	

Note: Shaded days reflect Heat Acclimatization Period

A FACT SHEET FOR High School Parents



This sheet has information to help protect your teens from concussion or other serious brain injury.

What Is a Concussion?

A concussion is a type of traumatic brain injury—or TBI—caused by a bump, blow, or jolt to the head or by a hit to the body that causes the head and brain to move quickly back and forth. This fast movement can cause the brain to bounce around or twist in the skull, creating chemical changes in the brain and sometimes stretching and damaging the brain cells.

How Can I Help Keep My Teens Safe?

Sports are a great way for teens to stay healthy and can help them do well in school. To help lower your teens' chances of getting a concussion or other serious brain injury, you should:

- Help create a culture of safety for the team.
 - Work with their coach to teach ways to lower the chances of getting a concussion.
 - Emphasize the importance of reporting concussions and taking time to recover from one.
 - Ensure that they follow their coach's rules for safety and the rules of the sport.
 - Tell your teens that you expect them to practice good sportsmanship at all times.
- When appropriate for the sport or activity, teach your teens that they must wear a helmet to lower the chances of the most serious types of brain or head injury. There is no "concussion-proof" helmet. Even with a helmet, it is important for teens to avoid hits to the head.

Talk with your teens about concussion. Tell them to report their concussion symptoms to you and their coach right away. Some teens think concussions aren't serious or worry that if they report a concussion they will lose their position on the team or look weak. Remind them that *it's better to miss one game than the whole season.*

How Can I Spot a Possible Concussion?

Teens who show or report one or more of the signs and symptoms listed below—or simply say they just "don't feel right" after a bump, blow, or jolt to the head or body—may have a concussion or other serious brain injury.

Signs Observed by Parents

- Appears dazed or stunned
- Forgets an instruction, is confused about an assignment or position, or is unsure of the game, score, or opponent
- Moves clumsily
- Answers questions slowly
- Loses consciousness (even briefly)
- Shows mood, behavior, or personality changes
- Can't recall events *prior to or after* a hit or fall

Symptoms Reported by Teens

- Headache or "pressure" in head
- Nausea or vomiting
- Balance problems or dizziness, or double or blurry vision
- Bothered by light or noise
- Feeling sluggish, hazy, foggy, or groggy
- Confusion, or concentration or memory problems
- Just not "feeling right," or "feeling down"

**GOOD TEAMMATES KNOW:
IT'S BETTER TO MISS ONE GAME THAN THE WHOLE SEASON.**



cdc.gov/HEADSUP

CONCUSSIONS AFFECT EACH TEEN DIFFERENTLY.

While most teens with a concussion feel better within a couple of weeks, some will have symptoms for months or longer. Talk with your teens' healthcare provider if their concussion symptoms do not go away or if they get worse after they return to their regular activities.



Plan ahead. What do you want your teen to know about concussion?

What Are Some More Serious Danger Signs to Look Out For?

In rare cases, a dangerous collection of blood (hematoma) may form on the brain after a bump, blow, or jolt to the head or body and can squeeze the brain against the skull. Call 9-1-1, or take your teen to the emergency department right away if, after a bump, blow, or jolt to the head or body, he or she has one or more of these danger signs:

- One pupil larger than the other
- Drowsiness or inability to wake up
- A headache that gets worse and does not go away
- Slurred speech, weakness, numbness, or decreased coordination
- Repeated vomiting or nausea, convulsions or seizures (shaking or twitching)
- Unusual behavior, increased confusion, restlessness, or agitation
- Loss of consciousness (passed out/knocked out). Even a brief loss of consciousness should be taken seriously

Teens who continue to play while having concussion symptoms or who return to play too soon—while the brain is still healing—have a greater chance of getting another concussion. A repeat concussion that occurs while the brain is still healing from the first injury can be very serious, and can affect a teen for a lifetime. It can even be fatal.



What Should I Do If My Teen Has a Possible Concussion?

As a parent, if you think your teen may have a concussion, you should:

1. Remove your teen from play.
2. Keep your teen out of play the day of the injury. Your teen should be seen by a healthcare provider and only return to play with permission from a healthcare provider who is experienced in evaluating for concussion.
3. Ask your teen's healthcare provider for written instructions on helping your teen return to school. You can give the instructions to your teen's school nurse and teacher(s) and return-to-play instructions to the coach and/or athletic trainer.

Do not try to judge the severity of the injury yourself. Only a healthcare provider should assess a teen for a possible concussion. You may not know how serious the concussion is at first, and some symptoms may not show up for hours or days. A teen's return to school and sports should be a gradual process that is carefully managed and monitored by a healthcare provider.

Revised January 2019

To learn more,
go to cdc.gov/HEADSUP



A FACT SHEET FOR Athletes



This sheet has information to help you protect yourself from concussion or other serious brain injury and know what to do if a concussion occurs.

WHAT IS A CONCUSSION?

A concussion is a brain injury that affects how your brain works. It can happen when your brain gets bounced around in your skull after a fall or hit to the head.

What Should I Do If I Think I Have a Concussion?



Report It. Tell your coach, parent, and athletic trainer if you think you or one of your teammates may have a concussion. It's up to you to report your symptoms. Your coach and team are relying on you. Plus, you won't play your best if you are not feeling well.

Get Checked Out. If you think you have a concussion, do not return to play on the day of the injury. Only a healthcare provider can tell whether you have a concussion and when it is OK to return to school and play. The sooner you get checked out, the sooner you may be able to safely return to play.



Give Your Brain Time to Heal.

A concussion can make everyday activities, such as going to school, harder. You may need extra help getting back to your normal activities. Be sure to update your parents and doctor about how you are feeling.

Why Should I Tell My Coach and Parent About My Symptoms?



- Playing or practicing with a concussion is dangerous and can lead to a longer recovery.
- While your brain is still healing, you are much more likely to have another concussion. This can put you at risk for a more serious injury to your brain and can even be fatal.

**GOOD TEAMMATES KNOW:
IT'S BETTER TO MISS ONE GAME THAN THE WHOLE SEASON.**



cdc.gov/HEADSUP

How Can I Tell If I Have a Concussion?

You may have a concussion if you have any of these symptoms after a bump, blow, or jolt to the head or body:

-  **Get a headache**
-  **Feel dizzy, sluggish, or foggy**
-  **Are bothered by light or noise**
-  **Have double or blurry vision**
-  **Vomit or feel sick to your stomach**
-  **Have trouble focusing or problems remembering**
-  **Feel more emotional or “down”**
-  **Feel confused**
-  **Have problems with sleep**

Concussion symptoms usually show up right away, but you might not notice that something “isn’t right” for hours or days. A concussion feels different to each person, so it is important to tell your parents and doctor how you are feeling.

How Can I Help My Team?



Protect Your Brain.

Avoid hits to the head and follow the rules for safe and fair play to lower your chances of getting a concussion. Ask your coaches for more tips.



Be a Team Player.

You play an important role as part of a team. Encourage your teammates to report their symptoms and help them feel comfortable taking the time they need to get better.

The information provided in this document or through linkages to other sites is not a substitute for medical or professional care. Questions about diagnosis and treatment for concussion should be directed to a physician or other healthcare provider.

Revised January 2019

To learn more,
go to cdc.gov/HEADSUP





For official use only:

Name of Athlete _____

Sport/season _____

Date Received _____

Concussion Awareness Parent/Student-Athlete Acknowledgement Statement

I _____, the parent/guardian of _____,
Parent/Guardian Name of Student-Athlete

acknowledge that I have received information on all of the following:

- The definition of a concussion
- The signs and symptoms of a concussion to observe for or that may be reported by my athlete
- How to help my athlete prevent a concussion
- What to do if I think my athlete has a concussion, specifically, to seek medical attention right away, keep my athlete out of play, tell the coach about a recent concussion, and report any concussion and/or symptoms to the school nurse.

Parent/Guardian _____ Parent/Guardian _____ Date _____
PRINT NAME SIGNATURE

Student Athlete _____ Student Athlete _____ Date _____
PRINT NAME SIGNATURE

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

For more information visit: www.edc.gov/Concussion.



Multisystem Inflammatory Syndrome in Children (MIS-C)

Updated May 20, 2020

MIS-C is a severe inflammatory syndrome where pediatric patients present with features similar to Kawasaki disease and toxic shock syndrome. The condition can cause problems with the heart and other organs and may result in hospitalization.

MIS-C appears to be rare and most children who get COVID-19 will not develop MIS-C, according to the Centers for Disease Control and Prevention (CDC). However, children with this syndrome may become seriously ill. If you have any concerns about your child's health, please call your child's doctor.

What are the symptoms of MIS-C?

Symptoms of MIS-C might include persistent fever (temperature of 100.4 degrees F or 38.0 degrees C or greater), a rash or changes in skin color, red eyes or conjunctivitis, red cracked lips or red, bumpy tongue that looks like a strawberry, swollen hands and feet, abdominal pain or swollen lymph nodes.

When should I get emergency care?

Call your child's doctor and seek immediate care if your child has:

- Persistent fever for several days
- Difficulty feeding (infants) or is too sick to drink fluids
- Severe abdominal pain, diarrhea or vomiting
- Dehydration with decreased frequency of urination
- Change in skin color or appearance — becoming pale, patchy or blue, swelling
- Trouble breathing, breathing is painful or breathing very quickly
- Racing heart or chest pain
- Acting unusually sleepy, dizzy or confused

If your child is severely ill, go to the nearest emergency room or call 911 immediately.

Is MIS-C contagious?

MIS-C is not contagious, but it is possible that your child has COVID-19 or another infection that may be contagious.

Is there a treatment for MIS-C?

Children with MIS-C are being treated with therapeutic medications to support the body's immune system and inflammatory response. Children may also receive medications to protect their heart, kidneys and other organs.

How can I prevent my child from getting MIS-C?

You should take steps to prevent your child from being exposed to COVID-19. Stay home when you can, practice social distancing and wear a mask if you must go out and wash hands frequently. Children with underlying medical conditions can be at higher risk for poor outcomes of COVID-19.

For more information about COVID-19 in Maryland, visit coronavirus.maryland.gov.



Medical Clearance for Student-Athlete Suspected Head Injury

Name of Athlete _____
Sport/season _____
Date Received _____

Section 1: Initial Observation to be completed by Coach, Athletic Trainer and/or First Responder

Athlete's Name _____ DOB _____ School _____ Sport _____

Following the injury, did the athlete experience:	Circle One	Symptoms	Comments
Loss of consciousness or unresponsiveness	Yes / No		
Seizure or convulsive activity	Yes / No		
Balance problems/unsteadiness	Yes / No		
Dizziness	Yes / No		
Headache	Yes / No		
Nausea/Vomiting	Yes / No		
Emotional Instability (abnormal laughing, crying, anger)	Yes / No		
Confusion/Easily distracted	Yes / No		
Sensitivity to Light/noise	Yes / No		
Vision problems?	Yes / No		
Neck Pain	Yes / No		

Describe the injury, or give additional details: _____

Injury History: Name of Person Completing Form: _____ Relationship: _____

Date of Injury: _____ Time of Injury: _____ Phone Number: _____

Section 2: To Be Filled Out By a Licensed Health Care Provider (LHCP)

Medical Provider Recommendations According to COMAR 13A.08.08.01, only licensed health care providers (LHCP) trained in the evaluation and management of concussions are permitted to authorize a student athlete to return to play

*This return to play (RTP) plan is based on today's evaluation

LHCP Diagnosis:

- ☐ No Concussion - May Return to Full Academic and Physical Activity
☐ Concussion

* PLEASE NOTE THESE REQUIREMENTS TO RETURN TO SPORTS PLEASE COMPLETE*

- Athletes are not allowed to return to practice or play the same day that their head injury occurred
- Athletes should never return to play or practice if they still have **ANY SYMPTOMS**
- Athletes, be sure that your coach and/or athletic trainer are aware of your injury, symptoms, and has the contact information for the treating physician

SCHOOL (ACADEMICS) COMPLETED BY LHCP

- ☐ May return to school now
☐ May return to school on ____/____/____
☐ Out of school until follow up (F/u is scheduled for ____)
☐ Limitations or Accommodations (please see below or attached)

SPORTS/PHYSICAL ACTIVITIES

- ☐ May start return to play progression under the supervision of the health care provider for your school/team
☐ Must return to medical provider for final clearance to return to competition and physical activities

Additional Comments/Instructions: _____

LHCP Name: _____

Signature: _____

Date: _____ Phone Number: _____

I certify that I am aware of the current medical guidance on concussion evaluation and management.

Office Stamp:

- All Maryland public school athletes must have a Licensed Health Care Providers signature to return to play
- More than one evaluation is typically necessary for medical clearance for concussion, as symptoms may not fully present for days.

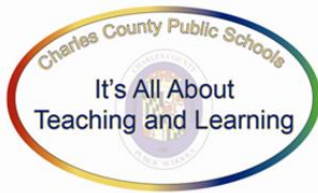
RETURN COMPLETED FORM TO SCHOOL NURSE, ATHLETIC DIRECTOR, AND ATHLETIC TRAINER

Back of Form:

Appropriate Educational Accommodations

Post-Concussion Effect	Functional School Problem	Accommodation/ Management Strategy
Attention/ Concentration	Short focus on lecture, class work, homework	Shorter assignments, break down tasks, lighter workload
“Working” Memory	Holding instructions in mind, reading comprehension, math calculation, writing	Repetition, written instructions, use of calculator, short reading passages
Memory Consolidation/ Retrieval	Retaining new information, accessing learned info when needed	Smaller chunks to learn, recognition cues
Processing Speed	Keep pace with work demand, process verbal information effectively	Extended time, slow down verbal info, comprehension-checking
Fatigue	Decreased arousal/ activation to engage basic attention, working memory	Rest breaks during classes, homework, and exams
Headaches	Interferes with concentration	Rest breaks
Light/Noise Sensitivity	Symptoms worsen in bright or loud environments	Wear sunglasses, seating away from bright sunlight or other light. Avoid noisy/ crowded environments such as lunchroom, assemblies, hallways.
Dizziness/Balance Problems	Unsteadiness when walking	Elevator pass, class transition prior to bell
Sleep Disturbance	Decreased arousal, shifted sleep schedule	Later start time, shortened day
Anxiety	Can interfere with concentration; Student may push through symptoms to prevent falling behind	Reassurance from teachers and team about accommodations; Workload reduction, alternate forms of testing
Depression/Withdrawal	Withdrawal from school or friends due to stigma or activity restrictions	Time built in for socialization
Cognitive Symptoms	Concentrating, learning	See specific cognitive accommodations above
Symptom Sensitivity	Symptoms worsen with <i>over</i> -activity, resulting in any of the above problems	Reduce cognitive or physical demands below symptom threshold; provide rest breaks; complete work in small increments until symptom threshold increases

Source: Sady, M.D., Vaughan, C.G. & Gioia, G.A. (2011) School and the Concussed Youth: Recommendations for Concussion Education and Management. *Physical Medicine and Rehabilitation Clinics of North America*. 22, 701-719. (pp.714)



Student-Athlete _____
 Date of Injury _____
 Today's Date _____
 Sport _____

Medical Clearance for Gradual Return to Sports Participation Following Concussion

To be completed by the Licensed Health Care Provider

The above-named student-athlete sustained a concussion. The purpose of this form is to provide initial **medical clearance** before starting the Gradual Return to Sports Participation.

Criteria for Medical Clearance for Gradual Return to Play (check each)

The student-athlete must meet all these criteria to receive medical clearance.

- ☐ 1. No symptoms at rest/ no medication use to manage symptoms (e.g., headaches)
- ☐ 2. No return of symptoms with typical physical and cognitive activities of daily living
- ☐ 3. Neurocognitive functioning at typical baseline
- ☐ 4. Normal balance and coordination
- ☐ 5. No other medical/ neurological complaints/ findings

Detailed Guidance

1. Symptom checklist: None of these symptoms should be present. Assessment of symptoms should be broader than athlete report alone. Also consider observational reports from parents, teachers, others.

Physical		Cognitive	Emotional	Sleep
Headache	Visual Problems	Feeling mentally foggy	Irritability	Drowsiness
Nausea/Vomiting	Fatigue/ Feeling tired	Feeling slowed down	Sadness	Sleeping less than usual
Dizziness	Sensitivity to light/ noise	Difficulty remembering	More emotional	Sleeping more than usual
Balance Problems	Numbness/Tingling	Difficulty concentrating	Nervousness	Trouble falling asleep

2. Exertional Assessment (Check): The student-athlete exhibits no evidence of return of symptoms with:

___ Cognitive activity: concentration on school tasks, home activities (e.g., TV, computer, pleasure reading)

___ Physical activity: walking, climbing stairs, activities of daily living, endurance across the day

3. Neurocognitive Functioning (Check): The student's cognitive functioning has been determined to have returned to its typical pre-injury level by one or more of the following:

___ Appropriate neurocognitive testing

___ Reports of appropriate school performance/ home functioning (concentration, memory, speed) in the absence of symptoms listed above

4. Balance & Coordination Assessment (Check): Student-athlete is able to successfully perform:

___ Romberg Test OR SCAT2 (Double leg, single leg, tandem stance, 20 secs, no deviations from proper stance)

___ 5 successive Finger-to-Nose repetitions < 4 sec

I certify that: I am a Licensed Health Care Provider with training in concussion evaluation and management in accordance with current medical evidence (2010 AAP Sport-Related Concussion in Children and Adolescents, 2008 Zurich Concussion in Sport Group Consensus). The above-named student-athlete has met all the above criteria for medical clearance for his/her recent concussion, and as of this date is ready to return to a progressive Gradual Return to Sports Participation program (typically lasting minimum of 5 days).

Provider Name _____

Signature _____ Date: _____

Charles County Public Schools

School Administration and Leadership

Name _____	Date of Injury _____
School/Sport _____	Date of AHCP RTP Clearance _____

Graduated Return to Play Protocol – Non-Sport Specific

With no symptoms, a gradual return to play program can be initiated. Follow these gradual progressive steps of the training sequence. There should be approximately 24 hours (or longer) in between each step. If any symptoms return at any time during these activities, stop the workout. Rest until symptom-free for 24 hours. Return to the previous asymptomatic step. If symptoms return or worsen, seek medical attention.

<u>Step</u>	<u>Date</u>	<u>Activity</u>	<u>Tolerance/Comments</u>	<u>Initial</u>
1. <u>Light</u> General Conditioning Exercises (Goal: Increase HR)		Begin with sport specific warm up. Do 15–20-minute workout: stationary bicycle, fast paced walking or light jog, rowing or freestyle swimming.		
2. <u>Moderate</u> General Conditioning and Sport Specific Skill Work; Individually (Goal: Add Movement, individual skill work)		Sport specific warm-up. Slowly increase intensity and duration of workout to 20-30 minutes. - Begin sport specific skill work within the workout. No spins, dives or jumps.		
3. <u>Heavy</u> General conditioning, skill work; individually and with teammate. NO CONTACT (Goal: Add Movement, teammate skill work)		Continue with general conditioning up to 60 minutes. Increase intensity and duration. Begin interval training. - Continue individual skill work. - Begin skill work with a partner but with no contact. Continue with individual skill work as per Step 2. - Begin beginner level spins, dives, jumps.		
4. <u>Heavy</u> General conditioning, skill work and team drills. No live scrimmages. VERY LIGHT CONTACT (Goal: Team skill work, light static contact)		Resume regular conditioning and duration of practice. - Increase interval training and skill work as required. - Gradually increase skill level of spins, dives & jumps. - Review team plays with no contact. - Very light contact and low intensity on dummies.		
5. Full Team Practice with Body Contact		- Participate in a full practice . - If a full practice is completed with no symptoms, return to competition is appropriate. Discuss with the coach about getting back in the next game.		

Completion Date: _____

Supervisor Name: _____ Supervisor Signature: _____

Charles County Public Schools

School Administration and Leadership

Name _____	Date of Injury _____
School/Sport _____	Date of AHCP RTP Clearance _____

Graduated Return to Baseball/Softball Protocol

With no symptoms, a gradual return to play program can be initiated. Follow these gradual progressive steps of the training sequence.

There should be approximately 24 hours (or longer) in between each step. If any symptoms return at any time during these activities, stop the workout. Rest until symptom-free for 24 hours. Return to the previous asymptomatic step. If symptoms return or worsen, seek medical attention.

<u>Step</u>	<u>Date</u>	<u>Activity</u>	<u>Tolerance/Comments</u>	<u>Initial</u>
1. <u>Light</u> General Conditioning Exercises (Goal: Increase HR)		Begin with sport specific warm up. Do 15–20-minute workout: stationary bicycle, fast paced walking or light jog, rowing or freestyle swimming.		
2. <u>Moderate</u> General Conditioning and Sport Specific Skill Work; Individually (Goal: Add Movement, individual skill work)		Sport specific warm-up. Slowly increase intensity and duration of workout to 20-30 minutes. - Begin footwork within the workout. - Begin running/cutting drills - Begin body weight exercises.		
3. <u>Heavy</u> General conditioning, skill work; individually and with teammate. NO CONTACT (Goal: Add Movement, teammate skill work)		Continue with general conditioning up to 60 minutes. Increase intensity and duration. Begin interval training. - Continue with individual skill work and body weight exercises as per Step 2. - Soft toss/catch with partner		
4. <u>Heavy</u> General conditioning, skill work and team drills. No live scrimmages. VERY LIGHT CONTACT. (Goal: Team skill work, light static contact)		Resume regular conditioning and duration of practice. - Soft toss/catch not to exceed 60 ft. - Hit off tee, short toss hitting/bunting in cages - Field ground/fly balls hit off fungo.		
5. Full Team Practice with Body Contact		- Participate in a full practice . - If a full practice is completed with no symptoms, return to competition is appropriate. Discuss with the coach about getting back in the next game.		

Completion Date: _____

Supervisor Name: _____ Supervisor Signature: _____

Charles County Public Schools School Administration and Leadership

Name _____	Date of Injury _____
School/Sport _____	Date of AHCP RTP Clearance _____

Graduated Return to Basketball Protocol

With no symptoms, a gradual return to play program can be initiated. Follow these gradual progressive steps of the training sequence.

There should be approximately 24 hours (or longer) in between each step. If any symptoms return at any time during these activities, stop the workout. Rest until symptom-free for 24 hours. Return to the previous asymptomatic step. If symptoms return or worsen, seek medical attention.

<u>Step</u>	<u>Date</u>	<u>Activity</u>	<u>Tolerance/Comments</u>	<u>Initial</u>
1. <u>Light</u> General Conditioning Exercises (Goal: Increase HR)		Begin with sport specific warm up. Do 15–20-minute workout: stationary bicycle, fast paced walking or light jog, rowing or freestyle swimming.		
2. <u>Moderate</u> General Conditioning and Sport Specific Skill Work; Individually (Goal: Add Movement, individual skill work)		Sport specific warm-up. Slowly increase intensity and duration of workout to 20-30 minutes. - Begin footwork within the workout. - Begin running drills using cones. - Begin body weight exercises.		
3. <u>Heavy</u> General conditioning, skill work; individually and with teammate. NO CONTACT (Goal: Add Movement, teammate skill work)		Continue with general conditioning up to 60 minutes. Increase intensity and duration. Begin interval training. - Continue with individual skill work as per Step 2. - Begin ball handling and shooting drills - Begin walk-throughs on offense and defense.		
4. <u>Heavy</u> General conditioning, skill work and team drills. No live scrimmages. VERY LIGHT CONTACT. (Goal: Team skill work, light static contact)		Resume regular conditioning and duration of practice. - Begin defense against dribbler and dribbling against a defender - Practice offense and defense with no contact to the player. - No open/live play		
5. Full Team Practice with Body Contact		- Participate in a full practice . - If a full practice is completed with no symptoms, return to competition is appropriate. Discuss with the coach about getting back in the next game.		

Completion Date: _____

Supervisor Name: _____ Supervisor Signature: _____

Charles County Public Schools

School Administration and Leadership

Name _____	Date of Injury _____
School/Sport _____	Date of AHCP RTP Clearance _____

Graduated Return to Cheerleading Protocol

With no symptoms, a gradual return to play program can be initiated. Follow these gradual progressive steps of the training sequence.

There should be approximately 24 hours (or longer) in between each step. If any symptoms return at any time during these activities, stop the workout. Rest until symptom-free for 24 hours. Return to the previous asymptomatic step. If symptoms return or worsen, seek medical attention.

<u>Step</u>	<u>Date</u>	<u>Activity</u>	<u>Tolerance/Comments</u>	<u>Initial</u>
1. <u>Light</u> General Conditioning Exercises (Goal: Increase HR)		Begin with sport specific warm up. Do 15–20-minute workout: stationary bicycle, fast paced walking or light jog, rowing or freestyle swimming.		
2. <u>Moderate</u> General Conditioning and Sport Specific Skill Work; Individually (Goal: Add Movement, individual skill work)		Sport specific warm-up. Slowly increase intensity and duration of workout to 20-30 minutes. - Begin footwork within the workout. - Begin body weight exercises.		
3. <u>Heavy</u> General conditioning, skill work; individually and with teammate. NO CONTACT (Goal: Add Movement, teammate skill work)		Continue with general conditioning up to 60 minutes. Increase intensity and duration. - Continue with individual skill work and body weight exercises as per Step 2. - Practice individual drills/stationary cheers. - Jumps on the ground - No flying, stunting, spotting, or pyramids		
4. <u>Heavy</u> General conditioning, skill work and team drills. No live scrimmages. (Goal: Team skill work, begin tumbling)		Resume regular conditioning and duration of practice. - Participate in non-contact drills. - Can do stationary cheers and light tumbling (summersault, cartwheel, roundoff, back and front walkover. - No flying, stunting, spotting, pyramids		
5. Full Team Practice with Body Contact		- Participate in a full practice . - If a full practice is completed with no symptoms, return to competition is appropriate. Discuss with the coach about getting back in the next game/competition.		

Completion Date: _____

Supervisor Name: _____ Supervisor Signature: _____

Charles County Public Schools

School Administration and Leadership

Name _____	Date of Injury _____
School/Sport _____	Date of AHCP RTP Clearance _____

Graduated Return to Dance Protocol

With no symptoms, a gradual return to play program can be initiated. Follow these gradual progressive steps of the training sequence.

There should be approximately 24 hours (or longer) in between each step. If any symptoms return at any time during these activities, stop the workout. Rest until symptom-free for 24 hours. Return to the previous asymptomatic step. If symptoms return or worsen, seek medical attention.

<u>Step</u>	<u>Date</u>	<u>Activity</u>	<u>Tolerance/Comments</u>	<u>Initial</u>
1. <u>Light</u> General Conditioning Exercises (Goal: Increase HR)		Begin with sport specific warm up. Do 15–20-minute workout: stationary bicycle, fast paced walking or light jog, rowing or freestyle swimming.		
2. <u>Moderate</u> General Conditioning and Sport Specific Skill Work; Individually (Goal: Add Movement, individual skill work)		Sport specific warm-up. Slowly increase intensity and duration of workout to 20-30 minutes. - Begin footwork drills. - Begin body weight exercises.		
3. <u>Heavy</u> General conditioning, skill work; individually and with teammate. (Goal: Add Movement)		Continue with general conditioning up to 60 minutes. Increase intensity and duration. Begin interval training. - Continue with individual skill work and body weight exercises as per Step 2. - 30 minutes of continuous dance - Add jumping in place and slow head turns		
4. <u>Heavy</u> General conditioning, skill work and team drills. No live scrimmages (Goal: Team skill work, add spins)		Resume regular conditioning and duration of practice. 45-60 minutes of continuous dance - Add jump combinations across floor - Add quick repetitious head movement (turning/spotting exercises) - No tumbling		
5. Full Team Practice with Body Contact		- Participate in a full practice . - If a full practice is completed with no symptoms, return to competition is appropriate. Discuss with the coach about getting back in the next game/performance.		

Completion Date: _____

Supervisor Name: _____ Supervisor Signature: _____

Charles County Public Schools

School Administration and Leadership

Name _____	Date of Injury _____
School/Sport _____	Date of AHCP RTP Clearance _____

Graduated Return to Field Hockey Protocol

With no symptoms, a gradual return to play program can be initiated. Follow these gradual progressive steps of the training sequence.

There should be approximately 24 hours (or longer) in between each step. If any symptoms return at any time during these activities, stop the workout. Rest until symptom-free for 24 hours. Return to the previous asymptomatic step. If symptoms return or worsen, seek medical attention.

<u>Step</u>	<u>Date</u>	<u>Activity</u>	<u>Tolerance/Comments</u>	<u>Initial</u>
1. <u>Light</u> General Conditioning Exercises (Goal: Increase HR)		Begin with sport specific warm up. Do 15–20-minute workout: stationary bicycle, fast paced walking or light jog, rowing or freestyle swimming.		
2. <u>Moderate</u> General Conditioning and Sport Specific Skill Work; Individually (Goal: Add Movement, individual skill work)		Sport specific warm-up. Slowly increase intensity and duration of workout to 20-30 minutes. - Begin footwork within the workout. - Begin running drills using cones. - Begin body weight exercises.		
3. <u>Heavy</u> General conditioning, skill work; individually and with teammate. NO CONTACT (Goal: Add Movement, teammate skill work)		Continue with general conditioning up to 60 minutes. Increase intensity and duration. - Continue with individual skill work and body weight exercises as per Step 2. - Begin stick handling, passing and shooting drills - Begin walk-throughs on offense and defense with no contact to the player		
4. <u>Heavy</u> General conditioning, skill work and team drills. No live scrimmages. NO CONTACT. (Goal: Team skill work, light static contact)		Resume regular conditioning and duration of practice. - Practice offense and defense with no contact to the player. - No open/live play		
5. Full Team Practice with Body Contact		- Participate in a full practice . - If a full practice is completed with no symptoms, return to competition is appropriate. Discuss with the coach about getting back in the next game.		

Completion Date: _____

Supervisor Name: _____ Supervisor Signature: _____

Charles County Public Schools

School Administration and Leadership

Name _____	Date of Injury _____
School/Sport _____	Date of AHCP RTP Clearance _____

Graduated Return to Girls Lacrosse Protocol

With no symptoms, a gradual return to play program can be initiated. Follow these gradual progressive steps of the training sequence.

There should be approximately 24 hours (or longer) in between each step. If any symptoms return at any time during these activities, stop the workout. Rest until symptom-free for 24 hours. Return to the previous asymptomatic step. If symptoms return or worsen, seek medical attention.

<u>Step</u>	<u>Date</u>	<u>Activity</u>	<u>Tolerance/Comments</u>	<u>Initial</u>
1. <u>Light</u> General Conditioning Exercises (Goal: Increase HR)		Begin with sport specific warm up. Do 15–20-minute workout: stationary bicycle, fast paced walking or light jog, rowing or freestyle swimming.		
2. <u>Moderate</u> General Conditioning and Sport Specific Skill Work; Individually (Goal: Add Movement, individual skill work)		Sport specific warm-up. Slowly increase intensity and duration of workout to 20-30 minutes. - Begin footwork within the workout. - Begin running drills using cones. - Begin body weight exercises.		
3. <u>Heavy</u> General conditioning, skill work; individually and with teammate. NO CONTACT (Goal: Add Movement, teammate skill work)		Continue with general conditioning up to 60 minutes. Increase intensity and duration. Begin interval training. -Continue with individual skill work and body weight exercises as per Step 2. - Begin stick handling, passing drills, ground balls and shooting drills - Begin walk-throughs on offense and defense with no contact to the player		
4. <u>Heavy</u> General conditioning, skill work and team drills. No live scrimmages. NO CONTACT. (Goal: Team skill work, light static contact)		Resume regular conditioning and duration of practice. - Practice offense and defense with no contact to the player. - No open/live play		
5. Full Team Practice with Body Contact		- Participate in a full practice . - If a full practice is completed with no symptoms, return to competition is appropriate. Discuss with the coach about getting back in the next game.		

Completion Date: _____

Supervisor Name: _____ Supervisor Signature: _____

Charles County Public Schools

School Administration and Leadership

Name _____	Date of Injury _____
School/Sport _____	Date of AHCP RTP Clearance _____

Graduated Return to Boys Lacrosse Protocol

With no symptoms, a gradual return to play program can be initiated. Follow these gradual progressive steps of the training sequence.

There should be approximately 24 hours (or longer) in between each step. If any symptoms return at any time during these activities, stop the workout. Rest until symptom-free for 24 hours. Return to the previous asymptomatic step. If symptoms return or worsen, seek medical attention.

<u>Step</u>	<u>Date</u>	<u>Activity</u>	<u>Tolerance/Comments</u>	<u>Initial</u>
1. <u>Light</u> General Conditioning Exercises (Goal: Increase HR)		Begin with sport specific warm up. Do 15–20-minute workout: stationary bicycle, fast paced walking or light jog, rowing or freestyle swimming.		
2. <u>Moderate</u> General Conditioning and Sport Specific Skill Work; Individually (Goal: Add Movement, individual skill work)		Sport specific warm-up. Slowly increase intensity and duration of workout to 20-30 minutes. - Begin footwork within the workout. - Begin running drills using cones. - Begin body weight exercises.		
3. <u>Heavy</u> General conditioning, skill work; individually and with teammate. NO CONTACT (Goal: Add Movement, teammate skill work)		Continue with general conditioning up to 60 minutes. Increase intensity and duration. Begin interval training. - Continue with individual skill work and body weight exercises as per Step 2. - Begin stick handling, passing drills, ground balls and shooting drills - Begin walk-throughs on offense and defense with no contact to the player		
4. <u>Heavy</u> General conditioning, skill work and team drills. No live scrimmages. NO CONTACT (Goal: Team skill work, light static contact)		Resume regular conditioning and duration of practice. - Practice offense and defense with no contact to the player. - No open/live play		
5. Full Team Practice with Body Contact		- Participate in a full practice . - If a full practice is completed with no symptoms, return to competition is appropriate. Discuss with the coach about getting back in the next game.		

Completion Date: _____

Supervisor Name: _____ Supervisor Signature: _____

Charles County Public Schools

School Administration and Leadership

Name _____	Date of Injury _____
School/Sport _____	Date of AHCP RTP Clearance _____

Graduated Return to Swimming Protocol

With no symptoms, a gradual return to play program can be initiated. Follow these gradual progressive steps of the training sequence.

There should be approximately 24 hours (or longer) in between each step. If any symptoms return at any time during these activities, stop the workout. Rest until symptom-free for 24 hours. Return to the previous asymptomatic step. If symptoms return or worsen, seek medical attention.

<u>Step</u>	<u>Date</u>	<u>Activity</u>	<u>Tolerance/Comments</u>	<u>Initial</u>
1. <u>Light</u> General Conditioning Exercises (Goal: Increase HR)		Do 15–20-minute workout: stationary bicycle, fast paced walking or light jog, rowing or freestyle swimming.		
2. <u>Moderate</u> General Conditioning and Sport Specific Skill Work; Individually (Goal: Add Movement, individual skill work)		Slowly increase intensity and duration of workout to 20-30 minutes. - Begin body weight exercises.		
3. <u>Heavy</u> General conditioning, skill work; individually and with teammate. (Goal: workout in the pool)		- Continue with individual skill work and body weight exercises as per Step 2. - Dry land: weight training/jogging 15-20 minutes - Pool Drills: in own lane, can do kickboard, breaststroke, backstroke for 30-45 minutes. - No underwater turns or diving.		
4. <u>Heavy</u> General conditioning, skill work and team drills. No live scrimmages (Goal: Add head turns and specific strokes)		Resume regular conditioning and duration of practice. - Event specific strokes with head turns (freestyle, crawl) - Can do underwater turns/starting dives at no more than 10 times for each.		
5. Full Team Practice with Body Contact		- Participate in a full practice . - If a full practice is completed with no symptoms, return to competition is appropriate. Discuss with the coach about getting back in the next meet.		

Completion Date: _____

Supervisor Name: _____ Supervisor Signature: _____

Charles County Public Schools

School Administration and Leadership

Name _____	Date of Injury _____
School/Sport _____	Date of AHCP RTP Clearance _____

Graduated Return to Tennis Protocol

With no symptoms, a gradual return to play program can be initiated. Follow these gradual progressive steps of the training sequence.

There should be approximately 24 hours (or longer) in between each step. If any symptoms return at any time during these activities, stop the workout. Rest until symptom-free for 24 hours. Return to the previous asymptomatic step. If symptoms return or worsen, seek medical attention.

<u>Step</u>	<u>Date</u>	<u>Activity</u>	<u>Tolerance/Comments</u>	<u>Initial</u>
1. <u>Light</u> General Conditioning Exercises (Goal: Increase HR)		Begin with sport specific warm up. Do 15–20-minute workout: stationary bicycle, fast paced walking or light jog, rowing or freestyle swimming.		
2. <u>Moderate</u> General Conditioning and Sport Specific Skill Work; Individually (Goal: Add Movement, individual skill work)		Sport specific warm-up. Slowly increase intensity and duration of workout to 20-30 minutes. - Begin footwork within the workout. - Begin running drills using cones. - Begin body weight exercises.		
3. <u>Heavy</u> General conditioning, skill work; individually (Goal: Add Movement, Start drills)		Continue with general conditioning up to 60 minutes. Increase intensity and duration. Begin interval training. - Continue with individual skill work and body weight exercises as per Step 2. - Begin serves, deep court ground strokes, and rallying - No doubles or net play, no volleying		
4. <u>Heavy</u> General conditioning, skill work.		Resume regular conditioning and duration of practice. - Resume regular drills - No doubles play		
5. Full Team Practice		- Participate in a full practice . - If a full practice is completed with no symptoms, return to competition is appropriate. Discuss with the coach about getting back in the next match.		

Completion Date: _____

Supervisor Name: _____ Supervisor Signature: _____

Charles County Public Schools

School Administration and Leadership

Name _____	Date of Injury _____
School/Sport _____	Date of AHCP RTP Clearance _____

Graduated Return to Track & Field Protocol

With no symptoms, a gradual return to play program can be initiated. Follow these gradual progressive steps of the training sequence.

There should be approximately 24 hours (or longer) in between each step. If any symptoms return at any time during these activities, stop the workout. Rest until symptom-free for 24 hours. Return to the previous asymptomatic step. If symptoms return or worsen, seek medical attention.

<u>Step</u>	<u>Date</u>	<u>Activity</u>	<u>Tolerance/Comments</u>	<u>Initial</u>
1. <u>Light</u> General Conditioning Exercises		Begin with sport specific warm up. Do 15–20-minute workout: stationary bicycle, fast paced walking or light jog, rowing or freestyle swimming.		
2. <u>Moderate</u> General Conditioning and Sport Specific Skill Work; Individually		Sport specific warm-up. Slowly increase intensity and duration of workout to 20-30 minutes. - Begin body weight exercises.		
3. <u>Heavy</u> General conditioning, skill work		Continue with general conditioning up to 60 minutes. Increase intensity and duration. -Continue with individual skill work and body weight exercises as per Step 2. Running: specific to event (no block starts) Field: Specific to event (no full body spins, high jump or pole vault)		
4. <u>Heavy</u> General conditioning, skill work		Resume regular conditioning and duration of practice. - Running: specific to event (can use blocks) - Field: Specific to event (no high jump or pole vaulting)		
5. Full Team Practice with Body Contact		- Participate in a full practice . - If a full practice is completed with no symptoms, return to competition is appropriate. Discuss with the coach about getting back in the next meet.		

Completion Date: _____

Supervisor Name: _____ Supervisor Signature: _____

Charles County Public Schools

School Administration and Leadership

Name _____	Date of Injury _____
School/Sport _____	Date of AHCP RTP Clearance _____

Graduated Return to Volleyball Protocol

With no symptoms, a gradual return to play program can be initiated. Follow these gradual progressive steps of the training sequence.

There should be approximately 24 hours (or longer) in between each step. If any symptoms return at any time during these activities, stop the workout. Rest until symptom-free for 24 hours. Return to the previous asymptomatic step. If symptoms return or worsen, seek medical attention.

<u>Step</u>	<u>Date</u>	<u>Activity</u>	<u>Tolerance/Comments</u>	<u>Initial</u>
1. <u>Light</u> General Conditioning Exercises (Goal: Increase HR)		Begin with sport specific warm up. Do 15–20-minute workout: stationary bicycle, fast paced walking or light jog, rowing or freestyle swimming.		
2. <u>Moderate</u> General Conditioning and Sport Specific Skill Work; Individually (Goal: Add Movement, individual skill work)		Sport specific warm-up. Slowly increase intensity and duration of workout to 20-30 minutes. - Begin footwork within the workout. - Begin running drills - Begin body weight exercises.		
3. <u>Heavy</u> General conditioning, skill work; individually and with teammate. (Goal: Add Movement, teammate skill work)		Continue with general conditioning up to 60 minutes. Increase intensity and duration. -Continue with individual skill work and body weight exercises as per Step 2. - May hit ball (from set, serve, passing) - No defensive drills - No receiving serves		
4. <u>Heavy</u> General conditioning, skill work and team drills. No live scrimmages. (Goal: Team skill work, light static contact)		Resume regular conditioning and duration of practice. - Practice offense and defense with players on one side on the net only - No open/live play - Limit defensive drills, no diving		
5. Full Team Practice with Body Contact		- Participate in a full practice . - If a full practice is completed with no symptoms, return to competition is appropriate. Discuss with the coach about getting back in the next match.		

Completion Date: _____

Supervisor Name: _____ Supervisor Signature: _____

Charles County Public Schools

School Administration and Leadership

Name _____	Date of Injury _____
School/Sport _____	Date of AHCP RTP Clearance _____

Graduated Return to Wrestling Protocol

With no symptoms, a gradual return to play program can be initiated. Follow these gradual progressive steps of the training sequence.

There should be approximately 24 hours (or longer) in between each step. If any symptoms return at any time during these activities, stop the workout. Rest until symptom-free for 24 hours. Return to the previous asymptomatic step. If symptoms return or worsen, seek medical attention.

<u>Step</u>	<u>Date</u>	<u>Activity</u>	<u>Tolerance/Comments</u>	<u>Initial</u>
1. <u>Light</u> General Conditioning Exercises (Goal: Increase HR)		Begin with sport specific warm up. Do 15–20-minute workout: stationary bicycle, fast paced walking or light jog, rowing or freestyle swimming.		
2. <u>Moderate</u> General Conditioning and Sport Specific Skill Work; Individually (Goal: Add Movement, individual skill work)		Sport specific warm-up. Slowly increase intensity and duration of workout to 20-30 minutes. - Begin footwork within the workout. - Begin running drills using cones. - Begin body weight exercises.		
3. <u>Heavy</u> General conditioning, skill work; individually and with teammate. NO CONTACT (Goal: Add Movement)		Continue with general conditioning up to 60 minutes. Increase intensity and duration. - Continue with body weight exercises as per Step 2 and begin individual skill work (sprawls, crawls, hops) - No grappling, take downs, or body contact with another wrestler		
4. <u>Heavy</u> General conditioning, skill work drills. No live scrimmages.		Resume regular conditioning and duration of practice. - Can add grappling with partner, but no take downs.		
5. Full Team Practice with Body Contact		- Participate in a full practice . - If a full practice is completed with no symptoms, return to competition is appropriate. Discuss with the coach about getting back in the next match.		

Completion Date: _____

Supervisor Name: _____ Supervisor Signature: _____

Charles County Public Schools

School Administration and Leadership

Name _____	Date of Injury _____
School/Sport _____	Date of AHCP RTP Clearance _____

Graduated Return to Football Protocol

With no symptoms, a gradual return to play program can be initiated. Follow these gradual progressive steps of the training sequence.

There should be approximately 24 hours (or longer) in between each step. If any symptoms return at any time during these activities, stop the work out. Rest until symptom-free for 24 hours. Return to the previous asymptomatic step. If symptoms return or worsen, seek medical attention.

Step	Date	Activity	Tolerance/Comments	Initial
1. <u>Light</u> General Conditioning Exercises (Goal: Increase HR)		Begin with sport specific warm up. Do 15–20-minute workout: stationary bicycle, fast paced walking or light jog, rowing or freestyle swimming.		
2. <u>Moderate</u> General Conditioning and Sport Specific Skill Work; Individually (Goal: Add Movement, individual skill work)		Sport specific warm-up. Slowly increase intensity and duration of workout to 20-30 minutes. - Begin skill work within the workout - Begin football drills, running drills, running patterns with cones and dummies - Stationary throwing and catching a football.		
3. <u>Heavy</u> General conditioning, skill work; individually and with teammate. NO CONTACT (Goal: Add Movement, teammate skill work)		Continue with general conditioning up to 60 minutes. Increase intensity and duration. Begin interval training. - Begin drills with a partner but with no contact. - Continue with individual skill work as per Step 2. - Begin dynamic throwing and catching, taking handoffs, one on one (receiver vs. defensive backs) with no contact. - Begin walk-throughs on offense and defense.		
4. <u>Heavy</u> General conditioning, skill work and team drills. No live scrimmages. VERY LIGHT CONTACT. (Goal: Team skill work, light static contact)		Resume regular conditioning and duration of practice. - Practice passing shell drills (8 or 6) with no contact. - Continue with walk-throughs, skill work (patterns, dynamic catching and throwing, handoffs). Review blocking and tackling techniques, focus on skill. - Very light contact and low intensity on dummies.		
5. Full Team Practice with Body Contact		- Participate in a full practice . - If a full practice is completed with no symptoms, return to competition is appropriate. Discuss with the coach about getting back in the next game.		

Completion Date: _____

Supervisor Name: _____ Supervisor Signature: _____

Charles County Public Schools

School Administration and Leadership

Name _____	Date of Injury _____
School/Sport _____	Date of AHCP RTP Clearance _____

Graduated Return to Soccer Protocol

With no symptoms, a gradual return to play program can be initiated. Follow these gradual progressive steps of the training sequence.

There should be approximately 24 hours (or longer) in between each step. If any symptoms return at any time during these activities, stop the workout. Rest until symptom-free for 24 hours. Return to the previous asymptomatic step. If symptoms return or worsen, seek medical attention.

<u>Step</u>	<u>Date</u>	<u>Activity</u>	<u>Tolerance/Comments</u>	<u>Initial</u>
1. <u>Light</u> General Conditioning Exercises (Goal: Increase HR)		Begin with sport specific warm up. Do 15–20-minute workout: stationary bicycle, fast paced walking or light jog, rowing or freestyle swimming.		
2. <u>Moderate</u> General Conditioning and Sport Specific Skill Work; Individually (Goal: Add Movement, individual skill work)		Sport specific warm-up. Slowly increase intensity and duration of workout to 20-30 minutes. - Begin skill work within the workout. - Begin running drills and dynamic foot dribbling, use cones and dummies, individual kicking.		
3. <u>Heavy</u> General conditioning, skill work; individually and with teammate. NO CONTACT (Goal: Add Movement, teammate skill work)		Continue with general conditioning up to 60 minutes. Increase intensity and duration. Begin interval training. - Begin drills with a partner but with no contact. - Continue with individual skill work as per Step 2. - Begin partner passing and kicking on goalie drills. - Begin walk-throughs on offense and defense.		
4. <u>Heavy</u> General conditioning, skill work and team drills. No live scrimmages. VERY LIGHT CONTACT. (Goal: Team skill work, light static contact)		Resume regular conditioning and duration of practice. - Practice passing shell drills (8 or 6) with no contact. - Practice team passing and kicking drills, practice offense, defensive and counterattack tactical schemes with no contact to the player. - Review heading the ball techniques. Do a few reps of low intensity with limited height and distance?		
5. Full Team Practice with Body Contact		- Participate in a full practice . - If a full practice is completed with no symptoms, return to competition is appropriate. Discuss with the coach about getting back in the next game.		

Completion Date: _____

Supervisor Name: _____ Supervisor Signature: _____



Sudden Cardiac Arrest (SCA) Information for Parents and Student Athletes

What is sudden cardiac arrest?

Sudden cardiac arrest (SCA) is when the heart stops beating, suddenly and unexpectedly. When this happens, blood stops flowing to the brain and other vital organs. SCA doesn't just happen to adults; it takes the lives of students, too. However, the causes of sudden cardiac arrest in students and adults can be different. A student's SCA will likely result from an inherited condition, while an adult's SCA may be caused by either inherited or lifestyle issues.

SCA is NOT a heart attack. A heart attack may cause SCA, but they are not the same. A heart attack is caused by a blockage that stops the flow of blood to the heart. SCA is a malfunction in the heart's electrical system, causing the heart to suddenly stop beating.

Causes: SCA is caused by several structural and electrical diseases of the heart. These conditions predispose an individual to have an abnormal rhythm that can be fatal if not treated within a few minutes. Most conditions responsible for SCA in children are inherited, which means the tendency to have these conditions is passed from parents to children through the genes. Other possible causes of SCA are a sudden blunt non-penetrating blow to the chest and the use of recreational or performance-enhancing drugs and/or energy drinks.

How common is sudden cardiac arrest in the United States? SCA is the #1 cause of death for adults in this country. There are about 300,000 cardiac arrests outside hospitals each year. About 2,000 students die of SCA each year. It is the #1 cause of death for student athletes.

Warning Signs of SCA	Emergency Response to SCA
Fainting or seizures during exercise; Unexplained shortness of breath; Dizziness; Extreme fatigue; Chest pains; or Racing heart SCA should be suspected in any athlete who has collapsed and is unresponsive	Act immediately; time is most critical to increase survival rates Recognize SCA Call 911 immediately and activate EMS Administer CPR Use Automatic External Defibrillator (AED)

Warning signs of potential heart issues: The following need to be further evaluated by your primary care provider:

- Family history of heart disease/cardiac arrest
- Fainting, a seizure, or convulsions during physical activity
- Fainting or a seizure from emotional excitement, emotional distress, or being startled
- Dizziness or lightheadedness, especially during exertion
- Exercise-induced chest pain
- Palpitations: awareness of the heart beating, especially if associated with other symptoms such as dizziness
- Extreme tiredness or shortness of breath associated with exercise
- History of high blood pressure

Risk of Inaction: Ignoring such symptoms and continuing to play could be catastrophic and result in sudden cardiac death. Taking these warning symptoms seriously and seeking timely appropriate medical care can prevent serious and possibly fatal consequences.

These symptoms can be unclear in athletes since people often confuse these warning signs with physical exhaustion. SCA can be prevented if the underlying causes can be diagnosed and treated.

What are the risks of practicing or playing after experiencing these symptoms?

There are risks associated with continuing to practice or play after experiencing these symptoms. When the heart stops, so does the blood that flows to the brain and other vital organs. Death or permanent brain damage can occur in just a few minutes. Most people who experience SCA die from it.

House Bill 427 – Maryland Sudden Cardiac Arrest Prevention Act (the Act)

The act is intended to keep student-athletes safe while practicing or playing. The requirements of the act are:

- All student-athletes and their parents or guardians must read and sign this form. It must be returned to the school before participation in any athletic activity. A new form must be signed and returned each school year.
- Schools may also hold informational meetings. The meetings can occur before each athletic season. Meetings may include student-athletes, parents, coaches and school officials. Schools may also want to include doctors, nurses and athletic trainers.

Removal from play/return to play

- Any student athlete who shows signs or symptoms of SCA before, during or after activity must be removed from play. Play includes all athletic activity. Before returning to play, the athlete must be evaluated by a licensed physician, certified registered nurse practitioner or cardiologist (heart doctor). Clearance for the student-athlete to return to play must be provided in writing.

How can we minimize the risk of SCA and improve outcomes?

The risk of SCA in student athletes can be minimized by providing appropriate prevention, recognition, and treatment strategies. One important strategy is the requirement for a yearly pre-participation screening evaluation, often called sports physical, performed by the athlete's medical provider.

1. It is very important that you **carefully and accurately complete the personal history and family history section** of the "Pre-Participation Physical Evaluation Form" available at <http://www.mpssaa.org/HealthandSafety/Forms.asp>.
2. Since the majority of these conditions are inherited, **be aware of your family history**, especially if any close family member:
 - a. Had sudden unexplained and unexpected death before the age of 50.
 - b. Was diagnosed with any of the heart conditions listed above.
 - c. Died suddenly /unexpectedly during physical activity, during a seizure, from Sudden Infant Death Syndrome (SIDS) or from drowning.

Information used in this document was obtained from the American Heart Association (www.heart.org), Parent Heart Watch (www.parentheartwatch.org), and the Sudden Cardiac Arrest Foundation (www.sca-aware.org). Visit these sites for more information.

AWARDS:

1. A student must successfully complete the criteria for lettering in order to be awarded a letter.
2. In addition to achieving the minimal practice and playing criteria as specified by the Charles County Public Schools, the student must complete the season in good standing unless medically unable to do so in order to be eligible for awards.

LETTERING CRITERIA:

1. A student must be eligible and in good standing at the end of his/her sport season. If for any reason the school deems the student not eligible at the end of the sport season, the student will not be eligible for any post-season.
2. The first varsity award earned will be the approved school letter including appropriate emblem.
3. For awards for subsequent years and sports/activities, participants will receive stars, pins, or similar school related insignias.
4. All junior varsity and freshman team members will receive certificates of participation.
5. Participation in fund raising activities by the student and his or her parents shall in no way be a factor for one to achieve a school letter.
6. Parent (volunteer) involvement in a program shall in no way be a factor for one to achieve a school letter.
7. Listed below are the criteria for earning a letter in Charles County High School Athletics. All coaches shall adhere to the standards. Item #1 must be met; however, it does not guarantee the student a letter unless II, III, and IV are fulfilled to the satisfaction of the coach. Letters will be awarded only to those players who meet all four of the requirements. A player must complete the season in good standing, unless medically unable to do so. Any student, after participating on the varsity team for two or more years, may receive a letter award without meeting the requirement of I if he/she has met standards II, III, and IV.

I. Participation in Contests - Has met requirements

Football	50% of quarters	Baseball	50% of innings/25% pitchers
Cross Country	80% of meets	Spring Track	80% of meets
Field Hockey	50% of halves	Soccer	50% of halves
Tennis	50% of matches	Golf	50% of matches
Basketball	50% of quarters	Softball	50% of innings/25% pitchers
Wrestling	50% of matches	Indoor Track	80% of meets
Volleyball	50% of matches	Cheerleading	80% of games
Swimming	50% of matches	Lacrosse	50% of halves
Bocce	50% of matches		

II. Attitude Toward Practice and Training

- a. Attends practice regularly
- b. Follows training rules
- c. Listens to and follows instructions during practices and contests

III. Sportsmanship/Citizenship

- a. Accepts coach's decision
- b. Shows respect for the coaches, officials, team and spectators
- c. Displays an excellent attitude while competing

IV. Care of Facilities and Equipment

- a. Demonstrates concern for equipment
- b. Returns all assigned equipment
- c. Respect of home facility and visitor facility

TEAM CHAMPIONSHIPS AWARDS:

1. SMAC CONFERENCE / COUNTY CHAMPIONS

Team members for conference champions will receive an award for their particular sport. **The Charles County Public Schools athletic department and or athletic booster organization will fund these awards.**

2. MPSSAA / MPSSCC SECTIONAL / REGIONAL CHAMPIONS

Each team member winner, will receive an award inscribed with “MPSSAA/MPSSCC Sectional Champion”, “Regional Champion” or “MPSSAA/MPSSCC State Finalist”. **The Charles County Public Schools athletic department and or athletic booster organization will fund these awards.**

3. MPSSAA / MPSSCC STATE CHAMPIONS

Each team member will receive an award with the shape of the state of Maryland inscribed with “MPSSAA/MPSSCC State Champions” or “MPSSAA/MPSSCC State Finalist”. **The Charles County Public Schools athletic department and or athletic booster organization will fund these awards.**

4. TEAM PICTURE PLAQUES

Each team member will receive a picture plaque signifying MPSSAA / MPSSCC State Championship Team. **The Charles County Public Schools athletic department and or athletic booster organization will fund these awards.**

5. RINGS/JACKETS/PENDANT

Any team that is an MPSSAA / MPSSCC “State Champion” will have the opportunity to purchase the ring from JOSTENS. The same holds true for individual “Champion”, Runner-Up”, or “Finalist”. State “Qualifiers” do not qualify for rings. The Athletic Department and athletic booster will not purchase any jackets, pendent or rings. **This is not an award, but an item that may be purchased by an athlete. No school or booster funds can be used to purchase this items:**

- MPSSAA - Maryland Public Secondary Schools Athletic Association
- MPSSCC – Maryland Public Schools State Cheerleading Committee
- COUNTY - Charles County Public Schools

SCHOLARSHIP SIGNINGS

The NCAA (Division One and Two) and the NAIA are the only institutions that have a national signing date in which athletic scholarships are included with the financial aid offer and binding on the institution and the student athlete. Charles County Public Schools will host “signing” ceremonies for the student athlete and their families when the signing becomes official and the scholarship offer is verified. A picture opportunity will be held by the schools in May upon confirmation from the institution that the student athlete will be participating in a sport at the college (NCAA Division Three or NAIA Division Two) or invited walk-on student athlete.

EQUIPMENT:

It is the responsibility of the student/athlete to maintain and return all equipment and uniforms issued. Parents will be financially responsible for equipment and uniforms that are lost, stolen, or misplaced. The price of replacing these items will be the actual cost to the school for purchasing new replacement items. Student athletes who do not return equipment in time to be professionally reconditioned for the next season will be charged the reconditioning fee. (i.e., football/lacrosse helmets and shoulder pads.) Until any charges for lost equipment or reconditioning have been paid, the student athlete will not receive a letter award or be eligible to participate on any other school athletic team including the next school year. **Students must be cleared of all financial obligations before trying out for a sport or activity.**

PHOTOGRAPHS:

Throughout the year, photographs and videotapes may be taken of students to be used on the school's website, the booster's website, and in other Charles County Public Schools publications for educational and/or promotional purposes.

INCLEMENT WEATHER:

When schools are dismissed early or do not open due to inclement weather, all athletic activities (games and practices) are cancelled. Athletic event information will usually be available at the schools by 12:30 p.m. daily.

PRACTICE REGULATIONS:

Practice times will be limited to three-hour sessions. No practice shall end later than 9 p.m. Parents are to be advised in writing regarding practice times by the coach of a sport prior to the start of season.

TRANSPORTATION:

- Team members shall be required to go to the host school together and return together by bus provided by Charles County Public Schools.
- Students are not permitted to transport team members.
- Parents/guardians who wish to take their student home from an away event must sign the student out on a form provided by the coach, after the game/match.
- Students are expected to be picked up at the end of practices or games in a reasonable amount of time from the end of the event.

UNIFIED SPORTS ADDENDUM

PURPOSE:

This addendum has been prepared to serve as a guide to student/ athletes and parents. The intention of this addendum is to provide information that will facilitate successful participation in the athletic program as well as clarifying differences between the Interscholastic Program and the Unified Sports Program. Unless otherwise indicated below, students participating in the Unified Sports Program must abide to the same policies listed in the handbook. If questions should arise which are not covered in this addendum, please address them with the appropriate individual (Coach, Athletic Director, or Unified Sports Coordinator).

SQUAD MEMBERSHIP:

A student with an Individualized Education Program (IEP) may participate on a Unified Sports team until the expiration of their IEP as long as they are enrolled in Charles County Public Schools.

REQUIRED ATHLETIC FORMS/INFORMATION:

Student athletes must submit completed forms to the Athletic Director and receive clearance before they can try out for any team. These forms must be completed for each season the student participates.

- ☐ Student/Parent Athletic Handbook signed permission form within item (d)
- ☐ Parental Consent/Physical Form
- ☐ Athletic Emergency Medical Card
- ☐ Pre-Season Athletic Eligibility Clearance Form
- ☐ COVID-19 Awareness Form (Parent/Student-Athlete Participation Acknowledgement Statements)
- ☐ Application for Participation in Special Olympics Maryland* *Required by Special Olympics Maryland

Students must be cleared of all financial obligations before trying out for a sport or activity.

ELIGIBILITY:

Residence:

- a) Students participating in a regionalized program within Charles County Public Schools (i.e., Lifeskills, TAASC) will participate at the school in which they are enrolled.

Academic:

- a) Students pursuing a High School Certificate of Completion are not required to meet academic requirements for eligibility.

Attendance:

- a) The Unified Sports Program will follow the same attendance policy as the Interscholastic Program.

Lettering Criteria:

- a. Unified Tennis 50% of matches
- b. Unified Bocce 50% of matches
- c. Unified Track & Field 50% of matches

2024-2025 PRELIMINARY SCHOLASTIC APTITUDE TEST DATES (PSAT) ADMINISTERED BY CCPS AT SCHOOL

Students don't register for the PSAT/NMSQT through College Board. Schools and districts choose whether and when to offer it. PSAT/NMSQT testing may occur on a school day between these dates:

- October 1–October 31, 2024
- Schools may also choose to administer the PSAT/NMSQT on **Saturday, October 12, 2024, or Saturday, October 26, 2024.**

(Note: For fall 2024 only, the PSAT/NMSQT will be offered on two Saturdays to accommodate schools or students who cannot test on October 12 due to Yom Kippur.)

2024-2025 SCHOLASTIC APTITUDE TEST DATES (SAT)

August 2024–June 2025 Test Dates

These test dates and deadlines apply to all students—U.S. and international—taking the SAT:

SAT Test Date*	Registration Deadline	Deadline for Changes, Regular Cancellation, and Late Registration**
Aug 24, 2024	Aug 9, 2024 Register	Aug 13, 2024
Oct 5, 2024	Sept 20, 2024 Register	Sept 24, 2024
Nov 2, 2024	Oct 18, 2024 Register	Oct 22, 2024
Dec 7, 2024	Nov 22, 2024 Register	Nov 26, 2024
Mar 8, 2025	Feb 21, 2025 Register	Feb 25, 2025
May 3, 2025	Apr 18, 2025 Register	April 22, 2025
June 7, 2025	May 22, 2025 Register	May 27, 2025

*Students [who need to borrow a device from College Board](#) will need to register and request their device earlier than the registration deadline—at least 30 days before test day.

**Late registration is available worldwide. [Additional fees apply.](#)

2024-2025 ACT ASSESSMENT Schedule

Test Date	Regular Registration Deadline Late Fee Applies After This Date	Late Registration Deadline
September 14, 2024	August 9	August 25
October 26, 2024	September 20	October 7
December 14, 2024	November 8	November 22
February 8, 2025	January 3	January 20
April 5, 2025	February 28	March 16
June 14, 2025	May 9	May 26
July 12, 2025*	June 6	June 20

*No test centers are scheduled in New York for the July test date.

Test Information Release for the 2024-2025 testing year will occur in September, December, and February. See www.act.org/the-act/tir for more information.

Sports schedules are accessible from the Charles County Public Schools website: <http://www.ccboe.com>
(Highlight *Students* tab, select *Athletics*, select *Schedules*)