

**Charles County Public Schools**  
**Office of School Administration and Leadership**

**Student / Parent**  
**Extra - Curricular**  
**Activities Handbook**



**2025-2026**

*June 2025*



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## Mission Statement

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

## **Nondiscrimination Statement *(Updated July 1, 2024)***

The Charles County public school system does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, age or disability in its programs, activities or employment practices.

For inquiries, please contact:

- **Dr. Mike Blanchard**, Title IX/ADA/Section 504 Coordinator (students)
- **Nikial M. Majors**, Title IX/ADA/Section 504 Coordinator (employees/adults)

### **Address:**

Charles County Public Schools  
Jesse L. Starkey Administration Building  
P.O. Box 2770  
La Plata, MD 20646

**Phone:** 301-932-6610 / 301-870-3814

**Special Accommodations:** Call 301-934-7230 or TDD 1-800-735-2258 two weeks prior to the event.

**Note:** CCPS provides nondiscriminatory equal access to school facilities in accordance with its Use of Facilities rules to designated youth groups (including, but not limited to, the Boy Scouts).

## Charles County Athletic Council Overview

The **Charles County Athletic Council** serves as a **policy-making advisory body** to the **Director of Student Activities**. It includes:

- Executive Director
- High School Principals
- Assistant Principals
- Athletic Directors
- Head Coaches
- Parents
- Student Athletes

**Chair:** Director of Student Activities

**Meeting Frequency:** At least twice per year or as needed

**Purpose:**

- Discuss athletic program details
- Make recommendations on interscholastic programs and budgets
- Forward recommendations to the Chief of Schools and Superintendent

## High School Athletics Contact Directory

School	Address	Principal	Athletic Director
<b>La Plata High School</b>	6035 Radio Station Road, La Plata, MD 20646 (301) 934-1100	Douglass Dolan	Christopher Butler, RAA
<b>Henry E. Lackey High School</b>	3000 Chicamuxen Road, Indian Head, MD 20640 (301) 743-5431	Cheryl Davis	John Lush, RAA

<b>School</b>	<b>Address</b>	<b>Principal</b>	<b>Athletic Director</b>
<b>Maurice J. McDonough High School</b>	7165 Marshall Corner Road, Pomfret, MD 20675 (301) 934-2944	Darnell Lewis- Russell	Pamela Thornton- Miller, CAA
<b>North Point High School</b>	2500 Davis Road, Waldorf, MD 20603 (301) 753-1759	Daniel Kaple	Andy Shattuck, CAA
<b>St. Charles High School</b>	5305 Piney Church Road, Waldorf, MD 20602 (301) 753-2090	Tammika Little	Jennifer Smith, CMAA
<b>Thomas Stone High School</b>	3785 Leonardtown Road, Waldorf, MD 20601 (301) 645-2601	Shanif Pearl	Kevin Heider, RAA
<b>Westlake High School</b>	3300 Middletown Road, Waldorf, MD 20603 (301) 645-8857	Dana Fenwick	Andrew Dutrow

# Charles County Public Schools

## Student / Parent Extra-Curricular Handbook

### Purpose

This handbook serves as a guide for student athletes and parents (including legal guardians). It provides essential information for successful participation in athletic and non-athletic extracurricular programs. For questions not addressed here, contact the coach or athletic director.

**Note:** While much of the content references athletics, the rules and expectations apply to all extracurricular activities (see page 10 for examples).

### Sportsmanship

All athletes and parents must demonstrate good sportsmanship, defined as:

- Respect for rules, players, coaches, officials, and fans.
- Commitment to fair play, ethical behavior, and integrity.

### Event Announcement (when applicable):

Spectators are reminded to:

- Stay off the playing area.
- Cheer positively for your team.
- .
- Refrain from smoking, using laser pointers, or flash photography.
- Follow directions in case of emergencies.
- Understand that inappropriate behavior may result in removal from the event.

### Parent & Spectator Conduct

Spectators play a vital role in modeling good behavior and sportsmanship. Remember:

- Events are educational and meant to be positive.
- Focus on encouragement and support.
- Avoid negative criticism, booing, or taunting.
- Respect all participants, including officials and opponents.

**Violation of this code may result in loss of spectator privileges for the remainder of the school year.**

## **Spectator Code of Conduct**

### **Expectations:**

- No swearing or vulgar language.
- No taunting or public disturbances.
- No threats or acts of aggression.
- Show respect to all participants and attendees.

### **Penalties for Violations:**

- Immediate removal from the event.
- Ban from future CCPS/SMAC/MPSSAA events.

### **Additional Actions:**

- Student suspension or dismissal from team/club.

## **Temporary Restraining Orders (TROs)**

- CCPS does not enforce TROs.
- Police may remove involved parties if a TRO is in effect.
- If safety is at risk, the game may be:
  - **Terminated and not rescheduled**, or
  - **Played at a secured site with no b**

## **Final Reminder**

**Let the players play.**

**Let the coaches coach.**

**Let the officials officiate.**

**Let the spectators be positive.**

## **Parent/Guardian Communication Guide**

## Purpose

This guide supports parents of student-athletes by fostering mutual understanding between families and coaches. Clear communication ensures a positive experience for all involved.

## What to Expect from Your Child's Coach/Sponsor

1. Philosophy of the coach/sponsor
2. Expectations for your child and all team members
3. Practice and event locations and times
4. Team requirements (fees, equipment, conditioning)
5. Injury procedures
6. Disciplinary actions affecting participation

## What Coaches/Sponsors Expect from Parents

1. Direct communication of concerns
2. Advance notice of scheduling conflicts
3. Respectful discussion of coaching philosophy or expectations

## Appropriate Topics to Discuss with Coaches/Sponsors

- Treatment of your child (mentally and physically)
- Ways to help your child improve
- Concerns about your child's behavior

## Inappropriate Topics to Discuss with Coaches

- Playing time
- Team strategy
- Play calling
- Other students

## Steps to Resolve a Concern

1. **Student speaks directly with the coach/sponsor.**

2. **If unresolved, parent/guardian contacts the coach/sponsor to schedule a meeting.**
  - *Do not confront coaches before, during, or after practices/events.*
3. **If still unresolved, contact the Principal or Athletic Director to schedule a meeting with the coach/sponsor.**
  - *Next steps will be determined at this meeting.*

## Protection Against Retribution

- Students and parents are encouraged to voice concerns using the proper channels.
- Retaliation of any kind is strictly prohibited.
- If retribution is suspected, contact the **Principal or Athletic Director immediately.**

## Pre-Season Meeting Requirement

Each head coach must hold a pre-season meeting covering:

- Team rules and expectations
- Code of conduct and sportsmanship
- Chain of command
- Team selection process
- Practice/game procedures
- Emergency and concussion protocols
- Travel policies

## Superintendent Rule 1111

### Social Media and Electronic Communication

Charles County Public Schools (CCPS) recognizes that students, parents, and other stakeholders use differing methods of communication, and strives to reach as many of our community as possible. Social media is one of those methods.

**Social media is defined as** on-line technologies such as:

- X formerly Twitter
- Facebook
- YouTube
- Instagram
- Snapchat

as well as **all electronic communications**, including but not limited to:

- Texting
- Emailing
- Instant messaging
- Group messaging
- Chat rooms

CCPS allows the use of social media and other technologies as avenues to:

- Communicate school system messages
- Encourage social media visitors to visit the CCPS website
- Create opportunities for two-way dialogue

## Employee Use of Social Media

Approved social media sites may be used to facilitate communication among employees, groups of students and members of the school community to further the instructional program.

Employees are expected to conduct all social media communications in accordance with:

- Board policies
- Guidelines in the Employee Handbook
- Directions from their supervisors

as they would in any professional situation.

## Account Approval & Ownership

- Social media accounts used by employees of CCPS **shall be approved annually** by the school principal.
- The approval process will include the **sharing of login and password information**.
- Social media accounts established by schools and affiliated clubs are **property of CCPS**.

## Restrictions

Except as provided in this Rule, **CCPS prohibits communications between students and staff through social media.**

## Transparency

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

## General Conduct

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

## Privacy and Content

- Users must pay close attention to the site's security settings and allow only approved participants access to the site.
- Employees must adhere to CCPS guidelines when posting student pictures and using student names. Images that include students whose parents have opted out of media exposure should not be posted.
- If an employee learns of information on a social networking site that falls under the mandatory reporting guidelines, they must report it as required by law.

## Student Use of Social Media

- CCPS may provide access to designated social media sites deemed appropriate for students, solely for instructional purposes, on CCPS computers, tablets, or other mobile devices. CCPS reserves the right to discontinue access to any designated social media site and/or provide access to additional social media sites as necessary and appropriate for legitimate instructional purposes for students to use. In instances where access to designated CCPS social media sites is provided, CCPS administration shall have access to and may regulate such use.

- Student misuse of social media may have a negative and/or severe impact on a school learning environment, or risk the safety of staff and students, and shall be addressed by CCPS under the Code of Student Conduct guidelines.
- Moreover, student use of social media off school grounds having a nexus to, or having an impact on, the normal operations of a school, learning environments, or the safety of students or staff, shall be addressed by CCPS as a violation of the Code of Student Conduct.
- Students shall not use social media to communicate with employees except in cases where such use is regulated and monitored by CCPS administration and the students' parents/guardians for the purpose of furthering a bona fide CCPS educational initiative.
- Students and parents/guardians are encouraged to report any improper communication from a CCPS employee to the school principal or other staff member.

## Reporting Misuse of Social Media

- When an employee becomes aware of an incident that involves the misuse of social media, the staff member shall immediately report the incident to the principal. If the incident involves the safety or security of a student or staff member, the Charles County Sheriff's Office may be called.
- If it is determined that the incident is a direct result of misuse of social media, the school administrator will address the incident according to Code of Student Conduct.
- The school administrator/designee should be aware that some acts pertaining to the misuse of social media could also be delinquent acts. If they are delinquent acts, they shall be reported promptly to the responsible law enforcement agency.
- Students, parents/guardians, and staff are encouraged to report the misuse of social media to CCPS administrators.
- Students who violate any of the rules on social media may be subject to discipline up to and including suspension or expulsion.

## Squad Membership

- The tryout/selection period will be a minimum of three days commencing with the first day of practice. Any student who joins the team on/after the three-day tryout/selection period is not guaranteed three days before final team selection.
- A student must be on the roster for seven calendar days before participating in outside competition.

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

## Required Athletic Forms/Information

(Submitted Online)

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

## Required Forms:

- Student/Parent Athletic Handbook
- Parental Consent/Physical Form
- Athletic Emergency Medical Card

### Note:

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

## Student Insurance

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

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

Freshman playing on a varsity football team must purchase Grades 10–12 football coverage. If you wish to purchase this insurance, please go to [www.bobmccloskey.com/K12Voluntary](http://www.bobmccloskey.com/K12Voluntary) to complete the form and purchase online. Once you have completed the enrollment, please provide proof of insurance to the athletic director. The school will not collect enrollment applications from the students.

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

## Physical Examinations

All students must be examined and determined to be physically fit to participate in any tryout, practice or contest of a school team. A licensed physician or a physician's assistant under the supervision of a licensed certified physician must perform the exam. Certification of the exam must be provided to the high school principal and on file with the school's athletic director before a student may participate in a school-sponsored athletic activity.

A parent/guardian and healthcare provider must sign and date the physical form (MPSSAA/Charles County Physical Form available at all high schools). All incoming ninth

graders must also have a physical prior to participating in any high school athletics, including any pre-season or summer weight training sessions.

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

## **Eligibility**

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

## **Participation Limitations**

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

## **Out of Season Programs**

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

## **Residency**

**a.** Beginning July 1, 2011, students with pending housing occupancy within the school zone may enroll for academics but may not participate in athletics until the home is occupied. Students whose guardianship is pending may enroll for academics but may not participate in athletics until court documents are received by the school. Students whose custody is jointly held are ineligible until primary residency is established. Students paying tuition are ineligible

for one year from the date of enrollment. High school students who transfer from out of zone at any time during the school year are ineligible to participate in interscholastic athletics at the new school for one calendar year from the date of transfer. *(Students of a CCPS employee, see Superintendent's Rule 5126, item 6 for eligibility).*

**b.** Any new transfer student or student not listed on the athletic computer program must have a transcript or report card indicating the grades and attendance for the prior semester. Students will not be cleared to try out until this guideline has been met. Students are considered ineligible until this clearance process is met.

**c.** No school personnel are to discuss transfers or guardianship arrangements with any student for the purpose of facilitating athletic participation.

## Academic Eligibility

### Charles County Player Eligibility Code

#### Eligibility- Code of Maryland Regulations (COMAR) Subtitle 05, Chapter 03.02

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

#### Extracurricular Activities and Athletics Eligibility Requirements

Quarter	Eligibility Based On	Requirements
<b>First Quarter</b>	Final grade (2024–2025) report card	2.00 Final GPA, fewer than 5 days absence (Q4), no failing Final grades
<i>All incoming 9th grade students are automatically eligible for the first semester (first and second quarters)</i>		
<b>Second Quarter</b>	First quarter (2025–2026) report card	2.00 GPA, fewer than 5 days absence, no failing grades
<b>Third Quarter</b>	Second quarter (2025–2026) report card	2.00 GPA, fewer than 5 days absence, no failing grades
<b>Fourth Quarter</b>	Third quarter (2025–2026) report card	2.00 GPA, fewer than 5 days absence, no failing grades

## Additional Regulations (per MPSSAA and CCPS)

### 1. Full-Time Enrollment

An individual must be a registered full-time student in Charles County Public Schools to participate in any extracurricular activity. A full-time student is defined as a student registered in four (4) or more courses or in an approved college or principal waiver program, except in special circumstances.

### 2. Academic Eligibility Policy

Based on Policy #6431

*(Adopted February 9, 2014; Last Revised April 17, 2018; Last Reviewed April 17, 2018; Revised August 9, 2022)*

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

## Definition of Extracurricular Activities

Extracurricular activities are defined as any activity pursued outside of a student's class enrollment. Examples include:

- Athletics
- Clubs
- Student Government Associations

These programs are considered an integral part of the total educational experience and often positively influence academic achievement.

## Exemptions from Eligibility Policy

Activities that support specific content curriculum **do not fall under the eligibility policy** if the student is enrolled in the credit-bearing class. Examples include:

- Fine and Performing Arts
- J.R.O.T.C. Drill Competitions
- Skills U.S.A.

## Extracurricular Activities and Athletics Eligibility Requirements

Grade Level	Eligibility Requirements
<p><b>First-Time 9th Graders</b></p>	<ul style="list-style-type: none"> <li>• A student who is promoted from eighth grade to ninth grade automatically meets the GPA and attendance eligibility requirements for the first semester.</li> <li>• Except for students promoted from eighth grade to ninth grade in their first semester, absences count against eligibility.</li> <li>• Students absent <b>fewer than 5 days</b> may be eligible without documentation.</li> <li>• Students absent <b>5 or more days</b> may provide documentation for a lawful absence within 5 days (limit of 5 parent notes).</li> <li>• A <b>suspension</b> will count against eligibility.</li> </ul>
<p><b>Repeat 9th Graders &amp; 10–12th Graders</b></p>	<ul style="list-style-type: none"> <li>• Must meet <b>local promotion standards</b>.</li> <li>• Must have earned a <b>2.0 GPA</b> from the previous quarter with <b>no failing “F” grades</b> for quarters 1, 2, and 3.</li> <li>• Must have earned a <b>FINAL 2.0 GPA</b> with <b>no FINAL failing “F” grades</b> for any yearlong or second semester course from the previous school year.</li> <li>• Absences count against eligibility.</li> <li>• Students absent <b>fewer than 5 days</b> may be eligible without documentation.</li> <li>• Students absent <b>5 or more days</b> may provide documentation for a lawful absence within 5 days (limit of 5 parent notes).</li> <li>• A <b>suspension</b> will count against eligibility.</li> </ul>

## Lawful Absences

*As Defined by COMAR 13A.08.01.03*

### The following are considered lawful absences:

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

- Lack of authorized transportation
- Hazardous weather conditions

## Eligibility Determination Guidelines

### 1. **Fall Activities**

Except for students promoted from eighth grade to ninth grade, students who wish to participate in fall extracurricular and/or athletic activities will need to meet eligibility requirements based on their **final grade-point average at the end of the previous year**.

### 2. **Winter Activities**

Except for students promoted from eighth grade to ninth grade, students who wish to participate in winter extracurricular and/or athletic activities will need to meet eligibility requirements based on their **first quarter grade-point average**.

### 3. **Spring Activities**

Students who wish to participate in spring extracurricular and/or athletic activities will need to meet eligibility requirements based on their **second quarter grade-point average**.

### 4. **Failing Grades in Quarters 1, 2, or 3**

Except for students promoted from eighth grade to ninth grade in their first semester, if a student received a failing grade in quarters 1, 2, or 3, she/he is **ineligible for the remainder of the season**, for **post-season play**, and for the **following quarter**.

### 5. **Summer School Recovery**

Students academically ineligible at the end of the school year due to a failing grade may regain eligibility by attending and passing any/all summer school class(es) offered that caused the student's ineligibility.

- Students may regain eligibility **only by taking the same summer school class** to improve a failing grade or the **corresponding equivalent** that meets graduation requirements.
- Grade point average requirements will be **recalculated after the completion of summer school**.

### 6. **Original Credit Courses**

Summer school classes taken for **original credit** do **not** count towards or against eligibility.

### 7. **No Mid-Quarter Eligibility Changes**

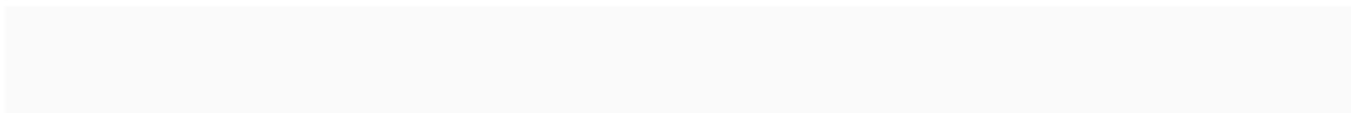
Students **cannot gain or regain eligibility** at interim or at any time during the quarter and/or season.

## Extra-curricular Activities and Athletics Requirements: High Schools

Eligibility requirements must be met for students to participate in competitions, non-curricular performances, and in activities which represent a CCPS school or district. Activities include, but are not limited to:

<b>Competition</b>	<b>Performance (Non-Curricular)</b>	<b>Club/Other (Representing the School/System)</b>
All Athletics	Band Fronts	SGA: Officers, Reps, and CCASC
Black Saga	Cheerleading	Class Officers
Cheerleading	Dance Team	Key Club
Debate Team	Pep Band	National Honor Society
DI (Destination	Fine & Performing Arts (if not	
Educators Rising	Jazz Band	
Envirothon	Poms	
FBLA	Marching Band (non-	
It's Academic	Modeling	
Math Counts	Show Troupe	
Fine & Performing Arts	Step Team	
Math Team		

<b>Competition</b>	<b>Performance (Non-Curricular)</b>	<b>Club/Other (Representing the School/System)</b>
Marching Band (if not		
MESA		
Mock Trial		
Model UN		
Poms		
Rifle Team (if not in		
Sea Perch		
Spelling Bee		
Step Team		
Unified Sports		
VEX Robotics		



# Superintendent's Rule 6431

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

*Legal Adopted November 10, 2015; Modified April 17, 2018*

### Purpose and Definitions

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

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

1. Compete with students from other schools (e.g., intramural athletics, robotics team); or
2. Represent the school (e.g., student government); or
3. Perform (e.g., school play, musical group).

**Extracurricular activities do not include** academic support and supervised, structured skill-development activities such as:

- Fine and performing arts workshops
- Tutoring programs
- Mentoring programs
- Open gyms

### Definition of Days Absent

Days absent include any absence from school for a full day or any portion of the day for any reason **other than**:

- Death in the immediate family (parent/guardian, sibling, grandparent, aunt, uncle, first cousin, or household member)
- Illness of the student supported by a **physician's certificate**
- Up to **five parent notes per quarter** (submitted within five days of the absence)
- Illness of the student sent home by the **school nurse**, plus 1–2 additional days with a parent's written explanation
- **Health exclusion**, as determined by the school
- **Court summons**
- Other emergencies or circumstances approved by the **principal**, including educational trips and college visits (see Superintendent's Rule 5122)

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

## Ineligibility and Appeals Process

- Any determination of ineligibility under Board Policy 6431 shall be **listed on the student's report card** from the previous quarter.
- **Appeals Process:**
  1. Parents may appeal to the **school principal** using the *Extra-Curricular Eligibility Appeal* form.
  2. If denied, parents may appeal in writing to the **Office of School Administration** within **30 days** of the principal's decision.
  3. If denied again, a final appeal may be submitted in writing to the **Board of Education** within **30 days** of the Office of School Administration's decision.

The student shall remain **ineligible during the appeal process** unless and until the ineligibility determination is reversed.

## Implementation Timeline

This Rule applies to eligibility determinations beginning with the **second quarter of the 2015–2016 school year** and beyond.

- Any student who is absent (as defined above) for **more than 4.5 days** in the **first quarter** of the 2015–2016 school year shall be **ineligible** for extracurricular activities or athletics in the **second quarter**.
- In future determinations, **absences in the previous quarter** shall be the determining factor.

Nothing in this Rule overrides other eligibility factors, including the **minimum required GPA** as stated in Board Policy 6431.

## Attendance Requirements for Participation

### Absence and Eligibility

If a student is **unlawfully absent five (5) or more school days** during the 9-week grading period, he/she becomes **ineligible**. All absences count against eligibility **except** those coded:

- **M2** – Medical reasons
- **01** – Death in the immediate family
- **04** – Court appearance

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

- **Code 01** – Death in the immediate family, limited to a parent/guardian, sibling, grandparent, aunt, uncle, first cousin, or any individual who has regularly shared the household with the student
- **Code M2** – Illness of the student supported by a physician's certificate; illness of the student sent home due to illness at the recommendation of the school nurse for the remainder of that school day. An additional one or two consecutive school days immediately following that first day may be excused if supported by a written explanation from the student's parent/guardian; health exclusion, as determined by the school
- **Code 02 or 03** – Up to five parent notes will be accepted per quarter to excuse absences. Parent notes must be submitted within five days of the absence in order for the absence to be excused
- **Code 04** – Court summons
- **Code 08** – Work approved or sponsored by the school
- **Code 13** – Other emergency or set of circumstances which in the judgment of the principal constitutes a good and sufficient cause for absence from school, including educational trips and college visits, as defined by Superintendent's Rule 5122

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

### Participation Restrictions Based on Attendance

- **b.** If a student is absent the entire day due to illness, he/she **may not practice, compete, or perform.**
- **c.** If a student is absent in **afternoon classes**, he/she **may not practice, compete, or perform.**

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

## Practice

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

## Conduct Eligibility

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

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

## Conduct of Coaches and Players During Interscholastic Competition

- **Coach Ejection**

- Must leave the game site immediately
- Suspended for the next game played
- Not allowed at the game site on the day/night of the next contest
- Must complete the *"NFHS Teaching and Modeling Course for Disqualification Coaches"* at [www.nfhslearn.com](http://www.nfhslearn.com) (\$20 fee)
- Certificate of completion must be filed with the athletic director
- **Player Ejection (Flagrant Foul/Unsportsmanlike Conduct)**
  - Suspended for the next game played
  - May participate in practice but not attend or represent the team at the next game
  - Must view the *"NFHS Sportsmanship v2.0"* video at [www.nfhslearn.com](http://www.nfhslearn.com) under school official supervision
  - Certificate of completion must be filed with the athletic director
- **Egregious Ejection**
  - Minimum two-game suspension
  - Suspension length may increase depending on severity
  - Second egregious ejection in the same season may result in removal from the team

### Egregious Behavior Includes:

1. Violent conduct (e.g., fighting, baiting opponents)
2. Vulgar/profane language, spitting, insulting/abusive gestures
3. Racial language or gestures, or personal attacks toward officials

### Additional Ejection Rules:

- Ejection in the last game of the season results in disqualification from the first game of the following year/season
- Ejection from an MPSSAA playoff contest results in disqualification from the next MPSSAA contest
- **Ejections are not appealable**

Coaches should model good sportsmanship at all times. Player behavior is a direct reflection of coach behavior.

## Reinstatement of Suspended Students

### Suspension Guidelines:

1. Once suspended by the principal for violation of school rules, the student is automatically suspended from all school activities pending reinstatement.

2. The student will serve the suspension length as determined by the principal.
3. After serving the suspension, the student may be reinstated to school by the principal if all conditions are met.
4. Before returning to the team, the student must meet with the principal (or designee) and the athletic director/club sponsor. The parent and sponsor may also be included.
5. **If a second suspension occurs during the same sport season**, the student will **not be reinstated** to the team after returning to school.

## Hazing, Assault, and Harassment

Charles County Public Schools does not condone or allow any verbal, written, or physical assaults or harassment in any form, including hazing or similar activities. Any activities that humiliate, tease, harass, injure, or potentially injure as part of a ritual of belonging to any club, team, gang, or group are strictly forbidden in any form.

Any student who is exposed to an assault, harassment, or hazing, or suspects that such activities are occurring, should **immediately report** the matter to a coach, teacher, or administrator.

## Substance Abuse

The Charles County Board of Education policies concerning substance abuse are outlined in the **Student Code of Conduct Handbook**. Violations of the Substance Abuse Policy will be handled according to the discipline matrix already in place.

- Students may **not use or possess** drugs, alcohol, or tobacco.
- Students may **not distribute or use** any over-the-counter prescription drugs or dietary and nutritional supplements for the purpose of enhancing performance.
- **Failure to comply** with the Student Code of Conduct may result in **dismissal from sports teams**.

## Outside Team Membership

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

1. The outside participation **may not conflict** with the sports schedule of the school, including district, regional, and state championship play. (*Sports schedules include games and practices.*)

2. A student who elects to participate on an outside team and does not participate on the school team during the designated sport's season is **ineligible to represent his/her school** in all meets and games that determine a county, district, regional, or state championship.

## Admission Policy

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

- **Varsity:** \$6.00
- **Freshman/Junior Varsity Double Header:** \$6.00
- **Freshman:** \$6.00
- **Junior Varsity:** \$6.00

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

2. All individuals **seven years of age or older** will be charged admission. Children **younger than seven** will be admitted free **if accompanied by a parent or guardian**.
3. Any paying guest who **leaves the site** (gymnasium or field area) must **pay again to re-enter**.

*Exception: While re-entry is generally not allowed, good judgment may be used under certain circumstances.*

4. **No dogs or other pets** are permitted in school buildings or on school grounds without direct permission from school administration.

*Exceptions include guide dogs, assistance animals, and animals used for approved school-sponsored programs. All animals must be leashed and cleaned up after.*

## Care and Prevention of Sports Injuries

- **Athletic Trainers** are assigned to each high school to cover practices and games.
- In the event of an injury, the student athlete should **inform the athletic trainer and/or coach immediately**.
- The athletic trainer will:
  - Perform an on-site evaluation
  - Determine proper treatment
  - Refer to a physician if necessary

Any athlete treated by a doctor or emergency room must provide a **signed and dated release** from a qualified health professional before returning to play. This must be submitted to the **athletic director or trainer**.

- If the trainer is not on-site, the athlete should notify the **head coach or athletic director**.

- All injuries must be reported to:
  - Parents (immediately)
  - Athletic Director and/or Principal

## Tips for Injury Prevention

- Eat three well-balanced, nutritious meals daily
- Drink plenty of fluids (preferably water)
- Get at least 8 hours of sleep each night
- Warm up thoroughly before exercising
- Report all injuries—do not ignore them
- Always wear the prescribed uniform and protective gear
- Wash uniforms and gear after each use
- Do not share personal items (e.g., towels, razors)

## Sports-Related Concussions

A **concussion** is a brain injury caused by a force or jolt to the head. Concussions can occur in **any sport**.

- Parents will be notified **as soon as possible** on the day of the injury.
- If a student exhibits **any sign or symptom** of a concussion:
  - They will be **removed from play immediately**
  - Parents will be notified
  - The student may **not return to play** until:
    - Cleared by a **qualified health care professional**
    - **Symptom-free** at rest and during physical/mental exertion

For more information, visit: [www.nfhslearn.com](http://www.nfhslearn.com)

## Heat Acclimatization

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

The Maryland General Assembly recognized the risk and has provided legislation to address the problem. The guidelines were developed through a collaborative effort of representatives from:

- Maryland State Department of Education (MSDE)
- Department of Health and Mental Hygiene (DHMH)
- Local School Systems
- Maryland Public Secondary Schools Athletic Association (MPSSAA)
- Maryland Athletic Trainers Association (MATA)
- Licensed Physicians who treat student athletes

The contents detailed in this document include:

- Education of coaches, parents, athletic administrators, and student athletes
- Heat acclimatization timeline
- Reference to each school's **Athletic Emergency Action Plan (EAP)**

The guidelines attempt to strike a safe balance between a gradual introduction and assimilation into athletic practice and competition with the need to properly teach safe playing techniques. The mitigation of other serious injuries must be considered in any pre-season practice format.

## Awareness and Responsibility

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

## Importance of a Heat-Acclimatization Plan

A proper heat-acclimatization plan in secondary school athletic programs is essential to minimize the risk of **exertional heat illness** during the preseason practice period.

- Gradually increasing the athlete's exposure to the **duration and intensity** of physical activity and to the **environment** minimizes risk while improving performance.
- **Progressive acclimatization** is especially important during the **initial 3 to 5 days** of summer practices.
- When an athlete undergoes a proper heat-acclimatization program:
  - **Physiologic function** improves
  - **Exercise heat tolerance** increases
  - **Athletic performance** is enhanced

In contrast, athletes who are not exposed to proper heat-acclimatization programs face **measurably increased risks** for exertional heat illness.

## Weather Policy

### Weather Advisories

When a **Code Red/Orange weather advisory** is issued for the Washington Metropolitan area and the **heat index reaches 100+ degrees**, CCPS sends a **weather advisory** to all principals and athletic directors via email.

This advisory, when issued, **MUST be followed**.

During heat advisories, **students involved in physical activity must always have water available**.

### Guidelines During Heat Advisories

1. All high schools are equipped with **digital psychrometers** for on-campus monitoring by the athletic director.
2. **Heat Index 105°F+** – All **outdoor activities are canceled**. Indoor practice is permitted.
3. **Heat Index 94°F–104°F** –
  - No equipment during practices
  - Mandatory water/rest breaks every 10–15 minutes
  - Water must be available at all times
4. **Heat Index 84°F–93°F** –
  - Helmets and shoulder pads only

- Equipment should be removed during non-contact drills and breaks
- 10-minute rest per 45 minutes of activity
- Water must be available at all times

5. **Below 84°F** –

- Adequate water supply required
- Breaks every 30 minutes for rehydration
- Monitor heat index for increases

## Cold Weather Guidelines (Real Feel Temperature Below 32°F)

Real Feel Temperature	Guidelines
30°F and below	Be aware of potential for cold injury; notify appropriate personnel.
25°F and below	Provide additional protective clothing; cover exposed skin; allow re-warming.
15°F and below	Consider modifying activity to limit exposure or allow more frequent re-warming.
0°F and below	Consider terminating or rescheduling activity.

When the real feel temperature is **30°F or below**, rules/regulations regarding **undergarments should be waived**.

## Heat Stress and Athletic Participation

Early fall sports such as **football, cross country, soccer, and field hockey** are often conducted in **hot and humid** conditions. These conditions pose a **significant risk** for heat stress, especially during the start of the season.

- **All athletes should be monitored closely.**

- **Football players** are particularly at risk due to the equipment worn.
- **All sports** require precautions to prevent heat-related illness.

### Heat Illness Awareness and Prevention

**Raising awareness and implementing proper heat-acclimatization protocols is essential to athlete safety.**

***THERE IS NO EXCUSE FOR HEAT STROKE DEATHS TO OCCUR IF THE PROPER PRECAUTIONS ARE TAKEN.***

### Types of Heat-Related Illnesses

Condition	Description
<b>Heat Cramps</b>	Acute, painful, involuntary muscle contractions during or after intense exercise. Caused by dehydration, electrolyte imbalance, neuromuscular fatigue, or a combination of these factors.
<b>Heat Syncope</b>	Weakness, fatigue, and fainting after standing for long periods, immediately after activity, or after quickly standing up. Triggered by high environmental temperatures.
<b>Heat Exhaustion</b>	Inability to continue exercise due to heavy sweating, dehydration, sodium loss, and energy depletion. Symptoms: pale skin, cramps, weakness, fainting, dizziness, headache, core temperature between 97°F–104°F.
<b>Heat Stroke</b>	Core temperature >104°F with signs of organ failure and CNS changes. Symptoms: rapid heart rate, low blood pressure, sweating or no sweating, hyperventilation, altered mental status, vomiting, diarrhea, seizures, or coma. <b>This is a MEDICAL EMERGENCY.</b>
<b>Hyponatremia</b>	Low blood sodium levels from overhydration or inadequate electrolyte replacement. Symptoms: disorientation, altered mental status, headache, vomiting, fatigue, cramping,

Condition	Description
	and swelling. Also known as water intoxication.

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

### Prevention Practices and Precautions

#### 1. Medical Screening

- Each athlete should have a physical exam and medical history on file.
- Include history of heat illness and pre-season training activities.

#### 2. Physical Conditioning

- Top performance requires top physical condition.
- Coaches must know the **physical condition** of athletes and adjust practice accordingly.

#### 3. Gradual Acclimatization

- Acclimatization is essential for safe participation in hot weather.
- Use a **graduated conditioning program**.
- 80% acclimatization occurs within **7–10 days**.
- Final stages include **increased sweating** and **reduced salt concentration** in sweat.

#### 4. Hydration

- **Withholding water is dangerous and has no scientific basis.**
- Water must be **readily available at all times**.
- Schedule **10-minute water breaks every 30 minutes** of heavy exercise.
- Encourage athletes to **drink water before, during, and after** activity.
- **Cold water is preferable.**

#### 5. Salt Replacement

- Salt should be replaced daily through **modest salting of food**.
- **Salt tablets are not recommended.**
- Focus on **fluid replacement** as the primary safeguard.

*According to the American Academy of Pediatrics Committee on Sports Medicine, heat-related illnesses are all preventable. (Source: Sports Medicine: Health Care for Young Athletes, American Academy of Pediatrics, 1991)*

## Activity Guidelines for Athletics Related to Heat Index and WBGT

Please refer to **SMAC Heat Acclimatization Guidelines** and your school's **Emergency Action Plan (EAP)** for further information.

- ★ Water should always be available, and athletes encouraged to take in as much water as they desire.
- ★ Watch/monitor athletes for necessary action.
- ★ Monitor for increased Heat Index or WBGT.

<b>GREEN</b>	< 85.0	< 82.0	<b>NO RESTRICTIONS</b> <ul style="list-style-type: none"> <li>➤ All sports           <ul style="list-style-type: none"> <li>● Provide at least three separate rest breaks of minimum duration of 3 minutes each during workout</li> </ul> </li> </ul>
<b>YELLOW</b>	85.0 - 95.0	82.0 - 86.9	<b>CAUTION</b> <ul style="list-style-type: none"> <li>➤ All sports           <ul style="list-style-type: none"> <li>● Use discretion for intense prolonged exercise. Watch at-risk players carefully. Provide at least three separate rest breaks of minimum 4 minutes each.</li> <li>● Increased water breaks to promote hydration and to allow hydration as a group</li> </ul> </li> </ul>
<b>ORANGE</b>	95.1 - 104.9	87.0 - 89.9	<b>INCREASED CAUTION</b> <ul style="list-style-type: none"> <li>➤ All sports           <ul style="list-style-type: none"> <li>● Maximum practice time of 2 hours</li> <li>● Consider early morning practices or postponing practice to later in the day</li> <li>● Provide at least four separate rest breaks of minimum duration of 4 minutes each</li> <li>● Increased water breaks to promote hydration and to allow hydration as a group</li> </ul> </li> <li>➤ Contact sports and activities with additional required protective equipment           <ul style="list-style-type: none"> <li>● Players are restricted to helmet and shoulder pads</li> <li>● All protective equipment must be removed for conditioning activities</li> </ul> </li> <li>➤ Preparedness           <ul style="list-style-type: none"> <li>● Have towels with ice for cooling of athletes as needed</li> <li>● Prepare ice bath/access to training room for possible emergencies</li> </ul> </li> </ul>
<b>RED</b>	≥ 105	90.0 - 92.0	<b>EXTREME CAUTION - (Heat Index ≥105 and WBGT b/w 90.0 - 92.0)</b> <ul style="list-style-type: none"> <li>➤ All Sports           <ul style="list-style-type: none"> <li>● <b>Use of Turf Field is prohibited</b></li> <li>● Maximum practice time of 1 hour. No protective equipment may be worn during practice, and there may be no conditioning activities. There must be 20 minutes of rest breaks provided during the hour of practice.</li> <li>● After a shortened outside practice, additional practice time (up to allowable amount) permitted indoors after rest period</li> </ul> </li> <li>➤ Preparedness           <ul style="list-style-type: none"> <li>● Have towels with ice for cooling of athletes as needed</li> <li>● Prepare ice bath/access to training room for possible emergencies</li> </ul> </li> </ul>
<b>BLACK</b>		≥ 92.1	<b>DANGER - (Heat Index ≥105 and WBGT ≥92.1)</b> <ul style="list-style-type: none"> <li>➤ All Sports           <ul style="list-style-type: none"> <li>● Cancel outside practices and contests.</li> <li>● Move practices inside if possible</li> <li>● Cancel indoor practices if no air conditioning.</li> </ul> </li> </ul>

## Activity Guidelines for Athletics Related to Wet Bulb Globe Temperature (WBGT)

The **Wet Bulb Globe Temperature (WBGT)** is a measure of **heat stress in direct sunlight**, which takes into account:

- Air temperature
- Humidity
- Wind speed
- Sun angle
- Cloud cover (solar radiation)

This differs from the **heat index**, which only considers **temperature and humidity** and is calculated for **shady areas**.

### Monitoring and Use of WBGT

- WBGT readings may be taken **in addition to Heat Index notifications**.
- **Athletic trainers or athletic directors** at each school are responsible for monitoring WBGT.
- Readings may be taken **as often as necessary** to ensure safe conditions for student-athletes.

These measurements help guide decisions about practice modifications, hydration needs, and potential cancellations to protect athlete health and safety.

# NATA Guidelines

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

## Heat Emergency Response and Prevention

### Additional Heat Safety Guidelines

#### Clothing and Cooling

- Cooling by evaporation is proportional to the **area of skin exposed**.
- In extremely hot and humid weather, **reduce clothing** as much as possible.
- **NEVER USE RUBBERIZED CLOTHING.**

#### Daily Weigh-Ins

- Athletes should be weighed **before and after practice**.
- **Weight charts must be checked.**
- A **3% weight loss** through sweating is considered safe.
- **Over 3% weight loss** is dangerous—athlete should **not be allowed to practice** in hot/humid conditions.

## Monitoring for Symptoms

- Watch athletes closely, especially those who lose too much weight or push themselves excessively.
- **Warning signs** include:
  - Nausea
  - Incoherence
  - Fatigue
  - Weakness
  - Vomiting
  - Cramps
  - Weak, rapid pulse
  - Visual disturbances
  - Unsteadiness

## Environmental Fitness

- Teams traveling to hotter climates or transitioning from cool to hot weather may be **physically fit but not environmentally acclimated**.
- Coaches should follow all heat safety recommendations and **substitute players more frequently**.

## Emergency Preparedness

- Know what to do in an emergency.
- Have a **written Emergency Action Plan (EAP)** and distribute copies to all staff.
- Be familiar with **first aid procedures** and how to obtain **medical care**, including ambulance service.

# Heat Stroke / Heat Exhaustion Emergency Plan

## KNOW YOUR EAP AND FOLLOW YOUR EAP

### Steps to Take in the Event of Heat Illness:

1. **Remove athlete** from competition or practice.
2. **Move athlete** to a shaded or cool area and begin cooling.
3. **Remove all equipment and clothing** as appropriate.
4. **Begin Cooling the Athlete** using one or more of the following methods:
  - **Cold Water Immersion** (most effective)
  - **Ice Towels**

- **Ice Bags** (torso, neck)
  - **Cold Shower**
5. If **Heat Stroke** is suspected, **immediately activate the school's Emergency Action Plan**.
  6. If the athlete is conscious and able, begin **rehydration with cold fluids**.
  7. **Monitor ABCs and vital signs**; watch for **central nervous system changes**.
  8. If the athlete does not respond to cooling, **activate emergency transport** to the nearest hospital.
  9. **Notify parents/guardians** and follow **Charles County incident procedures**.

## HEAT STROKE IS A MEDICAL EMERGENCY — DELAY COULD BE FATAL

- Immediately **cool the body** while waiting for transport.
- Remove clothing and apply **cool water** to the body.
- **Fan the body** to promote evaporation and cooling.

## HEAT EXHAUSTION - OBTAIN MEDICAL CARE AT ONCE

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

## Heat Acclimatization Period

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

## Heat Acclimatization Guidelines: for all Fall Sports

- On single-practice days, one walk-through is permitted.
- Double practice days (beginning no earlier than practice day 6) must be followed by a single-practice day or rest day. When a double-practice day is followed by a rest day, another double-practice day is permitted after the rest day.

- All practices and walk-through sessions must be separated by three hours of continuous rest.
- If a practice is interrupted by inclement weather or heat restrictions, the practice should recommence once conditions are deemed safe, but total practice time should not exceed its limitations.

## Equipment Restrictions

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

## The heat-acclimatization period is designed for students on an individual basis.

Days in which athletes do not practice due to a scheduled rest day, injury, illness or other reasons do not count towards the heat-acclimatization period.

## Practice Days 1-5

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

## Practice Days 6-14

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

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

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

### Sample Practice Calendar

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

**Note:** Shaded days reflect Heat Acclimatization Period

# A FACT SHEET FOR High School Parents



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

## What Is a Concussion?

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

## How Can I Help Keep My Teens Safe?

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

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

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

## How Can I Spot a Possible Concussion?

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

### Signs Observed by Parents

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

### Symptoms Reported by Teens

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

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



[cdc.gov/HEADSUP](https://cdc.gov/HEADSUP)

## CONCUSSIONS AFFECT EACH TEEN DIFFERENTLY.

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



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

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

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

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

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



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

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

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

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

*Revised January 2019*

To learn more,  
go to [cdc.gov/HEADSUP](https://www.cdc.gov/HEADSUP)



# A FACT SHEET FOR Athletes



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

## WHAT IS A CONCUSSION?

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

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



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

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



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

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



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

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



[cdc.gov/HEADSUP](https://cdc.gov/HEADSUP)

## How Can I Tell If I Have a Concussion?

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

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

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

## How Can I Help My Team?



### **Protect Your Brain.**

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



### **Be a Team Player.**

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

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

Revised January 2019

To learn more,  
go to [cdc.gov/HEADSUP](https://www.cdc.gov/HEADSUP)





For official use only: Name of Athlete _____ Sport/season _____ Date Received _____
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**Concussion Awareness  
Parent/Student-Athlete Acknowledgement Statement**

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

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

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

Parent/Guardian \_\_\_\_\_ Parent/Guardian \_\_\_\_\_ Date \_\_\_\_\_  
PRINT NAME SIGNATURE

Student Athlete \_\_\_\_\_ Student Athlete \_\_\_\_\_ Date \_\_\_\_\_  
PRINT NAME SIGNATURE

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

For more information visit: [www.edc.gov/Concussion](http://www.edc.gov/Concussion).



## Multisystem Inflammatory Syndrome in Children (MIS-C)

Updated May 20, 2020

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

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

### What are the symptoms of MIS-C?

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

### When should I get emergency care?

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

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

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

### Is MIS-C contagious?

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

### Is there a treatment for MIS-C?

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

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

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

**For more information about COVID-19 in Maryland, visit [coronavirus.maryland.gov](https://coronavirus.maryland.gov).**



## Medical Clearance for Student-Athlete Suspected Head Injury

Name of Athlete _____
Sport/season _____
Date Received _____

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

Athlete's Name \_\_\_\_\_ DOB \_\_\_\_\_ School \_\_\_\_\_ Sport \_\_\_\_\_

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

Describe the injury, or give additional details: \_\_\_\_\_

Injury History: Name of Person Completing Form: \_\_\_\_\_ Relationship: \_\_\_\_\_

Date of Injury: \_\_\_\_\_ Time of Injury: \_\_\_\_\_ Phone Number: \_\_\_\_\_

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

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

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

**LHCP Diagnosis:**

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

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

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

SCHOOL (ACADEMICS) COMPLETED BY LHCP

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

SPORTS/PHYSICAL ACTIVITIES

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

Additional Comments/Instructions: \_\_\_\_\_

LHCP Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_ Phone Number: \_\_\_\_\_

Office Stamp:

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

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

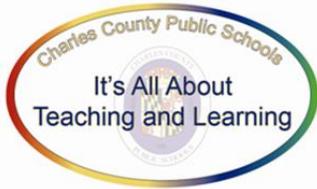
**RETURN COMPLETED FORM TO SCHOOL NURSE, ATHLETIC DIRECTOR, AND ATHLETIC TRAINER**

**Back of Form:**

**Appropriate Educational Accommodations**

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

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



Student-Athlete \_\_\_\_\_  
 Date of Injury \_\_\_\_\_  
 Today's Date \_\_\_\_\_  
 Sport \_\_\_\_\_

## Medical Clearance for Gradual Return to Sports Participation Following Concussion

**To be completed by the Licensed Health Care Provider**

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

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

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

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

**Detailed Guidance**

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

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

**2. Exertional Assessment (Check):** The student-athlete exhibits no evidence of return of symptoms with:  
 \_\_\_ Cognitive activity: concentration on school tasks, home activities (e.g., TV, computer, pleasure reading)

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

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

\_\_\_ Appropriate neurocognitive testing

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

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

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

\_\_\_ 5 successive Finger-to-Nose repetitions < 4 sec

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

Provider Name \_\_\_\_\_

Signature \_\_\_\_\_ Date: \_\_\_\_\_

## Charles County Public Schools School Administration and Leadership

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

### Graduated Return to Play Protocol – Non-Sport Specific

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

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

Completion Date: \_\_\_\_\_

Supervisor Name: \_\_\_\_\_ Supervisor Signature: \_\_\_\_\_

## Charles County Public Schools School Administration and Leadership

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

### Graduated Return to Baseball/Softball Protocol

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

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

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

Completion Date: \_\_\_\_\_

Supervisor Name: \_\_\_\_\_ Supervisor Signature: \_\_\_\_\_

## Charles County Public Schools School Administration and Leadership

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

### Graduated Return to Basketball Protocol

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

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

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

Completion Date: \_\_\_\_\_

Supervisor Name: \_\_\_\_\_ Supervisor Signature: \_\_\_\_\_

## Charles County Public Schools School Administration and Leadership

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

### Graduated Return to Cheerleading Protocol

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

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

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

Completion Date: \_\_\_\_\_

Supervisor Name: \_\_\_\_\_ Supervisor Signature: \_\_\_\_\_

## Charles County Public Schools School Administration and Leadership

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

### Graduated Return to Dance Protocol

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

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

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

Completion Date: \_\_\_\_\_

Supervisor Name: \_\_\_\_\_ Supervisor Signature: \_\_\_\_\_

## Charles County Public Schools School Administration and Leadership

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

### Graduated Return to Field Hockey Protocol

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

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

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

Completion Date: \_\_\_\_\_

Supervisor Name: \_\_\_\_\_ Supervisor Signature: \_\_\_\_\_

## Charles County Public Schools School Administration and Leadership

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

### Graduated Return to Girls Lacrosse Protocol

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

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

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

Completion Date: \_\_\_\_\_

Supervisor Name: \_\_\_\_\_ Supervisor Signature: \_\_\_\_\_

## Charles County Public Schools School Administration and Leadership

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

### Graduated Return to Boys Lacrosse Protocol

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

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

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

Completion Date: \_\_\_\_\_

Supervisor Name: \_\_\_\_\_ Supervisor Signature: \_\_\_\_\_

## Charles County Public Schools School Administration and Leadership

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

### Graduated Return to Swimming Protocol

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

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

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

Completion Date: \_\_\_\_\_

Supervisor Name: \_\_\_\_\_ Supervisor Signature: \_\_\_\_\_

## Charles County Public Schools School Administration and Leadership

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

### Graduated Return to Tennis Protocol

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

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

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

Completion Date: \_\_\_\_\_

Supervisor Name: \_\_\_\_\_ Supervisor Signature: \_\_\_\_\_

## Charles County Public Schools School Administration and Leadership

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

### Graduated Return to Track & Field Protocol

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

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

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

Completion Date: \_\_\_\_\_

Supervisor Name: \_\_\_\_\_ Supervisor Signature: \_\_\_\_\_

## Charles County Public Schools School Administration and Leadership

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

### Graduated Return to Volleyball Protocol

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

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

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

Completion Date: \_\_\_\_\_

Supervisor Name: \_\_\_\_\_ Supervisor Signature: \_\_\_\_\_

## Charles County Public Schools School Administration and Leadership

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

### Graduated Return to Wrestling Protocol

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

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

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

Completion Date: \_\_\_\_\_

Supervisor Name: \_\_\_\_\_ Supervisor Signature: \_\_\_\_\_

## Charles County Public Schools School Administration and Leadership

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

### Graduated Return to Football Protocol

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

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

Completion Date: \_\_\_\_\_

Supervisor Name: \_\_\_\_\_ Supervisor Signature: \_\_\_\_\_

## Charles County Public Schools School Administration and Leadership

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

### Graduated Return to Soccer Protocol

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

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

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

Completion Date: \_\_\_\_\_

Supervisor Name: \_\_\_\_\_ Supervisor Signature: \_\_\_\_\_



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

### What is sudden cardiac arrest?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **Removal from play/return to play**

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

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

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

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

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

## **AWARDS:**

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

## **LETTERING CRITERIA:**

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

### **I. Participation in Contests - Has met requirements**

<b>Sport</b>	<b>Requirement</b>
Football	50% of quarters
Baseball	50% of innings / 25% pitchers
Cross Country	80% of meets
Spring Track	80% of meets
Field Hockey	50% of halves
Soccer	50% of halves
Tennis	50% of matches
Golf	50% of matches
Basketball	50% of quarters
Softball	50% of innings / 25% pitchers
Wrestling	50% of matches

<b>Sport</b>	<b>Requirement</b>
Indoor Track	80% of meets
Volleyball	50% of matches
Cheerleading	80% of games
Swimming	50% of matches
Lacrosse	50% of halves
Bocce	50% of matches

## **II. Attitude Toward Practice and Training**

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

## **III. Sportsmanship/Citizenship**

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

## IV. Care of Facilities and Equipment

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

## TEAM CHAMPIONSHIPS AWARDS:

### 1. **SMAC CONFERENCE / COUNTY CHAMPIONS**

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

### 2. **MPSSAA / MPSSCC SECTIONAL / REGIONAL CHAMPIONS**

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

### 3. **MPSSAA / MPSSCC STATE CHAMPIONS**

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

### 4. **TEAM PICTURE PLAQUES**

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

### 5. **RINGS/JACKETS/PENDANT**

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

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

## **SCHOLARSHIP SIGNINGS**

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

## **EQUIPMENT:**

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

## **PHOTOGRAPHS:**

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

## **INCLEMENT WEATHER:**

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

## **PRACTICE REGULATIONS:**

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

## **TRANSPORTATION:**

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

## **UNIFIED SPORTS ADDENDUM**

### **PURPOSE:**

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

### **SQUAD MEMBERSHIP:**

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

### **REQUIRED ATHLETIC FORMS/INFORMATION:**

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

- Online Registration
- Application for Participation in Special Olympics Maryland\*  
\*Required by Special Olympics Maryland

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

## **ELIGIBILITY:**

### **Residence:**

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

### **Academic:**

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

### **Attendance:**

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

## **LETTERING CRITERIA:**

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

## 2025-26 ACT and SAT Dates

Test Date	Test	Registration Deadline	Late Registration
August 23, 2025	SAT	August 8, 2025	August 12, 2025
September 6, 2025	ACT	August 1, 2025	August 19, 2025
September 13, 2025	SAT	August 29, 2025	September 2, 2025
October 4, 2025	SAT	September 19, 2025	September 23, 2025
October 18, 2025	ACT	September 12, 2025	September 30, 2025
November 8, 2025	SAT	October 24, 2025	October 28, 2025
December 6, 2025	SAT	November 21, 2025	November 25, 2025
December 13, 2025	ACT	November 7, 2025	November 24, 2025
February 14, 2026	ACT	January 7, 2026	January 21, 2026
March 14, 2026	SAT	February 27, 2026	March 3, 2026
April 11, 2026	ACT	March 6, 2026	March 24, 2026
May 2, 2026	SAT	April 17, 2026	April 21, 2026

<b>Test Date</b>	<b>Test</b>	<b>Registration Deadline</b>	<b>Late Registration</b>
June 6, 2026	SAT	May 22, 2026	May 26, 2026
June 13, 2026	ACT	May 8, 2026	May 27, 2026
July 11, 2026	ACT (Not Offered in NY)	June 5, 2026	June 24, 2026