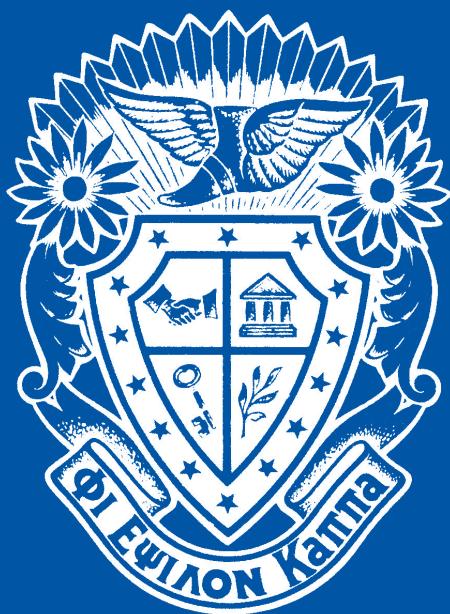


# THE PHYSICAL EDUCATOR



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## INTRODUCTION TO THE SPECIAL ISSUE

# Effective Administrative Tools for Interscholastic Athletic Administrators Internationally

Edited by

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This is the first of the summer special online issues highlighting interscholastic sports in North America. This special issue of *The Physical Educator*, published online only, contains documents prepared by practicing high school athletic directors in North America.

These documents provide examples of a program assessment tool, concussion protocol, facility planning process, athletic handbooks, and athletic marketing plan, and an essay providing a rationale for changing conferences. Each document is currently in use at the high schools represented. The documents are meant to assist athletic directors from other schools to develop or revise similar documents at their schools. The reader is encouraged to use these documents in their school.

There are 10 examples of management models presented by practicing interscholastic athletic directors in North America and internationally. These are not research manuscripts, but rather examples of what is being done in high schools in North America and internationally. Therefore, abstracts and keywords will not be provided with

these manuscripts. The name of the athletic directors, schools they represent, and contact information are provided so you may contact them for further information. These manuscripts have been edited by the editor and associate editor of *The Physical Educator* and copy-edited by Amy Dagit. They were not sent out to review, but reviewed by the editor and associate editor.

# Changing Conferences Debate

*Ryan Sklapsky*

## Abstract

*Lloydminster Comprehensive High School (LCHS) has been open since the early 1950s. Early in the history of LCHS, nicknamed the Barons, a decision was made to compete in the Alberta Schools' Athletic Association (ASAA) instead of the Saskatchewan High Schools Athletic Association (SHSAA). The city of Lloydminster is unique because it sits directly on the border of the provinces of Alberta and Saskatchewan. The student enrollment at LCHS fluctuates between 800 and 1,000 students each year. The reason for the fluctuation stems from three primary reasons. Many young families move into Lloydminster that have kids of different ages, which affects the school enrollments at various schools. The dependability of the oil and gas sector has seen great rises and dramatic setbacks in recent years. This has seen Lloydminster drop and swell in population numbers based on employment opportunities. Last, a third middle school to house students was opened in 2014. College Park School opened up as a kindergarten to Grade 9 school and has over 600 students in attendance. LCHS draws students from three schools in the public school division, but also has students who come from rural Saskatchewan and Alberta for the advanced placement programs in math and English, trades programming with technology advancements to prepare the students for the workforce, and over 140 course offerings. The writer of this paper hopes to show that a move to the SHSAA is necessary for the success of student athletes now and in*

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*the future. This essay highlights football, volleyball, and basketball as the primary sports of discussion.*

The schools with which Lloydminster Comprehensive High School (LCHS) is forced to compete within the Alberta Schools' Athletic Association (ASAA) are from major centers in Alberta with bigger population bases, which allows the schools more potential athletes to fill their rosters. The centers and schools with which LCHS would compete within the Saskatchewan High Schools Athletic Association (SHSAA) are closer to the size of Lloydminster and closer to the size of LCHS. Students have many sports options to consider when attending LCHS including badminton, basketball, cross-country running, curling, football, golf, football, rugby, track and field, and volleyball. All of these sports would transition easily into the SHSAA fold of programs. The only school sport not recognized under the sporting organization of the SHSAA is rugby. A decision would need to be made either to offer rugby as a club program and compete with other programs in the Saskatchewan Rugby Union or to stay in Alberta to compete within the ASAA. The neighboring school to LCHS in Lloydminster is Holy Rosary High School. This school is part of the Lloydminster Catholic School Division. Holy Rosary offers all of its extracurricular programs in Alberta, with the exception of soccer. Soccer is not recognized as a sport within the ASAA, so a concession was made to allow Holy Rosary to compete in soccer under the SHSAA.

## **Football**

Football has had some success, but very inconsistent results when competing in the ASAA. The Barons football team competes in the Wheatland Football League with nine other schools. The Barons regularly dominate the Wheatland Football League because of the much weaker competition. Teams from Athabasca, Westlock, Vermilion, and Vegreville struggle to play 12-man football and often send traveling rosters to road games or host home games with 18–30 players. This makes it difficult to compete with teams with rosters of 45–60, which the Barons and Holy Rosary field on a yearly basis. Games against these teams are often over by halftime, and veteran players sometimes only play a quarter or two before sitting on the bench for the remainder of the game because teams do not want to

run up the score on the opposition. Teams from Bonnyville, St. Paul, Wainwright, and Cold Lake make up the rest of the league. These teams can have competitive rosters one year and then struggle for a few years, depending on the cycle of youth to come through their systems. LCHS is the biggest school within the league, with the other schools smaller in different discrepancies. Football Alberta ranks schools based on school population, with Tier IV coming in at 449 students or fewer; Tier III at 450–749 students; Tier II at 750–1,249 students; and Tier I at 1,250 students or more. LCHS will always be in Tier II through Football Alberta's system. For the purpose of this paper, the writer will analyze results based on provincial showings since 2012 to outline the discrepancies and flaws that the Barons football team faces yearly.

In the 2012 provincial bracket, the Barons faced off against the McNally Tigers and dropped a 31–21 decision. The Tigers went on to lose the North final 48–0 to Austin O'Brien Crusaders, who were in the midst of a 3-year repeat (2011, 2012, 2013) and won provincials in 2012 with a 44–3 victory over Catholic Central Cougars. McNally and Austin O'Brien are in Edmonton, and Catholic Central is in Lethbridge, both much bigger centers than Lloydminster and able to have senior (Grade 11–12) and junior (Grade 9–10) football programs within their schools. In 2013, the Barons drew Austin O'Brien in Round 1 and dropped a 35–7 decision. The Crusaders defeated Paul Kane 32–0 before beating Foothills 28–7 in the provincial final. Based on the scores, the Barons, if they were able to get through their first game of provincial play with a victory, would have struggled mightily to get further in the provincial playdown. Paul Kane is a school in St. Albert, a bedroom community north of Edmonton, and Foothills is located in Okotoks, a bedroom community south of Calgary. In 2014, the team dropped their opener to Austin O'Brien 35–4. The Crusaders then went on to lose to St. Joseph's Celtics from Grande Prairie 31–12, ending their 3-year reign, and the Celtics took the provincial final with a 13–4 victory over Medicine Hat. In 2015, the Barons avenged years of Crusader victories when they finally defeated Austin O'Brien 30–2. A matchup with the Celtics followed, and the season ended abruptly with a 53–13 beating at the hands of St. Joseph's. St. Joseph's reign as provincial champions ended with a 69–15 loss to Foothills from Okotoks. Table 1 depicts the demo-

graphics for some of the Alberta centers against which Lloydminster schools compete.

**Table 1**

*Demographics of Alberta Centers Against Which Lloydminster Schools Compete*

<b>School</b>	<b>Population</b>	<b>Year</b>
Grande Prairie	68,556	2016
Okotoks	28,016	2015
Medicine Hat	63,018	2015
St. Albert	64,645	2015
Lloydminster	31,377	2015

The population numbers of Edmonton and Calgary were ignored because of the size of Alberta's two biggest centers. There are multiple high schools in Grande Prairie, Medicine Hat, St. Albert, and Okotoks, so the students have multiple options for schooling.

The goal for the move to the SHSAA is to join the Saskatoon High School Football League. The team would require fundraising more dollars, as having to bus 2.5 hours to Saskatoon and Prince Albert and 1.5 hours to North Battleford for games would increase the transportation budget portfolio for football. But more advantages exist, despite the increase in dollars. The Saskatoon team has an artificial turf field and plays in a complex that has undergone major renovations including a new clubhouse, lights, scoreboard, and bleacher seating additions. All games would have six- or seven-man officiating crews. Some of the games in the Wheatland Football League have four-man crews, which is a shame for high school football. Hired statisticians are present at all the games and statistics are updated promptly on the league website for the Saskatoon league. At times in the Wheatland Football League, statistics or game film is not updated by teams until a week after a game. The teams in the Saskatoon league field competitive rosters, so the worry about pulling seniors after having a 30-point lead likely will not happen. Saskatoon has many high schools, and the enrollment numbers for the schools for 2015 are more comparable to that of LCHS compared to that of the ASAA. Appendix B addresses the population numbers based on the Alberta and Saskatchewan schools. A move to the Saskatoon league

would benefit the student athletes and football coaches at LCHS. The higher quality of football and playing games that are more competitive on a weekly basis instead of every other week will improve the level of play within the players and coaches. The schedule makers in Saskatoon will try to accommodate by scheduling games against North Battleford (city population 14,000 in 2014) and Prince Albert's (city population 35,132 in 2011) two high schools, Carlton and St. Mary's, to reduce costs for teams that reside outside of Saskatoon.

The populations of North Battleford and Prince Albert are much closer to that of Lloydminster than that of other Alberta centers that LCHS would have to compete against. The Saskatoon teams would provide formidable competition and the chances of competing for a provincial championship would be difficult, but playing meaningful and competitive games on a weekly basis would greatly benefit the program.

## **Volleyball**

Volleyball provides similar statistics for Alberta and Saskatchewan competition at the provincial level, as well. The senior volleyball teams are unique in Lloydminster because they do not have an official league in which to compete. Teams practice two to three times per week and then leave on Thursdays or Fridays for tournaments. The teams travel to competitions across Alberta and Saskatchewan weekly, to get more exposure for athletes and better competition. The teams split between tournaments in both provinces not only to get a feel for the competition in each province, but also to see new teams on a weekly basis. The writer will use provincial results from the past four seasons, as well as early season results from the 2016 season, for the Senior Girls team before making similar comparisons for the Senior Boys team.

In 2012, the Senior Girls team traveled to Lethbridge, approximately 7 hours away, for the provincial tournament. Costs for travel have been a sticking point for the debate between Saskatchewan and Alberta athletics. The Alberta provincial tournament is a 12-team tournament with the top four teams playing off, teams seeded 5 through 8 playing in a pool, followed by teams seeded 9 through 12 playing in a pool. After the initial three-game round-robins within the pools, teams are ranked 1–12 and the top four teams get byes into the quarterfinals. The remaining eight teams play games against

each other (5 vs. 12, 6 vs. 11, 7 vs. 10, and 8 vs. 9) to see which teams advance to the championship bracket and which teams move to the consolation side.

In 2012, the Barons were seeded 12th despite a successful regular season of play. The girls played ninth seeded St. Francis from Calgary and lost 25–18, 15–25, 5–15, followed by a loss to 10th seeded Bow Valley from Cochrane, 18–25, 16–25, and concluded the round-robin with a three-set loss to 11th seeded Catholic Central from Lethbridge, 25–21, 13–25, 5–15. Following round-robin, teams are seeded 1 through 12. Losing all three games, the Senior Girls team faced fifth seeded Ross Sheppard from Edmonton (originally seeded 4th) with scores of 25–19, 25–14, and 25–4. The team moved to the consolation side of the draw and followed with losses to Catholic Central, 25–19, 25–22, and Grande Prairie Composite, 25–21, 25–20. The Grande Prairie team was originally seeded eighth, but finished 11th overall, and LCHS finished 12th place overall at provincials.

The 2013 tournament was hosted in Edmonton and again the Barons were seeded 12th going into the tournament. Results for round-robin included losses to the ninth seeded Holy Trinity from Edmonton, 14–25, 20–25; 10th seeded Harry Ainlay from Edmonton, 15–25, 25–16, 4–15; and 11th seeded Bishop Carroll from Calgary, 14–25, 22–25. The playoffs showed similar scores and results, with losses to fifth seeded William Aberhart from Calgary, 20–25, 14–25, 11–25; seventh seeded Lindsay Thurber from Red Deer, 12–25, 13–25; and sixth seeded Grande Prairie Composite, 18–25, 13–25.

The 2014 tournament was hosted in Lloydminster, an exciting year for the squad because the team did not have a long travel and family and friends had a chance to follow the team. For the first time in recent years, the team was seeded 11th going into provincials. The primary reason was the zone was granted a second berth at provincials and the Barons defeated the Bonnyville Notre Dame team at zone playdowns, so the Bonnyville team was seeded 12th. Round-robin results had the girls losing to ninth seeded Winston Churchill from Calgary 19–25, 21–25; defeating 10th seeded Foothills from Okotoks 25–19, 25–18; and defeating 12th seeded Bonnyville Notre Dame 25–23, 25–22. Finishing the round-robin ranked 10th out of all the teams, the Barons played a playoff match with Hunting

Hills from Red Deer (seeded seventh), ending with a 3–1 loss in sets. This moved the squad to the consolation side with losses to Foothills, 2–1, and Bonnyville Notre Dame, 2–1. The team finished last in the provincial tournament for the third consecutive year.

The 2015 tournament yielded similar results with pretournament seeding of 12th, and the girls won their final game of the tournament for the first time in 4 years to finish 11th overall to improve their ranking. The problem that comes up on a regular basis for the Senior Girls team is playing schools that are must bigger than LCHS. The level of competition is so much greater that coaches and players question the Baron athletes about being at the tournament, despite their winning games and tournaments through their season, and they do not come close in some games at provincials to a victory by the scores. Despite individual players and the team as a whole meeting goals through the years, provincials are a difficult weekend for the program. By moving to Saskatchewan, the team would be facing schools with similar population numbers, as evidenced in Appendix B. Table 2 shows the different competition categories in volleyball for Alberta and Saskatchewan.

**Table 2**  
*Alberta and Saskatchewan Competition Categories by School Enrollment*

Category	Alberta	Saskatchewan
1A	1–99	1–20
2A	100–299	21–30
3A	300–799	31–50
4A	800+	51–150
5A	N/A	151+

As Table 2 illustrates, there is a clear discrepancy between the two provinces. Alberta uses the total school population for Grades 10–12, and Saskatchewan uses the total female or male student population for Grades 10–12. If Alberta had a separate 5A category for the bigger centers such as Edmonton, Calgary, Red Deer, Medicine Hat, and Lethbridge, the level of competitiveness would be higher for those centers and allow more teams to compete for a 5A category. When the final rankings are submitted for the provincial tourna-

ment, Edmonton and Calgary dominate the top 10 rankings as well as the honorable mentions for the 4A category. With a 5A bracket, more teams could compete for a provincial title and not have their regular season end early. Saskatchewan has two reps from Saskatoon and two reps from Regina and then host a North Rural regional playdown and South Rural regional playdown that add three teams from each for the 5A provincial category. At times, only two North and South teams would qualify if the provincial tournament were in Saskatoon or Regina. This makes the level of competitiveness higher for teams to get to provincials, and they do not get an automatic berth like LCHS does in Alberta, unless a team opts up to challenge the Barons for the Northeast 4A representation. This has pros and cons. Pro is the ability to compete at provincials, get the experience, and end up seeded 12th. Based on the results, success at the provincial level is hard to attain in Alberta. Cons include not winning a way to provincials like other teams do and having extended weekends while other teams compete in championships and zone playdowns. The Barons end their tournament play in October and are left with two to three weekends when they do not have tournaments or zone playdowns. By competing in Saskatchewan, the Senior Girls team may not qualify for provincials every year. But the chance to win a way to the provincial tournament would be more gratifying than going with an automatic bye. The Senior Girls team would have to work and win its way to the tournament. Based on results against Saskatchewan teams in recent years, the coaches and athletes feel they would have a great chance at winning a medal in Saskatchewan than finishing in last place in Alberta, whereas in Alberta the team has been finishing in last place. Winning the TCU Cup in Saskatoon for two straight years, defeating an undefeated team in Saskatoon in October 2016, and defeating teams the girls would face in the North regional playdown at tournaments in Saskatchewan mean a more competitive opportunity exists in Saskatchewan than in Alberta.

The Senior Boys volleyball team has had similar results from 2012 to 2015. The 2012 provincials were hosted in Lethbridge with the team heading in seeded 12th and losing round-robin games to ninth seeded Foothills from Okotoks 19–25, 17–25; 10th seeded Bishop Carroll from Calgary 18–25, 17–25; and 11th seeded Medicine Hat High School 18–25, 27–25, 14–16. The playoff round started with

a loss to fourth seeded Hunting Hills from Red Deer, 8–25, 12–25, 19–25, and then losses to Grande Prairie Composite, 10–25, 12–25, and Medicine Hat, 17–25, 22–25. Grande Prairie was seeded sixth heading into the tournament.

The 2013 provincials were held in Edmonton, and the Barons went in seeded 12th. The squad dropped round-robin matches to ninth seeded William Aberhart from Calgary, 16–25, 18–25; 10th seeded Western Canada High School from Calgary, 24–26, 14–25; and 11th seeded Foothills from Okotoks, 17–25, 13–25. The playoffs started with a matchup against fourth seeded Chinook High School from Lethbridge and resulted in a sweep with scores of 11–25, 8–25, and 18–25. The boys would go on to lose to sixth seeded Notre Dame from Red Deer 24–26, 20–25, and to Western Canada 16–25, 18–25, to finish 12th overall. As the results indicate, there are some wide gaps between the teams at the tournament. Some games were played against top four teams and some against mid-ranked teams. The results indicate an uphill battle to improve overall ranking at the Alberta provincials.

The 2014 event was hosted in Lloydminster, and the team was seeded 10th going into provincials, the highest seed in recent years. Part was due to the zone gaining an extra berth and a better team acting as the host squad for provincials. Round-robin results included a loss to ninth seeded George McDougall from Airdrie, 21–25, 26–24, 14–16; a loss to 11th seed Charles Spencer from Grande Prairie, 15–25, 15–25; and a victory over 12th seed Cold Lake, 25–9, 25–13. The playoffs started with a loss to fifth seeded E.P. Scarlett from Calgary by score of 3–0 in sets played. The loss moved them to the consolation side, where they again lost to George McDougall 2–0 and defeated Cold Lake 2–0, to finish 11th overall in the provincial tournament.

Finally, the 2015 event was held in Edmonton. The team was seeded 12th again and lost all three round-robin games to ninth seeded Foothills from Okotoks, 18–25, 23–25; 10th seeded Western Canada from Calgary, 29–27, 18–25, 5–15; and 11th seeded Bev Facey, 22–25, 18–25. The playoffs started with a sweep to E.P. Scarlett from Calgary, loss in three sets to Foothills, and a sweep at the hands of Bev Facey to remain locked in to the 12th seed, where they started the tournament. The results are similar to those on the girls' side:

some competitive games, but a large gap between the top-ranked teams and bottom four teams. As mentioned, having an additional category for larger centered schools with higher student populations is needed in Alberta to prevent lopsided losses at provincials. If the volleyball teams were to compete in Saskatchewan, the competition would be teams from Prince Albert, Yorkton, North Battleford, and Meadow Lake on the boys' side and Prince Albert, Martensville, Warman, Melfort, North Battleford, and Meadow Lake on the girls' side. All of these schools have student populations similar to LCHS (see Appendix B for exact student numbers). The volleyball season should not rest on the ability to not compete at provincials. Having to play a rural qualifying tournament to compete against the Saskatoon and Regina schools would force the student athletes into pressure situations and elevate their level of play. It would pose unique challenges for the athletes and coaches if the teams played in Saskatchewan, but a change is needed for the culture of the volleyball programs at LCHS.

## **Basketball**

The Senior Basketball teams face similar challenges to the volleyball teams. The ASAA provincial draw for basketball consists of 16 teams with three teams coming from the Calgary zone, three from the Edmonton zone, one each from Northeast, Northwest, Central, South Central, and Host School. There are two representatives from the South zone and three wildcard berths allocated through the province with no more than five representatives per zone. LCHS heralds from the Northeast zone, and as with volleyball, in basketball there are no other 4A category teams to challenge them in the zone. The Barons receive an automatic berth to provincials on a yearly basis, unless a team from Fort McMurray or smaller town in the zone opts up to challenge the Barons for the berth. Most often, the team from the Northeast zone is ranked 15th or 16th, which results in a stacked opponent for Game 1 of provincials. The following results outline the 2012 to 2015 seasons for the Barons Senior Basketball teams at provincials and show a large margin of defeat in the games played within provincials.

The Senior Boys team traveled to Lethbridge in 2012 for provincials. The squad went into the tournament as the 16th seed and faced off with number one seed Harry Ainlay from Edmonton and

dropped the opener 83–51; Game 2 was against the host squad from Raymond, which went into the tournament seeded ninth. The boys lost a close 74–62 decision. This dropped the team to the consolation bracket, where the boys faced Bert Church from Airdrie, which went into the tournament 12th ranked. The last game yielded a 108–75 loss to the Airdrie team. The team lost three games with an average of 26 points less than their opponents.

The 2013 affair was held in Calgary, and a team from Fort McMurray, Westwood Community School, which is traditionally a 3A school, opted up and defeated the Barons to be the Northeast zone rep. The Trojans from Westwood saw similar results to the Barons, losing to the number one seed from Lethbridge 104–41 and then dropped their second game to Notre Dame Red Deer 98–54.

The 2014 event was back in Lethbridge at a different school this time. The Barons went in as the 15th seed and faced off with Archbishop O’Leary from Edmonton, ranked as the number two seed. A 101–33 result opened up the tournament for the Barons. The next two games the team lost 88–46 to Father Lacombe, which was ranked seventh, and 85–48 to Hunting Hills, seeded 14th. Three losses by an average score of 49 points should not happen at a provincial tournament.

In 2015, the event moved to Jasper Place in Edmonton, which hosted both the Senior Boys and Senior Girls tournaments. The Barons boys team went into the tournament seeded 15th and faced off against Lethbridge Collegiate Institute, which was seeded second. The boys dropped an 83–63 decision to the number two ranked Rams. Up next, the boys faced number seven ranked Sir Winston Churchill from Lethbridge and fell 75–51 before losing their last game to 14th ranked Foothills from Okotoks 88–67.

The team has managed to have success against teams with similar population sizes in Saskatchewan, including Prince Albert St. Mary’s, Prince Albert Carlton, North Battleford Comprehensive High School, John Paul II Collegiate from North Battleford, and Melfort. All of the schools are similar in size to LCHS. The basketball teams follow a similar path to the volleyball teams in Saskatchewan where they would compete in an eight- or nine-team tournament and have to finish top two or three to qualify for the provincial basketball tournament.

Another difference is the formatting of the provincial tournament. The 4A category in Alberta qualifies 16 teams, whereas the 5A category, within which LCHS would compete, has two or three teams from Saskatoon and Regina and two or three rural teams, depending on the rotational host sites for each year. Although the road to provincials for the basketball teams becomes a grind by moving to Saskatchewan, the feeling of winning the way to a provincial tournament compared to being “given” a berth would be more satisfying and rewarding and would show the Barons players that their hard work and perseverance through the season pays off with a berth to provincials. The idea of competing in provincials versus not competing in provincials is also a topic for discussion. Does not competing in the provincial tournament every year in Saskatchewan make a season successful or unsuccessful? Do wins and losses matter or not matter at the provincial tournament? Winning a regional tournament to get to a provincial tournament is what every team should need to do, and right now, the Barons do not have to do that by competing in Alberta. As a result, medals are much tougher to capture at the provincial level for volleyball and basketball.

For the Senior Girls basketball team, some background information needs to be presented before continuing the results breakdown discussion. The Senior Girls team at LCHS competes head to head with club volleyball for athletes. It is a frustrating venture for current coach Natalie Wiebe, as well as former coaches who still teach at LCHS or who have left the school division. The students are becoming one-sport specialists instead of representing their school in multiple sports. This is different for the Senior Boys basketball team at LCHS, which does not compete with the volleyball team for athletes. Girls volleyball has exploded within the Lloydminster region, and students are coming out in droves to compete for the Rustlers Volleyball Club. Boys volleyball is not as prominent, and the boys are choosing to play hockey and basketball during the winter. Some boys are becoming sport specialists by training instead of playing in the off-season.

In 2012, the Barons entered the tournament after a competitive season with a 14th seed for the ASAA provincials. The Barons dropped a game to Centennial from Calgary by a score of 83–37. The team from Calgary was seeded third for the tournament and ended

up losing the provincial final that year. The girls went on to lose their next two games to Cardston (sixth seed) 76–52 and Paul Kane (10th seed) 59–43. Three games with a combined losing score of 86 points would be frustrating for many teams, but that is the occurrence for the Lady Barons basketball team.

The 2013 season culminated with provincials in Calgary, where the Barons entered as the 16th seed team, going up against the number one team from Sir Winston Churchill in Calgary. The girls came out on the wrong end of a 101–10 decision. They dropped the next game to Harry Ainlay from Edmonton by a score of 76–21. Lopsided losses like these hurt team programs. Teams can have all the success through a regular season, but ultimately look at provincials as a difficult battle and uphill climb to achieve any success. Season goals ultimately need to be modified and kept realistic. Coaches always want their teams to win the final game of the season; sometimes this is possible, and at other times it is not attainable.

The championships for the 2014 season saw the tournament hosted in Lethbridge again. The Lady Barons did not qualify for this tournament.

Finally, the 2015 championship in Edmonton was held at Jasper Place. The Lady Barons lost to Westwood Community High School, a 3A team from Fort McMurray and thus did not qualify for the tournament. The Westwood team lost games by scores of 72–41, 85–46, and 50–32.

## **Conclusion**

This essay demonstrates some of the insufficiencies with the high school sport system in Alberta and Saskatchewan. There are pros and cons with staying in either provincial high school athletic association body. The point that writer hopes to make clear is that Saskatchewan provides the Barons athletes with prime opportunities to compete against schools of similar sizes and cities with similar population numbers. Travel is a challenge that Lloydminster faces no matter which association it sides with. Table 3 shows the distance from Lloydminster to some of the major centres in Alberta and Saskatchewan against which its teams would compete.

**Table 3**  
*Distance Chart Outlining Travel*

Alberta cities			Saskatchewan cities		
City	City	Distance (km)	City	City	Distance (km)
Lloydminster	Edmonton	251	Lloydminster	Prince Albert	344
Lloydminster	Fort McMurray	569	Lloydminster	North Battleford	139
Lloydminster	Grande Prairie	699	Lloydminster	Saskatoon	275
Lloydminster	Red Deer	360	Lloydminster	Regina	532
Lloydminster	Calgary	506	Lloydminster	Moose Jaw	499
Lloydminster	Lethbridge	445	Lloydminster	Swift Current	438
Lloydminster	Medicine Hat	583	Lloydminster	Yorkton	602
Total km		3413	Total km		2829

Other sports at the school such as curling, badminton, rugby, golf, cross-country running, and track and field have proven to have success at the Alberta level. Many athletes have medaled in their individual track events, mixed curling, boys curling, and various doubles events for badminton. It would be interesting to see how those results would compare if competing against their Saskatchewan counterparts. A decision needs to be made sooner rather than later about future successes for the student athletes at LCHS. Philosophies, competitiveness, travel costs, provincial vs. regional/zone championships, and student-athlete concerns are questions that need to be discussed and analyzed with great detail. The other factor that has not been highlighted is that the three public schools (Bishop Lloyd, College Park, and E.S. Laird) compete under the SHSAA umbrella. Bishop Lloyd, where the writer currently teaches, is a Grade 7–9 school, along with E.S. Laird. College Park, as mentioned, is a Kindergarten to Grade 9 school. Having all the public schools competing within the same provincial athletic association body would make scouting for current and future talent easier for coaches and athletes. Hopefully, this essay and Appendices A, B, and C provide in-depth detail as to why Saskatchewan is a better fit for a school the size of LCHS than is Alberta.

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## Appendix A

### Projection of Competing Schools Through SHSAA

**Table A1**

*Schools That LCHS Would Be Competing Against in Specific Sports*

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**Soccer 3A: 201 or more male or female students**

- North Boys: P.A. Carlton, P.A. St. Mary's, Moose Jaw Peacock, Swift Current
- South Boys: Yorkton Regional, Balgonie, Estevan, Weyburn
- Regina Boys: Balfour, Campbell, LeBoldus, Miller, O'Neill, Thom, Winston Knoll
- Saskatoon Boys: Aden Bowman, Centennial, Evan Hardy, Holy Cross, St. Joseph, Walter Murray
- North Girls: P.A. Carlton, P.A. St. Mary's
- South Girls: Yorkton Regional, Estevan, Swift Current

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**Volleyball 5A: 151 or more male or female students**

- North Boys: North Battleford John Paul II, North Battleford Comprehensive, Yorkton Sacred Heart, Yorkton Regional, P.A. Carlton, P.A. St. Mary's, Meadow Lake
  - South Boys: Balgonie, Moose Jaw Central, Moose Jaw Peacock, Moose Jaw Vanier, Estevan, Weyburn, Swift Current
  - Regina Boys: Balfour, Campbell, LeBoldus, Martin, Miller, O'Neill, Riffel, Sheldon-Williams, Winston Knoll
  - Saskatoon Boys: Aden Bowman, Bethlehem, Centennial, Evan Hardy, Holy Cross, Marion Graham, Mount Royal, St. Joseph, Tommy Douglas, Walter Murray
  - North Girls: North Battleford John Paul II, North Battleford Comprehensive, Martensville, Warman, P.A. Carlton, P.A. St. Mary's, Melfort, Meadow Lake
  - South Girls: Yorkton Regional, Balgonie, Moose Jaw Central, Moose Jaw Peacock, Estevan, Weyburn, Swift Current
  - Regina Girls: Balfour, Campbell, Johnson, LeBoldus, Luther, Miller, O'Neill, Riffel, Sheldon-Williams, Thom, Winston Knoll
  - Saskatoon Boys: Aden Bowman, Bethlehem, Bishop Mahoney, Centennial, Evan Hardy, Holy Cross, Marion Graham, St. Joseph, Tommy Douglas, Walter Murray
-

**Table A1 (cont.)**

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**Basketball 5A: 251 or more male or female students (from May 2016)**

- Rural Boys: North Battleford Comprehensive, Yorkton Regional, P.A. Carlton, P.A. St. Mary's, Balgonie, Estevan, Swift Current
  - Regina Boys: Campbell, LeBoldus, Miller, O'Neill, Thom, Winston Knoll
  - Saskatoon Boys: Aden Bowman, Bethlehem, Centennial, Evan Hardy, Holy Cross, Marion Graham, Mount Royal, St. Joseph, Tommy Douglas, Walter Murray
  - Rural Girls: Yorkton Regional, P.A. Carlton, P.A. St. Mary's, Estevan, Swift Current
  - Regina Girls: Balfour, Campbell, LeBoldus, Luther, Miller, O'Neill, Riffel, Winston Knoll
  - Saskatoon Girls: Aden Bowman, Bethlehem, Centennial, Holy Cross, St. Joseph, Tommy Douglas, Walter Murray
- 

**Football 4A 12-Man: 326 male students or more**

- Saskatoon League: P.A. Carlton, P.A. St. Mary's, Bethlehem, Centennial, Holy Cross, Mount Royal, St. Joseph, Walter Murray
  - Regina League: Campbell, LeBoldus, Miller, Winston Knoll, O'Neill, Riffel
- 

*Note.* There are other teams in the Saskatoon and Regina League, but those teams compete in the 3A category because of their population being under 325 and would fall under a different category when determining provincial berths.

## Appendix B

### Competing Schools' Population

**Table B1**

*School Population Numbers for 2016 School Year for the Eligible Schools in Football, Volleyball, Soccer, and Basketball*

<b>School name</b>	<b>City or town</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
Greenall	Balgonie	274	224	498
Estevan Comp	Estevan	264	280	544
Lloyd Comp	Lloydminster			
Martensville	Martensville	179	149	328
Carpenter	Meadow Lake	236	195	431
Melfort	Melfort	143	153	296
Peacock	Moose Jaw	235	207	442
Central	Moose Jaw	183	194	377
Vanier	Moose Jaw	157	135	292
N.B. Comp	North Battleford	270	244	514
John Paul II	North Battleford	199	186	385
Carlton	Prince Albert	576	471	1047
St. Mary's	Prince Albert	354	332	686
Balfour	Regina	257	331	588
Campbell	Regina	592	569	1161
Johnson	Regina	233	172	405
LeBoldus	Regina	321	307	628
Luther	Regina	149	175	324
Martin	Regina	225	181	406
Miller	Regina	316	274	590
O'Neill	Regina	293	330	623
Riffel	Regina	260	249	509
Sheldon Williams	Regina	205	210	415
Thom	Regina	294	272	566
Winston Knoll	Regina	395	355	750
Aden Bowman	Saskatoon	274	298	572
Bethlehem	Saskatoon	427	359	786
Centennial	Saskatoon	404	437	841

**Table B1 (cont.)**

<b>School name</b>	<b>City or town</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
Evan Hardy	Saskatoon	320	249	569
Holy Cross	Saskatoon	415	418	833
Marion Graham	Saskatoon	290	246	536
Mount Royal	Saskatoon	351	306	657
St. Joseph	Saskatoon	392	355	747
Tommy Douglas	Saskatoon	284	388	672
Walter Murray	Saskatoon	555	471	1026
S.C. Comp	Swift Current	406	339	745
Warman	Warman	245	217	462
Weyburn Comp	Weyburn	250	249	499
Yorkton Regional	Yorkton	289	280	569

# Appendix C

## Financial Information

**Table C1**  
*Financial Comparisons of Games*

<b>Game 1: Road Game in Saskatoon</b>		<b>Game 2: Home Game in Lloyd</b>	
Bus to Saskatoon	\$600	1/2 Bus from Saskatoon to Lloyd	\$600
1/2 Field Rental in Saskatoon	\$150	Field Rental in Lloyd	\$0
1/2 Drs/Physio in Saskatoon	\$125	ALL Drs/Physio in Lloyd	\$250
1/2 Officials in Saskatoon	\$180	ALL Officials in Lloyd	\$300
Total	\$1055	Total	\$1210
<b>Game 3: Home Game in Lloyd</b>		<b>Game 4: Road Game in Saskatoon</b>	
1/2 Bus From Saskatoon to Lloyd	\$600	Bus to Saskatoon	\$600
Field Rental in Lloyd	\$0	1/2 Field Rental in Saskatoon	\$150
ALL Drs/Physio in Lloyd	\$250	1/2 Drs/Physio in Saskatoon	\$125
ALL Officials in Lloyd	\$300	1/2 Officials in Saskatoon	\$180
Total	\$1210	Total	\$1055
<b>Game 5: Road Game in Saskatoon</b>		<b>Game 6: Home Game in Lloyd</b>	
Bus to Saskatoon	\$600	1/2 Bus From Saskatoon to Lloyd	\$600
1/2 Field Rental in Saskatoon	\$150	Field Rental in Lloyd	\$0
1/2 Drs/Physio in Saskatoon	\$125	ALL Drs/Physio in Lloyd	\$250
1/2 Officials in Saskatoon	\$180	ALL Officials in Lloyd	\$300
Total	\$1055	Total	\$1210
<b>Game 7: Road Game in Saskatoon</b>		<b>Game 8: Home Game in Lloyd</b>	
Bus to Saskatoon	\$600	1/2 Bus from Saskatoon to Lloyd	\$600
1/2 Field Rental in Saskatoon	\$150	Field Rental in Lloyd	\$0
1/2 Drs/Physio in Saskatoon	\$125	ALL Drs/Physio in Lloyd	\$250
1/2 Officials in Saskatoon	\$180	ALL Officials in Lloyd	\$300
Total	\$1055	Total	\$1210
<b>Sum of Games 1,3,5,7</b>	<b>\$4375</b>	<b>Sum of Games 2,4,6,8</b>	<b>\$4685</b>
<b>GRAND TOTAL</b>			<b>\$9060</b>

**Factors to Consider:**

- Home games might be P.A. Carlton, P.A. St. Mary's, NB Comp coming to Lloyd
- Officials costs factored as 6 officials × \$60 each for Lloyd and Saskatoon games
- Road-game costs might be different to Prince Albert and North Battleford
- No league fees like Wheatland League (there is a \$10/player cost, however)
- Many changeable variables to consider
- No team has tried to get into the Saskatoon League for 15–20 years
- Regular season consists of 7 or 8 games (4H/3A or 4A/3H)
- Playoff games are never hosted in Prince Albert or North Battleford, no matter the seeding
- Playoff games will be hosted in Prince Albert or North Battleford if it involves 2 of those 3 teams
- Game times are Thursday/Friday 3:00, 5:15, & 7:30. Prince Albert/North Battleford are 6:30 p.m.
- They just held their year-end meeting, have a spring meeting in March–April

# Model High School Concussion Protocol

*Stephen Hrabec*

The concussion protocol will benefit students, parents, coaches, teachers, schools and school divisions, and society in general. Concussions are an increasing concern, and educators must take initiative to educate about the seriousness of concussions, and they must prevent, manage, and help students recover from concussions. Students will benefit because they are the individuals the rest are looking out for. A concussion protocol will guide those taking care of students through a safe process to avoid concussions or to achieve the best possible result if a concussion occurs.

Parents will benefit from this document because it is their children that the document is trying to help keep safe. Sometimes, parents get caught up in the glory of sports and forget that safety should be placed ahead of winning. A clear set of rules should eliminate such a problem. Parents will be forced to follow the school division's rules. This applies to coaches as well. For the most part, coaches are on board with ensuring their athletes' safety. However, I have experienced one occasion when a coach could not handle losing one of his best players in an important game because of a possible concussion. I am certain that a concussion protocol would eliminate such a risk.

The document will also serve as a guideline for teachers also. Determining if a student has a concussion or if the student should be sent to a health care center to be diagnosed is a difficult decision, especially if the caregiver does not have experience with concussions.

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The concussion protocol procedures will help coaches and teachers in the decision-making process. The school and school division will benefit because first and foremost a concussion protocol looks out for the safety of its students. Second, a concussion protocol reduces the risk of liability. If correct protocol is followed, a duty of care will be established, making a lawsuit less likely.

The protocol will benefit society in general because it is designed to create awareness about concussions, reduce the risk of concussions, and help parents, coaches, teachers, and others manage concussions and assist students in the recovery from a concussion. A concussion is a serious injury that if not taken care of can negatively affect an individual for the rest of his or her life. Post-concussion syndrome and chronic traumatic encephalopathy (CTE) are serious conditions that can alter the mental state of an individual. CTE has been linked to suicides conducted by former National Football League players. By helping caregivers to manage concussions and creating awareness about concussions, this protocol will reduce the risk of these disorders. Therefore, people or society will not have to deal with as many problems associated with concussions.

The concussion protocol has been designed to be implemented into a Battle River School Division administrative procedure. If the division does not pass the protocol, I am hoping the Viking School will at least adopt the procedure. The protocol establishes a duty of care for students by creating awareness about concussions, reducing the risk of concussions, outlining a procedure about managing concussions, and providing information for caregivers to assist with the recovery of a concussion. The protocol will serve as a guide for all stakeholders involved in activities in which a concussion may occur.

The concussion protocol is an important piece for the athletic program. To maintain a safe and healthy environment, the athletic program needs clear guidelines for preventing, managing, and assisting in the recovery of concussions. As of now, neither Viking School nor the school division has such a document. Disagreements between school personnel, coaches, and parents have occurred because of the lack clarity, and the school's athletes' safety was at risk, causing the school's liability to be a concern. A concussion protocol should eliminate this problem. All parties must follow the protocol. If protocol is not followed, the principal will deliver the consequences.

The concussion protocol aims to create awareness about concussions, prevent concussions from occurring at the school, help caregivers manage a concussion when it occurs, and help caregivers assist in the concussion recovery process. The document should serve as a guideline for all stakeholders involved with athletics and any activity in which a concussion may occur. The goal is to provide a safe and healthy environment for the students while ensuring that the risk of school liability is kept to a minimum.

## **Concussion Protocol**

### **Background**

Battle River School Division is committed to creating and maintaining a safe and healthy environment for students. Students and staff must feel comfortable in a positive learning environment to achieve the outcomes of education. A safe and healthy environment can be achieved with cooperation from the school board and division staff, along with medical experts, regional health authorities, students, and parents. These efforts combined will keep risk at a minimum and encourage student health and safety in a safe and healthy environment in which students can focus on learning.

A concussion is a traumatic brain injury that occurs as a result of a sudden blow to the head, face, or neck. The blow causes the brain to shift within the skull. A concussion can occur with minor or major trauma to the head and most do not result in a loss of consciousness (Mayo Clinic, 2014). A concussion can significantly harm the well-being of a student—cognitively, physically, emotionally, and socially—and should not be taken lightly. To avoid further impact, such as post-concussion syndrome, schools must be responsible for recognizing the seriousness of a concussion. Schools are required to work with staff, parents and guardians, coaches, and health care professionals to promote awareness, prevent or manage suspected concussions, and assist students' return to school and activity following a concussion.

### **Procedures**

The following are the procedures to be followed regarding concussions:

1. The Division will take a proactive approach informing the seriousness of concussions to employees, students, parents/guardians, and other stakeholders.
2. Prevention will be the focal point of concussion awareness.
  - 2.1 Students participating in any physical activity will follow safety guidelines.
  - 2.2 Teachers, coaches, and any individuals involved with students participating in physical activity must follow safety guidelines and work with students to eliminate, or at least reduce, the risk of injury, and therefore concussions.
  - 2.3 A teacher or an agent of the board must provide adequate supervision for any physical activity in which a concussion may occur.
3. Schools should use the *Safety Guidelines for Physical Activities in Alberta Schools* (Alberta Center for Injury Control and Research, 2013) and the *Safety Guidelines for Secondary Interschool Athletics in Alberta* (Alberta Center for Injury Control and Research, 2012) as references for ensuring that safe activities occur.
4. The school, athletic director, coaches, officials, parents/guardians, and student athletes bear the responsibility of ensuring that equipment fulfills the minimum required standards for safety.
5. If a student is showing signs or symptoms of a concussion, a teacher or an agent of the board will remove the student from the activity and conduct concussion protocol (see Figure 1). They must report the incident to the principal by completing an injury report form.
  - 5.1 An ambulance should be requested by the teacher, supervisor, coach, or principal if the student appears to be seriously injured and cannot be moved.
  - 5.2 A concussion can only be diagnosed by a medical doctor.
  - 5.3 A student must be re-examined by a medical doctor in order to return to activity following a concussion.
  - 5.4 A student must supply the school with written medical clearance to return to activity.
  - 5.5 The Return to Play guidelines (see Figure 2) must be enacted before a student can return to activity.
6. Coaches and agents of the board associated with students participating in activities where a concussion is possible will be provided with necessary training to respond to a concussion.

- (Alberta Schools' Athletic Association requires coaches, assistants, managers, and others directly associated with school sports to complete the course Concussion in Sports from the National Federation of State High School Associations and Centers for Disease Control and Prevention.<sup>1</sup>)
7. Student safety is the responsibility of teachers and coaches. They must continue to educate students about the severity of concussions.
  8. The school must follow concussion protocol. This includes an action plan for a student with a medically confirmed concussion.
    - 8.1 If a concussion has been medically confirmed, the principal will inform the student's teachers.
  9. Students are responsible to participate in fair and safe play in accordance to the rules and regulations of the activity they are participating in.
    - 9.1 Students must notify their teacher and/or coach about any incident involving contact to their head, face, or neck, along with any symptoms that they might be experiencing.
    - 9.2 Students must notify their teacher and/or coach if they have witnessed any incident involving contact to a peer's head, face, or neck, along with any symptoms associated with a concussion that they might be observing.
  10. If a student has been diagnosed with a concussion, an individualized Return to Learn plan (see Figure 3) will be developed and followed by the student, parents/guardians, and the school team.
    - 10.1 The Return to Learn plan may be differentiated depending on the diagnosis and the nature of the recovery process.
    - 10.2 Teachers should use their discretion to appropriately accommodate a concussed student in their class.
  11. Parents must place their child's health and safety first.
    - 11.1 Parents/guardians must read and sign a Battle River Regional Division #31 Form for Team Sports (see Figure 4) and an Informed Consent/Permission Form for Education Trips (see Figure 5) before their child participates in a tryout, practice, or game.

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<sup>1</sup>Course available at <https://nfhslearn.com/courses/61064/concussion-in-sports> and <https://www.schoolcoach.ca/courses.aspx>Road to Healthy Living

- 11.2 Parents/guardians must cooperate with concussion protocol.
- 11.3 Parents/guardians are responsible for following instruction provided by the teacher supervisor and/or coach if a concussion is suspected.
- 11.4 If parents/guardians are present, they are responsible for monitoring their child after a suspected or diagnosed concussion.

When a teacher, coach, or agent of the board suspects that a student may be displaying signs and symptoms of a concussion, concussion protocol must be enacted. Parents should be notified, and a teacher, coach, or agent of the board who has completed the Concussion in Sports course must conduct a concussion assessment.

Signs and symptoms of a concussion:

- Loss of consciousness
- Nausea
- Sensitivity to light
- Confusion
- Irritability
- Personality changes
- Changes in the way the child plays
- Does not know date, opposing team, score of game, etc.
- Headache
- Dizziness
- Ringing in ears
- Poor balance/coordination
- Blank stare
- Emotional change
- Does not know whereabouts
- Nausea
- Seeing stars
- Tiredness/sleep problems
- Poor concentration
- Slow response
- Inappropriate behavior
- Does not know what happened before or after the incident

If a student is involved in a possible concussion and exhibits any of the above signs and symptoms, the student’s parents will be contacted and a recommendation to consult a doctor must be made. Written medical clearance must be provided by the student and approved by the principal before he or she can return to play. The following guidelines must be followed once a student has been approved to return to play. Each step must take a minimum of one day.

**Figure 1.** Signs and symptoms of a concussion. Signs and symptoms from *Concussion: Not Just a Bump on the Head*, by Alberta Health Services, 2009 (<http://www.albertahealthservices.ca/assets/Infofor/hp/if-hp-tr-en-concussion.pdf>).

- 
1. No physical/sporting activity (Complete the Return to Learn protocol)
  2. Light aerobic exercise (walking, stationary biking)
  3. Sport-specific activities (Running, or throwing for an extended period time)
  4. Drills without body contact
  5. Drills with body contact (Monitored closely)
  6. Game play

If concussion symptoms return, the student should stop activity immediately and receive further rest. Written medical clearance must be provided in order to return to activity.

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**Figure 2.** Return to Play guidelines. From *After Concussion Guidelines for Return to Play*, by Parachute, n.d. (<http://www.parachutecanada.org/downloads/resources/return-to-play-guidelines.pdf>).

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When a student has been diagnosed with a concussion, the school must implement the Return to Learn protocol. This protocol is designed to enhance the recovery process and reduce the possibility of post-concussion symptoms. Teachers can reduce cognitive stress and recovery time by providing academic accommodations. Accommodations are at the discretion of each teacher and may vary depending on the student and course. The following are recommendations of the Return to Learn protocol:

1. All cognitive activity should be restricted for at least 2–3 days, depending on the severity of the concussion.
2. Light cognitive activity can be introduced if the student can tolerate the work (5–15 minutes at a time, 60 minutes maximum).
3. Student can attempt schoolwork from home (20-minute sessions, up to 4 hours maximum).
4. Student may attend school part time, gradually increasing to full day attendance, if tolerable.
5. Student may attempt to attend a full day of school, building up to a week, if tolerable.
6. Full-time school. Student can attempt to catch up on missed work.

\*A student recovering from concussion should receive breaks in order to alleviate symptoms. A quiet room should be made available.

\*\*Teachers should reduce the student's workload, give extra time for assignments and tests, and allow time for rest. Depending on the student, tests should be avoided until the student has reached full recovery.

\*\*\*Students should avoid all physical activity.

\*\*\*\*Depending on the individual's needs, additional requirements may be necessary.

\*\*\*\*\*If symptoms return or become worse, the student should see a doctor and return to Step 1.

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**Figure 3.** Return to Learn protocol. Adapted from *Concussion Management: Return to Learn Guidelines*, by Alberta Concussion Alliance, n.d. (<http://www.sportmedab.ca/uploads/files/Documents/ACA/RTL.pdf>).

**Viking School**  
**Battle River Regional Division No. 31**  
**Form for Team Sports**

The Viking School \_\_\_\_\_ team will be competing at the following schools/sites as per the following schedule:

DATE	TIME	LOCATION

Coach(es):

Cash or Cheque payable to Viking School of \_\_\_\_\_.

Students will be required to follow all applicable school rules for the duration of the trip.

Information about my child that the coach needs to know for these activities: (Medical or other)

\_\_\_\_\_

**Alberta Health Care #:** \_\_\_\_\_ **Date of Birth:** \_\_\_\_\_  
**Emergency contact person:** \_\_\_\_\_ **Emergency telephone number:** \_\_\_\_\_

If my child requires medical attention, I authorize the coach to seek necessary medical treatment.

The Battle River Regional Division #31 **does not** provide extensive accidental death, disability, or dismemberment or medical expense insurance on behalf of the students participating in this activity. The Board only provides a **basic** coverage with limited coverage for Battle River Regional Division #31 students in attendance at or participating in any school activity approved and supervised by proper school authority.

**Principal's Signature:** \_\_\_\_\_  
**Date:** \_\_\_\_\_

**PARENTAL PERMISSION**

I am aware of the schedule, commitment and travel required for my child to participate on this team and I give \_\_\_\_\_ my permission to attend the above noted scheduled games. I understand that the schedule may change and alternate dates and times may occur. I understand that my child will travel by vehicle/bus and I consent to this.

Signature of Parent/Guardian \_\_\_\_\_ Date: \_\_\_\_\_

**Mother's Name:** \_\_\_\_\_ **Home Ph #:** \_\_\_\_\_ **Cell Ph #:** \_\_\_\_\_

**Father's Name:** \_\_\_\_\_ **Home Ph #:** \_\_\_\_\_ **Cell Ph #:** \_\_\_\_\_

**Student Cell Ph #:** \_\_\_\_\_

**Figure 4.** Emergency medical treatment form. Form from Battle River School Division, 2006a.

**BATTLE RIVER REGIONAL DIVISION #31**

**INFORMED CONSENT/PERMISSION FORM FOR EDUCATION TRIPS**

(Students Under 18 Years)

The Viking School \_\_\_\_\_ team is arranging practices and competitions from \_\_\_\_\_.

DATE	APPROXIMATE TIME TO LEAVE THE SCHOOL	LOCATION
TBA	TBA	TBA

**THIS FORM MUST BE READ AND SIGNED BY EVERY STUDENT WHO WISHES TO PARTICIPATE AND BY A PARENT OR GUARDIAN OF A PARTICIPATING STUDENT.**

**ELEMENTS OF RISK:**

Educational activity programs, such as \_\_\_\_\_ involve certain elements of risk. Injuries may occur while participating in these activities. The following list includes, but is not limited to, examples of the types of injury which may result from participating in \_\_\_\_\_ competitions and practices:

(Describe activity)

1. \_\_\_\_\_ Strains, sprains and bruises \_\_\_\_\_
2. \_\_\_\_\_ Broken bones \_\_\_\_\_
3. \_\_\_\_\_ Concussions \_\_\_\_\_
4. \_\_\_\_\_ Muscle and joint soreness \_\_\_\_\_
5. \_\_\_\_\_

The risk of sustaining these types of injuries result from the nature of the activity and can occur without fault of either the student or the school board, its employees/agents or the facility where the activity is taking place. By choosing to take part in this activity, you are accepting the risk that you/your child may be injured.

The chance of an injury occurring can be reduced by carefully following instructions at all times while engaged in the activity.

If you choose to participate in \_\_\_\_\_ during this time period, you must understand that you bear the responsibility for any injury that may occur.

Information about my child that field trip personnel need to know for this excursion: (Medical or other)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(cont.)

**Figure 5.** Informed consent form. Form from Battle River School Division, 2006b.

The Battle River Regional Division #31 does not provide extensive accidental death, disability, or dismemberment or medical expense insurance on behalf of the students participating in this activity. The Board only provides a basic coverage with limited coverage for Battle River Regional Division #31 students in attendance at or participating in any school activity approved and supervised by proper school authority.

**ACKNOWLEDGEMENT**

WE HAVE READ THE ABOVE. WE UNDERSTAND THAT BY PARTICIPATING IN THE ACTIVITY DESCRIBED ABOVE, WE ARE ASSUMING THE RISKS ASSOCIATED WITH DOING SO.

Signature of Student \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Parent/Guardian \_\_\_\_\_ Date: \_\_\_\_\_

**PERMISSION**

I give \_\_\_\_\_ permission to participate in the \_\_\_\_\_  
(name of student)

\_\_\_\_\_ to be held on or about \_\_\_\_\_  
(description of activity) (date)

Signature of Parent/Guardian \_\_\_\_\_ Date: \_\_\_\_\_

\*\*\*\*\*

This form may not be amended or modified in any way. If this form is amended or modified in any way, it is understood that the child named herein will not participate in the above-noted activity.

\*\*\*\*\*

*Principal's Signature:* \_\_\_\_\_ *Date:* \_\_\_\_\_

**Figure 5 (cont.)**

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# Model Athletic Assessment Tool

*Jon Moore*

The goal is to create a program assessment for the Department of Athletics. Some philosophies of local, state, and national organizations were examined before beginning the development phase. Procedures for implementing the program assessment were established. Forms were developed to assist in implementing and managing the assessments. Components of program assessment focus on philosophical foundations, procedures for measuring performance, instilling good citizenship in student athletes, and utilizing self-reflection for assessment. These components are essential to any athletic program, and athletic directors and other school personnel who can competently scrutinize each aspect and formulate assessments, policies, protocols, and procedures can help an athletic program grow and reach its full potential.

## **Philosophical Foundations**

At Independence High School (IHS), athletic employees strive to follow the mission statement of the National Federation of State High School Associations (NFHS, n.d.):

The National Federation of State High School Associations serves its members, related professional organizations and students by providing leadership for the administration of education-based interscholastic activities, which support

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academic achievement, good citizenship and equitable opportunity. (para. 1)

Additionally, athletic employees follow the mission statement of the IHS Athletic Department, as it reads in the coach's handbook:

The goal of every sport will be to develop our student-athletes into productive, contributing citizens of our community and society. We will emphasize focus on establishing sportsmanship as well as a positive feeling of school spirit. All athletic programs will be conducted in accordance with the rules, regulations, and policies of Independence High School, the Raleigh County Board of Education, and the West Virginia Secondary Schools Activities Commission. (Moore, n.d., p. 10)

IHS is also under the guidance and jurisdiction of the West Virginia Secondary School Activities Commission (Commission). The Commission's mission statement reads,

The Commission believes that a controlled activities program is a strong factor in the development of courage, personality, cooperation, and leadership. The Commission believes that representatives of a school should be good citizens of that school, hence the need for requirements and regulations governing eligibility that have been standardized. The Commission is designed to provide means for the unbiased and amicable settlement of disputes regarding activities. The Commission seeks to present proper ideals of sportsmanship so that coaches, players, school authorities, game officials, and spectators may combine to make any activity enjoyable and productive of physical and social benefits to both sides involved in the contest, with partisanship and prejudice eliminated as far as possible. To accomplish these objectives the Commission asks the cooperation of its members, all lovers of clean, wholesome activities, and all fans, young and old, who believe in our American system of interscholastic. (Commission, n.d., p. 1)

The Raleigh County School District (RCSD, n.d.) also sets forth core beliefs that IHS is required to adhere to:

We believe leadership for all matters; we believe all students must be provided a safe, caring and nurturing environment conducive to learning. We believe all students must be actively engaged in a robust curriculum embedded with high quality expectations. We believe all students must be provided explicit instruction from highly effective educators. We believe all students must be provided a variety of strategic resources to be successful. (p. 1)

There is no lack of organizations that have specially tailored mission statements, goals, objectives, and beliefs. In each case and at every level, I am sure a significant amount of time was spent specially crafting and wording these statements. In the cases of local boards of education and state boards of education, there is no mention of athletics, because athletics are not legally mandated to exist. So, as an athletic director, I feel that it is prudent to have a comprehensive way to assess my program and show the educational values that lie within it. Being able to quantitatively show that athletics provides a benefit to education would therefore be essential to continue its existence.

There is a clear relationship between athletics and academic achievement. Multiple studies have been conducted showing a link between physical exertion and achievement in the classroom. In general, it has been scientifically demonstrated time and again that physical exercise is tightly correlated with mental acuity. Several research articles that support this statement have been provided (see Berstein, 2010; Centers for Disease Control and Prevention, 2010; Robinson, n.d.).

The experiences of student athletes are highly compatible with the educational missions and the beliefs and objectives of local and state boards of education. Leadership and character building are a part of both of IHS's governing boards, and athletics directly targets character building and leadership. There is no better place to learn, practice, and display leadership than on a sports team. It is easy for me to see growth from underclassmen to upperclassmen every year as my student athletes mature and learn these skills. How better to

quantify character education than by seeing two opposing teams shake hands and hug at the end of a hotly contested athletic event?

Academic and personal conduct standards are also inherent and required for students to participate in athletics in many schools, including mine. Students are required to have a minimum GPA of 2.0 on a 4.0 scale to participate in athletics or even be a part of an athletic program in West Virginia. IHS requires attendance at school on the day of a game for students to be eligible to participate in the contest. So athletics has academic and attendance requirements built in. There have been multiple student athletes who probably would not have graduated if it had not been for education-based athletics at my school. Simply being enrolled in school and attending within the building daily require a certain minimum behavior conduct expectation. Education-based athletics inherently requires this for students to be allowed to participate. IHS and RCSD do not allow athletic participation by student athletes who are under suspension or expulsion or even attendance by students who only want to watch the event who are under suspension or expulsion.

## **Procedures for Measuring Performance of an Athletic Program**

How can an administrator manage what he or she does not measure? To better evaluate the athletic program, a system to measure performance and achievement was created. The steps for accomplishing this are

- understanding what goals or outcomes the department needs to accomplish,
- observing performance over time,
- evaluating the overall department, and
- making corrections to adjust behaviors to increase performance.

The goals set by the IHS Department of Athletics are a part of its mission statement:

The goal of every sport will be to develop our student-athletes into productive, contributing citizens of our community and society. We will emphasize focus on establishing

sportsmanship as well as a positive feeling of school spirit. All athletic programs will be conducted in accordance with the rules, regulations, and policies of Independence High School, the Raleigh County Board of Education, and the West Virginia Secondary Schools Activities Commission. (Moore, n.d., p. 10)

IHS coaches are evaluated three times per season. Two evaluations are performed during the season and a final evaluation at the end of the season. The West Virginia Department of Education provides IHS with a form to use to evaluate coaches on each of the three occasions. To have these goals followed and accomplished by the coaching staff, they must first be made aware of them and their importance. A preseason meeting with the coaches before each season is an effective way of communicating this. During this meeting, the *IHS Coaching Handbook* is reviewed. The handbook illustrates that these are the values IHS wants to emphasize and wants its coaches to accomplish on an individual level throughout the season.

The next step requires the assistance of the school administration. The administrative staff must work together to observe coaches, programs, and all other aspects of athletics to evaluate the athletic department adequately. As with all high schools, at IHS the principal is the boss. The principal is ultimately responsible for all activities on campus. Having a positive working relationship with the sole building administrator is essential to making the whole plan work and for growth to occur. The IHS school principal signs all evaluations and oversees me as well. Therefore, all members of the administrative team must communicate well and be on the same page to ensure fairness and consistency in evaluation. Observation is not a once or twice occurrence. Performance should be measured over time to be sure that judgments are not rushed and conclusions are not drawn too quickly. Consistent observation of teams and programs is required for the most accurate measurement. Additionally, those who are being monitored should not be kept in the dark about observations. Feedback should be provided as needed to both coaches and student athletes. Sometimes, these conversations clarify what is going on and assist with the observation process. Additionally, providing feedback allows for errors to be corrected preemptively. The person providing feedback should be as specific as possible. Giving

vague references to general ideas is not effective communication. Giving concise expectations to the coaching staff allows them to correct issues on their own and allows positive corrections to occur.

Input from a variety of sources can be used to evaluate movement toward the desired goals. According to Bowers (2013), “Measurements can be obtained through statistics, player and parent surveys, coaches’ comments, and perceived attitudes from all relevant parties within the program” (p. 105). Perspective and perception of relevant parties is an imprecise mode of measurement, but sometimes the needed information can be found through this method. I like to utilize an end-of-the-year survey to assess the attitudes of the entire student body toward the sports programs. This information is not used to evaluate the performance of the coaches, but to gather general attitudes toward sport participation, sport offerings, and school spirit in general. Having informal conversations with parents before and during sporting events is a great way to gather information regarding attitudes toward a sport or coach, especially if the attitudes are negative. Parents typically do not hold back opinions they have about the way their child is treated, the way the sport is conducted by the coach, and their general feelings about the school. Sometimes it is challenging to peel through parents’ emotional layers, but insight can be derived from their opinions in some cases.

There are many processes for correcting insufficiencies in coaches or the program. It could be as simple as setting a series of new goals for the coach to show minor improvement or as serious as implementing an improvement plan through the central office. In extreme cases, termination may be necessary, but that is not always the athletic director’s decision. One tool that can be utilized is the NFHS Learning Center website. The NFHS offers many opportunities in coaching education. It provides many free online classes in a variety of coaching scenarios.

### **Instilling Good Citizenship in Student Athletes**

As an athletic director, I find that promoting good citizenship is a lifelong lesson that needs be handed down to my student athletes. Sport is a natural arena to build character and citizenship in a young person. The platform that sport provides allows for values, morals, ethics, and appropriate conduct to thrive. It is important

that coaches understand that it is not all about winning and losing. Education-based athletics conveys innumerable opportunities for student athletes to make decisions on and off the field. Sometimes they make the wrong choice, but luckily for them they have a support network of coaches, teachers, and school administrators to catch them when they fall. Good sportsmanship is directly related to good citizenship. Promoting good sportsmanship is a foundation of building a quality athletic department.

A sincere effort should be made to educate students on character building, sportsmanship, and citizenship. Education to students about the dangers of drugs, alcohol, and prescription medicine abuse is readily available and posted in all corners of the school, field house, and weight training facilities. Primarily, education can be a deterrent for students facing difficult choices from their friends regarding the use of illicit substances. Coaches must also be educated to recognize and notice early warning signs of substance abuse. Once again, the NFHS provides online classes in coaching that assist coaches in recognizing changes in student behavior. Additionally, the National Institute on Alcohol Abuse and Alcoholism (NIAAA) offers the Leadership Training Institute (LTI), a class covering substance abuse signs and designed specifically for coaches and athletic directors. These classes are readily available to coaches and at IHS are paid for by the Department of Athletics. All people involved in student-athletes' lives must make an ongoing effort to educate students about these topics.

Lessons such as teamwork, hard work, and leadership can be learned through athletic participation. With each passing year, students graduate and are sent out into the world to make their own way. These young people will hopefully be armed with the lessons and values that they have gained from the people that they have been exposed to at school.

Knowing all this, I find that it is difficult to assess and evaluate how well students are learning these values. Quantifying citizenship is not an easy task. For athletic directors, coaches, and school administrators, it is always heartbreaking to hear about the death of a young person or imprisonment of a student who walked the halls of the building a few years ago. Unfortunately, it is a natural reality that not all the lessons that these professionals impart are going to

stay with all students. It is such stories that always stick in the minds of not only the school personnel, but also the community in general. Altering these negative attitudes is part of the athletic director's responsibility.

### **Self-Reflection for Coaches**

School administrators can receive usable information by soliciting a self-reflection from their coaching staff. Self-reflection provides coaches a nonverbal opportunity to suggest to the evaluator how they think they performed in each season or even on a specific task assigned to them, and thus the evaluation becomes a dual notion in which the coach's opinion counts. Self-evaluations can be as specific or as broad as administrators want them to be. Self-reflections can be as formal as a document to attach to the coach's final evaluation or as informal as a conversation between the coach and athletic director in which the athletic director asks a question such as "What would you have done differently if you had a second opportunity?" or "How do you think that went?"

Once the self-evaluations are complete, the athletic director must read them and compile them by sport. According to Hoch (2013),

In the evaluation process, it's necessary to use a standard form for all the coaches. Although it is natural for many athletic directors to want to find the best possible form or to improve upon the one they use, it is more important to remember the purpose for evaluations. It should be about the process, not the tool that is used. (p. 65).

### **Self-Reflection for Athletic Directors**

By title, the athletic director is the head of the athletic department. Ultimately, the perceptions on the efficiency, performance, and quality of the sports programs at a school fall within the athletic director's responsibilities. According to Williams (2014),

The process of self-assessment gives athletic administrators multiple sources of feedback that allows them to validate a student-centered, education-based philosophy of interscholastic athletics. At the same time, using both formal and informal methods of assessment appropriately,

professional development of the athletic administrator can be an integral part of the continuous improvement of personnel and program. (para. 22)

Having multiple sources of feedback is valuable for athletic directors to evaluate themselves. The principal, parents, and students are stakeholders in the performance of an athletic director. Their feedback can prove worthwhile. Being a good listener to what they say and internalizing it during a period of self-reflection can help an athletic director become more of a transformative leader.

Athletic directors must have their finger on the pulse of all their school's programs so they can sufficiently diagnose problems within any department at any given time. However, because of their deep involvement with school programs, sometimes athletic directors need to remember to think about how coaches, student athletes, and community members perceive them. Sometimes, the feedback received is less than positive. Having the ability to accept poor feedback can be frightening to many athletic directors. Being able to rationally accept it, think about it, and adjust to it is essential to the athletic director's self-evaluation. Eventually, the person or group that offered the criticism will see the change and potentially recognize that the athletic director is listening to them. Having a community that trusts the athletic director will help the athletic director to garner support and that is important in a job for which public perception is so important. Just as with coaches' performance, the athletic director's performance should not be based upon wins and losses, but how well am the athletic director is preparing coaches for success and the athletic director's ability to delegate good sportsmanship, character, and leadership to student athletes.

The purpose of having athletic directors evaluate themselves is for them to examine their own insufficiencies as well as strengths. The blueprint for an athletic director's success is not much different from that of the coaches' success. It is all student athlete driven. Informally, an athletic director should ask, "Am I doing what is best for our students?" That is the essential question. Doing what is right for children can never be wrong

Understanding and wisdom do not come from simply working hard or putting in long hours at work away from family. They come

from a deep recognition of the important things. The responsibility that an athletic director has to the student athletes is great. It is paramount for the athletic director to be able to delegate responsibility to coaches for the betterment of education, character building, citizenship, sportsmanship, and leadership. Assessing one's own performance can be a difficult task because many times people see themselves through rose-colored glasses. Peeling through the layers of one's own ego takes time and great effort. However, the internal reward and growth that come from self-reflection are worthwhile.

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# Model High School Athletic Marketing Plan

*Josh Youngman*

Beacon Academy, like many schools in the Indonesia, has a small marketing team dedicated to recruiting students in a highly competitive market. Many competitors rely on their brand name and/or test results to recruit and retain students—Beacon has neither. As a newer school that just finished its first year of major examinations (IGCSE), marketing of the school has been limited to philosophy and facilities. Fortunately, some very creative individuals head the school and the facilities are some of the best in the area.

The school is aesthetically pleasing and has great facilities, but athletics is poorly marketed. Part of that stems from the poor performance in athletics, but this is primarily due to a very small student body, a high staff turnover, and the use of internal teachers (who lack professional coaching experience) as coaches. The other and most important reason for a poorly marketed athletics program is the lack of creativity in marketing. Indonesian schools and their marketing “experts” stick with a series of preordained marketing techniques: open houses, a quarterly newsletter, major events (Founder’s Day, etc.), and the like. There is a lack of ingenuity and desire to promote athletics (or the school, in general) creatively and effectively.

The dynamic of Asian schools is still predominantly academically based, but there is a growing trend to incorporate sports in the students’ school lives. Like many trends, the understanding that sports could teach students transferable skills or help them develop traits valued beyond university was late coming to Asia. However,

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this poses a great opportunity for Beacon Academy to get ahead of the curve and woo prospective students from other competitors.

## **Creating the Marketing Plan**

In forming a marketing plan, the Beacon Academy Athletic Department first had to lay out objectives to use as a guideline. After talking to the board director, the athletic director laid out the following objectives:

- generate a website for Beacon’s athletic conference to be used by Beacon and participating schools,
- develop and standardize the awarding of an athletic scholarship from Beacon, and
- create a plan of action for photographing, marketing, and writing up athletic events.

The latter highly depends on the students’ interest in taking photographs and creating weekly write-ups as part of their requirements for their IB (International Baccalaureate) Diploma or Duke of Edinburgh International Award (DofE). Many of these marketing tools could be student led, with the athletic director and the marketing department overseeing these activities.

Customizing the athletic scholarships was a time-consuming process, not because of the difficulty of setting up a structure, but because of the precedent that the board had laid out prior. Because of the size of the school, the board wanted to push the scholarship program to fill seats (understandably so). Beacon Academy had just opened its Senior School and needed to fill its freshman and junior class, respectively. However, the fish market–style of haggling for the percentage of tuition covered by a scholarship does not aid in implementing this system effectively. The parent community is small and thoroughly interconnected, so offering a lower percentage to a student athlete with similar skills and qualities of a student athlete who received a higher percentage prior to these matrices would be an uphill battle.

Figure 1 shows the school profile (brochure format). One challenge was creating a matrix that flowed with the existing profile, that could be easily understood, and that was aesthetically pleasing. With school colors being a violet and orange away from a rainbow, the matrix needed to have flair yet not throw off the flow of the rest of

the profile. Figures 2 and 3 show the newly created Middle School (Grades 6–8) and Senior School (Grades 9–12) scholarship matrices. The school had previously used percentages for tuition awarded and, for the sake of consistency, athletics created an award program with levels of percentages in increments of 10%.

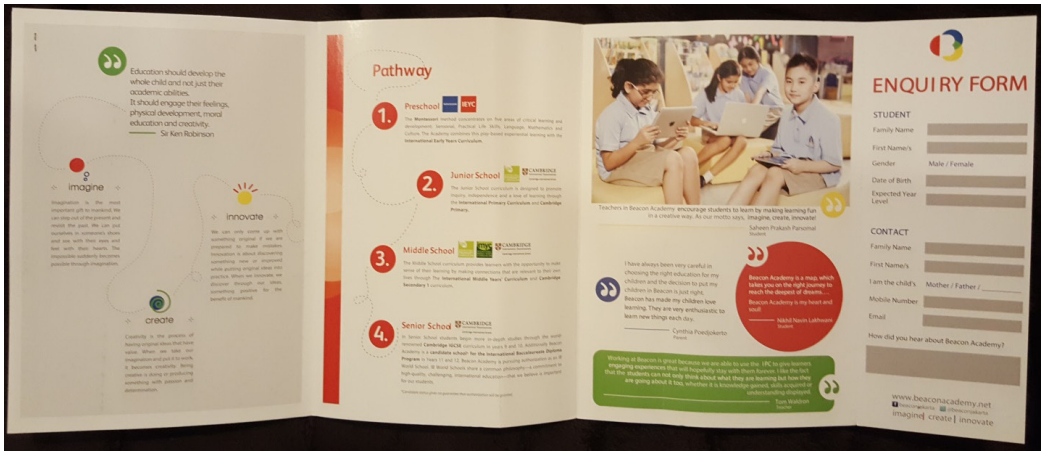


Figure 1. Marketing brochure.

The sticking point is the amount awarded to new students at the upper levels of MS or SS. Initially, an incoming Grade 8 could only earn 40%. What if they were very talented? What if they were athletically *and* academically gifted? What if they were the son or daughter of a teaching applicant? Central administration wanted to maintain a grey area in which to negotiate in those rare circumstances. It took multiple cups of tea before the administration and the board reached an understanding that implementing a set matrix would improve the status and/or pedigree of the school. Which product gives you more confidence: one with a standardized fixed rate for all or one you have to haggle for?

## Middle School Athletics Scholarships



<b>VS</b>  <b>Virtues Scholarship</b>	The Virtues Scholarship is the first athletics scholarship available at Beacon Academy. Applicants should show aptitude in two major sports. Candidates can be awarded <i>up to</i> 20%.
	Year Level: 6   Length: 1 Yr   Tuition Awarded: 20%

The Community Scholarship can be applied for by winners of the VS or outstanding new students. Applicants should show aptitude in two major sports. Candidates can be awarded <i>up to</i> 30%.	<b>CS</b>  <b>Community Scholarship</b>
Year Level: 7   Length: 1 Yr   Tuition Awarded: 30%	

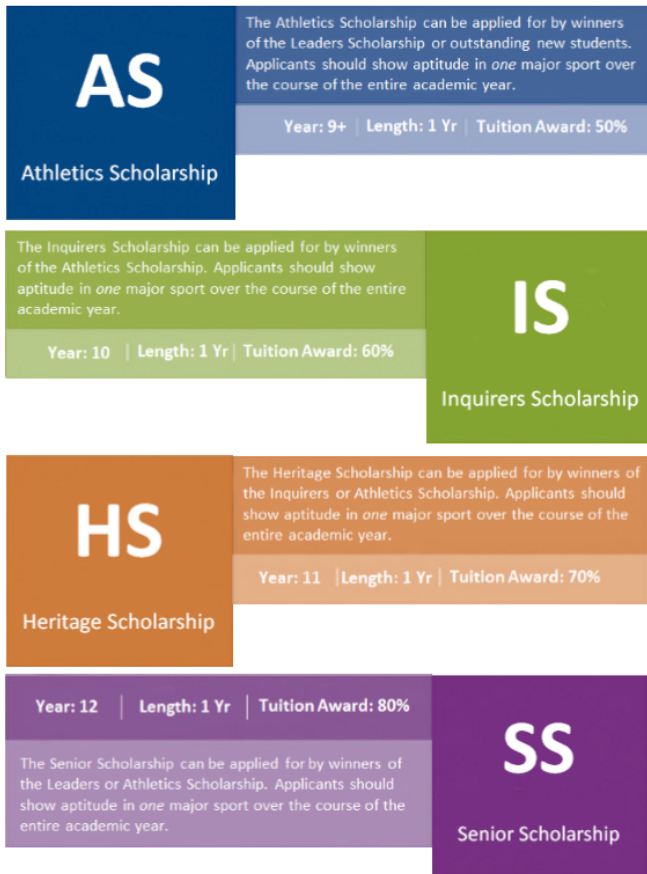
<b>LS</b>  <b>Leaders Scholarship</b>	The Leaders Scholarship can be applied for by winners of the CS or outstanding new students. Applicants should show aptitude in two major sports. Candidates can be awarded <i>up to</i> 40%.
	Year Level: 8   Length: 1 Yr   Tuition Awarded: 40%

Applicants for any of the scholarships above must apply to the school or be enrolled in the school prior. Note that the percentage of tuition awarded is a maximum amount of is subject to the evaluation of the Athletic Director, Head of School and coach(es).



**Figure 2.** Middle School athletic scholarship matrix.

## Senior School Athletic Scholarships



Applicants for any of the scholarships above must apply to the school or be enrolled in the school prior. Note that any incoming student (regardless of year), can only be eligible for the Athletics Scholarship. However, they are able to apply for their year-appropriate scholarship the following year.



**Figure 3.** Senior School athletic scholarship matrix.

Creating a website was straightforward, but the committee had to agree on a platform that all of the committee members (the tech savvy and otherwise) could easily edit, and a Google Site was the best option available. This site includes standings, scores, a weekly review, a slideshow of photos, directions to participating schools, a Google Calendar of events, and a rolling feed of the school's Twitter account. The athletic director implemented the latter after reading an article entitled "5 Ways Your High School Athletic Department Should Be Using Twitter" (Taylor, 2015). The concept of live updates is a wonderful idea, but it calls for a larger commitment by the committee members. Because most of the members are also coaches, they cannot be asked to continually update Twitter during the games in which they coach. Therefore, other committee members (who were not coaching that day) need to be present for the sole purpose of updating the Twitter feed.

### **Implementing the Marketing Plan**

The Google Site (<https://sites.google.com/site/northjakartaathletics/>) was constructed and rolled out to all participating schools, parents, and players prior to the first sports season (soccer). The construction and updating of the website was easy enough, but creating parent and student dependency on the website and not on the athletic director or committee members was more difficult. It needs to be noted that these are small schools; small schools in which conference committee members are also teachers and/or coaches to many, if not all, of the students. These committee members have been the point of contact for any and all inquiries from parents or students regarding the calendar, league news, and so forth. It was decided to advertise the Google Site and Twitter on the schedule itself (see Figure 4), which was the first of many ways used to push people toward new online platforms.



# NJAC FOOTBALL SCHEDULE 2016

## PARTICIPATING SCHOOLS

Beacon Academy (Beacon)  
 Singapore School Kelapa Gading (SIS)  
 Global Sevilla Pulo Mas (GSPM)  
 North Jakarta Intercultural School (NJIS)  
 Sekolah Lentera Kasih Sunter (SLK)  
 Jakarta Taipei School (JTS)

## GIRLS' EVENTS

Beacon vs SIS U15/GSPM vs SIS U18	Sep 19
GSPM vs SIS U15	Oct 3
Beacon vs SIS U18	Oct 10
Beacon vs GSPM/SIS U15 vs SIS U18	Oct 24
GSPM vs SIS U15/Beacon vs SIS U18	Oct 31
SIS U15 vs SIS U18/Beacon vs GSPM	Nov 7
Beacon vs SIS U15/GSPM vs SIS U18	Nov 14

## UNDER-10 EVENTS

Beacon vs SIS @GSPM	Sep 20
NJIS vs SLK @ NJIS	Sep 21
Beacon vs GSPM @ GSPM	Sep 27
NJIS vs GSPM/SIS vs SLK @ NJIS	Oct 5
NJIS vs SIS @ NJIS	Oct 12
Beacon vs SLK @ GSPM	Oct 18
Beacon vs NJIS/SIS vs GSPM @ NJIS	Oct 19
Beacon vs GSPM @ GSPM	Oct 25
Beacon vs SIS @ GSPM	Nov 1
GSPM vs SLK/NJIS vs SIS @ NJIS	Nov 2
Beacon vs NJIS @ GSPM	Nov 8
GSPM vs NJIS/SIS vs SLK @ NJIS	Nov 9
Beacon vs SLK @ GSPM	Nov 15
SLK vs NJIS/GSPM vs SIS @ NJIS	Nov 16
GSPM vs SLK @ NJIS	Nov 23

## BOYS' EVENTS

GSPM vs SLK/Beacon vs SIS (U12)	20 Sep
Beacon vs SLK/SIS vs GSPM (U14)	22 Sep
Beacon vs SIS/GSPM vs NJIS (U18)	23 Sept
GSPM vs JTS (U18)	30 Sep
SLK vs SIS (U12)	4 Oct
Beacon vs SLK (U12)	11 Oct
Beacon vs GSPM/SIS vs SLK (U14)	13 Oct
JTS vs Beacon/SIS vs NJIS (U18)	14 Oct
Beacon vs SLK (U14)	20 Oct
JTS vs NJIS/Beacon vs GSPM (U18)	21 Oct
Beacon vs SIS/GSPM vs SLK (U14)	27 Oct
Beacon vs SIS/JTS vs GSPM (U18)	28 Oct
Beacon vs SLK/GSPM vs SIS (U12)	1 Nov
SIS vs GSPM (U14)	3 Nov
Beacon vs NJIS/JTS vs SIS (U18)	4 Nov
Beacon vs SIS/SLK vs GSPM (U12)	8 Nov
NJIS vs JTS (U18)	9 Nov*
Beacon vs GSPM/SIS vs SLK (U14)	10 Nov
SIS vs GSPM/Beacon vs JTS (U18)	11 Nov
Beacon vs GSPM/SLK vs SIS (U12)	15 Nov
SIS vs Beacon/GSPM vs SLK (U14)	17 Nov
Beacon vs GSPM/NJIS vs SIS (U18)	18 Nov
GSPM vs SIS (U12)	22 Nov
NJIS vs GSPM (U18)	25 Nov
Beacon vs GSPM (U12)	29 Nov
SIS vs JTS (U18)	30 Nov*
Beacon vs NJIS/SIS vs GSPM (U18)	2 Dec

### Notes

- All U14 and U18 games are held at Beacon and all U12 and Girls' games at SIS
- Kickoff times are as follows:
  - U14 and U18 – 15:30
  - U12 and Girls' – 15:30
  - U10 (both locations) – 15:00
- The two teams listed first will play the first game with the next two teams playing immediately after
- The conference tournament for U12 and Girls' will be held at SIS
- The conference tournament for U14 and U18 will be held at Beacon
- Both conference tournaments will be open to other schools with the conclusion of both tournaments ending in an awards ceremony at Beacon on the day of the tournaments
- Note that Wednesday, November 9<sup>th</sup> and November 30<sup>th</sup> will be make-up games for U18 Boys'

### KEY DATES and TERM BREAKS

Conference Football Tournament @ SIS (U12/Girls')	3 Dec
Conference Football Tournament @ Beacon (U14/U18)	3 Dec

Beacon: Sep 26 – Oct 9  
 NJIS: Oct 24 – 30  
 SIS: Sep 26 – 2 Oct  
 Oct 17 – 23  
 GSPM: Oct 10 – 16  
 SLK: Sep 26 – 2 Oct  
 JTS: Nov 24-28



Follow us on Twitter  
 @NJAConference



Find updated tables, scores and directions to participating schools at our new Google site:  
<https://sites.google.com/site/northjakartaathletics/>

### September 2016

S	M	T	W	T	F	S
				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	

12 Sep: Idul Adha

### October 2016

S	M	T	W	T	F	S
						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					

2 Oct: Islamic New Year  
 30 Oct: Divali Day

### November 2016

S	M	T	W	T	F	S
		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			

### December 2016

S	M	T	W	T	F	S
					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						

12 Dec: Maulid Nabi  
 25/26 Dec: Joint Holiday


Figure 4. Football schedule advertising the website.

The scholarship matrix was rolled out at the beginning of October, prior to the first Open House for prospective students. Although applications will not begin until January for the next academic year, it is important for the school to have a hard copy of information for prospective parents to compare with information from other schools. Private education is a highly competitive market in Jakarta and having quality materials in hand could make the difference in parents and prospective students choosing Beacon Academy or the school down the road. Although the information was tied into the school's brochure, central administration thought it would be easy to incorporate it into the school's website. Over the next 2 months, the athletic director worked with the Marketing Department to determine where and in what format to include the matrices on the website.

Luckily, requirements for the IB and DofE programs produced photographers to maintain the school's rolling photo album on the Google site. However, although Beacon Academy boasts some of the better facilities and receives constant reaffirmation from administration that Marketing will support the Athletic Department, the Marketing Department has done little to aid the Athletic Department in marketing athletics to businesses and current or prospective parents. The athletic director continues to handle weekly write-ups and the task of reaching out to prospective sponsors.

### **Assessment and Evaluation**

Although rolling out the scholarship matrix will have minimal effect in the short term, the associated documents and the decisions put in place, along with the creation of the scholarship structure, will greatly increase the efficiency of the process. Beacon's online admissions portal, Open Apply, now includes a section for prospective students to apply for an athletic scholarship. Prospective students will download, complete, and upload to the system the newly created scholarship application form (Figure 5), along with specific measurables related to their sport (i.e., recorded times for swimmers, scores for golfers, etc.). This is *only* after the student applies to the school itself.




**Athletics Scholarship Application Form**  
*This form is to be completed with both the student-athlete and their parent/guardian's signature.*

Legal Name of Candidate: \_\_\_\_\_  
 Preferred Name of Candidate: \_\_\_\_\_  
 Address: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Sex: Male   
 (mm/dd/yyyy) Female   
 Nationality: \_\_\_\_\_ Transgender

Height: \_\_\_\_\_ Weight: \_\_\_\_\_  
 Telephone Number: \_\_\_\_\_ Email: \_\_\_\_\_

Current School: \_\_\_\_\_  
 Address: \_\_\_\_\_

Name of Head Teacher: \_\_\_\_\_  
 Telephone Number: \_\_\_\_\_ Email: \_\_\_\_\_

Candidate wishes to be considered for the following sports:

- First Preference: \_\_\_\_\_
- Second Preference: \_\_\_\_\_

Please list relevant sports teams the candidate has played for at their school (give dates and positions played).

**Figure 5.** Scholarship application form.

The strong push toward the Google Site has paid off tremendously, with the site receiving heavy traffic throughout the week. The site is not mobile-friendly, but the school's use of a Twitter account for game updates has proved effective with 25+ followers and those numbers rising each week. Though one sponsor pulled out at the last minute, the Sponsorship tab on the website is now left open as a marketing tool to attract prospective sponsors.

The lack of aid from the Marketing Department was unsurprising, but having students help with photography and the uploading of

new photos to the school's Google Site is a good first step in what will eventually be a student-led website. With this activity, students could easily fulfill requirements for their IB Diploma or DofE, so the first domino falling should lead to more involved students in the future.

## Conclusion

Making a strong push to market athletics benefits the school greatly, but it also keeps the school accountable. It is easy to come up with ideas and resources for promotion, but the steps that follow are equally important: giving the athletes enough practice time, having proper equipment, and hiring quality coaches. Creation of the marketing plan has already been completed, but implementation will wait until the athletic director and board director understand the steps that need to be taken *parallel* to the marketing plan. This project will greatly benefit the school, but student athletes should also reap the benefits that come with a more heavily emphasized athletics program. With this in mind, the athletic director secured new equipment for the sports teams, arguing that there is no point in marketing a program that does not have proper equipment to support its current team.

The matrices are an aesthetically pleasing tool to be used by Marketing, but the benefits of such a tool are few because this structure is expected to be readily available already. Though the creation of the matrices is a necessary step in creating and implementing athletic scholarships, it is a step that the school should have taken prior to offering *any* scholarship. The same could be said for the scholarship application. Any school offering these types of scholarships has similar forms, and the Beacon Academy board director proved as much by pulling examples of other schools' forms during a meeting. This reiterated the necessity for such documents, but it begs the question why it took so long for the school to create them in the first place.

The outcomes of this marketing plan, at the least, should be the continual formalization of the athletics conference and aid in the recruitment of sponsors. A multiyear plan has yet to be established for the athletics conference, but there is a tentative understanding of what the Athletic Department would like to do over the next academic year and possible changes for the following academic year. All of these changes are geared toward enhancing online platforms, pro-

viding a competitive environment, and recruiting sponsors to cover costs associated with the school's seasonal sports (referees, medals/banners, etc.).

### **Reference**

Taylor, S. (2015, November 23). 5 ways your athletic department should be using Twitter. Retrieved from <http://schools.hometeammarketing.com/2015/11/23/5-ways-your-high-school-athletic-department-should-be-using-twitter/>

# Model High School Athletic Safety and Security Plan

*Brad Criss*

**Charles County Public Schools  
Thomas Stone High School  
Athletic Emergency Action Plan**



**2016–2017**

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## **Preface**

This plan is designed for but not limited to the use of all athletic department/Thomas Stone personnel in caring for the injured, whether they are a student athlete, coach, administrator, or event spectator. Always refer to the main emergency plan for the school in the event of conditions or incidents not listed in the athletic plan.

Each venue's specific emergency response plan identifies several ways to contact emergency medical services and summon further help. Some of the venues have a fixed telephone line that is easily accessible in case of an emergency; for locations that do not, a cellular phone or walkie-talkie relay system will be used.

Prior to start of contest, the Thomas Stone High School certified athletic trainer or coach should meet with visiting team coaches and visiting athletic trainers to review emergency procedures.

## **Introduction**

Emergencies may arise at any time during athletic events. Expedient action must be taken to provide the best possible care to the sport participant in emergency and/or life-threatening conditions. The development and implementation of an emergency plan will ensure that the best care will be provided.

As emergencies and athletic injuries may occur at any time and during any activity, the sports medicine team must be prepared. Athletic organizations have a duty to develop an emergency plan that can be implemented immediately when necessary and to provide appropriate standards of emergency care to all sports participants. This preparation involves formulation of an emergency plan, proper coverage of events, maintenance of appropriate emergency equipment and supplies, utilization of appropriate emergency medical personnel, and continuing education in the area of emergency medicine and planning. I hope that through careful preparticipation physical screenings, adequate medical coverage, safe practice and training techniques, and other safety avenues, some potential emergencies may be averted. However, accidents and injuries are inherent with sports participation, and proper preparation on the part of the sports medicine team should enable each emergency situation to be managed appropriately.

## Components of the Emergency Plan

These are the basic components of an emergency plan:

1. Emergency plan personnel
2. Emergency communication
3. Emergency equipment
4. Roles of first responder
5. Venue directions with map
6. Emergency Action Plan checklist for nonmedical emergency

### Emergency Plan Personnel

With athletic association practice and competition, the first responder to an emergency is typically a coach or certified athletic trainer. The type and degree of sports medicine coverage for an athletic event may vary based on factors such as the sport or activity, the setting, and the type of training or competition. Certification in cardiopulmonary resuscitation (CPR), first aid, prevention of disease transmission, and emergency plan review is required for all athletics head coaching personnel associated with practices, competitions, skills instruction, and strength and conditioning, as well as the sports medicine staff. Head coaching personnel are responsible for implementing emergency plan review among their staff.

The development of an emergency plan cannot be complete without the formation of an emergency team. Roles of individuals within the emergency team may vary depending on factors such as the number of members on the team, the athletic venue itself, or the preference of the on-site administrator or athletic trainer.

All members of the emergency response team must make sure the athletic trainer, the athletic director, and the principal are notified of any and all student athletes taken to the emergency room, regardless of the transportation method.

There are six basic roles within the emergency team:

1. **Establishing safety of the scene and immediate care of the student athlete.** The most qualified individual on the scene should provide acute care in an emergency. Individuals with lower credentials should yield to those with training that is more appropriate. In the case of an athletic injury, the emergency medical services provider should consider input from

certified athletic trainers on issues such as football helmet or shoulder pad removal.

2. **Emergency Medical System (EMS) activation** may be necessary in situations when emergency transportation is not already present at the sporting event. This should be done as soon as the situation is deemed an emergency or a life-threatening event. Time is the most critical factor under emergency conditions. Anyone on the team may activate the EMS. However, the person chosen for this duty should be someone who is calm under pressure and who communicates well over the telephone. This person should also be familiar with the location and address of the sporting event.
3. **Emergency equipment retrieval** may be done by anyone on the emergency team who is familiar with the types and location of the specific equipment needed. Student athletic trainers, managers, and coaches are good choices for this role.
4. **Directing emergency medical services to the scene.** One member of the team should be responsible for meeting emergency medical personnel as they arrive at the site of the emergency. Depending on ease of access, this person should have keys to any locked gates or doors that may slow the arrival of medical personnel. An administrator, athletic director, coach, or custodian will be appropriate to direct emergency medical services to the scene.
5. **Student emergency cards.** Coaches must have student emergency cards during all practices and game events. The athletic director should also have access to these during home events.
6. **Emergency transportation.** If a parent/guardian is not present, either the coach, athletic director, or administrator, and athletic trainer, will travel to the local hospital with the student athlete. The parents/guardian will be notified which hospital the student athlete was transported to.

### **Roles Within the Emergency Team**

1. Establish scene safety and immediate care of the student athlete
2. Activation of the Emergency Medical System (EMS)
3. Emergency equipment retrieval
4. Direction of emergency medical services to scene

## Activating the EMS

### Making the Call:

- Press “Outside Line,” dial 9-911 (landline telephone) or 911 (cellular)
- Notify athletic trainer, athletic director, principal

### Providing Information:

- Name, address, telephone number of caller
- Nature of emergency
- Number of athletes
- Condition of athlete(s)
- First aid treatment initiated by first responder
- Specific directions as needed to locate the emergency scene (example: “come to south entrance of football stadium”)
- Other information as requested by dispatcher

The responding personnel will vary from venue to venue based on coverage guidelines and depending on the availability of the athletic training staff. To cover all of the venues on Thomas Stone’s campus where student-athletes may be present, many groups will need to cooperate. All of these groups are considered an integral part of all or some of the venue-specific emergency response plans.

## Emergency Communication

Communication is the key to quick emergency care in athletic trauma injuries. All Thomas Stone High School emergency team members and emergency medical services personnel must work together to provide the best emergency response capability and should have contact information for emergency situations. Communication prior to the event is a good way to establish boundaries and to build rapport between both groups of professionals. If emergency medical transportation is not available on-site during a particular sporting event, then direct communication with emergency medical services at the time of injury or illness is necessary.

Access to a working telephone or other telecommunications device, whether fixed or mobile, should be ensured. The communications system should be checked prior to each practice or competition to ensure proper working order. A backup communication plan should be in effect for instances when the primary communica-

tion system fails. The most common method of communication is a public telephone. However, a cellular phone is preferred if available. At any athletic venue, whether home or away, it is important to know the location of a workable telephone. Prearranged access to the phone should be established if it is not easily accessible.

## **Emergency Equipment**

Emergency equipment should be stored at the site and quickly accessible. Personnel should be familiar with the function and operation of each type of emergency equipment. Equipment should be in good operating condition, and personnel must be trained in advance to use it properly. Emergency equipment should be checked on a regular basis and its use rehearsed by emergency personnel. The emergency equipment available should be appropriate for the level of training the emergency medical providers have received.

Emergency equipment at venue sites may include any or all of the following:

1. Automated external defibrillator (AED)
2. First aid supplies
3. Vacuum splints
4. Emergency blankets

It is important to know the proper way to care for and store the equipment as well. Equipment should be stored in a clean and environmentally controlled area. It should be readily available when emergencies arise.

## **Transportation**

Emphasis is placed on having an ambulance on-site at varsity football games, per the State of Maryland and Charles County Public Schools. The Thomas Stone Athletic Department coordinates on-site ambulances for competition in varsity football with MEDIC. Ambulances may be coordinated to be on-site for other special events or sports, such as major tournaments and SMAC/MPSSAA regional or championship events. In the event that an ambulance is on-site, there should be a designated location with rapid access to the site and a cleared route for entering and exiting the venue. Waldorf Volunteer Fire Department provides a First Responder service via MEDIC because of the proximity of the closest MEDIC station. In

the event of an emergency, the 911 system (“Outside Line” – 911 on campus) will still be utilized for activating emergency transport via MEDIC.

In the emergency evaluation, the primary survey assists the emergency care provider in identifying emergencies requiring critical intervention and in determining transport decisions. In an emergency, the athlete should be transported by ambulance to a hospital where the necessary staff are available to deliver appropriate care with the proper equipment. Emergency care providers should refrain from transporting unstable athletes in inappropriate vehicles. Care must be taken to ensure that the activity areas are supervised should the emergency care provider leave the site while transporting the athlete.

No student athlete is to be transported by emergency medical services without a parent/guardian or Charles County Board of Education (CCBOE) representative with them. When a parent cannot be located on-site, a coach or staff member must go with them.

### **Injury Reporting**

All coaches shall fill out injury/incident reports when the athletic trainer is not available or not at an athletic event. The report shall be given to the athletic trainer the following workday. The report must contain student name, date, sport, venue location, area where bodily injury occurred, and type of treatment (i.e., ice, transported to ER).

### **Nonmedical Emergencies**

For nonmedical emergencies such as fire, bomb threats, and violent or criminal behavior, Charles County Public Schools’ emergency action plan instructions will take effect, and all athletes and event attendees should follow instructions accordingly.

## **Specific Venue Details**

### **Venue: Football/Soccer/Track & Field Stadium**

Emergency Personnel: Whenever possible, a certified athletic trainer will be on-site for all practices and competitions; physicians are also available for football competitions (per availability); Waldorf Rescue Squad; additional student athletic training students, coaching staff, administrators, Charles County Sheriff’s personnel for assistance and AED response.

Emergency Communication: Certified athletic trainer's cellular phone; walkie-talkie used for internal communications.

Emergency Equipment: First aid kit with FM extractor and emergency supplies (AED, vacuum splint kit) maintained behind home bench for football events; for all other events, supplies will be maintained on Gator.

Emergency Response/Roles of First Responders:

1. Immediate care of the injured or ill student athlete
2. Activation of EMS

### **Activating the EMS**

Making the Call:

- Press "Outside Line," dial 9-911 (landline telephone) or 911 (cellular)
- Notify athletic trainer, athletic director, principal

Providing Information:

- Name, address, telephone number of caller
- Nature of emergency
- Number of athletes
- Condition of athlete(s)
- First aid treatment initiated by first responder
- Specific directions as needed to locate the emergency scene ("come to bus lot—north entrance of school, football stadium located directly behind, personnel awaiting to direct to scene")
- Other information as requested by dispatcher

3. Emergency equipment retrieval
4. Direction of emergency medical services to scene
  - a. Open appropriate gates—Gate by north parking lot
  - b. Designate individual to "flag down" emergency medical services and direct to scene
  - c. Scene control—Limit scene to first aid providers and move bystanders away from area

Venue Directions: Field stadium is located on Leonardtown Road directly behind the school. Only two gates provide access to the field stadium:

1. Gate 3 (most direct field access route): Access road is located on the northwest corner, directly behind the parking lot; Gate 1 is located adjacent to the high school.
2. Gate 1 (Main Ticket Gate): Opens to home-side bleacher and is adjacent to field hockey field; access road is located through the student parking lot on the southeast corner to tennis complex; access road is located on the northwest corner.

**Venue: Football Practice Field/Baseball/Softball/Tennis Courts**

Emergency Personnel: Whenever possible, a certified athletic trainer will be on-site for all practices and competitions; physicians are also available for football competitions (per availability), additional student athletic training students, coaching staff, administrators, Charles County Sheriff’s personnel for assistance and AED response.

Emergency Communication: Coach’s cellular phone, or certified athletic trainer’s cellular phone; walkie-talkie used for internal communications.

Emergency Equipment: First aid kit with FM extractor and emergency supplies (AED, vacuum splint kit) maintained on Gator.

Emergency Response/Roles of First Responders:

1. Immediate care of the injured or ill student athlete
2. Activation of EMS

## Activating the EMS

### Making the Call:

- Press “Outside Line,” dial 9-911 (landline telephone) or 911 (cellular)
- Notify athletic trainer, athletic director, principal

### Providing Information:

- Name, address, telephone number of caller
- Nature of emergency
- Number of athletes
- Condition of athlete(s)
- First aid treatment initiated by first responder
- Specific directions as needed to locate the emergency scene (“come to bus lot-north entrance of school, football stadium located directly behind, personnel awaiting to direct to scene”)
- Other information as requested by dispatcher

3. Emergency equipment retrieval
4. Direction of emergency medical services to scene
  - a. Designate individual to “flag down” emergency medical services and direct to scene
  - b. Scene control—Limit scene to first aid providers and move bystanders away from area

Venue Directions: Field is located on Leonardtown Road directly behind the school. Go through the parking lot on the south end of the school (first parking lot on right after entrance).

### **Venue: Baseball Stadium**

Emergency Personnel: Whenever possible, a certified athletic trainer will be on-site for all practices and competitions; physicians are also available for football competitions (per availability), additional student athletic training students, coaching staff, administrators, Charles County Sheriff’s personnel for assistance and AED response.

Emergency Communication: Certified athletic trainer’s cellular phone; walkie-talkie used for internal communications.

Emergency Equipment: Supplies (AED, vacuum splint kit) maintained on Gator.

Emergency Response/Roles of First Responders:

1. Immediate care of the injured or ill student athlete
2. Activation of EMS

### **Activating the EMS**

Making the Call:

- Press “Outside Line,” dial 9-911 (landline telephone) or 911 (cellular)
- Notify athletic trainer, athletic director, principal

Providing Information:

- Name, address, telephone number of caller
- Nature of emergency
- Number of athletes
- Condition of athlete(s)
- First aid treatment initiated by first responder
- Specific directions as needed to locate the emergency scene (“come to bus lot-north entrance of school, football stadium located directly behind, personnel awaiting to direct to scene”)
- Other information as requested by dispatcher

3. Emergency equipment retrieval
4. Direction of emergency medical services to scene
  - a. Go through south parking lot (first one on right after entering school property), past the barricade to baseball field
  - b. Designate individual to “flag down” emergency medical services and direct to scene
  - c. Scene control—Limit scene to first aid providers and move bystanders away from area

Venue Directions: Field is located on Leonardtown Road directly behind the school.

## **Venue: Gymnasium/Weight Room/Auxiliary Gym/Wrestling Room**

Emergency Personnel: Thomas Stone Head Coaches (AED/CPR/first aid certified); whenever possible, a certified athletic trainer will be on-site for all practices and competitions; physicians are also available for football competitions (per availability), additional student athletic training students, coaching staff, administrators, CCBOE and Sheriff's security personnel for assistance and AED response.

Emergency Communication: Fixed telephone line in Main Office 301-645-2601 or certified athletic trainer's/Thomas Stone athletic director's cellular phone; walkie-talkie used for internal communications.

Emergency Equipment: First aid supply kit and AED in main office; Supplies (AED, vacuum splint kit) maintained behind home bench during competitions or with ATC during conclusion of football season.

Emergency Response/Roles of First Responders:

1. Immediate care of the injured or ill student athlete
2. Activation of EMS

### **Activating the EMS**

Making the Call:

- Press "Outside Line," dial 9-911 (landline telephone) or 911 (cellular)
- Notify athletic trainer, athletic director, principal

Providing Information:

- Name, address, telephone number of caller
- Nature of emergency
- Number of athletes
- Condition of athlete(s)
- First aid treatment initiated by first responder
- Specific directions as needed to locate the emergency scene ("come to bus lot-north entrance of campus")
- Other information as requested by dispatcher

3. Emergency equipment retrieval
4. Direction of emergency medical services to scene
  - a. Open appropriate doors
  - b. Designate individual to “flag down” emergency medical services and direct to scene
  - c. Scene control—Limit scene to first aid providers and move bystanders away from area

Venue Directions: Thomas Stone High Gymnasium is located on Leonardtown Road. Come to front entrance of campus.

### **Venue: Soccer Practice Complex**

Emergency Personnel: Thomas Stone head coach on-site for all practices and games (AED/CPR/first aid certified); whenever possible, a certified athletic trainer will be on-site for all practices and competitions; physicians are also available for football competitions (per availability), student athletic training students, coaching staff, administrators, Charles County Sheriff’s personnel for assistance and AED response.

Emergency Communication: Thomas Stone head coach’s cellular phone; fixed telephone line in Main Office; certified athletic trainer’s/Thomas Stone athletic director’s cellular phone; walkie-talkie used for internal communications.

Emergency Equipment: First aid supply kit, AED located in Main Office; other equipment (AED, vacuum splint kit) maintained on Gator during competitions.

Emergency Response/Roles of First Responders:

1. Immediate care of the injured or ill student athlete
2. Activation of EMS

### **Activating the EMS**

Making the Call:

- Press “Outside Line,” dial 9-911 (landline telephone) or 911 (cellular)
- Notify athletic trainer, athletic director, principal

Providing Information:

- Name, address, telephone number of caller
- Nature of emergency
- Number of athletes
- Condition of athlete(s)
- First aid treatment initiated by first responder
- Specific directions as needed to locate the emergency scene (“come to student lot-south entrance of school, soccer field stadium located directly behind, personnel awaiting to direct to scene”)
- Other information as requested by dispatcher

3. Emergency equipment retrieval
4. Direction of emergency medical services to scene
  - a. Open appropriate gates
  - b. Designate individual to “flag down” emergency medical services and direct to scene
  - c. Scene control—Limit scene to first aid providers and move bystanders away from area

Venue Directions: Field is located on Leonardtown Road directly behind the school (Boys Soccer) and in the front field in the front of the school (Girls Soccer); emergency medical services should come to first south entrance of school, soccer field stadium located directly behind.

**Venue: Softball Stadium**

Emergency Personnel: Thomas Stone head coach on-site for all practices and games (AED/CPR/first aid certified); whenever possible, a certified athletic trainer will be on-site for all practices and competitions; physicians are also available for football competitions (per availability), additional student athletic training students, coaching staff, administrators, CCBOE security personnel for assistance and AED response.

Emergency Communication: Certified athletic trainer's/Thomas Stone coach's cellular phone; walkie-talkie used for internal communications.

Emergency Equipment: First aid supply kit, AED located in Main Office; other equipment (AED, vacuum splint kit) maintained on Gator during competitions.

Emergency Response/Roles of First Responders:

1. Immediate care of the injured or ill student athlete
2. Activation of EMS

### **Activating the EMS**

Making the Call:

- Press "Outside Line," dial 9-911 (landline telephone) or 911 (cellular)
- Notify athletic trainer, athletic director, principal

Providing Information:

- Name, address, telephone number of caller
- Nature of emergency
- Number of athletes
- Condition of athlete(s)
- First aid treatment initiated by first responder
- Specific directions as needed to locate the emergency scene ("come to bus lot-north entrance of school, softball stadium located directly behind, personnel awaiting to direct to scene")
- Other information as requested by dispatcher

3. Emergency equipment retrieval
4. Direction of emergency medical services to scene
  - a. Open appropriate gates
  - b. Designate individual to "flag down" emergency medical services and direct to scene
  - c. Scene control—Limit scene to first aid providers and move bystanders away from area

Venue Directions: Field is located on Leonardtown Road directly behind the school on the southeast corner. Only one road provides access, which is located on the south corner, directly behind the first parking lot on right. Field is directly behind tennis complex.

### **Venue: Tennis Complex**

Emergency Personnel: Thomas Stone tennis coach on-site for all practices and competitions (AED/CPR/first aid certified); whenever possible, a certified athletic trainer will be on-site for all practices and competitions; physicians are also available for football competitions (per availability), additional student athletic training students, coaching staff, administrators, CCBOE security personnel for assistance and AED response.

Emergency Communication: Thomas Stone coach's cellular phone.

Emergency Equipment: First aid supply kit and AED in Main Office; other equipment (AED, vacuum splint kit) maintained on Gator during co-running home events.

Emergency Response/Roles of First Responders:

1. Immediate care of the injured or ill student athlete
2. Activation of EMS

### **Activating the EMS**

Making the Call:

- Press "Outside Line," dial 9-911 (landline telephone) or 911 (cellular)
- Notify athletic trainer, athletic director, principal

Providing Information:

- Name, address, telephone number of caller
- Nature of emergency
- Number of athletes
- Condition of athlete(s)
- First aid treatment initiated by first responder
- Specific directions as needed to locate the emergency scene ("come to bus lot-north entrance of school, football stadium located directly behind, personnel awaiting to direct to scene")
- Other information as requested by dispatcher

3. Emergency equipment retrieval
4. Direction of emergency medical services to scene
  - a. Open appropriate gates
  - b. Designate individual to “flag down” emergency medical services and direct to scene
  - c. Scene control—Limit scene to first aid providers and move bystanders away from area

Venue Directions: Field is located on Leonardtown Road directly behind the school. Only one road provides access, which is located on the southern corner, directly behind the parking lot.

**Venue: Off-Campus (Cross-Country, Golf, Swimming)**

Emergency Personnel: Thomas Stone head coach on-site for practices and competitions (current first aid/CPR training).

Emergency Communication: Cellular phone carried by Thomas Stone cross-country coach.

Emergency Equipment: First aid kit brought to location by coach and/or supplied by venue site.

Emergency Response/Roles of First Responders:

1. Immediate care of the injured or ill student athlete
2. Activation of EMS

**Activating the EMS**

Making the Call:

- Call 911 (cellular) or by landline
- Notify athletic trainer, athletic director, principal

Providing Information:

- Name, address, telephone number of caller
- Nature of emergency
- Number of athletes
- Condition of athlete(s)
- First aid treatment initiated by first responder
- Specific directions as needed to locate the emergency scene
- Other information as requested by dispatcher

3. Emergency equipment retrieval
4. Direction of emergency medical services to scene
  - a. Designate individual to “flag down” emergency medical services and direct to scene
  - b. Scene control—Limit scene to first aid providers and move bystanders away from area

Venue Directions: Varies according to location.

In an emergency that takes place at an off-campus facility, the developed emergency plan for that specific facility will take affect and cooperation with the facility administration is required.

**TO REMAIN WITH FIRST AID KIT FOR THE  
2016–2017 ATHLETIC YEAR**

# Model High School Athletic Handbook I

*Nathan Noble*

## Meath Park Public School Athletic Handbook



**This handbook contains information regarding the  
Athletic Program at Meath Park Public School**

**Please keep this handbook for your son's or  
daughter's athletic career**

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## Philosophy

Mustang Athletics is committed to the mission statement of Meath Park Public School, which states:

Our mission is to empower students to positively influence their own life paths and the lives of others. We will accomplish this by providing students with meaningful, engaging, and challenging learning experiences. Additionally, we will support change, remain flexible, and respect each child's individuality. Within a focused community of learning, our students will become responsible contributing members of their communities.

Meath Park Public School recognizes that extracurricular athletics promote sportsmanship, team building, good citizenship, high academic standards, and community responsibility. Extracurricular athletics provide an opportunity for students to explore their unique talents and interests outside of the classroom setting. These activities demand a high level of commitment, excellence, and self-motivation, which will help prepare students for the challenges they will meet outside the school community.

We believe that participation in this program is a privilege of all students and that subsequent to their participation is the acceptance of the responsibilities that accompany this privilege. We are committed to making this participation a positive opportunity for personal growth athletically, academically, and socially. Participation is voluntary and is not a requirement, nor is it an entitlement. Therefore, extra time and effort are required of those who participate. Since the reputation of the school is often judged by its extracurricular programs, high standards must be maintained.

Athletics are an extension of the school day. Our volunteer coaches are charged with the responsibility to teach the values of accepting success graciously, accountability, citizenship, sportsmanship, confidence, tolerance, handling disappointment, leadership, organizational skills, participation within the rules, performing under pressure, persistence, work ethic, physical well-being, responsibility, sacrifice, self-discipline, social skills, striving toward excellence, taking instruction, and teamwork.

Participation in extracurricular athletics is open to all students provided they meet the general requirements as outlined in this handbook, and any requirements specific to the activity of their choice as governed by SHSAA bylaws.

## **Governing Bodies**

Meath Park Public School must follow guidelines, policies, and bylaws as set out by the following governing bodies:

1. Saskatchewan Rivers Public School Division #119
  - [www.srsd119.ca](http://www.srsd119.ca)
2. Saskatchewan High School Athletics Association
  - [www.shsaa.ca](http://www.shsaa.ca)
3. North Central District Athletic Association
  - [www.ncdaa.ca](http://www.ncdaa.ca)
4. Prince Albert and Area Athletic Association
  - <https://sites.google.com/a/students.srsd119.ca/p4a/>

## **Programs**

The following athletic programs are offered at Meath Park Public School. These programs will be offered on the basis of the following criteria:

1. A qualified teacher-coach or community coach to operate the program
  - a. Has up-to-date knowledge of the sport
  - b. Has the ability to commit to regular practices and games
  - c. Has taken all SHSAA courses as required by policy
2. A sufficient number of committed students to the particular program
3. Teacher sponsor (if community coach)
4. Approval by administration and the athletic director

Elementary athletics are open to students in Grade 5 and 6, while junior athletics consist of Grade 7 and 8 students. Both these categories compete in P4A leagues as well as local tournaments, meets, or bonspiels.

The senior teams are made up of students in Grades 9 to 12 and compete in the most competitive leagues or tournaments.

Meath Park Public School supports the following athletic activities:

Season	Sport	Male			Female			Mixed		
		Elm	Jr	Sr	Elm	Jr	Sr	Elm	Jr	Sr
Fall	Football - Carlton			•			•			
Fall	Cross-Country	•	•	•	•	•	•			
Fall	Volleyball	•	•	•	•	•	•			
Winter	Curling	•	•	•	•	•	•	•	•	•
Winter	Basketball	•	•	•	•	•	•			
Spring	Badminton	•	•	•	•	•	•	•	•	•
Spring	Track & Field	•	•	•	•	•	•			

Any start-up team must have the approval of school administration before the season of play begins. The following information must be presented when seeking school approval:

- List of “real” players with parent approval
- “Go-to” person that is an employee of Saskatchewan Rivers School Division
- Outline of season of play that includes game and practice schedule
- Detailed proposed budget outline (user fees, transportation costs, etc.)
- Postseason evaluation with administration

Please note that any start-up teams will NOT receive any financial support in their first year. The possibility of future financial support will only be given to teams that are a part of high school athletics. Financial support will not be given to community teams. A list of all coaches and teams they are involved with can be found by calling the office staff or athletic director.

## Seasons of Play and Overlapping Seasons

The school seasons of play have been established to protect the student athlete from being placed in a position of having sports seasons overlap. It is not desirable for a student athlete to have to attend practices and games for two or more sports on the same days. Therefore,

- Each activity may hold practices according to the Saskatchewan High School Athletic Association (SHSAA) seasons of play as outlined in the SHSAA handbook.

- Coaches are to work together to develop an agreed upon practice schedule when there is an overlap of season of play. Discussion about teams and practice overlaps need to be completed at the beginning of the season. Teams must rotate practice times through an equitable rotation schedule (early, middle, and late) as gym time is available with final approval from the school administration.
- Double-sporting kids cannot practice more than two times per week with the incoming sport. Coaches need to keep in mind that there should be no hard conditioning or contact drills allowed, etc. Coaches should try to allow athletes to practice at least once a week with their secondary sport when an athlete is participating on two teams at the same time.
- Provincial competitions: Teams are to make an effort to avoid scheduling games during any SHSAA playoff competition when there are shared athletes. Athletes should attend the playoff competition over team events when overlapping of sports occurs.

### **Participation Fees**

Meath Park School makes every effort through school budgets and fundraising to run its programs at a low cost to the athletes. The Saskatchewan Rivers School Division will pay for all accommodation for all regional and provincial competitions. However, it is sometimes necessary to charge a small fee for things such as:

- Hotel costs for overnight tournaments
- Team clothing such as hoodies, T-shirts, or jackets

All participation fees will be determined by the coaches/athletic director and administrators. An effort will be made to keep the fees consistent from one activity to the next, respective of the level of the team. Fees are directed to the school coach or the athletic director (in the case of a community coach). Players must pay fees in full or make arrangements with the coach/athletic director, before they will be permitted to participate in league games or tournaments. **FEES ARE NONREFUNDABLE** unless extenuating circumstances require individual consideration.

## **Fundraising**

To prevent unnecessary overlap, we ask that teams keep the athletic director and administration aware of all fundraising. Coaches must be able to account for all expenses and allocation of funds. To avoid over-canvassing our community, we encourage full participation in fundraising from all of our coaches, teams, and athletes and that all funds raised will be put into a sports program fund to be used for items such as:

- Uniforms
- Equipment
- Travel costs
- Hotel costs
- Officials

## **Uniforms and Equipment**

All uniforms will be provided by Meath Park Public School. Uniforms will be distributed and collected by the coach.

Players will be responsible for the care and maintenance of uniforms while they are in their possession.

Players will be responsible for the cost of replacement of any uniform damaged beyond normal wear and tear or lost while in their possession. All uniforms are to be cold water washed and hang dried.

Teams may be provided with equipment specific to their activity. This equipment is owned by the school. The care and supervision of this equipment shall be the responsibility of the coach or their designate.

## **Gym Bookings**

All gym usage shall be booked through the athletic director and office staff. Coaches are to provide the athletic director with the team practice and league schedule at the beginning of season of play. League games and home tournaments have booking priority over practices. There must be a coach or teacher present at all practices and games.

Coaches may request specific practice times. While all efforts will be made to accommodate requests, it shall be the priority of the athletic director to provide a practice schedule that is equitable to all teams in accordance with priorities. Coaches are encouraged to

develop a practice schedule among themselves before it is submitted to the athletic director to prioritize the gym schedule. In some instances when seasons overlap, it may be appropriate to develop a schedule on a weekly basis.

Coaches are encouraged to provide players and parents with copies of the team's practice and game schedule for the entire season of play as early as possible.

## **Transportation**

The transportation for league games, tournaments, and playoffs will be handled in two fashions at the discretion of the coach. The preferred method of transportation is the school van. The second choice is parent or student drivers.

Each coach will have van training certification through Saskatchewan Rivers Public School Division. They are required to fill out a safety form each day they travel in the van. Students are expected to wear their seatbelts at all times, clean up the van each time they exit, and treat the van with care and respect. Fundraising will help cover the cost of fuel and/or rental of the school van.

### **Group or Team Travel Policy**

Students who are members of a school team must travel to and from school-authorized events as a group. Students asking to deviate from this policy must:

- Have a legitimate reason.
- Inform the coach at least two days in advance.
- Confirm alternate travel plans with a signed note and phone call from a parent or guardian.

### **Student Transportation in Private Vehicles**

The Saskatchewan Rivers Public School Division Board of Education passed an administrative procedure in regard to transporting students in private vehicles.

The following is a sample permission slip for student transportation in private vehicles:

### Travel Permission Form

\_\_\_\_\_ I do not give my child permission to travel to sporting events with other students.

\_\_\_\_\_ I give my child permission to travel to sporting events with any team member.

\_\_\_\_\_ I give my child permission to transport any team member.

\_\_\_\_\_ I give my child permission to travel to sporting events with only the following students: \_\_\_\_\_

Parent Signature \_\_\_\_\_ Student Name \_\_\_\_\_

## Guidelines for Student Athletes

### Academic Achievement

Student athletes are expected to be students first and athletes second. Academics will always take priority over athletic events. Each student athlete's progress will be monitored by their coach. If a student is struggling with their classroom work, they may need to miss some practice or game time. Students should inform coaches in advance when practice or game time will be missed due to academic obligations. Once the obligations are complete, students are welcomed back to practice.

### Eligibility

To be eligible to participate in senior athletics, students must meet eligibility requirements as set out by the SHSAA. To be eligible to participate in elementary and junior athletics, students must meet the eligibility requirements as set out by the P4A.

Students must be in attendance for the day of a practice or game in order to participate in that practice or game. Legitimate reasons for an absence, which would allow a student to participate on the same day as the absence, are:

- School-sanctioned activities.
- Appointments with health professionals.
- Emergency situations.
- Planned absence for personal or educational purposes that has been approved by the school administration.

Students who are absent from classes all day due to illness are not eligible to participate on that particular day. It may be considered unethical for a coach to practice or play an athlete who was ill earlier in the day. The effects of that illness may linger and present a potential health risk to the athlete, their teammates, and their opponents if the athlete practices or plays that same day.

An athlete serving an out-of-school suspension from school is also suspended from participation in extracurricular activities, until such time as the student has been reinstated to classes. Students who are suspended on a Friday will not be allowed to compete in any activities that day. If there is a weekend in the middle of suspension, the athlete is not permitted to participate in any activities that Friday and/or Saturday.

## **Conduct**

Student athletes are representatives and ambassadors of Meath Park Public School and Saskatchewan Rivers Public School Division. Athletes must follow Meath Park Code of Conduct at all times, particularly with regard to drugs, alcohol, tobacco, and language.

Student athletes are expected to provide strong examples of leadership and citizenship both on and off the court or field of play, and both in and out of the classroom.

**Team Before Self:** Most sports are team games and although it is proper and even necessary to have personal objectives, it is paramount that each member of a Meath Park team possesses an unselfish attitude wherein team objectives are primary.

Regardless of when or where an athletic event occurs, it is a school-sponsored activity. The use of tobacco, drugs, or alcohol is prohibited and shall be strictly enforced.

If a student athlete does not conduct himself or herself in a manner that reflects favorably on the school, the privilege of participation may be suspended or revoked by a coach or supervisor, the athletic director, or the principal.

## **Injury**

Any student injured on or off the field of play and requiring medical attention is recommended to present a note from a physician or requires parental consent before being eligible to practice or play again.

If a student suspects they have had a concussion at any time, they need to inform their coach immediately. Both the coach and the student should inform parents and administration in a timely manner.

## **Commitment**

Being a member of any school team is a privilege that each athlete must earn. A key to earning that privilege is commitment to the team. Team or individual success can only be achieved if all participants are committed. This type of commitment includes:

- Attendance at all practices, games, and team events.
- Providing the coach with advance notice of absences from practices or games, and an explanation of that absence.

While it is acceptable for a student athlete to have a job, it is not reasonable to expect the coach to accept working as a legitimate reason for missing practices or games.

## **Physical Education**

All students are required to participate in their regularly scheduled physical education classes. Students who are medically excused from physical education are not allowed to participate in their team practice or competition on that day.

## **Language or Gestures**

Profane, derogatory, and abusive language or gestures during any team-related or school activities are strictly prohibited.

## **Hazing**

Hazing or negative initiation activities are prohibited by Meath Park Public School. The planning of, initiation of, or participation in such activities shall be dealt with under the behavioral expectations of Meath Park athletics and may lead to suspension or removal from a team or school-sponsored activity.

## **Cell Phones and Social Media**

Every student is aware of the benefits of cell phones and social media, but they must also be vigilant about the drawbacks. Each time you use for phone to text or post something to the Internet, you need to STOP and think before you do it. You need to ask yourself these questions:

- Can I be offending someone with what I am doing?
- Is this infringing on someone else's privacy?
- Would I want someone to do this to me?
- Is this something I want others to see or read?
- Is this a form of bullying?

If you have asked yourself these five questions and feel you are not in violation of any of them, you can carry on. Cell phones and social media are about expressing yourself in a positive way and creating lasting memories that can be shared with others. Meath Park encourages the positive use of social media at the appropriate times. Make sure you always have your, your teammates', your school's, and your family's best interest in mind in anything you do.

## **Team-Oriented Guidelines**

### **Tryouts/Team Selection**

Students should understand that participation in athletics is a privilege. Students try out voluntarily and for some programs there is a risk of not being selected to a team. It is the judgment of the coaches that dictates the selection and number of participants for teams. Before the tryout process begins, coaches will provide an explanation of their expectations and tryout criteria. It is the students' responsibility to demonstrate that they can meet those expectations. Only official tryout sessions will determine an athlete's placement on a team.

### **Commitment to the Team**

When trying out for a team, and after being selected to be a member of a team, Meath Park student athletes are expected to attend all practices and games for that team. Weekend commitments vary by sport and should be expected. It is understood that a lack of commitment or attendance can decrease playing time and role on a team.

Student athletes are expected to communicate conflicts with practices and games to coaches well in advance.

In the case of conflicts between Fine Arts (FA) and Athletics, the following applies: FA performance trumps an athletic practice; athletic competition trumps an FA rehearsal.

In cases when there is an FA performance and athletic contest, the student will choose without penalty.

### **School/Family Vacations or Extended Absences**

Every team member is expected to be present for all team practices and games. Student athletes who plan to be absent for an extended period of time due to vacation or a planned extended absence must discuss this situation with the coach prior to trying out for the team.

### **Daily Team Attendance**

It is extremely important that a coach be notified if a student athlete is not going to be present at a practice or game. Practice is where plans for upcoming contests are developed and perfected. The coaches in our program expect their athletes to be present at all team activities. Suspension or dismissal from the team may take place as a result of such absences.

Student athletes are excused from team activities for academic or religious reasons, family emergencies, illness, or injury. Prior notification to the coach is expected whenever possible.

### **Playing Time**

Playing time for all P4A athletics is based on the equal time philosophy. This level is intended for students to build skills and have fun while playing sport. Only once a team has reached playoffs will the coach decide whether to deviate from this philosophy. If they choose to not use the equal playing time during playoffs, they will inform the team prior to beginning the competition.

Playing time is determined by practice attendance, attitude, effort, commitment, and athletic skill. It is the coach's responsibility to decide which athletes should start a contest, which should play what position, and how long each athlete should play. These coaching decisions are made only by the coaching staff, who approach them very seriously after having observed the athletes in practice sessions, game-like situations, scrimmages, and actual games.

### **Team Captains**

Coaches select team captains based on identified criteria. This may include character, coachability, communication skills, athletic

ability, etc. They may be elected by the team or appointed by the coach—this process is communicated to the students ahead of time. Captains may also be appointed on a game-by-game basis. Team captains are expected to be the leader of their team and should be ready to assume duties as outlined by their coach. Captains are expected to communicate with the coach, team, and athletic director in the event of any problems that may affect the team or its members. Captains may be asked to meet with the athletic director and/or principal during the school year to discuss the athletic program. Captains may be relieved of their position for violation of team, athletic department, or school rules.

### **Team Rules and Regulations**

At the start of the season, a coach, with the approval of the athletic director, may issue a set of team rules. It is recommended these be written and distributed to all team members. These rules, which are not to be in conflict with any school or SHSAA policies, may vary to reflect the nature of the sport and the practice and competition schedules.

### **Guidelines for Coaches**

The following guidelines are to be considered a code of conduct for the Meath Park coaching staff:

- The coach is foremost a teacher. The chief objectives of school athletics are to build leaders and to develop athletic skills. Winning games is secondary to these objectives. Coaches who do not make a positive contribution to the total educational process are not meeting their obligations.
- The coach shall uphold the rules and regulations of SHSAA, NCDAA, and the P4A.
- The coach should always be regular and prompt in meeting assignments—practices, games, and meetings.
- The coach should be diligent in attention to routine details and administration. This includes turning in all reports when due, keeping necessary records, phoning in results, taking care of team accounting, keeping track of uniforms, booking hotels, and making transportation arrangements. The athletic director or school designee will attend to these duties in conjunction with all community coaches.

- The coach should instill in the team an attitude of sportsmanship on and off the court, during and after the game, in and out of school.
- The coach should use acceptable language at all times. Vulgarity and profanity have no place on the athletic field or on the court, in the gym or in the classroom.
- The coach shall not use alcohol, tobacco, or nonprescription drugs in any form while with the team.
- The coach shall not, under any circumstances, start preseason tryouts or practices to the detriment of any in-season sport.
- The coach should, when faced with unpredicted disciplinary situations, let common sense and school and division policies prevail. Situations are to be assessed on a rational basis.
- The coach should accept the responsibility to act as a counselor to the athletes under their direction. The coach is in a unique position among all school staff with regard to the relationship they have with the students. Many students complete their high school program, in part because of their interest in athletic participation and the influence of the coach. In this way, the coach can play a major role in diminishing problems confronting high schools in dropout rates and related issues.
- The coach should be mindful of their position of guardianship entrusted by the athletes and their parents. While acting as a counselor to the athletes, there must also be a necessary social separation so that over-familiarity or impropriety does not occur or is not perceived to have occurred.
- The coach will e-mail staff a few days ahead of time of upcoming activities and events that require participants to miss classes. Be sure to allow for dialogue with classroom teachers and yourself on athletes struggling in a particular class.
- The coach should work to instill within their players respect for the officials and should establish that the coach is the primary individual to discuss aspects of the game with the officials.
- The coach will ensure that all athletes have had their FOIP forms signed (included in the student registration package) at the beginning of the year. If not, students' names and/

- or pictures cannot be listed in any media forms (including school newsletter). Please check on this with office secretary.
- The coach will respect the rights and feelings of other coaches and will never use tactics that take unfair advantage of others. The coach should be friendly and courteous at all times and never argue with an opposing coach in front of the team or spectators.
  - The coach will maintain an up-to-date knowledge of the sport being coached to ensure the students are given every opportunity to succeed.
  - The coach shall complete the Marsh Incident Report for injuries sustained while practicing or at competitions.
  - The coach shall develop a season plan that includes practices, games, tournaments, travel, and possibly a budget. This information should be communicated with the school administrators, players, and parents.
  - The coach shall maintain and carry a current health certificate form for each player at all times during the season.
  - The coach should teach the team to be respectful of and friendly toward opponents.
  - The coach shall submit a list of award nominees/winners to the awards committee following the season.
  - The coach shall take the concussion protocol training as required by SRSPD and SHSAA.
  - It is the RESPONSIBILITY of the coach to read over the Saskatchewan Extra-Curricular Safety Guidelines associated with their sport. There is important safety and supervision information in this document that all coaches need to be familiar with. The safety guidelines can be found online or with the athletic director.

## **Team Selection**

All tryouts are open to all students of Meath Park Public School who meet the requirements of grade, gender, and general eligibility for each particular sport. Coaches must conduct an open tryout and may not make final cuts until after at least the second practice. Final selections should be based on attitude, coachability, commitment, and skill. Once the team has been selected, the coach must promptly submit a roster to the athletic director and the office.

## **Practices**

Coaches should distribute a practice schedule to players and parents. Coaches should do their utmost to adhere to the practice and game schedule and should keep changes to a minimum.

A change, addition, or cancellation to a game or practice should be made with as much advance notice as possible. Such changes may affect player and parent commitments and may affect other teams.

## **Playing Time/Expectations**

Meath Park Elementary and Junior teams will use an equal play philosophy in all regular season games and round-robin portions of tournaments. This will not be monitored to the minute or point, but rather the coach will do their best to stick to the equal playing time philosophy. Once playoffs occur, the coach will decide whether to continue with the equal playing time philosophy. If they decide not to continue with equal playing time, this will be explained to the players prior to playing the game.

Meath Park Senior teams participate in competitive leagues and tournaments. As such, there will be few, if any, instances when playing time for each player on the team will be equal. The amount of playing time may vary from game to game or from week to week. Neither the player's grade level nor prior years of playing experience with Meath Park teams will be a factor in determining playing time.

## **Communication**

Clear communication between coach and player, player and parent, parent and coach, and between players is critical to avoid misunderstanding. This communication can be initiated and maintained in a number of ways:

- Once the team is picked, coaches should provide a written statement of their philosophy, team goals, fees, and player expectations.
- Coaches should outline the process for communication. This process applies to all parties, and it can be outlined for all in a letter.
- Coaches may hold a preseason meeting with parents under the guidance of the athletic director.

## **Leave Forms**

When a coach will be leaving with a team during scheduled class time, they must fill out a leave form. The coach must check with the administration to determine if a substitute teacher will be required for the leave. If approval is given, coaches need to notify staff of the details of class release time and provide a list of athletes who will be absent.

Community-based coaches shall inform the athletic director of the dates and times, and the athletic director shall be responsible for getting approval from the school administration and giving notice to all staff. Please make sure there is an itinerary attached with all trip requests.

Staff notice may take the form of a hard copy or electronic copy to be distributed to all staff members. The notice should be provided as early as possible and must contain the following:

- A list of all students involved
- The date of the sanctioned absence
- Periods involved
- When appropriate, time of departure
- The nature of the event

## **Van Booking**

A van booking form will also need to be filled out prior to getting approval for an out-of-school extracurricular trip. This form should be filled out a minimum of 10 days prior to departure. Coaches must communicate their schedule at the beginning of the season to avoid conflicts with use of the school van.

## **Budget**

The coach is responsible for the team budget. Coaches should make a preseason projected budget that will take into account all expenses for transportation, tournaments (conferences, regionals, and provincials), officials' fees, uniforms, and equipment. No teams shall operate a budget in the negative without approval from the principal and consultation with the athletic director. All budgets should be balanced at the end of the school year.

Please note if a team is successful in earning a provincial birth, Meath Park Public School will cover the cost for coaches for accommodation and meals.

The following is the coaching-to-substitute-teacher coverage ratio for teams that may have more than one coach—any deviance from the list below requires principal approval:

- 10 athletes or less—Permission for 1 coach to supervise
- 11–25 athletes—Permission for 2 coaches to supervise
- 25+ athletes—Permission for 3 coaches to supervise

## **Professional Development**

It is in the best interests of the student athletes to have coaches who are well trained. In support of this, coaches may be reimbursed for registration in approved professional development activities that are directly related to their coaching assignment. Approval will be made by the administration under the PD Policy for the school and must be supported by receipts.

## **Guidelines for Community Coaches**

In addition to the roles/responsibilities of the coach outlined above, a community coach shall:

- Complete a Criminal Records Check/Vulnerable Sector Check as required by Saskatchewan Rivers School Division. This must be completed yearly.
- Be aware of and comply with all Saskatchewan Rivers Public School Division policies and procedures that apply to employees/volunteers. (Check with athletic director or school administration.)
- Become aware of and comfortable with the guidelines of the sport as outlined by the SHSAA ([www.shsaa.ca](http://www.shsaa.ca)), the NCDAA ([www.ncdaa.ca](http://www.ncdaa.ca)), and P4A.
- Complete the SHSAA required coaching course.
- Consult the school's athletic director and/or school administrator regarding questions related to high school athletics. It is very important that community coaches be aware that many principles of high school athletics differ from those of community/club athletic programs.

## **Athletic Director**

The athletic director will help coordinate school athletics and represent the school at athletic meetings. The athletic director is selected by the school principal, and they have some added roles and responsibilities outside of coaching.

- The athletic director shall oversee, in collaboration with the school-based administration, the athletic programs of the school to ensure the philosophies and policies of the P4A, SHSAA, NCDAA, and SRSPD are observed and practiced by all teams, coaches, athletes, and other individuals involved in the program. The athletic director will also ensure that all individuals involved are aware of such guidelines.
- The athletic director shall assist school-based administration by ensuring that all teams are provided with appropriate, qualified, and trustworthy individuals to coach/facilitate each team.
- The athletic director shall work with school-based administration to obtain approval for community coaches at the school, division, and provincial levels. Criminal record checks are required annually from community coaches.
- The athletic director will provide each coach/supervisor with the knowledge to access the constitution and bylaws of the P4A, SHSAA, and NCDAA.
- The athletic director will provide each coach/supervisor with information in regard to rule changes, playoff dates, and draws.
- The athletic director shall submit forms on behalf of the school to the P4A, SHSAA, and NCDAA either electronically or by hard copy by the appropriate deadlines.
- The athletic director shall attend the annual general meeting of the P4A and NCDAA.

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### **Athletic Director's Annual Checklist**

#### **August**

Review extracurricular assignments

Meet with fall coaches

Assist in scheduling tryout dates

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## **Athletic Director's Checklist (cont.)**

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### September

Initiate procedures for any students who have transferred to your school

Attend NCDAA Fall Meeting

File E3 SHSAA Form (School Team Registration Form) / Send check to SHSAA Office

File E5 SHSAA Fall Activity Eligibility Forms (online)

Promote and attend NCDAA officials' clinics

File E10 SHSAA Form (School Enrollment Registration Form) (online)

File E1 if needed

Make decisions regarding coop agreements and initiate paperwork if necessary.

### October

File officials in Officials Registry (online)

Promote High School Sport Week

Send a copy of your E-10 to NCDAA treasurer with check for student levy

### November

Wrap up fall activities

Meet with winter activities coaches

Check for date of basketball officials clinic

### December

File winter officials in Officials Registry

File E5 SHSAA Eligibility Forms

### January

File E-5 for Curling and Wrestling

Attend NCDAA Executive Meeting

Check playoff dates and location

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## **Athletic Director's Checklist (cont.)**

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### **March**

Wrap up winter activities

Meet with spring activities coaches

Nominate coaches and officials for NCDAA and SHSAA awards

Submit resolutions for NCDAA and SHSAA AGM

### **April**

Attend NCDAA Spring Meeting

Recruitment for workers for District Track and Field

File E5 SHSAA Badminton eligibility

### **May**

File E-5 for Track & Field

Promote SHSAA Coaches Symposium

Preview resolutions with coaches and administration in the building

Check uniforms and equipment needs for upcoming year and order early

### **June**

Spring activity wrap up

Attend SHSAA AGM

Plan for next year's activities

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## **SHSAA Forms**

All forms and due dates can be found at the following link: <http://www.shsaa.ca/page/show/968456-forms-and-due-dates>

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- E1 Application for Reclassification
- E2 Use of Grade 8 Students Form
- E3 School Team Registration Form—must be done online
- E4 Canadian School Sport Federation Inter-Provincial Competition Sanction Form
- E5 Activity Eligibility Form—must be done online
- E7 Health Certificate and Parents' Permission Form

- E8 Member School Special Report Form
  - E9 Official's Report—Special Report Form
  - E10 School Enrolment Declaration Form
  - E11 Service Award Nomination Form
  - E12 Merit Award Form
  - E13 Evaluation and Recommendation Form
  - E14 Declaration For Non-Faculty Coach
  - E15 Registry of Officials—must be done online
  - E16 Basketball/Volleyball/Soccer Seeding Form
  - E17 Student Transfer Form
  - E18 Home School/Distance Learning Form
- 

## **Saskatchewan Rivers Public School Division Administrative Procedures and Forms**

All AP forms can be found at the following link: [www.srsd119.ca/?page\\_id=660](http://www.srsd119.ca/?page_id=660)

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- AP 140 Staff, Parent, and Student Concerns
- AP 155 Tobacco and the Use of Tobacco Products
- AP 300 Student Code of Conduct
- AP 337 Alcohol and Drugs
- AP 405 Employee Expectations and Code of Conduct
- AP 410 Criminal Records Check
- AP 473 Volunteers
- AP 550 Fund Raising
- AP 558 Student Transportation in Private Vehicles
- AP 625 Community Use & Rental of School Facilities
- AP 710 Bus Cancellations: Cold or Extreme Weather Conditions
- AP 720 Student Code of Conduct on School Buses and School Division Vans
- AP 725 Special Use of School Division Buses and Vans
- AP 730 Extra-Curricular Bus Transportation
- AP 735 Student Transportation in Private Vehicles
- AP 735 Appendix A: Parent Consent Form

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**Administrative Procedures and Forms (cont.)**

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AP 735 Appendix B: Application for Automobile Driver  
Authorization

AP 810 Acceptable Use of Technology for Students

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## **Awards**

Each year in June, after the conclusion of all school-sponsored athletic activities, the Athletic Department will sponsor and host an Annual Athletic Awards Event. At this event, individual athletic awards, as determined by the Athletic Department, and selected by the respective coaching staffs, shall be presented. In addition, the Athletes of the Year and other awards, as selected by a designated committee, shall be presented.

### **Meath Park Athletic Award Criteria**

#### **Female and Male Athlete of the Year**

These awards are given to both a male and female athlete in each of the following grade combinations: 7/8, 9/10, and 11/12. These awards are chosen by the entire school coaching staff and the award criteria are as follows:

- The athlete has participated in more than one school sport.
- The athlete should have demonstrated an above average degree of athletic ability in all activities in which they participated.
- The athlete should have demonstrated athletic, personal, and sportsmanship abilities and qualities that have brought the pride and respect to himself or herself and Meath Park in the view of the community, opponents, and others (e.g., other schools, communities, administrators, and coaches).
- The athlete should demonstrate to all a desire to better himself or herself through athletics at Meath Park Public School.
- The athlete should have demonstrated leadership abilities on and off the court, field, course, or rink that have made them a respected individual in the eyes of the staff, fellow athletes, and the student body in general.
- The athlete has maintained a quality effort in academics.

- Above all, the athlete should be an example, or epitomize the type of athlete and individual who Meath Park Public School strives to develop through the support of extracurricular athletics.

### **Team and Individual Sport Awards**

These awards are created and chosen at the discretion of each separate coaching staff. The criteria for each are also chosen by each coaching staff.

#### Senior Girls Volleyball

- Most Improved Player
  - The athlete has shown great progress in skill level over the course of the season or from season to season.
  - The athlete has shown perseverance in achieving success.
  - The athlete has been a role model to others on the team and in the school.
  - The athlete has maintained a quality effort in academics.
- Mustang Award
  - The athlete has shown strong leadership skills throughout the year.
  - The athlete has shown consistent and positive teamwork skills.
  - The athlete has been an outstanding role model to others.
  - The athlete has shown sportsmanship throughout the season.
  - The athlete has shown a relentless work ethic in all areas of the sport.
  - The athlete has shown strong effort in academics.

#### Senior Boys Volleyball

- Most Improved Player
  - The athlete has shown great progress in skill level over the course of the season or from season to season.
  - The athlete has shown perseverance in achieving success.
  - The athlete has been a role model to others on the team and in the school.
  - The athlete has maintained a quality effort in academics.

- Mustang Award
  - The athlete has shown strong leadership skills throughout the year.
  - The athlete has shown consistent and positive teamwork skills.
  - The athlete has been an outstanding role model to others.
  - The athlete has shown sportsmanship throughout the season.
  - The athlete has shown a relentless work ethic in all areas of the sport.
  - The athlete has shown strong effort in academics.

#### Curling

- Most Outstanding Curler
  - The athlete has shown great dedication to the sport in both practice and competition.
  - The athlete has shown sportsmanship on the ice.
  - The athlete has been a role model in the sport.
  - The athlete has shown improvement throughout the season.

#### Senior Girls Basketball

- MVP
  - Given to an athlete who can play the sport at a high level.
  - The athlete contributes to all aspects of the sport in such things that include dedication, leadership, skill, and desire.
- Most Improved
  - Given to an athlete who shows much growth throughout the season in her skill level and game sense.
  - The athlete increases her dedication and desire to become a better player.
- Graduating Players
  - Given to any Grade 12 graduating player from the team.

## Senior Boys Basketball

- MVP
  - Given to an athlete who can play the sport at a high level.
  - The athlete contributes to all aspects of the sport in such things that include dedication, leadership, skill, and desire.
- Rookie
  - Given to a student in his first year of play.
  - He has shown a high level of commitment and dedication to the team.
  - He has shown an increase in skill level and value to the team.
- Most Improved
  - Given to an athlete who shows much growth throughout the season in his skill level and game sense.
  - The athlete increases his dedication and desire to become a better player.
- Graduating Players
  - Given to any Grade 12 graduating player from the team.

## Badminton

- Most Outstanding Player
  - The athlete has shown great dedication to the sport in both practice and competition.
  - The athlete has been a positive role model in the sport and school.
  - The athlete has had success in the sport.
  - The athlete has shown sportsmanship within the sport.
  - The athlete has maintained quality effort in academics.

## Athletics

- Outstanding athlete in cross-country and track & field
  - This is a combined award, selecting athletes who have competed in either or both cross-country and track & field.
  - The athlete has shown great dedication to the sport in both practice and competition.
  - The athlete has shown drive to improve in the sport.

- The athlete has been a role model for others in the sport and school.
- The athlete has had success in the sport.
- The athlete has maintained a quality effort in academics.

### **Athletic/Academic Combined Awards**

- This award is chosen from student athletes in Grades 10–12.
- Each student athlete has competed in more than one sport.
- The top 10 averages of the student athletes who meet the above criteria will be given this award.
- Averages are calculated as follows:
  - The highest mark in each required area of study:
    - \* One Math
    - \* One English
    - \* One History
    - \* One Science
  - Plus the next highest mark in either a required course or an elective.

### **Earning Your Letters**

Meath Park “Letters” are given to each student athlete who completes 4 consecutive years of senior athletics.

### **Spirit Award**

The qualities we are looking for with this award are as follows:

- Shows leadership, dedication, and spirit in both athletics and school.
- Displays sportsmanlike conduct on and off the playing area.
- Shows respect for the coach, referee, and their teammates.
- Shows a positive example to their teammates through play and attitude.
- Has maintained quality effort in academics.

### **Activity Awards**

Respective coaches shall be responsible to submit to the athletic director the names of the award recipients for the preceding list, as well as making the athletic director aware of any team or individual accomplishments that deserve recognition.

**Selection committee.** Composition shall be as follows, with each person on the committee having one vote (no individual can receive more than one vote by virtue of filling more than one position on the selection committee):

- Athletic director (shall be responsible for the organization and conduct of all meetings, as well as the tabulation of votes)
- Principal
- Vice-Principal
- All members of the Meath Park high school coaching staff

**Selection process (if consensus through discussion cannot be met at a coaches meeting):**

1. Each coach/supervisor must submit to the athletic director a list of all students who participated in each of the recognized activities he or she coached/supervised.
2. The athletic director will compile and distribute the lists to all coaches/supervisors so that they are aware of individuals who meet the necessary criteria for this award.
3. From the list of those who qualify, nominations are submitted to the athletic director (any member of the committee may nominate candidates).
4. The athletic director shall provide each coach/supervisor with a “Coaches Appraisal Rating Sheet” for each of the nominees. The coach/supervisor of each activity in which the nominees participated should complete this appraisal, rating nominees on a point basis (10 being the highest) on how often they participated and on various aspects of the activity (time commitment involved, attitude, improvement, sportsmanship, team play, skill level, level of competition, etc.).
5. Using the information and whatever other sources are available, the committee should narrow down the list of nominees to two or three candidates. (This would be done only if more than three candidates were nominated. Otherwise, go to #6 below.)
6. From the final list of candidates, an ATHLETE OF THE YEAR (Male and Female) should be determined through a secret ballot.

## **Recommended Parent/Guardian Communications**

By establishing communications guidelines, we are better able to understand each other's roles and thereby provide greater benefit to our student athletes. To be successful, communication is vital and requires involvement, dedication, sacrifice, and commitment from parents, student athletes, and coaches.

### **Guidelines for Parents**

- Support the team, the players, the officials, and the coaches.
- Help your child to follow and uphold the Meath Park Public School athletes' guidelines for participation.
- Support the goals of sportsmanship and help bring pride and respect to your child and Meath Park Public School.

### **Parent Communications**

Both parenting and coaching are difficult roles. By establishing an understanding of each position, we are better able to accept the actions of the other and provide greater benefits to students. It is also important to remember that coaches are volunteers and they are giving their valuable time to work and help improve your child's leadership abilities, social skills, team cooperation, and responsibility. Here are some guidelines to help you as a parent supporter of the athletics programs at Meath Park Public School.

**Communication protocol/conflict resolution.** Please use the following communication protocol to resolve conflicts regarding student athlete team participation:

- Step 1: Player goes directly to the coach
- Step 2: Player and parent go directly to the coach
- Step 3: Player goes directly to the athletic director or principal
- Step 4: Player and parent go directly to the athletic director or principal

### **Communication coaches expect from student athletes:**

- Concerns expressed privately and directly to the coach
- Notification of any schedule conflicts well in advance
- Specific concerns in regard to a coach's expectations and/or philosophy

As your son or daughter becomes involved in the extracurricular programs at Meath Park Public School, they will experience some of the most rewarding moments in their school career. It is important to understand, however, that at times things will not go the way you or your son or daughter wishes. At these times, discussion with the coach is encouraged.

**Communication coaches expect from parents:**

- Concerns expressed privately and directly to the coach away from the court or field setting
- Notification of any scheduling conflicts well in advance
- Specific concerns in regard to a coach's philosophy and/or expectations
- Support for the program and the attributes of dedication, commitment, and responsibility, which are essential ingredients for success and excellence

All communications from parents toward a community coach must go through the athletic director. Any direct negative consultations with parents and coaches without consultation through the athletic director may result in the student athlete being removed from competition and/or the team.

**Appropriate concerns to discuss with coaches:**

- Any improper consideration toward your child mentally or physically
- Ways to help your child improve and develop
- Concerns about your child's behavior
- Any influence that the activity is having on your child's academic performance

Playing time is always a concern for a student athlete. Unfortunately, there are only so many spots on the court or field, and not everyone will have the same playing time. Coaches make judgment decisions based on what they believe to be the best for all students involved and at times for the most competitive product they can put toward the competition. While there are certain things that should be discussed with your child's coach, there are also certain things that should not be discussed. Those decisions need to be left to the coach's discretion.

### **Issues not appropriate to discuss with coaches:**

- Playing time for high school athletes
- Team strategy
- Play calling
- Other student athletes

Some situations may require a conference between the coach and the parent. These are encouraged, but the following procedures should be followed to help promote a resolution to the issue of concern:

- Call and set up an appointment with the coach a minimum of 24 hours after the concerned incident. Weekends do not constitute the 24-hour rule. For example, if something happens on Friday afternoon, the coach will be available to speak with you Monday afternoon.
- Resolution, not confrontation, is the best approach.
- Please do not confront a coach before or after a game or practice—these can be emotional times for both the parent and the coach, and our coaches are instructed to walk away from such situations.

If required, the Next Step:

- Call and set up a meeting with the athletic director and/or principal to discuss the situation.
- At this meeting if a resolution cannot be reached, the next step can be determined.

The coaches at Meath Park Public School recognize the importance of extracurricular activities. We provide a program that strives to provide your child with a positive and meaningful experience.

### **A Guide for Sport Parenting**

Before the Game:

- Make a commitment to Honor the Game in action and language no matter what others may do.
- Tell your child before each game that you are proud of them regardless of how well they play.

During the Game:

- Fill your children’s “Emotional Tank” through praise and positive recognition so they can play their very best.
- Don’t give instructions to your child during the game. Let the coach correct player mistakes.
- Cheer good plays by both teams. (This is advanced behavior!)
- Mention good calls by the official to other parents.
- If an official makes a “bad” call against your team? Honor the Game—BE SILENT!
- If another parent on your team yells at an official? Gently remind them to Honor the Game.
- Don’t do anything in the heat of the moment that you will regret after the game. Ask yourself, “Will this embarrass my child or the team?”
- Remember to have fun! Enjoy the game.

After the Game:

- Thank the officials for doing a difficult job for little or no pay.
- Thank the coaches for their commitment and effort.
- Don’t give advice. Instead, ask your child what they thought about the game and then LISTEN. Listening fills Emotional Tanks.
- Tell your child again that you are proud of them, whether the team won or lost.

## **Cell Phones and Social Media**

Every student is aware of the benefits of cell phones and social media, but they must also be vigilant about the drawbacks. Each time you use your phone to text or post something to the Internet, you need to STOP and think before you do it. Everything you do is part of your digital footprint. You never know when that will come back to hurt or help your reputation during the recruiting process, a new job, or other important areas of your life.

With that said, you should understand the following:

- I must take responsibility for my online profile, including my posts and any photos, videos, or other recordings posted by others in which I appear.
- I will not degrade my opponent before, during, or after games.

- I will post only positive things about my teammates, coaches, opponents, and officials.
- I will use social media to purposefully promote abilities, team, community, and social values.
- I will ignore any negative comments about me and will not retaliate.
- If I see a teammate post something potentially negative online, I will have a conversation with that teammate. If I am not comfortable doing that, I will talk to the team captain or coach.
- I am aware that I represent my sport, school, team, family, and community at all times, and I will do so in a positive manner.

Before using social media, ask yourself these questions:

- Will I offend someone with what I am doing?
- Is this infringing on someone else's privacy?
- Would I want someone to do this to me?
- Is this something I want others to see or read?
- Is this a form of bullying?

If you have asked yourself these five questions and feel you are not in violation of any of them, you should carry on. Cell phones and social media are about expressing yourself in a positive way and creating lasting memories that can be shared with others. Meath Park encourages the positive use of social media at the appropriate times. Make sure you always have your, your teammates', your school's, and your family's best interest in mind in anything you do.

## **Sample Documents**

### **Sample Letter: Mustang Volleyball Information Letter**

Dear Parent and/or Guardian:

As I am sure you know already, your son or daughter has been chosen as a member of the Meath Park Public School volleyball program.

Being part of a volleyball team requires the student to follow some guidelines. It requires commitment and dedication to the team and to the school. The player will be expected to maintain passing

grades in all of his or her subjects, attend school regularly, and maintain a positive attitude toward school and team. The player will be expected to attend all practices, games, and tournaments. If there is a very good reason for missing, the player should let the coaches know as soon as possible.

We feel very strongly that the players are representing Meath Park Public School whenever we play or practice, and as such they should be on their best behavior. Players may be removed from the team for not adhering to school and team policies. Being a member of this program is a privilege, not a right.

A schedule of practices, games, and tournaments will be distributed. Hopefully, this will help you in some of your planning for the volleyball season. Please fill out all of the appropriate forms today and return them to the school immediately so that your son or daughter is able to travel to league games and tournaments. Also, please include all pertinent data that concerns your son or daughter.

The coaches of our teams are looking forward to a season in which we see our teams improve, work hard, have fun, and do well. We invite you to come out and cheer on your sons and daughters and to help out in any way possible. If you have any questions or concerns, feel free to contact the appropriate coach listed below.

A parent meeting has been set; please check with your son or daughter for the appropriate details. Parents are strongly urged to attend with their athletes in order to sign forms and go over expectations, philosophies, and policies. This is a good time to learn about the program and ask any questions you may have. The meeting will take place immediately following practice, and pizza will be provided at no charge. Siblings are welcome to attend.

Hope to see you all at the games and do introduce yourselves.

Sincerely,

## **Preseason Parent Meeting Agenda**

1. Sport Philosophy
  - a. P4A philosophy
  - b. SHSAA philosophy
2. Review your coaching philosophy on:
  - a. Competition: Where is winning on your list of priorities?

- b. Participation: How will you decide on playing times?
  - c. Academics: How important is it that your student athletes succeed in class?
  - d. Communicating: Text or social media.
3. Discuss the requirements of the student athlete regarding:
- a. Fees and special equipment: What does participation cost?
  - b. Attendance: When and where are practices and games? What happens if players don't attend?
  - c. Diet and nutrition: Provide information on eating habits before, during, and after matches; hydrating; and current information on banned substances and nutritional supplements.
  - d. Code of conduct: Discuss disciplinary procedures for violations.
4. Discuss parent participation, including issues such as:
- a. Transportation: Are parents responsible for getting their kids to and from practices and games? Are there any specific forms that need to be signed?
  - b. Attendance: Ask parents to come to games to cheer on the team whenever possible.
  - c. Discussions with the coach: Let them know you'll gladly deal with their concerns at the proper place and time—and that during or after practice or a game is not the proper time.
  - d. No criticism of officials: Their job is tough enough and they do their best.
  - e. Scheduling conflicts: Ask parents to alert you well in advance.
5. Discuss parent sportsmanship, including issues such as:
- a. Cheering: Parents should cheer only successful plays, and should cheer opposing players when they deserve it, though favoritism is expected. Negative comments at either team are never appropriate.
  - b. Instructing: Ask parents not to do it. Leave the coaching to the coach.
  - c. Discussions with kids: Tell parents to talk sportsmanship and skill development as well as scores, and to congratulate kids when they do well in all of these areas.
  - d. Role-modeling: Ask parents to model ethical and sportsmanlike behavior for their kids at all times.

- e. Self-enforcement: Ask them to police their own behavior and to regulate each other at games.
- 6. Distribute Codes of Conduct for Parents and Athletes and have everyone sign it.
  - a. Have parents fill out all appropriate conduct, permission, transportation, and medical forms.

**OPTIONAL Team Budget: Meath Park Public School**

**Meath Park Public School Athletics – Activity Budget**

Activity: \_\_\_\_\_

School Contact \_\_\_\_\_

Income

User Fees: \_\_\_\_\_ × \_\_\_\_\_ = \_\_\_\_\_

Fundraising \_\_\_\_\_

Total: \_\_\_\_\_

Expenses

League Fees \_\_\_\_\_

Tournaments \_\_\_\_\_

Official Fees \_\_\_\_\_

Transportation \_\_\_\_\_

Supplies (First Aid) \_\_\_\_\_

Coaches Meals \_\_\_\_\_

Coaches Accommodations \_\_\_\_\_

Total: \_\_\_\_\_

Balance: \_\_\_\_\_

- Please inform parents that user fees will cover some transportation, league fees, tournament fees, official fees, uniform usage, first aid supplies, and travel fees.
- A proposed budget must be handed in to school administration 30 days before a sport’s first tryout or practice session.



commercial sources of transportation are not available and when the principal deems the former mode of transportation unsuitable.

2. The board cannot place primary insurance on a vehicle that it does not own, rent, or lease. A minimum personal liability insurance coverage of \$2,000,000 must be carried on each private vehicle used to transport students on school-approved trips.
3. A parental consent form signed by the parents must be obtained for each student to be transported by private motor vehicle. One consent form may cover a series of trips.
4. No student, irrespective of age, may drive a private vehicle transporting other students to school-sponsored activities during school hours or as school representatives, without additional written permission from their parents.
5. Students representing their school at extracurricular activities (i.e., sports, debates, drama) shall be transported in school-approved transportation, by their own parents, or by themselves with parental permission. Parents shall advise the principal in advance of the activity if the student is not traveling with the rest of the students. Students who disregard this provision shall be prohibited from participating in the activities.
6. The number of persons transported in any one private vehicle may not exceed the insured passenger capacity rating of that vehicle (i.e., the number of seatbelts provided in the vehicle).
7. All drivers transporting students in private vehicles shall provide the principal/designate with a copy of a valid driver's license and a signed application for driver authorization.
  1. Volunteer drivers are to follow and support school policies that have been developed for student and staff conduct. If any question of policy or conduct arises, the volunteer agrees to accept the decision of the teacher advisor who is responsible for the trip.
  2. All volunteers agree to refrain from the use of alcohol, banned substances, and tobacco products. Smoking is not permitted in private vehicles that are used for student transportation.

3. It is the responsibility of the principal to review all pertinent policies with the volunteer driver prior to the planned departure. All participants on school-sponsored travel must acknowledge the school policies and rules that apply during a regular school day.
4. Parents may only transport students, other than their own children, if the principal has designated them to be school-approved transportation.

**Student Transportation in Private Vehicles  
Parental Consent Form**

Saskatchewan Rivers Public School Division Administrative Procedure 558, Transportation in Private Vehicles requires a parental consent form be completed when private vehicles are used for transportation.

**Declaration:**

I \_\_\_\_\_ Parent/Guardian of \_\_\_\_\_ hereby give permission for my son/daughter to be transported in a private vehicle.

\_\_\_\_\_  
Signature of Parent (or) Guardian

\_\_\_\_\_  
Date

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date

**Consent and Authorization:**

I have read and understand all of the information and consent form. I consent to the participation of my child in all team activities. I give consent for my child to accompany the team as a member on out-of-town trips and will not hold the school responsible in case of accident or injury whether it is en route to or from another school, practice, competition, or any school event. If I cannot be reached in the event of an emergency, I also give consent and authorize the school to obtain medical care as is reasonably necessary for the welfare of my child if he/she is injured in the course of school activities.

\_\_\_\_\_  
Parent/Guardian Signature

### Application for Automobile Driver Authorization

School Name: \_\_\_\_\_ School Year: 20\_\_\_\_-20\_\_\_\_

Driver's Name: \_\_\_\_\_

Driver's Address: \_\_\_\_\_ Telephone: \_\_\_\_\_

Driver's License Number: \_\_\_\_\_ Class: \_\_\_\_\_ Expiry Date: \_\_\_\_\_

Vehicle: \_\_\_\_\_ Second Vehicle (if any): \_\_\_\_\_

#1	Make	Model	Capacity	#2	Make	Model	Capacity
----	------	-------	----------	----	------	-------	----------

Plate #: \_\_\_\_\_ Plate Expiry: \_\_\_\_\_

Plate #: \_\_\_\_\_ Plate Expiry: \_\_\_\_\_

Vehicle Owner's Name: \_\_\_\_\_ Telephone: \_\_\_\_\_

Vehicle Owner's Address: \_\_\_\_\_ Postal Code: \_\_\_\_\_

Insurance on Vehicle (package policy): \_\_\_\_\_

Company: \_\_\_\_\_ Policy: \_\_\_\_\_

Agent: \_\_\_\_\_ Liability Limit: \$ \_\_\_\_\_

**Commitments:**

*I agree to abide by the requirements of the Highway Traffic Act and the applicable Traffic Bylaws while acting as a volunteer driver for school functions. I undertake to report to the school principal all incidents and any suspension of my license or change in my insurance status which may occur after the date of this authorization while it remains in force (i.e., current school year).*

*I agree to operate the automobile referred to herein in a safe manner, to drive in accordance with the Highway Traffic Act, to limit the number of passengers to the number of seat belts that are usable and to comply with the directions of teachers or agents of the Board of Education.*

*I accept the foregoing undertakings and certify that the information contained in this application is accurate to the best of my knowledge:*

Driver: \_\_\_\_\_

Vehicle Owner: \_\_\_\_\_

Parent/Guardian (if driver is under 18 years of age): \_\_\_\_\_

**Notes:** Applications can be approved only when the driver possesses a valid driver's license.

**FOR OFFICE USE ONLY:**

The above named driver is authorized to drive for the school during the current school year. The help is appreciated.

Signature of Principal (or Vice Principal): \_\_\_\_\_ Date: \_\_\_\_\_

## Saskatchewan High Schools Athletic Association Health Certificate and Parents' Permission Form

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

To whom it may concern:

I am satisfied that my son/daughter, \_\_\_\_\_, is in good health to take part in strenuous activities. He/she has my permission to participate in those physical activities and sports conducted by \_\_\_\_\_ (school name). I also agree with the need to have my son/daughter examined by a physician following an illness or injury to re-establish the bill of good health, and that this or any other medical examination is my sole responsibility.

**(Please check the category or individual sports below)**

He/she can take part in

All Sports

Or only the following:

Badminton

Golf

Basketball

Soccer

Cross-Country

Track & Field

Curling

Volleyball

Football

Wrestling

(For our reference, please complete)

Student Name:	Family Physician:	Parent Signature:
Grade:	Address:	Name:
Age:	Phone:	Address:
Birth Date:	Hospitalization No.	Phone:
This form is to be returned to the school and kept on permanent record file for future reference.		M.S.I. or G.M.S.

(A parent or guardian must complete this side)

1. Past history (Check if yes, and year if possible):

- |   |   |
|---|---|
| <input type="checkbox"/> TONSILLITIS            | <input type="checkbox"/> BRUISE EASILY          |
| <input type="checkbox"/> PNEUMONIA              | <input type="checkbox"/> MUMPS                  |
| <input type="checkbox"/> SCARLET FEVER          | <input type="checkbox"/> INFLUENZA              |
| <input type="checkbox"/> EPILEPSY               | <input type="checkbox"/> POLIOMYELITIS          |
| <input type="checkbox"/> HIGH BLOOD<br>PRESSURE | <input type="checkbox"/> TUBERCULOSIS           |
| <input type="checkbox"/> KIDNEY DISEASE         | <input type="checkbox"/> RECURRENT BOILS        |
| <input type="checkbox"/> RHEUMATISM             | <input type="checkbox"/> HERNIA                 |
| <input type="checkbox"/> BLEEDING DISORDER      | <input type="checkbox"/> TETANUS – Year Booster |
|   | <input type="checkbox"/> Other Diseases         |

2. Previous Surgery: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Previous Injuries (sprains, strains, fractures, torn muscles, ligament injuries, dislocations). If yes, check below and describe:

\_\_\_\_\_

\_\_\_\_\_

- |  |  |
|--|--|
| <input type="checkbox"/> SKULL: Fracture               | <input type="checkbox"/> ELBOW               |
| <input type="checkbox"/> “Knock Outs” /<br>Concussions | <input type="checkbox"/> FOREARM             |
| <input type="checkbox"/> FACE INJURY:                  | <input type="checkbox"/> WRIST               |
| <input type="checkbox"/> Eye                           | <input type="checkbox"/> HAND                |
| <input type="checkbox"/> Ear                           | <input type="checkbox"/> PELVIS              |
| <input type="checkbox"/> Nose                          | <input type="checkbox"/> HIP                 |
| <input type="checkbox"/> SPINE:                        | <input type="checkbox"/> UPPER LEG           |
| <input type="checkbox"/> Neck                          | <input type="checkbox"/> KNEE                |
| <input type="checkbox"/> Lower Back                    | <input type="checkbox"/> LOWER LEG           |
| <input type="checkbox"/> SHOULDER                      | <input type="checkbox"/> ANKLE               |
| <input type="checkbox"/> UPPER ARM                     | <input type="checkbox"/> FOOT                |
|  | <input type="checkbox"/> CHEST and RIBS      |
|  | <input type="checkbox"/> ABDOMINAL (stomach) |

4. Remarks: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## **Mustang Mantra**

All Mustang athletes need to have one thing in mind when they get involved in sport: How do I make myself a better person? If you strive to be the best you can at these seven ideas, you will become a better person. In turn, your team will become better and you will see positive change.

### **Character**

Have the ability to do what is right, even if it does not benefit you.

### **Role Model**

Understand that when you accept a position on this team, for whatever reason, that you are also accepting the responsibility to be a leader and role model for others on the team, in the school, and in the community.

### **Inspirational**

By showing others how hard you are willing to work, you can and will inspire them to become better at what they do.

### **Responsible**

Being a teammate means you need to take care of yourself as well as others around you. You are responsible for the well-being of yourself and your team throughout the season, whether you are on the court or not.

### **Integrity**

Being honest with yourself and others around you will build relationships and trust that is a key factor in becoming a better teammate, classmate, and person.

### **Leadership**

Effective leaders practice and become good at influencing others' behavior by changing their own.

### **Discipline**

Finding the ability to maintain focus through tough times and push yourself when you have nothing left to give will allow you to go

places you never thought you could. Stay disciplined to the task at hand and push beyond your limits.

A final idea that must always be kept in mind is the following...

### **Failure**

Failure is not only an option, it is also a requirement. Without failure, you will not understand success and you will not understand how to achieve it.

Trust will always defeat Fear.

# Model High School Athletic Handbook II

*Dave Lanham*

## Severna Park High School Athletic Handbook



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Welcome!

This handbook is designed to provide you with information concerning all opportunities offered by the Severna Park High School Athletic Program. While academics are the top priority, athletic participation is an integral part of a high school student's education. The main objective of our athletic program is to encourage participation, teamwork, and enjoyment of the sport. The values learned through commitment to a team effort are numerous and beneficial to all individuals as athletes and as students.

This athletic handbook describes and illustrates the rules and regulations of the Severna Park High School Athletic Program and the Anne Arundel County Public School (AACPS) system. It addresses concerns that we have with regard to participation in team sports, as well as athletes' welfare and conduct as representatives of their teams and the school. This entire handbook must be read by both parents/guardian and athletes.

## **Athletic Mission Statement**

Our mission is to provide a rigorous athletic program that complements and supports a challenging academic program by teaching students to persevere, to work well with others, and to test them.

### **Beliefs**

At Severna Park High School, we believe:

- Students are our highest priority.
- The dignity, worth, and self-esteem of participants should be paramount in all athletic activities.
- The most important result of competition is the development of lifelong values and skills.
- The athletic program is an integral part of the high school experience.
- High school athletics should be fun and rewarding.
- Athletic programs are most beneficial when they are competitive.
- Winning is an attitude resulting from optimum preparation, concentrated effort, and a deep commitment to excel.
- Well-designed athletic programs promote community and school pride.

- Open communication and mutual respect among coaches, parents, and athletes provide the foundation of a successful athletic program.
- Morale, satisfaction, and performance are enhanced when athletes work together as a team.
- Well-qualified coaches and program administrators are important components in a successful athletic program.
- Positive parent support and involvement enhance student growth and program quality.

## **Athletic Programs**

Full season interscholastic participation may occur in the following sports:

### **Fall Opportunities:**

- Field Hockey (varsity team, junior varsity team)
- Football (varsity team, junior varsity team)
- Golf (varsity team)
- Boys' Soccer (varsity team, junior varsity team)
- Girls' Soccer (varsity team, junior varsity team)
- Cheerleading (varsity team, junior varsity team)
- Volleyball (varsity team, junior varsity team)
- Boys' & Girls' Cross-Country (varsity team)
- \* Unified Tennis

### **Winter Opportunities:**

- Boys' Basketball (varsity team, junior varsity team)
- Girls' Basketball (varsity team, junior varsity team)
- Wrestling (varsity team, junior varsity team)
- Cheerleading (varsity team, junior varsity team)
- Boys' & Girls' swimming (varsity team)
- \* Unified Bowling

### **Spring Opportunities:**

- Baseball (varsity team, junior varsity team)
- Softball (varsity team, junior varsity team)
- Boys' & Girls' Tennis (varsity team)
- Track & Field (varsity team)
- Boys' & Girls' Lacrosse (varsity team, junior varsity team)
- \* Unified Bocce

## **Squad Membership**

- Any student who is officially registered and attending that school may try out for a team, providing the student resides within the school attendance area or is attending with special permission of the Office of Pupil Services for AACPS. Such a tryout must be consistent with state and county policies governing athletic participation.
- Student athletes are subject to all rules at the start date of the specific sport season from the first day of tryouts.
- The coach of each sport is responsible for the determination of squad membership.
- A student becomes an official member of a squad when the eligibility roster is submitted to the office of the coordinator of athletics.
- Once an athlete becomes a member of a squad, the athlete becomes ineligible to participate in another sport during that season unless formally cut or released from a squad by the coach.
- An athlete may not participate in a number of contests that exceeds the maximum allowed during a week and/or season. Participation is defined as physical entry into a bona fide school-sanctioned athletic contest.
- A student who is deemed ineligible will not participate in an interscholastic event. If he or she does participate while ineligible, the event will be forfeited.
- Seniors are not eligible to participate on junior varsity teams or events.
- Students who have joined the team after the first day of practice must practice for 5 days (may compete on the sixth day) before competing in a game.

## **Academic Eligibility**

- To be eligible to participate in interscholastic athletics or extracurricular activities, Grades 9 through 12, a student must maintain a “C” average (a 2.0 GPA or greater), as determined by existing county grading procedures in all courses enrolled in AACPS that count toward graduation.

- A student may earn a maximum of one “E,” “I,” or “U” grade in courses taken during that eligibility period.
- A student on a partial schedule must maintain a “C” average (a 2.0 GPA or greater) and may not earn an E, I, or U grade.
- A high school student on academic probation:
  1. Must attend academic assistance sessions monitored by the academic advisor.
  2. May participate in interscholastic athletic practices or extracurricular clubs, meetings, or rehearsals.
  3. Must attend a conference with the academic advisor to review his or her eligibility status on the 16th day of probation.

\*\*Students who are still not academically eligible at the conclusion of the 16-day academic probation period are ineligible to practice or play for the remainder of that sport season.

### **Calculating Seasonal Eligibility**

1. Fall eligibility will be computed by using the eight highest grades from the fourth marking period plus summer school.
2. Winter and spring eligibility will be computed by using all grades including Twilight and Evening school.
3. The same criteria for marking period academic eligibility calculations for students on a full or partial schedule should be utilized for the 16-day academic probation check.
  - Academic assistance sessions will consist of a minimum of eight sessions for a minimum of 6 hours spread evenly throughout the 16-day probationary period. These academic assistance sessions shall be only for students attempting to become eligible for the current sports season. These sessions are not a typical study hall but specialized individual help sessions approved by the principal.
  - A student who withdraws and then reenters at the same high school or any other county high school must satisfy academic eligibility requirements. Academic eligibility will be determined by the most recent complete marking period report.

- Ninth grade students, non-county transfer students, and/or private school students shall have one marking period to establish academic eligibility.

### **School/Class Attendance**

- Each athlete is required to attend all scheduled classes.
- In the case of extenuating circumstances, the principal of the school may grant an exception for excused class absences.
- As a result of administration verification of a class cutting or truancy, for any part of the school day, the student will be ineligible to compete in the next event. A second offense of a class cutting or truancy, or a combination of the two, during the same sport season will result in the removal of the student from the team for the remainder of the sport season. Multiple days of class cutting or multiple days of truancy satisfy the rule for second offense and the student athlete will be removed from the team for the remainder of the sport season.

### **Playing Time**

At the varsity and junior varsity levels, the coach will determine playing time according to each player's ability, attitude, and commitment. Some sports, such as soccer, basketball, and field hockey, have rules that allow continuous reentry. Sports such as baseball and softball have limited substitution rules, which may affect the amount of available playing time. Tennis and golf have limited numbers of players who are allowed to participate in matches. \*\*Please note that the coach will not discuss playing time with parents, family members, friends, or guardians on the day of a game or match.\*\*

### **Team Selection**

We encourage coaches at both the junior varsity and varsity levels to keep as many students as they can without affecting the integrity of their sport. Time, space, facilities, equipment, personal preference, skill level, and other factors will place limitations on the effective team size for any particular sport. At the varsity level, the MPSSAA has set roster limits in many sports. No athlete may try out for a team after the first full week of the season. The athletic director, for extenuating circumstances, may grant exceptions.

## **Travel**

Athletes must travel to and from the site of all athletic contests originating and ending at Severna Park High School on buses accompanied by a designated coach or designee. For the sake of team camaraderie, athletes are asked not to ride home from an athletic contest with a parent or guardian. However, the athletic director will accept a travel request form 24 hours in advance for parents or guardians to transport their athlete.

## **Conduct of Coaches**

Above all else, athletics at the high school level is an educational endeavor. Athletes learn lessons that serve them for their entire lives. Among these are sportsmanship, perseverance, teamwork, and appropriate responses to winning and to losing. For these lessons, each coach is the teacher.

The coach sets the tone for these lessons, and the coach's behavior serves as a model to the crowd, and most of all, to the athletes.

- Each coach is expected to display good conduct at all times.
- Misconduct will not be tolerated, and appropriate disciplinary action will be taken in such cases.
- Coaches will refrain from verbal and physical abuse toward players, coaches, officials, and spectators.
- Coaches ejected from an athletic contest for unsportsmanlike conduct will not be allowed to coach in the next scheduled contest for the team during the current year. The principal in consultation with the athletic director may impose additional sanctions. The coach will notify the athletic director by the next school day. The Coaches/Officials Report Form will be completed and forwarded to the coordinator of athletics within the next business day.
- Coaches ejected for sport rule violations will notify the athletic director by the next school day, and the school principal in consultation with the athletic director will decide appropriate sanctions.

## **Conduct of Spectators**

Spectators, both students and adults, are an important and integral part of all athletic events. Spectators serve to validate the posi-

tive values learned through athletic experiences and to support the personal efforts and successes of individual athletes.

Occasionally, the excesses of spectator behavior can unnecessarily taint the activities at an athletic event. What follows is an effort to provide clarity about inappropriate behavior and about the consequences of such behavior.

- Spectators represent their schools, as do athletes.
- Spectators are expected to demonstrate the highest standards of sportsmanship.
- Booing, taunting, inappropriate cheers, or attempts to intimidate athletes, coaching staff, event personnel, administrators, officials, and opponents are unacceptable behaviors. Spectators should support and cheer for their teams in a positive manner.
- Spectators who exhibit unacceptable behavior will be asked to leave the contest without reimbursement of game fees and will not be permitted to reenter that contest. Further disciplinary action may be imposed by the school principal.
- Spectators will not be permitted to leave and reenter without paying a second admission.
- Spectators must comply with the AACPS's alcohol, drug, and tobacco policies.
- Spectators may not take food or drinks into the gymnasium per school by school decision.
- Spectators must stay in the bleachers or stands. For spectator safety, there is no jumping on the bleachers or stands.
- Only authorized coaches for the designated activity and/or authorized school supervisory personnel who are designated by the school are permitted on the sidelines. Reporters who have requested to be on the sidelines should check in with game management.
- School dress code extends to athletic contests.
- During contest, spectators may not play catch or pickup games inside the stadium or gymnasium.
- Noisemakers are prohibited at athletic events.

### **Conduct of Parents**

At the high school level, the importance of parents behaving as model spectators cannot be overstated. Support by parents for the

rules of conduct defined in Conduct of Athletes is also critical. Of particular concern are parents who directly or indirectly participate in providing alcohol to athletes and/or knowingly permit athletes to drink alcohol. Such parents are potentially responsible for the adverse consequences to their own athlete as well as to the team.

## **Conduct of Athletes**

An important part of the educational aspect of high school athletics is the learning of behavior appropriate to the circumstances. Because athletes often perform publicly, their behavior is subject to more than the usual scrutiny.

- Each athlete is expected to display good conduct and sportsmanship at all times.
- As a result of misconduct or disruptive behavior, the principal or designee shall be responsible for deciding appropriate discipline.
- Any student expelled or suspended from school:
  1. Shall remain away from the school premises during those hours each school day when the school the student attends is in session.
  2. May not participate in school-sponsored activities.
  3. May not return to the school building or grounds unless accompanied by a parent.
- A student athlete who has been suspended or expelled from school for violation of any Board of Education policy or regulation governing assaults by students, possession and use of weapons and dangerous implements by students, alcoholic beverages, controlled dangerous substances or other intoxicants, and use of tobacco by students, or expelled for any other reason, will be prohibited from participating in interscholastic sports programs for at least the remainder of the season in which the infraction occurred and may be subject to such other athletic sanctions as the principal deems appropriate.
- Discipline applied under these regulations may be appealed by an athlete through the existing complaint procedures established by the AACPS.
- A coach has the responsibility to administer appropriate forms of discipline for infractions of athletic policies, rules,

or regulations, consistent with the Administrative HELP Manual's reference to due process.

- If an athlete is removed from a contest for fighting or unsportsmanlike conduct, that athlete will not be permitted to play in the next scheduled contest for the team during the current season. Depending on the severity of behavior, additional time out or removal from the team may result. In regional or state games, MPSSAA sanctions on state tournament participants also will apply.
- County/district tournament: If a team, or any students participating in a county/district tournament, leaves the field before completion of the contest, fails to continue play when eligible to do so, or is guilty of detrimental misconduct before, during, or after the tournament, the team, coach, or student may be suspended from further participation in the current tournament or the next event, upon the determination of the principal of the offending team, coach, or student.

### **Unsportsmanlike Conduct**

If an athlete is ejected from a game for any reason, unsportsmanlike conduct, fighting, etc., the athlete shall be prohibited from participating in the next contest.

### **Drugs and/or Alcohol**

Possession or use of drugs or alcohol in season, on school time, or at a school event shall result in immediate removal of the athlete from participation in all athletic contests for the remainder of the season.

### **Tobacco**

The law requires all school buildings and all school property to be smoke-free. All students are prohibited from the use and/or possession of tobacco products, matches, and lighters on school property. This prohibition includes all related activities (i.e., bus stops, school buses, extracurricular activities, etc.)

### **Hazing - AACPS Interscholastic Hazing Position**

The Board of Education is committed to providing all students with an orderly school environment that is free from harassment and

intimidation, hazing, bullying, and bias behavior. All complaints of unlawful harassment, hazing, bullying, and bias behavior shall be investigated in accordance with the procedures set forth in the administrative regulations created to implement policy. The school system will discipline or take other action with regard to members of the school community who engage in unlawful hazing, harassment, intimidation, bullying, and bias behavior in accordance with administrative regulations and the Administrator, Coach, and Student Codes of Conduct.

## Definitions

**Hazing:** An act that subjects a student to potential harm and is affiliated with initiation into a student organization or team. Hazing may involve an act committed against a student or a situation in which a student is coerced into committing an act.

These acts run counter to the educational mission of high school athletics, **regardless of the victim's willingness to participate**. The list below provides examples of some types of hazing. This list is not meant to be all-inclusive.

- Being yelled, cursed, or sworn at
- Being publicly harassed
- Being expected to act as a personal servant to an older group member
- Being coerced/forced to eat certain foods
- Being thrown or forced to go into a pond, ocean, toilet, or other body of water
- Being pressured to be tattooed, pierced, or shaven
- Being coerced/forced to participate in drinking contests
- Being forced/coerced to participate in any physical or elicited activity that causes the victim to pass out
- Being forced/coerced to destroy or vandalize property
- Being forced/coerced to inflict pain on yourself or others

**Harassment and intimidation:** A behavior continuing over a period of time that makes a person feel uncomfortable or unsafe, including putdowns.

**Bullying:** Repeated, conscious, willful, and deliberately direct/indirect intent to physically or psychologically intimidate or distress

someone else; physical, social, or verbal actions or intimidation toward another person with negative intent.

**Bias behavior:** A behavior offense committed against a person or property that is motivated by the offender's bias, a negative opinion or attitude toward a group of persons based upon their race, religion, disability, sexual orientation, or ethnicity/national origin.

## **Risk of Participation in Athletics**

It is important that you understand the risk of participation. Participation in competitive athletics brings with it the potential for physical injury. While we at North County take all reasonable precautions, you should be aware of the risks involved.

- **MOUTH/FACE GUARDS:** In accordance with NFHS by-laws, all athletes participating in the following sports must wear a colored mouth guard at practices and games: football, field hockey, and lacrosse. Also, all athletes in the sport of girls' lacrosse must wear an ASTM-certified protective eyewear.
- **REPORTING OF INJURIES:** All injuries that occur as a result of participation in athletics must be reported to the trainer or coach. If the injury requires medical attention by a doctor, treatment center, or hospital, it will be necessary to have an injury report form completed. Once a physician treats an athlete, a doctor's written release will be required before the athlete will be allowed to return to practice or play.

## **Some Potential Injuries That May Be Incurred During Participation in Interscholastic Sports**

Examples of sport-specific injuries:

Strains	Sprains	Contusions
Broken Bones	Dehydration	Abrasions
Blisters	Concussions	Cramping
Fractures	Punctures	Dislocations

## **Sport Potentiality Injury**

- Football: Neck and back injuries, knee injuries, head injuries
- Soccer: Eye damage, knee injuries, mouth/teeth injuries
- Tennis: Tennis elbow inflammation, heat exhaustion

- Cross-country/track: Groin strains, shin splints, heel contusions
- Basketball: Mouth/teeth injuries, eye damage, dislocations
- Cheerleading: Back, neck and shoulder injuries, wrist sprains
- Lacrosse/field hockey: Knee injuries, muscle contusions, head injuries
- Baseball/softball: Eye damage, rotator injuries, mouth/teeth injuries

## **Brain Injury in Athletics**

General information:

- An estimated 300,000 sports-related traumatic head injuries occur each year.
- Some athletes with a traumatic brain injury will never have suffered unconsciousness or have signs of neurological deficit.
- Football, gymnastics, wrestling, and ice hockey have the greatest risk per 100,000 participants of catastrophic head injury.
- Those who sustain one concussion are at a sixfold risk of suffering another.

Football:

- In any given season, 10% of all college players and 20% of high school football players sustain brain injuries.
- 70% of football players who are “knocked out” return to play that same day.
- From 1985 to 1994, there were 26 reported head-related fatalities in organized high school football in the United States.
- From 1984 to 1995, there were 43 cases of high school football players with permanent cerebral injuries.
- Yearly, in the United States, there are at least 250,000 cases of mild brain injury reported in football alone—many more go unreported.

Other sports:

- Soccer players can receive a brain injury from head-to-head contact, falls, or being struck on the head with a ball.

- Heading the ball repeatedly in soccer can cause a concussion, especially when a small child uses too large a ball.
- Brain injury accounts for 46% of all winter sports injuries including skiing, ice hockey, sledding, and ice-skating.
- The head is involved in more baseball injuries than any other part of the body.
- Collisions, being hit with the ball, and sliding head first in baseball can cause serious brain injury.

Second impact syndrome (SIS):

- Second impact syndrome occurs when a second brain injury is sustained before the initial injury has had time to heal.
- This second blow may be extremely minor, a light head tapping, or even a blow to the body that causes the head to jerk.
- One half of those with SIS die as a result of the injury.
- The time from second impact to brainstem failure may be rapid, taking as little as 2 to 5 minutes.
- Between 1980 and 1993, there were 17 confirmed and 18 probable cases of SIS among American football players.
- Ice hockey, downhill skiing, and boxing have also reported cases of SIS.

## **Concussion Information**

### **Definition**

Any transient neurological dysfunction resulting from a biomechanical force that may or may not result in a loss of consciousness.

### **Recognizing Concussion**

Concussions do not always involve a loss of consciousness. ANY traumatic blow to the head or to another part of the body (which causes a whiplash effect to the head) should be considered as a mechanism of concussion injury. While headache is the most common symptom of concussion, all people will experience concussion differently. Therefore, all of the potential signs and symptoms of concussion should be considered. A symptom checklist can assist the evaluator in making a more objective return-to-play decision.

If a player sustains any signs or symptoms of concussion, he or she must be removed from practice or play. Only a physician may clear the athlete to return to play.

### **Concussion Signs and Symptoms**

- Amnesia
- Loss of orientation
- Balance problems
- Memory problems
- “Bell rung”
- Nausea
- Dazed or confused
- Nervousness
- Depression
- Numbness or tingling
- Double vision
- Drowsiness
- Poor concentration
- Easily distracted
- Personality changes
- “Glassy eyed”
- Excessive sleep
- Ringing in the ears
- Fatigue
- Sadness
- Feeling “in a fog”
- Seeing “stars”
- Feeling “slowed down”
- Sensitivity to light
- Headache
- Sluggishness
- Inappropriate emotions
- Change in personality
- Sensitivity to noise
- Irritability
- Sleep disturbance
- Loss of consciousness
- Vacant stare
- Vomiting

**All athletes who get “rocked” or “dinged” and exhibit any of these signs or symptoms should be referred immediately to the athletic trainer and/or physician. If a question exists and no medical personnel are available, emergency transport (ambulance) the athlete to a hospital.**

### **Parents Supporting Their Own Athletes**

#### **Learning Even in a Losing Cause**

The life lessons learned through participation in athletic competition are held in high regard by current and former athletes. Particularly beneficial is the experience of working cooperatively toward a common purpose in a close-knit group, the values of teamwork, and the development of the concept of fair play.

While the Board of Education takes great pride in winning, it does not condone “winning at any cost” and discourages any and all

pressures that might tend to neglect good sportsmanship and good mental health. At all times, the athletic program must be conducted in such a way as to justify it as an educational activity.

The educational side of athletics is to help students benefit from the lessons learned through participation. While winning is usually more fun, the lessons learned from losing are often beneficial.

### **Learning the Lifelong Lessons of Winning**

In winning as in losing, the long-range value of the experience is promoted under certain conditions. An undue emphasis on winning can easily leave the false impression with student athletes that their athletic activity has value ONLY if the competition results in a “win.” A winning-is-everything approach leads directly to unsportsmanlike behavior and to cheating, and translates to unacceptable ethics and lifelong values. In an educational setting, we emphasize preparing in a fashion to be competitive, and we focus on doing our best.

Often, though certainly not always, sound preparation and focusing on doing our best results in winning the contest. However, the experience of winning carries an enhanced value if parents can help students, even in winning, FOCUS on the efforts and strategies, both by individuals and by the team, that resulted in the win.

Parents can help athletes learn the real value of winning by:

- Offering congratulations for winning AND identifying and discussing the efforts made by individuals and by the team.
- Rewarding the winning efforts AND rewarding the growth in individuals and in the team—the growth that contributed to the win.
- Emphasizing competitiveness
- Emphasizing doing your best.

### **Keeping Parent Support in Perspective**

All parents should be proud parents. All parents should be advocates for their children. All parents should help and encourage their children to pursue their potential. When these important parental attributes are taken to extreme, however, athletes can miss important life learning and miss significant growth opportunities. Unfortunately, we have all seen parents who seem satisfied only when their athlete is starring and/or winning. Apparently trying to

relive their own life through the life of their athlete, some parents seem to have difficulty maintaining perspective.

Supporting students athletes, even though one may disagree with the coach's judgment, regarding playing time and level or position placement, is an important parental role. (However, challenging the coach's judgment regarding playing time or selection, which is his or her assigned role, is not appropriate). Supporting the athlete in the pursuit of improved skills or alternate interests is the appropriate parental role.

Balance is the key. Maintaining a balanced perspective between savoring the possibility of one's student athlete becoming a professional athlete and a realistic assessment of skills and possibilities. Keeping a balance between protecting one's athlete from adverse events and helping a student athlete learn from the lessons of adversity. The balance between blindly defending one's athlete when assessments seem unfair and helping a student athlete learn to view circumstances from an outside perspective. Balance between blaming others and accepting responsibility. Balance between holding on to perceived injustices and moving forward positively.

Being a supporting parent is a complex business. The athletic skill of balance is appropriately applied here, too.

## **Perspective on College Scholarships**

Many high school athletes dream of becoming a professional athlete. It is a noble dream, but somewhat unrealistic for most high school athletes. Many parents dream of their son getting a football scholarship or their daughter a full-ride college scholarship. That, too, is unrealistic for most kids and parents. The type of athletic program offered in AACPS emphasizes discipline, character, and cooperation. It accentuates the classroom and getting an education first. It does not emphasize winning at all costs or displaying one player so that a given athlete is more important than the team.

We want every athlete who is deserving of a scholarship to get one. Coaches in AACPS will do everything they can to help athletes go to college and to procure a scholarship, if one is merited. AACPS offers a quality program that emphasizes education.

Some parents will agree with the above for everyone except their son, who was All-County or All-American. To those parents we say,

look at the following statistics. A 1993 study released by Utah State University shows the likelihood of a high school senior getting an athletic scholarship and moving on to professional athletics:

- 50% of high school football and basketball players believe they will get a college scholarship.
- 98 out of 100 high school athletes will never play in college.
- Only 1 out of every 100 high school athletes will receive a scholarship to a Division I school.
- Only 1 out of 12,000 athletes will go on to become a professional athlete.
- Only 1 in every 5,200 college football players will go on to become a professional player.
- 67% of all NFL players do not have a college degree.
- The average career in the NFL lasts 3.5 years.

Participation in athletics is highly valued in the North County community. The importance of scholarships, however, must be placed in a broader perspective.

## **Athletic Programs and Personnel Complaint Procedures**

Complaints concerning NCHS athletic programs and personnel are welcome when motivated by a sincere desire to improve the quality of the athletic program and to perform tasks more effectively.

### **Personnel or Program Complaints**

1. Every effort should be made to resolve any problem at the local level by communicating with the coach.
2. If a complaint is not resolved with the individual coach, the complaint may be appealed in writing to the athletic director. The written complaint must contain the following:
  - a. The name of the coach or the specific sport, level of competition, and/or the general athletic concern involved.
  - b. A specific summary of the nature of the complaint and the facts surrounding the same.
  - c. The complaint must be signed by the complainant.
3. For complaints not tied to an individual coach, the first contact for concerns about any phase of the athletic program is

the athletic director. This may be done either verbally or in writing.

4. Complaints regarding an individual coach or program not resolved with the athletic director will be referred to the school administrator in charge of athletics for resolution. The administrator in charge of athletics shall receive a copy of the written complaint and a written report of the efforts made to resolve the problem. The complainant shall receive a written response.
5. Complaints not resolved by the UHS administration may be referred in writing to the superintendent for study and resolution.
6. Each step of the complaint procedure will be completed in a timely manner.

Student athletes' behavior is expected to reflect the following "six pillars of character":

## **trustworthiness**

Be honest • Don't deceive, cheat, or steal • Be reliable—do what you say you'll do • Have the courage to do the right thing • Build a good reputation • Be loyal—stand by your family, friends, and country

## **respect**

Treat others with respect; follow the Golden Rule • Be tolerant of differences • Use good manners, not bad language • Be considerate of the feelings of others • Don't threaten, hit, or hurt anyone • Deal peacefully with anger, insults, and disagreements

## **responsibility**

Do what you are supposed to do • Persevere: Keep on trying! • Always do your best • Use self-control • Be self-disciplined • Think before you act—consider the consequences • Be accountable for your choices

# fairness

Play by the rules • Take turns and share • Be open-minded; listen to others • Don't take advantage of others • Don't blame others carelessly

# caring

Be kind • Be compassionate and show you care • Express gratitude • Forgive others • Help people in need

# citizenship

Do your share to make your school and community better • Cooperate • Get involved in community affairs • Stay informed; vote • Be a good neighbor • Obey laws and rules • Respect authority • Protect the environment

# Model Athletic Handbook III

*Ryan Sklapsky*

## **Bishop Lloyd Middle School Athletic Handbook 2016–2017**



Bishop Lloyd Middle School (BLMS) has been in existence for over 40 years. I transferred to BLMS in 2007 and immediately began embracing the athletic endeavors of the students. An athletic handbook had not been in existence at BLMS or the other two middle schools within Lloydminster Public School Division, E.S. Laird and College Park, since I moved to Lloydminster in 2005. BLMS offers Grade 7 to 9 students a wide spectrum of sports in which to participate throughout the school year. In the fall, the school offers volleyball, cross-country running, soccer, and golf. The winter months bring basketball and curling into the culture of the school and the spring season concludes with badminton, rugby, track and field,

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and golf again. Some teams are designed for top caliber athletes and those who take competition and the impact of sport seriously, and other teams are more for developmental purposes and give students a chance to be part of a team in a recreational setting. In this paper, I will explain the process used to develop the athletic handbook, motivating factors for the need of this document, and other athletic handbooks that served as guides and motivation when compiling the handbook for BLMS.

Extracurricular programs are necessary in the school and athletic culture within an educational institute. Participation in extracurriculars enhances students' athletic and academic endeavors while they are attending school. "Participation of both male and female high school students in competitive sport significantly contributes to a strengthening of personality traits . . . promotes the enhancement of self-efficacy, self-control and internal attribution style" (Shachaf & Katz, 2014, p. 41). BLMS students are often multisport athletes. Many students compete from the fall to the winter and conclude in the spring with their school sport. It may seem the athletics program at BLMS is running smoothly, but coaches and teachers face many challenges. A number of the student athletes in the school have chosen to be sport-specific athletes and only play one sport and train 10 to 12 months of the year for that sport. Getting those students to pick up a volleyball in the fall, try out for basketball in the spring, or give badminton a chance in the gym is difficult because they are more committed to their community sport groups. Hockey and football are competing factors in the fall and winter, and softball and baseball are the hurdles that teachers face in the spring. Students playing these community sports are paying massive fees to participate, and they are also doing off-season training in preparation for the season, which interferes with the opportunity to participate in other sports. According to Brent Sutter, owner of the Red Deer Rebels, a Western Hockey League junior ice hockey team,

It is so noticeable on a hockey team that the kids who have played other sports and experienced different things are always the smarter players on your team, and they are able to handle adversity better. They deal with adversity better because they are thrown into different environments and

they trust their skills that they may have learned elsewhere to get them through certain things. (Gregor, 2014, para. 8)

Hockey is only one sport, but Sutter's words encapsulate a number of educators' thoughts and opinions.

### **School Goals**

The structure of the *BLMS Athletic Handbook* reflects the school goals for students, teachers, and parents. Parents are a vital cog in the athletic department at BLMS. The parents are supporting athletes during competitions, providing transportation to many students because of budgetary cuts, and supporting coaches in their decision-making process. Some parents do not support the decisions of the coaches, and protocols have been established at BLMS and other schools within Lloydminster Public School Division to handle these issues. Some coaches have started to have closed practices during which parents are not allowed in the gym until the conclusion of practice. Mandatory preseason meetings have been introduced with some teams to outline coaching philosophies, playing time, tournament and league play schedules, and budgetary constraints. Parents have also supported the teams by providing sponsorships for team uniforms or team clothing.

It is important for coaches to act as role models to the student athletes attending BLMS. The coaches are the leaders of their teams; it is important for them to exhibit positive behavior and maintain control when dealing with opposing teams, players, and officials while accentuating that the students are student athletes. Academics and being a student need to come first and this starts in the classroom. Staff members hold students accountable and make sure that athletes who are participating on school sports teams are in good academic standing with their respective teachers. There is also money available for coaching development for staff members in the school division, including BLMS. Last year, two coaches from another school completed their coaching certification courses for volleyball and have continued to take courses to improve their coaching abilities and learn new drills and techniques.

## Seasons of Play

The *BLMS Athletic Handbook* also includes the seasons of play so that staff are aware of the time commitments necessary when signing up to coach a team. Within the seasons of play, coaches need to make sure students are on time for practices, conduct themselves in an appropriate manner while representing the school in competition in Lloydminster and surrounding areas, and adhere to team travel and team uniform protocols. Most coaches take attendance at practice and deal with absences and lates on an individual basis. Teams come up with individual rules if their team members are late for games, practices, or tournaments. These range from sitting out a quarter, to not dressing for the next game, to doing extra cardiovascular running at the beginning or end of practices.

Students are representing BLMS and the City of Lloydminster. It is imperative that they conduct themselves with class, dignity, and respect not only when dealing with opposing players, coaches, and officials, but also when visiting other schools. Teachers and coaches at BLMS expect student athletes to leave dressing rooms neat and tidy, to clean up classrooms, and to be gracious to tournament hosts, among other traits. Team travel includes riding the bus with the team and taking the bus home with the team, whether the team wins or loses.

Making sure athletes take care of their jerseys has been a problem at the school. Some players are respectful and hand in their jerseys promptly at the conclusion of a season's play. One observational change I hope to make within the athletic department at BLMS is implementing a physical education fee or athletic team fee. Right now, student athletes at the school do not pay a fee for either. Money garnered from fundraising ventures helps support the athletic programs, transportation costs, and officiating invoices that continue to rise because of a shortage of trained and carded officials in Lloydminster. By having a pool of funds available, the athletic department could pay for busing, transportation, or new jerseys from this newly created source of revenue instead of having to dip into fundraising dollars to offset costs.

## Activities and Injuries

Injuries are another major part of any athletic program. The Lloydminster Public School Division's (2014) Administrative Procedure 214 (AP 214) outlines necessary precautions that students and staff should take when participating in various physical education activities and in competitive sports when representing their school at games and tournaments. It is important to highlight that the AP 214 does not go into significant detail breaking down each sport. It notes key sports that pertain to students in the division, risks involved in playing the sport or activity, and necessary precautions of which teachers need to be aware. The Chinook School Division (CSD) in southwest Saskatchewan has two physical education safety documents (see CSD, 2013a, 2013b) that I use frequently when the AP 214 does not answer specific sports-related questions that come up in day-to-day dealings with colleagues. There are many close correlations between the CSD documents and the AP 214. The most important part of the CSD (2013a) *Physical Education Safety Guidelines at a Glance* is the list of approved activities, not approved activities, and high-risk activities requiring board approval.

The CSD (2013b) lists for each activity recommendations for clothing and footwear. For example, for basic aquatic activities, this document lists simple points such as wearing suitable swimwear, not wearing jewelry, tying back hair, and wearing sunscreen when swimming outdoors. The CSD (2013b) also lists supervision rules such as a ratio of 1:25 for qualified instructors to students and suggests teaching skills in proper progression. Further, the CSD (2013b) recommends for which grade levels the activities are suitable. For example, archery is recommended for students in Grades 9 to 12. Within Lloydminster, a number of schools have purchased archery equipment for staff and students to use in elementary, middle, and high school settings. This documents recommends equipment and facility guidelines, including checking bows for proper security, using a properly installed safety net, and maintaining proper boundary lines around the shooting area. The CSD (2013b) also lists basketball among the many activities, recommending footwear and facility guidelines, such as having protective padding near walls and stages, wearing suitable footwear for indoor and outdoor game play, and locating the winch for raising and lowering backboards away from

the area of play. Further, the CSD (2013b) outlines that “only trained adults or students under supervision use motorized or hand winches to raise and lower baskets” (p. 3, Facilities column, para. 4).

## **Conclusion**

I also used a number of athletic handbooks from throughout Alberta and Saskatchewan as references, when writing the BLMS handbook (see Ardrossan Jr/Sr High School, n.d.; Bert Church High School, n.d.; Campbell Collegiate, n.d.; Canmore Collegiate High School, n.d.; Catholic Central High School, n.d.; Lethbridge Collegiate Institute, n.d.; Northern Alberta Institute of Technology, n.d.; R.F. Staples Secondary School, n.d.; Sunwest School Division, n.d.). These handbooks describe vital components for the programming of a school or have affected the blueprint of the BLMS handbook.

BLMS presents a number of unique challenges that other schools have and do not have when it comes to their athletic programs. Not every athletic program is perfect and flaws exist within each program. The purpose of the athletic handbook is to give new teachers, experienced teachers, and administration the guidance and direction when questions come up from parents, colleagues, or school division personnel. BLMS operates as a small microcosm compared to much bigger facilities in Alberta and Saskatchewan. The framework of the handbook can be easily edited or replaced should a new athletic director take my place, and it can also be utilized with the other two middle schools. I have had a chance to scan over the athletic handbook for Lloydminster Comprehensive High School (LCHS). The handbook the high school uses is more thorough and comprehensive because LCHS has more sports, more coaches, and longer seasons of play in which the athletes have the opportunity to compete. The athletes at LCHS can advance to district, zone, and provincial playdowns for a number of sports, whereas the athletes at BLMS operate up to district play. The tournaments that LCHS athletes get invited to and attend are more prosperous and require more travel, more money for hotels and meals, and increased costs. It is hoped that the direction and planning put in place for the athletic handbook for BLMS coaches, athletes, and parents clear up any misconceptions about the teams and alleviate any stresses that teachers may have when offered the chance to lead one of the sports teams.

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# Model High School Athletic Transgender Policy

*Roger Morgan*

## **Saskatchewan High Schools Athletic Association (SHSAA) Transgender Policy**

This project was in response to the provincial government in Saskatchewan's request that the Saskatchewan High Schools Athletic Association (SHSAA) develop a policy for the inclusion of transgender student athletes in the programming of the association. The SHSAA governs athletics in the province from Grades 9 to 12. The executive that governs the association had 11 members, an executive director, and an assistant executive director. I held the role of past president during the Transgender Committee development and follow-up meetings. In developing the policy for our province, I was directed to explore the existing policies within North America and analyze them for possible use within the SHSAA framework.

### **Initial Philosophy**

The committee developed guidelines for developing transgender inclusion policies in high school athletics including the following:

1. Be proactive, avoid crisis mode. Develop a policy before a transgender student wants to try out for a team.
2. Talk to athletic association leaders in the states and provinces that have adopted policies about how they have implemented their policies.

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3. Read about the high school policy recommendations of experts on transgender participation in sports (see Griffin & Carroll, 2010).
4. Contact consultants who can assist in formulating an effective and fair policy: NCLR Sports Project ([www.nclr.org](http://www.nclr.org)), the Transgender Law Center ([www.transgenderlawcenter.org](http://www.transgenderlawcenter.org)), National Center for Transgender Equality ([www.transequality.org](http://www.transequality.org)).
5. Always build in protections for student privacy into policy.
6. Educate school athletic administrators, coaches, parents, and community about transgender students in athletics and policy.

### **Development of a Transgender Policy Committee**

The SHSAA developed a committee in September 2015 that included

- SHSAA executive director;
- SHSAA president;
- SHSAA past president;
- Counsellor, Sheldon Williams Collegiate, Regina; and
- Counsellor, Walter Murray Collegiate, Saskatoon.

### **Direction From Saskatchewan Provincial Government**

In accordance, the Government of Saskatchewan opposes all forms of prejudice, bullying, and discrimination on the basis of students' and/or teachers' actual or perceived sexual orientation or gender identity.

#### **Intent**

The Government of Saskatchewan is committed to ensuring safe school environments in which all students feel included, protected, and respected. A student-first approach means providing support for and meeting the needs of each and every student. Meeting the needs of all Saskatchewan children and adolescents is a shared responsibility. The Ministry of Education provides curricula, policy frameworks, guidelines, and funding to support schools, and boards of education develop policies for school divisions.

School divisions create policies that protect the rights, safety, and freedoms of students. It is important for school divisions to evalu-

ate and update existing policies on a regular basis to reflect safety and acceptance for sexually and/or gender diverse students and their allies.

School divisions are encouraged to develop clear safe-school policies that explicitly include alliances, groups, or clubs for students who want to work to support each other and to create safe, caring, and inclusive spaces for students who are gender and/or sexually diverse and their allies. These alliances also create welcoming and respectful environments in which to address heterosexism, homophobia, and other forms of related discrimination. Language used in policy development should specifically include the words “Lesbian, Gay, Bisexual, Transgender, Queer, Straight, Two-Spirit, and Questioning” to be inclusive of all students. Students will not be expected to identify their orientation or gender while participating in an alliance. An alliance or club should be named by the students themselves.

### **Ministry of Education Policy Statement**

The Ministry of Education encourages and supports school division discussions, policy development, and safe school practices for all students.

The ministry expects that all school divisions will respond positively to students’ requests to establish a student alliance for gender and sexual diversity in their school.

In the event any student’s request for an alliance is denied, the ministry will work with the school division to ensure that the needs of each student are being met.

### **American General Summary**

The Nevada Interscholastic Activities Association (n.d.) made a statement that transgender athletes will be allowed to compete in sanctioned sports “in accordance with his or her gender identity irrespective to the gender listed on the student’s birth certificate” (p. 1). Many states have adopted similar language in their own policies. Several states have policies that allow participation that is consistent with the athlete’s gender identity. Though there are slight differences in policies, the differences are not significant and can be grouped together.

## State Policy Research – Inclusive Policies

### Maine

*Summary:* Students have the chance to choose sports teams based on gender identity alone, pending an approval process that considers competitive balance and safety.

#### *Policy Details:* Transgender Student Athlete Participation

The MPA (Maine Principals' Association) is committed to maximizing the opportunities for all students to participate in interscholastic activities and athletics, regardless of their gender identity or expression. At the same time, the MPA is committed to ensuring fair competition and adequate protection of student athletes. Consistent with its principles, the MPA believes that all students should have the opportunity to participate in MPA activities in a manner that is consistent with their gender identity, unless such participation would result in an unfair athletic advantage or would present an unacceptable risk of injury to other student athletes. This policy establishes eligibility guidelines and procedures to address the participation of transgendered students in MPA-sponsored interscholastic competition.

- A. DEFINITIONS: For purposes of this policy, the following definitions will apply:
1. Transgender person: A person whose gender identity does not match the sex assigned to him or her at birth. A transgender person who is born female-bodied but identifies as male is referred to as a transgender man or a female-to-male (FTM) transsexual. A transgender person who is born male-bodied but identifies as female is referred to as a transgender woman or a male-to-female (MTF) transsexual.
  2. Gender identity: A person's deeply-felt internal sense of being male or female.
  3. Gender expression: A person's external characteristics and behavior that are socially defined as either masculine or feminine, such as dress, mannerisms, speech patterns, and social interactions.
  4. Birth-assigned gender: Gender assigned at birth based on the anatomical, physiological, and chromosomal characteristics associated with males, females, or intersex people.

B. **PRIVACY STATEMENT:** All discussions and documents at all levels of the eligibility determination process, either by a member school, appeals panel, and/or MPA staff, shall be kept confidential unless the student and/or his or her family make a request otherwise.

C. **PROCEDURE:**

1. **School Level Procedure.**

- a. **Student Contacts School.** The student and/or parent(s)/guardian shall contact the school administrator or athletic administrator at his or her member school notifying the school that the student has a consistent gender identity different than the gender of the student's birth-assigned gender or the student's school registration records and that the student desires to participate in activities in a manner consistent with his or her gender identity.
- b. **School Requests a Hearing.** The school shall contact the MPA at the earliest possible opportunity to request the scheduling of a hearing with the Gender Identity Equity Committee ("GIE Committee"). The student athlete shall not participate in any countable athletic contest prior to obtaining approval from the GIE Committee.
- c. **Documents in Support of Request.** The school and student and/or his or her parents shall collect some or all of the following information for transmittal to the MPA prior to or at the hearing:
  - i. Current transcript and school registration records showing gender identity used for school registration records
  - ii. Pertinent personal characteristics of the student (e.g., date of birth, grade, height, weight, birth-assigned gender, pre- or post-pubescence status)
  - iii. A list of the athletic activities that the student seeks to participate in during the current school year, if selected through the team tryout process
  - iv. Documentation establishing the student's consistent gender identity (e.g., a statement from a parent or guardian; a letter from a teacher, administrator, or coach; a statement from the student)

- v. Medical documentation related to the student's consistent gender identity and/or athletic advantage or disadvantage (e.g., a statement from a health care provider who has treated the student athlete; records of hormonal treatments (if any), sexual reassignment surgery (if any), counseling, etc.)
- vi. Documentation describing the student athlete's prior athletic participation, either during or prior to high school, including relevant statistics related to the student's prior athletic performances
- vii. Other documentation that the school, student, or parent feels should be considered in the MPA's determination

## 2. MPA Procedure:

- a. Initial Hearing. The GIE Committee shall schedule a confidential hearing to consider the student's request within seven (7) business days of the request. Present at the hearing will be the student, his or her parents/guardians, a representative of the student's school, members of the committee, and a representative of the MPA staff. One or more of the committee members may participate by telephone or other electronic means if participation in person is not feasible. Although not necessary, the student/parents may also request the attendance of any individual(s) the student wishes to speak on behalf of the request. To protect the privacy of the student, no other individuals will attend the meeting unless the student and/or his or her parents/guardians so request.
- b. Standard of Proof. The GIE Committee shall grant the student's request to participate in accordance with the student's stated gender identity unless it is convinced that the student's claim to be transgender is not bona fide or that allowing the student to compete on a single-sex team consistent with his or her gender identity would likely give the student athlete an unfair athletic advantage or pose an unacceptable risk of physical injury to other student athletes.
- c. GIE Decision. The GIE Committee will issue its decision in writing, addressed to the sponsoring school, within five (5) business days of the hearing.

- d. **Effect of Approval.** Approval of the student athlete’s eligibility shall be binding on all member schools and shall be valid through the duration of the student’s high school career, unless the GIE Committee explicitly states that the approval is valid for a shorter period. The GIE Committee may approve a student’s request for less than the student’s high school career only in cases when it is reasonably foreseeable that the student’s athletic advantage or the risk of injury to others may increase as the student matures. Except in unusual circumstances and only with the express approval of the GIE, a student who has been granted approval to compete consistent with his or her gender identity may not thereafter seek to compete as a member of his or her birth-assigned gender.
- e. **Right to Appeal.** If the GIE Committee denies the student’s request, the student and/or the student’s school may appeal this ruling to the MPA Interscholastic Management Committee (IMC) by filing a request in writing within five (5) business days following receipt of the written decision of the GIE Committee.

D. **APPEAL PROCESS:** The IMC shall meet to consider the appeal of a student’s denial of eligibility within ten (10) business days of receipt of the written notice of appeal. The appeal will be decided upon the written record created at the GIE Committee, and any other written submission the sponsoring school and or student/parents wish to submit. The determination of the IMC shall be issued in writing to the student’s school within three (3) business days of the meeting of the IMC to review the appeal. The decision of the IMC shall be final and binding on all parties.

Reference: Maine Principals’ Association, n.d.

### **Washington State**

*Summary:* “All students should have the opportunity to participate in WIAA activities in a manner that is consistent with their gender identity, irrespective of the gender listed on a student’s records” (Washington Interscholastic Activities Association [WIAA], n.d., p. 31).

*Policy Details:*

**GENDER IDENTITY PARTICIPATION** - All students should have the opportunity to participate in WIAA activities in a manner that is consistent with their gender identity, irrespective of the gender listed on a student's records. Once the student has been granted eligibility to participate in the sport consistent with his or her gender identity, the eligibility is granted for the duration of the student's participation and does not need to be renewed every sports season or school year. All discussion and documentation will be kept confidential, and the proceedings will be sealed unless the student and family make a specific request.

**18.15.1 NOTICE TO THE SCHOOL:** The student and/or parents shall contact the school administrator or athletic director indicating that the student has a consistent gender identity different than the gender listed on the student's school registration records and that the student desires to participate in activities in a manner consistent with his or her gender identity.

**18.15.2 NOTICE TO THE WIAA:** The school administrator shall contact the WIAA office, which will assign a facilitator who will assist the school and student in preparation and completion of the WIAA Gender Identity eligibility appeal process.

**18.15.3 FIRST LEVEL OF APPEAL:** The student will be scheduled for an appeal hearing before an eligibility committee specifically established to hear gender identity appeals. The WIAA shall schedule a hearing as expeditiously as possible, but in no case later than five (5) school business days of that member school prior to the first full interscholastic contest that is the subject of the petition, or within a reasonable time thereafter in cases of emergency, including, but not limited to, any unforeseeable late student enrollment. The Gender Identity Eligibility Committee will comprise a minimum of three of the following persons, one of whom must be from the physician or mental health profession category:

- A. Physician with experience in gender identity health care and the World Professional Association for Transgender Health (WPATH) Standards of Care.
- B. Psychiatrist, psychologist, or licensed mental health professional familiar with the World Professional Association for Transgender Health (WPATH) Standards of Care.

- C. School administrator from a non-appealing school
- D. WIAA staff member
- E. Advocate familiar with Gender Identity and Expression issues

18.15.4 DOCUMENTATION: The appealing student should provide the Eligibility Committee with the following documentation and information:

- A. Current transcript and school registration information
- B. Documentation of student's consistent gender identification (e.g., affirmed written statements from student and/or parent/guardian and/or health care provider)
- C. Any other pertinent documentation or information

18.15.5 SECOND LEVEL OF APPEAL: An aggrieved student wishing to appeal the Gender Identity Eligibility Committee decision shall file notice of appeal with the Executive Director of the WIAA on or before the tenth (10th) school business day following the date of receipt of the written decision of the Gender Identity Eligibility Committee denying the petition. An appeal to the WIAA executive director shall require the executive director to schedule a hearing to commence on or before the tenth (10th) school business day following the date of receipt of the written notice of appeal. Written notice of the time and place of the hearing shall be delivered to the petitioned appellant in person or by certified mail, with return receipt requested, no later than five (5) school business days of that member school prior to the date of the hearing. When there is confirmation of a student's consistent gender identity, the eligibility committee/WIAA executive director will affirm the student's eligibility to participate in WIAA activities consistent with the student's gender identification. The WIAA will facilitate the provision of resources and training for a member school seeking assistance regarding gender identity.

Reference: WIAA, n.d.

## **Washington, DC**

*Summary:* All students should have the opportunity to participate in DCSAA (District of Columbia State Athletic Association, n.d.) activities in a manner that is consistent with their gender identity, irrespective of the gender listed on a student's records or identification

documents. Schools should allow students to participate in DCSAA activities in a manner that is consistent with their gender identity.

*Policy Details:* Policy is virtually identical to Washington State.

Reference: District of Columbia State Athletic Association, 2016

## **Nevada**

*Summary:* Athletes will be allowed to compete in sanctioned sports “in accordance with his or her gender identity irrespective to the gender listed on the student’s birth certificate” (Nevada Interscholastic Activities Association, n.d., p. 1).

*Policy Details:* Policy is virtually identical to Washington State.

Reference: Nevada Interscholastic Activities Association, n.d.

## **Maryland**

*Summary:* “Each school system should develop and apply criteria for students to participate on interscholastic athletic teams consistent with their bona fide gender identity” (Maryland Public Secondary Schools Athletic Association [MPSSAA], 2016, “MPSSAA Guidance,” para. 2).

*Policy Details:* To ensure competitive fairness and equal opportunities to participate without discrimination, local criteria for transgender persons should reflect the following:

- A. Transgender students can participate on the interscholastic athletics team of the student’s birth gender.
- B. Transgender students can participate on interscholastic athletics teams of the gender to which the student has transitioned. This may be supported by medical documentation (hormonal therapy, sexual reassignment surgery, counseling, etc.) confirming transition of gender.
- C. Transgender students may compete on the interscholastic team of the gender with which the student identifies, as recognized by the local school system and established in official school system records. (This may differ from the student’s gender listed in school system records.)

Reference: MPSSAA, 2016

## **Florida**

*Summary:* “All eligible students should have the opportunity to participate in interscholastic athletics in a manner that is consistent with their gender identity and expression, irrespective of the gender listed on a student’s birth certificate and/or records” (Florida High School Athletic Association [FHSAA], n.d., p. 49).

*Policy Details:* Essentially, identical to Washington State.

Reference: FHSAA, n.d.

## **South Dakota**

*Summary:* The South Dakota High School Activities Association (SDHSSA, n.d.) allows transgender students to participate on teams according to their identified gender, rather than the gender listed on their school records. In October 2015, the South Dakota High School Activities Association Interim Committee tabled a measure that would have required transgender high school athletes to sign up for activities based on the biological sex listed on their birth certificate.

*Policy Details:* Policy is similar to that of Washington State.

Reference: SDHSSA, n.d.

## **Rhode Island**

*Summary:* “All students should have the opportunity to participate in RIIL activities in a manner that is consistent with their gender identity, irrespective of the gender listed on a student’s records” (Rhode Island Interscholastic League [RIIL], 2017, p. 12).

*Policy Details:* Policy is similar to that of Washington State.

Reference: RIIL, 2017

## **New Jersey**

*Summary:* Allows students to participate in a manner consistent with the student’s gender identity with conditions which include sex reassignment in the form of changed identification or a physician note of treatment. This policy also explicitly states that any member of the community can appeal a student’s eligibility.

*Policy Details: Transgender Policy*

1. A transgender student, defined as a student whose gender identity differs from the student's birth sex, shall be eligible to participate in interscholastic athletics in a manner that is consistent with the student's gender identity, under any of the following conditions:
  - a. The student provides an official record, such as a revised birth certificate, a driver's license, or a passport, demonstrating legal recognition of the student's reassigned sex, or
  - b. A physician certifies that the student has had appropriate clinical treatment for transition to the reassigned sex, or
  - c. A physician certifies that the student is in the process of transition to the reassigned sex.
2. The determination of a student's sex-assignment for interscholastic athletics shall be made by the student's school.
3. The determination of a student's sex-assignment for interscholastic athletics shall remain in effect for the duration of the student's high school eligibility.
4. In the event of a positive test result under the NJSIAA's "General Prohibition Against Performance Enhancing Drugs," a transgender student's use of a banned substance may be considered by the NJSIAA medical review officer as a medical reason for the positive result.
5. Any member school may appeal the eligibility of a transgender student on the grounds that the student's participation in interscholastic athletics would adversely affect competition or safety.
  - a. Any such appeal will be heard by the Eligibility Appeals Committee.
  - b. The hearing will be confidential.
  - c. The Eligibility Appeals Committee will not consider whether the school has properly determined the student's sex-assignment.

Reference: New Jersey State Interscholastic Athletic Association, n.d.

## Michigan

*Summary:* Permission to participate as a transgender athlete is to be provided to schools when requested on a case-by-case basis.

*Policy Details:* Exact details are not available publicly and accessible to schools only upon request.

Reference: See Michigan High School Athletic Association website (<https://www.mhsaa.com>)

## Missouri

*Summary:* Transgender athletes must be involved in hormone therapy in order to participate in their transitioning gender.

*Policy Details:* The Missouri State High School Activities Association (MSHSAA) allows transgender males using hormone therapy (testosterone) to participate on a men's team and allows transgender women to play on men's teams for the first year of documented testosterone suppression, after which she would be eligible to play on a women's team.

A transgender student will be defined as a student whose gender identity does not match the sex assigned to him or her at birth as reflected on the student's birth certificate or school records. A transgender student must meet the following in order to participate in sex-separated interscholastic sports so long as the athlete's use of hormone therapy is consistent with current medical standards:

- A trans male (female to male) student-athlete who has undergone treatment with testosterone for gender transition may compete on a boys team but is no longer eligible to compete on a girls team without changing the team status to a mixed team. A mixed team is eligible only for boys championships.
- A trans female (male to female) student-athlete being treated with testosterone suppression medication for gender transition may continue to compete on a boys team but may not compete on a girls team without changing it to a mixed team status until completing one calendar year of documented testosterone-suppression treatment.

Reference: Missouri State High School Activities Association, 2017

## State Policy Research – Exclusive Policies

### North Carolina

*Summary:* “A student’s gender is denoted by what is listed on the birth certificate” (North Carolina High School Athletic Association [NCHSAA], 2014, p. 1).

*Policy Details:* By passing a simple bylaw, the NCHSAA prevents any transgender student athletes from being able to participate in high school sports in the gender to which they are transitioning.

Reference: NCHSAA, 2014

### Georgia

*Summary:* “A student’s gender is denoted by what is listed on the birth certificate” (Georgia High School Association [GHSA], 2015, § 1.47).

*Policy Details:* By passing a simple bylaw, the GHSA prevents any transgender student athletes from being able to participate in high school sports in the gender to which they are transitioning.

Reference: <http://www.ghsa.net>

## Canadian Policy Research

### British Columbia (Vancouver School Board)

*Summary:* Student athletes may participate in the gender with which they identify. This applies to extracurricular athletics and physical education classes.

*Policy Details:*

- a) Where possible, students will be permitted to participate in any sex-segregated recreational and competitive athletic activities, in accordance with their gender identity. Due to issues of disclosure and safety, some students may wish to participate in a sex-segregated activity that is not aligned with their gender identity.
- b) Transgender students shall be provided the same opportunities to participate in physical education as all other students, shall not be asked or required to have physical education outside of the assigned class time, and shall be permitted to participate in any

sex-segregated activities in accordance with their gender identity if they so choose.

Reference: Vancouver School Board, 2014

## **Alberta**

*Summary:* Student athletes have the right to participate in gender-separated sports in their “lived gender” (Alberta Schools’ Athletic Association [ASAA], n.d., p. 42).

*Policy Details:* Student-Athlete Sexual Orientation and Gender Identity Policy

ASAA prohibits discrimination on the basis of sexual orientation, gender identity, gender expression, which includes any individuals who identify as or are perceived as lesbian, gay, bisexual, transgender, transsexual, two-spirit, queer, or questioning. In order to comply with human rights obligations and uphold the principles of equity and inclusion, ASAA maintains the following policy to facilitate and encourage the participation of all students, staff, coaches, managers, trainers, and any other persons associated with high school sport to ensure all members of our diverse communities are welcomed, respected, accepted, and supported in all aspects of their athletic endeavors. This policy covers participation at ASAA Zone and Provincial competitions and other activities. The ASAA recognizes the implementation of this policy will require the collaboration of all parties involved. ASAA will provide the necessary supports to all community members and will help to raise awareness about sexual orientation and gender identity-related issues. These guiding supports and principles include but are not limited to the Canadian Charter of Rights and Freedoms, Alberta Human Rights Act, and Alberta School Act.

The association believes that all students, regardless of sexual orientation, gender identity, and gender expression, should have the opportunity to participate in interscholastic athletic activities in a safe, respectful, inclusive, and nonjudgmental environment.

- A. Any student, staff, coach, manager, trainer, or other persons who identify as or are perceived as lesbian, gay, bisexual, transgender, transsexual, two-spirit, queer, or questioning

may participate fully and safely in sex-separated sport activities in accordance with their lived gender identity.

Reference: ASAA, n.d.

## **Manitoba**

*Summary:* There are no particular details, only a clear statement that students may participate as the gender with which they identify.

*Policy Details:* Any transgender student athlete may participate fully and safely in sex-separated sports activities in accordance with his or her gender identity.

Reference: Manitoba High Schools Athletic Association, n.d.

## **Ontario**

*Policy Details:* OFSAA Transgender Participation Policy

### Definitions

1. The following terms have these meanings in this document:
  - a) “Transgender” – Transgender refers to individuals who are born with the physical characteristics of one gender (male or female) but identify with the other gender.
  - b) “Transgender Female” – Someone who at birth had a male body, but who identifies as a female.
  - c) “Transgender Male” – Someone who at birth had a female body, but who identifies as a male.
  - d) “Gender reassignment” – A professionally-supervised program of treatment by a licensed physician, to change a person’s body to align with their gender identity, through hormone therapy and/or surgery as well as counseling.

### Purpose

2. OFSAA believes in equal opportunity for all people to participate in school sport. In order to accommodate transgendered students, while at the same time balancing safety and fair competition for all students, a participation policy for eligibility has been developed for transgender students.

## Eligibility Policy

3. The following conditions will be used to determine a transgendered individual's eligibility to compete:
  - a. Transgendered females, to compete on a girls' team, must submit documentation from the treating licensed physician to show that gender reassignment as defined in 1 d) above has been active and ongoing for at least one year.
  - b. Transgendered males may participate on a male team as per OFSAA'S gender equity policy.
4. Any transgender person who is not undergoing gender reassignment will be deemed to be their birth gender for the purposes of sport eligibility. Birth gender is that which is specified on the person's birth certificate.

## Application for Eligibility

5. A transgender female is required to apply in order to be eligible to participate on a girls' team. The applicant will initiate the eligibility process by submitting documentation to their local athletic association which demonstrates that they have been undergoing active and ongoing gender reassignment treatments (see 1 d) above) for at least one year. The local athletic association will decide each case based upon the documentation provided and may request additional information and or clarification.

OFSAA will recognize the decision of the local athletic associations.

Reference: OFSAA, 2016

## **CIS (Canadian Interuniversity Sport) Policy (or lack thereof)**

The following is a summary of a discussion with Leo McGee at the University of Regina:

It looks like there is no such policy that is specific to the University of Regina at this time. From my understanding, there is also nothing specific at the level of their athletic governing body (Canadian Interuniversity Sport). The CIS has so far been leaving much of this policy work at a provincial level (regarding what requirements a person would have to fulfill in order to legally change one's gender marker on their

identification, and then leaving institutions to address this on a case-by-case basis), but it seems as though they have been undertaking a consultation process through the Canadian Centre for Ethics in Sport, but I am unclear on where that process is in developing policy. They released a paper [see Canadian Centre for Ethics in Sport, 2012] on the topic in 2012, but it seems as though there has been no public policy move since then.

### **Committee Meeting Summaries**

The following terms affecting transgender students were clarified for the members of the Transgender Committee:

- **Cisgender:** To identify with the gender one is assigned at birth, when gender identity is considered to match biological sex (e.g., female sex organs = female gender). The term *cisgender* is understood in relation to transgender, therefore calling attention to the unmarked norm of gender expression where gender and sex align.
- **Gender fluid:** Flexible range of gender expression that may change from day to day; gender is not fixed and may be non-binary.
- **Gender identity:** A person's internal sense of being male, female, neither, or an identity between or outside these categories.
- **Genderqueer:** Refers to persons who feel that their gender identity does not fit into the male–female binary. Genderqueer persons may identify somewhere within the spectrum of male–female, or outside of it completely, using terms such as *third gender*, *bi-gender*, and *gender outlaw*. As well, some genderqueer persons remain “neutral” or non-gendered.
- **Intersex:** Having primary and secondary sex characteristics that are not exclusively male or female.
- **LGBTQ:** A commonly used acronym for lesbian, gay, bisexual, trans-identified, transsexual, two-spirit, and queer identities.
- **Pansexual:** Open to relationships with people regardless of their orientation or gender identity.
- **Queer:** Historically, a negative term for homosexuality. Recently, the LGBTQ communities have reclaimed the

word and use it in a positive way to refer to themselves as an all-encompassing term.

- Sexual orientation: A person's romantic, psychological, and emotional feelings of attraction toward another person.
- Transgender/trans-identified: A person whose gender identity, outward appearance, gender expression, and/or anatomy does not fit into conventional expectations of male or female.
- Transsexual: A person who experiences intense personal and emotional discomfort with their assigned birth gender. Some transsexuals may undergo treatments to alter their physical sex to correspond with what they feel is their true gender.
- Two-spirit: This term has different meanings specific to the traditions of each First Nations language group. Many contemporary First Nations and Métis people who are gender and sexually diverse self-identify as being two-spirit.

## **Meeting Summary**

One item that the committee discussed was the required documentation that would be needed for students to participate in SHSAA activities. The main reason for needing documentation or notification is to regulate the classification of a team, because classification is presently based on the number of eligible students. One committee member brought to the other members' attention that the schools might not be able to request that documentation. The committee contacted John Paton from the ASAA, and at this point Alberta does not require notification, because the implementation of the policy is at the school level. As I read their policy, I found it was a policy of inclusion more than a policy of regulation. Paton indicated that the ASAA has not discussed the classification topic. It may be that in these cases we must put our trust in our schools and the individuals responsible for athletics in the school to make us aware of a situation in which school classification might be affected.

## **Draft Proposal**

In discussions with Paton (ASAA executive director), I feel that the association completed a thorough assessment of the policy including input from legal counsel, government agencies, and affected parties.

With that in mind, this is the first draft of what was included in the resolution package presented at the SHSAA AGM in 2016.

Whereas, the Ministry of Education Policy Statement for Student Alliances for Gender and Sexual Diversity in Saskatchewan Schools encourages and supports school division discussions, policy development, and safe-school practices for all students and whereas, the SHSAA seeks to support the policy statement and provide consistency in all phases of education:

BE IT RESOLVED that the ELIGIBILITY REQUIREMENTS for *Student-Athlete Sexual Orientation and Gender Identity* be included in the SHSAA bylaws as follows:

*Student-Athlete Sexual Orientation and Gender Identity*

*Any student, staff, coach, manager, trainer or other persons who identify as or are perceived as lesbian, gay, bisexual, transgender, transsexual, two-spirit, queer or questioning may participate fully and safely in sex-separated sport activities in accordance with their lived gender identity.*

This proposal has been sent to the lawyers for the SSBA (Saskatchewan School Boards Association) for input.

## **Conclusion**

The following was the evolution of the motion at the 2016 Annual General Meeting:

MOTION 16/02/02 BE IT RESOLVED that the ELIGIBILITY REQUIREMENTS for Student-Athlete Sexual Orientation and Gender Identity be included in the SHSAA bylaws as follows: Student-Athlete Sexual Orientation and Gender Identity

8. a) Any student, staff, coach, manager, trainer, or other persons who identify as or are perceived as lesbian, gay, bisexual, transgender, transsexual, two-spirit, queer, or questioning may participate fully and safely in all SHSAA activities.

- b) Any student may participate fully and safely in sex-separated sport activities in accordance with their lived gender identity.

Moved by the SHSAA EXECUTIVE

The motion was amended a first time as follows:

Amendment by Morgan (Ex) / Paramchuk (Ex) to read:

BE IT RESOLVED that the ELIGIBILITY REQUIREMENTS for Student-Athlete Sexual Orientation and Gender Identity be included in the SHSAA bylaws as follows: Student-Athlete Sexual Orientation and Gender Identity

- 8. a) Any student, staff, coach, manager, trainer, or other persons who identify as gender and/or sexually diverse may participate fully and safely in all SHSAA activities; this includes but is not limited to those who are, or who are perceived as lesbian, gay, bisexual, transgender, transsexual, two-spirit, queer, or questioning may participate fully and safely in all SHSAA activities.
- b) Any student may participate fully and safely in sex-separated sport activities in accordance with their lived gender identity.

Amendment .....CARRIED

A second amendment by Paramchuk (Ex) / Cory (Ex) to read:

BE IT RESOLVED that the ELIGIBILITY REQUIREMENTS for Student-Athlete Sexual Orientation and Gender Identity be included in the SHSAA bylaws as follows: Student-Athlete Sexual Orientation and Gender Identity

- 8. a) Any student, staff, coach, manager, trainer, or other persons who identify as gender and/or sexually diverse may participate fully and safely in all SHSAA activities; this includes but is not limited to those who are, or who are perceived as lesbian, gay, bisexual, transgender, transsexual, two-spirit, queer, or questioning.
- b) Any student may participate fully and safely in sex-separated sport activities in accordance with their lived gender identity.

- c) Any student who identifies as unspecified must choose the gender with which they will participate.  
Amendment .....CARRIED  
Motion as Amended.....CARRIED

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# Model for Planning an Athletic Facility

*Dean A. McLachlan*

The Hong Kong International School (HKIS) is a private coeducational day school that serves students (Grades PK–12) who seek an American-style college preparatory education in a Christian setting. Located on the south side of Hong Kong Island on two separate campuses, approximately 5 km apart, the school is divided into four divisions: Lower Primary, Upper Primary, Middle School, and High School.

The school is a member of the East Asia Regional Council of Schools and fully accredited by the Western Association of Schools and Colleges. The school serves 2,595 students, who come from business, government, and professional families. Of those enrolled in HKIS, 56% are from the United States, 8% are from Canada, and 6% are from Hong Kong, with the remaining 30% coming from approximately 30 other nations.

HKIS recruits faculty locally and internationally, with 72% holding advanced degrees and serving an average tenure of 8 years. The faculty–student ratio is 1:9.

In addition to the academic program, the school also targets growth in six domains, known as Student Learning Results: Academic Excellence, Spirituality, Character Development, Self-Motivated Learning, Contributing to Society, and Chinese Culture. The school offers a strong and vibrant cocurricular program with high student participation.

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This facility plan outlines the work and considerations involved in planning to repurpose a school sports facility, in this case two squash courts.

## **Access to Suitable Facilities**

Access to suitable facilities and open space in Asia can be a major challenge. Maximizing the use of facilities is the key to meeting the needs of the various programs within the school. Though HKIS is one of the lucky schools in Hong Kong, by international standards the physical space the school has to work with may be considered small. To maximize the footprint and offer as much educational, social, and athletic facility space as possible, the school was constructed on multiple levels and has a number of multipurpose facilities.

In an attempt to maximize the potential for future users and minimize the impact on current users, for this project we followed a “plan, review, and do” approach. This plan involved the following steps: collect information and data about the current use and users, talk to staff, consult with those that manage the Master Facility Plan (MFP), identify and communicate with the stakeholders most likely to be affected, identify an alternate venue for any displaced users, and work with the main stakeholders to develop plans and reach an agreement around the planned renovations before submitting an application for the approval of capital works.

The key stakeholders we identified for this project included director of facilities, high school athletic director, high school clubs and activities coordinator, middle school physical education chair, high school physical education chair, activities coordinator, middle school principal, high school principal, and the three staff members who were using the facility.

## **Planning Assumptions**

We undertook the project in the summer of 2012, although the initial work began late in 2010. The demise of squash at HKIS began a few years earlier when the varsity squash team was withdrawn from the local schools competition because of a lack of student interest. The remaining students formed a social club as part of the High School Clubs and Activities Department. The interest in the club program also dwindled over the next 2 years and the club folded, leaving the two courts idle.

The first step was to assess the use of the facility through the collection of data contained in the online booking system. The system can generate detailed reports for each facility, including hours of use per day and percentage of use for the various user groups. The reports confirmed that few to no bookings were occurring each week, but we also investigated faculty and student use that may have been occurring without a reservation. As it turned out, three staff members were using the space on occasion after school. They never reserved the facility through the system because they had never encountered anyone else using the space.

Having confirmed the lack of use for the facility, we met with the director of facilities to learn more about the Master Facilities Plan (MFP) and what the future plans were for this area of the school. There would be little benefit in establishing a plan to repurpose a space that had already been identified for renovations in the near future.

There was a wealth of information available regarding the use of the current facilities and their future plans. The MFP process at HKIS is conducted at a senior management level and is led by the director of facilities. Input and feedback is sought from all stakeholders including the wider community, teachers, administrators, consultants, and architects. This work is occasionally supplemented with fact-finding visits to schools in the region and beyond. The current MFP had recently been updated and outlines the major renovation plans and the sequencing for the next 10 to 15 years. The plan is not set in stone and is regularly reviewed to ensure it remains relevant.

The MFP plans for the coming 5 to 10 years are documented in detail. However, a less detailed review of this information with FAQs regarding each section of the plan is outlined on the school website (see HKIS, 2016).

The work outlined in this phase of the plan includes the current decanting of the Lower Primary, containing approximately 650 students, while HKIS undertakes a complete redevelopment of the building. The work is scheduled to take 3 years to complete and a considerable investment. Once the Lower Primary is built, the next phase of work will involve refurbishing the Upper Primary building, which is connected to the Lower Primary. The Upper Primary refurbishment plans will be influenced by the new shared facilities

being constructed in the Lower Primary building, such as a pool and a large chapel area, enabling more repurposing to take place in the Upper Primary.

The MFP further outlines the possible construction of a major sports and activity center adjacent to the High School campus. This facility plan is currently in the feasibility phase and if the project proceeds, it will significantly affect cocurricular programming in the Middle School and High School. The building plans are very basic at this stage and focus on maximizing the footprint of the building and seeking building approval from the relevant authorities. The internal layout and any planning will involve input from a cross section of the school to ensure the plan meets the needs of the students now and remains an effective educational facility well into the future. The MFP leadership team has indicated that they are focused on the future when designing and planning new buildings or major renovation work (HKIS, 2016).

The information outlined in the MFP enables anyone considering a minor renovation to ensure it will complement the long-term facility plans. During these discussions, it was established that no works were planned for this facility in the near future. If a better use could be proposed and agreed to by all stakeholders, it could be presented as part of the capital project request process the following year.

The next phase involved identifying groups that would most likely be affected by the closing of the current facility. We identified the faculty members that were utilizing the facility for personal use as the key group to meet. This group would most likely have an understanding of the interest level in the student body and the future use of the courts. During the meeting, it was confirmed that there was little student interest in squash at this time. The staff members liked the convenience of practicing their personal game at school, but understood that the space could be more effectively utilized if it were repurposed.

However, the teachers and the high school clubs and activities coordinator raised a valid concern that if the squash courts were lost, teachers may not be able to introduce squash at a later time should the interest levels rise. Though the school is a little isolated on the south side of the island, HKIS is fortunate that it has a members club

located within 5 min of the school. This club had also seen a decline in its squash program and when approached about making use of the facility, the club was open to renting the space at a reasonable rate. With a suitable facility secured for any future squash club, the coordinator and faculty members were happy to learn more about the proposed changes to the facility.

We now focused attention on the possible conversion of the space and what could be achieved. The High School Physical Education Department had identified the need to increase the weight training facility, which was located behind the top section of the front wall of the squash courts. The department also wanted to identify a suitable space for a martial arts studio because of significant growth in this area of the program. We felt it was important that the space was multipurpose and could be utilized for a variety of activities during the school day and after school.

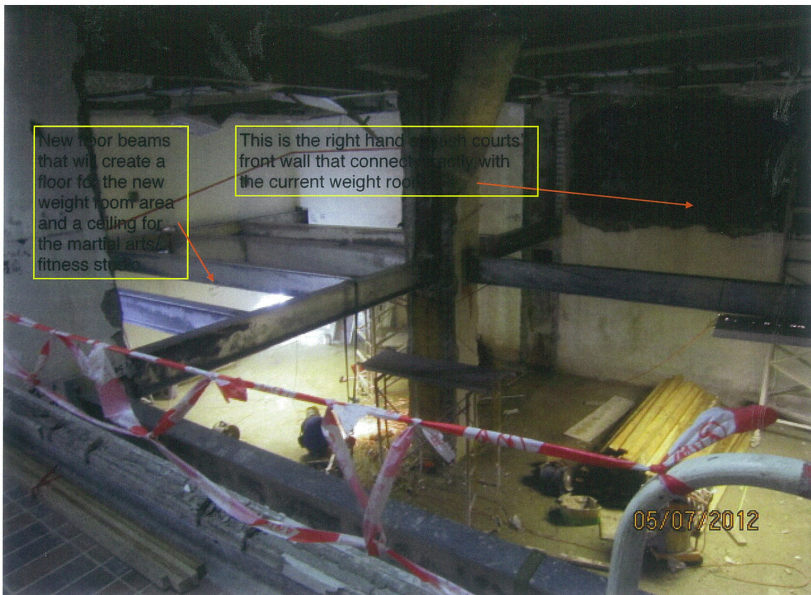
We raised these ideas with the director of facilities, who developed a comprehensive plan for the site and estimated the costs to convert the space. The floor space of two squash courts would be used to open up the current weight room, with much of it devoted to an open aerobic space that would also act as a great area to gather physical education classes for demonstration and teaching points during class. The fitness/martial arts studio under the new floor would still have a good ceiling height and could easily accommodate a group of 20 students in a martial arts class.

As shown in Figures 1 and 2, the current weight training facility was behind the main back wall of the squash court, at the level S301, allowing the floor space of the weight room to be extended and still enabling a single height studio to be created.

We consulted with the key stakeholders and user groups most likely to use the facilities to ensure the plans would meet the required specifications. After a few modifications, we had a proposed plan ready to share with key stakeholders. These plans outlined the basic building modifications and focused on the inclusions, dimensions, and what we expected would be accommodated in each space.



**Figure 1.** Original state of the two squash courts before the construction and renovation work.



**Figure 2.** This photo was taken during the construction phase and provides the best view of the work undertaken. The large hole on the right upper section of the photo is the partial completion of the wall removal. Steel floor beams were added to separate the double height space.

With support from all stakeholders, we submitted the proposed plans to the capital planning process for consideration and board approval. The board approved the plans with work to be undertaken during the summer vacation period. The High School Physical Education Department, in consultation with the Facilities Management Department, developed a new layout and design to maximize the new floor space created in the weight room. The weight room plans were shared with the booster club, which agreed to support the project with the purchase of new machines and equipment. Once the plans and inclusions were all agreed on, the Facility Management Department managed the remaining technical plans, tendering, and supervision of construction crews. The director of facilities took advantage of the opportunity the renovation work presented and remodeled the aquatics office that sits adjacent to the weight room facility. See Figures 3 and 4.



**Figure 3.** Photo was taken from within the existing weight room. The floor is now complete and the wall that was being removed in Figure 2 is now completely removed. The rough edges of that wall are shown on the right side of the picture, near the air-conditioning duct.



**Figure 4.** Photo taken from a similar position as Figure 3 providing a view of the new floor area created in the weight room. The center square pillar was the center wall between the squash courts, and the ventilation duct cover on the corner can also be used as a reference point.

Figures 5 and 6 provide a good view of the multipurpose fitness/martial arts studio. The space has a full-length mirror and 30-plus hooks fixed into the steel beams in the ceiling that can accommodate TRX systems, rings, punching bags, cargo nets, and so forth. As shown in Figure 6, the space could be multipurpose with jigsaw-style cushioned floor mats in place. This setup has been utilized for our younger students' physical education class while the Lower Primary is being housed on the Tai Tam campus.



*Figure 5.* Gymnastics and tumbling space.



*Figure 6.* Martial arts space.

## **Assessment**

The past 3 years have seen an incredible increase in the use of this space. The increased weight room space alone has enabled the cocurricular program to offer weight training programs for faculty and students, with classes running before and after school each day. As for the fitness studio, it has been a key component for the early year's physical education program during the decanting of the Lower Primary division in Tai Tam. The facility is also utilized 4 days a week after school for martial arts programs. On average since the conversion, the number of students utilizing this space has changed from zero to 350 each week.

The area is a hub of activity, which is remarkable considering it was previously a dead spot in the school, where the occasional physical education class was pushed when it rained. The acoustics posed an issue with larger groups, and supervising two courts was difficult for a single teacher. All in all, the conversion in this instance was a major success.

## **Conclusion**

Though the lead time and preparation work was significant, the end result was worth the effort. Having a “plan, review, and do approach” certainly reduced the surprise factor when construction started; all stakeholders had a clear picture of what was being constructed and how it would be utilized. The new facilities continue to be well utilized and have increased the opportunities for athletes. The increased fitness area has improved athlete preparation and will hopefully lead to a decrease in injuries and an increase in performance levels among students. Another positive effect has been the opportunities for staff to train and get active alongside the student athletes and to join faculty-focused fitness classes.

## **References**

Hong Kong International School. (2016). Master facilities plan. Retrieved from <http://www.hkis.edu.hk/about/facilities/master-facilites-plan/index.aspx>

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### *The Physical Educator*

Author manuscripts must be submitted online (<http://js.sagamorepub.com/pe/information/authors>) and meet the following guidelines:

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