Central Unified School District

Athletic **Handbook**

Character. Action. Purpose.



2026

Table of **Contents**

- Contact Info & Welcome Message
- Guiding Principles & Mission
- Keys to Success
- Culture & Climate
- Health, Safety & Risk Management
- Transfer & Eligibility Policy
- District Policies & Procedures
- Fundraising & Outside Organizations
- Resources & Forms
- Important Dates & Events
- Elementary Athletic Handbook

Central Unified School District

Welcome
Message



Rayshawn Hightower, Director of Athletics
Central Unified School District

Welcome to another exciting year of CUSD Athletics! As the Athletic Director, I am thrilled to extend a warm greeting to everyone involved in our vibrant sports community. Our Athletics Department is dedicated to providing diverse sports opportunities that not only develop athletic skills but also foster character and community spirit.

At Central Unified, we recognize that sports may not be the most important thing we do, but for many students, they are a source of motivation and a key influence on school culture. Our goal is to win every day by preparing, planning, and playing with excellence. Winning, to us, means aligning our character and actions with our purpose. It's about who we become internally, not just what we achieve externally.

Our core values of communication, achievement, resilience, empathy, and service guide everything we do. These values help us plan, prepare, and play to win, not just in sports, but in life. We exist to develop character skills, create a sense of belonging, and forge memories and relationships that last a lifetime. Winning begins on the inside, and true success is measured by the positive impact we have on our students' lives.

We are committed to transforming from transactional coaching to transformational coaching. A transactional coach focuses on using student-athletes and high school sports to achieve personal milestones or win championships. In contrast, a transformational coach is motivated by the potential to positively impact student-athletes and change lives. In our athletics department, we define the success of our coaches and programs by asking: Did the student-athlete create lifelong friendships? Do they feel they belong here? Did they create meaningful memories? Did they learn valuable life lessons? Can they achieve their goals?

Winning requires vision, focus, a supportive community, and alignment. We believe that building and maintaining healthy relationships, fostering a positive culture, effective communication, and robust systems are the keys to success.

Our goals for this year are ambitious and vital to our continued growth:

- Increase the number of coaches, especially at the elementary and middle school levels.
- Identify and address the drop in sports participation from elementary to middle school.
- Continue fundraising efforts to support our programs.
- Reignite relationships with feeder programs and establish healthy connections.

Together, we can achieve great things. Thank you for your support and dedication to Central Unified School District Athletics.

Let's make this year our best yet, on and off the field.

Central Unified School District

GUIDING PRINCIPLES

CORE VALUES:

- Communication
- Achievement
- Resilience
- Empathy
- Service

1 BELIEFS

We believe in excellence and high expectations.
We believe in equity and access.
We believe in collaboration and community.

2 VISION

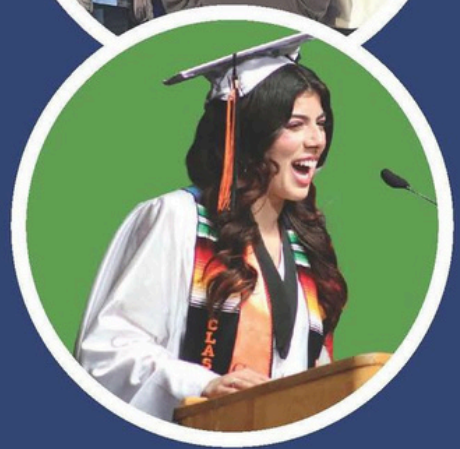
Central Unified will be a regional leader in education where all students graduate ready for success.

3 MISSION

Embrace diversity to educate our youth, ensure academic success, and empower tomorrow's leaders.







We are Central Unified!

Vision
Mission

Purpose Vision

Winning begins on the inside, not the outside. Winning is not just about WHAT you have externally (i.e. championships or scores on the scoreboard), it's about WHO you become internally.

Core Values

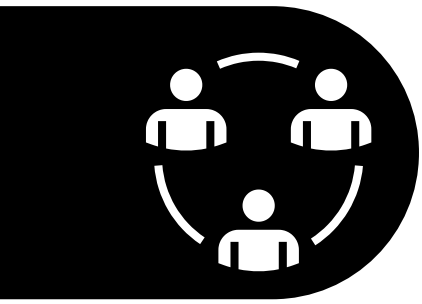
CUSD Athletics remain committed to our core values of Communication, Achievement, Resilience, Empathy, and Service.

Mission

Central Unified will create and support athletic programs that require academic excellence, work to build character, promote teamwork, provide motivation and develop players' sport specific skills. Win or lose, our programs will be innovative while setting and accomplishing goals that benefit the students and supporting the overall mission of the district.

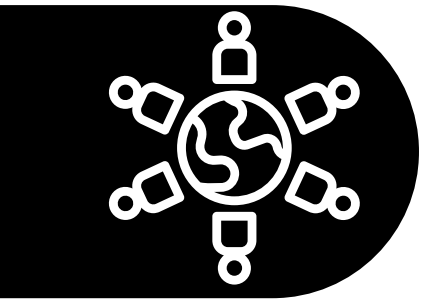
- **Belief #1 - Athletics, academics and values work together to develop people.**
  Action statement: Coaches will promote excellence in the classroom by providing appropriate time allocations for studies and encouragement to seek assistance from teacher, tutors, coaches and other services. Personal growth resources on campus and in the community will be identified and encouraged.
- **Belief #2 - Sportsmanship will be a top priority in our program.**
  Action statement: Students, coaches, fans and administrators will work together to set standards for appropriate conduct while competing and will hold each other accountable to these standards.
- **Belief #3 - (Everyone is someone) Participation at some level is a key to program outcomes.**
  Action statement: Coaches will identify and articulate roles for all student-athletes and junior varsity programs will be developed and utilized when appropriate to allow opportunities to compete.
- **Belief #4 - Competing in a Central Unified uniform or polo will be a team effort.**
  Action statement: The experiences and relationships developed while coachng and competing in a uniform at Central Unified will enable student-athletes and coaches to have a successful career, take ownership in the programs and connect players to alumni and community.
- **Belief #5 - Athletic programs and directors will plan and prepare to compete at the highest levels possible for each sport.**
  Action statement: Schedules will be developed for each sport to compete at the highest local, regional and national levels possible. Coaching staffs that are appropriate for squad sizes and skilled to teach student-athletes to reach their full potential will be developed and supported. Recruiting plans that attract high-achieving coaches with abilities to succeed at any level of competition will be implemented. Resources will be sought and delivered to coaches to ensure that our athletes may compete at the highest level.
- **Belief #6 - Athletics will be a fun experience for everyone involved.**
  Action statement: We will create an environment where student-athletes and staff have an enjoyable and meaningful experience while keeping the focus of athletics as a game and learning process, not a way of life. We encourage all teams to support each other attending contests and providing positive reinforcement.

Keys to **Success**



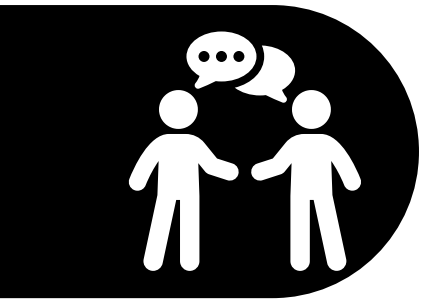
Relationships

Building and maintaining positive, trustworthy, and mentoring relationships.



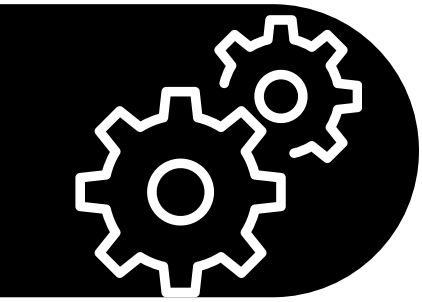
Culture

Building a culture of success with consistent, sustainable, and effective practices that improves the climate.



Communication

Exchanging ideas, thoughts, opinions, knowledge, and data so that the message is received and understood with clarity and purpose



Systems

Constant evaluation and re-evaluation of current and future systems to improve productivity .

Athletics
Culture

Goal

We plan, prepare, and play to win.

What's our why?

We exist to develop character skills, create a sense of belonging, and create memories and relationships that last a lifetime.

How do we Define Winning?

Winning is when your character and your actions align with your purpose.

Winning Requires

- Vision
- Refocusing
- Winning Circle
- Alignment

Defintion of Success

We define the success of our coaches and programs through the answering to the following questions:

- Did the student create lifelong friendships? Do I belong here?
- Did students create lifelong memories? Is this meaningful?
- Did sutdents learn lifelong lessons? Can I do this?

Shift from Transactional to Transformation

A transactional coach is mostly concerned with using students and high school sports to improve their situation. This could be as simple as trying to reach a coaching milestone or winning a championship.

A transformational coach is more motivated by what they can do for students and change lives in the process.

WHAT IS A CENTRAL UNIFIED ATHLETE?

A CENTRAL UNIFIED ATHLETE

A Central Unified athlete can come in any size, shape or color. There is no common denominator except for the love of academics, athletics and the desire to get the most out of their abilities. They are proud of their strengths, but understand their weaknesses. They are first of all concerned with being a great student and always carry a positive attitude. They are never selfish, and know that individual recognition will come through team excellence.

A Central Unified athlete understands that leadership is about taking responsibility, not making excuses. They understand that true leadership lies not in words but in our actions and attitudes at school, in the community and on the playing field. They know that leaders must create vision and be strong enough to translate that vision into reality. A Central Unified Athlete has the heart of a warrior and never loses the honesty and character of a small child. They understand if they don't work hard they can never be successful.

A Central Unified Athlete is willing to always help those in need, and is much more aware of the example they are setting for everyone watching from the sideline and hallways. A Central Unified athlete is happy when they make a play but never forgets that their teammates, teachers and coaches put them in a position to do so. While they never let up on the field, the other team is not the real opponent; it is the full extent of their own potential that they are always playing against.

A true athlete is made and not born. They are constantly striving to reach their academic and athletic potential knowing that they will bypass other players who cannot withstand the strain of this quest for excellence. They realize the challenges and competition of today's game will better prepare them for tomorrow's world. They know that the true measure of a performance is not measured in wins and losses, but how much of themselves they have given to their school and the game.

A Central Unified Athlete never realizes when the odds are stacked against them. They can only be defeated by a clock that happens to run out of time or innings that no longer exist. They are what small children dream of becoming and what old men and women can remember with great pride that they once were.

WHAT IF I HAVE AN EMERGENCY?

EMERGENCY CONTACTS

When dealing with an unexpected situation with a student athlete, please follow the protocols listed below. Keep in mind that yellow cards must be available at all times.

Emergency Protocols

1. Secure the injured athlete
2. notify the paramedics if necessary.
    a. Have players open gates and flag down ambulance to direct them to your location
    b. Send another coach to make phone calls
3. Have the injured athlete's yellow card available for paramedics.
4. Notify Parents then principal
5. Notify administration immediately
    a. Athletic Director – Call and text
    b. Vice principal – Call and text
    c. Elementary / District Athletic Director – Call and text
    (Principal will complete an EIR)

Investigational Situations

1. Investigation situation – must have reasonable suspicion
2. Separate kids – must be supervised
3. Call principal and parents
4. Document what you found / everyone who investigates
5. Written statements from kids
    a. Be sure to collect specific information of when, what, where and how.
6. Witness statements from coaches
7. Final written statement from the Head Coach
    a. Use the BRICK process
        - B – Background
        - R – Rule broken
        - I – Impact on the team
        - C – Corrective action or direction for improvement
        - K – Knowledge to the parents
8. Provide all information when speaking with administration. Don't risk your position for a bad decision a student athlete made.

California Interscholastic Federation - Central Section
P.O. Box 427, Kingsburg, CA. 93631
Phone (559) 781-7586

ETHICS IN SPORTS

I. Policy Statement

The Central Section, CIF is committed to the exhibition of sportsmanlike and ethical behaviors in and around all athletic contests. All contests must be safe, courteous, fair, controlled and orderly for all athletes and fans alike.

It is the intent of the CIF that violence, in any form, not be tolerated. In order to enforce this policy, the Central Section has established rules and regulations, which set forth the manner of enforcement and of this policy and the penalties incurred when violation of the policy occurs. The rules and regulations shall focus upon the responsibility of the coach to teach and demand high standards of conduct and to enforce the rules and regulations set forth by CIF.

The Central Section requires the following Code of Ethics be issued each year and requires signing by student athletes, parent/guardian and coaches prior to participation as a guide to govern their behavior.

II. Code of Ethics

a. To emphasize the proper ideas of sportsmanship, ethical conduct and fair play.

b. To eliminate all possibilities which tend to destroy the best values of the game.

c. To stress the values derived from playing the game fairly.

d. To show cordial courtesy to visiting teams and officials.

e. To establish a happy relationship between visitors and hosts.

f. To respect the integrity and judgment of sports officials.

g. To achieve a thorough understanding and acceptance of the rules of the game and the standards of eligibility.

h. To encourage leadership, use of initiative and good judgment by the players on a team.

i. To recognize that the purpose of athletics is to promote the physical, mental, moral, social and emotional well-being of the individual players.

j. To remember that an athletic contest is only a game, not a matter of life and death for player, coach, school, official, fan, or nation.

I have read and I understand the Policy Statement, the Code of Ethics and the violations and Minimum Penalties of the "Ethics in Sports" policy. I agree to abide by the policy and related consequences while participating in interscholastic athletics, regardless of context, site or jurisdiction.

– *Student Signature*	Printed Name	Date
– *Parent Signature*	School	
- *Coach's Signature*	*Athletic Directors Signature*	

Bylaw 503.M. **Statewide Sportsmanship and Ejection Policy**

Player:

A player who is ejected from a contest (for reasons other than fighting or leaving the bench area during a fight) shall be ineligible to participate in the remainder of that contest (event) and his or her team's future contest (s) as outlined below:

1. First Ejection: Player is ineligible to participate in the team's next contest. Player may remain on the bench for the duration of that contest and may be on the bench in street clothes for the team's next contest. If the ejection occurs in the last game of the season, the player would be ineligible for the team's first contest the following season. If the player is a senior, he or she would be ineligible for the first contest of their next season of sport. **Note: There is no appeal process for single game ejections.**
2. Second Ejection: Player is ineligible to participate in the team's next three (3) contests. Player may remain on the bench for the duration of that contest and may be on the bench in street clothes for the team's next three (3) contests. If the season concludes prior to the player serving the three (3) contests suspension, he or she would be ineligible for the number of contests remaining on the suspension for the team's following season. If the player is a senior, he or she would be ineligible for the number of contests remaining on the suspension for their next season of sport.
3. Third Ejection: Player is ineligible to participate for the remainder of that season. Player may remain on the bench for the duration of that contest and may be on the bench in street clothes for the team's remaining contest that season. If there are six (6) or fewer contests remaining in the season, the player would be ineligible for up to six (6) contests for the team's following season as determined by the CIF Section Commissioner with jurisdiction in the matter. If the player is a senior, he or she would be ineligible for up to six (6) contests for the next season of sport as determined by the CIF Section Commissioner with jurisdiction in the matter.

A player who is ejected from a contest for fighting or leaving the bench area during a fight* shall be ineligible to participate in the remainder of that contest and his or her team's future contests as outlined below:

1. First Ejection: Player (Fighting/Assaultive Behavior/Gross Unsportsmanlike Conduct) is ineligible to participate in the team's next three (3) to six (6) contests as determined by the CIF Section Commissioner with jurisdiction in the matter. Player may remain on the bench for the duration of that contest and may be on the bench in street clothes for the duration of the suspension. If the season concludes prior to the player serving the full suspension, he or she would be ineligible for the number of contests remaining on the suspension for the team's following season. If the player is a senior, he or she would be ineligible for the number of contests remaining on the suspension for their next season of sport. *NFHS Rules indicate automatic one game suspension for leaving the bench.
2. Second Ejection: Player is ineligible to participate for the remainder of that season. Player may remain on the bench for the duration of that contest and may be on the bench in street clothes for the team's remaining contests that season. If there are six (6) or fewer contests remaining in the season, the player would be ineligible for up to six (6) contests for the team's following season as determined by the CIF Section Commissioner with jurisdiction in the matter. If the player is a senior, he or she would be ineligible for up to six (6) contests for their next season of sport as determined by the CIF Section Commissioner with jurisdiction in the matter.

Before a player may return to participate in a contest following a multiple game suspension for any of the above infractions, the school principal must inform the CIF Section Commissioner with jurisdiction in the matter that they have met with the student-athlete, his or her parent/guardian/caregiver and coach to discuss future behavioral expectations.

Coach:

A coach who is ejected from a contest (for reasons other than fighting) shall be disqualified from participating in the remainder of that contest and his or her team's future contest (s) as outlined below:

1. First Ejection: Coach is disqualified from participating in the team's next contest. Coach must immediately vacate the playing area and the vicinity in and around the contest and refrain from having any communication with the team or other coaches for the remainder of that contest and for the team's next contest. If the ejection occurs in the last game of the season, the coach would be ineligible for the team's first contest the following season.
2. Second Ejection: Coach is disqualified from participating in the team's next three (3) to six (6) contests as determined by the CIF Section Commissioner with jurisdiction in the matter. Coach must immediately vacate the playing area and the vicinity in and around the contest and refrain from having any communication with the team or other coaches for the remainder of that contest and for the team's next three (3) to six (6) contests. If the ejection occurs in the last game of the season, the coach would be ineligible for the team's first three (3) to six (6) contests the following season.
3. Third Ejection: Coach is disqualified from participating in the remaining contests of that season. Coach must immediately vacate the playing area and the vicinity in and around the contest and refrain from having any communication with the team or other coaches for the remainder of that contest and for the remaining contests of that season. If there are six (6) or fewer contests remaining in the season, the coach would be disqualified from participating for up to six (6) contest for the team's following season as determined by the CIF Section Commissioner with jurisdiction in the matter.

A coach who is ejected from a contest for (Fighting/Assaultive Behavior/Gross Unsportsmanlike Conduct) shall be disqualified from participating in the remainder of that contest and his or her team's future contests as outlined below:

1. Ejection for (Fighting/Assaultive Behavior/Gross Unsportsmanlike Conduct): Coach is disqualified from participating for the remainder of that season. Coach must immediately vacate the playing area and the vicinity in and around the contest and refrain from having any communication with the team or other coaches for the remainder of that contest and for all of the team's remaining contests that season. If there are fewer than six (6) contest remaining in the season, the coach would be disqualified from participating for up to six (6) contests for the team's following season as determined by the CIF Section Commissioner with jurisdiction in the matter.

Before a coach may return to participate in a contest following a multiple contest disqualification, for any of the above infractions, the school principal must inform the CIF Section Commissioner with jurisdiction in the matter that they have met with the coach to discuss future behavioral expectations.

Appeal Process for All Multi-Game Ejections:

The school principal may appeal the penalties listed above in writing to the League Commissioner/President (for a regular season contest not including the final contest prior to Section playoffs) or CIF Section Commissioner with jurisdiction in the matter (for the final contest prior to Section playoffs and all playoff contests). The appeal must be received by the Section with 48 hours of the date of the ejection. Reasons for the appeal may only include misidentification of the ejected player or a misapplication of the rule. There will be no appeal regarding the judgement of an official.

Note: There is no appeal process for single game ejections.

Spectator:

If a spectator is ejected from a contest, it is the responsibility of the school to ensure that person does not attend that team's next contest. If the same spectator is ejected a second time, it is the responsibility of the school to ensure that person does not attend any of the remaining contests for that season.

Enforcement:

See Bylaw 503. M. and Article 22.C.(1)(2)(3)(4)

1. The Executive Director and/or Executive Committee or Section Commissioner and/or Section Board of Managers shall have power to suspend, to fine or otherwise penalize any member school for the violation of any CIF or Section rules and regulations or for just cause. The period of suspension or other penalty shall be left to the discretion of the CIF governing body that has jurisdiction of the matter where the penalty is not fixed.

(Approved May 2020 Federated Council)

PHYSICAL ASSAULT

CIF State Constitution Bylaw 210: Any student who physically assaults the person of a game or event official shall be banned from interscholastic athletics for the remainder of the student's eligibility. A game or event official is defined as a referee, umpire or any other official assigned to interpret or enforce rules competition at an event. A student may, after a lapse of 18 calendar months from the date of the incident, apply for reinstatement of eligibility to the State CIF Commissioner.

For this document, the Central Section also includes coaches, administrators or other school personnel assigned to the contest or games as a game official.



STATEWIDE SPORTSMANSHIP & EJECTION POLICY

CIF BYLAW 503.M

FOR EJECTIONS OTHER THAN FIGHTING/ASSAULTIVE BEHAVIOR/GROSS UNSPORTSMANLIKE CONDUCT

FOR EJECTIONS FOR FIGHTING/ASSAULTIVE BEHAVIOR/ GROSS UNSPORTSMANLIKE CONDUCT

PLAYERS

First Ejection = 1 game suspension
Second Ejection = 3 game suspension
Third Ejection = Suspended for remainder of season

FIRST EJECTION = 3 TO 6 GAME SUSPENSION
SECOND EJECTION = SUSPENDED FOR REMAINDER OF SEASON

COACHES

First Ejection = 1 to 3 game suspension
Second Ejection = 6 game suspension
Third Ejection = Suspended for remainder of season

FIRST EJECTION = SUSPENDED FOR REMAINDER OF SEASON

SPECTATORS

First Ejection = 3 game suspension
Second Ejection = Suspended for remainder of season

ANY SPECTATOR THAT ASSAULTS A GAME OR EVENT OFFICIAL SHALL BE PERMANENTLY BANNED FROM INTERSCHOLASTIC ATHLETICS. (BYLAW 210.C)

NOTE: THERE IS NO APPEAL PROCESS FOR A SINGLE GAME EJECTION.

PLEASE SEE FULL TEXT OF BYLAW 210 & 503.M AT WWW.CIFSTATE.ORG

Team Rules

* These rules are set by CUSD to be followed. You may add to these but not delete any.

1.To be a part of this team and compete in games, you must attend practices. If you cannot attend practice you must tell the coach in advance. A note will be required explaining your absence. If you are absent from school please bring your coach your school admit slip.

2.If you miss a practice for an unexcused reason, you will not be allowed to compete in the next game. If an athlete finds him or herself in this situation three times, you may be asked to turn in your uniform. Communication is the key to avoid problems.

3.Practice will begin 15 minutes after you are released from class. Tardiness will not be tolerated. A dedicated athlete will be on time for workouts.

4.Practice will last for two hours every day. If you have to leave early, please bring a signed note from home.

5.All team members will travel to and from the game on the bus. Only in case of an emergency and after you bring a signed note from your parents or sign a Release for Travel Form will you be allowed to take some other form of transportation.

6.You must conduct yourself as a lady or gentlemen at all times. You represent Central Unified, the coaching staff, your family, and yourself. Do not do anything that will cause embarrassment for anyone.

7.All athletes are student athletes first and must maintain a 2.0 GPA to be eligible for competition. Any student athlete who has a grade of D or worse is subject to the coach's approval to continue their participation.

8.All athletes must ride the bus home after practice or be picked up before the buses departure time. If a parent is not there before departure time and the school was not contacted by the parent the athlete will be put on a bus to be taken home. **There is no adult supervision after buses leave**.

9.All athletes must be picked up with-in thirty minutes after a game. Failure to do so or breaking rule 8 will result in the following consequences:

a. Coach will conference with parent for first offense.

b. Athlete will not compete in next game for second offense.

c. Athlete, parents, and coach will meet with AD to discuss removal from the team.

_____ _____

Parent Signature Student Signature

OVERVIEW

The following Code of Ethics applies to all students who represent Central Unified in any co-curricular program. The student will be asked to make this commitment prior to the start of the season/activity, and abide by its conditions for **one calendar year from the signing date. During the summer vacation this code is still in force.** The Code is a statement of responsibility and understanding for a student who freely chooses to represent the school. No statement can express the excellence of performance for which we hope all students will strive. There is no substitute for school pride and good judgment.

STUDENT/PARENT COMMITMENT

We, the student and parent or guardian of the student, understand that the student will abide by the C.U.S.D. Code of Ethics. We also understand that when the student signs the Code of Ethics he/she is to follow the stated rules twenty-four hours a day, seven days a week, during the one calendar year following the signing. The student is also subject to the school rules while at school or at a school related activity.

APPEARANCE

The co-curricular program holds a very prominent place on campus and in the community. Appearance, expressions and actions always influence people and their opinion of our students, the program and the school. Each participating student of C.U.S.D. has the responsibility to uphold the C.U.S.D. dress code when at school and representing C.U.S.D. at a co-curricular event. An individual coach/advisor may set a stricter dress code policy, but may not be more lenient than the district dress code as stated in Board Policy. If the coach/advisor chooses to set a more strict policy, he/she will furnish that policy in writing to students/parents, with prior approval of the school site athletic/activities director.

ATTENDANCE

We understand regular attendance is expected of all our students and habitual absenteeism will result in disciplinary action. A participating student must be in attendance the day of the performance (half of the day unless he/she has a doctors appointment or is excused by the school principal) or in school the day prior to performance on a non-school day, to be eligible for participation. Students are also expected to attend all classes the day following a school contest

ACADEMIC ELIGIBILITY

We understand the academic eligibility requirements set forth by C.U.S.D.:

- Passing a minimum of four subjects
- Grade Point Average Requirements - A student must earn at least a 2.0 grade point average in all enrolled classes for the prior grading period in order to participate in the current grading period. (Grade 7 - 12). A student who fails to achieve a 2.0 grade point average will be placed on probation for the current grading period. A student who does not achieve at least a 2.0 grade point average during the probationary period shall be excluded from participation in extracurricular activities during the subsequent grading period. The grading period in C.U.S.D. is six weeks. Ineligible athletes may practice but may not travel to away games or tournaments.
- Progress Towards Graduation Requirements – Central Unified number of accumulated units towards high school graduation will be standard for minimum achievement:

A student who does not accumulate the required number of units towards graduation will be placed on probation for the current semester. A student who does not achieve the necessary number of units by the end of the probationary semester shall not be allowed to participate in extracurricular and co-curricular activities the following semester.

CLEARANCE

We agree to provide the correct information on the following forms as requested:

- Date of birth of the student (sports)
- Provide the results of an annual physical examination
- Provide verification of insurance
- Provide a signed residence questionnaire (sports)
- Provide signed informed consent for all (sports)
- Provide a signed C.U.S.D. Code of Ethics
- Provide a signed C.I.F. Code of Ethics (sports)
- Provide a signed dress code, if coach uses a stricter dress code than C.U.S.D.

BEHAVIOR

The conduct of a C.U.S.D. student is closely observed by many people. The student, in representing themselves, their parents, school and community, is expected to conduct themselves in an exemplary manner.

A. CONDUCT THAT IS NOT ACCEPTABLE:

1. Possession/Use of illegal drugs
2. Possession/Use of alcoholic beverages
3. Possession of weapons
4. Fighting (Battery) Repeated mutual combat
5. Possession/Use of tobacco
6. Violation of a law in the community
7. Defiance of adult authority or the breaking of rules established by the coach/advisor or school
8. Use of profanity or vulgar language
9. Taunting/abusing of another student
10. Misuse of equipment/uniform
11. Unsportsmanlike conduct
12. Wearing uniform incorrectly
13. Negative behavior toward an official (either spoken or a physical reaction)

VIOLATIONS WILL RESULT IN A CO-CURRICULAR APPEAL HEARING AND APPROPRIATE DISCIPLINE WILL BE DETERMINED

ATHLETIC/ACTIVITIES PANEL

1. The panel will be composed of a minimum of three people per case.
   a. Principal
   b. Athletic Director or Student Activities Director
   c. Counselor/Learning Director

The coach/advisor of the student may not be a panel member for that case, but may attend. The panel will hear a case within three (3) school days of a request (unless extended by mutual consent or circumstances beyond our control), and inform the student of its decision as soon as possible. Any appeal meeting will be restricted to the panel members, school officials, the student, and parents (any exception must be cleared). **The athlete needs to be aware that if they are allowed to return to their team, their standing on the team, and any individual end of the season/year honors, will be affected.**

CODE OF ETHICS

I have read and understood the Central Unified School District Code of Ethical Conduct. We agree to abide by the policies and related consequences while participating in interscholastic and co-curricular athletics/activities. I understand complete copies of the code of ethics are available in the Athletic Office.

Parent Signature: _____ **Date:** _____

Student Signature: _____ **Date:** _____



16 Principles of Pursuing Victory With Honor*sm*

1. The essential elements of character building and ethics in CIF sports are embodied in the concept of sportsmanship and six core principles: trustworthiness, respect, responsibility, fairness, caring and good citizenship. The highest potential of sports is achieved when competition reflects these "six pillars of character."

2. It's the duty of School Boards, superintendents, school administrators, parents and school sports leadership - including coaches, athletic administrators, program directors and game officials - to promote sportsmanship and foster good character by teaching, enforcing, advocating and modeling these "six pillars of character."

3. To promote sportsmanship and foster the development of good character, school sports programs must be conducted in a manner that enhances the academic, emotional, social, physical and ethical development of student-athletes and teaches them positive life skills that will help them become personally successful and socially responsible.

4. Participation in school sports programs is a privilege, not a right. To earn that privilege, student-athletes must abide by the rules and they must conduct themselves, on and off the field, as positive role models who exemplify good character.

5. School Boards, superintendents, school administrators, parents and school sports leadership shall establish standards for participation by adopting and enforcing codes of conduct for coaches, athletes, parents and spectators.

6. All participants in high school sports must consistently demonstrate and demand scrupulous integrity and observe and enforce the spirit as well as the letter of the rules.

7. The importance of character, ethics and sportsmanship should be emphasized in all communications directed to student-athletes and their parents.

8. School Boards, superintendents, school administrators, parents and school sports leadership must ensure that the first priority of their student-athletes is a serious commitment to getting an education and developing the academic skills and character to succeed.

9. School Boards, superintendents, principals, school administrators and everyone involved at any level of governance in the CIF must maintain ultimate responsibility for the quality and integrity of CIF programs. Such individuals must assure that education and character development responsibilities are not compromised to achieve sports performance goals and that the academic, social, emotional, physical and ethical well-being of student-athletes is always placed above desires and pressured to win.

10. All employees of member schools must be directly involved and committed to the academic success of student-athletes and the character-building goals of the school.

11. Everyone involved in competition including parents, spectators, associated study body leaders, and all auxiliary groups have a duty to honor the traditions of the sport and to treat other participants with respect. Coaches have a special responsibility to model respectful behavior and the duty to demand that their student-athletes refrain from disrespectful conduct including verbal abuse of opponents and officials, profane or belligerent trash-talking, taunting and inappropriate celebrations.

12. School Boards, superintendents, and school administrators of CIF-member schools must ensure that coaches, whether paid or voluntary, are competent to coach. Training or experience may determine minimal competence. These competencies include basic knowledge of: 1) The character building aspects of sports, including techniques and methods of teaching and reinforcing the core values comprising sportsmanship and good character. 2) The physical capabilities and limitations of the age group coached as well as first aid. 3) Coaching principles and the rules and strategies of the sport.

13. Because of the powerful potential of sports as a vehicle for positive personal growth, a broad spectrum of school sports experiences should be made available to all of our diverse communities.

14. To safeguard the health of athletes and the integrity of the sport, school sports program must actively prohibit the use of alcohol, tobacco, drugs and performance-enhancing substances, as well as a demand compliance with all laws and regulations, including those related to gambling and the use of drugs.

15. Schools that offer athletic programs must safeguard the integrity of their programs. Commercial relationships should be continually monitored to ensure against inappropriate exploitation of the school's name or reputation. There should be no undue influence of commercial interests. In addition, sports programs must be prudent, avoiding undue dependency on particular companies or sponsors.

16. The profession of coaching is a profession of teaching. In addition to teaching the mental and physical dimensions of their sport, coaches, through words and example, must also strive to build the character of their athletes by teaching them to be trustworthy, respectful, responsible, fair, caring and good citizens.

"Pursuing Victory With Honor" and the "Six Pillars of Character" are service marks of the CHARACTER COUNTS! Coalition, a project of the Josephson Institute of Ethics. For more information on promoting character education and good sportsmanship, visit www.charactercounts.com.

Pursuing Victory With Honor$_{sm}$
Code of Conduct for Student-Athletes

CIF Member School: _____

Interscholastic athletic competition should demonstrate high standards of ethics and sportsmanship and promote the development of good character and other important life skills. The highest potential of sports is achieved when participants are committed to pursuing victory with honor according to six core principles: trustworthiness, respect, responsibility, fairness, caring, and good citizenship (the "Six Pillars of Character$_{sm}$"). This Code applies to all student-athletes involved in interscholastic sports in California. I understand that, in order to participate in high school athletics, I must act in accord with the following:

TRUSTWORTHINESS

- ***Trustworthiness*** Be worthy of trust in all I do.
- ***Integrity*** Live up to high ideals of ethics and sportsmanship and always pursue victory with honor; do what's right even when it's unpopular or personally costly.
- ***Honesty*** Live and compete honorably; don't lie, cheat, steal or engage in any other dishonest or unsportsmanlike conduct.
- ***Reliability*** Fulfill commitments; do what I say I will do; be on time to practices and games.
- ***Loyalty*** Be loyal to my school and team; put the team above personal glory.

RESPECT

- ***Respec*t** Treat all people with respect all the time and require the same of other student-athletes.
- ***Class*** Live and play with class; be a good sport; be gracious in victory and accept defeat with dignity; give fallen opponents help, compliment extraordinary perform-ance, show sincere respect in pre- and post-game rituals.

- ***Disrespectful Conduct*** Don't engage in disrespectful conduct of any sort including profanity, obscene gestures, offensive remarks of a sexual or racial nature, trash-talking, taunting, boastful celebrations, or other actions that demean individuals or the sport.
- ***Respect Officials*** Treat contest officials with respect; don't complain about or argue with official calls or decisions during or after an athletic event.

RESPONSIBILITY

- ***Importance of Education*** Be a student first and commit to getting the best education I can. Be honest with myself about the likelihood of getting an athletic scholarship or playing on a professional level and remember that many universities will not recruit student-athletes that do not have a serious commitment to their education, the ability to succeed academically or the character to represent their institution honorably.
- ***Role-Modeling*** Remember, participation in sports is a privelege, not a right; and I am expected to represent my school, coach and teammates with honor, on and off the field. Consistently exhibit good character and conduct yourself as a positive role model. Suspension or termination of the participation privilege is within the sole discretion of the school administration.
- ***Self-Control*** Exercise self-control; don't fight or show excessive displays of anger or frustration; have the strength to overcome the temptation to retaliate.
- ***Healthy Lifestyle*** Safeguard your health; don't use any illegal or unhealthy substances including alcohol, tobacco, drugs and performance-enhancing supplements or engage in any unhealthy techniques to gain, lose or maintain weight.
- ***Integrity of the Game*** Protect the integrity of the game; don't gamble. Play the game according to the rules.

FAIRNESS

- ***Be Fair*** Live up to high standards of fair play; be open-minded; always be willing to listen and learn.

CARING

- ***Concern for Others*** Demonstrate concern for others; never intentionally injure any player or engage in reckless behavior that might cause injury to myself or others.
- ***Teammates*** Help promote the well-being of teammates by positive counseling and encouragement or by reporting any unhealthy or dangerous conduct to coaches.

CITIZENSHIP

- ***Play by the Rules*** Maintain a thorough knowledge of and abide by all applicable game and competition rules.
- ***Spirit of Rules*** Honor the spirit and the letter of rules; avoid temptations to gain competitive advantage through improper gamesmanship techniques that violate the highest traditions of sportsmanship.

I have read and understand the requirements of this Code of Conduct. I understand that I'm expected to perform according to this code and I understand that there may be sanctions or penalties if I do not.

_____ _____

Student-Athlete Signature **Date**

"Pursuing Victory With Honor" and the "Six Pillars of Character" are service marks of the CHARACTER COUNTS! Coalition, a project of the Josephson Institute of Ethics. For more information on promoting character education and good sportsmanship, visit www.charactercounts.com.

DISTRICT ATHLETICS COACHING CHECKLIST

Name: _____ Site: _____

Sport: _____ Position: _____

Email: _____ Contact Number: _____

1. **Complete online application**: CUSD Application Portal
2. **Fingerprint appointment with Human Resources**: 559-274-4700
   ***** Fingerprint clearance can take anywhere from 1-30 days. This is something that we cannot control in the HR department. Once fingerprints are scanned we MUST wait for the Department of Justice (DOJ) and Federal Bureau of Investigation (FBI) to complete their process.***
3. **Home Campus-** Create an account and upload all required documents: Home Campus
4. **Certifications:**

☐ TB (Every 4 years)
- Please take the attached form to your school site nurse for completion- TB Questionnaire

☐ CPR/1st Aid (Every 2 years)
- Head Coaches must complete online **AND** hands-on certification. CPR/1st Aid Classes
- Assistant Coaches: Any online course or CPR Today
- Volunteers: CPR/1st Aid Not required

☐ NFHS Training (Every 2 years):
- Sudden Cardiac Arrest
- Concussion in Sports
- Heat Illness Prevention

☐ CUSD Mandated Training: Public School Works
- M394- Child Abuse & Neglect Reporting- California- (Every calendar school year)
- M759- Sexual Harassment Prevention in California- Module 1- (Every 2 years)
- M774- Sexual Harassment Prevention in California - Module 2- (Every 2 years)

☐ NFHS-CIF (One time only):
- "Fundamentals of Coaching"
  (Email drustiganjones@centralusd.k12.ca.us for a code to defer the cost of the exam)

5. **Driver's Clearance-** (Only if you plan to drive students) **** Must be at least 21 years of age***
   - Personal Vehicle Use Form

Contingencies: All certifications must be completed and uploaded to Home Campus 10 days after your hire date. This is a non-coaching period until certifications and fingerprint clearances are finalized by Human Resources.

The Signature below is verification that all contingencies have been completed and verified.

_____ _____

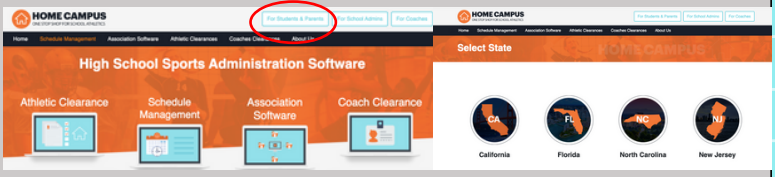
District Athletics Date

Should you have any questions, please contact Diane Rustigan-Jones at (559) 274-4700 ext. 10254.

ONLINE ATHLETIC CLEARANCE

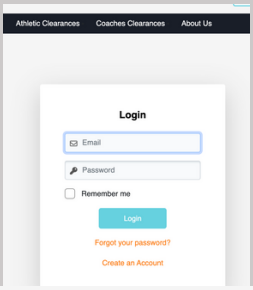
1

VISIT HOMECAMPUS.COM
CLICK FOR PARENTS & STUDENTS
SELECT STATE



Return Users
Log into existing account used in previous School Year.

New Users
Create an account. Please register with a valid PARENT/GUARDIAN email address as the username and generate a password.



2

SELECT START CLEARANCE HERE

Type in School & Confirm School Address
Select Year
Add Sports

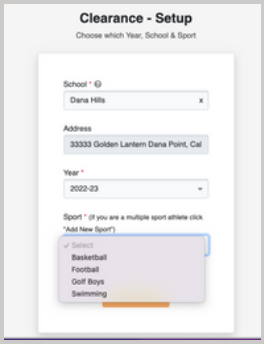
Participating in multiple sports? Use Add New Sport button.



3

COMPLETE ALL REQUIRED FIELDS

Student Information, Parent/Guardian Information, Medical History, Signature Forms, and upload any File(s).



Student Info & Parent Guardian Info

Type in Student & Parent/Guardian Information. This information will be saved for future clearances. Utilize the drop down menu to autofill information for subsequent clearances.

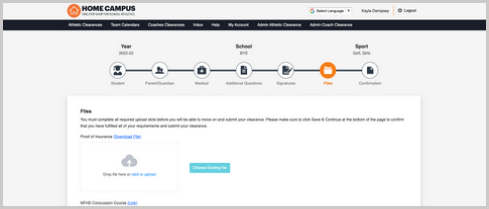


Signatures

Sign required documents by typing in an **EXACT** match of what is on the Student & Parent/Guardian page.

Files

Drag & drop or browse from your computer to add a file. Select Choose Existing File to search for a previously uploaded file.

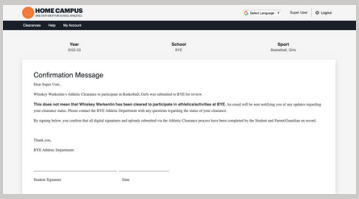


CLICK
SUBMIT COMPLETED APPLICATION

4

CONFIRMATION MESSAGE

Your clearance is ready for review by your school once you have reached the **CONFIRMATION MESSAGE** page.



THE STUDENT IS NOT CLEARED YET!

THE SCHOOL MUST REVIEW AND CLEAR THE STUDENT. AN EMAIL NOTIFICATION WILL BE SENT ONCE THE SCHOOL HAS REVIEWED AND CLEARED THE STUDENT FOR PARTICIPATION.

CONTACT HOME CAMPUS
SUPPORT@HOMECAMPUS.COM
ATHLETIC CLEARANCE HELP ARTICLES

QUESTIONS?
USE THE HELP ICON AT THE BOTTOM RIGHT SCREEN FOR ASSISTANCE!

Help

IMPORTANCE OF MINDSET

Grow Your Mindset

From Carol Dweck's book, *MindSet: The New Psychology of Success*, pages 205 – 206

Every word and action from parent to child sends a message. Tomorrow, listen to what you say to your kids and tune in to the messages you're sending. Are they messages that say: You have permanent traits and I'm judging them? Or are they messages that say you're a developing person and I'm interested in your development?

How do you use praise? Remember that praising children's intelligence or talent, tempting as it is, sends a fixed-mindset message. It makes their confidence and motivation more fragile. Instead, try to focus on the processes they used-their strategies, effort, or choices. Practice working the process praise into your interactions with your children.

Watch and listen to yourself carefully when your child messes up. Remember that constructive criticism is feedback that helps the child understand how to FIX something. It's not feed- back that labels or simply excuses the child. At the end of each day, write down the constructive criticism (and the process praise) you've given your kids.

Parents often set goals their children can work toward. Remember that having innate talent is not a goal. Expanding skills and knowledge is. Pay careful attention to the goals you set for your children.

If you're a teacher, remember that lowering standards doesn't raise students' self-esteem. But neither does raising standards without giving students ways of reaching them. The growth mindset gives you a way to set high standards and have students reach them. Try presenting topics in a growth framework and giving students process feedback. I think you'll like what happens.

Do you think of your slower students as kids who will never be able to learn well? Do they think of themselves as permanently dumb? Instead, try to figure out what they don't understand and what learning strategies they don't have. Remember that great teachers believe in the growth of talent and intellect, and are fascinated by the process of learning.

Are you a fixed-mindset coach? Do you think first and foremost about your record and your reputation? Are you intolerant of mistakes? Do you try to motivate your players though judgment? That may be what's holding up your athletes.

Try on the growth mindset. Instead of asking for mistake-free games, ask for full commitment and full effort. Instead of judging the players, give them the respect and the coaching they need to develop.

As parents, teachers, and coaches, our mission is developing people's potential. Let's use all the lessons of the growth mindset—and whatever else we can—to do this.

MINDSET



Growth Mindset

Intelligence can be developed

Leads to a desire to learn
and therefore a tendency to...

People who hold the Growth Mindset believe that intelligence can be developed, that the brain is like a muscle that can be trained.
This leads to the desire to improve.

...embrace challenges

And how do you improve? First, you embrace challenges, because you know that you'll come out stronger on the other side.

...persist in the face of setbacks

Similarly, obstacles - external setbacks - do not discourage you. Your self-image is not tied to your success and how you will look to others; failure is an opportunity to learn, and so whatever happens you win.

...see effort as the path to mastery

Effort is seen not as something useless to be avoided but as necessary to grow and master useful skills.

...learn from criticism

Criticism and negative feedback are sources of information. That doesn't mean that all criticism is worth integrating or that nothing is never taken personally, but at least the Growth Mindset individual knowns that he or she can change nd improve, so the negative feedback is not perceived as being directly about hem as a person, but rather about their current abilities.

...find lessons and inspiration in the success of others

he success of others is seen as a source of inspiration and information. o Growth Mindset individuals, success is not seen as a zero-sum game.

As a result, they reach ever-higher levels of achievement.

All this gives them a greater sense of free will

And so, Growth Mindset individuals will improve and this will create a positive feedback loops that encourages them to keep learning and improving. Of course, most people do not have a 100% Fixed mindset or a 100% Growth mindset; most of us have some of both.

The good news is that it is possible to change your worldview from a fixed mindset to a growth midset. And Carol Dweck's research indicates that both children and adults can be taught to change their mindset!

MINDSET

Fixed Mindset

Intelligence is static



People who hold these beliefs think that "they are the way they are", but that doesn't mean that they have less of a desire for a positive self-image than anyone else. So of course they want to perform well and look smart.

Leads to a desire to look smart and therefore a tendency to...

CHALLENGES

...avoid challenges

By definition, a challenge is hard and success is not assured, so rather than risk failing and negatively impacting their self-image, they will often avoid challenges and stick to what they know they can do well.

OBSTACLES

...give up easily

Same with obstacles. The difference here, as I see it, is that challenges are things that you can decide to do while obstacles are external forces that get in your way.

EFFORT

...see effort as fruitless or worse

What's the point of working hard and making efforts if afterwards you are still on square one? If your worldview tells you that effort is an unpleasant thing that doesn't really pay dividends, then the smart thing to do is to avoid it as much as possible.

CRITICISM

...ignore useful negative feedback

Useful negative feedback is ignored in the best of cases, and taken as an insult the rest of the time. The Fixed Mindset logically leads you to believe that any criticism of your capabilities is criticism of you. This usually discourages the people around and after a while they stop giving any negative feedback, further isolating the person from external influences that could generate some change.

SUCCESS OF OTHERS

...feel threatened by the success of others

The success of others is seen as a benchmark against which the person looks bad. Usually when others succeed, people with a Fixed Mindset will try to convince themselves and the people around them that the success was due to either luck (after all, almost everything is due to luck in the Fixed Mindset world) or objectionable actions. In some cases, they will even try to tarnish the success of others by bringing up things that are completely unrelated ("Yes, but did you know about his...").

As a result, they may plateau early and achieve less than their full potential.

All this confirms a deterministic view of the world.

As a result, they don't reach their full potential and their beliefs feed on themselves: They don't change or improve much with time, if at all, and so to them this confirms that "they are as they are".

Pursuing Victory With Honor℠
Code of Conduct for Parents/Guardians

Athletic competition of interscholastic age children should be fun and also a significant part of a sound educational program. Everyone involved in sports programs has a duty to assure that their programs impart important life skills and promote the development of good character. Essential elements of character building are embodied in the concept of sportsmanship and six core ethical values: trustworthiness, respect, responsibility, fairness, caring and good citizenship (the "Six Pillars of Character"). The highest potential of sports is achieved when all involved consciously Teach, Enforce, Advocate and Model (T.E.A.M.) these values and are committed to the ideal of pursuing victory with honor. Parents/guardians of student-athletes can and should play an important role and their good-faith efforts to honor the words and spirit of this Code can dramatically improve the quality of a child's sports experience.

THE SIX PILLARS OF CHARACTER

TRUSTWORTHINESS

- ***Trustworthiness*** Be worthy of trust in all you do.
- ***Integrity*** Live up to high ideals of ethics and sportsmanship and encourage players to pursue victory with honor. Do what's right even when it's unpopular or personally costly.
- ***Honesty*** Live honorably. Don't lie, cheat, steal or engage in any other dishonest conduct.
- ***Reliability*** Fulfill commitments. Do what you say you will do.
- ***Loyalty*** Be loyal to the school and team; Put the interests of the team above your child's personal glory.

RESPECT

- ***Respect*** Treat all people with respect at all times and require the same of your student-athletes.
- ***Class*** Teach your child to live and play with class and be a good sport. He/she should be gracious in victory and accept defeat with dignity, compliment extraordinary performance, and show sincere respect in pre- and post-game rituals.

- ***Disrespectful Conduct*** Don't engage in disrespectful conduct of any sort including profanity, obscene gestures, offensive remarks of a sexual nature, trash-talking, taunting, boastful celebrations or other actions that demean individuals or the sport.
- ***Respect for Officials*** Treat game officials with respect. Don't complain or argue about calls or decisions during or after an athletic event.

RESPONSIBILITY

- ***Importance of Education*** Support the concept of "being a student first." Commit your child to earning a diploma and getting the best possible education. Be honest with your child about the likelihood of getting an athletic scholarship or playing on a professional level. Reinforce the notion that many universities will not recruit student-athletes who do not have a serious commitment to their education. Be the lead contact for collegiate coaches in the recruiting process.
- ***Role Modeling*** Remember, participation in sports is a privilege, not a right. Parents/guardians too should represent the school, coach and teammates with honor, on and off the court/field. Consistently exhibit good character and conduct yourself as a positive role model.
- ***Self-Control*** Exercise self-control. Don't fight or show excessive displays of anger or frustration.
- ***Healthy Lifestyle*** Promote to your child the avoidance of all illegal or unhealthy substances including alcohol, tobacco, drugs and some over-thecounter nutritional supplements, as well as of unhealthy techniques to gain, lose or maintain weight.
- ***Integrity of the Game*** Protect the integrity of the game. Don't gamble or associate with gamblers.
- ***Sexual Conduct*** Sexual or romantic contact of any sort between students and adults involved with interscholastic athletics is improper and strictly forbidden. Report misconduct to the proper authorities.

FAIRNESS

- ***Fairness and Openness*** Live up to high standards of fair play. Be open-minded, always willing to listen and learn.

CARING

- ***Caring Environment*** Consistently demonstrate concern for student-athletes as individuals and encourage them to look out for one another and think and act as a team.

CITIZENSHIP

- ***Spirit of the Rules*** Honor the spirit and the letter of rules. Teach your children to avoid temptations to gain competitive advantage through improper gamesmanship techniques that violate the highest traditions of sportsmanship.

"Pursuing Victory With Honor" and the "Six Pillars of Character" are service marks of the CHARACTER COUNTS! Coalition, a project of the Josephson Institute of Ethics. For more information on promoting character education and good sportsmanship, visit www.charactercounts.com.

TRANSFER FLOW CHART

A TRANSFER APPLICATION MUST BE SUBMITTED AND PROCESSED PRIOR TO COMPETING AT ANY LEVEL

In order for a school to apply for a student's athletic eligibility, the student must be academically eligible (at the time of transfer) or become academically eligible at the new school (in an official, regular grading period, not a progress report) before a transfer application will be processed. An application will not be reviewed if the student is transferring with disciplinary action taken or pending at the former school. Knowledge of pre-enrollment contact MUST be disclosed by ANY AND ALL PARTIES taking part in the transfer process. This includes but is not limited to the current and former school(s), parents, student, and coaches. **Students who have participated in sports in the last 12 months that transfers from one Central Unified School to another Central Unified School without a full-family move will generally be ineligible for participation in interscholastic sports for 365 days.**

ADDITIONAL QUESTIONS:

1. Is this the first time the student has transferred since initially enrolling in the 9th grade? If not, get details on each transfer (grade, school, exact enrollment dates, sports played at any level, family unit details).
2. Did the student play ANY sports AT ANY LEVEL in the 12 months prior to the transferring? If not, complete a "Non-Participation" application.
3. Is there any pre-enrollment contact with faculty/staff/coach(es) at the new school?

Student transfers from "School A" to "School B."

Has the student made a "Valid Change of Residence" as defined in CIF Bylaw 206?

NO → Is this the student's 1st transfer since enrolling in high school? Note: A "Valid Change of Address" or "Hardship" DOES NOT count as a transfer.

NO → Submit a "Limited Eligibility" form. The student is not entitled to a "Sit Out Period" (because of multiple transfers) and will be limited to lower levels in any sports played at any level in the 12 months prior to their transfer. NOTE: If the student has not played sports in the last 12 calendar months, a "Non-Participation" application should be filed.

YES → Submit a "Valid Change of Residence" transfer application. In CIFSS Home, upload the initialed VCR Documentation Checklist and the Parent Student Certification where items #6 or #7 have been read, reviewed with a parent and accurately signed.

"Valid Change of Residence" applications are marked "Received" as the school applying for eligibility is responsible for VERIFYING a valid change has been made. Should there be issue with the valid change, the receiving school and athlete will face sanction for falsification.

YES → Did the student participate in any sports, AT ANY LEVEL, at a different school in the last 12 months prior to transferring? Participation means playing in an interscholastic contest during the high school season of sport. Practice only DOES NOT count as participation.

NO → Submit a "Non-Participation" transfer application. This student will be eligible for all sports, at any level once cleared at their new school.

YES → Submit a "Sit Out Period" transfer application listing the sports the student played in the 12 months prior to their transfer. In each sport, the student may play JV for the entire season (NO VARSITY) or wait until after the "Sit Out Period" dates per sport and play ANY LEVEL thereafter.

HARDSHIP WAIVER

To qualify for a hardship waiver of ineligibility for interscholastic athletics, the transfer student must be able to demonstrate that a hardship caused the student to be ineligible. A hardship is defined as an unforeseeable, unavoidable, and uncorrectable act, condition, or event which causes the imposition of a severe non-athletic burden, upon the student of their family. The District incorporates by reference and refers to CIF Central Section Bylaw 207's definition of a hardship, interpretation of a hardship, and guidance of hardship waivers under Bylaw 207. Inclusive, for purposes of the District's Hardship Waiver process.

Updated 7/1/24

STUDENTS

Residential and Transfer Eligibility

Residential and Transfer Eligibility for interscholastic athletic, intermediate (grades 7-8) and high school (grades 9-12) students:

The following regulations govern Central Unified School District students' residential, intradistrict and interdistrict transfer eligibility for participation in District interscholastic athletics.

1. "Residential eligibility" governs and determines at which District area school a student has obtained eligibility to participate in interscholastic athletics.

2. "Interdistrict transfer eligibility" governs whether a student whose residence is located outside the Central Unified School District is eligible to participate in interscholastic athletics following a transfer into a Central Unified District school (BP/AR 5117).

3. "Intradistrict transfer eligibility" governs and determines whether a student is eligible to participate in interscholastic athletics following a transfer from one Central Unified District school to another Central Unified District school, whether through the District's Open Enrollment process or an alternative method of intradistrict transfer (BP/AR 5116.1, AR 5118).

4. Authorization or approval by the District of a student's interdistrict transfer, intradistrict transfer, or open enrollment transfer does not immediately result in the student obtaining interdistrict or intradistrict transfer eligibility for District interscholastic athletics. Following a student's interdistrict or intradistrict transfer into a District school, the determination of the student's eligibility for interscholastic athletics will be based upon the requirements, standards and guidelines set forth herein.

Residential Eligibility

1. "Residential eligibility" determines which school within the Central Unified School District the student is eligible to attend based on the attendance area in which the student resides. Consequently, "residential eligibility" determines, in the first instance, the District school at which a student is generally eligible to participate in interscholastic athletics during the seventh through twelfth grade years.

2. A student's area of attendance is established by the District elementary school they are attending during the second semester of their sixth grade year. Upon entering the seventh grade of the aligned intermediate school, the student has established initial enrollment.
3. A student who has a valid full family move into an attendance area of the District in the seventh grade would also establish initial enrollment.

4. When a student transfers into the District from a school not located within the Central Unified School District, he or she will be considered an interdistrict transfer (i.e., transfers

into a Central Unified District school from a home school, private school or other out of district public school). A student on an interdistrict transfer who lives outside the District's boundaries will be granted residential eligibility based on their school of enrollment. If the student subsequently wants to attend a school other than their school of initial enrollment upon transferring into the District, the student must comply with the intradistrict transfer policy and related interscholastic eligibility limits.

5. When a student transfers within the Central Unified District to another District school through either open enrollment or other intradistrict transfer, they will be considered a transfer student and will be subject to the intradistrict transfer policy related interscholastic eligibility limits.

6. Example of Regulation's Application: If a student transfers/enrolls into the Central Unified School District from a private school, and is enrolled or lives in District School A's attendance boundary area, the student may be granted eligibility for participation in School A's interscholastic sports. If the same student desires to attend District school B, outside his attendance area, then the student must follow the District's intradistrict policy and will generally be ineligible for participation in School B's interscholastic sports for 365 days.

Interdistrict Transfer Eligibility

For purposes of determining interdistrict transfer eligibility for District interscholastic sports, the Central Unified School District adopts and follows the standards in California Interscholastic Federation (CIF) and CIF Central Section Bylaw 207.

Interdistrict Transfer Eligibility (Grades 7 and 8)

The following provisions apply to any student who transfers from a school not associated with the District into the Central Unified School District during the student's seventh or eighth grade years (Refer to CIF Central Section Bylaw 207).

1. A student may have interdistrict transfer eligibility provided the student moves from any non-District school to a District school due to:

    a. A valid change of residence (Full Family Move) (Refer to CIF Central Section Bylaw 206); or

    b. A ruling by the Governing Board of a school district that has two or more high schools mandating a change of school attendance boundaries affecting an individual student or group of students provided the change of schools is not the result of a disciplinary action; or

    c. Family decision to transfer the student during their seventh or eighth grade year and the following conditions are met:

i. This is the first transfer of this student since their initial enrollment in the seventh or eighth grade: and

ii The student is not transferring as a result of a disciplinary situation (see also CIF Bylaw 209); and

iii The student was scholastically and otherwise eligible at the former school immediately prior to the transfer; and

iv There is no evidence that the transfer, in whole or part, is athletically motivated (See also CIF Bylaw 510.B); and

v. The CIF Form 510 Pre-Enrollment Contact Affidavit is completed verifying that there is no evidence of the use of undue influence (recruiting) by anyone associated with either school; and

vi. The CIF Form 207 Athletic Transfer Eligibility Application and CIF Form 510 Pre-Enrollment Contact Affidavit have been approved by the District; However,

vii. No student shall be eligible to participate in the same sport at two different schools in the same school year unless the student changed schools as a result of a valid change of residence by the student and their parents/guardians/caregiver. In the event of a change of schools due to a valid change of residence, a student will be allowed to participate in the same sport at two different schools not to exceed, in total, the maximum number of contests in that sport as established by the District.

d. Example of Regulation's Application: Student A transfers into the District by way of an interdistrict transfer in the seventh grade. Students may have unrestricted eligibility if they have met all the criteria in (3) (a)-(g) above. If the student desires to transfer to another District school at any time after their initial enrollment, then they must follow the intradistrict policy and related interscholastic eligibility limits.

If a Student Does Not Qualify

If a student does not qualify for interdistrict transfer eligibility under the above standards, the student may seek a hardship waiver of their ineligibility.

All intermediate school students (grades 7-8) transferring on an interdistrict transfer into the District who intend to apply for athletic eligibility must fill out District forms 207, 510 and a Waiver to Practice. These forms are accessible at the new school's athletic office. Any students, seventh through eighth grade, and/or the student's parent/guardian should submit the completed forms to the athletic director at the student's new school.

After reviewing the completed forms 207 and 510, the Superintendent's designee will determine whether or not an intermediate school student has athletic eligibility upon the student's interdistrict transfer into the District. The Superintendent's designee will use the transfer guidelines under AR/BP 5117 as a criteria for and guidance for determining eligibility.

Interdistrict Transfer Eligibility (grades 9-12)

The following provisions apply to any student who transfers from a school located outside the Central Unified School District into a school located within the District during the student's ninth through twelfth grades. All criteria are established by CIF Bylaw 207 and all decisions regarding interdistrict transfers will be decided by CIF after review by the Superintendent's designee (Refer to CIF Bylaw 207).

Foreign Exchange Students:

The 365-day ineligibility includes foreign exchange students, foreign students, and any student who has transferred from a school not associated with the District and from another district without the student's parents/guardians/caregiver with whom the student lived with when he/she established residential eligibility, even though a new legal guardian or caregiver is appointed who themselves have been a resident of the District attendance area for more than 365 days. If a foreign exchange student can prove they have never previously participated in a specific or related sport or competitive extracurricular activity, said student may apply for a waiver of restricted eligibility in sports that they have not participated in prior to coming to the United States. In sports in which they have participated, they become ineligible for one (1) calendar year.

All high school students (grades 9 through 12) transferring into the District on an interdistrict transfer who intend to apply for athletic eligibility must fill out at Athletic Transfer Eligibility Application, CIF Form 207 and Pre-enrollment Contact Affidavit, CIF 510 and Waiver to Practice form. These forms are accessible at the new school's athletic office. Any student (grades 9 through 12) and/or the student's parent/guardian should the completed forms to the athletic director at the student's new school.

All forms will be sent to CIF, and CIF will determine the eligibility of the student transferring. Any appeals will be directly referred to CIF

1. A student may have restricted athletic eligibility, regardless of the above limitations, provided that the student can demonstrate a hardship as defined by CIF Bylaw 207 or AR/BP 5116.1, 5117, AR 5118. All students in grades 9-12 would still need approval from CIF prior to granting any eligibility.

2. All intermediate school students (grades 7-8) transferring to a school outside their attendance area on an intradistrict transfer or an open enrollment transfer who intend to apply for athletic eligibility fill out District Forms 207, 510 and Waiver to Practice. These forms are accessible at the new school's athletic office. Any student in grades 7-8 and/or the student's parent/guardian should submit the completed forms to the athletic director as the student's new school.

1. After reviewing the intermediate school student's completed Forms 207, 510 and Waiver to Practice, the Superintendent's designee will determine whether the intermediate school student has athletic eligibility upon the student's intradistrict or open enrollment transfer. CIF Central Section Bylaw 207 and AR/BP 5116.1, 5117, AR 5118 and the guidance provided by same, will be used to determine eligibility. Intermediate school students denied eligibility under this section by the Superintendent's designee may appeal the designee's determination consistent with section E.9 of this regulation.

Waivers

1. Hardship and Restricted and Unrestricted Eligibility Waivers: A student can obtain transfer eligibility under this regulation if they qualify for an ineligibility hardship waiver. An ineligibility hardship waiver may allow a student unrestricted or restricted eligibility for participation in District interscholastic athletics in grades 7-8 and may be granted up to restricted eligibility for intradistrict transfers as defined by E.4.a for grades 9-12 upon approval from CIF. In order for students in grades 9-12 to gain unrestricted eligibility they must meet CIF Bylaw 207's definition of a hardship.

2. Hardship Waivers: To qualify for a hardship waiver of ineligibility for interscholastic athletics, the transfer student must be able to demonstrate that a hardship caused the student to be ineligible. A hardship is defined as an unforeseeable, unavoidable, and uncorrectable act, condition, or event which causes the imposition of a severe non-athletic burden, upon the student of their family. The District incorporates by reference and refers to CIF Central Section Bylaw 207's definition of a hardship, interpretation of a hardship, and guidance of hardship waivers under Bylaw 207. Inclusive, for purposes of the District's Hardship Waiver process.

3. Restricted Eligibility Waivers: When a student transfers from school A to school B without the student's parent/guardian/caregiver moving into the new school attendance area and the student can prove a hardship as defined in AR/BP, the student may receive restricted eligibility at school B. Restricted eligibility is defined as athletic competition except varsity level competition in sports in which the student has participated in any level of interscholastic competition during the twelve (12) calendar months preceding the date of such transfer.

If a foreign exchange student can prove they have never previously participated in a specific or related sport or competitive extracurricular activity, said student may apply for a waiver of restricted eligibility in sports that they have not participated in prior to coming to the United States. In sports in which they have participated, they become ineligible for one (1) calendar year.

At a new school, where the school does not have a varsity level team, a transfer student or foreign exchange student may apply for restricted eligibility in sports even where the transfer or foreign exchange student has participated previously in varsity level competition for those sports, and may be granted restricted eligibility provided all other eligibility requirements/conditions are met.
CIF 207/510 Paperwork

Time Frame: Under this regulation, parents and student athletes should allow up to twenty (20) school days from the time all completed and appropriate paperwork is received by the Athletic Director at the student athlete's new school.

Appeals of Interdistrict Transfers Eligibility Determinations (7-8) and Intradistrict or Open Enrollment Transfer Eligibility (7-12).

1. Intermediate school students (grades 7-8) who have been found ineligible for interscholastic athletics following an interdistrict transfer by the Superintendent's designee, as well as intermediate and high school students (grades 7-12) who have been found ineligible for interscholastic athletics following an intradistrict or open enrollment transfer by the Superintendent's designee, may appeal the Superintendent's designee's decision as set forth herein to the District Athletic Committee (Interdistrict transfer eligibility for grades 9-12 students and appeals in relation to same are determined entirely by CIF).

2. The student may appeal the decision, in writing, describing why they are appealing and how it complies with the requirements and conditions of CIF and CIF Central Section Bylaw 207 and AR/BP 5116.1, 5117, and AR 5118. All documents must be delivered to the new school's Athletic Director.

3. The Athletic Director will submit the information received from the student to the District's Athletic Committee and present the case; or

4. The student may request the opportunity to present their case directly to the District's Athletic Committee in a closed meeting. If the student does not request the opportunity to be heard by the District's Athletic Committee, they waive their right to such an opportunity. If the student requests an opportunity to be heard by the District's Athletic Committee, they will be given fifteen (15) minutes to present the appeal to the Committee. The District may have legal representation at the Committee meeting, if necessary, to present other information regarding the student's eligibility appeal. The District will be given (15) minutes to present to the Committee relevant information regarding the student's athletic eligibility and appeal, if necessary. Once the appeal is presented, both parties will be asked to leave the room while the Committee deliberates.

The Committee will reconvene and disclose its decision.

All athletic eligibility and hardship waiver decisions by the Committee are final, binding, and not subject to further appeals with the District. The student will be notified of the decision from the A.D. of the school attending and the ruling will be forwarded to the CIF Central Section Commissioner.

1. The District's Athletic Committee will be assigned by the Superintendent or designee to their intermediate and high school (7-12) intradistrict and open enrollment transfer eligibility appeals and intermediate school (7-8) interdistrict transfer athletic eligibility

appeals. The District's Athletic Committee will be composed of all intermediate and high school Athletic Directors. In no instance shall the Athletic Director of the student's old or new school participate as a member of the Committee on a student's transfer eligibility appeal. However, the Athletic Director of the student's old and/or new school or other appropriate parties may present evidence or information to the District's Athletic Committee in order for the Committee to make an informed decision on the student's appeal, and the Athletic Director of the student's old and/or new school may advocate to the Committee regarding whether the Committee should or should not grant the student's transfer eligibility appeal.

2. Upon the majority vote of a quorum of members present, the District's Athletic Committee may overturn the Superintendent's designee's decision and grant the student's appeal.

3. Because the information utilized and discussed by the District's Athletic Committee regarding transfer eligibility appeals includes confidential student information, all transfer eligibility appeals and Committee deliberations will be held in closed session.

4. Following a meeting by the District's Athletic Committee to determine a student's transfer eligibility appeal, the Athletic Director of the student's new school will inform the student in writing, within a reasonable period of time, of the Committee's decision on the student's athletic transfer eligibility appeal.

5. Valid Residence and Valid Residence Changes

A student may have athletic eligibility under this regulation when they establish that valid full family move took place. Athletic eligibility based upon a valid full family move is distinct from athletic eligibility based upon a waiver of ineligibility because of hardship.

Athletic Residence

Pursuant to CIF Central Section Bylaw 206, a valid residence is that location where the student's parents/guardians/caregiver with whom the student lived when they established eligibility, live with the student and, as a result, use and enjoy that location. A student (with the student's parents/guardians/caregiver or immediate family with whom eligibility has been established) may only have one valid residence at a time.

Valid Change of Residence:

Determination of what constitutes a valid change of residence depends upon the facts in each case; however, to be considered, the following facts must exist (Refer to CIF Central Section Bylaw 206):

1. The original residence must be abandoned and vacated as a residence by the immediate family, and

2. The student's entire immediate family must make the change and take with them all household goods and furniture appropriate to the circumstances. For eligibility purposes, a family unit may not maintain two or more residencies; and

3. The change of residence must be genuine, without fraud or deceit, and with permanent intent.

4. Multiple Changes in Residence.

A student whose family makes a valid move into a new attendance area may be immediately residentially eligible for varsity competition. A subsequent move into a different attendance area by the family (or other family members) during that same school year will result in the student being declared ineligible until cleared for competition by the District's Athletic Committee.

Proving Valid Change of Residence

Evidence must be submitted that a valid change of residence has occurred. Evidence will include all of the following that are appropriate for the situation:

1. Operative telephone and utility at the student's new residence and terminated at the former residence;

    a. Activation of bill at new address

    b. Cancellation date of bill at former address

2. Proof of paying for utilities at the new residence including phone, gas, electricity, water, cable television and garbage collection;

    a. Activation of bill at new address

    b. Cancellation date of bill at former address

        i. Bank statement indicating current and former addresses on new residence.

        ii. Credit card statement indicating current and former addresses of new resident;

        iii. Proof of submitting a change of address to the U.S. Postal Service to receive mail at the new residence;

        iv. Proof of transfer of the parent's/guardian's and age-appropriate student's motor vehicle registration;

        v. Proof of changed address on the parent's/guardian's and age-appropriate student driver's license;

CIF CENTRAL SECTION
VALID CHANGE OF RESIDENCE CERTIFICATION
REQUIRED DOCUMENTATION

STUDENT NAME: _____

SCHOOL NAME: _____

DATE: _____

In order for the school to certify a **Valid Change of Residence** for athletic participation, per the CIF definition of a VCOR (***CIF Bylaw 206***), the following documents are **REQUIRED** to be provided.

A transfer application will not be entered into the CIF transfer system (CIF Home) by the school until **ALL** requirements are met. The CIF Commissioner may request additional documentation if it is deemed necessary to confirm the VCOR.

NOTE: Providing incorrect, inaccurate, incomplete or false information can lead to ineligibility for up to 24 months (CIF Bylaw 202B) for the student.

Consistent with section 11432(g) of the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. §. 11301 et seq.), proof of a valid change of residence of a parent/legal guardian within a school district shall not be required for a homeless or unaccompanied youth, as defined in section 11434a(6) of Title 42 of the United States Code. A homeless or unaccompanied youth may file for athletic eligibility pursuant to CIF Bylaw 207.B.(5)c.(viii)(e) and need not submit the below-identified documentation. (See CIF Hardship form)

ATHLETIC DIRECTORS: Please **initial** each line upon collecting and verifying the documentation

REQUIRED - All Five (5) Must Be Submitted:

_____1. Real estate documents indicating & verifying the Valid Change of Residence OR proof of entering a long-term lease (minimum of 12 months).

_____2. Proof of former residence address being terminated (lease termination letter, escrow closing papers).

_____3. Bank account statement/credit card statement with new residence address indicated.

_____4. Proof of at least 2 utility services/monthly bills in the family's name at the new residence address **and** documentation of termination of the same at the former address (cell phone, auto insurance, trash, sewer, water, pay stub, water, cable tv, etc.).

_____ 5. Proof of change in address on the parent(s)/caregiver(s) and age-appropriate student's driver's license to new residence address.

At Least One (1) Of the Following Items Are Required to Be Submitted

_____ A. Proof of the submission of an official Change of Address notification to the US Postal Service (USPS) to receive mail at the new residence address.

_____ B. Proof of voter registration listing the new residence address.

_____ C. Proof of transfer of parent(s)/guardian(s)/caregiver(s) and age-appropriate student's motor vehicle registration to new residence address.

(See Ed.Code § 48204.1)

The Athletic Director/Administrator of the school submitting the valid change of residence request, must initial on the line, indicating that the documentation has been reviewed and verified. In the event that a family or student is unable to provide some or any of the specified documentation, the family should immediately advise the Athletic Director or a school site administrator. The Athletic Director or school site administrator shall discuss the situation with the CIF Commissioner.

Parent/Guardian/Caregiver Signature: _____

(By signing, I certify that I have provided the school with all required and truthful documentation of a VCOR, as stated above)

Athletic Director/Assistant Principal Signature: _____

(By signing, I certify that the school has collected, reviewed and is in possession of all required documentation of a VCOR, as stated above)

1. Upload this checklist with **Parent/Student Signature** form into transfer case in CIF Home.
2. Keep all copies of documentation on file at your school site and **UPLOAD ALL DOCUMENTATION COLLECTED INTO THE CIF HOME SYSTEM.**

PARENT AND STUDENT CERTIFICATION FORM / CIF FORM 510

Pre-Enrollment Contact Affidavit must be completed by All Student Athletes And their Parent/Guardian who have transferred from one School "A" to another School "B" after enrolling in their 9th Grade Year.

1. **STUDENT NAME:**_____ **Telephone (__)**_____

   Current Address:_____ **City**_____ **Zip**_____

   Year in School (circle one): FR SO JR SR **Gender (circle one): M F**

2. **NEW SCHOOL:**_____ **Date Enrolled (M/D/YR):**_____

3. **TRANSFER FROM:**_____ **Date Enrolled (M/D/YR): From**_____ **to**_____

   TRANSFER FROM:_____ **Date Enrolled (M/D/YR): From**_____ **to**_____

4. **Sport(s) and level of participation in the previous twelve calendar months:**

   Sport _____
   Sport _____
   Sport _____

NOTE: BELOW YOU WILL SIGN ITEM 3 OR ITEM 4
PLEASE READ CAREFULLY. DO NOT SIGN BOTH SECTIONS.

CERTIFICATION OF APPLICATION: I authorize any former school/s and the current school to release all records/requests made by the CIF and to discuss enrollment and/or extra-curricular participation with the CIF. I authorize the CIF to use that information in making its determination. I am authorized to execute this request. I affirm that all the above statements are true to the best of my knowledge. **I further affirm that I understand that if after the approval of this athletic eligibility application, it is discovered that this approval was granted on false, erroneous, inaccurate, or incomplete information, severe penalties affecting the future eligibility of this student-athlete may result.**

By signing this affidavit, **I certify** that no person/s connected with the athletic department of the new school (School "B") or is part of the booster club of School "B", including anyone acting on their behalf, has had communication, directly or indirectly, through intermediaries or otherwise with this transfer student, student's parents, legal guardian or caregiver, or anyone acting on behalf of this student, prior to the completion of the enrollment process at School "B". **I also certify:**

1. That the student has not participated in a practice or contest during the previous 24 months on any non-school athletic team * **(i.e., AAU, club team, camp, clinic, or private lesson)** that is associated with or coached by anyone associated with the new school (School "B") ***(*See Bylaw 510 for definition of a non-school athletic team).***

2. That the student has not played for a coach at a former high school who is now coaching at the new school.

3. **IF THE ABOVE STATEMENTS (UNDER CERTIFICATION OF APPLICATION) ARE TRUE SIGN BELOW. YOU WILL NOT NEED TO PROCEED TO ITEM 4. IF YOU CANNOT CERTIFY THE ABOVE STATEMENTS, DO NOT SIGN ITEM 3. SKIP TO ITEM 4. BELOW AND SIGN THERE.**

   _____

   PARENT SIGNATURE **DATE** **STUDENT SIGNATURE** **DATE**

4. **I AM UNABLE TO CERTIFY THAT SOME OR ALL OF THE ABOVE STATEMENTS ARE TRUE. THEREFORE, AS REQUIRED, I AM SUBMITTING A COMPLETE WRITTEN DISCLOSURE OF THE SPECIFICS. (ATTACH A WRITTEN EXPLANATION TO THIS FORM).**

   _____

   PARENT SIGNATURE **DATE** **STUDENT SIGNATURE** **DATE**

PRESCRIPTION OPIOIDS: WHAT YOU NEED TO KNOW

Prescription opioids can be used to help relieve moderate-to-severe pain and are often prescribed following a surgery or injury, or for certain health conditions. These medications can be an important part of treatment but also come with serious risks. It is important to work with your health care provider to make sure you are getting the safest, most effective care.

WHAT ARE THE RISKS AND SIDE EFFECTS OF OPIOID USE?

Prescription opioids carry serious risks of addiction and overdose, especially with prolonged use. An opioid overdose, often marked by slowed breathing, can cause sudden death. The use of prescription opioids can have a number of side effects as well, even when taken as directed:

- Tolerance—meaning you might need to take more of a medication for the same pain relief
- Physical dependence—meaning you have symptoms of withdrawal when a medication is stopped
- Increased sensitivity to pain
- Constipation
- Nausea, vomiting, and dry mouth
- Sleepiness and dizziness
- Confusion
- Depression
- Low levels of testosterone that can result in lower sex drive, energy, and strength
- Itching and sweating



RISKS ARE GREATER WITH:

- History of drug misuse, substance use disorder, or overdose
- Mental health conditions (such as depression or anxiety)
- Sleep apnea
- Older age (65 years or older)
- Pregnancy

Avoid alcohol while taking prescription opioids. Also, unless specifically advised by your health care provider, medications to avoid include:

- Benzodiazepines (such as Xanax or Valium)
- Muscle relaxants (such as Soma or Flexeril)
- Hypnotics (such as Ambien or Lunesta)
- Other prescription opioids

U.S. Department of Health and Human Services
Centers for Disease Control and Prevention

American Hospital Association®

May 9, 2016

KNOW YOUR OPTIONS

Talk to your health care provider about ways to manage your pain that don't involve prescription opioids. Some of these options **may actually work better** and have fewer risks and side effects. Options may include:

- Pain relievers such as acetaminophen, ibuprofen, and naproxen
- Some medications that are also used for depression or seizures
- Physical therapy and exercise
- Cognitive behavioral therapy, a psychological, goal- directed approach, in which patients learn how to modify physical, behavioral, and emotional triggers of pain and stress.

RX

Be Informed!

Make sure you know the name of your medication, how much and how often to take it, and its potential risks & side effects.

IF YOU ARE PRESCRIBED OPIOIDS FOR PAIN:

- Never take opioids in greater amounts or more often than prescribed.
- Follow up with your primary health care provider as directed.
  - ◊ Work together to create a plan on how to manage your pain.
  - ◊ Talk about ways to help manage your pain that don't involve prescription opioids.
  - ◊ Talk about any and all concerns and side effects.
- Help prevent misuse and abuse.
  - ◊ Never sell or share prescription opioids.
  - ◊ Never use another person's prescription opioids.
- Store prescription opioids in a secure place and out of reach of others (this may include visitors, children, friends, and family).
- Safely dispose of unused prescription opioids: Find your community drug take-back program or your pharmacy mail-back program, or flush them down the toilet, following guidance from the Food and Drug Administration (www.fda.gov/Drugs/ResourcesForYou).
- Visit www.cdc.gov/drugoverdose to learn about the risks of opioid abuse and overdose.
- If you believe you may be struggling with addiction, tell your health care provider and ask guidance or call SAMHSA's National Helpline at 1-800-662-HELP.

ACKNOWLEDGEMENT

I hereby acknowledge that I have received the Opioid Factsheet. I have read and understand its contents.

_____	_____	_____
Print Student/Athlete's Name	Student/Athlete's Signature	Date
_____	_____	_____
Parent or Guardian's Name	Parent or Guardian's Signature	Date

Central Unified School District

Voluntary (Random) Drug Testing Program Authorization Form

Central Unified School District is implementing a voluntary random drug testing program for all high school students. The objective of this program is to help our children in the fight against drug abuse. The program is not being implemented as a way to catch students on drugs but rather to keep our children from experimenting with them. By enrolling in this program, you are giving your child a reason to "just say no" to drugs.

No one at Central Unified will have any knowledge of your child's drug test results. This program will not keep any student out of athletics or other school activities. Results will remain extremely confidential and will be reported directly to the parent/legal guardian.

The form below must be completed and signed by the student and you as the parent/ legal guardian indicating your decision to have your son/daughter participate in this program. This program is provided free of charge during the school year 2019-2020.

Please circle your choice:

YES **NO**

By circling YES, I am authorizing Drug Testing Center and Consortium (D.T.C.) to put my child in a random drug testing pool to collect a urine specimen from my child for drug testing when my child's name is selected. By circling NO, this form will be filed for record keeping purposes only.

Please return this form to the school.

Student ID _____ Student's Grade (circle one) 9 10 11 12

Circle School of Attendance

Central-East Central-West Pershing HS Athletic Dept. Pathway Community Day School

_____ _____ _____

Student Name Student Signature Date

_____ _____ _____

Parent/Guardian Name Parent/Guardian Signature Date

_____

Street Address City State Zip Code

(_____)_____ (_____)_____

Parent/Guardian Home Phone Parent/Guardian Work Phone

HEADS UP CONCUSSION IN HIGH SCHOOL SPORTS

A FACT SHEET FOR **PARENTS**

What is a concussion?

A concussion is a brain injury. Concussions are caused by a bump, blow, or jolt to the head. They can range from mild to severe and can disrupt the way the brain normally works. Even a "ding" or a bump on the head can be serious.

What are the signs and symptoms?

You can't see a concussion. Signs and symptoms of concussion can show up right after the injury or can take days or weeks to appear. If your teen reports any symptoms of concussion, or if you notice the symptoms yourself, seek medical attention right away.

Signs Observed by Parents or Guardians	Symptoms Reported by Athlete
• Appears dazed or stunned	• Headache
• Is confused about assignment	• Nausea
• Forgets plays	• Balance problems or dizziness
• Is unsure of game, score, or opponent	• Double or fuzzy vision
• Moves clumsily	• Sensitivity to light or noise
• Answers questions slowly	• Feeling sluggish
• Loses consciousness	• Feeling foggy or groggy
• Shows behavior or personality changes	• Concentration or memory problems
• Can't recall events prior to hit	• Confusion
• Can't recall events after hit	

What should you do if you think your teenage athlete has a concussion?

1. **Seek medical attention right away**. A health care professional will be able to decide how serious the concussion is and when it is safe for your teen to return to sports.

2. **Keep your teen out of play.** Concussions take time to heal. Don't let your teen return to play until a health care professional says it's OK. Athletes who return to play too soon—while the brain is still healing—risk a greater chance of having a second concussion. Second or later concussions can be very serious. They can cause permanent brain damage, affecting your teen for a lifetime.

3. **Tell all of your teen's coaches about any recent concussion.** Coaches should know if your teen had a recent concussion in ANY sport. Your teen's coaches may not know about a concussion your teen received in another sport or activity unless you tell them. Knowing about the concussion will allow the coach to keep your teen from activities that could result in another concussion.

4. **Remind your teen:** It's better to miss one game than the whole season.

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

DEPARTMENT OF HEALTH AND HUMAN SERVICES
CENTERS FOR DISEASE CONTROL AND PREVENTION

February 2005

HEADS UP CONCUSSION IN HIGH SCHOOL SPORTS

A FACT SHEET FOR ATHLETES

What is a concussion?

A concussion is a brain injury that:

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

How can I prevent a concussion?

It's different for every sport. But there are steps you can take to protect yourself from concussion.

- Follow your coach's rules for safety and the rules of the sport.
- Practice good sportsmanship at all times.
- Use the proper sports equipment, including personal protective equipment (such as helmets). In order for equipment to protect you, it must be:
  - Appropriate for the game, position, and activity
  - Well maintained
  - Properly fitted
  - Used every time you play

How do I know if I've had a concussion?

You can't see a concussion, but you might notice some of the symptoms right away. Other symptoms can show up days or weeks after the injury. It's best to see a health care professional if you think you might have a concussion. An undiagnosed concussion can affect your ability to do schoolwork and other everyday activities. It also raises your risk for additional, serious injury.

What are the symptoms of a concussion?

- Nausea (feeling that you might vomit)
- Balance problems or dizziness
- Double or fuzzy vision
- Sensitivity to light or noise
- Headache
- Feeling sluggish
- Feeling foggy or groggy
- Concentration or memory problems (forgetting game plays)
- Confusion

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

- **Tell your coaches and your parents.** Never ignore a bump, blow, or jolt to the head. Also, tell your coach if one of your teammates might have a concussion.
- **Get a medical check up.** A health care professional can tell you if you have had a concussion and when you are OK to return to play.
- **Give yourself time to recover.** If you have had a concussion, your brain needs time to heal. While your brain is still healing, you are much more likely to have a second concussion. Second or later concussions can cause permanent brain damage, and even death in rare cases. Severe brain injury can change your whole life.

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

DEPARTMENT OF HEALTH AND HUMAN SERVICES
CENTERS FOR DISEASE CONTROL AND PREVENTION

February 2005

CIF Concussion Information Sheet

Why am I getting this information sheet?

You are receiving this information sheet about concussions because of California state law AB 25 (effective January 1, 2012), now Education Code § 49475:

1. *The law requires a student-athlete who may have a concussion during a practice or game to be removed from the activity for the remainder of the day.*
2. *Any student-athlete removed for this reason must receive a written note from a physician trained in the management of concussion before returning to practice.*
3. *Before a student-athlete can start the season and begin practice in a sport, a concussion information sheet must be signed and returned to the school by the student-athlete and the parent or guardian.*

[Every 2 years all coaches are required to receive training about concussions (AB 1451), sudden cardiac arrest (AB 1639), and heat illness (AB 2800), and certification in First Aid training, CPR, and AEDs (life-saving electrical devices that can be used during CPR)].

What is a concussion and how would I recognize one?

A concussion is a kind of brain injury. It can be caused by a bump or hit to the head, or by a blow to another part of the body with the force that shakes the head. Concussions can appear in any sport, and can look differently in each person.

Most concussions get better with rest and over 90% of athletes fully recover. However, all concussions should be considered serious. If not recognized and managed the right way, they may result in problems including brain damage and even death.

Most concussions occur without being knocked out. Signs and symptoms of concussion (see back of this page) may show up right after the injury or can take hours to appear. If your child reports any symptoms of concussion or if you notice some symptoms and signs, seek medical evaluation from your team's athletic trainer and a physician trained in the evaluation and management of concussion. If your child is vomiting, has a severe headache, or is having difficulty staying awake or answering simple questions, call 911 for immediate transport to the emergency department of your local hospital.

On the CIF website is a ***Graded Concussion Symptom Checklist***. If your child fills this out after having had a concussion, it helps the physician, athletic trainer or coach understand how they are feeling and hopefully will show improvement over time. You may have your child fill out the checklist at the start of the season even before a concussion has occurred so that we can understand if some symptoms such as headache might be a part of their everyday life. We call this a "baseline" so that we know what symptoms are normal and common for your child. Keep a copy for your records, and turn in the original. If a concussion occurs, your child can fill out this checklist again. This Graded Symptom Checklist provides a list of symptoms to compare over time to follow your child's recovery from the concussion.

What can happen if my child keeps playing with concussion symptoms or returns too soon after getting a concussion?

Athletes with the signs and symptoms of concussion should be removed from play immediately. *There is NO same day return to play for a youth with a suspected concussion.* Youth athletes may take more time to recover from concussion and are more prone to long-term serious problems from a concussion.

Even though a traditional brain scan (e.g., MRI or CT) may be "normal", the brain has still been injured. Animal and human research studies show that a second blow before the brain has recovered can result in serious damage to the brain. If your athlete suffers another concussion before completely recovering from the first one, this can lead to prolonged recovery (weeks to months), or even to severe brain swelling (Second Impact Syndrome) with devastating consequences.

There is an increasing concern that head impact exposure and recurrent concussions may contribute to long-term neurological problems. One goal of concussion education is to prevent a too early return to play so that serious brain damage can be prevented.

Signs observed by teammates, parents and coaches include:	
• Looks dizzy • Looks spaced out • Confused about plays • Forgets plays • Is unsure of game, score, or opponent • Moves clumsily or awkwardly • Answers questions slowly	• Slurred speech • Shows a change in personality or way of acting • Can't recall events before or after the injury • Seizures or "has a fit" • Any change in typical behavior or personality • Passes out

Symptoms may include one or more of the following:	
• Headaches • "Pressure in head" • Nausea or throws up • Neck pain • Has trouble standing or walking • Blurred, double, or fuzzy vision • Bothered by light or noise • Feeling sluggish or slowed down • Feeling foggy or groggy • Drowsiness • Change in sleep patterns	• Loss of memory • "Don't feel right" • Tired or low energy • Sadness • Nervousness or feeling on edge • Irritability • More emotional • Confused • Concentration or memory problems • Repeating the same question/comment

What is Return to Learn?

Following a concussion, students may have difficulties with short- and long-term memory, concentration and organization. They may require rest while recovering from injury (e.g., limit texting, video games, loud movies, or reading), and may also need to limit school attendance for a few days. As they return to school, the schedule might need to start with a few classes or a half-day. If recovery from a concussion is taking longer than expected, they may also benefit from a reduced class schedule and/or limited homework; a formal school assessment may also be necessary. Your school or physician can help suggest and make these changes. Students should complete the Return to Learn guidelines, successfully returning to a full school day and normal academic activities, before returning to play (unless your physician makes other recommendations). Go to the CIF website (cifstate.org) for more information on Return to Learn.

How is Return to Play (RTP) determined?

Concussion symptoms should be completely gone before **returning to competition**. A RTP progression is a gradual, step-wise increase in physical effort, sports-specific activities and then finally unrestricted activities. If symptoms worsen with activity, the progression should be stopped. If there are no symptoms the next day, exercise can be restarted at the previous stage.

RTP after concussion should occur only with medical clearance from a physician trained in the evaluation and management of concussions, and a step-wise progression program monitored by an athletic trainer, coach, or other identified school administrator. Please see cifstate.org for a graduated return to play plan. *[AB 2127, a California state law effective 1/1/15, states that return to play (i.e., full competition) must be **no sooner** than 7 days after the concussion diagnosis has been made by a physician.]*

Final Thoughts for Parents and Guardians:

It is well known that students will often not talk about signs of concussions, which is why this information sheet is so important to review with them. Teach your child to tell the coaching staff if they experience such symptoms, or if they suspect that a teammate has had a concussion. You should also feel comfortable talking to the coaches or athletic trainer about possible concussion signs and symptoms that you may be seeing in your child.

References:
- *American Medical Society for Sports Medicine position statement: concussion in sport (2013)*
- *Consensus statement on concussion in sport: the 4th International Conference on Concussion in Sport held in Berlin, October 2016*
- *https://www.cdc.gov/traumaticbraininjury/PediatricmTBIGuideline.html*
- *https://www.cdc.gov/headsup/youthsports/index.html*

CIF Concussion Return to Play (RTP) Protocol

CA STATE LAW AB 2127 STATES THAT RETURN TO PLAY (I.E., COMPETITION) CANNOT BE SOONER THAN 7 DAYS AFTER EVALUATION BY A PHYSICIAN (MD/DO) WHO HAS MADE THE DIAGNOSIS OF CONCUSSION, AND ONLY AFTER COMPLETING A GRADUATED RETURN TO PLAY PROTOCOL.

Instructions:

- A graduated return to play protocol MUST be completed before you can return to FULL COMPETITION. Below is the CIF RTP Protocol.
  - A certified athletic trainer (AT), physician, or identified concussion monitor (e.g., athletic director, coach), must initial each stage after you successfully pass it.
  - You should be back to normal academic activities before beginning Stage II, unless otherwise instructed by your physician.
- After Stage I, you cannot progress more than one stage per day (or longer if instructed by your physician).
- If symptoms worsen at any stage in the progression, IMMEDIATELY STOP any physical activity and follow up with your school's AT, other identified concussion monitor, or your physician. In general, if you are symptom-free the next day, return to the previous stage where symptoms had not occurred.
- Seek further medical attention if you cannot pass a stage after 3 attempts due to concussion symptoms, or if you feel uncomfortable at any time during the progression.

You must have written physician (MD/DO) clearance to begin and progress through the following Stages as outlined below, or as otherwise directed by your physician. Minimum of 6 days to pass Stages I and II.				
Date & Initials	**Stage**	**Activity**	**Exercise Example**	**Objective of the Stage**
	I	Limited physical activity that does not exacerbate symptoms for at least 2 days	• Untimed walking okay • No activities requiring exertion (weight lifting, jogging, P.E. classes)	• Recovery and reduction/elimination of symptoms
	II-A	Light aerobic activity	• 10-15 minutes *(min)* of brisk walking or stationary biking • **Must be performed under direct supervision by designated individual**	• Increase heart rate to ≤ 50% of perceived maximum *(max)* exertion (e.g.,< 100 beats per min) • Monitor for symptom return
	II-B	Moderate aerobic activity *(Light resistance training)*	• 20-30 min jogging or stationary biking • Body weight exercises (squats, planks, push-ups), max 1 set of 10, ≤ 10 min total	• Increase heart rate to 50-75% max exertion (e.g.,100-150 bpm) • Monitor for symptom return
	II-C	Strenuous aerobic activity *(Moderate resistance training)*	• 30-45 min running or stationary biking • Weight lifting ≤ 50% of max weight	• Increase heart rate to > 75% max exertion • Monitor for symptom return
	II-D	Non-contact training with sport-specific drills *(No restrictions for weightlifting)*	• Non-contact drills, sport-specific activities (cutting, jumping, sprinting) • No contact with people, padding or the floor/mat	• Add total body movement • Monitor for symptom return
Prior to beginning Stage III, please make sure that written physician (MD/DO) clearance for return to play, after successful completion of Stages I and II, has been given to your school's concussion monitor. *You must be symptom-free prior to beginning Stage III.*				
	III	Limited contact practice	• Controlled contact drills allowed (no scrimmaging)	• Increase acceleration, deceleration and rotational forces • Restore confidence, assess readiness for return to play • Monitor for symptom return
		Full contact practice Full unrestricted practice	• Return to normal training, with contact • Return to normal unrestricted training	
MANDATORY: You must complete at least ONE contact practice before return to competition, or if non-contact sport, ONE unrestricted practice *(If contact sport, highly recommend that Stage III be divided into 2 contact practice days as outlined above)*				
	IV	Return to play (competition)	• Normal game play (competitive event)	• Return to full sports activity without restrictions

Athlete's Name: _____ **Date of Injury** _____ **Date of Concussion Diagnosis:** _____

CIF Concussion Return to Learn (RTL) Protocol

Instructions:

- Keep brain activity below the level that causes worsening of symptoms (e.g., headache, tiredness, irritability).
- If symptoms worsen at any stage, stop activity and rest.
- Seek further medical attention if your child continues with symptoms beyond 7 days.
- If appropriate time is allowed to ensure complete brain recovery before returning to mental activity, your child may have a better outcome.
  - Do not try to rush through these stages.
- Please give this form to teachers/school administrators to help them understand your child's recovery.

Stage	Home Activity	School Activity	Physical Activity
Brain Rest/ Restful Home Activity	• Initially sleep as much as needed (allow at least 8-10 hours of sleep) • Allow short naps during day (less than 1 hour at a time) • Move towards setting a regular bedtime/wake up schedule as symptoms improve • Avoid bright light if bothersome • Stay well-hydrated and eat healthy foods/snacks every 3-4 hours • Limit "screen time" (phone, computer, video games) as symptoms tolerate; use large font	• No school • No homework or take-home tests • May begin easy tasks at home (drawing, baking, cooking) • Soft music and 'books on tape' okay • Limit reading of hard-copy books as symptoms tolerate (e.g., short intervals of 10-15 min) • Once your child can complete 60-90 minutes of light mental activity without a worsening of symptoms they may go to the next step	• Walking short distances initially to get around is okay • As symptoms improve, progress physical activity, like vigorous walking • No strenuous exercise or contact sports • No driving
	Progress to the next stage when your child starts to improve, but may still have some symptoms		
Return to School - *PARTIAL DAY*	• Set a regular bedtime/wake up schedule • Allow 8-10 hours of sleep per night • Limit napping to allow for full sleep at night • Stay well-hydrated and eat healthy foods/snacks every 3-4 hours • Limit "screen time" and social activities outside of school as symptoms tolerate	• Gradually return to school • Sit in front of class • Start with a few hours/half-day • Take breaks in the nurse's office or a quiet room every 2 hours or as needed • Avoid loud areas (music, band, choir, shop class, locker room, cafeteria, loud hallway and gym) • Use brimmed hat/earplugs as needed • Use preprinted large font (18) class notes • Complete necessary assignments only • Limit homework time • No tests or quizzes • Multiple choice or verbal assignments better than long writing assignments • Tutoring or help as needed • Stop work if symptoms increase	• Progress physical activity and as instructed by physician • No strenuous physical activity or contact sports • No driving
	Progress to the next stage as symptoms continue to improve and your child can complete the activities listed above		
Return to School - *FULL DAY*	• Allow 8-10 hours of sleep per night • Avoid napping • Stay well-hydrated and eat healthy foods/snacks every 3-4 hours • "Screen time" and social activities outside of school as symptoms tolerate	• Progress to attending core classes for full days of school • Add in electives when tolerated • No more than 1 test or quiz per day • Give extra time or untimed homework/tests • Tutoring or help as needed • Stop work if symptoms increase	• Progress physical activity and as instructed by physician • No strenuous physical activity or contact sports • Okay to drive
	Progress to the next stage when your child has returned to full school and is able to complete all assignments/tests without symptoms		
Full Recovery	• Return to normal home and social activities	• Return to normal school schedule and course load	• Start CIF Return to Play Protocol

Keep Their Heart in the Game

A Sudden Cardiac Arrest Information Sheet for Athletes and Parents/Guardians

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 is NOT a heart attack. 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 victim to collapse. The malfunction is caused by a congenital or genetic defect in the heart's structure.

How common is sudden cardiac arrest in the United States?

As the leading cause of death in the U.S., there are more than 300,000 cardiac arrests outside hospitals each year, with nine out of 10 resulting in death. Thousands of sudden cardiac arrests occur among youth, as it is the #2 cause of death under 25 and the #1 killer of student athletes during exercise.

Who is at risk for sudden cardiac arrest?

SCA is more likely to occur during exercise or physical activity, so student-athletes are at greater risk. While a heart condition may have no warning signs, studies show that many young people do have symptoms but neglect to tell an adult. This may be because they are embarrassed, they do not want to jeopardize their playing time, they mistakenly think they're out of shape and need to train harder, or they simply ignore the symptoms, assuming they will "just go away." Additionally, some health history factors increase the risk of SCA.

FAINTING is the #1 SYMPTOM OF A HEART CONDITION

What should you do if your student-athlete is experiencing any of these symptoms?

We need to let student-athletes know that if they experience any SCA-related symptoms it is crucial to alert an adult and get follow-up care as soon as possible with a primary care physician. If the athlete has any of the SCA risk factors, these should also be discussed with a doctor to determine if further testing is needed. Wait for your doctor's feedback before returning to play, and alert your coach, trainer and school nurse about any diagnosed conditions.

What is an AED?

An automated external defibrillator (AED) is the only way to save a sudden cardiac arrest victim. An AED is a portable, user-friendly device that automatically diagnoses potentially life-threatening heart rhythms and delivers an electric shock to restore normal rhythm. Anyone can operate an AED, regardless of training. Simple audio direction instructs the rescuer when to press a button to deliver the shock, while other AEDs provide an automatic shock if a fatal heart rhythm is detected. A rescuer cannot accidently hurt a victim with an AED—quick action can only help. AEDs are designed to only shock victims whose hearts need to be restored to a healthy rhythm. Check with your school for locations of on-campus AEDs.



The Cardiac Chain of Survival

On average it takes EMS teams up to 12 minutes to arrive to a cardiac emergency. Every minute delay in attending to a sudden cardiac arrest victim decreases the chance of survival by 10%. Everyone should be prepared to take action in the first minutes of collapse.

Early Recognition of Sudden Cardiac Arrest



Collapsed and unresponsive.
Gasping, gurgling, snorting, moaning or labored breathing noises.
Seizure-like activity.

Early Access to 9-1-1



Confirm unresponsiveness.
Call 9-1-1 and follow emergency dispatcher's instructions.
Call any on-site Emergency Responders.

Early CPR



Begin cardiopulmonary resuscitation (CPR) immediately. Hands-only CPR involves fast and continual two-inch chest compressions—about 100 per minute.

Early Defibrillation



Immediately retrieve and use an automated external defibrillator (AED) as soon as possible to restore the heart to its normal rhythm. Mobile AED units have step-by-step instructions for a bystander to use in an emergency situation.

Early Advanced Care



Emergency Medical Services (EMS) Responders begin advanced life support including additional resuscitative measures and transfer to a hospital.

Cardiac Chain of Survival Courtesy of Parent Heart Watch

Keep Their Heart in the Game

Recognize the Warning Signs & Risk Factors of Sudden Cardiac Arrest (SCA)

Tell Your Coach and Consult Your Doctor if These Conditions are Present in Your Student-Athlete

Potential Indicators That SCA May Occur

- ☐ Fainting or seizure, especially during or right after exercise
- ☐ Fainting repeatedly or with excitement or startle
- ☐ Excessive shortness of breath during exercise
- ☐ Racing or fluttering heart palpitations or irregular heartbeat
- ☐ Repeated dizziness or lightheadedness
- ☐ Chest pain or discomfort with exercise
- ☐ Excessive, unexpected fatigue during or after exercise

Factors That Increase the Risk of SCA

- ☐ Family history of known heart abnormalities or sudden death before age 50
- ☐ Specific family history of Long QT Syndrome, Brugada Syndrome, Hypertrophic Cardiomyopathy, or Arrhythmogenic Right Ventricular Dysplasia (ARVD)
- ☐ Family members with unexplained fainting, seizures, drowning or near drowning or car accidents
- ☐ Known structural heart abnormality, repaired or unrepaired
- ☐ Use of drugs, such as cocaine, inhalants, "recreational" drugs, excessive energy drinks or performance-enhancing supplements

What is CIF doing to help protect student-athletes?

CIF amended its bylaws to include language that adds SCA training to coach certification and practice and game protocol that empowers coaches to remove from play a student-athlete who exhibits fainting—the number one warning sign of a potential heart condition. A student-athlete who has been removed from play after displaying signs or symptoms associated with SCA may not return to play until he or she is evaluated and cleared by a licensed health care provider. Parents, guardians and caregivers are urged to dialogue with student-athletes about their heart health and everyone associated with high school sports should be familiar with the cardiac chain of survival so they are prepared in the event of a cardiac emergency.

I have reviewed and understand the symptoms and warning signs of SCA and the new CIF protocol to incorporate SCA prevention strategies into my student's sports program.

STUDENT-ATHLETE SIGNATURE	PRINT STUDENT-ATHLETE'S NAME	DATE
PARENT/GUARDIAN SIGNATURE	PRINT PARENT/GUARDIAN'S NAME	DATE

For more information about Sudden Cardiac Arrest visit

California Interscholastic Federation
http.www.cifstate.org

Eric Paredes Save A Life Foundation
http:www.epsavealife.org

CardiacWise (20-minute training video)
http.www.sportsafetyinternational.org

ERIC PAREDES SAVE A LIFE FOUNDATION

Parent/Student CIF Heat Illness Information Sheet

WHY AM I GETTING THIS INFORMATION SHEET?

You are receiving this information sheet about Heat Illness because of California state law AB 2800 (effective January 1, 2019), now Education Code § 35179 and CIF Bylaws 22.B.(9) and 503.K (Approved Federated Council January 31, 2019):

1. *CIF rules require a student athlete, who has been removed from practice or play after displaying signs and symptoms associated with heat illness, must receive a written note from a licensed health care provider before returning to practice.*
2. *Before an athlete can start the season and begin practice in a sport, a Heat Illness information sheet must be signed and returned to the school by the athlete and the parent or guardian.*

Every 2 years all coaches are required to receive separate trainings about concussions (AB 1451), sudden cardiac arrest (AB 1639), and heat illness (AB 2800), as well as certification in First Aid training, CPR, and AEDs (life-saving electrical devices that can be used during CPR).

WHAT IS HEAT ILLNESS AND HOW WOULD I RECOGNIZE IT?

Intense and prolonged exercise, hot and humid weather and dehydration can seriously compromise athlete performance and increase the risk of exertional heat injury. Exercise produces heat within the body and when performed on a hot or humid day with additional barriers to heat loss, such as padding and equipment, the athlete's core body temperature can become dangerously high. If left untreated, this elevation of core body temperature can cause organ systems to shut down in the body.

Young athletes should be pre-screened at their pre-participation physical evaluation for heat illness risk factors including medication/supplement use, cardiac disease, history of sickle cell trait, febrile or gastrointestinal illness, obesity, and previous heat injury. Athletes with non-modifiable risk factors should be closely supervised during strenuous activities in a hot or humid climate.

Sweating is one way the body tries to reduce an elevated core temperature. Once sweat (salt and water) leaves the body, it must be replaced. Water is the best hydration replacement, but for those athletes exercising for long periods of time where electrolytes may be lost, commercial sports drinks with electrolytes are available. Energy drinks that contain caffeine or other “natural” stimulants are not adequate or appropriate hydration for athletes and can even be dangerous by causing abnormal heart rhythms.

PREVENTION There are several ways to try to prevent heat illness:

ADEQUATE HYDRATION

Arrive well-hydrated at practices, games and in between exercise sessions. Urine appears clear or light yellow (like lemonade) in well-hydrated individuals and dark (like apple juice) in dehydrated individuals. Water/sports drinks should be readily available and served chilled in containers that allow adequate volumes of fluid to be ingested. Water breaks should occur at least every 15-20 minutes and should be long enough to allow athletes to ingest adequate fluid volumes (4-8 ounces).

GRADUAL ACCLIMATIZATION

Intensity and duration of exercise should be gradually increased over a period of 7-14 days to give athletes time to build fitness levels and become accustomed to practicing in the heat. Protective equipment should be introduced in phases (start with helmet, progress to helmet and shoulder pads, and finally fully equipped).

ADDITIONAL PREVENTION MEASURES

Wear light-colored, light-weight synthetic clothing, when possible, to aid heat loss. Allow for adequate rest breaks in the shade if available. Avoid drinks containing stimulants such as ephedrine or high doses of caffeine. Be ready to alter practice or game plans in extreme environmental conditions. Eat a well-balanced diet which aids in replacing lost electrolytes.

A **FREE** online course “Heat Illness Prevention” is available through the CIF and NFHS at https://nfhslearn.com/courses/61140/heat-illness-prevention.

Parent/Student CIF Heat Illness Information Sheet

HEAT EXHAUSTION

Inability to continue exercise due to heat-induced symptoms. Occurs with an elevated core body temperature between 97 and 104 degrees Fahrenheit.

- Dizziness, lightheadedness, weakness
- Headache
- Nausea
- Diarrhea, urge to defecate
- Pallor, chills
- Profuse sweating
- Cool, clammy skin
- Hyperventilation
- Decreased urine output

TREATMENT OF HEAT EXHAUSTION

Stop exercise, move player to a cool place, remove excess clothing, give fluids if conscious, COOL BODY: fans, cold water, ice towels, ice bath or ice packs. Fluid replacement should occur as soon as possible. The Emergency Medical System (EMS) should be activated if recovery is not rapid. When in doubt, CALL 911. Athletes with heat exhaustion should be assessed by a physician as soon as possible in all cases.

HEAT STROKE

Dysfunction or shutdown of body systems due to elevated body temperature which cannot be controlled. This occurs with a core body temperature greater than 107 degrees Fahrenheit. ***Signs observed by teammates, parents, and coaches include:***

- Dizziness
- Drowsiness, loss of consciousness
- Seizures
- Staggering, disorientation
- Behavioral/cognitive changes (confusion, irritability, aggressiveness, hysteria, emotional instability)
- Weakness
- Hot and wet or dry skin
- Rapid heartbeat, low blood pressure
- Hyperventilation
- Vomiting, diarrhea

TREATMENT OF HEAT STROKE

This is a MEDICAL EMERGENCY. Death may result if not treated properly and rapidly.

Stop exercise, Call 911, remove from heat, remove clothing, immerse athlete in cold water for aggressive, rapid cooling (if immersion is not possible, cool the athlete as described for heat exhaustion), monitor vital signs until paramedics arrive.

FINAL THOUGHTS FOR PARENTS AND GUARDIANS

Heat stress should be considered when planning and preparing for any sports activity. Summer and fall sports are conducted in very hot and humid weather across regions of California. While exertional heat illness can affect any athlete, the incidence is consistently highest among football athletes due to additional protective equipment which hinders heat dissipation. Several heatstroke deaths continue to occur in high school sports each season in the United States. Heatstroke deaths are preventable, if the proper precautions are taken.

You should also feel comfortable talking to the coaches or athletic trainer about preventative measures and potential signs and symptoms of heat illness that you may be seeing in your child.

I acknowledge that I have received and read the CIF Heat Illness Information Sheet.

_____	_____	_____
Student-Athlete Name *Printed*	Student-Athlete *Signature*	Date
_____	_____	_____
Parent or Legal Guardian Name *Printed*	Parent or Legal Guardian *Signature*	Date

AIR QUALITY

- An Air Alert is a notification that the Valley is currently experiencing conditions that may lead to exceeding a health-based ozone (smog) standard. Air Alerts are issued Valley-wide.

- When an Air Alert is called by the Air District an email notification will be sent out to all principals and athletic directors indicating a color. Use the attached chart to determine the proper response for your school.

- An Air Alert episode may last anywhere from several hours to several days. Keep in mind that air alerts need to register for two consecutive readings to trigger a specific action.

- You can sign up to receive Air Alerts at
  - http://www.valleyair.org

- An important tool to use for protecting your health in your neighborhood is t he Real-Time Air Advisory Network (RAAN). This resource is available at no charge to anyone in the Valley.

- RAAN links your site of preference to the nearest monitoring site and provi des real-time air quality updates, enabling you to gauge the air quality where you live or work, and adjust your activities as appropriate.

- All sports practices and/or competition due to unhealthy air quality of 151+ will be canceled.

- Follow the District's Air Quality & Heat Index/Perry Weather Wet Bulb Globe Temperature Category 3 & Outdoor Activity Gudielines Charts

CENTRAL UNIFIED SCHOOL DISTRICT

CIF SPORTS MEDICINE ADVISORY COMMITTEE STATEMENT ON AIR QUALITY AND SPORT PARTICIPATION

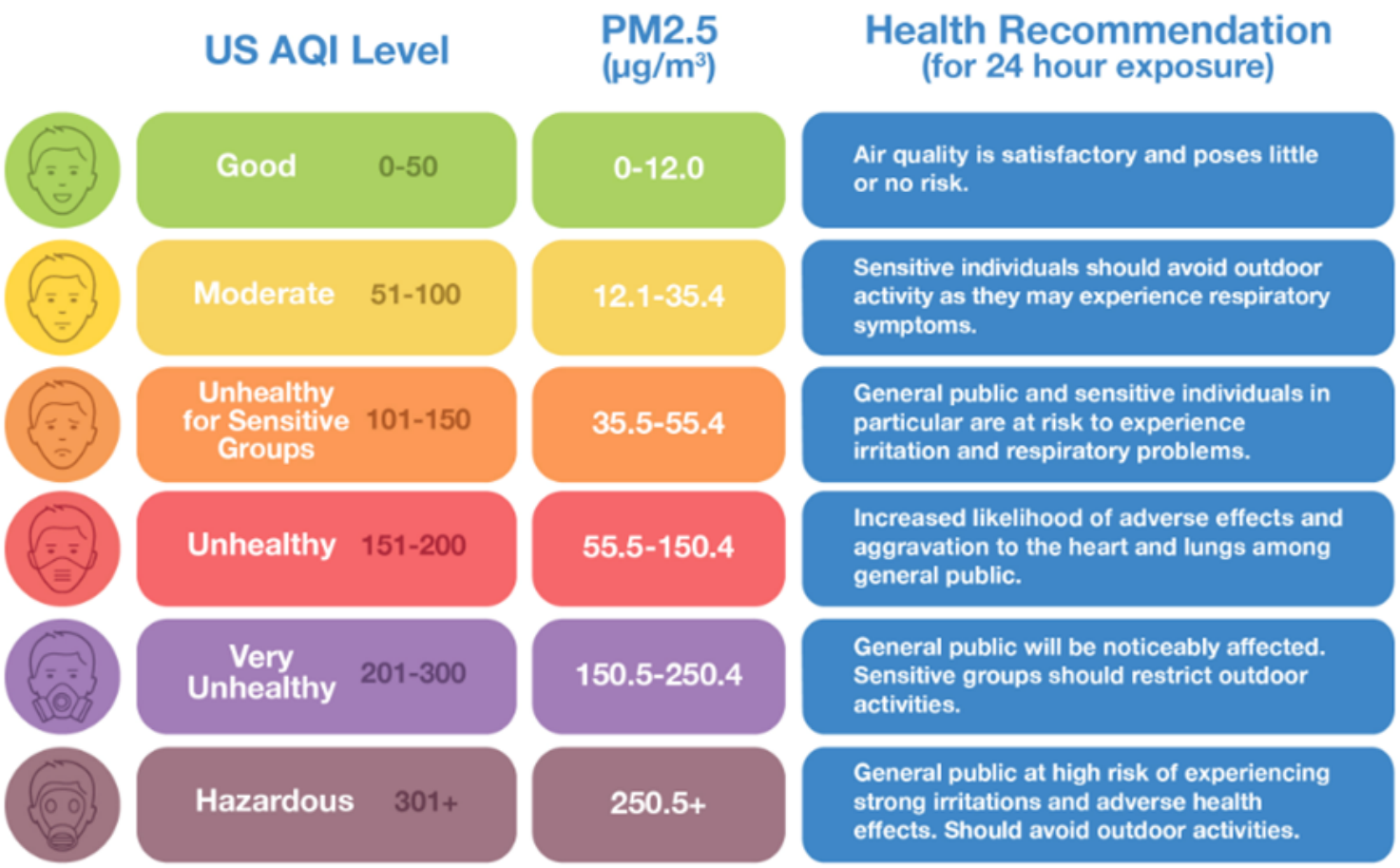
AQI Reading	Level	PM 2.5	Health Recommendation
0-50	**Good**	0-12.0	Air quality is satisfactory and poses little or no risk.
51-100	**Moderate**	12.1-35.4	Sensitive individuals should avoid outdoor activity as they may experience respiratory symptoms.
101-150	**Unhealthy for Sensitive Groups**	35.5-55.4	General public and sensitive individuals in particular are at risk to experience irritation and respiratory problems.
151-200	**Unhealthy** *No outdoor activity.*	55.5-150.4	Increased likelihood of adverse effects and aggravation to the heart and lungs among general public.
201-300	**Very Unhealthy** *No outdoor activity.*	150.5-250.4	General public will be noticeably affected. Sensitive groups should restrict outdoor activities.
301+	**Hazardous** *No outdoor activity.*	250.5+	General public at high risk of experiencing strong irritations and adverse health effects. Should avoid outdoor activities.

Sensitive Groups: Heat combined with air pollution, and sometimes heat alone, can make asthma symptoms worse and trigger attacks. Symptoms of asthma include coughing, wheezing, difficulty breathing, and chest tightness. Even students who do not have asthma could experience these symptoms. If symptoms occur: The student might need to take a break, do a less intense activity, stop all activity, go indoors, or use quick-relief medicine as prescribed. If symptoms don't improve, get medical help.

References: (1) Air Quality Position Statement. NCAA Sports Science Institute, Sept 2018, (2) NFHS Position Statement on Physical Activity, Air Quality, and Wildfires, April 2019, (3) CIF North Coast Section Air Quality Index Rules, Bylaw 1003H., (4) US Environmental Protection Agency. Air Now website www.airnow.gov, & (5) CIF Sports Medicine Advisory Committee Statement on Air Quality and Sport Participation document [10/19/2023].

CIF Sports Medicine Advisory Committee Statement on Air Quality and Sport Participation

Updated 10/19/23



Pictured: Air quality index chart with corresponding PM2.5 µg/m3.

Recent catastrophic and historical fires in California continue to raise numerous questions regarding safe participation in sport and practice for young athletes. This position statement serves as a resource to coaches, administrators, parents, and students who have questions about participation in outdoor activity during periods of diminished air quality for California high school sport.

Healthy athletes are at increased risk for inhaling pollutants in the air. Physical activity increases ventilation and the number of pollutants that are inhaled are increased compared to periods of rest. During physical activity, air is often inhaled directly into the mouth, bypassing the built-in nasal filtration system. Deep inhalation diffuses pollutants into the bloodstream more quickly during exercise. These risks are increased if an athlete has a pre-existing medical condition such as asthma or a cardiac condition.

A valid and reliable standardized national air quality resource is the National Weather Service (NWS) Air Quality Forecast System. This system provides constant monitoring of ozone, particulate matter, and pollutants with accurate and advanced notice to prevent the adverse effects of decreased air quality.

The key component of the standardized air quality resource is the NWS Air Quality Index (AQI). The AQI provides real-time monitoring and alerts in response to changing air quality levels. Five different pollutants are tracked in this system including the following: 1) ground-level ozone 2) particle pollution 3) carbon monoxide 4) sulfur dioxide 5) nitrogen dioxide. Ground-level ozone and particulate matter are the most concerning pollutants for outdoor physical activity. The AQI is reported as a single number based on a scale of 0 to 500 with 0 being completely safe and 500 indicating the most hazardous levels of air pollution.

Consistent with this national reporting system and consistent with the National Collegiate Athletic Association Committee on Competitive Safeguards and Medical Aspect of Sport, the CIF Sports Medicine Advisory Committee offers the following general guidance to institutions seeking to make decisions about the appropriateness of practice or competition in questionable air quality situations. With recent severe fires within the state of California, both regional and statewide authorities have often established alerts to canceling sports events or practices because of local risk. CIF recommends following these guidelines. If specific guidelines have not yet been provided, the following are useful guidelines consistent with NCAA and NFHS position statements on air quality.

1. Monitoring of local AQI and associated air quality alerts, especially during times of extreme environmental conditions is recommended. Advice and monitoring is best done by the primary athletics health care providers (athletic trainers, school nursing staff, team physicians) who have training in such monitoring. Schools may choose to delegate this responsibility to a staff member with knowledge of AQI.
2. Member schools should consider shortening or canceling outdoor athletic events (practices or competitions) in accordance with AQI recommendations. Exposure to air should be managed more carefully for students with pre-existing lung or heart conditions. When the AQI rises above 100 schools should consider removing such athletes at risk from practice or competition.
3. At AQI values above 150 serious consideration should be given to rescheduling the activity or moving it indoors if possible. Prolonged exposure and heavy exertion should be avoided.
4. School Emergency Action Plans may guide the emergency care response in these circumstances and the staff should be made aware of this plan.
5. The Preparticipation Physical Examination for Sport will be used as a tool to identify students at risk for smoke inhalation exposure such as asthma, cardiac disease, and respiratory disease.
6. Emphasize to student-athletes that the wearing of masks, such as for protection against COVID-19 does not protect against exposure to hazardous air quality. Consequently, wearing masks will not allow competition or practices when AQI is at hazardous levels.

There are now validated online applications to smartphones which can track not only AQI in a town or city, but also AQI regionally near each neighborhood within each town or city. Consistent with NFHS, California Air Quality Board and California Environmental Protection Agency, the CIF recommends using the www.airnow.gov application for this purpose. The AQI may even be checked periodically during a day of competition or practice in case of changing conditions. The application was created with the collaboration of the Environmental Protection Agency and contains not only air quality data but also current fire conditions, webcams, and email notifications consistent with local and regional up-to-date conditions.

References

1. Air Quality Position Statement. NCAA Sports Science Institute, Sept 2018
2. NFHS Position Statement on Physical Activity, Air Quality, and Wildfires, April 2019
3. CIF North Coast Section. Air Quality Index Rules, Bylaw 1003H.
4. US Environmental Protection Agency. Air Now website www.airnow.gov

Real-time Outdoor Activity Risk (ROAR) Guidelines

	Level 1	Level 2	Level 3	Level 4	Level 5
Recess (15 min)	Outdoor activity OK for all.	Ensure that sensitive individuals are medically managing their condition.*	Sensitive individuals should exercise indoors or avoid vigorous outdoor activities.*	Exercise indoors or avoid vigorous outdoor activities. Sensitive individuals should remain indoors.*	No outdoor activity. All activities should be moved indoors.
P.E. (1hr)	Outdoor activity OK for all.	Ensure that sensitive individuals are medically managing their condition.*	Sensitive individuals should exercise indoors or avoid vigorous outdoor activities.*	Exercise indoors or limit vigorous outdoor activities to a maximum of 15 minutes. Sensitive individuals should remain indoors.	No outdoor activity. All activities should be moved indoors.
Athletic Practice & Training (2-4hrs)	Outdoor activity OK for all.	Ensure that sensitive individuals are medically managing their condition.*	Reduce vigorous exercise to 30 minutes per hour of practice time with increased rest breaks and substitutions. Ensure that sensitive individuals are medically managing their condition.	Exercise indoors or reduce vigorous exercise to 30 minutes of practice time with increased rest breaks and substitutions. Sensitive individuals should remain indoors.	No outdoor activity. All activities should be moved indoors.
Scheduled Sporting Events	Outdoor activity OK for all.	Ensure that sensitive individuals are medically managing their condition.*	Increase rest breaks and substitutions per CIF guidelines for extreme heat.** Ensure that sensitive individuals are medically managing their condition.	Increase rest breaks and substitutions per CIF guidelines for extreme heat.** Ensure that sensitive individuals are medically managing their condition.	Event must be rescheduled or relocated.
PM2.5 Range	1-12 µg/m^3	13-35 µg/m^3	36-55 µg/m^3	56-75 µg/m^3	>75 µg/m^3
Ozone Range	1-59 ppb	60-75 ppb	76-95 ppb	96-115 ppb	>115 ppb

* Sensitive Individuals include all those with asthma or other heart/lung conditions
** California Interscholastic Federation

San Joaquin Valley
AIR POLLUTION CONTROL DISTRICT
www.valleyair.org/myraan

CENTRAL UNIFIED SCHOOL DISTRICT

PERRY WEATHER WET BULB GLOBE TEMPERATURE CATEGORY 3 & OUTDOOR ACTIVITY GUIDELINES

WBGT Reading	Athletics
< 82.0°F	Normal Activities - Provide at least three separate rest breaks each hour with a minimum duration of three-minutes each during the workout.
82.2°F - 86.9°F	Use discretion for intense or prolonged exercise; Provide at least three separate rest breaks each hour with a minimum duration of four-minutes each.
87.1°F - 90.0°F	Maximum outdoor practice time is two-hours. Provide at least four separate rest breaks each hour with a minimum duration of four-minutes each. For football/field-hockey: players are restricted to helmet, shoulder pads, and shorts during practice. If the WBGT rises to this level during practice, platers may continue to work out wearing full pads without changing to shorts.
90.1°F - 91.9°F	Contests are permitted with additional hydration breaks. Maximum outdoor practice time is one-hour. No protective equipment may be worn during practice, and there may be no conditioning activities. There must be twenty-minutes of rest breaks distributed throughout the hour of practice.
≥ 92.1°F	No outdoor workouts/contests. Delay practice/competitions until a cooler WBGT is reached.

Lightning Safety: Stay indoors until 30 minutes have passed since the last lightning strike within 10 miles of your school pyramid.
Sensitive Groups: Heat combined with air pollution, and sometimes heat alone, can make asthma symptoms worse and trigger attacks. Symptoms of asthma include coughing, wheezing, difficulty breathing, and chest tightness. Even students who do not have asthma could experience these symptoms. If symptoms occur: The student might need to take a break, do a less intense activity, stop all activity, go indoors, or use quick-relief medicine as prescribed. If symptoms don't improve, get medical help.

EXTREME HEAT AND AIR QUALITY POLICY

As per CA State Law AB 1653 and CIF Bylaw 503.K. Heat Illness and 503.L. Air Quality Index Protocols, all CIF member schools must adhere to the CIF Heat Illness Prevention and Heat Acclimatization Policies as outlined below.

Extreme Heat Procedures:

The WetBulb Globe Temperature (WBGT) is a measure of the heat stress in direct sunlight, which takes into account: temperature, humidity, wind speed, sun angle, and cloud cover (solar radiation). This differs from the Heat Index, which takes into consideration temperature and humidity and is calculated for shady areas. The WBGT is especially valuable in environments where people are physically active, such as sports, as it provides a better assessment of the risk of heat-related conditions during physical exertion. The CIF requires that schools use the WBGT for the most accurate measurement.

Depending on your Category Region (see map below), it is mandated for the benefit of the health and safety of our student-athletes that practice/games be canceled, or delayed until cooler when WBGT exceeds these levels:

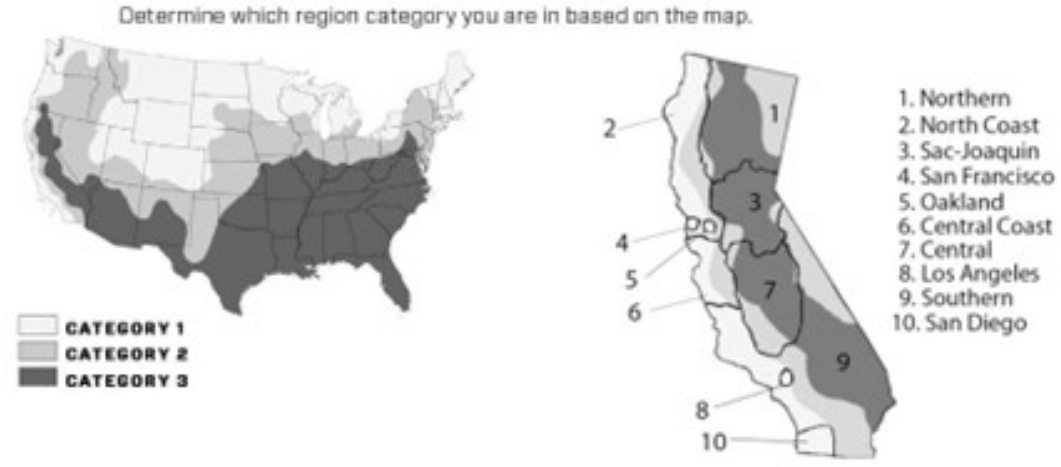
- Region Category 1 >86.2°F
- Region Category 2 >89.9°F
- Region Category 3 >92.0°F

STEP 1

Find your Region Category

Based on the following map, schools should select the heat category for their region to follow the required guidelines shown below. Click here to find your school's heat catagory: https://www.cifstate.org/sports-medicine/WBGT_Category.pdf

The majority of states fall under just one category or two at the most. However, due to its diverse climate across the state, California encompasses all three categories: light gray - Category 1 / medium gray - Category 2 / dark gray - Category 3. (See image below).



STEP 2

WBGT Readings (Note: Temperatures listed in the chart below are calculated using a WBGT and are **not** basic air temperatures) Please see Step 3 below for samples of WBGT readings.

Cat 3	Cat 2	Cat 1	Outdoor Activity Guidelines
<82.0°F	<79.7°F	<76.1°F	Normal Activities – Provide at least three separate rest breaks each hour with a minimum duration of 3 min each during the workout.
<27.8°C	<26.5°C	<24.5°C	
82.2 - 86.9°F	79.9 - 84.6°F	76.3 - 81.0°F	Use discretion for intense or prolonged exercise; Provide at least three separate rest breaks each hour with a minimum duration of 4 min each.
27.9 - 30.5°C	26.6 - 29.2°C	24.6 - 27.2°C	
87.1 - 90.0°F	84.7 - 87.6°F	81.1 - 84.0°F	Maximum outdoor practice time is 2 h. Provide at least four separate rest breaks each hour with a minimum duration of 4 min each. For Football/Field Hockey: players are restricted to helmet, shoulder pads, and shorts during practice. If the WBGT rises to this level during practice, players may continue to work out wearing full pads without changing to shorts.
30.6 - 32.2°C	29.3 - 30.9°C	27.3 - 28.9°C	
90.1 - 91.9°F	87.8 - 89.6°F	84.2 - 86.0°F	Contests are permitted with additional hydration breaks. Maximum outdoor practice time is 1 h. No protective equipment may be worn during practice, and there may be no conditioning activities. There must be 20 min of rest breaks distributed throughout the hour of practice.
32.2 - 33.3°C	31.0 - 32.0°C	29.0 - 30.0°C	
≥92.1°F	≥89.8°F	≥86.2°F	No outdoor workouts/contests. Delay practice/competitons until a cooler WBGT is reached.
≥33.4°C	≥32.1°C	≥30.1°C	

STEP 3

Schools without a WBGT should use the link below from the NOAA for a WBGT reading

https://digital.mdl.nws.noaa.gov/?zoom=7&lat=35.28787&lon=-79.36779&layers=F000BTTTFTT&region=0&element=8&mxmz=true&barbs=false&subl=TTFFFF&units=english&wunits=nautical&coords=latlon&tunits=localt

EXAMPLE @2:30 PM

AUGUST 31, 2023	AUGUST 31, 2023	AUGUST 31, 2023
CATEGORY 1 SCHOOL	CATEGORY 2 SCHOOL	CATEGORY 3 SCHOOL
Outside Air Temp 87° F	Outside Air Temp 97° F	Outside Air Temp 92° F
WBGT Reading =80	WBGT Reading =82	WBGT Reading =81

CIF Fall Outdoor Sports Acclimatization Policy

Given the extreme heat issues typically experienced at the start of the Fall sports season, heat acclimatization is crucial for high school athletes to help them adapt to hot weather conditions and reduce the risk of heat-related illnesses. The following is a four-step plan for heat acclimatization in outdoor high school sports:

1. **Gradual Increase in Activity:**
   - Start with light workouts in cooler conditions to prepare athletes for increased heat exposure.
   - Gradually increase the intensity and duration of practice sessions over 10-14 days.

2. **Hydration Education:**
   - Teach athletes the importance of staying hydrated and recognizing signs of dehydration.
   - Encourage regular water breaks during practice and games and always provide access to water.

3. **Modify Practice Schedules:**
   - Schedule outdoor practices during cooler times, like early morning or late evening.
   - Allow frequent breaks and shade to help athletes cool down and recover.

4. **Monitor Athlete Health:**
   - Educate coaches, trainers, and athletes on the signs of heat-related illnesses (heat exhaustion and heat stroke).
   - The school will have available a method to institute whole-body cooling to treat a student-athlete with exertional heat illness, especially heat stroke (e.g., ice tub, “taco tarp”, ice towels) which is easily acces sible at all practice and contest venues.

Safety should always be the top priority when acclimating high school athletes to hot weather conditions. This plan helps athletes adapt while minimizing the risk of heat-related issues.

For All Outdoor Fall Sports

Five-Day Acclimatization Period. Preseason practice shall begin with a five-day acclimatization period for all Fall student-athletes. All student-athletes, including those who arrive at preseason practice after the first day of practice, are required to undergo a five-day acclimatization period. The five-day acclimatization period shall be conducted as follows:

(a) Participants shall not engage in more than one on-field practice per day during the five-day acclimatization period. On-field practices shall last no longer than two hours.

For Football Only

(b) During the first three days of practice or testing activity, helmets shall be the only protective equipment student-athletes may wear. During the next two days of practice or testing activity, helmets, and shoulder pads shall be the only protective equipment student-athletes may wear. Student-athletes may practice in full pads on the sixth day of practice or testing activity.

What is a **Coach?**

A coach is someone who takes people from where they are to where they want to be.

C **Connects with kids**

O **Outwork you opponent**

A **Acts with integrity**

C **Create community pride**

H **Have fun**

WHAT ROLE DOES THE COACH SERVE?

What exactly is the coach's role?

- Recruiter, teacher, trainer, strategist, personnel manager, administrator, promoter, communications expert, diplomat, spokesperson, psychologist, impartial judge, disciplinarian, caring friend, counselor, parent substitute? To be a coach is to assume all of these diverse roles. For the coach, the greatest reward should not be the outcome of winning, but rather the process of training and competition that positively affects the personal development of young athletes. Great coaches use sport as a vehicle to enrich the lives and the futures of their athletes.
- While society often perceives winning as the most prized outcome of sport, *a single focus on winning by the coach can subordinate every other worthy outcome of an athlete's participation in sports.* There is nothing wrong with wanting to win; however, there is a difference between being focused and being obsessed with winning. It is important for a coach to evaluate him or herself often during the year to determine if winning has become the priority over doing what is best for the young people in the program.
- At best, only 50 percent of the participants can be winners in any sport competition. In a sport such as track and field, only one team among several and only one individual among many achieve victory.
- So, does everyone else then become losers? Is there no opportunity for achievement, fulfillment and fun without winning? Is winning really the ultimate goal of sport or is there a more important objective and a more attainable goal?

Winning vs. Success

- The opportunity for success is available to everyone if it is defined as performing to one's capability rather than focusing solely on the score of a given competition.
- This is especially true in the sport of track and field where individual improvement can be quantifiably measured by a watch or measuring tape. Even though a team may lose on the scoreboard, the shot putter who places fourth in his event but improves his lifetime best mark by a foot or the hurdler who does not place in the race but "three steps" all flights for the first time certainly has reason to feel successful.
- Teaching athletes to focus on success and discussing with them what success really is, rather than allowing winning to be the only measure, nurtures the factors that ulti-mately lead to winning.

WHAT ROLE DOES THE COACH SERVE?

Success = Ability + Preparation + Effort + Will

- **Ability.** Everyone has ability, but it isn't distributed equally or predictably. This applies to coaches as well as athletes. Often ability is a gift of birth, but that doesn't guarantee success. The challenge isn't to have ability but to develop and use the ability that is given.

- **Preparation.** We gain greater use of our abilities by investing in preparation. Only through the persistent and consistent process of preparation can raw talent be transformed into greater capability. In athletics, this preparation is called training. Through proper training, athletes become faster, stronger, more skilled, knowledgeable, confident and mentally tough; however, although developing greater capability is important, it is still no guarantee of success.

- **Effort.** Developed ability realizes its value when expressed through the challenge of competition. That expression is accomplished when physical and mental effort summon every ounce of one's capability. Still, athletes often find themselves nearing the finish of their race exhausted, having given all they think possible, but needing to find even more. In sport this is called...crunch time!

- **Will.** Crunch time is real, both in sport and life. It is that moment when a person thinks he or she has given all there is to give, only to find out even more is required. Many athletic contests are won or lost at this moment. Some athletes are able to draw on an inner strength to summon greater effort than they know themselves to have. This is the use of one's will, the power to go back to one's personal reservoir again and again as needed. That feeling of stress is the bodies way of telling you this is important.

  – *When athletes and teams train hard to develop their ability, give their best effort in competition, and show the will to push themselves beyond self-imposed limits, they are successful.*

Too often, coaches and athletes miss experiencing the pride and satisfaction of success because they are too focused on winning. More often, coaches and athletes fail to win because they first fail to become successes.

RESPONSIBILITIES of a COACH

1. The insure the safety of all athletes

- Check playing area and report problems to administration. Make sure all equipment is up to NFHS safety standards. Make sure to travel with a first aid kit. Have emergency cards at all practices and games.

2. To have a thorough knowledge of the rules and regulations established by the League, CIF,NFHS and Central Unified School District pertaining to their sport

3. To make sure the athlete has completed all necessary requirements for eligibility prior to participation in their sport

- Check with AD before allowing athlete to participate

4. To monitor the behavior, safety and welfare of his/her athletes at all activities such as practice, games, meetings, trips and while traveling to and from events

5. To monitor the behavior and conduct of his/her assistant coaches when they are involved in activities directly and indirectly related to their sport

6. To have a certificated coach with the athletes at all times when traveling

7. Must possess emergency cards for all players of his/her team when traveling or competing away from school site

8. To make sure all coaches and volunteers in their program are certified, and current through the season, in CPR, First Aid, and Coaches Code of Ethics. All of the above need to be completed prior to the start of their coaching assignment. **All coaches and volunteers must be finger printed through C.U.S.D. and approved prior to coaching.**

9. To ensure walk-on coaches file their Application/Check List form at the District office prior to the start of their coaching assignment.

10. To assure that an athlete that has been under school supervision, will have school supervision until they have left for home or have been picked up by their parents

- A coach must wait with the athlete

11. To assure that Central Unified School District Administrative regulations for travel are followed

- All team members are expected to ride with the team to and from contests.

Only school employees with (proper paperwork filed) may drive the school vans.

With release form signed parents may drive their child directly home after a contest. Parents may not take other children unless they are listed on emergency card.

12. To prepare and turn into the Athletic Director all of the required information for travel

13. To hold a Parent meeting prior to first game

- At meeting explain your philosophy of coaching, rules, expectations,etc..

14. To oversee setup and cleanup of home games, turn in game set-up to AD and Head Custodian prior to first home game

15. To turn in season practice schedule to AD and secretary who makes school calendar

16. To turn in team roster to AD

17. To turn in team rules other than those mandated made by CUSD to AD

18. After an athlete has been evaluated by a doctor and unable to participate, a coach must turn in a copy of the doctors release to the Nurse and AD before the athlete can practice or compete

CENTRAL UNIFIED ATHLETICS

COACHES CODE OF ETHICAL CONDUCT AND EXPECTATIONS

It is important that every coach be an exemplary role model for the school, community and his/her student athletes. The coach must recognize that the purpose of athletics is to promote the physical, mental, moral, social and emotional well being of each student-athlete.

Expectations:

As a CUSD Coach I will:

- establish student safety and welfare as a number one priority
- emphasize academics as the number one priority of the student-athlete
- encourage student-athletes to participate in more than one sport
- share student-athletes with other coaches and advisers
- not hold camps or have early contact with athletes without AD approval
- establish and model fair play, sportsmanship, and appropriate conduct
- clear all fund-raising events through Activities Director
- supervise and control student-athletes at all times until released to parent/guardian
- not verbally or physically abuse fellow coaches, athletes, or officials
- not tolerate abuse of officials, faculty or other athletes by any school athlete
- not tolerate any damage to facilities or equipment
- be consistent in requiring athletes to follow rules and standards of the school and team
- use discretion and good judgment when reprimanding student-athletes
- not recruit athletes from other schools
- not allow use of any illegal drugs, alcohol, or tobacco
- not use profanity, nor allow the use of profanity
- present, encourage and enforce the CUSD Code of Ethics
- make every attempt not to be ejected from a game
- not tolerate racial slurs or epithet

Communications:

As a CUSD Coach I will:

- have open and ongoing communication with coaches, student-athletes, and parents using District approved platforms
- hold a parent meeting prior to the first contest with emphasis on:

  -basic policies, procedures and expectations

  -student-athlete Code of Ethics

  -academic requirements and expectations

  -anticipated schedules

  -procedures to resolve conflict with other school related activities

  -review consent forms
- establish a fair and equitable process for cutting student-athletes from team tryouts
- educate student-athletes to the dangers of using illegal drugs, alcohol or tobacco

Participation:

As a CUSD Coach I will:

- recruit as many student- athletes as possible to tryout for a team or group
- keep as many student-athletes as possible on the team or group
- allow as many student-athletes as possible to compete or perform without compromising the quality of effort or performance

I have read and agree to the policies stated in the CUSD COACHES CODE OF ETHICAL CONDUCT AND EXPECTATIONS. I agree that these rules and expectations are important in developing quality programs. These programs are designed to help athletes become good citizens with a high sense of moral integrity, a competitive spirit and the ability to be honest and forthright in all endeavors. I agree to abide by these standards. I accept that failure to abide by this code may result in administrative action.

Print Name _____

School _____

Signature _____

Date _____

Pursuing Victory With Honor℠
Code of Conduct for Coaches

CIF Member School: _____

We, in the California Interscholastic Federation, believe that high school athletic competition should be fun, but that it must also be a significant part of a sound educational program. We believe that those who coach student-athletes are, first and foremost, teachers who have a duty to assure that their sports programs promote important life skills and the development of good character.

We believe that the essential elements of character-building are embodied in the concept of sportsmanship and six core ethical values: trustworthiness, respect, responsibility, fairness, caring, and good citizenship (the "Six Pillars of Character℠"). We believe, further, that the highest potential of sports is achieved when teacher-coaches consciously Teach, Enforce, Advocate and Model (T.E.A.M.) these values and are committed to the ideal of pursuing victory with honor. Finally, we believe that sincere and good-faith efforts to honor the words and spirit of this Code will improve the quality of our programs and the well being of our student-athletes. This Code of Conduct applies to all full-time and part-time coaches involved in interscholastic sports.

I understand that in my position as a coach, I must act in accord with the following code:

TRUSTWORTHINESS.

- ***Trustworthiness*** Be worthy of trust in all I do and teach student-athletes the importance of integrity, honesty, reliability and loyalty.
- ***Integrity*** Model high ideals of ethics and sportsmanship and always pursue victory with honor; teach, advocate and model the importance of honor and good character by doing the right thing even when it's unpopular or personally costly.
- ***Honesty*** Don't lie, cheat, steal or engage in or permit dishonest or unsportsmanlike conduct.
- ***Reliability*** Fulfill commitments; I will do what I say I will do; be on time.

- ***Loyalty*** Be loyal to my school and team; put the team above personal glory.
- ***Primacy of Educational Goals*** Be faithful to the educational and character-development missions of the school and assure that these objectives are not compromised to achieve sports performance goals; always place the academic, emotional, physical and moral well being of athletes above desires and pressures to win.
- ***Counseling*** Be candid with student-athletes and their parents about the likelihood of getting an athletic scholarship or playing on a professional level. Counsel them about the requirement of many colleges preventing recruitment of student-athletes that do not have a serious commitment to their education, the ability to succeed academically or the character to represent their institution honorably.
- ***College Recruiters*** Be honest and candid with college recruiters about the character and academic abilities and interest of student-athletes.

RESPECT

- ***Respec*t** Treat all people with respect all the time and require the same of student-athletes
- ***Class*** Be a good sport, teach and model class, be gracious in victory and accept defeat with dignity; encourage student-athletes to give fallen opponents a hand, compliment extraordinary performance, and show sincere respect in pre- and post-game rituals.
- ***Taunting*** Don't engage in or allow trash-talking, taunting, boastful celebrations, or other actions that demean individuals or the sport.
- ***Respect Officials*** Treat contest officials with respect; don't complain about or argue with official calls or decisions during or after an athletic event.
- ***Respect Parents*** Treat the parents of student-athletes with respect; be clear about your expectations, goals and policies and maintain open lines of communication.
- ***Profanity*** Don't engage in or permit profanity or obscene gestures during practices, sporting events, on team buses, or any other situation where the behavior could reflect badly on the school or the sports program.
- ***Positive Coaching*** Use positive coaching methods to make the experience enjoyable, increase self-esteem and foster a love and appreciation for the sport. Refrain from physical or psychological intimidation, verbal abuse, and conduct that is demeaning to student-athletes or others.
- ***Effort and Teamwork*** Encourage student-athletes to pursue victory with honor, to think and play as a team, to do their best and continually improve through personal effort and discipline. Discourage selfishness and put less emphasis on the final outcome of the contest, than upon effort, improvement, teamwork, and winning with character.

- ***Professional Relationships*** Maintain appropriate, professional relationships with student athletes and respect proper teacher-student boundaries. Sexual or romantic contact with students is strictly forbidden as is verbal or physical conduct of a sexual nature directed to or in view of student-athletes.

RESPONSIBILITY

- ***Life Skills*** Always strive to enhance the physical, mental, social and moral development of student-athletes and teach them positive life skills that will help them become well-rounded, successful and socially responsible.
- ***Advocate Education*** Advocate the importance of education beyond basic athletic eligibility standards and work with faculty and parents to help student-athletes set and achieve the highest academic goals possible for them.
- ***Advocate Honor*** Prominently discuss the importance of character, ethics and sportsmanship in materials about the athletic program and vigorously advocate the concept of pursuing victory with honor in all communications.
- ***Good Character*** Foster the development of good character by teaching, enforcing, advocating and modeling (T.E.A.M.) high standards of ethics and sportsmanship and the six pillars of character.
- ***Role-Modeling*** Be a worthy role-model, always be mindful of the high visibility and great influence you have as a teacher-coach and consistently conduct myself in private and coaching situations in a manner that exemplifies all I want my student-athletes to be.
- ***Personal Conduct*** Refrain from profanity, disrespectful conduct, and the use of alcohol or tobacco in front of student-athletes or other situations where my conduct could undermine my positive impact as a role model.
- ***Competence*** Strive to improve coaching competence and acquire increasing proficiency in coaching principles and current strategies, character-building techniques, and first-aid and safety.
- ***Knowledge of Rules*** Maintain a thorough knowledge of current game and competition rules and assure that my student-athletes know and understand the rules.
- ***Positive Environment*** Strive to provide a challenging, safe, enjoyable, and successful experiences for the athletes by maintaining a sports environment that is physically and emotionally safe.
- ***Safety and Health*** Be informed about basic first aid principles and the physical capacities and limitations of the age-group coached.
- ***Unhealthy Substances*** Educate student-athletes about the dangers and prohibit the use of unhealthy and illegal substances including alcohol, tobacco and recreational or performance-enhancing drugs.
- ***Eating Disorders*** Counsel students about the dangers of and be vigilant for signs of eating disorders or unhealthy techniques to gain, lose or maintain weight.

- ***Physician's Advice*** Seek and follow the advice of a physician when determining whether an injured student-athlete is ready to play.
- ***Privilege to Compete*** Assure that student-athletes understand that participation in interscholastic sports programs is a privilege, not a right and that they are expected to represent their school, team and teammates with honor, on and off the field. Require student-athletes to consistently exhibit good character and conduct themselves as positive role models.
- ***Self-Control*** Control my ego and emotions; avoid displays of anger and frustration; don't retaliate.
- ***Integrity of the Game*** Protect the integrity of the game; don't gamble. Play the game according to the rules.
- ***Enforcing Rule*** Enforce this Code of Conduct consistently in all sports–related activities and venues even when the consequences are high.
- ***Protect Athletes*** Put the well being of student-athletes above other considerations and take appropriate steps to protect them from inappropriate conduct.
- ***Access*** Help make your sport accessible to all diverse communities.
- ***Improper Commercialism*** Be sensitive to and avoid unwholesome commercialism including inappropriate exploitation of my name or the name of the school and undue financial dependence on corporate entities. Make sure any affiliation or association with a corporate entity is approved by school and district officials.

FAIRNESS

- ***Fair and Open*** Be fair in competitive situations, selecting a team, disciplinary issues and all other matters; and be open-minded and willing to listen and learn.

CARING

- ***Safe Competition*** Put safety and health considerations above the desire to win; never permit student-athletes to intentionally injure any player or engage in reckless behavior that might cause injury to themselves or others.
- ***Caring Environment*** Consistently demonstrate concern for student-athletes as individuals and encourage them to look out for one another and think and act as a team

CITIZENSHIP

- ***Honor the Spirit of Rules*** Observe and require student-athletes to observe the spirit and the letter of all rules including the rules of the game and those relating to eligibility, recruitment, transfers, practices and other provisions regulating interscholastic competition.
- ***Improper Gamesmanship*** Promote sportsmanship over gamesmanship; don't cheat. Resist temptations to gain competitive advantage through strategies or techniques (such as devious rule violations, alteration of equipment or the field of play or tactics designed primarily to induce injury or fear of injury) that violate the rules, disrespect the highest traditions of the sport or change the nature of competition by practices that negate or diminish the impact of the core athletic skills that define the sport.

I have read and understand the requirements of this Code of Conduct. I will act in accord with this code. I understand that school (and district) officials as well as league and section officials will and should expect that I will follow this code.

_____ _____

Teacher-Coach Signature **Date**

"Pursuing Victory With Honor" and the "Six Pillars of Character" are service marks of the CHARACTER COUNTS! Coalition, a project of the Josephson Institute of Ethics. For more information on promoting character education and good sportsmanship, visit www.charactercounts.com.

Pursuing Victory With Honor℠

CIF Expectations for Coaches

1. Sign and follow the district's or CIF's coaches' code of conduct.
2. Use "teachable moments" on a daily basis to emphasize the importance and essential elements of the six core principles of Pursuing Victory with Honor: trustworthiness, respect, responsibility, fairness, caring and good citizenship.
3. Promote sportsmanship and foster good character by Teaching, Enforcing, Advocating and Modeling the six principles above.
4. Ensure that their program enhances the academic, emotional, social, physical and ethical development of the student-athletes.
5. Demand scrupulous integrity and observe and enforce the spirit as well as the letter of the rules from their student-athletes by teaching the history and traditions of the sport.
6. Communicate to their student-athletes and parents that athletic participation is a privilege, not a right. To earn that privilege, student-athletes must abide by the rules and conduct themselves, on and off the field, as role models who exemplify good character.
7. Enforce, with student-athletes, the district-approved codes of conduct for student-athletes.
8. Emphasize in all communications directed to student-athletes and parents the importance of character, ethics and sportsmanship. Coaches should hold a student and parent pre-season meeting to communicate their educational philosophy regarding athletics, academics, character, ethics and sportsmanship. At this meeting the coach should clearly define the expectation that coaches have for student and parent behavior and the repercussion of not meeting those expectations.
9. Emphasize to the student-athlete and their parents that the first priority of the student-athletes is a serious commitment to getting the best education possible and developing the academic skills and character to succeed. Success in the classroom should be the first priority of any student-athlete.

10. Ensure that pressure to win is not placed above education, character development, academic, social, emotional, physical and ethical well-being of the student-athlete.
11. Whether paid or voluntary, gain the skills to be a competent coach. These minimum competencies must include basic knowledge of 1) the character-building aspects of sports, including techniques and methods of teaching and reinforcing the core values comprising sportsmanship and good character; 2) the physical capacities and limitations of the age group coached, as well as first aid; and 3) coaching principles related to educational philosophy, adolescent psychology, nutrition, risk management, and the rules and strategies of the sport.
12. Model respectful behavior and demand that their athletes refrain from disrespectful conduct, including verbal abuse of opponents and officials, profane and belligerent trash-talking, taunting and inappropriate celebrations.
13. Safeguard the integrity of their programs by continually monitoring to ensure that no undue interference or influence of commercial interest or inappropriate exploitation of the school name or reputation. This should include avoiding undue financial dependency on particular companies or sponsors.
14. Always remember that profession of coaching is a profession of teaching. In addition to teaching the mental and physical dimensions of their sport, coaches shall through words and example, strive to build character of their student-athletes by teaching them to be trustworthy, respectful, responsible, fair, caring and good citizens.
15. Urge and play a leadership role in planning and implementing pre-season meetings with parents, players, your athletic director, and if possible, the principal wherein the values and expectations of the district and the school principal are spelled out as they relate to athletics, its' place in education, the character building potential of athletics and the conduct and behavior of all involved in athletics.

"Pursuing Victory With Honor" and the "Six Pillars of Character" are service marks of the CHARACTER COUNTS! Coalition, a project of the Josephson Institute of Ethics. For more information on promoting character education and good sportsmanship, visit www.charactercounts.com.

PURSUING VICTORY WITH HONOR PRESENTATION

The following is an example of a PVWH presentation. Feel free to follow it or come up with your own as long as you cover the topics listed.

I. Introduction

All teams meet in one place for introduction(gym, cafeteria, etc…)

1. Administrator welcomes student athletes and introduces coaches
2. AD introduces what will be covered in the presentation

II. Group Presentation (gym, cafeteria, etc…)

A. Speakers– two coaches are to give a short (5 minutes or less) talk on a pillar of Character Counts including personal stories(example-Responsibility)

B. AD then discusses any information all teams/coaches/parents may need as a group

1. GPA 2.0
2. Cut Policy
3. School paperwork needed
4. etc..

C. Teams are dismissed to rooms for team meetings

III. Team Meetings

A. Discuss

1. Team Rules
2. Cut policy and how you judge/rate athletes
3. GPA
4. Transportation
5. Emergency Cards

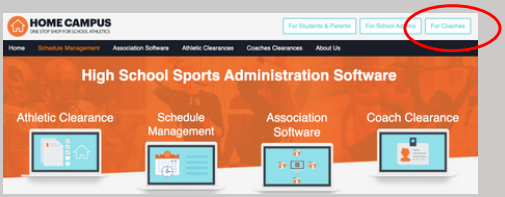
B. Discuss Character in Sports and have athletes sign Code of Conduct

IV. Pre-season Meeting to be held with-in first two weeks of season

A. Date and time of meetings to be sent to District AD

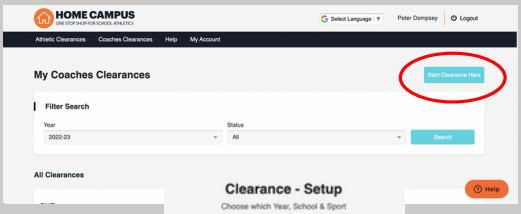
COACHES CLEARANCE

1 **VISIT HOMECAMPUS.COM**
CLICK FOR COACHES
SELECT COACHES CLEARANCE



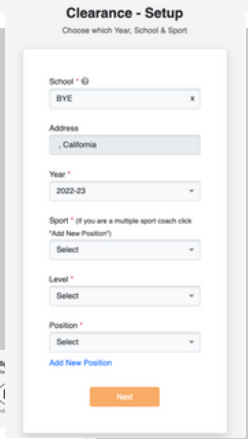
Return Users
Log into existing account used in previous School Year.

New Users
Create an account. Please register with a valid email address as the username and generate a password.



2 **SELECT START CLEARANCE HERE**

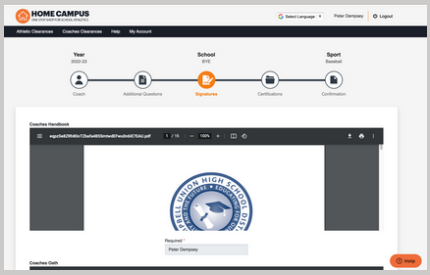
Type in School & Confirm Address
Select Year
Choose Sport, Level & Position
If you are multiple sport coach click Add New Position



3 **COMPLETE COACH INFORMATION**
Type in all required information.

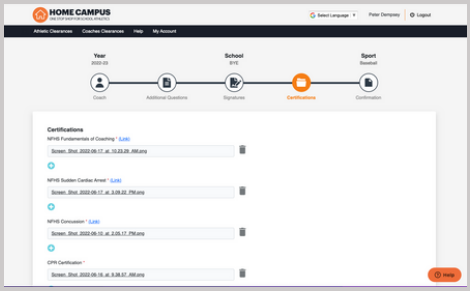


4 **SIGN REQUIRED DOCUMENTS**
Type in an EXACT match of what was input in the Coach Information Page.



5 **UPLOAD CERTIFICATIONS**

Click ⊕ to add a certification. Browse from your computer for the file.



MAKE SURE TO CLICK SAVE & CONTINUE AFTER UPLOADING THE CERTIFICATION TO SUBMIT THE CLEARANCE.

6 **CONFIRMATION MESSAGE**

Your clearance is ready for review by your school once you have reached the **CONFIRMATION MESSAGE** page.

YOU ARE NOT CLEARED TO COACH YET!
AN EMAIL NOTIFICATION WILL BE SENT ONCE YOUR APPLICATION HAS BEEN APPROVED FOR YOU TO COACH.

CONTACT HOME CAMPUS
SUPPORT@HOMECAMPUS.COM

PRE-SEASON REMINDERS

TRYOUTS / PRE-SEASON PARENT MEETING

Tryouts

Tryout information must posted on team site and the athletic department notified 2 weeks prior to event.
All athletes must be cleared by the athletic office. Each player must have a co-curricular packet and physical on file before they are allowed to tryout.
There is a 48 hour lead time on Co-Curricular packets.
It is your responsibility to ensure that the final cut list is posted. You may post it on your website and make sure you are available to answer any questions. Do not post any names of students who were cut.
No player will be allowed to practice or have contact until they have been admitted into school.
Any student or parent requesting information should be immediately sent to the athletics office and we will direct them to our registrar.
Submit a complete Roster to the Athletics office prior to 1st week of practice.
All coaches must be cleared by the District before they are allowed to be around athletes.
All schedules and dates must be put in the bulletin and sent to athletics for posting on the website.

Parent Meeting

Cover all team rules and have parents sign off that they have received them and understand the consequences of them.
Be sure to make clear the academic expectations and the consequences of probation and eventual removal due to grades
Cover your coaching philosophy for the following:

- Off season training
- Fundraising
- Weight training
- Summer practice and workouts
- Hand out schedule and inform parents of all tournaments and games
- Be sure to communicate clearly any changes that may arise
- Give out any directions to game sites if needed Transcript release

In order to release an athlete's transcript to a college recruiter we must have a signed release form on file in the registrar office. (see Form 5)

Have parents sign any permission slips and pursuing victory with honor for your records. (see Form 7)

PRE-SEASON REMINDERS

Facility Use Requests (FUR)s (see Form 8 - 9)
All Facility requests are the responsibility of the Head Coach.
All requests will be done through the Athletic Secretary in the office and DO.
You must have a facility use request in order to use any field court or weight room on any campus in the district.

This includes all weekend practices and any camps that may occur in the summer.
If you do not have a FUR, you will be subject to being bumped by other teams or maintenance personnel. You are responsible for working with the district to avoid maintenance charges.

Outside normal hours will be charged.
All requests must be done 2 weeks in advance.
All summer requests must be done within the first week of graduation through the athletics office.

Equipment
All equipment will be stored with in the equipment room. Any equipment kept outside of that room is the coach's responsibility. The equipment manager will prepare any items necessary for your practice. 48 hour notice should be given for any requests.

- No students or athletes should be in the equipment room without a coach present. Any students in unsupervised areas create very serious safety hazards. You are responsible for your players at all times inside the building.
- No keys should be given to any players to enter the room. If a player is found without a coach the keys will be confiscated and you will have to get them back from the Athletic Director or Vice Principal.
- No doors should be propped open for any reason.
- No players should be in equipment room.
- All lockers in the equipment room are to be latched and secured with a padlock in your designated area.
- No food should be left in the equipment room.

Training Room
- You must establish communication between the trainer and yourselves.
- There will be a training class set up 7th and 8th period with student trainers.
- No water can be used from the irrigation systems it is non-potable.
- Trainer has final authorization in regards to student athlete participation and weather concerns.
- The trainer may restart practices as they see fit.
- Any athlete receiving a concussion must be cleared by a doctor and return with the district/ CIF concussion form filled out by his/her doctor.

PRE-SEASON REMINDERS

Locker Room Supervision

You are responsible for supervising your players as they change or prepare for class or practice. A coach must be present to open the locker room and sweep it once the players have all left. Once the last player is out you will secure the locker room for the next coach.

Do not open the locker room for other athletes unless agreed upon by the coaches.
Do not give players keys to enter the locker room. If they are found with keys they will be confiscated by any adult in the area. You will then need to get them back from the VP's.

Locker Room and Field Supervision

You must have a coach supervising your players before and after practice.

- You must open the locker room for your players and clear out the locker room once your team has finished dressing for practice.
- Make a sweep and secure all locker room doors prior to going out to practice.

Supervision and teacher meetings

- In season head coaches are allowed to miss site professional development. If they have district professional development that conflicts with the start of practice, they are required to attend to its conclusion. If no assistants are available the head coach may be released for supervision.
- If the professional development conflicts with a game they must notify the person in charge to be released.
- Assistant must always attend unless cleared by the principal.
- Any coaches who misses is expected to meet with the principal to get updated on missed information.

Any athlete removed from practice is still under your supervision. Do not kick players out of practice and leave them unsupervised.

Academic Probation

Any athlete that has been placed on academic probation must attend study hall a minimum of 2 hours per week. This will be in place of practice and the coach will keep attendance records for the athletic department.

PRE-SEASON REMINDERS

Practice Plans

- Have a practice plan prepared. (Daily, weekly, monthly, seasonally)
- Communicate with equipment manager and trainer about needs.
    - Balls/ equipment, water set-up,
    - Training cut-off times and treatment procedures
- Use proper language with players and abide by the coaching code of ethics. Profanity will not be tolerated.
- Be aware of the players using the late bus and its departure times.
- Be aware of picture days and distribute photo packets with at least one week in advance.
- Keep yellow cards with you at all times. Medical staff will want to see them in an emergency.
- Have a plan for athletes on academic probation.
- Do not have them sitting outside or not engaged in practice or work. All athletes must be supervised at all times.
- Notify the athletic department if you plan to cancel any practice.
- Notify athletic department about any event over winter or spring break.

Snack Bar

- Director of Food Services or the district may audit you at any time. They reserve the right to shut you down following a failed review.
- Any group using the snack bar at the high school must have a food service certificate on file with our food service department. The person named on the certificate must be present at the snack bar at all times.
- Student may not handle money at any time. There must be an adult in the snack bar at all times.
- All funds should be counted and signed off by two people immediately following the event.
- Inventory must be done prior to each event.
- All snack bars must be cleaned and food must be taken out immediately following the event.
- You will need to sign in and out on the clipboard so that we can track every group who uses our facility.
- If the snack bar is not cleaned you will be charged $100 cleaning fee.
- All snack bar revenue must be deposited into your ASB account unless your booster club has a 501C3 tax id.
- Any group using Koligian stadium snack bar must have a food service worker with them at all times.

COACH
PRE-SEASON CHECKLIST

_____ Parent/Player Handbook. Cover all team rules, regulations, coaching philosophy, consequences, playing time, forms, etc. Director prepares handbook

_____ Copy of your handbook to Athletic Office

_____ Parent and Team Meeting

- Read from the provided handout (Ethics, Academics, and Clearance)

_____ Verification that ALL parents and players received a Handbook and attended meeting

_____ Parents and players have received a schedule of all games and tournaments. Communicate with parents if there are changes on your schedule. Extra communication needed for all special activities/tournaments. Make sure parents are given directions on how to get to opponent's school sites. End practices ON TIME!

_____ All athletes must have a co-curricular packet handed in and be cleared prior to try-outs.

_____ Have yellow emergency card complete on all players. Keep these with you at games and practices.

_____ Permission slips run off for players to be able to travel home with their parent.

_____ Game Management Organization:

Balls/equipment, set-up, water (check with trainer), scorebooks, custodian communication, water cups, towels, clock, flipcharts, music/sound system, snack bar with cash boxes and change, announcers, managers, pass lists etc.

_____ Daily, weekly, monthly practice plans. HAVE A PLAN!

_____ Fundraising organized (forms in?).

_____ Planning to stay with players until all are picked up after games.

_____ Do not leave players unattended in Central locker rooms or at opponent's school.

_____ Reviewed expectations concerning behavior at all home games, away games, and on bus. Remind every Friday to "Make good choices this weekend."

_____ Have you numbered and labeled all uniforms and checked them out by numbers?

_____ Labeled all equipment and keep track of equipment daily.

_____ All team management; budgets, bus requests go through Athletic Office. Know what your budget is and stick to it!

_____ Aware of all team members who are struggling with staying eligible.

_____ Team pictures. Be aware of date. Be on time and prepared.

_____ Submit articles for school newspaper, Fresno Bee. Contact media on occasion

_____ Aware of the date for mandatory athletic physicals

_____ Turned award winners names to Athletic Office two weeks in advance

_____ Collected clean uniforms, stored them in proper place, and informed Athletic Office that all uniforms and equipment have been safely stored for next year.

_____ Invite administration to end of year banquet!

_____ Turn up-to-date rosters in (all levels) to Athletic Office or email them. Update as needed

_____ Keep a "Communication Card" on every player. Document any problems, concerns, communication with parents. Document, Document, Document! Let AD know ASAP if you anticipate any problems or concerns.

_____ Check Dress Code at practice everyday. Make it important! Check Dress Code for game day.

_____ DO NOT let an athlete try out or practice with the team without the eligibility packet turned in.

Practice Time Allowance

506 PRACTICE ALLOWANCE

For the benefit of the physical and mental health of our student-athletes, all practices (as defined herein) under the auspices of the high school athletic program during the season of sport shall be conducted under the following conditions (See also Bylaw 310):

1. All teams will be allowed no more than eighteen (18) hours of practice time per week and no more than four (4) hours in any single day.
    a. Multiple practice sessions:
        i. Double day practices shall not be held on consecutive days.
        ii. Must include minimum of three hours rest between practices.
    b. Golf Only:
        i. In the sport of golf only, a team is allowed a maximum of two days per week of 18-hole practice rounds. (Counts as four hours)
2. Any competition day would count as three (3) hours toward the allowable weekly and daily hours no matter the length of the contest(s).
    - No practice may be held following the conclusion of any contest.
3. Definition of practice:
    a. Any school or team or individual activity organized by the coach that is intended to maintain or improve a student-athlete's skill proficiency in a sport; AND/OR
    b. Any school team or individual activity that includes skill drills, game situation drills, inter-squad scrimmages or games, Weight training, chalk talks, film review, meetings outside of school time (excluding parent meetings) that are implicitly/explicitly required by the coach; AND/OR
    c. Any other coach-directed or supervised school team or individual activity or instruction for a specific sport (private, small group or positional instruction, etc.) AND/OR
    d. Any other team or individual instruction for a specific sport organized or supervised by any team member, or anyone else else associated with the high school athletic program, team, or school; AND
    e. Outside organization activity (club, etc.), shall not be used to circumvent these bylaws.
4. Other mandatory activities (including, but not limited to study hall, tutorial sessions, team dinners), shall not be considered part of practice time. These activities must be approved by the principal. Activities that would be included herein are exclusive to any activity already covered in number 3. a. - e. above.
5. This bylaw shall not supersede any School/District/Section policies that may be more restrictive.
6. Penalties: Following the determination of a violation of CIF Bylaw 506, a loss of practice day(s) and/or other sanctions, for each practice session infraction, shall be imposed by the Section as deemed appropriate to the level, extent, and duration of the infraction(s).

Frequently Asked Questions - (FAQ's will continue to be revised as needed and appropriate to assist schools in understanding the implementation of the Bylaw.)

QUESTION: ***Our football coach conducts a one-hour (1) before school weight lifting activity in the weight room for football players. Does this count in the three-hours per school day practice limitation?***
ANSWER:
Before school activities that are NOT part of the curricular day are subject to the practice limitations. If the activity is organized and/or directed and/or supervised by any of the football coaching staff and only open to football players then YES it is considered to be practice and counted in the daily limit.

PDF created with pdfFactory trial version www.pdffactory.com

QUESTION: ***Our football coach conducts a one-hour (1) before school zero period weight lifting activity in the weight room for football players. Does this count in the daily practice limitation?***
If Zero period IS considered part of the curricular day then it does not count against the practice duration limitations.

QUESTION: ***We have a one-hour (1) before school; (2) zero period; general weight lifting activity in the weight room, advertised to all the athletes in the school who wish to participate. The football coach supervises this activity. While it is advertised to everyone in the school, it is primarily utilized by the football players. Does this count as practice activity in the daily practice duration limitation?***
ANSWER:
(1) Before school is not part of the curricular day so activities during this time are subject to practice duration limitations. However, if the activity is a non-sport specific strength program, open to all athletes, it would be considered general conditioning and would not count as part of the practice duration limitations. As long as the school has done their best to advertise and make it open to everyone, and it is not a non-football hostile environment, or is not located in an area where female or other sport athletes do not have access (i.e. access only through the boys locker room), regardless of who attends or who is supervising, the activity would not be considered practice and would not, therefore, count in the daily practice limitation.
(2) If Zero period IS considered part of the curricular day then it does not count against the practice duration limitations.

QUESTION: ***A (1) Volleyball or Football; (2) Cross Country; Coach tells their team members "just go for an hour run" as a team (or as individuals) and then meet back in the gym to begin practice. Does that hour of just running count towards the practice duration limitation for that day?***
ANSWER:
Yes. This activity done as a team or as an individual and has been implicitly/explicitly required by the coach; directed and/or organized and/or supervised by the coach would count towards the daily practice duration limitations.

QUESTION: ***A Basketball coach tells their team members that they are required to run a minimum number of miles each week on their own for conditioning. Does this count towards the practice duration limitations for any given day?***
ANSWER: Yes, this would be considered an activity under 3.b and 3.d above because it was required and or implied by the coach for his/her basketball team members to participate. If it was not implicitly or explicitly required by the Coach it would not count towards practice duration limitations.

QUESTION: The Water Polo Coach establishes a swimming conditioning session (1) before practice each day (2) in the morning before school; (3) during zero period. Does this count towards the practice duration limitations for that day?
ANSWER:
(1) Yes, swimming conditioning is directly related to water polo skill development, so this would count towards the daily practice duration limitations.
(2) Yes, swimming conditioning is directly related to water polo skill development, so this would count towards the daily practice duration limitation.
(3) If Zero period is considered part of the curricular day it does not count against the practice duration limitations.

QUESTION: A student plays volleyball in the fall and basketball in the winter. During the overlap time of those two seasons is a student allowed to practice for four hours per day for volleyball and then another four hours per day for basketball, for a total of eight hours of practice on any given day?
ANSWER: No. During any season overlap period for any student-athlete, that student-athlete is still limited to a total practice time for both sports not to exceed the daily practice duration limitation (4 hours max per day and only 18 hours per week).

PDF created with pdfFactory trial version www.pdffactory.com

GAME MANAGEMENT

Organization

- Only head coaches will be provided subs.
- Assistants must arrange with department to get their own coverage.
- Take medical cards (yellow cards) with you.
- Balls, uniforms and equipment preparation.
- Always have up to date rosters available.
- Review all expectations concerning behavior at all home and away games.
- Game conduct, bus expectations, enforce school dress code
- All athletes on the sideline are expected to be in team dress. Sweats and street clothes are not appropriate.
- Any athlete out of dress code will be asked to sit in the stands.
- All music must be cleared by the activities director before being played for the public. It is your responsibility to make sure it is turned in a week in advance.
- Understand the sound system set-up
- Water – be sure to communicate with the equipment manager for home and away
- Cups, towels etc
- Make sure to work with the trainer to ensure both teams can be taped.
- It is the coach's job to secure game workers.
- Recruit announcer and provide them with a script that will be read from.
- You may obtain this from the AD
- Bookkeepers / chain gang/ clock personnel, etc
- Snack bar workers
- Cash boxes for any of your fundraisers.
- All athletes must shake hands after the game. Repeat offenses will be ineligible for any post season awards and may be suspended.
- All athletes must stand for the National Anthem and take off all headwear.
- Directions to away games and information on where to be dropped off and locker room location.
- Be sure to get bus drivers number in order to contact them following the game.

Pass List (see F15)

- No season passes or game tickets will be sold by coaches. Any season passes that are sold will be billed back to the program for all the home games.
- You must use the form provided by the AD. Anyone not on the list must pay to obtain entry.
- You must list individual names. There will be no listing of families each member must be listed individually.
- Coaches children will be admitted free with the spouse on the list.
- All directors of sport will be allowed to have 6 personal guests per event.
- All assistant coaches will be allowed to have 2 guests.

GAME MANAGEMENT

Supervision

- Players must be supervised at all times.
- Do not leave players unsupervised in Central locker rooms or at opponent's school.
- A Central Unified cleared coach must ride the bus with athletes at all times.
- It is only permissible for a player to drive only themselves if we have a signed district transportation form on file in athletics.
- Any player traveling home with a parent must sign off on the district provided transportation release list.
- You must keep this list in case any problems arise.
- Do not leave until all players have been picked up by their guardian.
- You are responsible for any athlete that has been asked to leave practice or a game situation. If they are sent to a locker room a coach must supervise them. They are not to be left unsupervised during the practice period.

Senior Night

- It is your responsibility to organize your senior night. It will be held prior to the final home game of the season.
- A list of your seniors must be turned in to the activities office at least one week in advance.

  ASB will supply flowers, balloons and posters. You are not limited to these items and may make it as elaborate as you are willing to pay for.

  Gather information about each senior that you would like the announcer use to introduce them.

  You need to inform parent on time of arrival.

  Inform your opponent for that week so that they may be aware of any time changes.

  Be sure to keep it timely and completed prior to start time.

Media

Promote your team:

- Contact The Bee with scores and updates. Be sure to communicate to the school newspaper and CTV in order to get your athletes exposure.

  Whenever a coach is interviewed regarding a game, they are to keep the conversation positive and team specific. Comments about individual pla

  yers outside of a positive reference are prohibited.

GAME MANAGEMENT

Banquet

Please keep in mind that your banquet is the final impression you will leave on the community.

Be sure to send home a flier or post your banquet date and time on our internet site. It is courteous to let parents know at least two weeks in advance.
All coaches are expected to have an end of the year banquet.
You will be given $100 by the athletic office to purchase awards.

- Each team will be allotted 5 awards.
- Anything else will be paid for by the team boosters or ASB account.
- Be sure to submit your awards to the athletic office at least one week before your awards banquet.
- Any coach who fails to do so will be responsible for picking the awards up themselves. (Clovis)

Athlete recognition

- Freshmen will receive a certificate.
- J.V. will receive a J.V. letter for their first sport they complete.
- If you have received a J.V. letter in another sport you will get a certificate.
- Varsity players will receive a Varsity letter upon completion of the season.
- If you have received a Varsity letter in another sport you will get a certificate.
- All athletes will get an emblem representing their sport.

Any Freshmen or J.V. Athlete that is called up for the playoffs will not receive a Varsity Letter.

End of year review

Please provide a copy of overall record and any awards that were earned by your teams to the athletic director.

Complete post season review.
Have exit interviews with players and parents.
Review strengths, weaknesses, and opportunities for improvement next year.

Pre and Post Season Evaluations

Have the following information ready for your meeting.

- Overall record
- League record
- Significant statistics
- Coaches evaluations
- Player awards and recognition

GAME SUPERVISION EXPECTATIONS

Supervisors are responsible to assist in providing a safe and secure environment for all spectators, players, and officials by enforcing all school rules and policies. Supervisors are responsible to continually monitor stands, restrooms, ticket windows, entrances, and any other area of concerns. Supervisors are to assist with any and all concerns and needs of coaches, players and parents.

SUPERVISION

All athletic contests will be supervised by an administrator or a designated certificated school official from both participating schools. Schools may make other arrangements with opposing schools.

1.2 Entrance gates should remain closed or attended throughout the event.

1.3 Public address systems should be set up at all large athletic events.

1.4 Each school is responsible for the conduct of its coaching staff.

1.5 Visiting school supervisor should introduce themselves to the administrator of the host school and be readily available should any problems occur with their students.

SPECTATORS

2.1 The district reserves the right to bar from all athletic events those persons who interfere with the officials or by their presence jeopardize the safety and welfare of those involved and all individuals attending the contest.

2.2 All spectators are to be kept in the stands and not be permitted on any part of the playing area (including basketball playing area).

2.3 At basketball games, one third of the seating capacity of the gym shall be reserved for the visiting school.

BANNERS

3.1 Each school may post banners on the wall during an athletic contest.
These should be posted behind the rooting section (events held indoors). The banners should be a positive reflection of good sportsmanship.

3.2 Banners may be posted on each team's designated seating area.

GYMNASIUM/STADIUM SUPERVISION GUIDELINES AND DUTIES

4.1 Be aware of your duty time and place of event (see assignment person).

4.2 Keep all aisles clear.

4.3 Band section is reserved for band members only.

4.4 No smoking is permitted on school campuses.

4.5 Anyone in possession of, or under the influence of intoxicants, should be reported directly to police or the administrator on duty. Do not release student on their own recognizance.

4.6 Remove any person from facility who shows poor sportsmanship or rowdy behavior. Use police if necessary.

GAME SUPERVISION

4.7 Station yourself at an advantageous position in order to observe. Supervisors should not group together.

4.8 Supervising faculty should be the last to leave the facility after the event.

4.9 All students and adults (except faculty members who have assigned duties) must be in the bleachers and off the playing area.

4.10 Students may not leave the gym (to return) except in case of emergency, or at the discretion of a faculty member on duty. Students who leave without permission must pay upon return.

4.11 Teachers should check the restrooms periodically for drinking or other unacceptable behavior.

4.12 No one may use the exits at the sides of the gymnasium except super-visors. Others may use the exits at the end of the varsity game or in case of emergency.

4.13 Absolutely no one, except team members, coaches, managers, and officials are allowed to enter the locker room.

4.14 No one should be allowed to stand at either end of the gym while the game is in progress except supervisors, police, photographers and cheerleader groups.

4.15 Keep a watchful eye on bleachers for any problems which may occur.

4.16 Watch for problems that may occur right after the activity, as the crowds leave.

4.17 Keep an eye on any problem that might develop around the concession stand.

4.18 Introduce yourself to the administrator of the host school and make yourself readily available should any problem occur with your students.

4.19 Check behind or under the bleachers from time to time for problems.

4.20 Meet the rooter's bus when it arrives and oversee loading and departure after the game (when appropriate).

4.21 Permit only (e.g. CHS) rooters in the (e.g. CHS) section.

4.22 Only instruments played within the pep band are allowed inside the gym during a basketball game. No other noise makers (horns, whistles, megaphones, etc.) are allowed.

4.23 At least one administrator should be positioned on the sideline in front of the student body section for purposes of observation of stands, control of field passes and field activities.

CONTACT LAWS
STATE BILL 2127

PART 1:

The bill would prohibit high school and middle school football teams of school districts, charter schools, or private schools that elect to offer an athletic program from conducting more than 2 full-contact practices, as defined, per week during the preseason and regular season, as defined. The bill would also prohibit the full-contact portion of a practice from exceeding 45 minutes in any single day, and completely prohibit full-contact practice during the off-season, as defined.

PART 2:
Existing law requires a school district, charter school, or private school, if it offers an athletic program, to immediately remove an athlete from an athletic activity for the remainder of the day if the athlete is suspected of sustaining a concussion or head injury, and prohibits the athlete from returning to the athletic activity until the athlete is evaluated by a licensed health care provider, trained in the management of concussions and acting within the scope of his or her practice, and the athlete receives written clearance from the licensed health care provider to return to the athletic activity. Existing law also requires, on a yearly basis, a concussion and head injury information sheet to be signed and returned by the athlete and athlete's parent or guardian before the athlete initiates practice or competition.
This bill would provide that an athlete suspected of sustaining a concussion or head injury is prohibited from returning to the athletic activity until the athlete is evaluated by a licensed health care provider, as defined to mean a licensed health care provider trained in the management of concussions and acting within the scope of his or her practice, and the athlete receives written clearance from a licensed health care provider. The bill would further provide that, if a licensed health care provider determines that the athlete sustained a concussion or a head injury, the athlete is required to complete a graduated return-to-play protocol of no less than 7 days in duration under the supervision of a licensed health care provider. The bill would urge the California Interscholastic Federation to develop and adopt rules and protocols to implement this provision.

Definitions:
"Full-contact practice" means a practice where drills or live action is conducted that involves collisions at game speed, where players execute tackles and other activity that is typical of an actual tackle football game.
"Off-season" means a period extending from the end of the regular season until 30 days before the commencement of the next regular season.
"Preseason" means a period of 30 days before the commencement of the regular season.
"Regular season" means the period from the first interscholastic football game or scrimmage until the completion of the final interscholastic football game of that season.

CENTRAL UNIFIED FOOTBALL CONTACT

CENTRAL PROTOCAL:
We will phase in the new law. Implement the (2) 45 minutes (not to exceed 45 minutes per day) a week of full contact but allows schools 2 days to get the 90 minutes. This allows for more acclimation and more instruction on how to hit appropriately.

506. PRACTICE ALLOWANCE

For the benefit of the physical and mental health of our student-athletes, all practices (as defined herein) under the auspices of the high school athletic program during the season of sport shall be conducted under the following conditions (See also Bylaw 504.M.):

A. All teams will be allowed no more than eighteen (18) hours of practice time per week and no more than four (4) hours in any single day.

(1) **Multiple Practice Sessions:**

a. Double day practices shall not be held on consecutive days.
b. Must include a minimum of three (3) hours rest between practices.

(2) **Golf Only**

a. In the sport of golf only, a team is allowed a maximum of two (2) days per week of 18-hole practice rounds. [Counts as four (4) hours]

B. Any competition day would count as three (3) hours toward the allowable weekly and daily practice hours no matter the length of the contest(s). No practice may be held following the conclusion of any contest.

C. **Definition of Practice**

(1) Any school team or individual activity organized by the coach that is intended to maintain or improve a student-athlete's skill proficiency in a sport; AND/OR
(2) Any school team or individual activity that includes skill drills, game situation drills, inter-squad scrimmages or games, weight training, chalk talks, film review, meetings outside of school time (excluding parent meetings) that are implicitly/explicitly required by the coach; AND/OR
(3) Any other coach-directed or supervised school team or individual activity or instruction for a specific sport (private, small group or positional instruction, etc.) AND/OR
(4) Any other team or individual instruction for a specific sport organized or supervised b y any team member, or anyone else associated with the high school athletic program, team or school; AND
(5) Outside organization activity (club, etc.), shall not be used to circumvent these Bylaws.

D. Other mandatory activities (including, but not limited to study hall, tutorial sessions, team dinners), shall not be considered part of practice time. These activities must be approved by the principal. Activities that would be included herein are exclusive to any activity already covered in number C.(1)-(5) above.

E. This Bylaw shall not supersede any School/District/Section policies that may be more restrictive.

CENTRAL UNIFIED
FOOTBALL CLIMITIZATION

CUSD will follow the attached CIF rule on acclimatization.

It is MANDATORY for a high school coach to conduct a physical conditioning /practice/ACCLIMATION program for prospective members of each football team on DAYS 1 THROUGH 5 , set by the Central Section Board of Managers, prior to the official~~.~~ last day to start FULL CONTACT practice in “Pads”.

The session, or sessions, may be held in the morning, afternoon, or evening and may only be a **MAXIMUM** of **4** hours each day.

2.5.2 All such pre-season conditioning /practice/ACCLIMATION drills must be held at the school’s regular practice field. No workouts will be permitted at beaches, mountain resorts, or military installations. No meals and/or housing of athletes shall be provided free of charge by the school conducting/ PRACTICE , the pre-season conditioning /practice drills or by any of that school’s allied organizations, such as booster clubs, etc.

2.5.3 Such conditioning /practice/ACCLIMATION may include calisthenics, rule sessions, chalk talks, and game films.

Days: 1 & 2: Footballs, football shoes, HELMETS will be the only equipment permitted.

DAYS 3-5: ONLY HELMETS AND SHOULDER PADS MAY BE WORN. BEGINNING ON THE SIXTH (6th) DAY, ALL PROTECTIVE EQUIPMENT MAY BE WORN AND FULL CONTACT MAY BEGIN.

2.5.3A ON DAYS 3-5, CONTACT WITH BLOCKING SLEDS AND TACKLING DUMMIES (BAGS) MY BE INITIATED

2.3.3.B A 1- HOUR MAXIMUM WALK THROUGH IS PERMITTED DURING DAYS 1 THROUGH 5 OF THE ACCLIMATIZATION PERIOD. HOWEVER, A THREE HOUR RECOVERY PERIOD SHALL BE INSERTED BETWEEN THE PRACTICE AND THE WALK-THROUGH (OR VISA VERSA).

2.5.3 C ALL OTHER “RECOMMENDATIONS FOR PRE-SEASON ACCLIMATIZATION AND CONTACT TIME LIMITATIONS”, AS PUT FORTH BY THE CIF SPORTS MEDICINE ADVISORY COMMITTEE, SHOULD BE FOLLOWED.

3) All other fall sports are in conditioning and weight lifting next week. No equipment; balls; etc., per our new season of sport.

vi. Voter registration listing the new address;

vii. Real estate documents indicting and verifying a change of residence (sale and purchase, for instance)

3. Proof of entering into a long-term lease

4. Court documents indicating a change of residence

5. Property tax receipts

6. Rent payment receipts

a. Declaration of residency executed by the student's parent/guardian; or

b. Other documentation that a Section or school district may require that establishes that a person is living at the new address.

The Athletic Director or other District personnel will visit and may revisit the residence to determine that the family is residing in the new residence.

The Athletic Director or other District personnel will visit the previous residence to determine that it has been abandoned and vacated.

A decision will be rendered once all completed forms have been turned in to the Athletic Director at the student's new school site. Parents/Guardians and students should allow up to twenty (20) school days for this process to be completed.

Regulation approved: 10/19/2020

FITTING HELMETS PROPERLY

Practices “Heads Up” football during practice

- Never lowering his head during a hit or leading with his helmet. Shoulder tackling is recommended where an athlete will slide their head to one side or the other.
- Uses proper techniques in blocking and tackling; and Follows the rules of play and practices good sportsmanship and self-control at all times.
- Learn concussion signs and symptoms and how to respond. If you think an athlete has a concussion:
  1. Immediately remove the athlete from play; and
  2. Seek medical attention right away from a qualified and informed professional.

NEVER let an athlete return to play the day of the injury and until a qualified and informed health care professional signs a formal return to practice document. Although most athletes with concussion eventually recover, taking time to rest is the best way to make sure his brain recovers. When in doubt, the athlete should sit out and have a player assessment performed. The athlete’s long-term health is more important than the outcome of a game. Remember to teach athletes to play smart—these are their brains we’re talking about! It’s better to miss one game than the whole season

PARENTS AND COACHES

Inspect your athlete’s helmet for damage.

- DO NOT allow your athlete to use a cracked or broken helmet.
- Check for missing or loose hardware.
- Check for proper inflation (for air bladder-equipped helmets).
- Clean the helmet inside and out with warm water and mild detergent regularly.
- DO NOT soak any part of the helmet, expose it to extreme heat or use solvents or strong cleaning agents.
- DO NOT allow anyone to sit or guard to help prevent dental or facial injuries.

Fit —The helmet should “feel” snug with no gaps between the pads and the athlete’s head. The helmet should not slide on the head with the chin strap in place. Why is the fit important? An improperly-fitted helmet can place an athlete at greater risk for injury.

Helmets help reduce the risk of severe brain injury and skull fracture, but NO helmet can prevent all concussions. There is no “concussion-proof” helmet and a helmet doesn’t make you invincible to other injuries. It is important to avoid hits to the head, even when wearing a helmet.

FITTING HELMETS PROPERLY

PROPER FITTING OF HELMETS:

- Vision – Make sure your athlete's eyes are visible and he can see straight forward and side to side.

- Coverage – The front helmet pad should cover the athlete's head from the middle of his forehead to the back of his head. The helmet should not sit too high or low. To check, make sure the ear holes line up with the athlete's ears.

- Chin strap – The chin strap should be centered under the athlete's chin and fit snugly. Although no scientific research shows that mouth guards reduce the risk of concussion, athletes should wear a mouth guard to help prevent dental or facial injuries at all times.

- Fit —The helmet should "feel" snug with no gaps between the pads and the athlete's head. The helmet should not slide on the head with the chin strap in place. Grab the facemask and apply pressure upward, down, left and right to see that the helmet remains in place.
  Why is the fit important? An improperly-fitted helmet can place an athlete at greater risk for injury.

- Helmets help reduce the risk of severe brain injury and skull fracture, but NO helmet can prevent all concussions. There is no "concussion-proof" helmet and a helmet doesn't make you invincible to other injuries. It is important to avoid hits to the head, even when wearing a helmet.

RECONDITIONING
Helmets must be reconditioned and recertified annually by a licensed NAERA-member.

- Helmets should have a label stating that they are NOCSAE or otherwise certified, as permitted by your league rules, showing the date of manufacture and the date they were reconditioned and recertified if not new.
- Helmets without a clearly visible date of manufacture should not be used.
- Disable and dispose of ALL helmets rejected by your NAERA reconditioner.
- Based on NAERA policy, helmets should be replaced no later than 10 years from date of manufacture. And many helmets may need to be replaced sooner, depending on wear and tear.

HOW TO APPROACH PARENT CONCERNS

Keep in mind that all parents are going to want the best for their children. By creating and communicating clear expectations you can drastically reduce the amount of parent complaints that may come through your department. Similar to the classroom a good preventative plan will include many factors that will take place long before a complaint may arise. While the vast majority of parents are good, positive and supportive the issue of playing time and why their child is not a starter is a constant question in all athletics. Helping your coaches formulate a philosophy and an approach to deal with this complaint must be high on your list of things to do. The following six ideas provide a starting point to handling this tough question.

1. Not up for discussion
    a. Establish a standard for your parents that the issue of playing time and who starts a game is one area that is not up for discussion. Deliver this message in your pre-season parent meeting.
    b. It is important to emphasize that athletes, however, should be encouraged to talk to their coaches with the purpose of asking for suggestions of what they can do in practice to improve.
    c. It's not a difficult task to have coaches explain to the entire team what goes into their decision of starters, and when and how substitutions are made. It is unacceptable for parent to initiate this conversation and a coach never should be approached immediately after a contest. Politely ask them to schedule a meeting at a later date.

2. Practice. Practice. Practice.
    a. Explain to the parents and athletes that playing time is earned by the performance and effort that is put forth in practice sessions. The game is not the time to experiment or audition for more playing time as this would detract from the team.
    b. If playing time is earned in practice, the effort and success during an athletes time on the floor, court or field may secure more time in the future… Everything starts with what happens in practice.

HOW TO APPROACH PARENT CONCERNS

3. Role Filling

a. Expand your explanations to athletes and parents to cover the concept of filling roles on a team. In basketball, for example, you need more than just scorers. Individuals who can rebound, play defense and handle the ball also are necessary and critical to the team's success.

b. It helps the team when all of the athletes and parents understand what their role is on the squad. A role can change during a season with improvement of skills, an injury to another player or finding a more effective or efficient group with the execution of the offense.

4. Make a contract

a. Keep in mind that many people show up to events without a clear vision of what an elementary fan looks like. Many parents are their child's best or worst coach. Clearly define for parents the expectation that they keep comments positive and cheer on their team only. This conversation is best upfront and is a great tool to refer to if problems arise later down the road.

b. The game is owned by your school and you have the right to ask anyone to leave if they are in violation of the parent or athletic code of conduct. If the situation requires simply inform the official that you are stopping the game. This is an opportunity to show that improper conduct will not be tolerated at school events.

5. Talk to your coaches

a. Be sure to use your pre-season staff meeting to explain to your coaches how there sometimes are small groups of misguided, enabling parents who press for playing time or other issues. As part of your effort of educating your coaches, help them construct answers to two commonly expressed comments from aggressive and sometimes unrealistic parents:

1. I played in college….. And I know
2. I coached our son in the summer league, I know what he can do…

These typical statement, followed by a question or even a demand , are meant to apply pressure and subtlety indicates that the coach isn't well-versed in the sport. This is intended to intimidate the coach and that is why it is important to have a sound answer that everyone can agree to. Remember: the coach gets to decide who plays and who doesn't no one else. While it is hard to say many people make it worse by trying to explain something that can de broken down to the fact that their son or daughter needs to improve skill level and practice provides that opportunity to advance.

b. Some parents will even provide their own statistics and evaluations of other players to substantiate their position. As with grades arm your coach with the fact that he or she cannot discuss other players on the team.

6. Offer support when needed

a. Be prepared to support your coaches by joining them when they meet with problematic parents.

HOW TO APPROACH A PARENT MEETING

When meeting with Parents be sure to have an agenda to ensure that everyone can be heard.

- Thank everyone for coming
- Establish norms
  - Everyone will be allowed to speak

- Talk through the issue
  - What is the most important thing we should be talking about today?
  - Identify the issue as seen by both sides
  - What is going on and how long has it been going on?
  - How does it impact others?
  - If nothing changes what are the implications?
  - How have you contributed to the problem?

- Listen to each members perspective
  - Make sure you hear from everyone
  - What would you do if you were the coach or parent
  - After anyone gives their opinion say thank you

- Repeat back what you have heard
  - Repeat back “what I heard you say was” and “ Did I miss anything?”
  - Understand both sides and their perception

- Describe the ideal outcome
  - Mentally determine the best solution
  - State the solution
  - Ask for input on the solution
  - Detail expectations
  - When the issue is resolved, what difference will that make? When you contemplate these results, how do you feel?

- Commit to the action
  - What is the best step we can all take toward resolution?

Communication Plan for Concerns

Good communication is critical in athletics, on and off the field. A communication plan is in place to assist and to improve communication between parents, coaches and administrators, ultimately for the benefit of the student.

Involvement in athletics and activities will allow the students to experience some of the most rewarding times of their lives. However, there will likely be times when things don't go their way or they disagree with a coach. It is important that students and parents realize these difficult situations are as much a part of the learning experience as are the good times.

The coaches work hard to do the best they can for all of their athletes, and we ask the students and parents to respect the fact that their decisions are often extremely difficult, and are made based on factors of which students and parents may not be aware.

The student, not the parent, is strongly encouraged to talk to the coach about any issues or problems that arise during the season. This is not only the most direct and productive means of communication, but also a valuable method of teaching responsibility.

Communication the PARENT should expect from your child's COACH:

• The coach's philosophy and criteria for the team selection process
• Specific team policies and consequences for when policies are not followed or training rules not adhered to
• Expectations the coach has for your child as well as all the players on the squad
• Locations and times of all practices and contests
• Team requirements, i.e. practices, special equipment, out of season conditioning
• Any special events or activities planned, including optional team garments that the team is considering to purchase
• Procedure to follow should your child be injured during participation
• Specific ways to improve upon athlete's ability appropriate concerns PARENTS should discuss with

COACHES:

• Notification of any schedule conflicts well in advance
• Specific concerns with regard to a coach's philosophy and/or expectations
• If their child, at any time, feels threatened or uncomfortable in any way by actions of teammates or coach(es)
• Any specific information that the parent feels would be of value to the coach to help him/her coach their child
• Ways the parent can help the child improve
• Any concerns a parent may have about their child's behavior or performance in or out of school

(Oftentimes a coach may have a very positive influence in the lives of their athletes.) It is recognized that situations may arise where parents find it necessary to raise a concern with a coach, and it is imperative the parent(s) adhere to the following communication guidelines:

Protocol for Registering Concerns

Protocol for registering concerns:
1. Contact the coach first, to set up a meeting.
2. If the coach cannot be reached, contact the Athletic Director.
3. DO NOT CONFRONT A COACH BEFORE, DURING OR AFTER A PRACTICE OR CONTEST. THESE CAN BE EMOTIONAL TIMES FOR BOTH PARTIES. MEETINGS OF
THIS NATURE DO NOT PROMOTE RESULUTION.

It can be very difficult to accept your child's not playing as much as you may hope. Coaches are professionals. They make judgment decisions based on what they believe to be best for all students involved. As you have seen from the list above, certain things can be and should be discussed with your child's coach. Other things, such as those listed below, must be left to the discretion of the coach:

Issues NOT appropriate to discuss with coaches:

1. Playing Time
2. Play Calling
3. Team Strategy
4. Other student-athletes

There are situations that may require a conference between the coach and the parent. In most instances, it is vital that the athlete be present. It is important that all parties involved have a clear understanding of the other's position.

Next Steps after parent/athlete coach meeting:
What a parent can do if, in their opinion, the meeting with the coach did not provide a satisfactory resolution:
1. Call and set up an appointment with the school's Athletic Director to discuss the situation.
2. After this step, an additional meeting may be held with the parent, coach, athlete, and AD.
3. If the meeting with the athletic director does not resolve the issue then contact the building administrator in charge of athletics.

Other Important Talking Points:
Please do not discuss with your child a coach's tactics or playing strategies, starting line-up decisions, or decisions a coach makes about the playing time of other players. This will only undermine the coach's ability to help your child improve, to develop team harmony and develop constructive team play.

Central Unified School District has established a variety of co-curricular activities because they teach valuable athletic, academic, and life skills. Research indicates a student involved in co-curricular activities has a greater chance for success during adulthood, as many of the character traits required to be a successful participant are exactly those that will promote a successful life after high school.

In Closing….The intent of this communication plan is to help make the experience in the Central Unified School District program more enjoyable and productive for all athletes, coaches, parents and fans.

CENTRAL UNIFIED SCHOOL DISTRICT
B.R.I.C.K. INVESTIGATION TOOL FOR ADMINISTRATIVE INQUIRIES

This confidential working document is intended to assist investigators in completing a timely and accurate investigation of an allegation, incident, or complaint. Complete each section as accurately as possible. Label and attach any evidence and additional documentation as an exhibit. This confidential document may also serve as a precursor to possible discipline.

B.R.I.C.K.

Background ▸ Identify facts accurately; separate all parties; take personal statements; interview individually; use complete descriptors for time, location, and person(s); avoid unconfirmed sources and second hand information.

Rule ▸ Identify law, policy, or expectation violated (i.e. school/district policy collective bargaining agreements).

Impact ▸ Identify who was affected and how; students, staff, parents, school/district image as a public servant.

Corrective Action ▸ Identify any corrective actions needed to reiterate expectations and/or correct behaviors.

Know Your Rights ▸ Identify consequences for continued misconduct; employees have a right to representation, hearing, or conference.

INVESTIGATIVE INTERVIEW CHECKLIST

☐Separate all parties for individual statements; attach *Aeries Student Data Profile* with contacts for Students.

☐Allow parties to prepare a statement in their own words. Handwritten statements must be completed in ink.

☐Set interview expectations (see sample script below); invite questions or comments before proceeding.

☐Focus interview inquiries on the individual's knowledge of the matter; avoid disclosure of case details, including identity and statements of others involved.

☐Identify the chain of events: When/Where/What/Who and How did they respond to the matter?

☐Document each response; encourage questions; repeat statements for understanding and clarity.

☐Do they know of any other person(s) who may be relevant to this investigation?

☐Reinforce expectations for confidentiality; cooperation; and District policy against retaliation.

INVESTIGATIVE INTERVIEW SAMPLE SCRIPT

This is an administrative inquiry on behalf of CUSD, as such, the District expects complete cooperation with the interview process and that any and all answers to questions or information you divulge to be accurate, complete, and truthful to the best of your abilities. If at any time, you need a break, it is okay to interrupt me to ask. As this is an ongoing investigation, this meeting is confidential; the District expects you to not discuss this matter, the details of the investigation, or this interview with anyone, other than your chosen Representative. Any information disclosed during this meeting will be kept confidential to the extent possible. Interviewing other witnesses may require disclosure of basic information regarding the matter. The District has a policy of no retaliation and you have a duty not to retaliate against anyone for participating in this investigation. Do you understand?

CENTRAL UNIFIED SCHOOL DISTRICT
B.R.I.C.K. INVESTIGATION TOOL FOR ADMINISTRATIVE INQUIRIES

INVESTIGATION TYPE

☐Complaint ☐Violation ☐Incident ☐Accident

IMMEDIATE ACTION BY ADMINISTRATION

☐Separate all parties for individual statements ☐EIR (if required) ☐Notify Supervisor and/or HR

☐Administrative Leave ☐Other_____

COMPLAINANT/VICTIM

Full Name: _____

☐Employee* ☐Student** ☐Parent ☐Other _____

**Explain employees right to representation, hearing, or conference.*

*** Attach Aeries Student Data Profile including parent/guardian contacts.*

RESPONDENT/ACCUSED

Full Name: _____

☐Employee* ☐Student** ☐Parent ☐Other _____

Prior counsel and/or discipline provided to respondent: _____

**Explain employees right to representation, hearing, or conference.*

*** Attach Aeries Student Data Profile including parent/guardian contacts.*

WITNESSES

Provide full name for each witness. Attach personal statement(s).

_____

_____

_____

_____

_____

_____

CENTRAL UNIFIED SCHOOL DISTRICT
B.R.I.C.K. INVESTIGATION TOOL FOR ADMINISTRATIVE INQUIRIES

INVESTIGATOR(S)

Provide full name, title, and contact information for each investigator.

_____

_____

INVESTIGATOR SUMMARY OF EVENT(S)

Date: _____ Time: _____☐AM ☐PM Location: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

CONCLUSION/INVESTIGATIVE FINDINGS

Investigation completed on: _____

Does evidence support the allegation(s)? ☐Yes ☐No | Explain: _____

Recommended Corrective Action (if applicable) _____

VIOLATION(S) OF LAW

Law enforcement contacted? ☐Yes ☐No If yes, who reported? _____

Officer Name/Badge# _____ Contact: _____

Report/Case Number: _____

ATTACHMENTS

The following investigative materials are attached to this document:

☐Statement(s) ☐Investigator Interview Notes ☐Title IX Form ☐Chronology of Events

☐Email/Text ☐Photo/Video ☐Other _____

CENTRAL UNIFIED SCHOOL DISTRICT
B.R.I.C.K. INVESTIGATION TOOL FOR ADMINISTRATIVE INQUIRIES

INVESTIGATOR INTERVIEW NOTES

Date: _____ Time: _____☐AM ☐PM Location: _____

Interviewee Full Name*: _____

☐Witness ☐Respondent/Accused ☐Complainant/Victim ☐Other: _____

Interview Conducted By: _____

Other Present (Name/Title): _____

**Attach Aeries Student Data Profile, including parent/guardian contacts for Students.*

ALL HANDWRITTEN STATEMENTS MUST BE PRINTED IN INK – NO PENCIL

End Time: _____ ☐am ☐pm

CENTRAL UNIFIED SCHOOL DISTRICT
B.R.I.C.K. INVESTIGATION TOOL FOR ADMINISTRATIVE INQUIRIES

STATEMENT

Date: _____ Time: _____☐AM ☐PM Location: _____

Full Name*: _____

☐Witness ☐Respondent/Accused ☐Complainant/Victim ☐Other: _____

Phone:_____ ☐If student, attach Aeries contact sheet

**Attach Aeries Student Data Profile, including parent/guardian contacts for Students.*

ALL HANDWRITTEN STATEMENTS MUST BE PRINTED IN INK – NO PENCIL

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

I hereby acknowledge that I am a participant in an administrative inquiry into an incident and/or allegation(s). I understand that confidentiality is a requirement of this administrative process in order to preserve evidence and maintain the integrity of the investigation. I understand that by order of the administration; I am not to discuss the questions posed, my responses, or any other information regarding this investigation. I certify that all of statements made by me are true, complete, and provided without any belief of threat or intimidation by the investigator. I also acknowledge that knowingly providing false information during this investigative interview may lead to stringent disciplinary measures, including suspension, termination, and possible legal recourse by the complainant.

_____ _____

Print Full Name Signature Date

Witnessed by:

_____ _____

Print Full Name Signature Date

Coaches Evaluation Process

Coaches will be evaluated throughout the season.

Process of Evaluating Head Varsity Coaches.

1. After each sports season, the Site Athletic Director will evaluate the Head Varsity Coach using the District-approved evaluation tool.
2. The Site Athletic Director will submit the completed evaluations to the Site Principal and the District Athletic Director.
3. Head Varsity Coaches who will not be returning for the following season will be identified at the end of the current season.
4. The Site Athletic Director will notify the Principal, District Athletic Director, and Assistant Superintendent of Student and Family Services.
5. A meeting will be held after the banquet, involving the Site Athletic Director, Principal, District Administration, and the departing Head Varsity Coach.
6. A Notice of Release from the Temporary Employee Position will be hand-delivered to the coach being released.

Process of Evaluating Assistant Coaches and Lower Level Coaches.

1. After the season concludes, the Head Varsity Coach will evaluate all Assistant and lower-level coaches using the approved evaluation tool.
2. The Head Varsity Coach will present all Assistant Coach evaluations during the post-season meeting with the Site Athletic Director.
3. The Site Athletic Director will review the Assistant Coach evaluations with the Head Varsity Coach.
4. Any coaches not returning for the following season will be identified during the post-season meeting.
5. The Site Athletic Director will notify the District Athletic Director of any changes.
6. A meeting will be held after the banquet with the Site Athletic Director, Head Varsity Coach, and any departing coaches.
7. A Notice of Release from the Temporary Employee Position will be hand-delivered to any coach being released.

CENTRAL UNIFIED SCHOOL DISTRICT
COACHES PERFORMANCE EVALUATION
HIGH SCHOOL

Name School Title: Level: Sport:

Years of Experience: First Aid Expires: CPR Expires: Coaches Course Completed:

Annual Contract signed _____

League Finish: _____ **Section Finish**: _____

To the Athletic Director: Mark **ALL** appraisal factors.

1 PRE-SEASON MEETING: The coach has conducted an effective pre-season meeting with parents or legal guardian of his/her athlete covering the following: Athletic Code of Ethics, Academic Requirements, Consent form and CIF Code of Ethics. PERFORMANCE RANKING **1 2 3 4** ☐☐☐☐	4 INTERPERSONAL RELATIONSHIPS: The coach demonstrates the skills to communicate and work through issues with the athletic director, coworkers, athletes and parents. PERFORMANCE RANKING **1 2 3 4** ☐☐☐☐
2 ROLE MODEL: The coach models for his/her athletes and colleagues fair play, sportsmanship and appropriate conduct. PERFORMANCE RANKING **1 2 3 4** ☐☐☐☐	5 CARE OF EQUIPMENT AND FACILITIES: The coach effectively cares for District equipment, uniforms, and facilities. PERFORMANCE RANKING **1 2 3 4** ☐☐☐☐
3 SUPERVISION and SAFETY: The coach provides effective supervision and control of his/her athletes. PERFORMANCE RANKING **1 2 3 4** ☐☐☐☐	6 RESPECT: The coach effectively encourages his/her athletes to respect officials, faculty, athletes and other coaches. PERFORMANCE RANKING **1 2 3 4** ☐☐☐☐
7 OVERALL PROGRAM PERFORMANCE RANKING **1 2 3 4** ☐☐☐☐	
Notes:	

OFF-SEASON PROGRAM (YEARLY CALENDAR, CAMPS, TOURNAMENTS, INDIVIDUAL SKILL DEVELOPMENT, MENTAL TOUGHNESS, TEAM UNITY, WORK ETHIC, AND CHARACTER)
• • •
WEIGHT TRAINING AND CONDITIONING PROGRAM
• • •
GAME SCHEDULE (DID OUR SCHEDULE PREPARE OUR KIDS FOR LEAGUE AND POSTSEASON? DID WE PEAK AT THE RIGHT TIME?)
• • •
FUNDRAISING AND BUDGET (DID OUR FUNDRAISING MEET THE NEEDS FOR TRAVEL, EQUIPMENT, COACHING?)
• • •
ARTICULATION PLAN (HOW ARE YOU DEVELOPING YOUR FUTURE?)
• • •
SCOUTING, FILM AND GAME PLANNING
• • •
PRACTICE (FLOW, INTENSITY, TIME MANAGEMENT, AND PLANNING)
• • •

DISCILPINE WITHIN YOUR PROGRAM
•   •   •
TEAM UNITY/TEAMWORK
•   •   •
WORK ETHIC OF COACHING STAFF (WILLINGNESS TO GO THE EXTRA MILE, ALIGNED VISION)
•   •   •

The Athletic Director has explained the basis of this report to me and I understand its implications.

_____ _____ _____ _____

Signature of Coach *Date* *Signature of Supervisor* *Date*

Principal Reviewed _____ Date _____

1= Not Acceptable
2=-Need Improvement
3= Meets the Expectation
4= Exceeds the Expectation

Central Unified School District
ASSISTANT/LOWER LEVEL COACH EVALUATION FORM

Coach: _____ Sport: _____Date: _____

League Record: _____ Overall Record:_____

1 – Not Acceptable 2-Needs Improvement 3-Meets the Expectation 4-Exceeds the Expectation

ADMINISTRATIVE RESPONSIBILITIES:

_____ Submits coaching clearance processes and documents in a timely manner.

_____ Communicates with head coach in regards to roles, duties, and expectations.

_____ Cooperates with requests for information from the head coach and or athletic office.

_____ Abides by all relevant School District policies, administrative directives, CIF rules / regulations, and league / conference rules / regulations.

_____ Consults and communicates with the head coach regarding any player discipline / issues, practice / game scheduling requests, parent concerns / problems, officiating concerns / problems, etc.

_____ Provides proper supervision of athletes at all times whenever athletes are present.

_____ Demonstrates proper care of school facilities and equipment.

Comments:

COMMUNICATION/RELATIONSHIPS:

_____ Communicates effectively with all participating student-athletes and their parents.

_____ Establishes and maintains good relations with school administration, faculty, and coaching staff.

_____ Communicates effectively with and demonstrates respect for game officials.

_____ Communicates effectively with the needs and request of the head coach in a timely manner.

_____ Maintains cooperative relations with the media regarding team information, statistics, and interviews.

_____ Shows an interest in the student-athletes' academic experiences.

_____ Communicates and cooperates with the athletic trainer in regards to student-athletes' physical well-being.

_____ Mentors athletes to help them grow as individuals and team members.

Comments:

COACHING PERFORMANCE(GAME/PRACTICE):

_____ Conducts themselves in a professional and sportsmanlike manner and always use appropriate langue.

_____ Teaches the fundamental philosophy, skills, and knowledge essential to the sport.

_____ Develops and communicates a well-organized practice plan/schedule.

_____ Uses personnel (participating student-athletes) and strategies effectively in game situations.

_____ Praises student-athletes for positive performances and offers constructive criticism when needed.

_____ Maintains effective individual and team discipline at all practices and in games.

_____ Provides opportunities for all team members to participate, depending upon their ability and effort.

_____ Gathers data and knowledge of upcoming opponents to develop strategies for team to be successful (film study, scouting, etc.).

_____ Shows effective leadership, motivates, and inspires student athletes.

Comments:

HEAD COACH'S COMMENTS:

RECCOMENDATIONS:

The coach's signature indicates he/she has read this evaluation. The coach has ten days to respond to any portion of this evaluation to which he/she does not agree.

Head Coach's Signature	Date
Assistant Coach's Signature	Date

Central Unified School District

ASSISTANT/LOWER LEVEL COACH SELF-EVALUATION FORM

Coach: _____Sport: _____Date: _____

Assess the team's performance this season.

Assess your performance as an assistant coach this season.

What are your personal goals as an assistant coach next season?

List any suggestions or recommendations that you have for the head coach that could help you achieve your growth and personal goals?

_____ _____

Coach's Signature Date

ASB PROCESS

YOU MUST GET ASB APPROVAL BEFORE SPENDING OR RAISING ANY MONEY.
REVIEW ASB PROCESS WITH YOUR SCHOOL SITE ADMINISTRATION TEAM.
ALL ASB PROCESSES ARE HANDLED BY SCHOOL SITES.

Purchasing Items (There are two ways to do this)

You may not purchase anything until you have ASB approval. The date of purchase MUST be after the ASB date of approval.

How do I purchase something for my team?

- You can purchase an item through a vendor using a PO number.
- You can purchase an item yourself and be reimbursed.
- Do not have any personal items on the receipt or it will not be accepted.

Purchases will be denied for the following reasons:

- Purchases were made prior to approval of purchase order (PO) by the student council and eventually the site Principal.
- Items purchased were not approved on the original purchase order.
- Personal items were included in the purchase.
- Receipt does not have a description written to what is purchased
- Original receipt not turned in

Purchases will be denied for the following reasons:
•Purchases were made prior to approval of purchase order (PO) by the student council and eventually the site Principal.
•Items purchased were not approved on the original purchase order.
•Personal items were included in the purchase.
•Receipt does not have a description written to what is purchased
•Original receipt not turned in

You must have the money in your account to cover the amount of the PO.

- Purchasing an item through a vendor
- You must first get a quote not an invoice (it must say quote)
- All businesses must also have their W-9 on file in order to be paid by the district.
- Create Minutes
- Turn the PO form into the ASB office for approval.
- Be sure to list all the items that you will be buying.
- The form will be sent to the finance office upon approval by ASB and the Administrator in charge of athletics.
- Finance Secretary will give you a PO number and then you may order the items.
- YOU MAY NOT ORDER ANYTHING PRIOR TO THE PO DATE

ASB PROCESS

Purchasing Items with your own money

- You are not required to have a quote.
- Turn the PO form into the ASB office for approval with your name at the top.
- List the items that you will be buying for your team. Be specific.
- The form will be sent to the finance office upon approval by ASB and the administrator in charge of athletics.
- Finance Secretary will give you a PO number and then you may order the items.
- **YOU MAY NOT ORDER ANYTHING PRIOR TO THE PO DATE"**

Purchasing Items with your own money

- You are not required to have a quote.
- Turn the PO form into the ASB office for approval with your name at the top.
- List the items that you will be buying for your team. Be specific.
- The form will be sent to the finance office upon approval by ASB and the administrator in charge of athletics.
- Finance Secretary will give you a PO number and then you may order the items.
- You may not order anything prior to the PO date.
- **DO NOT ORDER ANYTHING THAT IS NOT LISTED ON THE PO.**

How to create Minutes

Teams must hold meetings and have minutes to approve purchases and fund raisers.

Minutes should include the following:

- Date of meeting
- Who attended? They should sign in.
- Approval of purchases and fundraisers.

After the meeting has been held the Coach must sign and submit the minutes along with purchase order requisitions and fund raising request forms to student council for approval. Once approved by the Student Council the purchase order requisitions and fundraiser forms will be turned into the finance office for principal approval. The finance clerk will return a copy of the approved purchase order to the coach. When those forms are returned then the purchases can be made.

Stipends

All coaches must have their information turned in and cleared through Human Resources or they will have their stipend docked for each day until they are cleared.

All stipends are final after Board approval. You may not add or change a stipend after it has gone to the board.

Any fundraised positions must follow board policy including requests for positions through human resources.

TRANSPORTATION

- High School
  - All schedules must be turned in to the Athletics office 2 weeks prior to the first scrimmage of the season.
  - Leave times are restricted and subject to the transportation limitations.
  - All leave times must be approved by the Athletic Director.
  - A cleared coach must ride the bus with players at all times. No coaches will be allowed to drive behind buses and be considered supervision.
  - If male and female students are on the bus they must be separated with the female athletes in the front and a coach separating them.
  - All coaches must be cleared through the business office before they can drive a district van. All coaches must show a valid driver's license at the time of van pickup.
    - If transporting students the following documents must also be submitted:
    - Vehicle Use Form
    - DMV Pull Notice
    - Attach – Official DMV Report (no older than 90 days & must show *END* on the report). The online report will be accepted as long as it is printed from the web browser, clicking the 'print' button displayed on the Driver History Report page; copy/paste versions will not be accepted. Drivers may be asked to supply a certified DMV report at any time.
    - Attach – Valid Proof of Insurance
  - All athletic trips will utilize yellow school buses unless specifically cleared by the district athletic director.
  - Any transportation involving a rooter bus will need to fill our voluntary excursion form and work with the Vice Principal.

CENTRAL UNIFIED SCHOOL DISTRICT

STUDENT EXCURSION & TRANSPORTATION AGREEMENT

Student Name _____
Activity/Excursion _____
Activity Date(s) _____

PERMISSION TO TRANSPORT

I hereby give permission for the district to transport my child to or from any school activity, sports activity or excursion, including but not limited to practice and competition as may be necessary. I understand that transportation may be by school bus, charter bus, district van, rental van or private vehicle.

_____Date_____
Student Signature

_____Date_____
Parent/Legal Guardian (If student is under 18 years of age)

WAIVING DISTRICT TRANSPORTATION

I understand the Central Unified School District may or may not be providing transportation to or from the above activity. However, my child will not avail himself/herself of the transportation provided by the Central Unified School District.

I understand that pursuant to Education Code Section 44808, the District is not responsible for the conduct or safety of my child when he/she is not under the immediate and direct supervision of an employee of the Central Unified School District.

_____Date_____
Student Signature

_____Date_____
Parent/Legal Guardian (If student is under 18 years of age)

PLEASE READ AND INITIAL THAT YOU HAVE READ AND ACKNOWLEDGE THE FOLLOWING STATEMENT

Central USD students are NOT allowed to transport other students to or from any school activity or excursion. By failing to comply with this policy the parents or guardians are releasing Central USD of all liabilities associated with this form of voluntary transportation. I understand as the parent or guardian that I am assuming responsibility if my child voluntarily rides or provides transportation for another CUSD student which is against CUSD policy.

☐ **Student Initials** ☐ **Parent/Legal Guardian Initials**

VOLUNTEERS

Central USD encourages parents/guardians and other members of the community to share their time, knowledge and abilities with our students. If you are planning on volunteering twice per week or more during the school year, and/or planning to volunteer for more than 10 days in a row, and/or chaperone for field trips overnight, and/or transport students other than your own you must complete a VOLUNTEER PACKET through our Human Resources Department. **THIS PROCESS IS LENGTHY AND WILL REQUIRE 4-6 WEEKS FOR PROCESSING.**

©Keenan & Associates for Nor Cal ReLiEF 2006
Modified by OSS for its Members 9/2006
Modified by Central USD 02/2011

FIELD TRIP ROLES AND RESPONSIBILITIES

All chaperones must conform to all pertinent Board Policies and Regulations.

The Governing Board of Central Unified School District recognizes that school-sponsored trips are important components of a student's development. Besides supplementing and enriching classroom learning experiences, such trips encourage new interests among students, make them more aware of community resources, and help them relate their school experiences to the outside world. The Board believes that careful planning can greatly enhance the value and safety of such trips.

In addition, Central Unified School District Athletics department supports and recognizes the importance of providing field trip opportunities for all of its student-athletes in order to enhance their educational, social, and emotional development, as well as increase camaraderie and team bonding amongst student athletes and coaches.

With this information in mind, therefore, it is imperative for administrators and Director of Sports to be knowledgeable of, and adhere to, the field trip protocols necessary to assure safety/first aid and proper supervision (including swimming and wading activities) of all students.

All Central Unified School District school-sponsored trips away from school grounds, including athletic trips and outdoor education programs, are subject to Central Unified School District Board Policies and Administrative Regulations. Therefore, all Central Unified rules and policies apply, and any behavioral breach by student athletes will be followed by school discipline and consequences upon return based on the following tiered structure:

Level 1 – All Education Code section 48915, subdivision (a) and (c) offenses:

No school-sponsored trips for one year

Non-privilege list for 30 days

Level 2 – All other Education Code offenses and all violations of school or trip rules: Discipline deemed appropriate by Superintendent, or designee, in consultation with the site principal

FIELD TRIP ROLES AND RESPONSIBILITIES

THIS FORM SHOULD BE COPIED AND COVERED BY THE HEAD COACH WITH ALL CHAPERONES

GENERAL PROVISIONS

- All chaperones must conform to all pertinent Board Policies and Regulations.
- The Field Trip Supervisor must be a faculty member of the school taking the trip.
- Each overnight field trip must be accompanied by an Administrator on Duty or qualified district employee Administrator Designee.
- All chaperones must be at least 21 years of age and a member of the school faculty/staff or a district registered volunteer.
- All chaperones shall attend a pre-event orientation with the Field Trip Field Trip Supervisor at which time all event activities will be outlined, participants with special needs identified, and chaperone expectations, responsibilities, and emergency procedures discussed. ALL CHAPERONES MUST RECEIVE THE ROLES AND RESPONSIBILITIES FORM AND SIGN DOCUMENT TO VERIFY HIS OR HER UNDERSTANDING OF BOARD POLICY AND ADMINISTRATIVE REGULATIONS.
- Drinking of alcoholic beverages, use of controlled substances, smoking, or use of tobacco products by a chaperone at any time during a field trip is prohibited.
- Chaperones will not be permitted to bring relatives or siblings of participating students or other persons on a field trip.
- Field trips must have at least one designated school personnel CPR trained from American Red Cross or American Heart Association who will be trained and equipped to assist students requiring medical procedures and/or medicine administration/monitoring per AR 5141.21 (h).
- Chaperones must not dispense medicine to children except those that have been provided by the parents or guardians along with written specific directions provided by the parents, guardians or professional health care providers.
- Chaperones are required to ride the transportation vehicle to and from the event with the students.
- Chaperones must wear appropriate clothing at all times.
- Chaperones must not use profanity.
- Each chaperone will be assigned Field Trip Supervisory responsibility for no more than ten students.
- Field Trip Supervisors and Administrator on Duty will not be assigned a specific group of students since they oversee the entire trip.
- Students are never to leave a supervised area unless escorted by a chaperone.
- For theme park visits or visits to any destination where students are “fenced in”, 7-12 students must report every other hour to a designated “home base” to check in with a chaperone. K-6 students must be accompanied at all times by a chaperone at no greater than a ten to one ratio.
- Chaperones shall maintain an operating cell phone and be provided with a list of persons to call if there is an emergency.
- Medical release waivers for each student shall be carried on all filed trips. In case of an accident, the medical release waivers shall be presented to the treating physician. A student’s permission slip shall be attached to the student injury incident report which is required with an accident.
- Field Trip Supervisors and chaperones shall provide age appropriate training to participants for evacuation points, alternate emergency assembly locations, reporting injuries, etc.
- The Field Trip Field Trip Supervisor shall ensure that a first aid kit is immediately available at all times during the trip

FIELD TRIP ROLES AND RESPONSIBILITIES

BEHAVIOR INCIDENT RESPONSE

- Chaperones are expected to be familiar with the Student Code of Conduct and Discipline/ Academic/Co-Curricular Code of Ethics, and the Civility Policy.
- Chaperones must promptly report any inappropriate behavior violations (curfew violations, use of alcohol, drugs, etc.) to the Field Trip Supervisor and Administrator on Duty in writing.
- The Administrator on Duty will consult with Field Trip Supervisor and chaperones and give direction on the investigation and interview process.
- An investigation shall follow these steps:
  - Separate the students and have them write statements. Do not have students write statements together
  - Follow approved search and seizure procedures
  - Interview students individually after collecting statements
  - If you have chaperones on the trip, have them write statements if they have any information that would help in the investigation
  - Collect statements and ask questions about the incident
  - Write down verbal statements and observations
  - Write down time and date
  - Notify law enforcement when appropriate
  - Contact parents by phone

HOTEL PROTOCOL

- Student rooms shall not be on the ground floor whenever possible.
- Chaperone rooms shall be adjacent to every student occupied room.
- An adult chaperone room shall never be totally vacated at any time.
- Chaperones must take meals with their assigned students.
- At no time shall participants just be "turned loose."
- Chaperones shall conduct a bed check for participants assigned to them by knocking on each door and checking to see that each participant is in his/her assigned room and that there are no visitors in the room. Female chaperones are to check female participant rooms and male chaperones are to check male participant rooms.
- Chaperones shall check hotel rooms of participants before leaving so that damages can be determined immediately and to make sure nothing gets left behind inadvertently.

HALLWAY MONITORING PROTOCOL

- A minimum of two chaperones per shift shall be assigned to hallway supervision in shifts of two hours duty from 10:00 PM throughout the remainder of the night.
- Chaperones who are also drivers shall be excluded from night time supervision.
- If hotel rooms have outside balconies, hourly checks shall be made of the balconies.
- A method for determining if students have left rooms after curfew shall be in place. This could be placing tape over the door, or some other similar method.

CENTRAL UNIFIED SCHOOL DISTRICT

FIELD TRIP CHAPERONE ROLES AND RESPONSIBILITIES

General Provisions

1. All chaperones must conform to all pertinent Board Policies and Regulations.
2. The Field Trip Supervisor must be a faculty member of the school taking the trip.
3. Each overnight field trip must be accompanied by an Administrator on Duty or a district designee possessing an Administrative Credential. Overnight field trips fewer than 150 miles, at the discretion of cabinet, may have an "on call" administrator in lieu of an administrator on duty at the field trip location. An "on call" administrator will be expected to drive to the field trip location if requested by the field trip supervisor or if a situation arises that warrants an administrator being present.
4. All chaperones must be at least 21 years of age and a member of the school faculty/staff or a district registered volunteer.
5. All chaperones shall attend a pre-event orientation with the Field Trip Supervisor at which time all event activities will be outlined, participants with special needs identified, and chaperone expectations, responsibilities, and emergency procedures discussed.
6. Drinking of alcoholic beverages, use of controlled substances, smoking, or use of tobacco products by a chaperone at any time during a field trip is prohibited.
7. Chaperones will not be permitted to bring relatives or siblings of participating students or other persons on a field trip.
8. Field trips must have at least one designated school personnel CPR trained from American Red Cross or American Heart Association who will be trained and equipped to assist students requiring medical procedures and/or medicine administration/monitoring per AR 5141.21 (h).
9. Chaperones must not dispense medicine to children except those that have been provided by the parents or guardians along with written specific directions provided by the parents, guardians or professional health care providers.
10. Chaperones are required to ride the transportation vehicle to and from the event with the students.
11. Chaperones must wear appropriate clothing at all times.
12. Chaperones must not use profanity.
13. Each chaperone will be assigned Field Trip Supervisory responsibility for no more than ten students.
14. Field Trip Supervisors and Administrator on Duty will not be assigned a specific group of students since they oversee the entire trip.
15. Students are never to leave a supervised area unless escorted by a chaperone.
16. For theme park visits or visits to any destination where students are "fenced in", 7-12 students must report every other hour to a designated "home base" to check in with a chaperone. K-6 students must be accompanied at all times by a chaperone at no greater than a ten to one ratio.
17. Chaperones shall maintain an operating cell phone and be provided with a list of persons to call if there is an emergency.
18. Medical release waivers for each student shall be carried on all field trips. In case of an accident, the medical release waivers shall be presented to the treating physician. A student's permission slip shall be attached to the student injury incident report which is required with an accident.
19. Field Trip Supervisors and chaperones shall provide age appropriate training to participants for evacuation points, alternate emergency assembly locations, reporting injuries, etc.
20. The Field Trip Supervisor shall ensure that a first aid kit is immediately available at all times during the trip.

CENTRAL UNIFIED SCHOOL DISTRICT
Fresno, California

BEHAVIOR INCIDENT RESPONSE

1. Chaperones are expected to be familiar with the Student Code of Conduct and Discipline/ Academic/Co-Curricular Code of Ethics, and the Civility Policy.
2. Chaperones must promptly report any inappropriate behavior violations (curfew violations, use of alcohol, drugs, etc.) to the Field Trip Supervisor and Administrator on Duty in writing.
3. The Administrator on Duty will consult with Field Trip Supervisor and chaperones and give direction on the investigation and interview process.
4. An investigation shall follow these steps:
   - Separate the students and have them write statements. Do not have students write statements together
   - Follow approved search and seizure procedures
   - Interview students individually after collecting statements
   - If you have chaperones on the trip, have them write statements if they have any information that would help in the investigation
   - Collect statements and ask questions about the incident
   - Write down verbal statements and observations
   - Write down time and date
   - Notify law enforcement when appropriate
   - Contact parents by phone

HOTEL PROTOCOL

1. Student rooms shall not be on the ground floor whenever possible.
2. Chaperone rooms shall be adjacent to every student occupied room.
3. An adult chaperone room shall never be totally vacated at any time.
4. Chaperones must take meals with their assigned students.
5. At no time shall participants just be "turned loose."
6. Chaperones shall conduct a bed check for participants assigned to them by knocking on each door and checking to see that each participant is in his/her assigned room and that there are no visitors in the room. Female chaperones are to check female participant rooms and male chaperones are to check male participant rooms.
7. Chaperones shall check hotel rooms of participants before leaving so that damages can be determined immediately and to make sure nothing gets left behind inadvertently.

HALLWAY MONITORING PROTOCOL

1. A minimum of two chaperones per shift shall be assigned to hallway supervision in shifts of three hours duty from 10:00 PM throughout the remainder of the night.
2. Chaperones who are also drivers shall be excluded from night time supervision.
3. If hotel rooms have outside balconies, hourly checks shall be made of the balconies.
4. A method for determining if students have left rooms after curfew shall be in place. This could be placing tape over the door, or some other similar method.

I, _____, am a chaperone for the_____ field trip being taken
(print name)
by _____ students on _____. As a member of the adult supervision of this activity, I hereby acknowledge that I have read and understand the provisions of the District's Administrative Regulation 6153 and agree to execute my duties as a chaperone in accordance with its provisions.

_____ _____
Chaperone Signature Date rev: 8/20/12

CENTRAL UNIFIED SCHOOL DISTRICT
Fresno, California

CENTRAL UNIFIED SCHOOL DISTRICT

FIELD TRIP CODE OF CONDUCT

Trip Purpose/Philosophy Statement

The trip you are embarking on to represent your school, the Central Unified School District, and the community promises to be a great experience. We are confident that each of you will put your total effort and concentration into this event. Not only will you be experiencing participation at its highest level, but hopefully, accumulating unforgettable memories along the way. We are extremely proud of each of you who contribute much to the school.

Remember who you are. Remember that you represent our school and district. Savor the experience and take pride in being a member of our school. We believe in you and know you will make us proud of your achievements.

Rules and Regulations

Please be aware that all Central Unified rules and policies apply, and any trip discipline will be followed by school discipline and consequences upon your return. Any students not complying with the general guidelines for the trip may be sent home immediately (at parent expense) or be restricted for the rest of the field trip. In most cases, the student will be sent home or parents will need to travel to pick up their child.

Gambling, drinking, use of drugs, tobacco, controlled substances, theft, profanity or other undesirable behavior will not be tolerated.

Hotel Deportment

Upon arrival at the hotel, keys will be issued to those who have been assigned that responsibility. If keys are lost, extras will be available after the replacement cost is paid. Remember that the hotel will be full of other guests and you should be considerate of their presence. Any problems or damages with any room will be considered to have been caused by all the room members. Never should anyone other than the assigned students or parents be in the room without advisor/coach permission. Absolutely no one of the opposite sex will be allowed in the rooms. Students should not give out the name of the hotel, room number, and/or phone number to anyone other than their own immediate family members.

Upon checkout, the room will be charged for any missing items. All keys will need to be turned in to the chaperone/coach, and all room charges will need to be cleared before checkout is completed.

Remember that hotels charge for all phone calls. Pay phones (or cell phones) are to be used for all personal calls. Also, many hotels have pay TV included on “in-room” television sets. There is an additional charge and if you use this service, you will need to pay for it. Only appropriately rated programming should be viewed. Many hotels have mini-refrigerators in the rooms. The contents of these units are not complimentary and often expensive. Anything taken will be added to your bill.

Be considerate of other guests. After room check and "lights out", there should be no TV, radio, hair dryers, horseplay, etc. You are not allowed to leave room except in emergency. Leaving your room for anything other than an emergency will result in appropriate discipline, which may include not allowing you to attend future overnight field trips for a period up to one year.

Transportation

All students should comply with instructions given by advisors, chaperones, and employees of the transporting service. Safety standards should always be observed. Remember that you represent your school and organization throughout the trip.

_____ _____

Student Signature Parent/Guardian Signature

_____

Date

Exhibit approved: 6/23/15

CENTRAL UNIFIED SCHOOL DISTRICT
Fresno, California

FACILITY REQUESTS

Facility Use Requests (FUR)s

- High School
  - All Facility requests are the responsibility of the Head Coach.
  - All requests will be done through the Athletic Director, Principal and Secretary in the school. Elementary schools will work through the Elementary AD.
  - You must have a facility use request in order to use any field court or weight room on any campus in the district.
  - This includes all weekend practices and any camps that may occur in the summer.
    - List the actual number of participants and needs for restrooms. You will not be billed.
  - If you do not have a FUR, you will be subject to being bumped by other teams or maintenance personnel.
  - You are responsible for working with the district to avoid maintenance charges.
  - All requests must be done 2 weeks in advance.
  - All summer requests must be done within the first week of graduation through the athletics office.
  - School connected organizations must secure facilities with their own insurance and FUR requests. Do not practice under your school team name while outside of the CIF or district athletic season.

FOOD SERVICES

Food Preparation / Service

- Your main focus during food preparation is to maintain food safety. (REMEMBER DANGER ZONE 41°-135°) Thermometers will also need to be provided by the Child Nutrition Department.
- Take temperatures of all potentially hazardous foods (chili (165°), nacho cheese (140°) hot dogs (165°) hamburgers (165°) tri tip (155°)
- Record temperatures for cooking bringing all items up to temp.
- Record holding (135°+) temperatures.
- Record serving temperatures. (135°+)
- Keep a log of all times and temperatures.
- Keep food preparation and serving areas clean.
- Check Ice in dispensers occasionally, keep condiments stocked.
- Cashier should not touch or serve unwrapped food.
- Server should have gloves on all the time of serving, but need to change gloves when changing job duties.
- Food preparer should have a hair net on.

End of Service Procedures

- Dishes: Wash, rinse, sanitize and air dry.
- Take nozzles off of the Pepsi machine – twist off, soak and clean them, sanitize and put them back on.
- Clean the popcorn popper: Clean inside and outside bin, remove all left over popcorn (wipe down with a paper towel to remove grease and wipe down with wet sanitized towel).
- Clean the nacho chip dispenser: Clean inside and outside, remove all left over food (wipe down with a paper towel to remove grease and wipe down with wet sanitized towel).
- Make sure the warmers are empty of all food. Clean and wipe the drawers down on the inside and out – MAKE SURE THEY ARE TURNED OFF.
- Wipe down all the food preparation and service areas clean of food and debris
- Counters
- Sinks
- Refrigerators
- Freezer
- Fronts of all warmers
- Sweep up and mop floors - *custodian does this most of the time.
- MAKE SURE NO LEFT OVER FOOD IS BEING STORED IN THE REFRIGERA TOR OR FREEZER.
- FOOD PREPARED IN PRIVATE HOMES MAY NOT BE SERVED-NO EXCEPTIONS!!
- Follow all food preparation/service guidelines and board policy.

FUNDRAISING & OUTSIDE CLUBS

Fundraisers

A fundraising request must be done through ASB.
When collecting money for fundraisers, each student must be receipted using a 3 part receipt book. The student receives the white receipt, the yellow gets attached to the ASB cash count form and the Pink copy stays in the book.
All 501C3 school connected organizations must be cleared by the business department prior to any fundraising.

Central Unified Criteria for outside club teams

Ex: A CLUB, is an organization not funded by the school. (AAU, USA, ODYSSEY)

In order to be a booster club you must have the following completed and turned in to the business office.

- A certified non profit tax id from the IRS (501C3)
- The district needs the acceptance letters. A determination letter will be acceptable while the IRS is reviewing your application
- We must have a copy of your insurance on file
- You must have by-laws
- You must complete the connected organization packet online

Club teams outside of their season of sport, as defined by CIF, must abide by the following criteria or they will be considered a CUSD team and therefore subject to all Board approved policies and procedures.

- Club team may not use the high schools name “Central Grizzlies”
- Club team may not wear CUSD provided uniforms or utilize CUSD equipment.
- Club team may not use any ASB or district funds or accounts
- Club team will not have access to any district transportation
- Club team must complete FURS in the Club teams name
- Club team must provide insurance information to facility department
- Club teams must carry emergency cards
- In the event an athletic trainer is required, the Club team must pay the athletic trainer a daily rate TBD
- All fundraising must be in the name of the Club team and deposited in a non CUSD account

CLUB Funds

CLUB funds and ASB accounts should never be comingled. Non- Student organizations shall be responsible for the collection of their own money, tickets and other items.

PURCHASE ORDER PROCESS

Purchase Order Forms (see Form 3)

PO forms are required for spending with all vendors. A PO form allows a coach to buy items from a specific company for up to a specific dollar amount.

Ex. Nike is the vendor you would like to use so you have your athletes approve a budget of $25,000. Once it is approved you now have a spending limit of $25,000 for the entire school year.

All vendors must have a W-9 on file with the finance office.

They need to send a copy to Debbie in the finance office.

Be sure to make the PO for an amount that will last you all year in order to avoid having to do it twice.

If you order anything without a PO it cannot be paid for by your ASB account. Minutes are not required but you cannot order anything that is not listed on the actual PO form.

How do I fill out a PO form?

You will need:

- The name of the vendor.
- A specific description of the items. (snack bar items, shoes, uniforms)
- The dollar amount that was approved in the minutes.
- Coaches signature

PO forms must be submitted to ASB 2 weeks in advance of the actual time of purchase. It is best to submit PO forms at the beginning of the school year so they can cover you for the entire year.

District PO Process

1. Get approval to obtain a quote from your vendor.
2. Coach provides a vendor quote (not an invoice) to District AD.
3. Finance Secretary creates a request for District AD.
4. District Athletic Director approves and sends to District Purchasing.
5. District Purchasing creates a PO and sends back to Finance Secretary.
6. Finance Secretary sends PO to your vendor.
7. Coach sends PO to vendor if not done by Finance Secretary.

Once all items have been received coaches must notify the Finance Secretary. YOUR VENDOR MUST SEND THE INVOICE TO DISTRICT OFFICE NOT THE HIGH SCHOOL

Central Unified School District
Accounts Payable (559-274-4700)
4605 N. Polk
Fresno, CA 93722-5334

CENTRAL UNIFIED FLIER POSTING GUIDELINES

If you want to have a flier for your group's event posted on Central Unified's Websites, social media, & Peach Jar, you must follow these basic guidelines:

1. **COMPOSE AN EMAIL** with the following in the subject line: Flier approval--organization name--title of the event. *(example: Flier approval—Central Athletics-Crab Feed)*

2. Attach your flier in both a PDF and JPEG format. The attached flier MUST include the following bullet points of pertinent information:
   - **TITLE OF EVENT & SHORT DESCRIPTION**
   - **DATE & TIME OF EVENT**
   - **WHO:** Organizer (Booster club, parent club, school club, athletics)
   - **LOCATION:** Address of the event
   - **COST**
   - **OTHER DETAILS:** (ie. Minimum age requirement; child care availability; maximum occupancy or limit; silent auction; no-host bar).
   - **CONTACT INFO:** Name, phone # and email of organizer or person selling tickets
   - **WHERE TO POST:** Website, social media and Peachjar (electronic flier distribution)
   - **WHY:** Who will benefit from the fundraiser?

   The district will NOT approve submissions that:
   - Contain words, images or symbols that are obscene, lewd, vulgar, violent or sexual in nature
   - Advocate or condone specific political issues or viewpoints
   - Contain any graphic, vulgar, violent or sexual language
   - Contains weapons and drugs
   - Advocate violence against anyone
   - Disrupt the educational and learning environment
   - Contain any commercial logos, images, advertisements, etc. of for-profit companies except for any of the above as they pertain to the particular event being advertised.

3. Send your flier through the approval process flowchart (see attached). Once it has been approved through the various channels, the flier will make its final destination to the District Communications & PR office for District-wide posting for website(s), social media & PeachJar.

Any missing info means a flier will not be posted and returned to sender. If a flier is received less than a week before an event, we cannot guarantee posting it to the website(s), social media, and PeachJar.

If you have any questions regarding these policies, please feel free to contact Communications & Public Relations Officer at: 559-274-4700 x63119 or the Digital Communications & Social Media Clerk at 559-274-4700 x63209

WHAT ROLE DOES THE ATHLETIC DIRECTOR SERVE?

The Principal of every school in the Central Unified School System is responsible for all activities of the school, including athletics. It is the responsibility of the Principal to make final decisions in all matters pertaining to school activities. The following athletic policies will not lessen responsibilities but will delegate areas of responsibility to the Athletic Director and to the members of the athletic staff. The Athletic Director represents the school administration in matters pertaining to athletics and may need to vote at meetings at local, conference and state levels. When representing the school, the Athletic Director's vote should represent the thinking of the majority of the athletic staff, and the principal.
Be the flag bearer for your kids. It is your job to represent the cause, the entire school, the entire community, an entire people. As the most visible group in your school whether you choose this role or not you are indeed the flag bearer. You cannot do it alone, this is why the "we not me" approach is a must for any organization. Ideas are great but they are just that, "ideas". Without action the best ideas cannot be achieved.

Step one: Start with the why

- People don't buy how you do things, they buy why you do them.
- Everyone knows what they do and how they do it. The importance piece is the why?
- Why do we work here?
- Why do we get up out of bed and show up?
- Why would we continue to allow things to be less than we imagined?
- Why believe in you?

Step Two: recruit the right people

- Good to Great said it best, get the right people on the bus and then get them in the right seats. Easy to say and difficult to execute without a plan. Hire those who believe in what you believe. Not to be confused with the same type of people. We want diversity but we need to have a common vision. Different people are a must but commonality and a belief in kids and the idea that they can achieve is a must.
  - How will we get the wrong people off the bus?
  - How will we clearly set expectations for those on the bus and the passengers soon to join us?
  - How will we recruit other people to join us?
  - How will we identify and support problem solvers?

WHAT ROLE DOES THE ATHLETIC DIRECTOR SERVE?

- Step Three: Create the right culture
  - Lasting success comes by getting the right people and crafting organizational practices that capitalize on their strengths.
  - Change does not come easy or instantaneous. Culture change is ponderous. It cannot be accomplished without extraordinary tenacity on the part of the organizations leaders.
  - Culture change comes in phases
    - Unfreezing of old ways
    - Transition and learning
    - New routines eventually refreeze
    - Established practices and traditions form and stick
  - 3 best facilitators of long term memory
    - Significant emotional experiences (you remember where you were 9/11)
    - Music (you learned the alphabet with the help of a song)
    - Metaphor (you are a flag bearer)

- Develop your own structure and process
  - The structure is the way people are grouped to perform the work of the organization.
  - In the absence of clear processes it will be impossible to share your work and you will burn out from being ultimately responsible for 100% of the work.

- Strategically and proactively to pressures rather than to haphazardly react.
  - Mange your external environment by first, understanding its expectations, and second, accommodating or altering those expectations in one way or another.
- Monitor performance
  - Create a system to give feedback to coaches and players alike.
  - This same system will allow you to hold them accountable at the same time.
  - Allow coaches and players to formally give feedback to you.

- Raise the standards
  - Being comfortable creates complacency. By raising the standards we create discomfort which in turn creates growth.

WHAT ROLE DOES THE ATHLETIC DIRECTOR SERVE?

- Step Four: Be Ready to Lead in all Directions
  - Athletic directors have the difficult job of working just below the upper-level management (principals and superintendent office) and above the coaches, teachers and athletic personnel that are working in the trenches. You have the freedom and flexibility to set policy, create procedures, establish a vision and mission for the athletic department, but in reality the job does come with restraints. To be an effective leader from the middle you need to lead in three directions – up, down, and across.

- Leading Down
  - This is the most familiar to athletic directors. You are in a position to manage athletic department personnel, coaches and athletes. The trick is to be an effective leader that creates relationships and influence through the position. Do you have a vision and do those who work for you believe in it?
- Leading Across
  - As professionals in middle management, it is imperative you find ways to help their colleagues to grow and to become successful. We must work to give our colleagues reasons to respect and follow you. The best way to do this is to truly care about these individuals and be genuine with people you work with. Are you developing relationships and truly committed to their development as professionals.
- Leading Up
  - This is the most challenging. Sometimes, policies and procedures are created that athletic directors must support, even though they may not have played a role in developing them. The best way to avoid issues is to show your principal that you can take care of issues yourself. When you do this, your leader will be more inclined to view you as someone who can be counted on for advice and insight.

Questions to ask:

1. Am I accessible to my staff? Am I building relationships?
2. Am I providing professional development opportunities for my coaches?
3. Am I helping each person in my department realize his/her potential?
4. Am I effectively sharing my vision and, more importantly, am I inspiring others to buy into that vision?
5. Am I a manager or Leader?

WHAT ROLE DOES THE ATHLETIC DIRECTOR SERVE?

1. Oversee clearance of all coaches working with kids. All coaches should be cleared prior to coaching.
2. Prepare a master budget and supervise equipment inventories with principal.
3. Ensure all academic guidelines are being met by athletes and coaches alike.
4. Coordinate gym, building and athletic field use with the district office and oversee FUR's for your site.
5. Coordinate gym use for practices and games and give final clearance for the use of either the gym or the athletic field.
6. Work with coaching staff and transportation supervisor to schedule all athletic departure times and provide bus supervision with trip sheets.
7. Take care of travel arrangements and overnight accommodations for players or athletic teams (and coaches) competing in postseason competition.
8. Recruit and recommend suitable coaches for athletic teams.
9. Hire all officials for 7-12 and non-conference contests.
10. Create and ensure of signing of yearly contracts.
11. Secure game and prepare workers for athletic contests, chain crews, announcers, clock operators, score keepers, line judges, etc. and submit the list of contacted workers for that contest to the event supervisor prior to the event.
12. Prepare a master sports calendar that includes conference and non-conference games/events.
13. Coordinate the collection of rosters for program information as needed.
14. Act as a resource person and coordinator for all coaches.
15. Assist in supervision at home athletic contests.
16. Assist in the selection of coaches for the athletic program.
17. Evaluate all athletic programs on an annual basis. Make recommendations for improvement to the facilities department and district administrator.
18. Complete an evaluation form and hold a conference with all coaches within three weeks after the conclusion of their sport season.
19. Mediate the resolution of problems, issues, and concerns that may arise between coaches and athletic programs.
20. Provide a channel through which students and the community may express their concerns about an athletic program.
21. Provide for in-service of coaching staff as needed.
22. Disseminate rules and regulations and enforce CIF rules and regulations, including player eligibility.
23. Collect, file, and notify athletes and coaches regarding coaching and student eligibility as it pertains to the CIF and District physical cards and athletic code of conduct.
24. Collect and maintain on file a properly completed physical card or alternate year physical card for every student participating in athletics.
25. Distribute athletic training rules yearly to all athletic participants. Collect and maintain on file a signed copy of student letters of intent.
26. Administer the school athletic code in a fair and consistent manner that is within the intent of the code.
27. Ensure district adherence to all CIF and district policies, administrative rules, procedures, and codes relating to and participation in athletics.
28. Order Post season awards for each program.
29. Attend monthly athletic conference meetings.
30. Perform other duties as assigned.
31. Be the flag bearer

Athletic Director's Worksheet

Student Name: _____

Name of Parent(s)/Guardian(s)/Caregiver(s) _____

Grade: _____

Transfer Based On?

- ☐ **Valid Change**
- ☐ **Limited**
- ☐ **Sit Out Period**
- ☐ **Hardship**
- ☐ **Non-Participation**

Has the student ever transferred before? _____

If yes to above, was it the result of a FULL FAMILY move? ____ (If you answered "no", student may not use SOP)

Valid Change of Residence: What date did the entire family unit occupy the current address: _____

What date did the entire family unit vacate the former address: _____

What is/was the first day of school in the current school year? _____

What specific date did the student first attend class? _____

Has the student been with your school (attending school and/or practicing; for fall athletes practice may have started before school started) since the beginning of the season? _____

Has there been an official grading period at your school? _____

If there has been an official grading period, what was the student's GPA? _____

If there has not been an official grading period, what was the student's GPA coming out of their last school? _____

If the former school is a non-CIF Central Section school, you will need the following information. Note, this will need to be an administrative contact (Athletic Director or higher).

School Name: _____

Contact Name: _____

Contact's Position: _____

Contact's Email: _____

School Address: _____

City/State/Zip _____

Attended from (dates): _____ to _____

Additional Notes: (you must be able to account for the student's whereabouts since starting the 9th grade).

Revised
7-9-2018

Central Unified Athletics

RELEASE FOR TRAVEL HOME AFTER SCHOOL ACTIVITY

I request that my son/daughter be released to my custody, rather than returning to school on the transportation provided by the school district. I agree that once my son/daughter is released to my custody, I assume full responsibility for his/her health, safety, and welfare and that Central Unified School District, its agents and employees are released from any liability, which might be incurred thereby. I understand that pursuant to Education Code Section 44808, the District is not responsible for the conduct or safety of my child when he/she is not under the immediate and direct supervision of an employee of the District.

DATE: _____ ACTIVITY: _____ ADVISOR:_____

	ATHLETE NAME	PARENT SIGNATURE
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		

21.		
22.		
23.		
24.		
25.		
26.		
27.		
28.		
29.		
30.		
31.		
32.		
33.		
34.		
35.		
36.		
37.		
38.		
39.		
40.		
41.		
42.		
43.		
44.		
45.		
46.		
47.		
48.		
49.		
50.		

REQUEST FOR ELEMENTARY ADDITIONAL ATHLETIC STIPEND

Eligibility Criteria:

- ***Form must be typed. Incomplete forms will not be processed.***
- An Assistant Coach may be added when there are more than 25 athletes on a team; an active roster must be submitted to the District Athletics Department. (See Appendix C-I of the CTA Agreement p.103)
- Roster must be submitted with this application.

Employee Name: _____ Job Title: _____

School Site: _____ Sport: _____

Please attach a copy of the athletic roster showing Student Athlete overage.

AD's Signature: _____ Date: _____

Principal's Signature: _____ Date: _____

***ATHLETIC DEPARTMENT**

Your request has been approved_____ for the following stipend:

Site: _____ Sport: _____ Amount: _____

Your request has been denied_____ for the following reason.

_____

Director of Athletics Name: _____ Signature: _____

REQUEST FOR ADDITIONAL ATHLETIC STIPEND
MIDDLE SCHOOL & HIGH SCHOOL

Eligibility Criteria:

- Complete form in its entirety. **Form must be typed.** ***Incomplete forms will not be processed.***
- Roster must be submitted with this application.

_____

Employee Name: _____ Job Title: _____

School Site: _____ Sport: _____

Please provide an explanation in the box below describing why an additional stipend is necessary.

AD's Signature: _____ Date: _____

Principal, provide justification for the request then submit once completed.

Principal's Signature: _____ Director of Athletics Signature: _____

EXECUTIVE CABINET APPROVALS:

Assistant Superintendent: _____ Date: _____

Cabinet Date: _____ Approved: _____ Denied: _____

Comments: _____

CENTRAL UNIFIED SCHOOL DISTRICT

5652 W. Gettysburg Ave
Fresno, CA 93722
Phone: (559) 274-4700
Fax: (559)275-0394

- OFFICIAL CERTIFICATION -

This form is to be completed and signed by any individual who officiates a Central Unified School District elementary sporting event. The form must be dated and signed the day of the event. This form must be completed, dated, signed and approved in order for payment to be initiated.

Eligibility Criteria:

- Check in with the front office to receive an Official Certification Form.
- Complete form **(in its entirety)**, sign and date.
- Return form to the School Site Secretary. If unavailable, form may be submitted to the Athletic Director on site. **Must be turned in on the day of the event.**

Officiant Name (Please Print): _____ Last 4 of SSN: _____

Mailing Address: _____

Phone Number: _____ Email Address: _____

Date of Event: _____ School Site: _____ Sport: _____

Officiant Signature: _____ Date: _____

APPROVALS:

Elementary AD's Signature: _____ Date: _____ Amount: _____

Approved ____ Signature: _____
(K-8 Athletic Director)

Central Unified School District

Elementary Athletic **Handbook**

Character. Action. Purpose.



2026

Central Unified School District

Welcome
Message



Rayshawn Hightower, Director of Athletics
Central Unified School District

Welcome to another exciting year of CUSD Athletics! As the Athletic Director, I am thrilled to extend a warm greeting to everyone involved in our vibrant sports community. Our Athletics Department is dedicated to providing diverse sports opportunities that not only develop athletic skills but also foster character and community spirit.

At Central Unified, we recognize that sports may not be the most important thing we do, but for many students, they are a source of motivation and a key influence on school culture. Our goal is to win every day by preparing, planning, and playing with excellence. Winning, to us, means aligning our character and actions with our purpose. It's about who we become internally, not just what we achieve externally.

Our core values of communication, achievement, resilience, empathy, and service guide everything we do. These values help us plan, prepare, and play to win, not just in sports, but in life. We exist to develop character skills, create a sense of belonging, and forge memories and relationships that last a lifetime. Winning begins on the inside, and true success is measured by the positive impact we have on our students' lives.

We are committed to transforming from transactional coaching to transformational coaching. A transactional coach focuses on using student-athletes and high school sports to achieve personal milestones or win championships. In contrast, a transformational coach is motivated by the potential to positively impact student-athletes and change lives. In our athletics department, we define the success of our coaches and programs by asking: Did the student-athlete create lifelong friendships? Do they feel they belong here? Did they create meaningful memories? Did they learn valuable life lessons? Can they achieve their goals?

Winning requires vision, focus, a supportive community, and alignment. We believe that building and maintaining healthy relationships, fostering a positive culture, effective communication, and robust systems are the keys to success.

Our goals for this year are ambitious and vital to our continued growth:

- Increase the number of coaches, especially at the elementary and middle school levels.
- Identify and address the drop in sports participation from elementary to middle school.
- Continue fundraising efforts to support our programs.
- Reignite relationships with feeder programs and establish healthy connections.

Together, we can achieve great things. Thank you for your support and dedication to Central Unified School District Athletics.

Let's make this year our best yet, on and off the field.

Central Unified School District

GUIDING PRINCIPLES

CORE VALUES:

- Communication
- Achievement
- Resilience
- Empathy
- Service

1 BELIEFS

We believe in excellence and high expectations.
We believe in equity and access.
We believe in collaboration and community.

2 VISION

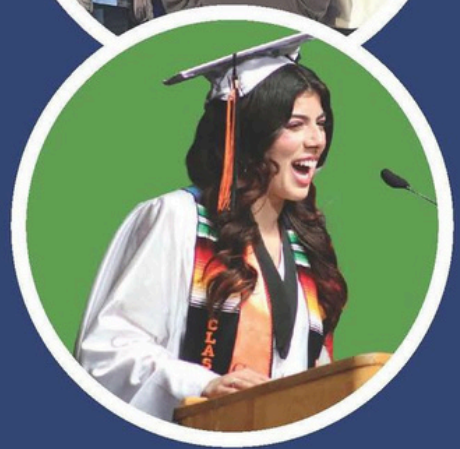
Central Unified will be a regional leader in education where all students graduate ready for success.

3 MISSION

Embrace diversity to educate our youth, ensure academic success, and empower tomorrow's leaders.







We are Central Unified!

Vision
Mission

Purpose Vision

Winning begins on the inside, not the outside. Winning is not just about WHAT you have externally (i.e. championships or scores on the scoreboard), it's about WHO you become internally.

Core Values

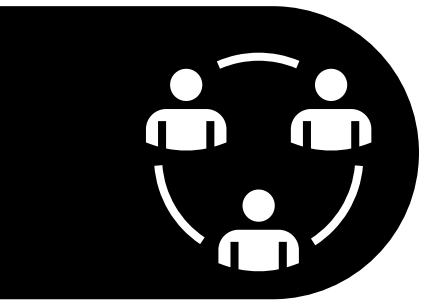
CUSD Athletics remain committed to our core values of Communication, Achievement, Resilience, Empathy, and Service.

Mission

Central Unified will create and support athletic programs that require academic excellence, work to build character, promote teamwork, provide motivation and develop players' sport specific skills. Win or lose, our programs will be innovative while setting and accomplishing goals that benefit the students and supporting the overall mission of the district.

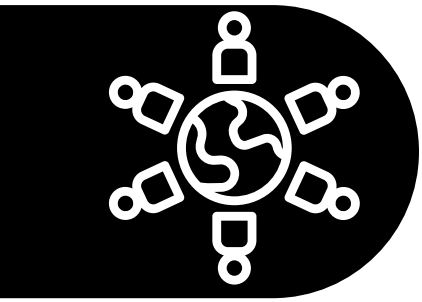
- **Belief #1 - Athletics, academics and values work together to develop people.**
  Action statement: Coaches will promote excellence in the classroom by providing appropriate time allocations for studies and encouragement to seek assistance from teacher, tutors, coaches and other services. Personal growth resources on campus and in the community will be identified and encouraged.
- **Belief #2 - Sportsmanship will be a top priority in our program.**
  Action statement: Students, coaches, fans and administrators will work together to set standards for appropriate conduct while competing and will hold each other accountable to these standards.
- **Belief #3 - (Everyone is someone) Participation at some level is a key to program outcomes.**
  Action statement: Coaches will identify and articulate roles for all student-athletes and junior varsity programs will be developed and utilized when appropriate to allow opportunities to compete.
- **Belief #4 - Competing in a Central Unified uniform or polo will be a team effort.**
  Action statement: The experiences and relationships developed while coachng and competing in a uniform at Central Unified will enable student-athletes and coaches to have a successful career, take ownership in the programs and connect players to alumni and community.
- **Belief #5 - Athletic programs and directors will plan and prepare to compete at the highest levels possible for each sport.**
  Action statement: Schedules will be developed for each sport to compete at the highest local, regional and national levels possible. Coaching staffs that are appropriate for squad sizes and skilled to teach student-athletes to reach their full potential will be developed and supported. Recruiting plans that attract high-achieving coaches with abilities to succeed at any level of competition will be implemented. Resources will be sought and delivered to coaches to ensure that our athletes may compete at the highest level.
- **Belief #6 - Athletics will be a fun experience for everyone involved.**
  Action statement: We will create an environment where student-athletes and staff have an enjoyable and meaningful experience while keeping the focus of athletics as a game and learning process, not a way of life. We encourage all teams to support each other attending contests and providing positive reinforcement.

Keys to **Success**



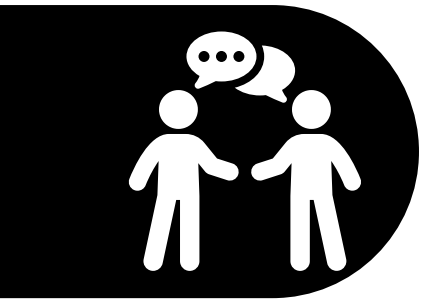
Relationships

Building and maintaining positive, trustworthy, and mentoring relationships.



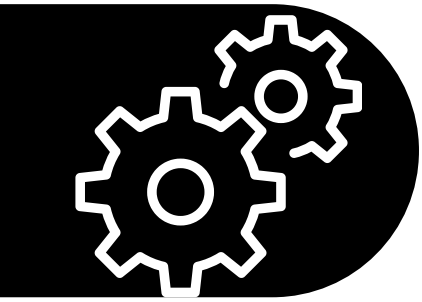
Culture

Building a culture of success with consistent, sustainable, and effective practices that improves the climate.



Communication

Exchanging ideas, thoughts, opinions, knowledge, and data so that the message is received and understood with clarity and purpose



Systems

Constant evaluation and re-evaluation of current and future systems to improve productivity .

Athletics
Culture

Goal

We plan, prepare, and play to win.

What's our why?

We exist to develop character skills, create a sense of belonging, and create memories and relationships that last a lifetime.

How do we Define Winning?

Winning is when your character and your actions align with your purpose.

Winning Requires

- Vision
- Refocusing
- Winning Circle
- Alignment

Defintion of Success

We define the success of our coaches and programs through the answering to the following questions:

- Did the student create lifelong friendships? Do I belong here?
- Did students create lifelong memories? Is this meaningful?
- Did sutdents learn lifelong lessons? Can I do this?

Shift from Transactional to Transformation

A transactional coach is mostly concerned with using students and high school sports to improve their situation. This could be as simple as trying to reach a coaching milestone or winning a championship.

A transformational coach is more motivated by what they can do for students and change lives in the process.

WHAT IS A CENTRAL UNIFIED ATHLETE?

A CENTRAL UNIFIED ATHLETE

A Central Unified athlete can come in any size, shape or color. There is no common denominator except for the love of academics, athletics and the desire to get the most out of their abilities. They are proud of their strengths, but understand their weaknesses. They are first of all concerned with being a great student and always carry a positive attitude. They are never selfish, and know that individual recognition will come through team excellence.

A Central Unified athlete understands that leadership is about taking responsibility, not making excuses. They understand that true leadership lies not in words but in our actions and attitudes at school, in the community and on the playing field. They know that leaders must create vision and be strong enough to translate that vision into reality. A Central Unified Athlete has the heart of a warrior and never loses the honesty and character of a small child. They understand if they don't work hard they can never be successful.

A Central Unified Athlete is willing to always help those in need, and is much more aware of the example they are setting for everyone watching from the sideline and hallways. A Central Unified athlete is happy when they make a play but never forgets that their teammates, teachers and coaches put them in a position to do so. While they never let up on the field, the other team is not the real opponent; it is the full extent of their own potential that they are always playing against.

A true athlete is made and not born. They are constantly striving to reach their academic and athletic potential knowing that they will bypass other players who cannot withstand the strain of this quest for excellence. They realize the challenges and competition of today's game will better prepare them for tomorrow's world. They know that the true measure of a performance is not measured in wins and losses, but how much of themselves they have given to their school and the game.

A Central Unified Athlete never realizes when the odds are stacked against them. They can only be defeated by a clock that happens to run out of time or innings that no longer exist. They are what small children dream of becoming and what old men and women can remember with great pride that they once were.

WHAT IF I HAVE AN EMERGENCY?

EMERGENCY CONTACTS

When dealing with an unexpected situation with a student athlete, please follow the protocols listed below. Keep in mind that yellow cards must be available at all times.

Emergency Protocols

1. Secure the injured athlete
2. notify the paramedics if necessary.
    a. Have players open gates and flag down ambulance to direct them to your location
    b. Send another coach to make phone calls
3. Have the injured athlete's yellow card available for paramedics.
4. Notify Parents then principal
5. Notify administration immediately
    a. Athletic Director – Call and text
    b. Vice principal – Call and text
    c. Elementary / District Athletic Director – Call and text
    (Principal will complete an EIR)

Investigational Situations

1. Investigation situation – must have reasonable suspicion
2. Separate kids – must be supervised
3. Call principal and parents
4. Document what you found / everyone who investigates
5. Written statements from kids
    a. Be sure to collect specific information of when, what, where and how.
6. Witness statements from coaches
7. Final written statement from the Head Coach
    a. Use the BRICK process
        - B – Background
        - R – Rule broken
        - I – Impact on the team
        - C – Corrective action or direction for improvement
        - K – Knowledge to the parents
8. Provide all information when speaking with administration. Don't risk your position for a bad decision a student athlete made.

2026-27
CENTRAL ELEMENTARY ATHLETIC LEAGUE

Approved
5-2024

The Elementary Athletics Directors and Principals shall have the responsibility for the operation and maintenance of policies and procedures of all elementary athletic programs. The district has taken a firm position that academics must be the first priority for all students and that coaches should adjust accordingly to allow students to participate in both academics and athletics. Central Unified strongly views athletics as a support to the overall educational program that provides critical "connectedness" for many of our students. CUSD athletics provides an opportunity for students to be involved and continue in developing a culture of excellence through athletics.

COMMISSIONERS

The K-6 Athletic Director and Director of Athletics will function as the Commissioners and work in conjunction with school sites and district administration to address elementary athletic issues and concerns.

MEETINGS

Meetings will be approximately two weeks prior to the beginning of each athletic season and as deemed necessary by the Commissioner by Zoom. The last meeting will be two weeks before the last Championship game and will be to review bylaws in person.

RULE AND POLICY CHANGE PROCEDURES

All recommended rule and policy changes must be processed through and approved by the Director of Athletics.
A simple majority from a quorum of the Athletic Directors/Principals will constitute action as approved by the Commissioner. All rule and policy changes will be by vote at AD meeting or by e-mail the Wednesday following the AD meeting. Athletic events may be added to existing schedules by both Commissioners if approved.

PROTEST COMMITTEE COMPOSITION AND GUIDELINES

The Protest Committee will be composed of one Administrator and both Commissioners and will follow the CIF appeals guidelines. The role of the Protest Committee will be to review concerns and protests and make appropriate recommendations for disciplinary action to the Commissioners. The Commissioners will ensure consistency in enforcement of disciplinary recommendations. The Commissioner must be notified verbally within 24 hours and a written protest turned in within 48 hours.
Games being protested will be completed but played under protest. Official to verify that in the official score book.

GENERAL POLICIES

PRACTICE SESSIONS

A practice session is defined as having a coach or any other individual supervising or organizing practice activities under game conditions. Try-outs are considered practice. All practices will be conducted after the conclusion of the normal school day. Practices may NOT be held during staff development, minimum days Wednesday Prep Time, Saturday or over Summer break.

Practice for any sport shall begin no sooner than the date posted on the schedule as the " Practice starts" date. No practice session shall begin before the official opening of school in August. Cheer try-outs are an exception to this rule since try-outs can be done at the end of the prior school year. Practices shall be conducted only on days school is in session(no Saturday practice). Other exceptions are during the Thanksgiving, Winter and Spring vacation. Sports teams are allowed a maximum of five (5) hours of practice per week during these vacations. Camps/clinics are allowed as long as they are open to everyone and notification to the K-8 Athletic Director is made two weeks prior. Camps held during another sports season must be held after in season sports practice or on Saturday. Twenty hours maximum for camps.Camps are allowed in the Summer. During camps/vacation practices coaches make sure they are staying until kids are picked up. No canceling practice due to lack of kids. Once they commit to a time they follow through. Parents are dropping kids off and expecting to have them picked up at an agreed time. Don't let them leave for home on their own. Parents must pick them up. Summer school sports should not be construed as appropriate for practice.

No practice will be conducted during the time classes are normally in session. All sports may conduct meetings and issue uniforms during recess periods only. Coaches may not engage in organized recess or other informal practice play with team members at any time, during the season or in the off-season.

The maximum number of hours of practice per week for all sports **during the season** shall not exceed four and a half hours per week. The minimum hours of practice will be three hours. Fall, Winter, and Spring athletics may practice six (6) hours per week from the **opening date of the season to the first regular season competition.**

All students must practice three (3) hours prior to league competition. Students new to wrestling must condition and practice at least six (6) hours prior to league competition. Students playing football must participate in conditioning /practice/acclimation for days 1-5 of practice. This may include calisthenics, rule sessions, chalk talks, and game films. During days 1 & 2 of the acclimatization period footballs ,football shoes, helmets will be the only equipment permitted. During days 3-5 only helmets and shoulder pads may be worn. Beginning on the sixth (6th) day, all protective equipment may be worn and full contact may begin.

Athletes may participate in two sports in the same season as long as it is approved by both coaches and the Principal, including cheer. Athletes must have participated in two games, matches or meets to qualify for championships.

If the schedule includes a bye or a postponement, teams may practice on those days.
ONE scrimmage game per sport will be allowed. Scrimmages are not considered a practice.

Athletic events may be added to existing schedules by the site Athletic Director, Principal, and final approval from the K-6 Athletic Director. The athletic event will be separate from the practice regulations as written.

VIOLATIONS

Violation of rules could result in the head coach being suspended for one league game; the team forfeiting one league/championship game; or the loss of points for that sport.

Athletic Excellence Award

Athletic Excellence points are based on league play. Points are accumulated according to how a school team finishes in a league. Points for track are based on the District meets. Two points are awarded for each place a team finishes above the others in their league. In track and cross country there will be one Championship for Girls and one for Boys by combining Midget and Bantam points. Two points are awarded for the District Champion.

Example of a six-team league finish in volleyball, football, basketball, wrestling, baseball, and softball:

Team	W	L	Central Points
Team A	6	0	12
Team B	5	1	10
Team C	4	2	7
Team D	4	2	7
Team E	3	3	4
Team F	2	4	2

Tied teams combine points and divide by the number of tied teams.

Victory Medals-Sportsmanship Award

Given at EVERY competition our teams play (scrimmage, regular season game, Championship game.) Awarded to an athlete who shows good sportsmanship and character during play. Not an MVP award! Teams meet after shaking hands and award an athlete to the opposing team. Both teams then give a "Central" break as a show of sportsmanship and unity.

TEAM CONTACTS

"Informal" contacts with team members – Coaches may not engage in any type of informal play, drills, walk-throughs or other forms of practice with team members, including during recess breaks, lunch-time recess periods and intramural activities. Coaches are allowed to hold weigh-ins and chalk talks during such time periods.

TEAM MANAGERS

Selection and utilization of team managers – Students are not required to be eligible for a given sport in order to serve as manager (e.g. fourth graders may serve as managers for a fifth/sixth grade sport such as football). Gender may not be used as part of the criteria for selection of team managers (e.g., girls may serve as managers for boys' teams, and vice-versa). Managers who are not eligible for a sport may not participate in drills, game situations, or practice of any kind. Managers must still fill out all paperwork and follow the same gpa requirements as the players.

RULES FOR STUDENT PARTICIPATION IN TRAVEL CLUBS AND CAMPS

Whether run by CUSD coaches or outside agencies, students cannot be required to take part in travel clubs and camps as part of the criteria for participation in elementary athletic teams. Off-season participation in such clubs is acceptable if it does not interfere with district sports and events.

MONITORING OF PRACTICE SCHEDULES

Principals or their designees are expected to monitor practice schedules as well as appropriately enforce all rules and policies pertaining to athletics. Violations of policy and/or rule infractions will be reported to members of the Protest Committee. The role of the Protest Committee will be to review protests and make appropriate recommendations for disciplinary action. No further appeals will be accepted.

PARTICIPATION

Participation in elementary athletics is generally open to 4th, 5th, and 6th grade students that have not reached *their 13th birthday prior to September 1st*. The Junior Fresno Relays and Junior Olympic qualifying are governed by the Fresno County Track and Field Committee.Cross Country is open to 3rd-6th grade. Tackle football is open to 5th and 6th grade only.

Grade Point Average: Students are expected to maintain a 2.0 grade point average and adhere to district and site policies. Grade Point Average will follow CIF guidelines with some changes. If a student's GPA drops below a 2.0 at any grading period, they will be placed on probation. While on probation an athlete may practice and play in games. Two consecutive grading periods below 2.0 they will be deemed ineligible. Number of "F's" does not deem them ineligible. If deemed ineligible they may practice but can not play in a game or travel with the team. While ineligible it is the school site's discretion as to whether the athlete practices or not. Grading Period will be from Monday to Friday each week during the season. Grades are cumulative, not just work that week.

The Eligibility Semester Rule: The rule comes into effect when a student enters the fifth grade. Students in fifth grade have four (4) consecutive semesters in which to compete in elementary athletics. If a student is retained for any reason, his/her eligibility runs out at the end of the fourth consecutive semester.

Discipline issues: School administration, parent and coach are the only people allowed to keep a player from participating. Teachers can't keep an athlete from participating unless a school administrator has approved the case. All appeals must go through the Commissioners.

1. Official rosters for each sport must be submitted to the District Athletic Directors office no later than Monday, after the second (2nd) scheduled league game.(Used for TitleIX and eligibility issues)

2. An athlete may switch from one sport to another before the official roster is due. Once the athlete makes one switch, they may not return.

3. New students may switch sports prior to the second (2nd) league game in which they are eligible to participate.

4. Specifically, by sport, participation is open to the following students:

Cross Country	3rd,4th, 5th, and 6th grade girls/boys
Football	5th, and 6th grade girls/boys
Volleyball	4th,5th, and 6th grade girls
Basketball	4th,5th, and 6th grade girls/boys
Wrestling	4th, 5th, and 6th grade girls/boys
Track	4th, 5th, and 6th grade girls/boys
Softball	4th,5th, and 6th grade girls

Baseball	4th,5th, and 6th grade girls/boys
Comp Cheer	5th and 6th (4th see Cheer section)

DISTRICT CHAMPIONSHIPS

All team sport seasons (Volleyball, Basketball, Softball, Baseball, Football) will terminate at the end of the league schedule and there will be a championship game. Team trophies will be awarded to the league champions and District Champions.

1. Tie Breaker- The win/loss record at the end of the season will determine the division champion. If two teams or more tie with the same record, co-champions will be declared. To determine who will represent the division in the championship game or have a higher seed head to head will be the first criteria, the second criteria will be a record against the highest common opponent, followed by a coin flip by K-8 Athletic Director.

The individual sports (Cross Country, Wrestling, & Track) will honor champions as outlined below.
Cross Country: The fastest six (6) runners in each division receive medals, 7th – 12th receive ribbons.
Track: The top four athletes/teams in each event will receive ribbons at the District meet.
Wrestling: The top qualifiers from each league compete in the District Wrestling Championships. The six top wrestlers in each weight division receive medals. Cheer Championships are discussed in the Cheer section.

Pre-Season/Season Area Tournaments

Elementary teams are eligible to compete in tournaments outside their Area (excluding camps run by high/middle schools) provided they have first competed in their home Area's tournament, or if their home Area does not offer a tournament.(approved 12-8-2025)

WEATHER CONDITIONS

The K-6 Athletic Director will have the final determination pertaining to the cancellation and rescheduling of games/practice due to extreme weather conditions. Cancellation decisions will be made no later than 9:00 AMfor weather. Real Time Air Advisory Network(RAAN) readings are made hourly. We will follow hourly readings until the noon time reading is posted and announce whether games are canceled following given guidelines. Note that if Purple readings come up again after noon reading games can be canceled or postponed during the game.

CANCELED GAMES

Every effort must be made to play scheduled games. If weather conditions prevent make-ups, a double forfeit will result, subject to review by the K-6 Athletic Director. No other game changes will be allowed. Re-scheduled games will be played the following Tuesday. If that game gets rained-out then the following Tuesday will be game day and so on until the game is finally played.

OFFICIALS

Jeff Vivian at 559-285-0212 for football, basketball, baseball and softball. Wrestling contact Rick McKinney at 559-765-9237. If an official does not show up both coaches will officiate the game.Only an adult approved by the District can officiate a game.

COACHES' TRAINING AND EVALUATIONS

Site principals shall be responsible for the training and evaluation of all coaches.

SUBSTITUTE GUIDELINES

1. Elementary Athletic Directors

- Are allowed a full day substitute for all home games. This will allow Athletic Directors to set up and break down all equipment, set up playing areas for competitions, and complete the game management checklist (ie, water jugs)..

2. Elementary Coaches

- Elementary coaches are allowed a half-day substitute for all home and away games.
- Elementary games start at 12:30 pm with transportation arriving at 11:30 am.
- Head coaches will be given priority when substitute coverage is needed. Coverage for assistant coaches will be determined at the discretion of the site principal.

SUPERVISION

Site supervision needs to be visible at all home athletic contests. It is mandatory to have Supervision by site administration at all district championship events. Coaches and AD shall supervise the athletes while site administration is there to supervise parents and handle any incidents that may arise.

6th GRADE CAMP

Schools going to camp W-Th-F must reschedule their game the Tuesday before they go to camp. Schools going to camp on a Tuesday must reschedule their game for the Tuesday following camp. District AD must be notified in September of camp dates and rescheduled dates. **NO other field trips or Carnivals can be used to reschedule games.**

Process for 1/2 day athletics substitutes should be as follows:
Athletic directors will inform the site secretary at least 5 business days in advance of the date, teacher and times a substitute is needed. The site secretary will create the SBA using the athletic fund string. Once authorized HR will post the School Business absence in SmartFind Express.

Elementary Athletic Directors

● Are allowed a full day substitute for all home games. This will allow Athletic Directors to set up and break down all equipment, set up playing areas for competitions, and complete game management checklist(ie. water jugs)..

Elementary Coaches

● Elementary coaches are allowed a half day substitute for all home and away games. ● Elementary games start at 12:30pm with transportation arriving at 11:30am. ● Head coaches will be given priority when substitute coverage is needed. Coverage for assistant coaches will be determined at the discretion of the site principal.

Cut Policy and Squad Size

CUSD values the ideal of maximum participation, but the nature of interscholastic sports makes it necessary to limit squad size in some sports. When coaches make cuts, players are given every opportunity to discuss the outcome with the coaches involved. CUSD offers no-cut programs to accommodate those athletes who wish to participate on the interscholastic level. Although CUSD uses CIF state tournament regulations as a guideline for determining squad size, the actual size of the squad is left to the discretion of the coach with the approval of the Athletic Director.

Cutting Policy:

Responsibility

- -Choosing the members of the athletic teams is the sole responsibility of the coaches of those teams.
- -Lower level coaches shall take into consideration the policies as established by the Head Coach in a particular program when selecting the final team rosters.
- -Prior to trying out, the coach shall provide the following information to all candidates for the team: extent of tryout period, criteria used to select team members, practice/time commitment needed if an athlete is selected to the team, and game commitments.

Procedure

- -When a team cut becomes a necessity, the process will include these important elements:
  - Completion of a minimum of three practice sessions.
  - Each candidate will be informed of the cut by an evaluation letter showing strengths and areas to be improved on. Letters should be given out in a private manner. Suggestions are end of class, mailing, or as they are getting on the bus.
  - Teams are encouraged to have at least one intrasquad game or scrimmage prior to the cut.
- -Cut lists will not be posted.
- -Coaches will discuss alternative possibilities for participation in the sport or in other activities programs.
- -If a coach foresees difficulties arising as a result of team cuts, he/she should discuss the situation with the Athletic Director.

Pursuing Victory with Honor Presentation

The following is an example of a Pursuing Victory with Honor presentation. Feel free to follow it or come up with your own as long as you cover the topics listed.

I. Introduction

A. All teams meet in one place for introductions (gym, cafeteria, etc…)
1. Administrator welcomes student athletes and introduces coaches
2. AD introduces what will be covered in the presentation

II. Group Presentation (gym, cafeteria, etc…)

A. Speakers– two coaches are to give a short (5 minutes or less) talk on a pillar of Character Counts including personal stories (example-Responsibility)
B. AD then discusses any information all teams/coaches/parents may need as a group
1. GPA 2.0
2. Cut Policy
3. School paperwork needed
4. etc..
C. Teams are dismissed to rooms for team meetings

III. Team Meetings

A. Discuss
1. Team Rules
2. Cut policy and how you judge/rate athletes
3. GPA
4. Transportation
5. Emergency Cards
B. Discuss Character in Sports and have athletes sign Code of Conduct

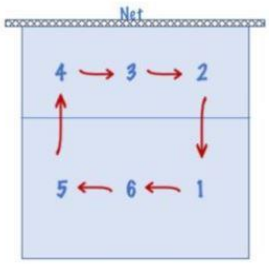
IV. PVwH Meeting to be held with-in first two weeks of season
A. Date and time of meetings to be sent to K-6 Athletic Director

GIRLS VOLLEYBALL RULES

Approved 5-26

Dimensions: Elementary School
Court: 30' x 60'
Net: 7'
Ball: Volleyball Lite

Diagram of Court



Number of Players: Six players on each side.

Scoring:
A point is scored by the team who wins the rally, regardless of who serves. A missed serve is a point for the opposing team. Games are played to 25 points and must be won by 2 points. A match is the best 2 out of 3 games. Teams flip for serve. If a 3rd game is needed, teams will flip for serve. In the 3rd game, once one of the two teams reaches 12 points, the teams will swap sides and continue to play from the same spot in their rotation to 25. This is not a time out.

Rotation of Players:
Rotation is made only after the opposing team loses serve. Players rotate clockwise on the court. The server continues to serve until a rally is lost.

Rules:

1. Players will have only one attempt to get the ball over the net on a serve.
2. The server shall stand with feet anywhere behind the baseline. Contact with the baseline ("foot fault") during a serve is a foul
3. Hands or forearms may be used during a serve attempt.
4. A ball touching the net and going over is a <u>legal</u> serve. (Called a "let" serve)
5. Any ball touching the net, crossing between the sidelines, remains in play.
6. Players may leave the court to play a ball outside of the court boundaries as long as she does not cross the line extended from the net.
7. Players must be in position to serve. After the serve, players may move from their respective positions. No back line player may spike or block at the net. Attacking the ball by a back row player must be done behind the 10' line.
8. Only 3 contacts are allowed before the ball is returned to the opposing team. Players may not touch the ball twice in succession. Exception: A ball that is partially blocked does not count as a contact and therefore may be touched twice by the blocker.
9. It is a foul when a player touches the net or steps <u>completely</u> over the center line under the net.
10. It is a foul when the ball momentarily comes to rest or is contacted for a prolonged amount of time by a player. This is called a "lift".
11. Multiple contacts are more than one contact by a player during one attempt to play the ball. Multiple contacts are only permitted if the first contact was an attempt to block, and on <u>any first team</u> hit, whether or not the ball is touched by the block. This is also called a "double hit".
12. A ball contacting any part of the line shall be considered in.
13. A team is allowed to substitute freely and an unlimited amount, the only restriction being a player once entered into the game, must remain in the same spot in the rotation and therefore would only be eligible to serve 1/6th of a full rotation.
14. Teams will be allowed 2 timeouts per game. Time outs are one minute in length.

Comments:

1. It is legal to use the fist in volleyball.
2. A point is not scored when the ball out of play is thrown over the net.
3. The server must wait for the referee to blow the whistle and hand signal before she serves.
4. Spiking is legal.
5. Home team emails scores to K-8 AD.
6. It is highly recommended that teams attempt to use all three contacts, and not purposely pass the ball back over the net on the first contact. This practice is counter productive and does not teach the skills players need to be competitive in the future. While the "overpass offense" is not illegal it is considered bad form and unsportsmanlike.

CROSS COUNTRY RULES

Approved 5-26

GENERAL INFORMATION

1.High school rules will be used with some modifications for the CUSD Elementary Athletic Program.

TEAMS

1. A cross country team shall consist of three (3) members or more.
2. Each elementary school shall have four (4) cross country teams.
   a. One 3rd/4th grade girls' team - 1 kilometer
   b. One 3rd/4th grade boys' team - 1 kilometer
   c. One 5th/6th grade girls' team - 2 kilometers
   d. One 5th/6th grade boys' team - 2 kilometers

RULES

1.Fall athletic rosters are due by the second meet.

2.An example of scoring shall be as shown in the following table:

Place of finish	1st	2nd	3rd	4th	5th
Points	1	2	3	4	5

3.All competitors who finish the race shall be ranked and tallied in accordance with the above table. The team score shall then be determined by totaling the points scored by the first three finishers of each team.

4.If fewer than three (3) competitors of a team finish, the places of all members of that team shall be disregarded.

5.Tiebreaker - It is considered a tie even if two (2) or more teams score the same number of points. In case of a tie, the high school tie breaker procedure will be in effect. The team with the best fourth (4th) place finisher shall prevail.

6.The order of races shall be: 5th/6th grade girls
5th/6th grade boys
3rd/4 th grade girls
3rd/4th grade boys

7. While the 4th, 5th, 6th, 7th, 8th, 9th, and 10th runners and so on, of a team does not score points toward their team's total, their places, if better than those of any of the first three (3) of an opposing team, result in an increased score for that opposing team.

8. League dual meet competition will determine the league champion. Midget and bantam points will be combined to determine a boys and girls winner for duals.

9. Non-participants shall not aid a runner in any way, i.e., pacing, water, towels, etc.
Verbal encouragement is not considered an aid.

10. Participants must wear shoes.

CROSS COUNTRY CHAMPIONSHIPS

The league team portion of competition will terminate at the end of the league dual meets. Individual athlete recognition will be at the end of the season district meet. Each school may send all their runners. The divisions are: 3rd/4th grade girls, 3rd/4th boys, 5th / 6th grade girls & 5th &/6th boys. Individual medals will be given to the top 6 places and ribbons will be provided for the 7th –12th places. For all dual meets, District championship, and athletic excellence points midget and bantam points will be combined to determine a boys and girls champion.

OFFICIALS

1.The STARTER and REFEREE place the teams in proper position on the starting line after they have drawn lots for position. They give needed instructions before the race and start the race. They make final decisions concerning questionable points and disqualify any runner for unsportsmanlike conduct, or for any flagrant violation of the rules.

2.The FINISH JUDGES stand outside the chute, and on the finish line and determine the order in which runners enter the chute. Their decision is final.
3.The CHUTE INSPECTORS supervise the runners after they enter the chute and see they are properly checked to prevent any irregularity in the order of finish. They see that any runner who crosses the finish line is given his proper order as the contestants go through the chute. Some officials instruct contestants in the chute to place a hand on the shoulder of the one in front of them to prevent gaps in the line.
4. The PLACE CHECKER gives a place card to each finisher with a number on it corresponding to the place of finish.
5. The TIMER records the time of all runners.
6. The SCORE KEEPER records the following information on the score sheets:
    a. Name and school of each finisher corresponding to his place of finish.
    b. Record the times of each finisher corresponding to their place of finish.
    c. Add the place of the first three (3) finishers for each team.
    d. The team with the lowest point total will be declared the winner.

For all dual meets, District championship, and athletic excellence points midget and bantam points will be combined to determine a boys and girls champion.

TACKLE FOOTBALL RULES

Approved 5-26

1. CIF High school rules will be used with some modifications.

2. Football is a no cut sport.

3. Field Size:

a) 40 by 80 yards with 10 yard end zones
b) Fields will be lined G, 10, 20, 30, 40, 30, 20, 10, G
c) Hash marks will be marked 13 yards from the sidelines.
d) The coach's sideline restriction expands to the 20 yard line on either side.

4. Weight and Grade Limits:

a) Varsity

Weight: minimum 70 lbs maximum 150 lbs
A waiver can be used for those lighter than 70lbs.
A copy of waivers should be sent to K-6 AD.
Weight limit is with athletic shorts and shirt.
Grades: 5th and 6th grade

b) An athlete may not practice in uniform or participate in contact unless they make weight as stated. Once certified at a game, an athlete does not have to make weight until the next game.

5. Weigh-ins:

Each player shall be weighed at the game site immediately prior to the beginning of the game , in athletic shorts and shirt. Weigh-ins will be observed by the AD for verification. If not available the VP or staff member will observe. Roster to be signed by both coaches and observers. Roster to be sent to K-8 AD. Double forfeit if not received by Monday following.

The coach is to present a typed roster at weigh-ins with jersey number, name, grade, and weight. Hand written roster will not be accepted. Scales can be calibrated at the Best Weight & Scale Co. 2728 N. Sunnyside phone # 291-2592.

Player Eligibility

a) All players must meet academic eligibility requirements. If an athlete falls below a 2.0 GPA for one grading period they will be put on probationary status. If the athlete falls below 2.0 two grading periods in a row they are then ineligible until the next grading period.

6. Coaches

a) Must be fingerprinted, have TB, signed a contract and have CPR/First Aid up to date before coaching.
b) The Head coach is responsible for his/her assistants, player eligibility, and that players are properly fitted and equipped.

7. Shoes

a) Central will follow C.I.F./National Federation guidelines that allow molded or detachable rubber cleats. No metal.

8. Contact/Practices

a) The first official contact game/scrimmage will be the Carnival.
b) Four hours a week minimum, six maximum practice prior to Carnival.
c) Three hours a week minimum, four and half maximum practice after the Carnival. Stretching and changing are not counted as practice hours.
d) Practices can not be canceled unless cleared by the AD/Vice Principal/Principal and approved by K-8 Athletic Director.
e) Athletes must complete 8 hours of practice, with the first three being non-full pads and five hours in full gear prior to a scrimmage or game.
f) Practice may start on the date that's on the schedule.

9. C.I.F. Guidelines

a) Anything not covered in the Central Elementary bylaws will be covered by C.I.F. guidelines.

10. Ejections

a) A player or coach ejected from a game will not be allowed to participate in the next scheduled game.
b) An appeal may be made to the K-6 AD.
c) Appeals must be made by the following Monday following the game in which the player or coach was ejected otherwise the ejection stands.

11. Team Game Responsibilities

a) All spectators and parents must remain 15 yards from the team bench. The home team shall provide crowd control barriers around each team's bench.
b) The home team will provide water containers for both teams. Visiting teams will be responsible for their own cups or bottles.
c) The home school will provide first-down markers, down indicator, score keeper and adult or high school age crews.

12. Time of Games

a) Weigh-ins must take place as soon as possible after arrival. A 10 minute warm-up period is given before the 5th quarter game. The 5th quarter game starts at 12:00 and the Varsity game starts at 12:30. No games start before 12:30. Drop dead at 1:40.
b) Quarters will be 6 minutes in length, so non-running time. The referees will keep time. Half-time is 6 minutes. Stopwatches will be furnished by the home team.

13. Fifth Quarter Game

a) The game will start immediately after a 10 minute warm-up period.
b) Time will be 15 minutes running time.
c) The visiting team starts the possession on their own 30 yard line.
d) If a team scores there is no extra point and the other team takes over on their 30 yard line.
e) If a turnover takes place the team starts where the change of possession takes place.
f) No score is kept for the 5th quarter.
g) The 5th quarter is for those who regularly do not get time in the scored game.
h) Coaches are allowed on the field during the 5th quarter.
i) Coaches will officiate 5th quarter.

14. Championship Game

a) League #1 vs League #2
b) Tie breakers for league champion will be:
    1) Head to head
    2) Record against next highest common opponent
    3) Coin flip

15. Scrimmage

a) Will be the third Friday after school starts or Saturday if the stadium is unavailable.

16. Game tie breaker

a) All games that end in a tie will be resolved using the National Federation 10 yard line overtime procedure. No new overtime can start after 1:40. If by that time there is no change the game will be a tie.

17. Officials

a) CIF officials will be used through Jeff Vivian. sirvivian00@gmail.com.
b) Two officials will be ordered for each game but games can be played with one.

18. Insurance

a) Students are to have private insurance or can purchase low cost insurance through the school site.

19. Game Ball

a) Junior size balls will be used.

20. Rules

a) Kick-off will be from the 30 yard line.

b) Punt: Before a punt is kicked, each team must declare its intent to do so. The head coach must declare, prior to the ball being marked ready-for-play, the option of kicking the ball or calling a fourth down play. If the head coach chooses to punt, the defensive team cannot rush the punt but the punting team may send players downfield to defend the return. The defensive team may jump and wave their arms. The offensive team must long snap the ball to the punter. The punter must kick the ball from at least 5-yards behind the line of scrimmage. There is no such thing as a fumbled snap. The punter can pick it up and kick it. Once the ball is kicked it is a live ball and can be returned.(updated 9-4)

c) Major penalties are 10 yards, rather than 15 yards.

d) If the referee discovers a player without a mouthpiece, the team will be assessed a 10 yard penalty. Mouth pieces must be of a color other than white. No clear mouth pieces.

e) Three time-outs per half. Coaches may call time-outs from the sideline.

f) Extra points will be worth two points from the 2.5 yard line.

g) A free kick shall not be kicked out of bounds between the goal lines untouched . If it is Returner has the following options:
   1. Accept a five yard penalty from the previous spot and have K re-kick
   2. Put the ball in play 20 yards beyond the previous spot
   3. Decline the penalty and put the ball in play where it went out of bounds

BOYS BASKETBALL RULES

Approved 5-26

General information

1. The team may consist of only 4th, 5th and 6th graders.

Substitutions

1. A substitute may enter the game only in dead ball situations and only after being recognized by the referee.

Jump ball

1. All players must stay outside the circle until the ball is tapped
2. One or two hands may be used to tap the ball.
3. The ball may be tapped one or two times, but no more than twice.
4. The jumper may not take possession of the ball until it has touched the ground or a player other than the one who took the jump ball.

Handling the ball

1. A player may hold the ball for five seconds in bounds in closely guarded, five seconds out of bounds and ten seconds on a free throw.
2. If a player is not closely guarded (within three feet), he may hold the ball as long as he wants.
3. A player may take or tap the ball from an opponent. (the hand is considered to be part of the ball).
4. In making a lay-up, the athlete is allowed 2 1/2 steps.

Taking the ball out of bounds

1. The person taking the ball out of bounds may:
   A. Run the baseline **only** after a made basket.

B. In all dead ball situations, players may only take 1 step forward to pass the ball on an out of bounds play.

2. At the sideline after:
   A. Any violation.
   B. Ball hit out of bounds.
   C. A free throw for unsportsmanlike conduct.
   D. Unnecessary roughness.
3. At the end line (goal line) after:
   A. A successful free throw except after a double foul.
      1. (technical foul).
   B. A successful field goal (basket scored).
4. When out of bounds space is limited.
5. No part of any player within the court may come nearer than three feet to the spot on the boundary line where the ball is being thrown in.

During a free throw

1. The defensive team shall have the lane position nearest the basket.
2. All players must stay off the lane line and out of the lane until the ball hits the rim.

Violations

1. The ball is taken out of bounds at the sideline opposite the spot where the violation occurred.

Jump ball

   A. Tapping the ball more than twice.

B. Playing the ball before it touches the floor, basket, backboard, or has been played by another player

C. Failing to stay in your position outside the circle until the ball has been tossed up.

D. Stepping into the circle before the ball has been tapped.

Handling the ball

A. Kicking the ball intentionally with the foot or lower leg.
   B. Hitting the ball with the fist.
   C. Dribbling with two hands (double dribble).

D. Discontinued dribble and re-dribble (double dribble).

E. Holding the ball more than five seconds when closely guarded.

F. Five seconds out of bounds, ten seconds at the free throw line.

Three-second line violation

A. Player without the ball remains in the free-throw lane for more than three seconds when his team has the ball.

Ten-second line violation(NEW)

A. A 10-second violation occurs when a basketball team fails to advance the ball from the backcourt (defensive half) to the frontcourt (offensive half) within 10 consecutive seconds of gaining team control

Out of bounds

1. Causing the ball to go out of bounds.

Free throw

1. Failure to try for a free throw within ten seconds after receiving the ball.
2. Failure to cause the ball to touch the ring or enter the basket.

Fouls

1. Until six team fouls, the ball goes out of bounds to the team fouled, except in the case of "double foul" and "shooting foul".

In a "shooting foul", if the shot is made, one shot: if missed, two shots, in a double foul" the team possessing the ball at the time of the foul takes the ball out on the side, no shot.

2. On the seventh team foul (per half), a one and one situation comes into play. On the tenth foul, two shots will be assessed.

Common fouls

A. Blocking - getting in front of a player who is moving with or without a ball.

B. Charging - touching an opponent with the ball or body when he is standing still.

C. Hacking - chopping at the ball.

D. Pushing.

E. Holding.

F. Tripping

G. Pulling or spinning an opponent into an off-balance position while trying to take the ball.

H. Substitute entering the court before being signaled on by the referee or not reporting to the scorer.

Disqualifying:

1. A player is removed from the game when he has committed either:

A. Five fouls (personal fouls).

B. A single disqualifying foul (poor sportsmanship or roughness).

1. Warning first unless it is too rough.

Miscellaneous:

1.The clock stops on all time outs. **60 seconds time outs, 2 timeouts per half.**

2. No jump balls (except opening jump). alternate possession will be used.

3.Pressing & trapping are o.k., but **no** pressing if 20 points ahead.

4.No player is to wear jewelry. Fingernails must be clipped to a reasonable length. (both coaches will check this with their teams and their opponents before the game begins).

Wristbands and headwear shall meet the following guidelines:

a. Headbands and wristbands shall be white, black, beige or the predominant color of the jersey and shall be the same color for each item and all participants. They must be the same color as any sleeve/tights worn.

b. A headband is any item that goes around the entire head. It must be a circular design without extensions. If worn, only one headband is permitted, it must be worn on the forehead/crown, it must be nonabrasive and unadorned, and it must be a maximum of 2 inches wide.

c. If worn, only one wristband is permitted on each wrist, each must be worn on the arm below the elbow, each must be moisture absorbing, non abrasive and unadorned, and each must be a maximum of 4 inches wide.

d. Rubber, cloth or elastic bands may be used to control hair. Hard items, including, but not limited to, beads, barrettes and bobby pins, are prohibited.

e. Head decorations and headwear, except those specified above, are prohibited. EXCEPTION: State associations may on an individual basis permit a player to participate while wearing a head covering if it meets the following criteria: a. For medical or cosmetic reasons – In the event a participant is required by a licensed medical physician to cover his/her head with a covering or wrap, the physician's statement is required before the state association can approve a covering or wrap which is not abrasive, hard or dangerous to any other player and which is attached in such a way it is highly unlikely that it will come off during play. b. For religious reasons – In the event there is documented evidence provided to the state association that a participant may not expose his/her uncovered head, the state association may approve a covering or wrap which is not abrasive, hard or dangerous to any other player and which is attached in such a way it is highly unlikely it will come off during play.

5. Eye glasses must be secured with proper equipment.
6. The home school will provide the official scorer. The visiting team will provide a scoring assistant.
7. The homeschool turns scores into the district ad.
8. There are no 3 point shots even if lines are present.

<u>Length of games:</u>

1. Teams will play 6 minute non-running time quarters.
2. **Two timeouts per half, 60 sec. Each.**
3. If the situation requires it, quarters may be shortened at the agreement of both coaches.
4. Halftime will be 6 minutes.
5. If the score is tied, one 3 minute overtime period. If still tied, sudden death (jump ball, 1st score wins).

<u>Equipment</u>:

1. Basketballs
   a. Boys-use official size basketball
2. Time/Score Clock(NEW)
   a. All games, including championship, must use an electronic time/score clock and have a designated responsible person to run it. Officials do not keep time.

GIRLS BASKETBALL RULES

Approved 5-26

General information

1. The team may consist of only 4th, 5th and 6th graders.

Substitutions

1. A substitute may enter the game only in dead ball situations and only after being recognized by the referee.

Jump ball

1. All players must stay outside the circle until the ball is tapped
2. One or two hands may be used to tap the ball.
3. The ball may be tapped one or two times, but no more than twice.
4. The jumper may not take possession of the ball until it has touched the ground or a player other than the one who took the jump ball.

Handling the ball

1. A player may hold the ball for five seconds in bounds in closely guarded, five seconds out of bounds and ten seconds on a free throw.
2. If a player is not closely guarded (within three feet), he may hold the ball as long as he wants.
3. A player may take or tap the ball from an opponent. (the hand is considered to be part of the ball).
4. In making a lay-up, the athlete is allowed 2 1/2 steps.

Taking the ball out of bounds

1. The person taking the ball out of bounds may:
   A. Run the baseline **only** after a made basket.

B. All dead ball situations, player may only take 1 step forward to pass the ball on an out of bounds play.

2. At the sideline after:
   A. Any violation.
   B. Ball hit out of bounds.
   C. A free throw for unsportsmanlike conduct.
   D. Unnecessary roughness.
3. At the end line (goal line) after:
   A. A successful free throw except after a double foul.
      1. (technical foul).
   B. A successful field goal (basket scored).
4. When out of bounds space is limited.
5. No part of any player within the court may come nearer than three feet to the spot on the boundary line where the ball is being thrown in.

During a free throw

1. The defensive team shall have the lane position nearest the basket.
2. All players must stay off the lane line and out of the lane until the ball hits the rim.

Violations

1. The ball is taken out of bounds at the sideline opposite the spot where the violation occurred.

Jump ball

A. Tapping the ball more than twice.
B. Playing the ball before it touches the floor, basket, backboard, or has been played by another player
C. Failing to stay in your position outside the circle until the ball has been tossed up.
D. Stepping into the circle before the ball has been tapped.

Handling the ball

A. Kicking the ball intentionally with the foot or lower leg.
B. Hitting the ball with the fist.
C. Dribbling with two hands (double dribble).
D. Discontinued dribble and re-dribble (double dribble).

E. Holding the ball more than five seconds when closely guarded.
F. Five seconds out of bounds, ten seconds at the free throw line.

Three-second line violation

A. Any player without the ball remains in the free-throw lane for more than three seconds when his team has the ball.

Ten-second line violation(NEW)

A. A 10-second violation occurs when a basketball team fails to advance the ball from the backcourt (defensive half) to the frontcourt (offensive half) within 10 consecutive seconds of gaining team control

Out of bounds

1. Causing the ball to go out of bounds.

Free throw

1. Failure to try for a free throw within ten seconds after receiving the ball.
2. Failure to cause the ball to touch the ring or enter the basket.

Fouls

1. Until six team fouls, the ball goes out of bounds to the team fouled, except in the case of "double foul" and "shooting foul".

In a "shooting foul", if the shot is made, one shot: if missed, two shots, in a double foul" the team possessing the ball at the time of the foul takes the ball out on the side, no shot.

2. On the seventh team foul (per half), a one and one situation comes into play. On the tenth foul, two shots will be assessed.

Common fouls

A. Blocking - getting in front of a player who is moving with or without a ball.
B. Charging - touching an opponent with the ball or body when he is standing still.
C. Hacking - chopping at the ball.
D. Pushing.
E. Holding.
F. Tripping
G. Pulling or spinning an opponent into an off-balance position while trying to take the ball.
H. Substitute entering the court before being signaled on by the referee or not reporting to the scorer.

Disqualifying:

1. A player is removed from the game when he has committed either:
   A. Five fouls (personal fouls).

B. A single disqualifying foul (poor sportsmanship or roughness).
   1. Warning first unless it is too rough.

Miscellaneous:

1.The clock stops on all time outs. **60 seconds time outs, 2 timeouts per half.**
2. No jump balls (except opening jump). alternate possession will be used.
3.No player is to wear jewelry. Fingernails must be clipped to a reasonable length. (both coaches will check this with their teams and their opponents before the game begins).

Wristbands and headwear shall meet the following guidelines:

a. Headbands and wristbands shall be white, black, beige or the predominant color of the jersey and shall be the same color for each item and all participants. They must be the same color as any sleeve/tights worn.

b. A headband is any item that goes around the entire head. It must be a circular design without extensions. If worn, only one headband is permitted, it must be worn on the forehead/crown, it must be nonabrasive and unadorned, and it must be a maximum of 2 inches wide.

c. If worn, only one wristband is permitted on each wrist, each must be worn on the arm below the elbow, each must be moisture absorbing, non abrasive and unadorned, and each must be a maximum of 4 inches wide.

d. Rubber, cloth or elastic bands may be used to control hair. Hard items, including, but not limited to, beads, barrettes and bobby pins, are prohibited.

e. Head decorations and headwear, except those specified above, are prohibited. EXCEPTION: State associations may on an individual basis permit a player to participate while wearing a head covering if it meets the following criteria: a. For medical or cosmetic reasons – In the event a participant is required by a licensed medical physician to cover his/her head with a covering or wrap, the physician's statement is required before the state association can approve a covering or wrap which is not abrasive, hard or dangerous to any other player and which is attached in such a way it is highly unlikely that it will come off during play. b. For religious reasons – In the event there is documented evidence provided to the state association that a participant may not expose his/her uncovered head, the state association may approve a covering or wrap which is not abrasive, hard or dangerous to any other player and which is attached in such a way it is highly unlikely it will come off during play.

5. Eye glasses must be secured with proper equipment.
6. The home school will provide the official scorer. The visiting team will provide a scoring assistant.
7. The homeschool turns scores into the district ad.
8. There are no 3 point shots even if lines are present.
9. A player may press only after the player crosses over the half-court line, no full court press, penalty for this will be a technical foul.

<u>Length of games:</u>

1. Teams will play 6 minute non-running time quarters.
2. **Two timeouts per half, 60 sec. Each.**
3. If the situation requires it, quarters may be shortened at the agreement of both coaches.
4. Halftime will be 6 minutes.
5. If the score is tied, one 3 minute overtime period. If still tied, sudden death (jump ball, 1st score wins).

<u>Equipment</u>:

1. Basketballs
   a. Girls- use "women's" or intermediate size
2. Time/Score Clock(NEW)
   b. All games, including championship, must use an electronic time/score clock and have a designated responsible person to run it. Officials do not keep time.

WRESTLING RULES

Approved 5-26

GENERAL INFORMATION

1. High school rules will be used with some modifications for the Central Elementary Athletic Program.
2. Scales may be calibrated at the Best Weight & Scale Co. 2728 N. Sunnyside, 291-2592.
3. The responsibility of the referee is primarily for the safety of the wrestlers through the proper interpretation and application of the rules governing the sport of wrestling.

RULES

1. A wrestling season has two components. Dual matches will determine League Champions and the District Championship tournament will determine individual District Champions and the District Team Champion.
2. Weight classes shall be known as:

63lb.	69lb.	75lb.	81lb.	87lb.
93lb.	99lb.	105lb.	112lb.	119lb.
126lb.	133lb.	143lb.	153lb.	168lb.

3. All wrestlers will be weighed in their wrestling singlet. The wrestler's weight with singlet shall be their net weight and wrestle according to all other weight rules. Weigh-ins will be observed by the AD for verification. If not available the VP or staff member will observe.
4. Female wrestlers must wear an undergarment that completely covers their breast and that all wrestlers wear suitable undergarments that completely covers parts of their body.
5. A growth allowance of one pound will be added to each weight class the 4th match of the season(2-12-2027). An additional one pound will be added for the championship tournament(3-6-2027). This is a net increase of two pounds per weight class.
6. The weight certification match will be the fourth league match of the season(2-12-2027). Bye teams will certify as though there was a match. School administration must witness and sign certification. The weight certification establishes the minimum weight that a wrestler may compete for all dual and tournament competition after the certification match. Send a copy of certification to K-8 AD.
7. All wrestlers under 100 pounds may wrestle one weight class above their actual certified weight. All wrestlers over 100 pounds may wrestle no more than two weight classes above their actual certified weight.
8. Students new to wrestling must condition and practice at least six (6) hours prior to league competition.
9. Wrestlers shall have wrestled a minimum of two league matches to qualify for a seed in the championship tournament.
10. All weigh-ins shall be held prior to the beginning of each competition, and conducted under mutual agreement by opposing schools. Once all wrestlers are weighed, the scales are closed. Wrestlers have one chance to weigh-in; if they do not make it they can step off then immediately back on to check for errors. That is it.
11. Scales shall be provided by the host school.
12. Wrestlers with mouth braces must wear protective mouthpieces.
13. 4th grade wrestlers may not wrestle the 168 lb. weight division.
14. Wrestling is for grades 4-6. No 3rd graders.
15. All Varsity wrestlers shall have their exact weight listed on the official score sheet.
16. Head gear is required for all wrestling activities.
17. An alternate two-piece uniform consisting of compression shorts or shorts designed for wrestling and a form-fitted compression shirt has been approved for wrestling. Wrestlers will have the option of the two-piece uniform or the traditional one-piece singlet.
18. All mats must be sanitized at least once a week to prevent the spread of communicable diseases. If detected at a school, the mat should be sanitized daily and affected wrestlers may not wrestle until cleared by a doctor. See clearance form.

19. Three periods one minute in length for Varsity matches shall constitute a match. Junior Varsity matches shall be three, 30 second rounds.
    A. First period: both wrestlers start in neutral position(standing)
    B. Second period: one wrestler is given the option to take position of either advantage (top), defensive (bottom), neutral or deferring to the opponent.
    C. Third period: Start shall be the reverse of the second period.
    D. Overtime matches: The overtime shall consist of a one-minute sudden victory period; if no scoring occurs, two 30-second tiebreakers shall be utilized; and if the score remains tied a 30-second ultimate tiebreaker will be competed.

20. Wrestling shall continue as long as one supporting point of either wrestler remains inbounds. The supporting points are those which bear the wrestler's weight, exclusive of those parts which the wrestler holds of the opponent.
21. The shoulders or scapula no longer need to be inbounds to earn a fall. If the offensive wrestler maintains one support inbound and the defensive wrestler remains on the mat, a fall or near fall points may be earned regardless of the out-of-bounds line.
22. Coaches are restricted to the bench while the clock is running and during normal out-of-bounds and resumption of wrestling. During this time, the coach may walk behind the team bench to encourage his wrestler or, when necessary for the team bench to be located in the bleachers, to walk in front of the team area, provided it is away from the mat. The coach may approach the official's table to request the match to be stopped to discuss possible misapplication of a rule. The coach may move toward the mat only during a charged time-out or at the end of the match. The first offense will result in a warning. A recurrence will be penalized as misconduct.

WRESTLING CHAMPIONSHIPS

The team league championship will terminate at the end of the duals. Individual athlete recognition will be at the end of the District Tournament. We will also recognize the District team champion. Individual District Tournament medals will be awarded to the top 6 places. Team trophy for District Champion.

1. Only Coaches cleared by the District during this season of sport will be allowed to coach in the corner.
2. Meet Director/K-6 AD must have a cleared coaches list available and wrist bands assigned.
3. AD's would like to see five or six mats for the tournament so it is run in a reasonable amount of time.

MATCH SCORING

1. Points are awarded during a match for the following:
    A. Takedown- from a neutral position, wrestler takes opponent to the mat and gains complete control- 3 points
    B. Escape- defensive wrestler gains a neutral position- 1 point
    C. Reversal- defensive wrestler gains a position of advantage without becoming neutral in the process- 2 points
    D. Near fall- offensive wrestler holds the opponent's shoulder to the mat within four inches or 45 degrees with full control continuously for two seconds- 2 points, three seconds-3 points, four seconds 4 points.
    E. Technical fall- occurs when a wrestler has earned a 15 point advantage over the opponent- match over
    F. Fall- any part of the shoulder or area of scapula held in contact with the mat for two full seconds constitutes a fall- match ends

TEAM SCORING

Dual Meet scoring:

Match Result	**Point Value**
Fall	6
Forfeit	6
Default	6
Technical Fall(15+ pt advantage)	5
Major decision(8-14 pt adv)	4
Decision	3

Track and Field Rules

Approved 5-26

General Information

1. Junior Fresno Relays and USATF rules will be used with some modifications for the Central Elementary Athletic Program.
2. The track season begins with the spring season. All other general sports rules are enforced. An athlete may participate in track and one other spring sport.
3. The Central Unified Elementary Track Season will be split into two seasons, the Central Elementary Athletic Program and the County Track and Field Program.
4. The Central portion will be the District track meets.
5. The County Track and Field Program will start with the Area IV meet and finish with the Valley Meet.

Rules

1. For the Central Unified Track portion of the season each school shall have a track team of the following division for both boys and girls:
   a. Central Unified Track Meets are 4th-6th Boys and Girls.
   b. Central Unified School District competition shall limit a maximum of four participants per event, except for the relay, which will have one team.
   c. Team points from the meet will declare a District team Champion.

2. For the County Track and Field portion each school shall have a track team of the following divisions for both boys and girls:

a. Age groups for County Track Meets are 9-10 Boys, 9-10 Girls, 11-12 Boys, 11-12 Girls, 13-14 Boys and 13-14 Girls.

b. Area IV meet shall limit a maximum of three participants per event, except for the relay, which will have one team.

For all County Track Purposes, the following age groups will be used:

Age Division	Year of Birth
9 - 10 (previously Bantam)	2016-17
11 - 12 (previously Midget)	2014-15
13 - 14 (previously Youth)	2012-13

3. Area IV, County Finals and Junior Fresno Relays rules and events are determined by the Fresno County Track and Field Committee. Rules and events will be distributed when available. Valley Championships are a USATF Sanctioned Meet.

4. The division shall have the following events for Central District Meets: (see County Rules for county events)

4th/5th/6th

100 meters
200 meters
400 meters
1200 meters
400 meter relay
High Jump
Long Jump

6lb. shot put
80 m. hurdles
1600 meter relay

Mini javelin, Triple Jump, Discus, 800 and 3,000 only competed in County Meets not District Meet

5. The Central Elementary Championship track meet will be held at the end of the dual meet season.

6. Athletes may not participate without shoes. Track shoes may be worn. Pyramid spikes 3/16" or smaller are allowed, no needle spikes.

7. **County Meets** 9/10 and 11/12 age groups may be entered in only three events. 13/14 may be entered in only four events. The 400 m relay and 1600 m relay are considered an event.

8. The 100m, 200m, 400m, and 4x100 are run in lanes. The 1200m will use a waterfall start.

9. All entries will be done online at www.athletic.net.

10. Teams will be allowed 6 athlete substitutions during the District Meet. The coach will register their substitutions with the Clerk of the Course and the substituted athlete will compete in the place of the missing/injured athlete and is subject to the 3 event maximum.

Baseball Rules

approved 5-26

Cal Ripken "new rules" and bat rules shall be checked yearly when the new Rule Book is released and changes added to bylaws. Books issued in February.

General Information

1. All play will be according to Cal Ripken Major 70 Rules and Regulations, including the re-entry rule, with some exceptions.
2. Base dimensions: 70' Pitching Mound: 50'

Teams

Each school will have one baseball team which may consist of students in 4th, 5th or 6th grades. Schools may have a "B" team funded solely by the school.

Rules

1. Games will be six innings, or 1:40 drop dead time and score reverts back to the last fully completed inning. If a game is tied after the inning or time limit, it is a tie.
    a. Championship Game-
        - Tie-breaking rule- the offensive team shall begin its turn at bat with the player who is scheduled to bat last in that respective half inning being placed on second base. Each team will get an at bat until a winner is declared.
    b. Playoff Game-
        - In the event that an inning isn't finished due to time limit and the result of returning to the previous inning results in a tie, both teams will continue and finish the full inning. The tie breaking rule will be used the following inning if still tied.
2. Substituting a pitcher:
    a. A pitcher leaving the game for a substitute may not re-enter as a pitcher.
    b. A pitcher may exchange positions with a substitute and return to pitcher one time. In both circumstances the player must remain in original batting order.
3. Pitchers are limited to six innings per calendar week (Monday through Friday), or one complete game per week. (A complete game is one that starts and finishes either by inning or time limit.) If a pitcher delivers one pitch in an inning, the pitcher will be charged for one inning pitched.
    a. A pitcher must have two days rest between pitching assignments if they pitch three innings in one game.

- Playoffs/Championship- pitchers the day of the championships are allowed to pitch six total innings that week between both games.

    b. Games in which an ineligible pitcher is used shall be played under protest. Game is completed but played under protest.
4. Designated Hitter (DH): A player may be placed on the roster as a designated hitter ONLY. The DH will be one of the nine batters on the roster.
5. The coach has the authority over playing time. It is not mandatory to play everyone but recommended.
6. A player may lead off base and attempt to steal.
7. A batter is OUT, whether or not the catcher drops the third strike.
8. The infield fly rule will be in effect.
9. There will be no home run line. A batter may attempt as many bases as they can legally touch.
10. Shoes with metal cleats or spikes are prohibited.
11. The bats shall follow Cal Ripken Major 70 Rules.
12. Protective head gear shall be worn while at bat, as a base runner, and while out of the dugout on the playing surface, during practice and all games.
    a. Catchers shall wear a protective mask, including throat protection, headgear, shin guard and cup, during games practice and warm-up.
13. Time between innings shall be approximately one minute. Maximum warm-up pitches shall be six.
14. Inning limits: If one team scores five runs in an inning.

Playoffs/Championship- there is no run rule, mercy rule will be 10 runs after 4 innings or 8 after 5 innings
Playoffs are no new inning after an hour and thirty minutes. Then tie breaker if needed.
Championship is no new inning after an hour and thirty minutes . Then tie breaker if needed.

15. Sliding- Players should be instructed to slide properly to avoid injury to themselves and the fielders. If a runner at any base, except first, does not slide or make an obvious attempt to avoid a collision, the runner will be declared out.
16. Umpire No Show- If during baseball season an umpire does not show the Head Coaches will umpire the game. The head coach will call balls and strikes for his pitcher while standing behind the pitcher. They will also call the bases from this position.
An agreed upon adult cleared through the District can umpire. (AD,teacher, or employee) Without umpire gear they would stand behind the pitcher to officiate. This would be a volunteer unpaid situation.

Cal Ripken Bat Rule
Cal Ripken Division - All non-wood bats must have the USA Bat Marking. The Barrel Maximum is 2 5/8". No BBCOR Bats are permitted in the Cal Ripken Division. Solid one piece wood bats are permitted for use in all divisions and must conform to Rule 1.10. No laminated or experimental bats shall be used in a game.



PENALTY
-If the illegal bat is discovered prior to a batter completing his "at bat" the bat is simply removed from play and the "at bat" continues.
-A player who uses an illegal bat or non-conforming barrel dimension and hits a fair ball will be ruled out. No advancement on the bases will be allowed, and any outs during the play shall stand. This is an appeal play. The "at bat" will be considered legal once a pitch is thrown to the next batter.
-Any bat discovered prior to the game that does not conform to the above rules shall be directed to be removed immediately and not be allowed for use during the game.

Fast Pitch Softball Rules

approved 5-26

ASA "new rules" and bat rules shall be checked yearly when the new Rule Book is released and changes added to bylaws. Books issued in January.

General Information

1. All play will be according to ASA Fast Pitch Under 12 rules with some exceptions.
2. Base dimensions: 60' Pitching Mound: 40'

Teams

Each school will have one softball team which may consist of students in 4th, 5th or 6th grades. Schools may have a "B" team funded solely by the school.

Rules

1. Games will be six innings, or 1:40 drop dead time and score reverts back to last fully completed inning.. If a game is tied after the inning or time limit, it is a tie.
    a. Championship Game-
        - Tie-breaking rule- the offensive team shall begin its turn at bat with the player who is scheduled to bat last in that respective half inning being placed on second base. Each team will get an at bat until a winner is declared.
    b. Playoff Game-
        - In the event that an inning isn't finished due to time limit and the result of returning to the previous inning results in a tie, both teams will continue and finish the full inning. The tie breaking rule will be used the following inning if still tied.

2. Substituting a pitcher:
    a. A pitcher leaving the game for a substitute may not re-enter as a pitcher.
    b. A pitcher may exchange positions with a substitute and return to pitcher one time. In both circumstances the player must remain in original batting order.
3. Substituting a player:

a. Starting player may be substituted or replaced and re-enter once. The substitute and re-entered player must occupy the same batting position in the original line up.

4. Designated Player : A player may play as a defensive player but may not bat, allowing a designated player to bat but not play as a defensive player.
5. Stealing is allowed according to ASA rules.
6. A batter is OUT, whether or not the catcher drops the third strike.
7. The infield fly rule will be in effect.
8. There will be no home run line. A batter may attempt as many bases as they can legally touch.
9. Shoes with metal cleats or spikes are prohibited.
10. All bats must clearly say " Official Softball."
11. Protective head gear shall be worn while at bat, as a base runner, and while out of the dugout on the playing surface, during practice and all games.
    a. Catchers shall wear a protective mask, including throat protection, headgear, and shin guard, during games practice and warm-up.
12. Time between innings shall be approximately one minute. Maximum warm-up pitches shall be six.
13. Inning limits: If one team scores five runs in an inning.
    Playoffs/Championship- there is no run rule, mercy rule will be 10 runs after 4 innings or 8 after 5 innings
    Playoffs are no new inning after an hour and thirty minutes. Then tie breaker if needed.
    Championship is no new inning after an hour and thirty minutes . Then tie breaker if needed.

14. Sliding- Players should be instructed to slide properly to avoid injury to themselves and the fielders. If a runner at any base, except first, does not slide or make an obvious attempt to avoid a collision, the runner will be declared out.

15. Umpire No Show- If during softball season an umpire does not show the Head Coaches will umpire the game. The head coach will call balls and strikes for his pitcher while standing behind the pitcher. They will also call the bases from this position.
    An agreed upon adult cleared through the District can umpire. (AD,teacher, or employee) Without umpire gear they would stand behind the pitcher to officiate. This would be a volunteer unpaid situation.

Elementary Pep & Cheer

Approved 5-26

Participation Requirements:
Cheer teams will be available to 5th and 6th grade students at the elementary level.

Each site, depending on the size of enrollment(small schools), has the discretion to allow 4th grade students to participate. The decision should be based on supervision and safety.
EX: Large schools 5th and 6th/ Small schools 4th-6th.

School sites also have the discretion to select a cheer squad (anyone eligible can participate, no cuts) and a competition squad (try-outs with cuts to determine members). Schools can choose to compete with their cheer squad or to have cuts for their competition team.

Students must meet district athletic requirements in order to participate, including at least a 2.0 GPA and satisfactory citizenship.

Elementary cheer teams shall focus on learning the following with an emphasis on proper cheer motions:

- cheer motions (high v low v, daggers, goal posts, t, broken t, diagonal, k, etc.)
- jumps (x jump, toe touch, hurdler, pike, etc.)
- stunts (how to base, how to back spot, how to fly, building techniques, how to be safe, etc.)

The following will be MANDATORY for cheer advisors during the FALL season (July – December):

- Attendance at squad practices- at least 3 hours/week
- Attendance at all home football games- including championships
- Attendance at all home basketball games- including championships
- Attendance at performances at rallies or other school events
- Attendance at the high school spirit night football game
- Attendance at the high school spirit showcase night

Principals will have the discretion to send cheer squads to away games based on bus availability.

The following will be MANDATORY for cheer advisors during the SPRING season (January early March):

- Attendance at squad practices- at least 3 hours/week
- Attendance at all home basketball games- including championships
- Attendance at performances at rallies or other school events
- Participation in Central Unified Elementary Cheer Championships
- Participation in one other local competition- performing competition routine at spirit showcase in addition to cheer squad routine would be acceptable.

Safety Guidelines
All school sites shall follow the safety guidelines set forth in the National Federation of State High School Associations Spirit Rules Book.
Stunting guidelines:

- Absolutely no jewelry allowed.
- Proper shoes are required.
- All stunting must be supervised by an adult.
- All stunts must have a back spot.

- Difficult stunts shall not be attempted until basic stunting techniques have been mastered. All stunting must occur on either mats or grass.

- No basket tosses

Uniform requirements:

Cheer uniforms shall not exceed $500. Potential costs include:

Skirt	Bow	Bag (optional)
Shell top	Body Liner	Warm-ups (optional)
Socks	Spirit pack(practice t-shirt, shorts)	Poms (options)
Shoes	Camp (optional)	

*School sites shall provide uniforms for those who cannot afford to purchase their own. The uniform will be a loaner (general size- will not be custom fit, cannot be altered, must be returned at the end of cheer season).

*School sites shall provide fundraising opportunities to help defray the cost of participation in cheer and spirit.

*School sites shall provide opportunities to purchase used uniforms from previous squad members.
Competition
Advisors can hold try-outs for the competition team with cuts being made.

Squad size shall not exceed 36 members. The school site may determine a minimum number of competition cheer team members.

Competition team should consist of those members who have already been selected for the school cheer team.

Squads will be able to compete in the following division:

- Show Cheer- performance consisting of a combination of music and words. Routines should include but are not limited to stunting, dancing, tumbling, pyramids, jumps, formation and level changes, etc.

The Central Unified Elementary Cheer Championships are mandatory for competition squads.

- Divisions-Large (14+), Small (13-), Hip Hop, Pep(still in discussion)
- Once you enter a division you can not change without approval from the Championship organizer.

The decision of which other competitions to attend will be left to the discretion of the advisor, AD and Principal.
Choreographers must be cleared through the district. Help with choreography is available through the high school.
Advisors must participate in Central Unified Elementary Cheer Championships in order to receive spring coaching stipend.

District cheer practices can be held after school or in the evening at the school site. If after normal practice hours an administrator must be on site or on call. All coaches MUST be cleared and transportation issues not held against the athlete. No off site practices during this time.

In order to compete in a competition or practice, a student must be in attendance at least half of the school day.
After District Championships the District season is complete. Attending Nationals/other tournaments is a school site decision and practice can be held in the evening or off campus as long as the Principal approves.

Off campus practices follow field trip guidelines and athletes must be cleared. The administrator must be on site or on call.

AD discussion having District Championship the Monday before Winter Break. Eliminates cafeteria practice issues with wrestling.(Approved)

Still in discussion:

a. Solutions to reduce the time of championship
    i. Championship to start 5pm
    ii. High School only comp performing
    iii. Rotate order of events- same schools every year are last

FIRST AID PROCEDURES

It is essential that coaches and trainers know the signs of heat exhaustion and heatstroke. The chart below should be reviewed frequently during the season when football and training hazards that accompany it are rare in the spotlight. It is recommended that short water breaks be scheduled every 15 to 25 minutes.

	HEATSTROKE	HEAT EXHAUSTION
FACE	Red and flushed	Pale
SKIN	Hot and dry	Moist
TEMPERATURE	Extremely high	Normal
PULSE	Strong and rapid	Weak and rapid

HEATSTROKE

Heatstroke is caused by high body temperature, salt loss, and dehydration. The body's mechanisms for dissipating heat will have stopped working, and a tremendous increase in body temperature will occur rapidly. Heatstroke is a medical emergency, and must be treated as a life-threatening situation. The signs and symptoms of heatstroke are as follows:

1. The victim may be dizzy, weak, mentally confused, euphoric, or have a sense of impending doom before becoming unconscious.

2. With little warning the victim may become unconscious.

3. The victim will have an exceedingly high temperature. The skin will feel hot to the touch. Rectally, the temperature will be above 105 degrees, and may reach 109 degrees F.

4. The victim's skin will be extremely dry and will appear flushed. The pulse rate will be strong and rapid.

FIRST AID PROCEDURES

Coaches and trainers must review first aid treatment with the team physician before the season starts. Because heatstroke is caused by the body's acute inability to lose heat rapidly, the following steps must be taken immediately:

1. Make immediate arrangements to have the athlete transported to the nearest medical facility. Severe neurological, circulatory, and hepatic (liver) conditions may occur if quick and definitive medical attention is not sought.

2. Remove all clothing and pads and place the athlete in the coolest available place.

3. Cool the athlete's body by any means possible. Many physicians recommend placing the victim in an ice bath. Any method, however, that would help lower the body temperature (cold water, chemical cooling packs, ice rubbed vigorously over the body) would suffice.

4. If the patient can cooperate, give cold drinks to aid in heat loss.

HEAT EXHAUSTION

Heat exhaustion is sometimes difficult to recognize. Its symptoms are generally less severe than those of heatstroke and vital signs may even appear normal. Coaches should look for the following signs to determine if the victim is suffering from heat exhaustion:

1. The victim may experience progressive weakness, inability to work, and loss of appetite.

2. The skin is usually moist and clammy, and may be pale or ashen gray.

3. The pupils may be dilated, and the pulse may be weak and slightly more rapid than normal (less than 100).

4. The victim is usually conscious, but it is not uncommon for fainting to occur.

5. The victim may be suffering from muscle cramps.

FIRST AID PROCEDURES

Heat exhaustion is an emergency situation, but it usually is not life-threatening. The following first aid steps should be followed:

1. The athlete should lie in the coolest available place and be given cool drinks.

2. Encourage the athlete to drink as much as possible.

3. Remove excess clothing and rub the athlete's body with a cool, wet cloth.

4. The athlete should be instructed to stay out of the heat for the rest of the day and be taken to a hospital in case of other complications.

Protocol and Procedures for the Management of Sports-Related Concussion

Guidelines and Procedures for Coaches:

A. Recognize concussion

1. All coaches should become familiar with the signs and symptoms of concussion.

B. Remove from activity

1. If a coach suspects the athlete has sustained a concussion, the athlete should be removed from activity until evaluated medically.

2. Any athlete who exhibits signs or symptoms of a concussion should be immediately removed, assessed, and should not be allowed to return to activity that day.

C. Refer the athlete for medical evaluation

1. Coaches should report all head injuries as soon as possible, for medical assessment and management, and for coordination of home instructions and follow-up care to the following:

   a. School Administration and school site nurse

   b. Central East High School Athletic Trainer

2. Coaches/School Administration should fill out a concussion injury report form and submit to both the school site nurse and the Athletic Trainer for records.

3. Parent contact must be made to inform them of injury and make arrangements for them to pick up the athlete at the location where the injury occurred or make other arrangements to ensure athlete safety.

4. In the event that an athlete's parents cannot be reached, and the athlete is able to be sent home:

   a. The Coach or School Administrator should ensure that the athlete will be with a responsible adult, who is capable of monitoring the athlete.

   b. The Coach or School Administrator should continue efforts to reach the parent.

   c. If there are any questions about the status of the athlete, the Athletic Trainer at Central East must be contacted to further evaluate the situation and determine the proper plan of action.

"Heads-Up" 4-Step Action Plan:

1. Remove the athlete from play

2. Ensure that the athlete is evaluated by an appropriate health-care professional.

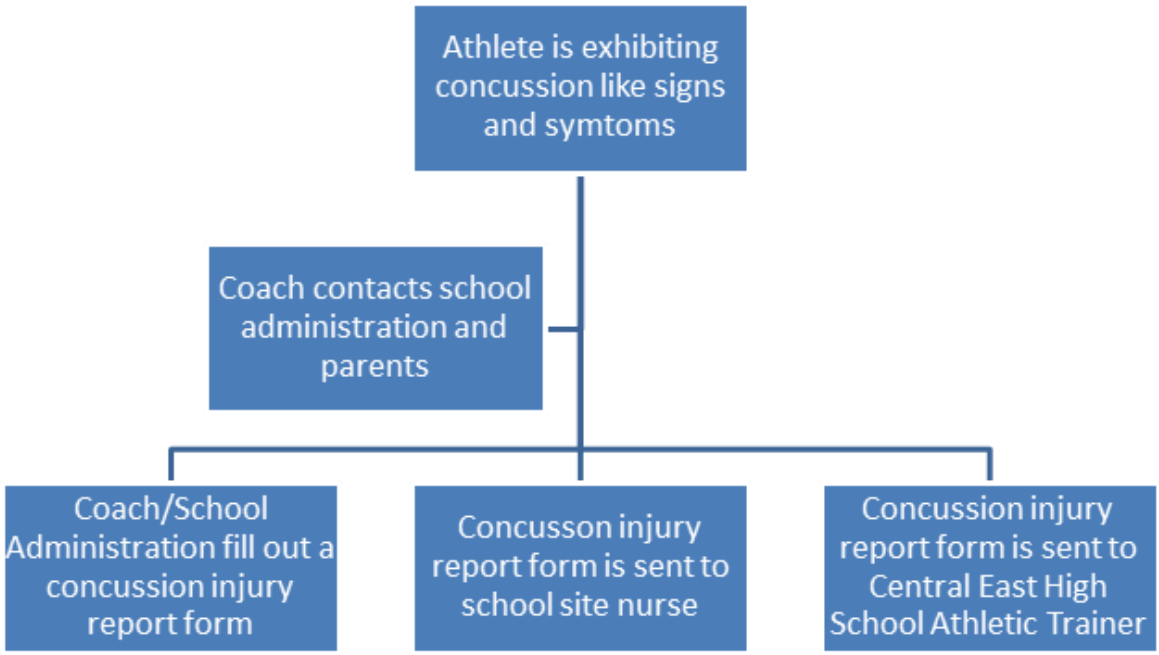
3. Inform the athlete's parents or guardians and school administrator about the possible concussion and given them information on concussion.

4. Keep the athlete out of play the day of injury and until the appropriate health-care professional says he or she is symptom-free and gives the okay to return to activities.

Subject Concussion Management

A. The student shall not return to athletic activity until he/she is symptom free for at least 24 hours, has been evaluated by and provides written authorization from an appropriate health care professional. The school's chief medical officer will make the final decision on return to activity including physical education class and after-school sports. Any student who continues to have signs or symptoms upon return to activity must be removed from play and reevaluated by their health care provider.

B. A student-athlete who is suspected of sustaining a concussion or head injury in a practice or game shall be removed from competition at that time and for the remainder of the day. A student-athlete who has been removed from play may not return to play until the student-athlete is evaluated by a licensed physician (MD or DO) trained in the evaluation and management of a concussion and receives written clearance to return to play from that health care provider (CIF BYLAW 313).



Concussion SAMPLE LETTER – PARENT NOTIFICATION

(PLACE ON YOUR SCHOOL LETTER HEAD)

To: Athletes and Parents/Guardians

From: (Athletic Trainer, Athletic Director, Coach)

Subject: Head Injury/Concussion

Your Son/Daughter received a blow to the head today in practice/game. The following information is for their health and safety. Quite often after a blow to the head, signs and symptoms of a head injury do not appear immediately after trauma, but appear hours after the injury itself. The purpose of this fact sheet is to alert you to the symptoms of significant head injuries, symptoms that may occur several hours after the student has left school.

If your Son/Daughter experiences one or more of the following symptoms after a head injury or the symptoms worsen, seek medical help immediately.

- Difficulty remembering recent events or meaningful facts
- Difficulty concentrating or making decisions
- Severe headache, particularly at a specific location
- Stiffening of the neck
- Bleeding or clear fluid from the ears or nose
- Mental confusion, strangeness or irritability
- Nausea or vomiting
- Dizziness, poor balance, unsteadiness, or clumsiness
- Weakness or inability to move one or more limbs
- Abnormal drowsiness, sleepiness or loss of consciousness
- Convulsions or seizures
- Unequal pupils, dilated, unequal in size or non-reactive to light changes
- Loss of appetite
- Persistent ringing in the ears
- Slurring of speech
- Blurred vision, double vision or trouble focusing
- Unusual or bizarre behavior
- Initial improvement followed by worsening symptoms

The appearance of any of the above symptoms may signify that your son/daughter has a significant head injury that requires immediate medical attention. **If any of these symptoms do appear, report to the nearest Emergency Room or call 911.** Do not give any pain relievers (they may hide the symptoms) or allow your son/daughter to go into a deep sleep for the next 24 hours. Wake up you son/daughter every two (2) hours and ask several simple questions to check on their well-being.

Parents/Guardian Notified by: Phone___Relative___Other _____

Athlete's Name: _____

Sent home by: _____ Release to: _____

Relationship to Athlete: Parent/Guardian: Relative _____Other __

Date: _____ Phone (_____)_____

This student-athlete MUST receive a signed and stamped medical release from a doctor before they will be allowed to return to practice and games.

Information needed on Sports Camp Flyers

sample

NAME:_____

ADDRESS:_____

HOME PHONE:_____

EMERGENCY CONTACT PHONE:_____

HEALTH INSURANCE CARRIER

_____

POLICY HOLDER_____

POLICY NUMBER_____

I approve of my child's attendance at the Central Football Camp. I certify that my child is in good health, and able to participate in the camp activities. I hereby authorize the camp director and coaches to act for me according to their best judgment in any emergency requiring medical attention. I hereby waive and release Central Unified School District, Central High School, and the camp coaching staff, and its employees from all claims arising from any injuries while at camp.

Parent Signature_____ Date _____

Elementary Athletic Roster Clearance

School ___________ **Sport** ______________________________________

Last Name	First Name	Permission slip	Code of ethics	Insuranc e	GPA	INEL/PRO B
Doe	Jane	X	X	X	1.8	Prob

Official rosters for each sport must be submitted to District Athletic Directors office no later than Monday, after the second (2nd) scheduled league game.

WEIGHT LIMIT WAIVER OF LIABILITY, RELEASE, ASSUMPTION OF RISK AGREEMENT FOR ELEMENTARY TACKLE FOOTBALL

(Athlete)_____(Print)

The undersigned PARTICIPANT and the parent(s) or legal guardian(s) of PARTICIPANT are signing this agreement for and in consideration of PARTICIPANT'S being permitted to participate in Central Unified elementary football while weighing under the weight limit bylaws.

Parent's or Guardian's Permission and Release

I hereby give my consent for the above-named student to represent his or her school in tackle football while weighing under the weight limit. The Central Unified School District Board of Education has no responsibility to provide first aid at any of the games and the parent or guardian understands that the risk of injury is assumed by the student and parent when they sign this form. However, in the event physicians, physical therapists, physicians assistants, nurses, or other persons trained in the rendering of first aid are available, as volunteers or otherwise, and render aid to any student injured during the course of any such activities or travel, then the parents/guardians do hereby release and forever discharge such persons and the Central Unified School District Board of Education from any liability arising out of any first aid or immediate treatment of injuries.

SPORTS PARTICIPATION/ASSUMPTION OF RISK

The undersigned student/athlete and his/her parent/legal guardian understand and agree: (1) that the student must obey and comply with any and all rules, regulations and directions related to such participation; (2) that they are aware that athletic participation in football requires physical fitness; (3) that said student/athlete possesses the required degree of physical fitness to participate; (4) that a risk of physical injury is involved by participating in football.

Therefore, in consideration of the Central Unified School District allowing said student/athlete to participate in the football program, both the student and his/her parent/legal guardian agree to hold the district, its Board Members, officers, agents and employees harmless from any and all liability related to an injury which the student/athlete may incur as a result of participation in this sports program.

In this respect, both the student/athlete and the parent/legal guardian understand that a risk of injury exists and that by signing this form, they assume said risk and responsibility for any injury to the student/athlete.

I HAVE READ AND UNDERSTAND THE REQUIREMENTS AND CONDITIONS FOR PARTICIPATION IN ELEMENTARY TACKLE FOOTBALL IN CENTRAL UNIFIED AND WITH THIS SIGNATURE, AGREE TO ALL OF THE PRECEDING.

REQUIRED SIGNATURES BELOW

(Athlete)_____ (Parent/Legal Guardian)_____

_____ Elementary School

Football Inventory

	XS	S	M	L	XL	Total
HELMETS						
SH. PADS						
7 PADS						
GIRDLES						
BELT						
PRAC PANTS						
GAME PANTS						
PRAC JERSEYS						
GAME JERSEYS						

FOOTBALL GEAR CHECKOUT

NAME _____ PHONE _____

	1ST ISSUE	2ND ISSUE	Returned
HELMET			
SH. PADS			
7 PADS			
GIRDLE			
BELT			
PRAC PANTS			
GAME PANTS			
PRAC JERSEY			
GAME JERSEY			

_____

_____

_____

_____

_____

_____

_____

_____

I UNDERSTAND THAT IF I LOSE EQUIPMENT OR IT GETS STOLEN I AM RESPONSIBLE TO REPLACE IT.

x _____

Girls Volleyball

Example of cut letter;

Thank you for trying out for Volleyball. I want to thank you for your hard work and effort. I encourage you to come back next year and try out again. If you are in 6th grade, I encourage you to keep trying! Below are areas of strength and areas to work on.

1- Skill not mastered 2- Average 3- Good 4- Mastered

Skill	Rating Scale	Comments
Passing/SR	1 2 3 4	
Setting/Overhead Pass	1 2 3 4	
Serving	1 2 3 4	
Attacking	1 2 3 4	
Blocking	1 2 3 4	
Defense	1 2 3 4	
Communication	1 2 3 4	
Attitude/Effort	1 2 3 4	
Character/Core Values	1 2 3 4	

Thanks,

Coach

How to Care for your Wrestling Mat

Maintenance

We recommend Ken Clean Plus to disinfect and lightly clean your mat. Your mat may discolor while cleaning, but the colors will return to its natural state after the mat is dry. We recommend cleaning your mat with Ken Clean after each wrestling session. Mildew is easily removed with Sherwin Williams Mil-Keen. For the first six months do not allow the mat to come in contact with moisture for an extended period of time. If the mat is sitting on a damp floor, plastic should be used as a barrier between the mat and the floor. Washing the mat will not hurt the surface unless puddles of water are allowed to sit on the mat for an extended period of time.

Storage

If your mat cannot be stored flat, keep it rolled on the storage tubes and use the approved wrestling mat straps. Never use chains, ropes, or wires to hold the mats. To reduce wrinkles, roll your mat from opposite ends and alternate rolling the mat from the top and bottom sides. Always roll the mat on tubes. **Never leave your mats stored on tubular mat transporters because it may create deep depressions.** Do not allow the mat to freeze.

Reconditioning

When a mat begins to show wear and tear it is important that it is fixed immediately. Always inspect your mat for any material defects such as: compressed foam, missing material, open seams, exposed foam core or missing vinyl paint. Small cuts and tears may be repaired with a Pinnacle Repair Kit. Should the wear or damage to your mat be extensive, please contact Pinnacle Athletic Mats for factory reconditioning.

Mat Repairs

Should your mat become damaged, you can repair it with a Pinnacle repair kit. Never use latex or oil base house paints. They will crack and ruin the mat surface. Order pinnacle mat glue and paint directly from us. The repair kit will include all you need to fix your mat and the instructions on how to do it.

Central Unified Athletics

RELEASE FOR TRAVEL HOME AFTER SCHOOL ACTIVITY

I request that my son/daughter be released to my custody, rather than returning to school on the transportation provided by the school district. I agree that once my son/daughter is released to my custody, I assume full responsibility for his/her health, safety, and welfare and that Central Unified School District, its agents and employees are released from any liability which might be incurred thereby. I understand that pursuant to Education Code Section 44808, the District is not responsible for the conduct or safety of my child when he/she is not under the immediate and direct supervision of an employee of the District.

DATE: _____ ACTIVITY: _____ ADVISOR:_____

STUDENT'S NAME: *PARENT SIGNATURE:*

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

SPIRIT PACK ORDER FORM – Template

All Spirit Pack items are optional. Our athletic program encourages participants to look uniformed and professional at all times. Therefore we offer many optional Spirit Pack items for players/parents to choose from. We encourage our athletes to participate in fundraising and other team activities to help off set any voluntary costs involved. Our program offers athletes financial assistance when requested in writing for those who have difficulty fundraising. All proceeds from the sale of the Spirit Pack items will go toward the team and its participants.

Name:_____

ITEM(S):	Discount Price:	Size:	Quantity:
Item #1 #407627 - 001	$81.25	_____	_____
Item #2	$	_____	_____
Item #3	$	_____	_____
Item #4	$	_____	_____
Item #5	$	_____	_____
Item #6	$	_____	_____
Item #7	$	_____	_____
Total Amount Enclosed:	$_____		

Under the California Constitution, the free school guarantee prohibits charging students any fee, charge, or deposit for curricular or extracurricular activities that are an integral component of the District or a school site's educational program. There are, however, specific statutes in the Education Code and other laws which identify definite circumstances when fees and charges are permissible. Nothing in the law prohibits voluntary donations, contributions, and fundraising by students and their families to support District and school site programs, so long as monetary donations, contributions, and fundraising activities are not made mandatory for students and their families.

Athlete:_____

Academic Probationary Slip/ Academic-Sport Ineligibility Slip

All athletes must maintain a 2.0 grade point average in order to participate in sports. Weekly progress reports have been collected from your child's teacher. Unfortunately, your child's GPA is lower than a 2.0 at this time (Probation). The probationary slip states that your child must work to bring up their GPA. However, if your child's GPA has not increased to a 2.0 by this Friday's report, the athlete will need to focus on academics and is not allowed to play in a game or travel beginning on that following Monday until his/her GPA is a 2.0 or higher (Ineligible).

Circle the appropriate slip below:

Academic Probationary Slip **or** Academic-Sport Ineligibility Slip

Teacher signature_____Date:_____

AD signature_____Date_____

*Send home a copy of the Academic Probationary Slip when you send home an Academic-Sport Ineligibility Slip.

Athlete:_____

Academic Probationary Slip/ Academic-Sport Ineligibility Slip

All athletes must maintain a 2.0 grade point average in order to participate in sports. Weekly progress reports have been collected from your child's teacher. Unfortunately, your child's GPA is lower than a 2.0 at this time (Probation). The probationary slip states that your child must work to bring up their GPA. However, if your child's GPA has not increased to a 2.0 by this Friday's report, the athlete will need to focus on academics and is not allowed to play in a game or travel beginning on that following Monday until his/her GPA is a 2.0 or higher (Ineligible).

Circle the appropriate slip below:

Academic Probationary Slip or Academic-Sport Ineligibility Slip

Teacher signature_____Date:_____

AD signature_____Date_____

*Send home a copy of the Academic Probationary Slip when you send home an Academic-Sport Ineligibility Slip.

CENTRAL UNIFIED ATHLETICS(Sample see copy from HR)

COACHES CODE OF ETHICAL CONDUCT AND EXPECTATIONS

It is important that every coach be an exemplary role model for the school, community and his/her student athletes. The coach must recognize that the purpose of athletics is to promote the physical, mental, moral, social and emotional well being of each student-athlete.

Expectations:

As a CUSD Coach I will:

- establish student safety and welfare as a number one priority
- emphasize academics as the number one priority of the student-athlete
- encourage student-athletes to participate in more than one sport
- share student-athletes with other coaches and advisers
- not hold camps or have early contact with athletes without AD approval
- establish and model fair play, sportsmanship, and appropriate conduct
- clear all fund-raising events through Activities Director
- supervise and control student-athletes at all times until released to parent/guardian
- not verbally or physically abuse fellow coaches, athletes, or officials
- not tolerate abuse of officials, faculty or other athletes by any school athlete
- not tolerate any damage to facilities or equipment
- be consistent in requiring athletes to follow rules and standards of the school and team
- use discretion and good judgment when reprimanding student-athletes
- not recruit athletes from other schools
- not allow use of any illegal drugs, alcohol, or tobacco
- not use profanity, nor allow the use of profanity
- present, encourage and enforce the CUSD Code of Ethics
- make every attempt not to be ejected from a game
- not tolerate racial slurs or epithet

Communications:

As a CUSD Coach I will:

- have open and ongoing communication with coaches, student-athletes, and parents
- hold a parent meeting prior to the first contest with emphasis on:

-basic policies, procedures and expectations
-student-athlete Code of Ethics
-academic requirements and expectations
-anticipated schedules
-procedures to resolve conflict with other school related activities
-review consent forms

- establish a fair and equitable process for cutting student-athletes from team tryouts
- educate student-athletes to the dangers of using illegal drugs, alcohol or tobacco

Participation:

As a CUSD Coach I will:

- recruit as many student- athletes as possible to tryout for a team or group
- keep as many student-athletes as possible on the team or group
- allow as many student-athletes as possible to compete or perform without compromising the quality of effort or performance

I have read and agree to the policies stated in the CUSD COACHES CODE OF ETHICAL CONDUCT AND EXPECTATIONS. I agree that these rules and expectations are important in developing quality programs. These programs are designed to help athletes become good citizens with a high sense of moral integrity, a competitive spirit and the ability to be honest and forthright in all endeavors. I agree to abide by these standards. I accept that failure to abide by this code may result in administrative action.

Print Name _____

Signature _____ School _____

Date _____

CENTRAL SCHOOLS SPORTSMANSHIP AWARD

CONGRATULATIONS!

You have been selected by _____ Elementary as our Sportsmanship Athlete of the game today!

A great man once said, "The dictionary is the only place that "success" comes before "work." Hard work is the price we must pay for success. I think you can accomplish anything if you're willing to pay the price. A man can be as great as he wants to be. If you believe in yourself, have the courage, the determination, the dedication, the competitive drive, and if you are willing to sacrifice the little things in life and pay the price for the things that are worthwhile, it can be done."

Please share this with an important adult in your life-----

Congratulations---Your child was selected by student athletes from _____ as the SPORTSMANSHIP ATHLETE of the game today! The SPORTSMANSHIP Medal is earned by the student athlete who made wise choices and played with outstanding character during our game today. Thank you for helping your child to be a great person!

Elementary Assistant Coach Requisition Form
Roster Verification

School _____ **Sport** _____

	First	Last		First	Last
1			26		
2			27		
3			28		
4			29		
5			30		
6			31		
7			32		
8			33		
9			34		
10			35		
11			36		
12			37		
13			38		
14			39		
15			40		
16			41		
17			42		
18			43		
19			44		
20			45		
21			46		
22			47		
23			48		
24			49		
25			50		

In order to request a stipend for an assistant coach the following requirements must be met.

- Tackle Football,Wrestling and Cheer must have more than 25 athletes participating.
- Cross Country and Track must have more than 25 athletes participating.

Please fill out the roster above. The site AD and Principal must verify the athletes and sign form.
Submit to K-8 Athletic Director for approval.

Athletic Director _____ Principal _____

WE ARE!

Contact Information :

559-276-3170

www.centralunified.org

5652 W. Gettysburg Avenue, Room 11
Fresno, CA 93722