

CULBERTSON PUBLIC SCHOOLS

ACTIVITIES HANDBOOK

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Extra-Curricular Philosophy

We believe that the opportunity for participation in a wide variety of student-selected activities is a vital part of a student's educational experiences. Such participation carries responsibilities to the school, to the activity, to the student body, to the community and to the students themselves. These experiences contribute to the development of learning skills and emotional patterns that enable the student to make maximum use of his or her education.

The extra-curricular activities are considered a supplement to the school's program of education which strives to provide experiences that will help to develop boys and girls physically, mentally, and socially.

A comprehensive and balanced activities program is an essential complement to the basic program of instruction. The activities program should provide opportunities for youth to further develop interests and talents in sports, debate/speech, dance, drama, journalism, music, student government and academic-related areas. Participation in these activities should provide many students with a lifetime basis for personal values, for work and leisure activities.

The activities program should be available to all students who demonstrate an interest in participating, regardless of their individual abilities. Accordingly, appropriate skill levels should be established within activities, when feasible, so that students may participate as fully as possible regardless of their initial ability levels.

Every effort should be made to support the activities program with the best facilities, equipment and with the most qualified staff available. Insofar as possible, knowledge and skills gained in classes should be applied and developed further through participation in the activities program. Coaches, directors and sponsors should also teach the specific skills necessary for improvement in activities and provide guidance in the development of self-realization, good sportsmanship, cooperation, leadership, ethical behavior, artistic sensitivity and an appreciation for the importance of practice.

Leadership should be of the highest quality so as to exemplify to the participants the desired type of behavior to be developed from the extra-curricular program. Measurement of leadership success should not be in terms of the tangible evidence of a win/loss record, but rather in the intangible personality development factors that are an outgrowth of the major objectives of the extracurricular program. Openings in leadership positions in the extra-curricular program will be filled with qualified staff or community members.

Extra-Curricular Goals

1. The extracurricular program should realize the value of participation without over emphasizing the importance of winning.
2. The extracurricular program should develop and improve positive citizenship traits among the program's participants.
3. The extra-curricular program should never place the total educational curriculum secondary in emphasis.
4. The extra-curricular program should constantly strive for the development of well-rounded individuals, capable of taking their place in modern society.
5. The extra-curricular program should provide wholesome opportunities for students to develop favorable habits and attitudes of social and group living.
6. The extra-curricular program should provide a superior program of student activities that includes appropriate activities for every boy and girl.

Extra-Curricular Objectives

- A. To provide a positive image of extra-curricular activities at Culbertson School.
- B. To strive always for excellence that will produce success within the bounds of good sportsmanship and mental health of the students.
- C. To ensure growth and development that will raise the number of individual participants and that will give impetus to increasing support within each activity.
- D. To provide opportunities that will allow the program to serve as a laboratory where students may cope with problems and handle situations similar to those encountered under conditions prevailing in the contemporary world. The laboratory should provide adequate and natural opportunities for:
 1. Physical, mental, and emotional growth and development.
 2. Acquisitions and development of special skills in activities of each student's choice.
 3. Team play with the development of such commitments as loyalty, cooperation, fair play and other desirable social traits.
 4. Directed leadership and supervision that stresses self-discipline, self-motivation, excellence, and the ideals of good sportsmanship that make for winning and losing graciously.
 5. A focus of interests on activity programs for the student body, faculty, and community that will generate a feeling of unity.
 6. Achievement of initial goals as set by the school in general and the student as an individual.
 7. Provisions for worthy use of leisure time in later life, either as a participant or spectator.
 8. Participation by the most skilled will enable these individuals to expand possibilities for future vocational pursuits.
- E. To provide opportunities for a student to experience success in an activity he or she selects.
- F. To provide sufficient activities to have an outlet for a wide variety of student interests and abilities.
- G. To provide those student activities which offer the greatest benefits for the greatest number of students.
- H. To create a desire to succeed and excel.

- I. To provide for the student's worthy use of leisure time now and in the future.
- J. To develop high ideals of fairness in all human relationships.
- K. To practice self-discipline and emotional maturity in learning to make decisions under pressure.
- L. To be socially competent and operate within a set of rules, thus gaining a respect for the rights of others.
- M. To develop an understanding of the value of activities in a balanced educational process.
- N. Students will have the opportunity to develop and accept responsibility for their actions at all times.
- O. Students will have the opportunities to develop the self-discipline necessary to achieve their goals.

Athletic Department Philosophy

All levels must learn that their academic performance comes before their athletic performance. Sportsmanship both on and off the playing fields and courts are emphasized. Team over “I” is paramount.

Elementary

Skills taught in accordance with guidelines presented by the head coach of that sport. Athletes will be taught the need for discipline, responsibility, importance of classroom academic performance and behavior.

Season length will be five-six weeks with practices held on Monday, Tuesday, Thursday, and possibly Friday.

Junior High

Skills continued and improved from the elementary level in accordance with guidelines presented by the head coach of that sport. Opportunities will be given to all athletes who want to participate and belong. Playing time at this level will begin to lean to the more skilled player. It is our belief that the more advanced players would not be held back because of athletes that are less skilled or who may not be making a concerted effort to improve their skills. When feasible, however, games will be scheduled to match the lowered skilled players with teams of their own ability.

High School

C-Squad: Composed primarily of freshmen who do not have the necessary skills to currently move up to the JV or varsity level. Numbers on this team need to be kept to a manageable number so that quality instruction time is given to all players.

JV-Squad: Composed of junior, sophomores, and freshman. Less skilled seniors may be added to the squad in order to provide adequate numbers for the squad. Players here are considered to be the best available to fill varsity positions in the coming year or due to injury or illness. Numbers need to be manageable to be able to provide quality instruction to all players.

Varsity: Composed of what is considered the most skilled and experienced players available. These athletes should have a high desire to succeed and excel.

Coach's General Information

Before the first practice

- Each athlete must have a properly filled out parents' permission form, extra-curricular rules form, medical release form and current **signed** physical before they are allowed to practice.
- Do not let anyone practice without a properly filled out physical-no matter what!!!
- A copy of each athlete's physical must remain with a coach at all times during practice and games in case of emergencies.
- Each high school athlete must have 10 individual practices before they can participate in an interscholastic contest. Junior high and grade school athletes must have 3 practices before they can participate in games.
 - Practice length of times are as follows:
 - High school: 2 hours
 - Junior high: 1.5 hours
 - Elem: 1 hour

Supervision

- Monitor the locker room and practice areas at all times. Be certain facilities are in safe playing condition.
- Always be on the lookout for hazing and bullying, if you see it, report it.
- Pick up and drop off for all events is at Culbertson Schools in the north turnaround.
- Be on time for practice and do not leave the building until all participants have left. When returning home from an event, the coach does not leave until all participants have left the school's premises.
- Only enrolled students are allowed to practice.

Activity Bus/School Van Ridership

- The Activity Bus/School Vans are purchased for the exclusive use of transporting students and staff to District-approved events, such as intra-curricular activities, extra-curricular activities, professional development workshops, and administrative meetings. Only authorized activity participants, professional staff, and chaperones assigned by the administration may ride the buses or in the school vans. In addition, only authorized professional staff may drive the school vans.

Coach/Athlete/Parent/School Interaction and Communication

- Use caution when using social networking with athletes e.g. Facebook, Instagram, Twitter, etc
- Changes in practice times and dates will have prior approval by the activity director and the principal

Coaching Certification/Clinics

- NFHS Coach Education Program: All high school coaches must be certified through the National Federation of State High School Associations. All coaches (school-approved head, assistant, and volunteer coaches) must complete the program prior to contact with students. Certification for the NFHS Program is good for five years. <https://nfhslearn.com/>
- NFHS Concussion Education: Dylan Steigers Protection of Youth Athletes Act: all coaches (school-approved head, assistant, and volunteer coaches must complete the program prior to contact with students. <https://nfhslearn.com/>
- Any fines incurred will come out of the coach's end of season check e.g. not completing rules clinic or coaches education program.

Miscellaneous Responsibilities

- Head coaches are responsible for their program throughout the system.
- They will set up a meeting with all coaches in their group to explain and answer questions regarding their program. Provide each coach in your area a written breakdown of what you want them to teach.
- Coaches are responsible for maintaining, cleaning, servicing, and turning in their equipment at the end of the season. Also, remind players to pick up the locker room.
- Coaches must submit a practice schedule and team rules to the A.D.
- Coaches need to inspect the floor or field for safety purposes.
- Any visible garments worn by the athletes on the court and/or playing field during warm ups and competition must be approved by the Head Coach and Activities Director and be appropriate school colors.
- P-card use: Turn purchase receipts/invoices into the Activities Secretary immediately after a purchase is made. Paychecks will not be distributed if receipts have not been turned in.
- DO NOT give keys for equipment rooms to managers, players, etc.
- Ensure equipment and coaches rooms are locked when you leave the area.
- Football, basketball, and volleyball coaches are responsible for finding stat/book keepers.
- Provide managers and stat keepers with a written list of duties.
- The Activities Secretary will normally make transportation arrangements for teams. (See Transportation policy-page 10)
- Coaches normally make eating arrangements, whenever possible put an order in before games. (See Meal policy-page 10)
- Provide principal and AD with information on all discipline problems. (page 58)
- Each coach is responsible for filling out and presenting each athlete with a letter of participation certificate at their respective award assembly. These can be picked up from the Activity Secretary.
- Fill out an injury report on all injuries. (page 57) Give this, along with any related notes from doctors and parents to the AD.
- Turn in a list of equipment and supplies needed for your sport by January 1st.
- Varsity coaches will report statistics and score for home games to the 406 Sports website
- Coaches will ride the school provided transportation for any contests.

Meal Policy

Teams and coaches are allowed per diem funds as provided in Culbertson School Policy 1-04-144. The present rate is \$6, \$7, and \$12 for adults and \$6, \$7, and \$8 for students. The head coach will give the Activities Secretary a list of coaches and players/participants 5 days in advance of the activity. The Activity Secretary will then prepare the paperwork.

Meals are to be eaten at the location of the contest when possible. If not possible, meal will be eaten at location en route to Culbertson. Deviations must be made with prior approval from the A.D.

Per Diem is available for all trips 50 miles from Culbertson, or if a student will be out-of-district for longer than 6 hours. During the regular season, the coach will decide whether the team will eat at the game site or stop on the return trip and pass that information onto the players prior to departure. Coaches are asked to be resourceful in determining how to hand the per diem to the participants out. The Activities Secretary will attempt to have enough cash on hand in denominations suitable for the trip, if coaches prefer to cash the voucher before leaving. Let the Activity Secretary know what you want well ahead of time.

Overnight Accommodations

Teams requiring overnight accommodations will be berthed in similar clean and comfortable rooms. Teams playing in tournaments of longer than one day in duration and 100 miles away will merit overnight lodging.

Uniform Replacement Policy

Uniforms will be reviewed on a 5 year rotation basis for possible purchase (are purchased on a rotational basis of 3-5 years.) Varsity uniforms are handed down to sub-varsity teams. Individual parts or replacement uniforms are ordered as needed.

Transportation Policy

The district's transportation of extra-curricular activities is contracted through a private local bus company. Teams are provided like transportation. All participants must ride provided transportation. Exceptions may be needed because of availability, distance, team size, and equipment. Coaches desiring to transport athletes in their personal car must follow district policy and have prior approval of the superintendent.

Exceptions going to an event:

The student-athlete must turn in a written request to the coach from the parent/legal guardian stating that they would like their son/daughter to travel with them to an event. A brief explanation of why should be included. The request must be turned in **two** days prior to the event. The coach will then pass the request to the Activities Director. Who will either grant or deny the exception.

Leaving after an event:

Parents/legal guardians may secure their student(s) from school supervision at the conclusion of any away event by signing a release form with the supervising school personnel. Parents/legal guardians wishing to release their student(s) to another responsible adult (at least 21 years or older) will need to obtain written approval by the principal and coach two days prior to leaving for the contest.

Team Support

Cheerleaders are to support the varsity boys and girls basketball teams. They cheer at all home and away contests including post season.

Pep rallies are scheduled by the cheerleader advisor and an equal number will be given to boys/girls basketball and football/volleyball.

Half-time entertainment is scheduled by the Activities Director with an equal number of appearances over the year for girls and boys sports. School related groups get first priority of dates. School related groups must perform an equal number of times for both boys and girls sports.

Programs are provided and are of similar quality.

Homecoming is held on the same weekend for cross country, volleyball, and football.

Parents' night is held for cross country, basketball, football, and volleyball on the last home game of each sport, if possible.

The Culbertson School pep band will perform at all home basketball games, the homecoming football game and one volleyball match. The band will perform at each post-season tournament game in which the Culbertson team participates.

When two tournaments are being played by the girls and boys simultaneously, the pep band and cheerleaders will follow the tournament of higher advancement.

Awards

Letter, participation, and individual athletic awards are presented at an athletic awards ceremony held in the spring.

Family Night

Wednesday evening is set aside for family activities. Junior high and grade teams will not practice on any Wednesday evening. High school teams may practice, but all practices must be completed by 6:15 p.m. Athletes are to be out of the building by 6:30. Anyone needing to attend a family activity before 6:15 p.m. will be released with no penalty.

Officials

Officials for athletic contests will be recruited from area pools. The pools are asked to send the most experienced officials possible. Coaches from each sport may submit a list of officials they prefer to work their games and a list of officials they do not want to work their games.

Hiring Extra-Curricular Coaches

The Culbertson School District shall endeavor to fill leadership positions in its extra-curricular program with the most qualified candidate available in order to meet the guidelines of the district. Comparable numbers of coaches and, to as great of an extent as possible, consideration of comparable coaching experience of coaches will be used in hiring for male and female sports. When feasible these positions **may** be filled from certified staff members.

Prospective applicants must fill out an athletic department application form which is screened by the Activities Director. A recommendation for a position is given by the Activities Director to the superintendent for approval by the district school board. Assistant and sub-varsity coaching positions recommendations will be based on the recommendations of the head coach of each particular sport and the Activities Director.

Injuries

The following basic emergency medical guidelines are to be implemented in the event of an athletic injury:

1. Coach in charge will make an immediate general assessment of the injury, checking for:
 - a. Any sign of unresponsiveness
 - b. ABC's-Airway, Breathing, Circulation
 - c. Gross deformities i.e. apparent fractures
 - d. General athletic injuries
2. In the event of a serious injury, the coach in charge must decide whether or not to call an ambulance. **DO NOT MOVE A SERIOUSLY INJURED ATHLETE!**
3. If contacting the emergency medical staff:
 - a. Coach in charge will designate an assistant or responsible athlete/manager to call the ambulance.
 - b. Coach in charge will stay with the injured athlete.
 - c. Callers are to give the following information to the dispatcher:
 - I. Who is calling
 - II. Where you are calling from (building)
 - III. Phone number you are calling from
 - IV. What has happened
 - V. Assistance being given
 - VI. Where to enter facility, if known
 - VII. Don't hang up until dispatcher does
 - d. Caller reports back to coach in charge
 - e. Coach in charge will send a responsible person to meet the EMT's and guide them to the location of the injured person.
4. Coach in charge will continue to give proper basic first aid procedures until qualified medical staff arrives and relieves the coach of that responsibility.
5. A copy of the athlete's medical form should be available to be given to EMT's before leaving with the athlete.

6. Contact the parents/legal guardians and notify them of the injury.
7. Contact the AD and notify him/her of the injury.
8. File an Athletic Injury report with the Activity Secretary.

Ticket Taker Duties

1. Ticket takers will pick up change box from the Activities Secretary at the high school office before 3:30 p.m. Monday-Thursday and before 3:00 p.m. on Friday.
2. Ticket takers should be prepared to open gates at least 30 minutes before the first scheduled game. For big games, they should plan on being there 45 minutes before game time.
3. Closing ticket sales: football-after the start of the second half, volleyball-the third game of the final varsity match, basketball-after the start of the second half of the second game.
4. Culbertson accepts passes from other districts in our area, Montana Coaches Association members, senior citizens with a pass and district employees who have earned a pass.
5. Problems should be referred to the high school principal or Activities Director.
6. Ticket takers will keep record of season pass attendees.
7. Ticket takers will be compensated at a rate of \$15.00 per event with a maximum of \$30.00. Ticket takers may choose instead of the previously mentioned cash compensation to receive a season pass if they agree to take tickets for two home dates.

Open Gym/Field Policy

During the time frame of August 1st-May 31st, open gym/field may be scheduled if announced for volunteer play by all student body members who are interested. Any staff member could be in attendance for supervisory duties only. No coaching can be in evident in any team sport other than the one-on-one provision presently allowed. Students cannot be required to attend.

During the time frame of June 1st-July 31st all coaching restrictions are lifted. See Section 1 “Coaching/Practice Regulations” of the MHSA Handbook pages 35-36 for more information.

Team Size

The following are recommended maximums for team numbers in the interscholastic sports offered at Culbertson High School:

Football: 35

Basketball: 24

Volleyball: 24

Track: no limit

Cross Country: no limit

Any detracton from this policy must be made by the coach, Activities Director, and high school principal.

Pass Policy for Regular Season

The following individuals will be allowed free admission to regular season athletic events:

1. Working staff (those individuals providing a service to the event)
2. Board Members and their spouses
3. Montana Coaches Association Passes
4. District and Regional Passes
5. Senior Citizens with Passes
6. Superintendent, Principal, Activities Director and their spouse.

District employees earn a pass by taking tickets at two regular season contests.

Pass Policy for Post Season

The Montana High School Association has established a policy for tournament passes. The number of passes varies by sport: 14 for volleyball, basketball and football, 2 for track and cross country.

Generally, the statement on distribution reads “For school administrators—xxx all-session reserved seat tickets. These complimentary tickets are to be distributed by the superintendent to principal, coaches, band directors, school board chairpersons, bus drivers, cheerleading advisors, sponsors of half-time entertainment, etc.; and maybe spouses of same.”

The distribution of comp passes at Culbertson will be:

Activities Director-2

Activities Secretary-1

Superintendent-2

Principal-2

School Board Chair-2

Bus Driver-1

Cheer Advisor-1

Head Coach-2

Assistant Coach-2

Band Director-1

In cases where pass recipient holds multiple positions or does not wish to use the pass/passes they shall be returned to the Activities Director for redistribution within the athletic department.

Participation Limits

Culbertson extra-curricular programs exist to provide full participation for all eligible students who want to be involved in the various activities.

Due to several constraints such as: the (un)availability of opponents (which limits playing time), facility space, (un)availability of coaches, and the cost to maintain bigger programs; participation is limited for some programs.

Cross Country/Track: Participation is limited to 5th-12th grade.

Basketball: Participation is limited to 4th-12th grade. When any sub-varsity squad exceeds 15 players, the Activities Director will try to schedule more games by splitting the squad.

Volleyball/Football: Participation is limited to grades 7th-12th. 6th graders may participate with either junior high team if the team has fewer than 15 athletes. Since both sports are available to co-operative members, the impact of 6th graders will have to be affected by their inclusion. 6th grade participation will be limited to keep programs under 24 participants. Sub-varsity volleyball squads may be split for league and invitational tournaments to give more playing time to the athletes.

Golf: Golf is open to all high school students and 8th graders who meet the minimum grade requirements set in the coach's handbook. A golf team is made up of 4 individuals for both the boys and girls teams. The 4 person team is made up of the highest qualifiers for that week's tournament(s). This team will be considered varsity. Qualifying will consist of the 4 lowest scores during the qualifying round each week. If a qualifying round cannot be played, selection of the meet participants will be left to the discretion of the head coach based on practice attendance, work ethic, and ability. Students are required to supply their own equipment such as golf clubs, balls, and tees. Other items such as shoes, gloves, hats, and towels are also recommended but not required and must also be supplied by the participant.

Manager Duties

1. Sweep floor before each practice. Manager may have to be used to sweep floor during games.
2. Insure needed equipment is available at practice.
3. Insure needed equipment is available at games.
4. Wash and dry towels: this will have to be continued during school hours-morning, break, and lunch.
5. Have water ready for athletes at all times.
6. Have ice ready in case of injury.
7. Clean equipment as needed (basketballs, footballs, and volleyballs at least twice per season.)
8. Be sure all practice equipment is properly stored after practice.
9. During games pick up loose balls and store properly.
10. Check showers to insure that they are all off. Report any problems to coach or janitor.
11. Assist coach as directed.
12. Managers will assist coaches and AD to set up for events.
13. Managers will preferably be peers to the athletes, meaning a JH student may manage for JH and HS for HS.

Lettering Criteria

Letters are given in recognition of outstanding achievement. Students will receive, at the coaches/sponsors recommendations, a letter, a gold bar, a pin, and a certificate at the completion of the awards ceremony following the completion of the activity.

The criterion for lettering is listed below. However, the head coach has the prerogative to issue or withhold a letter for extenuating circumstances such as early season injuries, value to team without having played enough, team or school violations, etc. Documentation must be provided by coaches to the superintendent and Activities Director.

Any student who violates training rules during a given season will not be eligible to letter during that season.

Football: In a seven game season, an athlete must participate in ten quarters of varsity contests.

In an eight game season, an athlete must participate in twelve quarters of varsity contest.

Volleyball: Each athlete must participate in half of all regular season varsity matches and be on the tournament team.

Cross Country: To receive a letter, a participant must compete at the state meet.

Basketball: Each athlete must participate in half of all quarters of the regular season and must be on the tournament team.

Track: Any athlete who qualifies for the Eastern "C" Divisional Track Meet will letter. Any alternates who participate at the divisional or state track meet will letter.

Golf: Each athlete who qualifies for the state golf tournament will letter.

Cheerleading: Any varsity cheerleader who finishes the season in good standing will letter.

Speech and Drama: Participants must attend three individual meets and compete at the Divisional Tournament. If participant attends less than three invitational, but attends Divisionals, and competes at the State meet, the participant will letter.

Music: Participation in band and choir for all three trimesters (one full school year).

Participation in band or choir for both winter and spring trimesters plus a superior rating at District Music Festival and participation in the State Music Festival.

Managers, Statisticians, and Video: This will be left to the coach's discretion.

Practice

Participants are required to attend all scheduled practices and meetings. If circumstances arise to prevent the participants' attendance, the validity of the reason will be determined by the coach/sponsor or AD prior to all missed practices or meetings.

Students will not practice on days they have been absent from school unless they have a valid reason and approval is obtained from the coach, AD, and/or administration.

An unexcused missed practice/team meeting will result in a 1 (one) game/contest suspension. Two unexcused absences from a practice/team meeting will result in removal from the team for the activity in which the absence occurred.

Unexcused Absence from a Game/Contest

An unexcused absence from a game/contest will result in a 1 (one) game/contest suspension. An unexcused absence from a game/contest will also count the same as an unexcused absence practice/meeting.

Absences from School the Day of an Event

If a student is not well enough to be in school, then he/she cannot participate in a game or practice. An athlete who is absent from school one or more periods of the day of an after-school event may not participate in the activity without the permission of the principal. Same applies if the game is on Saturday and the student misses Friday before.

If the principal is absent, the superintendent or Activities Director may excuse the absence. Exemptions will be made for doctor's appointments scheduled related to that particular athletic event or organizational activity. Doctor's notes will be required to be presented when deemed necessary.

Missed Practice or Game Due to Other School Activities

No student should be penalized by being withheld from participation if the cause of the school or practice absence was another school activity, a funeral, or for any other circumstance deemed excusable by the principal or Activities Director.

An athlete will be allowed 3 (three) misses due to other school related activities. The fourth and subsequent misses will result in a one game suspension. If an athlete begins a school-related activity they shall stay until the completion of that activity.

NOTE: Dual sport athletes-misses by participating in one or the other sports do not count in the three allowable misses provided they are cleared by the coaches of the two sports involved.

Inclement Weather

No activity practice of any type will be permitted on days when school is cancelled or dismissed early because of inclement weather without the approval of the activity director and principal.

Cooperative Program Guidelines

Participants who begin must finish or incur the cost of a coop fee. Students may participate in dual sports and/or other extra-curricular programs. Participants must abide by scholastic rules of their home school. Participants must abide by extra-curricular rules of their home school. Participants must abide by individual coaches team rules.

Coaches of a dual sport athlete must cooperate so that the athlete:

- a. Can attend practices of both sports to as great of a degree as possible.
- b. Can compete in meets/games to as great as a degree as possible.
- c. Respect athletes who are participating in post season competitions.
- d. Treat athlete of other sport as you would want the coach of the other sport to treat your athlete.

Hazing/Harassment/ Intimidation/Bullying/Menacing

As per CSD policies 1-04-136, 1-04-137 and 3-03-113, the Culbertson School District will strive to provide a positive and productive learning and working environment. Hazing, harassment, intimidation, menacing or bullying by student, staff, or third parties is strictly prohibited and shall not be tolerated. Consequences for such action may include but not limited to expulsion, suspension, or detention. DISCIPLINE One of the most important lessons education should teach is self-discipline.

Co-Curricular Activity Rules

Co-curricular activities are a privilege extended to the students of this school. Students participating in co-curricular activities shall not use or possess alcohol, tobacco, or drugs. Students who violate this rule will be subject to the following disciplinary actions regarding their participation in co-curricular activities. It is understood that this policy (3-03-102) pertains to all co-curricular activities at Culbertson Public School.

1. First Offense

1. A conference with student, parent(s)/guardian(s), coach, sponsor, counselor, Athletic Director, principal and other concerned staff will be held. A primary reason for this conference shall be to impress upon the student and parent(s)/guardian(s) that this type of behavior (1) will not be allowed by the school of its extra/co-curricular participants, and (2) if it continues, the student jeopardizes his/her future involvement in the school's activities. (3) The idea of counseling will be suggested at this time.
2. A thirty (30) pupil-instruction day suspension of participation will be incurred if a student self-reports suspension may be reduced to a minimum of fifteen (15) pupil-instruction day suspension. The school encourages the parents to enroll their student in an Insight class or private counseling.
 - a. Student will not compete or dress out for any competition during this time.
 - b. Student will not be allowed to travel to any event with the organization.
 - c. Student may attend practices with sponsor or coach's permission.
 - d. Coaches or sponsors may impose other reasonable requirements on the student in addition to the above.

2. Second Offense

- a. Student will be suspended from all further co-curricular participation for ninety (90) pupil instruction days.
- b. Counseling will be strongly suggested to the student.

3. Subsequent Offenses

- a. Offenses are tabulated per the student's elementary (5-8) or high school (9-12) enrollment, and not for the particular calendar or school year.
- b. Any subsequent offenses by a student involved in extra/co-curricular activities will require a board audience should the student desire to participate in any future activities.

4. Sportsmanship

A student will not act in an unsportsmanlike manner. Breaking this rule will result in the student being suspended from the next event of the same activity pending the coach and administration review. Examples of poor sportsmanship include: language, gestures, reactions, etc.)

5. Appropriate Behavior

A student will act properly in the classroom. A student, who compiles three detentions, or a school suspension, will be suspended from participation in the first activity of the week following the disciplinary action. A detention will be taken away after the student goes three weeks without a detention. Every detention thereafter may result in a suspension unless the student has earned the

right to have a detention taken away. Other infractions of behavior may occur that may result in a suspension or dismissal from an activity.

DETENTIONS OVERRIDE ANY AND ALL CO-CURRICULAR PARTICPATION.YOUR DETENTION MUST BE SERVED BEFORE YOU CAN PARTICIPATE IN PRACTICE, GAMES, TRIPS, ETC.

6. Academic Eligibility

Junior High and High School

Eligibility for co-curricular activities will be determined on a weekly basis. Eligibility will be determined through the use of the most recent deficiency report. Eligibility immediately following the end of a semester will be based on the final grade in a class. Any student wishing to participate in extracurricular activities requiring academic good standing for participation will have no failing grade or incomplete in any class. Grades will be monitored weekly for eligibility. Eligibility will run from 6:00 A.M. on Wednesday to 6:00 A.M. next Wednesday. Students who are ineligible for three weeks in a row will be dropped from that sport for the remainder of the season. Students may appeal to the principal and athletic director if special circumstances warrant.

(7-21-08)

Elementary

Elementary students (Grades 5-6) may be failing one class but must bring the grade up to passing one school day before the competition. Example: Elementary track meet on Saturday, the student must have the grade up by Friday morning.

Culbertson Public Schools

Appendix

The following statement is a proposed one-page summary to be placed in all National Federation Rules Books

Communicable Disease Precautions

While risk of one athlete infecting another with HIV/AIDS during competition is close to nonexistent, there is greater risk that other blood borne infectious diseases can be transmitted. For example, Hepatitis B can be present in blood, as well as in other body fluids. Precautions for reducing the potential for transmission of these infectious agents should include, but not be limited to, the following:

1. Routine use of gloves or other precautions to prevent skin and mucous-membrane exposure when contact with blood or other body fluids is anticipated.
2. Immediately wash hands and other skin surfaces if contaminated (in contact) with blood or other body fluids. Wash hands immediately after removing gloves.
3. The bloodied portion of the uniform must be properly disinfected or the uniform changed before the athlete may participate.
4. Clean all blood contaminated surfaces and equipment with a solution made from a 1-100 dilution of house-hold bleach or other disinfectants before competition resumes.
5. Practice proper disposal procedures to prevent injuries caused by needles, scalpels, and other sharp instruments or devices.
6. Although saliva has not been implicated in HIV transmission, to minimize the need for emergency mouth-to-mouth resuscitation, mouthpieces, resuscitation bags, or other ventilation devices should be available for use.
7. Athletic trainers/coaches with bleeding or oozing skin conditions should refrain from all direct athletic care until the condition resolves.
8. Contaminated towels should be properly disposed of/disinfected. Be sure to use impenetrable bags.
9. Follow acceptable guidelines in the immediate control of bleeding and when handling bloody dressings, mouth-guards, and other articles containing body fluids.
10. Refer to the specific sport rules for additional information.

Be Prepared

A concussion is a type of traumatic brain injury, or TBI, caused by a bump, blow, or jolt to the head that can change the way your brain normally works. Concussions can also occur from a blow to the body that causes the head to move rapidly back and forth. Even a “ding,” “getting your bell rung,” or what seems to be a mild bump or blow to the head can be serious. Concussions can occur in any sport or recreation activity. So, all coaches, parents, and athletes need to learn concussion signs and symptoms and what to do if a concussion occurs.

Signs Observed by Parents or Guardians
<ul style="list-style-type: none"> ● Appears dazed or stunned ● Is confused about events ● Answers questions slowly ● Repeats questions ● Can't recall events prior to the hit, bump, or fall ● Can't recall events after the hit, bump, or fall ● Loses consciousness (even briefly) ● Shows behavior or personality changes ● Forgets class schedule or assignments
Symptoms Reported by your Child or Teen
<p>Thinking/Remembering</p> <ul style="list-style-type: none"> ● Difficulty thinking clearly ● Difficulty concentrating or remembering ● Feeling more slowed down ● Feeling sluggish, hazy, foggy, or groggy <p>Physical</p> <ul style="list-style-type: none"> ● Headache or “pressure” in head ● Nausea or vomiting ● Balance problems or dizziness ● Fatigue or feeling tired ● Blurry or double vision ● Sensitivity to light or noise ● Numbness or tingling ● Does not “feel right” <p>Emotional</p> <ul style="list-style-type: none"> ● Irritable ● Sad ● More emotional than usual ● Nervous <p>Sleep*</p> <ul style="list-style-type: none"> ● Drowsy ● Sleeps less than usual ● Sleeps more than usual ● Has trouble falling asleep

<p>*Only ask about sleep symptoms if the injury occurred on a prior day</p>

Links to Other Resources

- CDC-Heads Up: <https://www.cdc.gov/headsup/index.html>
- National Federation of State High School Association/Concussion in Sports-What you need to know: <https://nfhslearn.com/>
- Montana High School Association-Sports Medicine Page: <http://www.mhsa.org/page/show/2171994-sports-medicine>

Montana High School Association

<https://www.mhsa.org/page/show/1963569-home>

CULBERTSON SCHOOL DISTRICT COACHING APPLICATION

Name

Address

Phone Number(s)

Position(s) Desired

Coaching Experience (Use extra sheet if necessary)

School	Level	Position	Dates	Reason for Leaving

Coaching References (Letters of recommendation may be attached)

Name	Position	School	Phone

Philosophy-Briefly explain your philosophy as it applies to the areas listed below

Winning:

Sportsmanship:

Discipline:

2-03-900.1 Extra-Curricular Stipends NEED UPDATED MATRIX

Cross Country*		Girls' & Boys' Golf*	
HS Head Coach	3,000.00	HS Head Coach	2,000.00
HS Assistant	1,750.00	HS Assistant	1,500.00
Junior High	1,000.00	Cheerleading*	
Junior High Assistant	750.00	HS Winter Season Coach	2,000.00
Football*		Speech & Drama*	
HS Head Coach	3,000.00	HS Head Coach	3,000.00
HS Assistant	1,750.00	HS Assistant	1,750.00
Junior High	1,000.00	Band & Choir*	
Junior High Assistant	750.00	Band Advisor**	1,500.00
Volleyball*		Choir Advisor**	600.00
HS Head Coach	3,000.00	Advisors	
HS Assistant	1,750.00	12 th Grade	350.00
Junior High	1,000.00	11 th Grade	350.00
Junior High Assistant	750.00	10 th Grade	350.00
Girls' & Boys' Basketball*		9 th Grade	350.00
HS Head Coach	3,000.00	8 th Grade	350.00
HS Assistant	1,750.00	7 th Grade	350.00
Junior High	1,200.00	HS Student Council	250.00
Junior High Assistant	900.00	Play	500.00
Grade	1,000.00	Assistant Play (if needed)	300.00
Grade Assistant	750.00	Annual, In-Class	1,500.00
Girls' & Boys' Track*		Annual, Out-of-Class	2,000.00
HS Head Coach	3,000.00	FFA** with Concessions	4,000.00
HS Assistant	1,750.00	BPA**	2,000.00
Elem/JH	1,000.00	JMG**	2,000.00
Elem/JH Assistant	750.00	National Honor Society	300.00
		Title IX Coordinator	300.00
		Drug & Alcohol Coordinator	300.00
		Prom Advisor	200.00

*denotes MHSA Sanctioned Events

**denotes stipends that will be contract addendums

Beginning in the 2012-2014 School Year:

An additional \$200 will be paid to the high school head coach and an additional \$100 will be paid to the high school assistant coach(es) for each week of post season advancement for the following sports:

Football: each week of playoffs in which the team participates

Volleyball: divisional and state tournaments in which the team participates

Basketball: divisional and state tournaments in which the team participates

Beginning in the 2005-2006 School Year:

\$25 increase per year for JH head coaches and grade school head coaches

\$15 increase per year for JH and grade school assistant coaches

Adopted: 8-17-99 **Revised:** 5-16-00, 7-25-00, 6-26-01, 10-14-02, 8-11-03, 9-18-07, 7-15-08, 7-16-13

[illegible]

Football Equipment Check Out List
Culbertson High School

Height _____
 Weight _____
 Age _____
 Home Phone _____

Equipment	Issued	Returned
Hip Pads		
Shoulder Pads		
Thigh Pads		
Knee Pads		
Arm Pads		
Hand Pads		
Helmet		
Mouthpiece		
Practice Shoes-Size		
Game Shoes-Size		
Practice Pants-Size		
Practice Jersey		
Game Pants-Size		
Game Socks		
Belt		
Game Jersey #		
Rib Pads		
Turf Shoes-Size		

Individual Helmet Record

Number	
Dealer	
Purchase Date	
Serial #	
Date Issued	
Date Checked	
Player Issued	
Position Played	
Year Recertified	
Next recertification	
Reconditioned by	
Part Replaced	

Culbertson Schools Athletic Parent Handbook

A. Parent Support for Athlete

1. Nutrition: Help them eat right to perform their best. Many athletes tend to skip breakfast and/or lunch.
2. Proper Rest: Sleep is essential to an athletes' training and competition schedule.
3. Transportation: Provide or help arrange for rides to and from practice and games.
4. Time Management: Family, school, athletic, social, and work responsibilities could become too much for a young athlete. Guidance in this area helps children remain focused on their personal goals.
5. Always keep the child's best interest in the forefront.
6. Honestly assess the child's ability or potential and work to instill true confidence.
7. Always try to be interested in the progress and improvement of the athlete.
8. Attend as many of their games as possible

B. Before Practice Begins

1. All athletes must have a completed, physical, permission form and medical release form before beginning practice. These are available at the high school office and at our local clinic.
2. The district pays \$15 toward the cost of the physical when it is taken locally.

C. Practice Equipment Needed

1. All athletes should have the following equipment:
 - a. Basketball: T-shirt, shorts, basketball shoes, and athletic socks and a towel for showering. A reversible jersey is needed at the high school level.
 - b. Varsity Football: T-shirt, shorts, practice jersey, football shoes, socks, and a towel.
 - c. JH Football: T-shirt, shorts, and sweats. Football shoes are not necessary at this level. Basketball or similar tennis shoes and socks are adequate.
 - d. Volleyball: T-shirt, shorts, kneepads, shoes, socks, and a towel.
 - e. JH Volleyball: T-shirt, shorts, shoes, and socks. Knee pads are helpful.
 - f. Varsity Track: T-shirt, shorts, and sweats. Sprinters and javelin throwers need spikes. Mid and long distance runners should have a good running shoe or spikes.
 - g. JH Track: T-shirt, shorts, and sweats. Spikes are allowed but not necessary at this level.

Individual team members sometimes purchase shooting shirts, sweatshirt, etc. These are not required however.

We recommend wearing two pair of socks and washing of gear on a regular basis. A separate pair of shoes for use in the gym is necessary.

Maintenance of school issued equipment is necessary by the user.

D. Practice

1. Most coaches like to have their athletes dressed and ready to go 15 minutes prior to the practice start time.
2. High school and JH practice lengths are set for approximately 90 minutes. Elementary practices are set for approximately 60 minutes.

3. Anyone who must miss a practice MUST notify the coach beforehand. If the coach is not available to notify, the athlete should notify the athletic director or principal. As a general rule, failure to do so results in the missing of the next game scheduled.
4. JH and elementary teams DO NOT practice on Wednesday after school or evenings.

E. Games-Home

1. As a general rule coaches like to have their athletes dressed 30 minutes prior to game time. Individual coaches may vary this slightly. Students should dress neatly.

F. Games-Away

1. We ask that the athlete is at the bus departure site (turn-around in front of high school gym) 15 minutes before scheduled departure time. Athletes are to dress neatly; specific directions will be given by each coach. They should dress according to the weather. A warm coat, hat, and gloves are a must in the winter.
2. Normally the JH will travel on the same bus with the high school team.
3. Meals for student athletics will be provided as per diem policy states: Per Diem is available for all trips 50 miles from Culbertson, or if a student will be out-of-district for longer than 6 hours. The present rate is \$3.00 for breakfast, \$5.00 for lunch, and \$6.00 for supper.
4. We prefer to have our athletes ride to and from the game on our bus. There are situations, however, where it is more practical for the athlete to ride home with the parent. Please follow district transportation policy in the student handbook.
5. Students who are not eligible to play in a contest may not ride the bus to the event.

G. Problems

1. If you or your child are having a problem or have a question the first person you should contact is the coach. If the coach cannot answer your question you will be referred to the athletic director.

H. Awards Presentation

1. **Fall and Winter** awards presentation is normally scheduled for the high school athletes on the Monday following the district track meet. All students who have participated in any of our programs will receive recognition. We feel this is an important part of the overall program and, therefore, require our athletes to be present to get their certificates and/or other awards.

I. Injuries

1. Athletes must report all injuries to the coach.
2. Any athlete receiving a doctor's examination must bring back a statement explaining the nature of the problem and what may or may not be done in practice and what needs to be done rehabilitation wise. This statement will normally have a release date or require the athlete to come back for further examination.
3. Rehabilitation of an injury is critical. Most often an athlete tries to return to action without properly rehabilitating an injury. This process cannot solely be accomplished at practice, but requires a concerted effort at home meetings, evenings, and weekends.

J. Insurance

1. The school carries a supplemental insurance policy on all students involved in athletics. You must first file with your own insurance carrier if you have one. Anything not paid can be filed with our carrier through the school secretary. It is important that this be done as quickly as possible.

K. Scheduling of Doctors Appointments during Practice Time

1. We realize that it is difficult to obtain doctor's appointments at the most convenient times for all parties concerned. We ask that our coaches receive as much advance notice as possible so that they can make necessary adjustments in their practice plans.

L. Talking with Athletes during Practice

1. Often a parent will stop by to deliver a message to their child. We ask that you contact one of the coaches before having the child come to the sideline.

Parents Should Be a Positive Influence

How badly you must want to win,
Not for yourself but me,
So help me play this game, dear Dad,
With dedication, goals, and dignity.
It's embarrassing for me, Dad,
When you criticize my coach,
If you think you can be helpful,
Then try a new approach.
Call and make arrangements,
To meet him face to face,
Far better that to yell at him
In such a public place.
I think that you will also find,
Your friendship will be sealed,
In a more conducive atmosphere,
Than on the football field.
Please try to go along with him
Not judging wrong or right.
You know he's got a job to do,
That must be done tonight.
As he stands alone down there,
In front of all the fans,
Help him do the job he must,
But staying silent in the stands.
Snap decisions he must make,
Under pressure of the game,
And certainly where you sit,
Tis' not really quite the same,
Even when he call it right,
I often make a mistake,
That surely makes him look as though
His coaching is at stake.
Sometimes he will chew me out,
Then he'll pat me on the back,
And I will get it next time,
You can count on that.
He'll take the blame for losses
And walk out on a limb,
But he'll give his team credit
For each and every win.
So be there when I need you Dad.
Shout encouragement to me.

Coach's Role

1. Set a good example for players and fans to follow.
2. Be positive, fair, and consistent with players.
3. Make playing time and strategy decisions with thought and care.
4. Establish and organize practice for the team on a daily basis.
5. Be a good communicator with players and parents.
6. Protect the safety of all athletes.
7. Know and employ injury-prevention procedures.
8. Make sure players know expectations, procedures, rules, and lettering requirements for the program.
9. Make sure everyone has practice and games schedules.
10. Be a professional practitioner; stay current with the X's and O's.
11. Keep inventory of equipment.
12. Work to help assistants improve.
13. Keep track of the academic progress of athletes.
14. Be available to talk with parents and players.

Player's Role

1. Be positive and have a good attitude.
2. Support your teammates.
3. Work hard.
4. If there are any questions ask the coach.
5. Know and follow school and team rules.
6. Challenge yourself as an athlete and a person.
7. Meet classroom expectations.
8. Notify the coach of any scheduling conflicts in advance.
9. Talk to the coach about any special concerns.

Parent's Role

1. Be a fan of everyone on the team
2. Respect the decisions of officials.
3. Respect other fans, coaches, and players.
4. Talk to your child if he has any questions and, if necessary, to answer them, contact the coach.
5. Keep any negative thoughts about a coach, the program, or teammates to yourself.
6. Don't talk to coaches on game day about a complaint.
7. Understand that the coaches' responsibility is to make certain that students are safe and become better people and athletes, not to win every game.
8. Be supportive of your child.

Golden Rule of Coaching

If...

- ... Athletes are coached with criticism,
They learn low self-esteem.
- ... Athletes are coached with hostility,
They learn to fight
- ... Athletes are coached with ridicule,
They learn to withdraw.
- ... Athletes are coached with shame,
They learn to feel quality.

But, if...

- ... Athletes are coached with practice,
They learn to improve.
- ... Athletes are coached with encouragement,
They learn confidence.
- ... Athletes are coached with praise,
They learn to have faith.
- ... Athletes are coached with fairness,
They learn justice.
- ... Athletes are coached with approval,
They learn positive self-esteem.
- ... Athletes are coached with honesty,
They learn to trust.
- ... Athletes are coached with modesty,
They learn teamwork.
- ... Athletes are coached with acceptance and friendship,
They learn to find love in sports.

Tips for Parents & Coaches: Getting the Most out of Sports for Kids

Be a good role model – Do not swear or in other ways, show poor sportsmanship. Let your behavior serve as an example.

Redefine winning & losing – Place a priority on effort & reaching maximum potential as individuals and as a team; players have less control over the final outcome of the game or match.

See opponents as comrades, not enemies – Emphasize competing against yourself; opponents are just there to help you do this.

Encourage cooperation – Push teamwork, discourage selfishness; set up situations where different sexes/races of children depend on each other for success.

Keep sports in perspective – Nurture a well-rounded identity for kids; support their sport & non-sport activities equally, as this fosters an identity as a total person, not just an athlete.

Be positive whenever possible – Critical comments can hurt than help; give a compliment first, then add what they can do to improve, followed by why doing this will help the team.

All kids are not created equally – Differences among kids require different ways of treating them; appreciate their individual strengths & help them develop at their own pace.

Avoid “labeling” kids – They tend to behave & perform within the limits you set for them; expecting each of them to succeed in their own way gives them the freedom to do so.

Do not confuse hearing with listening – Listen to athletes needs and concerns; their worries may seem trivial at times, but let them know you understand and support them.

Practice role-taking – Kids need to know what it’s like to be in someone else’s shoes to learn empathy for others and ethical behavior; have kids (ages 7 and up) switch roles with teammates during practice to teach empathy and respect for others.

Make sports fun! – Show kids how to laugh off mistakes; don’t over-emphasize winning; let them appreciate the process of playing sports, not just the outcome; coaches need to be creative & find ways to make practice/games fun for the players.

Article VI
Elementary and Junior High Basketball
Boys and Girls Rules

Elementary Program Rules

1. Six minute quarters with a five minute half-time.
2. No pressing at any time (full court). EXCEPTION: Man to man press allowed by either team in the final two minutes of the game IF the lead is 10 points or less.
3. No drop-back zone defense.
Teams must play man to man defense.
No double team outside the three-point arc.
4. On a rebound the team must have full control of the ball before returning to play defense.
5. Will use a smaller compact ball.
6. Follow the rest of basketball rules according to the National Basketball Federation.
7. Officials are to warn a team playing an unauthorized zone defense on the first offense. Subsequent violations will result in a 2 point penalty.

Junior High Program Rules

1. Eight minute quarters
2. Pressing and trapping is allowed by must be man to man.
3. Can play man to man defense or zone defense.
4. Follow the rest of basketball rules according to the National Basketball Federation.

Basketball Fundamentals

Grades 5-6

A. Passing

1. Teach players to pass the ball so that the receiver can receive it.
 - a. Two-hand chest pass
 - b. Two-hand overhead pass
 - c. Two-hand bounce pass
2. Teach players how to receive a pass thrown from 10-15 feet away.
 - a. Soft hands
 - b. Giving with the pass
 - c. Body position (balance)
 - d. Protect ball

B. Dribbling

1. Teach players to perform stationary dribble.
 - a. Body position
 - b. Eyes
 - c. Finger position on ball
 - d. Protect ball
2. Teach players to perform a low control dribble with their strong and weak hand.
3. Teach players to perform high-speed dribble with their strong and weak hand.
4. Teach players to perform crossover dribble.
5. Teach players to start and stop properly with ball.
 - a. Pivot foot
 - b. Rocker step
 - c. Crossover step
 - d. Pivot and reverse
 - e. Jump stop
 - f. Stride stop

C. Shooting

1. Teach players to shoot a driving lay-in with their strong and weak hand.
 - a. One foot take-off
 - b. No stutter steps
 - c. Lay ball off backboard
 - d. Drive thru the basket
2. Teach players to shoot a power lay-in with their strong and weak hand.
 - a. Two-foot take-off
 - b. Square up
 - c. Pump fake
 - d. Ball off backboard
3. Teach players to shoot a set-shot from 10-15 feet with proper mechanics.
 - a. B – Balance
 - b. E – Eyes on target
 - c. E – Elbow
 - d. F – Follow-thru
 - e. Hand/finger position on ball
 - f. Balance hand placement
4. Teach players to shoot a free-throw with proper mechanics.
 - a. Position at line
 - b. BEEF
 - c. Breathing

d. Concentration

D. Defense

1. Teach players to execute defensive slides with proper mechanics.
 - a. Stance
 - b. Footwork
 - c. Hand position
2. Teach players to play “pressure” man-man defense guarding the man with the ball.
 - a. Over-playing the dribbler’s strong hand
 - b. Use of hands
 - c. Move feet
 - d. Recovery and help
3. Teach players defensive position when not guarding the ball.
 - a. Position in relation to the ball
 - b. See man and ball
 - c. Player cutting or flashing
4. Teach players “help” defense fundamentals
 - a. Step out and help
 - b. Switching
 - c. Rotation and cover up basket out

E. Rebounding

1. Teaching players proper rebounding technique.
 - a. Defensive block out against shooter
 - b. Defensive block out against non-shooter
 - c. Must make contact
 - d. Offensive fakes and maneuvering
 - e. Explode to ball
 - f. Use both hands
 - g. Chin ball

F. Screening

1. Teach players proper screening technique and positioning.
 - a. Side screen
 - b. Back screen
 - c. Screen and roll
 - d. Set screen up

G. Offense

1. Teach players basic man-man, motion offense.
 - a. Pick and roll
 - b. Pass and cut to ball
 - c. Pass and pick away
 - d. Precise execution

H. Free Throw Lane Position

1. Teach players proper position and assignments along free throw lane.
 - a. Offensive set
 - b. Defensive set
 - c. Block out assignments

I. Rules

1. Teach players the rules needed to play a regulation game.

Basketball Fundamentals

Grades 7-8

A. Passing

1. Teach players to pass the ball so that the receiver can receive it.
 - a. Two-hand chest pass
 - b. Two-hand overhead pass
 - c. Two-hand bounce pass
 - d. Outlet pass
 - e. Baseball pass
 - f. Pivot and pass
2. Teach players how to receive a pass thrown from 10-15 feet away.
 - a. Soft hands
 - b. Giving with the pass
 - c. Body position (balance)
 - d. Protect ball
 - e. Outlet pass reception

B. Dribbling

1. Teach players to perform stationary dribble.
 - a. Body position
 - b. Eyes
 - c. Finger position on ball
 - d. Protect ball
2. Teach players to perform a low control dribble with their strong and weak hand.
3. Teach players to perform high-speed dribble with their strong and weak hand.
4. Teach players to perform crossover dribble.
5. Teach players to start and stop properly with ball.
 - a. Pivot foot
 - b. Rocker step
 - c. Crossover step
 - d. Pivot and reverse
 - e. Jump stop
 - f. Stride stop
 - g. Ball fakes
 - h. Foot fakes
 - i. Head and shoulder fakes
 - j. Hesitation and go
6. Teach players to reverse pivot with dribble with strong and weak hand.

C. Shooting

1. Teach players to shoot a driving lay-in with their strong and weak hand.
 - a. One foot take-off
 - b. No stutter steps
 - c. Lay ball off backboard
 - d. Drive thru the basket
2. Teach players to shoot a power lay-in with their strong and weak hand.
 - a. Two-foot take-off
 - b. Square up
 - c. Pump fake
 - d. Ball off backboard
3. Teach players to shoot a set-shot from 10-15 feet with proper mechanics.
 - a. B – Balance

- b. E – Eyes on target
- c. E – Elbow
- d. F – Follow-thru
- e. Hand/finger position on ball
- f. Balance hand placement
- 4. Teach players to shoot a free-throw with proper mechanics.
 - a. Position at line
 - b. BEEF
 - c. Breathing
 - d. Concentration
- 5. Teach players to shoot short jump shot.
 - a. Square up
 - b. BEEF
 - c. Straight up

D. Defense

- 1. Teach players to execute defensive slides with proper mechanics.
 - a. Stance
 - b. Footwork
 - c. Hand position
- 2. Teach players to play “pressure” man-man defense guarding the man with the ball.
 - a. Over-playing the dribbler’s strong hand
 - b. Use of hands
 - c. Move feet
 - d. Recovery and help
- 3. Teach players defensive position when not guarding the ball.
 - a. Position in relation to the ball
 - b. See man and ball
 - c. Player cutting or flashing
- 4. Teach players “help” defense fundamentals
 - a. Step out and help
 - b. Switching
 - c. Rotation and cover up basket out
- 5. Teach players basic defensive strategies
 - a. Man-man defense
 - b. Traps
 - c. Introduce 2-3 zone theory

E. Rebounding

- 1. Teaching players proper rebounding technique.
 - a. Defensive block out against shooter
 - b. Defensive block out against non-shooter
 - c. Must make contact
 - d. Offensive fakes and maneuvering
 - e. Explode to ball
 - f. Use both hands
 - g. Chin ball, find outlet
 - h. Chin ball, shoot
 - i. Chin ball, fake, shoot

F. Screening

1. Teach players proper screening technique and positioning.
 - a. Side screen
 - b. Back screen
 - c. Screen and roll
 - d. Set screen up

G. Offense

1. Teach players basic man-man, motion offense.
 - a. Pick and roll
 - b. Pass and cut to ball
 - c. Pass and pick away
 - d. Precise execution

H. Free Throw Lane Position

1. Teach players proper position and assignments along free throw lane.
 - a. Offensive set
 - b. Defensive set
 - c. Block out assignments

I. Rules

1. Teach players the rules needed to play a regulation game.

Basketball Fundamentals

Grades 9-12

A. Passing

1. Teach players to pass the ball so that the receiver can receive it.
 - a. Two-hand chest pass
 - b. Two-hand overhead pass
 - c. Two-hand bounce pass
 - d. Outlet pass
 - e. Baseball pass
 - f. Pivot and pass
2. Teach players how to receive a pass thrown from 10-15 feet away.
 - a. Soft hands
 - b. Giving with the pass
 - c. Body position (balance)
 - d. Protect ball
 - e. Outlet pass reception
 - f. vision

B. Dribbling

1. Teach players to perform a low control dribble with their strong and weak hand.
2. Teach players to perform high-speed dribble with their strong and weak hand.
3. Teach players to perform crossover dribble with their strong and weak hand.
4. Teach players to reverse pivot with dribble with strong and weak hand.
 - a. Body position
 - b. Eyes
 - c. Finger position on ball
 - d. Protect ball
5. Teach players to start and stop properly.
 - a. Pivot foot
 - b. Rocker step
 - c. Crossover step
 - d. Pivot and reverse
 - e. Jump stop
 - f. Stride stop
 - g. Ball fakes
 - h. Foot fakes
 - i. Head and shoulder fakes
 - j. Hesitation and go

C. Shooting

1. Teach players to shoot a driving lay-in with their strong and weak hand.
 - a. One foot take-off
 - b. No stutter steps
 - c. Lay ball off backboard
 - d. Drive thru the basket
2. Teach players to shoot a power lay-in with their strong and weak hand.
 - a. Two-foot take-off
 - b. Square up
 - c. Pump fake
 - d. Ball off backboard
3. Teach players to shoot a set-shot from 10-15 feet with proper mechanics.
 - a. B – Balance

- b. E – Eyes on target
 - c. E – Elbow
 - d. F – Follow-thru
 - e. Hand/finger position on ball
 - f. Balance hand placement
 - g. Follow shot
- 4. Teach players to shoot a 3-point shot.
 - a. BEEF
 - b. Follow shot
- 5. Teach players to shoot short jump shot.
 - a. Square up
 - b. BEEF
 - c. Rhythm step
 - d. From jump stop
 - e. Off the dribble
- 6. Teach players to shoot a jump shot 10-15 feet away.
 - a. Square up
 - b. BEEF
 - c. Rhythm step
 - d. From jump stop
 - e. Off the dribble
 - f. Follow shot
- 7. Teach players to shoot a free-throw with proper mechanics.
 - a. Position at line
 - b. BEEF
 - c. Breathing
 - d. Concentration

D. Defense

- 1. Teach players to execute defensive slides with proper mechanics.
 - a. Stance
 - b. Footwork
 - c. Hand position
 - d. One/half body
- 2. Teach players to play “pressure” man-man defense guarding the man with the ball.
 - a. Over-playing the dribbler’s strong hand
 - b. Use of hands
 - c. Move feet
 - d. Recovery and help
 - e. Vision
- 3. Teach players defensive position when not guarding the ball.
 - a. Position in relation to the ball
 - b. See man and ball
 - c. Player cutting or flashing
- 4. Teach players “help” defense fundamentals
 - a. Step out and help
 - b. Switching
 - c. Rotation and cover up basket out

5. Teach players basic defensive strategies
 - a. Man-man defense
 - b. Traps
 - c. Zone defenses
 - d. Full court zone presses
 - e. Full court man-man press

E. Rebounding

1. Teach players proper defensive rebounding technique.
 - a. Defensive block out against shooter
 - b. Defensive block out against non-shooter
 - c. Must make contact
 - d. Chin-find outlet
2. Teach players proper offensive rebounding technique.
 - a. Block out technique
 - b. Fight off block out
 - c. Offensive fakes and maneuvering
 - d. Chin and shoot
 - e. Chin, fake, and shoot
 - f. Chin, fake, power dribble, and shoot

F. Screening

1. Teach players proper screening technique and positioning.
 - a. Side screen
 - b. Back screen
 - c. Screen and roll
 - d. Set screen up

Football Fundamentals Junior High

A. Stance

1. Teach players to assume proper stance on all players
2. Three-point stance
 - a. Feet slightly wider than shoulder width-close to even with one another
 - b. Feet slightly pigeon-toed, pressure on balls of feet
 - c. Slight pressure on fingertips-no fist or knuckles
 - d. Back straight, head up and hips down
 - e. Eyes face forward and shoulders square to line
3. Two-point stance
 - a. Feet slightly wider than shoulder width
 - b. Feet slightly pigeon-toed, pressure on balls of feet
 - c. Body and shoulders square to line
 - d. Eyes, face forward

B. Starts

1. Teach players to start with appropriate foot from stance.
 - a. Straight ahead-lead with small step with non-dominant foot (foot that is ahead of the other)
 - b. Left or right-small step with foot in direction of play at a 45 degree angle - bring trail leg at normal stride, power step
 - c. Jab step-for running back - take small step at 45 degree angle with the foot opposite of play direction - turn head and shoulders in direction of jab - after jab quickly turn shoulder and step to play direction

C. Handoff Reception

1. Teach players to properly receive handoffs and pitches
2. Normal handoff
 - a. Player should have body slightly bent forward
 - b. Player will create "pocket" by having both arms parallel to the ground and one raised higher than the other. The raised arm should be at the middle of the chest
 - c. The inside arm (one closest to the quarterback) should be up, approximately 12-14 inches above lower arm
 - d. Lower arm should be at belt level
 - e. Top arm clamps down quickly on ball on contact with abdomen
 - f. Eyes should be looking at hole and not at the ball
 - g. Player should not slow down to receive handoff
3. Pitch reception
 - a. Player must prepare hands by having little fingers touch
 - b. Watch ball all the way to the hands
 - c. After reception ball is placed in arm away from possible contact

D. Carrying of Ball

1. Teach players to properly protect the ball
2. Run through line
 - a. After handoff keep ball covered with both arms
 - b. Hands should cover both ends of the ball
 - c. Body should be bent and leaning slightly forward
3. Open field
 - a. Ball is placed in crook of arm
 - b. Hand should cover nose of ball-not middle of ball
 - c. Ball placed in arm away from possible contact

d. Ball carried near body

E. Blocking

1. Teach players to properly use blocking techniques
2. Drive block
 - a. Take short lead step towards opponent
 - b. Bring trail leg with power step
 - c. Hips explode towards opponent
 - d. Thrust hands into chest of opponent
 - e. Drive opponent—MUST REMAIN LOW, keep wide base and take short, choppy steps
 - f. Keep body between opponent and quarterback

F. Pass Reception

1. Teach players to properly run routes and receive ball
2. Routes
 - a. Explode quickly out of stance—3 point stance at this level. Exception: play-action pass—block opponent one or two counts and then release into route
 - b. Stay low coming out of stance
 - c. Run quickly to spot of cut
 - d. Eyes remain forward—try to look opponent in eye
 - e. Controlled run
 - f. Fake—head and shoulders—turn head and shoulders in opposite direction of intended route. Jab step—take short jab step in opposite direction of intended route
 - g. Explode out of fake
 - h. Run through the ball

G. Use of Blockers

1. Teach players to properly read and set up blockers
2. Reading of blocker
 - a. Runner moves opposite of direction the blocker is moving opponent
 - b. Explode through hole
3. Setting up blockers
 - a. Important in open field
 - b. Fake one direction to get opponent leaning so blocker obtains advantage
 - c. Quickly move in opposite direction of block

H. Formations

1. Teach players proper alignment for basic formations
2. Formations to be taught
 - a. I-formation
 - b. Wing or flanker formation
 - c. Slot-formation
3. Spacing
 - a. Offensive lineman should have one yard between feet of each other
 - b. Fullback one and a half yards behind quarterback—all formations
 - c. Halfback one yard behind fullback—I-formation
 1. One yard off line and one yard to side of end—flanker formation
 2. One yard off line and one yard to side of guard—slot formation
 - d. Ends—eight to ten yards away from slow man and on line of scrimmage

Football Fundamentals High School

A. Stance

1. Teach players to assume proper stance on all plays
2. Three-point stance
 - a. Feet slightly wider than shoulder width—close to even with one another
 - b. Feet slightly pigeon-toed, pressure on balls of feet
 - c. Slight pressure on fingertips-no fist or knuckles
 - d. Back straight, head up and hips down
 - e. Eyes face forward and shoulders square to line
3. Two-point stance
 - a. Feet slightly wider than shoulder width
 - b. Feet slightly pigeon-toed pressure on balls of feet
 - c. Body and shoulders square to line
 - d. Eyes, face forward

B. Starts

1. Teach players to start with appropriate foot from stance
 - a. Straight ahead—lead with small step with non-dominant foot (foot that is ahead of the other)
 - b. Left or right—small step with foot in direction of play at 45 degree angle-bring trail leg at normal stride, power step\
 - c. Jab step—for running backs
 1. take small step at a 45 degree angle with the foot opposite of play direction
 2. turn head and shoulders in direction of jab
 3. after jab, quickly turn shoulder and step to player direction
2. It is important that players stay low and stand up coming out of their stance

C. Handoff Reception

1. Teach players to properly receive handoffs and pitches
2. Normal handoff
 - a. Player should have body bent slightly forward
 - b. Player will create “pocket” by having both arms parallel to the ground and one raised higher than the other, the raised arm should be at the middle of the chest
 - c. The inside arm (one closest to the quarterback) should be up, approximately 12-14 inches above lower arm
 - d. Lower arm should be at belt level
 - e. Top arm clamps down quickly on ball on contact with abdomen
 - f. Eyes should be looking at hole and not at the ball
 - g. Player should not slow down to receive handoff
3. Pitch reception
 - a. Player must prepare hands by having little fingers touch
 - b. Watch ball all the way to the hands
 - c. After reception ball is placed in arm away from possible contact

D. Carrying of ball

1. Teach players to properly protect ball
2. Run through line
 - a. After handoff, keep ball covered with both arms
 - b. Hand should cover both ends of the ball
 - c. Body should be bent and leaning slightly forward
 - d. Head should be looking up and looking forward
 - e. Ball should remain covered until running back is through the line

3. Open field

- a. Ball is placed in crook of arm
- b. Hand should cover nose of ball—not middle of ball
- c. Ball placed in arm away from possible contact
- d. Ball carried near body
- e. When defensive player approaches for tackle the running back should lower near shoulder to ward off tackler
- f. IT IS VERY IMPORTANT THAT THE PLAYER KEEP HEAD UP WHEN MAKING CONTACT AS THIS WILL HELP PREVENT HEAD AND NECK INJURIES!

E. Blocking

- 1. Teach players to properly use blocking techniques
- 2. Drive block
 - a. Take short lead step towards opponent
 - b. Bring trail leg with power step
 - c. Hips explode toward opponent
 - d. Thrust hands into chest of opponent
 - e. Drive opponent—MUST REMAIN LOW, keep wide base and take short choppy steps
 - f. Head must be up and off to side of ball
 - g. Continue blocking until the whistle is blown
- 3. Pass block
 - a. On snap take short step backward—drop step with outside foot
 - b. Keep knees bent and stay low
 - c. Extend arms quickly into opponent's chest and retract arms
 - d. Keep body between opponent and quarterback
 - e. If defender is getting by, keep contact with “frame” and attempt to push defender to the ground or past the quarterback
- 4. Trap block
 - a. The two players involved must know who is going first
 - b. Player going first takes a small 45 degree step towards defender and then continues proper blocking technique
 - c. Player going second delays for a short count and then pulls back and then proceeds towards defender
- 5. Pulling
 - a. On the snap, the player throws play side arm quickly back
 - b. Play side foot takes a 90 degree step backwards and pivots on offside foot
 - c. With the body remaining low, the offside foot is brought up while pivoting on original play side foot
 - d. The player then quickly moves down line and locates the defender he intends to block
 - e. Defender is properly blocked
- 6. Lead block—running back
 - a. On snap, the player shall explode quickly out of stance and must remain low
 - b. Player goes through intended holes with head up so he may locate defender
 - c. Blocker then proceeds with proper blocking technique and drives defender from the hole

F. Pass Reception

- 1. Teach players to properly run routes and receive ball
- 2. Routes
 - a. Explode quickly out of stance—3 point stance at this level (Exception: play-action pass) block opponent one or two counts and then release into route
 - b. Stay low coming out of stance
 - c. Run quickly to spot of cut

- d. Eyes remain forward—try to look opponent in the eye
- e. Come under controlled run
- f. Fake
 - 1. Head and shoulders—turn head and shoulder in opposite direction of intended route
 - 2. Jab step—take short jab step in opposite direction of intended route
- g. Explode out of fake
- h. Run through the ball
- i. The three C's of a receiver: Confidence, Courage, and Concentration
- 3. Pass reception
 - a. Run good route
 - b. Turn head quickly after break to locate the ball
 - c. Focus on nose of ball
 - d. Extend hands and arms away from body
 - e. Passes chest high or higher have thumbs together
Passes abdomen or lower have little fingers together
 - f. Follow the ball all the way to the hands
 - g. Cushion ball on contact—use arms like springs
 - h. After reception, immediately place ball in arm in proper carrying position

G. Use of Blockers

- 1. Teach players to properly read and set up blockers
- 2. Reading of blockers
 - a. Runner moves opposite of direction blocker is moving opponent
 - b. Explode through hole
- 3. Setting up blockers
 - a. Important in open field
 - b. Fake one direction to get opponent leaning so blocker obtains advantage
 - c. Quickly move in opposite direction of block

H. Formations

- 1. Teach players proper alignment for basic formations
- 2. Formations to be taught
 - a. I-formation
 - b. Wing or flanker formation
 - c. Slot-formation
- 3. Spacing
 - a. Offensive lineman should have one yard between feet of each other
 - b. Fullback one and a half yards behind quarterback—all formations
 - c. Halfback one yard behind fullback—I-formation
-one yard off line and one yard to side of end—flanker formation
-one yard off line and one yard to side of guard—slot formation
 - d. Ends—eight to ten yards away from slot man and on line of scrimmage

I. Tackling

- 1. Teach players the proper techniques of tackling
- 2. Tackling
 - a. Player must first get into proper hitting position. The feet are to be a little wider than shoulder width apart. Knee must be bent and the buttocks must be low. Arms should be slightly wider than the body. Head must be up and eyes looking forward and at the player's abdomen.
 - b. Take small step towards the middle of the man and place the head to the side opposite of the lead step. The head must remain up as to prevent injury.

- c. Bring trail leg with a power step and have the hips explode into the opponent.
- d. Wrap arms around opponent's legs.
- e. Keep the legs driving and bring the opponent to the ground.
- f. WHILE TACKLING, THE HEAD MUST BE UP AND OFF TO THE SIDE!
- g. REMAIN LOW AND KEEP THE LEGS DRIVING!

J. Defensive line play

- 1. Teach defensive lineman their responsibilities and proper techniques to be successful
- 2. Responsibilities
 - a. Interior lineman must control their opponent and their assigned holes.
 - b. Defensive ends must slow the offensive end and not allow any play to the outside of them.
 - c. Watch the opponents hand or the ball and get off the ball quickly
 - d. Stay lower than the blocker
 - e. Eyes should always be looking for the ball carrier
- 3. Techniques
 - a. Bull rush—player takes short lead step into opponent. Hands and arms thrust into opponent's chest. Power step into and through the opponent. Get rid of opponent by pushing or tossing to a side.
 - b. Rip—player takes small lead step with outside foot while simultaneously bringing inside arm quickly through to the outside. Bring inside foot forward with power step and drive to the opponents outside shoulder. Get rid of opponent.
 - c. Swim—player takes small lead step with outside foot and simultaneously strikes the opponent's outside shoulder with the outside hand. The inside arm is then brought over the top of the opponent in a swimming fashion and reaching to the opponent's outside shoulder. The inside foot is brought forward in a power step. Get rid of opponent.

K. Linebackers

- 1. Teach linebackers proper run stopping and pass coverage techniques
- 2. Run stopping
 - a. Player must be in ready position—knees bent, hips low, hands ready and eyes watching their key
 - b. On snap the player quickly analyzes play and immediately does his assignment
 - c. Player flows to the ball and must step up to meet the ball carrier
 - d. Proper tackling technique is then used to bring down the ball carrier
- 3. Pass coverage
 - a. Upon pass recognition, player immediately locates assigned player and begins to cover opponent until the pass is attempted.

L. Pass coverage techniques

- 1. Locate player
- 2. Knees are bent and hips are low
- 3. Back pedal as long as possible keeping a 4 to 5 yard comfort zone
- 4. Keep eyes on opponent's abdomen—DO NOT LOOK INTO HIS EYES
- 5. As opponent makes his break follow as close as possible without touching him
- 6. As ball is approaching, position yourself to intercept, knockdown the ball or to make a tackle if the first two cannot be done.
- 7. WATCH YOUR MAN AND NOT THE QUARTERBACK!
- 8. SHAKE AND BAKE!

**Culbertson Public Schools
Athletic Permission Form**

By its nature, participation in athletics includes risk of injury which may range in severity from minor to disabling to even death. Although serious injuries are not common in supervised school athletic programs, it is impossible to eliminate the risk. Participants can and have the responsibility to help reduce the chance of injury. Players must obey all safety rules, report all physical problems to their coaches, follow a proper conditioning program, and inspect their own equipment daily.

By signing this Permission Form, we acknowledge that we have read the above information. PARENTS OR STUDENTS WHO DO NOT WISH TO ACCEPT THE RISKS DESCRIBED IN THIS WARNING SHOULD NOT SIGN THIS PERMISSION FORM.

"I hereby give my consent for _____ (Student Name) to represent his/her school in approved interscholastic or intra-mural athletic activities; to accompany any school team of which he/she is a member of on its local or out-of-town trips; to receive emergency medical care which may become necessary in the course of such athletic activities or such travel."

Please mark above mentioned student's approved activities:

- ☐ Football
- ☐ Volleyball
- ☐ Cross Country
- ☐ Basketball
- ☐ Cheerleading
- ☐ Track
- ☐ Golf

I further agree not to hold the school or anyone acting in its behalf responsible for any injury occurring to the above named student in the proper course of such athletic activities or travel."

SIGNATURE: _____ DATE: _____
Parent/Legal Guardian

SIGNATURE: _____ DATE: _____
Student

MHSA CONFIDENTIAL ATHLETIC PRE-PARTICIPATION PHYSICAL EXAMINATION

See Montana High School Association, Article II, Section (3), Physical Exam. A physical examination is required for each student in order to be considered eligible for participation in an Association contest. Physical examinations must be completed prior to the first practice. This examination must be certified by a licensed medical professional acting within the scope and limitations of his/her practice. This certification is valid for a period of one school year. A physical examination conducted before May 1st is not valid for participation for the following school year. All information is to remain confidential.

HISTORY – To be completed by the student and parent(s).

QUESTIONNAIRE FOR ATHLETIC PARTICIPATION (PLEASE PRINT)

QUESTIONNAIRE FOR ATHLETIC PARTICIPATION (PLEASE PRINT)			
Name	_____	Male <input type="checkbox"/> Female <input type="checkbox"/>	Grade _____ Date of Birth _____
Home Address	_____	Phone Number	_____
Parent's Name	_____	Family Physician	_____
Current School	_____	Date	_____
		Student Signature	_____

Explain "Yes" answers below. Circle questions to which you don't know the answer.

	Yes	No
1. Has a doctor ever denied or restricted your participation in sports for any reason?	<input type="checkbox"/>	<input type="checkbox"/>
2. Do you have an ongoing medical condition (like diabetes or asthma)?	<input type="checkbox"/>	<input type="checkbox"/>
3. Are you currently taking any prescription or nonprescription (over-the-counter) medicines or pills?	<input type="checkbox"/>	<input type="checkbox"/>
4. Are you taking medicine for ADHD?	<input type="checkbox"/>	<input type="checkbox"/>
5. Do you have allergies to medicines, poisons, foods, or stinging insects?	<input type="checkbox"/>	<input type="checkbox"/>
6. Have you ever passed out or nearly passed out DURING exercise?	<input type="checkbox"/>	<input type="checkbox"/>
7. Have you ever passed out or nearly passed out AFTER exercise?	<input type="checkbox"/>	<input type="checkbox"/>
8. Have you ever had discomfort, pain, or pressure in your chest during exercise?	<input type="checkbox"/>	<input type="checkbox"/>
9. Does your heart race or skip beats during exercise?	<input type="checkbox"/>	<input type="checkbox"/>
10. Has a doctor ever told you that you have (circle all that apply):		
High blood pressure	<input type="checkbox"/>	A heart murmur
High cholesterol	<input type="checkbox"/>	A heart infection
11. Has a doctor ever ordered a test for your heart? (for example, ECG, echocardiogram)	<input type="checkbox"/>	<input type="checkbox"/>
12. Has anyone in your family died for no apparent reason?	<input type="checkbox"/>	<input type="checkbox"/>
13. Does anyone in your family have a heart problem?	<input type="checkbox"/>	<input type="checkbox"/>
14. Has any family member or relative died of heart problems or of sudden death before age 50?	<input type="checkbox"/>	<input type="checkbox"/>
15. Does anyone in your family have Marfan syndrome?	<input type="checkbox"/>	<input type="checkbox"/>
16. Have you ever spent the night in a hospital?	<input type="checkbox"/>	<input type="checkbox"/>
17. Have you ever had surgery?	<input type="checkbox"/>	<input type="checkbox"/>
18. Have you ever had an injury, like a sprain, muscle or ligament tear or tendonitis that caused you to miss a practice or game. If yes, circle affected area below:	<input type="checkbox"/>	<input type="checkbox"/>
If yes, circle below:		
20. Have you had a bone or joint injury that required x-rays, MRI, CT, surgery, injections, rehabilitation, physical therapy, a brace, a cast, or crutches? If yes, circle below:	<input type="checkbox"/>	<input type="checkbox"/>

Head	Neck	Shoulder	Upper arm	Elbow	Forearm	Hand / fingers	Chest
Upper back	Lower back	Hip	Thigh	Knee	Calf/shin	Ankle	Foot / toes

21. Have you ever had a stress fracture?	<input type="checkbox"/>	<input type="checkbox"/>
22. Have you been told that you have or have you had an x-ray for atlantoaxial (neck) instability?	<input type="checkbox"/>	<input type="checkbox"/>
23. Do you regularly use a brace or assistive device?	<input type="checkbox"/>	<input type="checkbox"/>
24. Has a doctor ever told you that you have asthma or allergies?	<input type="checkbox"/>	<input type="checkbox"/>

Allergies:

Immunizations: (eg, tetanus/diphtheria; measles, mumps, rubella; hepatitis A, B; influenza; poliomyelitis; pneumococcal; meningococcal; varicella)

Date of last known tetanus shot:

	Yes	No
25. Do you cough, wheeze, or have difficulty breathing during or after exercise?	<input type="checkbox"/>	<input type="checkbox"/>
26. Is there anyone in your family who has asthma?	<input type="checkbox"/>	<input type="checkbox"/>
27. Have you ever used an inhaler or taken asthma medicine?	<input type="checkbox"/>	<input type="checkbox"/>
28. Were you born without or are you missing a kidney, an eye, a testicle, or any other organ?	<input type="checkbox"/>	<input type="checkbox"/>
29. Have you had infectious mononucleosis (mono) within the last month?	<input type="checkbox"/>	<input type="checkbox"/>
30. Do you have any rashes, pressure sores, or other skin problems?	<input type="checkbox"/>	<input type="checkbox"/>
31. Have you had a herpes skin infection?	<input type="checkbox"/>	<input type="checkbox"/>
32. Have you ever had a head injury or concussion?	<input type="checkbox"/>	<input type="checkbox"/>
33. Have you been hit in the head and been confused or lost your memory?	<input type="checkbox"/>	<input type="checkbox"/>
34. Have you ever had a seizure?	<input type="checkbox"/>	<input type="checkbox"/>
35. Do you have headaches with exercise?	<input type="checkbox"/>	<input type="checkbox"/>
36. Have you ever had numbness, tingling, or weakness in your arms or legs after being hit or falling?	<input type="checkbox"/>	<input type="checkbox"/>
37. Have you ever been unable to move your arms or legs after being hit or falling?	<input type="checkbox"/>	<input type="checkbox"/>
38. When exercising in the heat, do you have severe muscle cramps or become ill?	<input type="checkbox"/>	<input type="checkbox"/>
39. Has a doctor told you that you or someone in your family has sickle cell trait or sickle cell disease?	<input type="checkbox"/>	<input type="checkbox"/>
40. Have you had any problems with your eyes or visions?	<input type="checkbox"/>	<input type="checkbox"/>
41. Do you wear glasses or contact lenses?	<input type="checkbox"/>	<input type="checkbox"/>
42. Do you wear protective eyewear, such as goggles or a face shield?	<input type="checkbox"/>	<input type="checkbox"/>
43. Are you happy with your weight?	<input type="checkbox"/>	<input type="checkbox"/>
44. Are you trying to gain or lose weight?	<input type="checkbox"/>	<input type="checkbox"/>
45. Have anyone recommended you change your weight or eating habits?	<input type="checkbox"/>	<input type="checkbox"/>
46. Do you limit or carefully control what you eat?	<input type="checkbox"/>	<input type="checkbox"/>
47. Do you have any concerns that you would like to discuss with a doctor?	<input type="checkbox"/>	<input type="checkbox"/>
FEMALES ONLY		
48. Have you ever had a menstrual period?	<input type="checkbox"/>	<input type="checkbox"/>
49. How old were you when you had your first menstrual period?	<input type="checkbox"/>	<input type="checkbox"/>
50. How many periods have you had in the last year?	<input type="checkbox"/>	<input type="checkbox"/>

Explain "Yes" answers here:

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears slightly aged or off-white.

PROVIDER'S PHYSICAL EXAMINATION FORM

Name _____ Date of Birth _____

Height _____ Weight _____ Pulse _____ BP: Left Arm _____ / _____ Right Arm _____ / _____

Vision R 20/ _____ L 20/ _____ Corrected: Y N Pupils: Equal _____ Unequal _____

	NORMAL	ABNORMAL FINDINGS	INITIALS*
MEDICAL			
Appearance			
Eyes/ears/nose/throat			
Hearing			
Lymph nodes			
Heart			
Murmurs			
Pulses			
Lungs			
Abdomen			
Hernia			
Skin			
MUSCULOSKELETAL			
Neck			
Back			
Shoulder/arm			
Elbow/forearm			
Wrist/hands/fingers			
Hip/thigh			
Knee			
Leg/ankle			
Foot/toes			

*Multiple examiner set-up only.

Notes: _____

CLEARANCE

- ☐ Cleared without restriction
- ☐ Cleared with recommendations for further evaluation or treatment for: _____
- _____

☐ Not cleared for ☐ All sports ☐ Certain sports _____ Reason: _____

Recommendations: _____

Name of physician/medical provider (print or type) _____ Date _____

Address _____ Phone _____

Signature of physician/medical provider _____

PARENT'S OR GUARDIAN'S PERMISSION AND RELEASE

I certify that the information provided by the student/parent(s) is accurate to the best of my knowledge. I hereby give my consent for the above student to engage in approved athletic activities as a representative of his/her school, except those indicated above by the licensed professional. I also give my permission for the team physician, athletic trainer, or other qualified personnel to have access to information provided here as well as to give first aid treatment to this student at an athletic event in case of injury. If emergency service involving medical action or treatment is required and the parent(s) or guardian(s) cannot be contacted, I hereby consent for the student named above to be given medical care by the doctor or hospital selected by the school.

Typed or printed name of parent or guardian _____

Signature of parent or guardian _____

Date _____

Address _____

Insurance (Company name) _____

Parent's Home Phone _____

Parent's Work Phone _____

Parent's Cell Phone _____

Additional Phone (if any-specify) _____

ALL INFORMATION IS TO REMAIN CONFIDENTIAL

(Updated 3/10)



Student-Athlete & Parent/Legal Guardian Concussion Statement

Because of the passage of the Dylan Steigers' Protection of Youth Athletes Act, schools are required to distribute information sheets for the purpose of informing and educating student-athletes and their parents of the nature and risk of concussion and head injury to student athletes, including the risks of continuing to play after concussion or head injury. Montana law requires that each year, before beginning practice for an organized activity, a student-athlete and the student-athlete's parent(s)/legal guardian(s) must be given an information sheet, and both parties must sign and return a form acknowledging receipt of the information to an official designated by the school or school district prior to the student-athletes participation during the designated school year. The law further states that a student-athlete who is suspected of sustaining a concussion or head injury in a practice or game shall be removed from play at the time of injury and may not return to play until the student-athlete has received a written clearance from a licensed health care provider.

Student-Athlete Name: _____

This form must be completed for each student-athlete, even if there are multiple student-athletes in each household.

Parent/Legal Guardian Name(s): _____

☐ We have read the *Student-Athlete & Parent/Legal Guardian Concussion Information Sheet*.

If true, please check box

After reading the information sheet, I am aware of the following information:

Student-Athlete Initials		Parent/Legal Guardian Initials
	A concussion is a brain injury, which should be reported to my parents, my coach(es), or a medical professional if one is available.	
	A concussion can affect the ability to perform everyday activities such as the ability to think, balance, and classroom performance.	
	A concussion cannot be "seen." Some symptoms might be present right away. Other symptoms can show up hours or days after an injury.	
	I will tell my parents, my coach, and/or a medical professional about my injuries and illnesses.	N/A
	If I think a teammate has a concussion, I should tell my coach(es), parents, or licensed health care professional about the concussion.	N/A
	I will not return to play in a game or practice if a hit to my head or body causes any concussion-related symptoms.	N/A
	I will/my child will need written permission from a licensed health care professional to return to play or practice after a concussion.	
	After a concussion, the brain needs time to heal. I understand that I am/my child is much more likely to have another concussion or more serious brain injury if return to play or practice occurs before concussion symptoms go away.	
	Sometimes, repeat concussions can cause serious and long-lasting problems.	
	I have read the concussion symptoms on the Concussion fact sheet.	

Signature of Student-Athlete

Date

Signature of Parent/Legal Guardian

Date

HEADS*UP

CONCUSSION IN HIGH SCHOOL SPORTS

A FACT SHEET FOR **ATHLETES**

What is a concussion?

A concussion is a brain injury that:

- Is caused by a bump, blow, or jolt to the head or body.
- Can change the way your brain normally works.
- Can occur during practices or games in any sport or recreational activity.
- Can happen even if you haven't been knocked out.
- Can be serious even if you've just been "dinged" or "had your bell rung."

All concussions are serious. A concussion can affect your ability to do schoolwork and other activities (such as playing video games, working on a computer, studying, driving, or exercising). Most people with a concussion get better, but it is important to give your brain time to heal.

What are the symptoms of a concussion?

You can't see a concussion, but you might notice **one or more** of the symptoms listed below or that you "don't feel right" soon after, a few days after, or even weeks after the injury.

- Headache or "pressure" in head
- Nausea or vomiting
- Balance problems or dizziness
- Double or blurry vision
- Bothered by light or noise
- Feeling sluggish, hazy, foggy, or groggy
- Difficulty paying attention
- Memory problems
- Confusion

What should I do if I think I have a concussion?

- **Tell your coaches and your parents.** Never ignore a bump or blow to the head even if you feel fine. Also, tell your coach right away if you think you have a concussion or if one of your teammates might have a concussion.
- **Get a medical check-up.** A doctor or other health care professional can tell if you have a concussion and when it is OK to return to play.
- **Give yourself time to get better.** If you have a concussion, your brain needs time to heal. While your brain is still healing, you are much more likely to have another concussion. Repeat concussions can increase the time it takes for you to recover and may cause more damage to your brain. It is important to rest and not return to play until you get the OK from your health care professional that you are symptom-free.

How can I prevent a concussion?

Every sport is different, but there are steps you can take to protect yourself.

- Use the proper sports equipment, including personal protective equipment. In order for equipment to protect you, it must be:
 - The right equipment for the game, position, or activity
 - Worn correctly and the correct size and fit
 - Used every time you play or practice
- Follow your coach's rules for safety and the rules of the sport.
- Practice good sportsmanship at all times.

If you think you have a concussion:

Don't hide it. Report it. Take time to recover.

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

For more information and to order additional materials *free-of-charge*, visit: www.cdc.gov/Concussion.

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
CENTERS FOR DISEASE CONTROL AND PREVENTION



APPENDIX D

BEGINNING OF SEASON ROSTER

SQUAD _____

COACH _____

YEAR _____

[illegible]

APPENDIX E

END OF SEASON REPORT

Year: _____ Sport: _____ Coach: _____

Season Record: W _____ L _____ T _____

Conference Record: W _____ L _____ T _____

Conference Finish _____ Total Practices _____ Prime Time _____ Other _____

Team Honors _____

Individual Honors:

Captain(s) _____

All Conference _____

All Divisional _____

All State _____

Most Valuable _____

Most Improved _____

Letter Winners	Participation Awards
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.
11.	11.
12.	12.
13.	13.
14.	14.

_____ Inventories returned to Activities Secretary.

_____ Orders for next year turned in to Activities Director.

APPENDIX G

ATHLETIC INJURY REPORT

ATHLETIC DEPARTMENT

Check building: _____ High School _____ Junior High School

This report will be made out on the date the injury occurred, by the ATHLETIC TRAINER/HEAD COACH.

This report will be submitted to the Athletic Office NO LATER than the day following the injury.

ATHLETE'S NAME: _____ Sport: _____ Grade: _____
Male: _____ Female: _____

DATE INJURED: _____ Date Report made: _____

1. Date report submitted (leave blank) _____

2. Were parents notified of injury: _____

3. Injury occurred in: Practice _____ Game _____

4. Area of injury: Left Side _____ Right Side _____

Specific Area of Injury: _____

5. Type of injury: Contusion _____ Separation _____ Dislocation _____
Pulled Muscle _____ Strain _____ Sprain _____
Fracture _____ Wound _____ Stitches _____ # _____

6. Was athlete advised to see physician? Yes _____ No _____

7. Physician's Name: _____ Location: _____

Hospital: _____ Location: _____

8. If not advised to see physician, state reason: _____

9. Was an X-ray taken of injury? Yes _____ No _____

10. Who was responsible for sending athlete for X-rays? _____

11. Was athlete given release date by physician, giving permission to practice?
Yes _____ No _____ Release Date: _____12. Athletic Trainer/Head Coach's description of injury, how it occurred,
possible injury: __________
Signature of Trainer/Head Coach

Athletic Disciplinary Report

Athlete's Name _____

Date of Infraction _____ Sport _____

Disciplinary Problem

Action Taken

Coach _____ Date _____