THE ATHLETIC DIRECTORS

HANDBOOK

CREATED IN 1997 BY THE
CIF-SS ATHLETIC ADMINISTRATORS COMMITTEE

Donn Clickard, Chairperson Atascadero High School
Roger Blake Elsinore USD
Gayle Braun Millikan High School
Sharen Caperton Brea Olinda High School
Ernie Carr Compton USD
Paul Castillo Paramount High School
Audrey Daltorio Mark Keppel High School
Larry Doyle Marina High School
Eddie Hackett Ganesha High School
Ray Moore Diamond Bar High School
Julie Napoleon Marlborough High School
Toki Ochi Bassett High School
Dave Reid Santiago/Corona High School
Roger Reupert Eisenhower High School
Ray Walker St. Anthony High School

Updated: 7/1/14

2014-2015 ATHLETIC ADMINISTRATORS COMMITTEE

Chris Calderwood, Co-Chairperson, Rancho Mirage HS
Terry Orabona, Co-Chairperson, Santa Ana Valley HS
Eric Albright, Westminster HS
Steve Beerman, Poly/Pasadena HS
Nicki Bonomo, San Dimas HS
Vincent Brown, Foothill HS
David Collicutt, Marlborough HS
Mark Edgemon, Upland Christian Academy
Tom Fox, Villa Park HS
Sandy Gahring, Azusa HS
Rich Imbriani, Cajon HS
Abe Jahadhmy, San Marcos HS
Melissa Miller, Los Alamitos HS
Margaret Neill, Paraclete HS
Jim Perry, Huntington Beach USD
Andy Saltsman, Redondo Union HS
Brice Sunderland, Colony HS
Kenny Torres, Santiago/Corona HS
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>2</td>
</tr>
<tr>
<td>Must List for Athletic Directors</td>
<td>3</td>
</tr>
<tr>
<td>Synopsis of CIF Rules Organization</td>
<td>4</td>
</tr>
<tr>
<td>New CIF State and CIF Southern Section By-Laws for 2014-15</td>
<td>5</td>
</tr>
<tr>
<td>Athletic Director’s Worksheet</td>
<td>6</td>
</tr>
<tr>
<td>CIF 207/510 Transfer Form</td>
<td>7</td>
</tr>
<tr>
<td>Health and Safety</td>
<td>8-9</td>
</tr>
<tr>
<td>Emergency Procedures</td>
<td>10</td>
</tr>
<tr>
<td>Pursing Victory with Honor</td>
<td>11-12</td>
</tr>
<tr>
<td>Title IX Synopsis</td>
<td>13-15</td>
</tr>
<tr>
<td>Gender Equity</td>
<td>16-17</td>
</tr>
<tr>
<td>Title V Code of Regulations - Non-Discrimination Regulations</td>
<td>18</td>
</tr>
<tr>
<td>Title V – Hiring</td>
<td>19</td>
</tr>
<tr>
<td>Title V Regulations</td>
<td>20-24</td>
</tr>
<tr>
<td>Existing CIF Constitution Articles &amp; By-Laws Pertaining to Non-Discrimination</td>
<td>25-27</td>
</tr>
<tr>
<td>Organization</td>
<td>28-30</td>
</tr>
<tr>
<td>Time Management</td>
<td>31</td>
</tr>
<tr>
<td>Office Management</td>
<td>32-34</td>
</tr>
<tr>
<td>Scheduling</td>
<td>34</td>
</tr>
<tr>
<td>Officials</td>
<td>34-35</td>
</tr>
<tr>
<td>Budget</td>
<td>36</td>
</tr>
<tr>
<td>Coaching Certification/ NFHS Program</td>
<td>37</td>
</tr>
<tr>
<td>Must List for Coaches</td>
<td>38</td>
</tr>
<tr>
<td>Coaches Negligence Liability</td>
<td>39</td>
</tr>
<tr>
<td>Strategies for Coaches</td>
<td>40</td>
</tr>
<tr>
<td>Coach Evaluation</td>
<td>41</td>
</tr>
<tr>
<td>Booster Clubs</td>
<td>42-43</td>
</tr>
<tr>
<td>NCAA Information</td>
<td>44</td>
</tr>
<tr>
<td>Appendix</td>
<td>45</td>
</tr>
<tr>
<td>Sample Physical Form</td>
<td>46-47</td>
</tr>
<tr>
<td>Athletes Code of Ethics Form</td>
<td>48</td>
</tr>
</tbody>
</table>
INTRODUCTION

On behalf of the Southern Section Athletic Administrators Committee, we hope you will find this booklet helpful in carrying out your responsibilities as your school's athletic director. We believe this information will assist the experienced athletic director and those new to the profession.

The material was compiled by a select committee of athletic directors who simplified the “Blue Book” to an outline form for your convenience. Additional information was made available that covers the latest topics in athletic administration.

Our primary goal was to make your tough job easier as you guide your coaches and athletes through their years of high school athletic competition.
A MUST LIST FOR ATHLETIC DIRECTORS

YOU MUST:

Be concerned first and foremost for the health and safety of the athletes and coaches in your charge.

Know and understand the CIF rules that pertain to all aspects of the athletic program.

Know and understand Board Policy as it pertains to the athletic program.

Know and understand League rules that pertain to the conduct of the athletic program.

Be organized: daily, weekly, monthly, yearly.

Insure that your office is run like the business that it is, and make sure that your guests are welcomed and well cared for.

Hire good people.

Be on time.

Be a good listener.

Always listen to both sides before making a decision.

Inspire good sportsmanship, require good sportsmanship.

Insure that all coaches are fully qualified.

Work hard, be dedicated, set a good example.

Have as your bottom line “What is best for the athlete?”

Read your Playoff Bulletin for every sport, every year.

Continuing Education

Coaching/Athletic Director Education (NIAAA classes)

Join your professional organizations

Attend Athletic Director workshops and conferences

Be a mentor to new athletic directors in your district/league!
SYNOPSIS OF CIF RULES

ALL HIGH SCHOOL ATHLETIC COMPETITION IS GOVERNED BY THE CALIFORNIA INTERSCHOLASTIC FEDERATION. IN ORDER TO PARTICIPATE, THE FOLLOWING RULES APPLY TO STUDENTS FOR ATHLETIC ELIGIBILITY:

1. Be under 19 years of age prior to June 15. (Rule 203)

2. A student may not compete on a freshman team if he/she turns 16 on or before June 15. (Rule 203.1)
   A student may not compete on a sophomore or frosh/soph team if he/she turns 17 on or before June 15. (Rule 203.2)

3. Participation on the varsity football team is prohibited until you have reached your 14th birthday. (Rule 1900)

4. Have reached the 9th grade. (Rule 201)

5. Participate in no more than four seasons of the same sport after enrolling in the 9th grade. (Rule 513)

6. Since entering the 9th grade, not be in your ninth semester of attendance. (Rule 204.B)

7. Be scholastically eligible. Must maintain a 2.0 GPA and pass 20 credits. (Rule 205)

8. Maintain in your school files an annual physical examination certifying that you are physically fit to tryout and/or participate in athletic activities. (Rule 308)

9. Competition with an outside team during your high school season in the same sport is prohibited. (Rule 600)

10. Meet citizenship (conduct) requirements. Adopt Victory with Honor. (Article 12)

11. Maintain amateur standing. (Rule 212)

12. Not have participated in any tryouts for a professional team. (Rule 605)

13. If you transfer from one school to another without a valid change of residence by your parents/guardians/caregivers and siblings, your eligibility is subject to special rules which may include non-participation at the varsity level. (Rules 206 and 207)

14. File an application for Residential Eligibility if you have transferred from another school without a corresponding valid change of residence by your parents/guardians/caregivers and siblings

15. In special circumstances, refer to transfer eligibility and hardship waiver. (Rule 209)

16. If a student has participated in a non-traditional program, refer to the Blue Book for clarification of eligibility. (Rules 302, 303, 304, 305 and/or 306)

See the CIF Southern Section Blue Book for all relevant rules.
SYNOPSIS OF CHANGES TO THE 2014-2015 BLUE BOOK

STATE REVISIONS

Bylaw
206.A.(1)(2) Residential Eligibility (Revised)
207 Transfer Eligibility (Revised)
300 Series School Regulations (Revised and renumbered)
500 Series General Rules (Revised and renumbered)
506 Practice Allowance
1400 Badminton (Championships beginning Spring 2016)
1606 State Championship Division Placement of Schools (new divisions added)
1700 State Championship Division Placement of Schools (new divisions added)
2401 SoCal Regional Championship Adopted (new divisions added)
2600 Swimming and Diving (Championships beginning Spring 2015)
2902 State Championship Divisional Placement of Schools (new divisions added)

EDITORIAL CLARIFICATIONS

Bylaw
103.D. Weighted Voting
207.B.(5)c.(vii)(j) Low Achieving Schools/Open Enrollment Schools
504.H. Season of Sport (Swimming & Diving added)
600.A.(3) Penalties for Violation of Bylaw 600 (Note added)
705.E. International Competition: Traveling School Procedures

CIF SOUTHERN SECTION REVISIONS & RULE CHANGES FOR 2014-2015


Bylaw
1208. Liaison Representation (Added Duties & Responsibilities)
1503.2/1609.2 Tournaments (Maximum Number Allowed) (Baseball & Basketball)
1803.2/2204.2 Tournaments (Maximum Number Allowed) (Field Hockey & Lacrosse)
2404.2/2504.2 Tournaments (Maximum Number Allowed) (Soccer & Softball)
2906.2/3004.2 Tournaments (Maximum Number Allowed) (Volleyball & Water Polo)
3214.1 Number of Team Entries Into Playoffs (Guaranteed Entries)
Athletic Director's Worksheet

Student Name: ____________________________

Grade: ____________________________

Transfer Based On?

☐ Valid Change

☐ Limited

☐ Sit Out Period

☐ Hardship

☐ Non-Participation

Has the student ever used an SOP period? ______________

What is/was the first day of school in the current school year? ______________

What specific date did the student first attend class? ______________

Has the student been with your school (attending school and/or practicing; for fall athletes practice may have started before school started) since the beginning of the season? ______________

Has there been an official grading period at your school? ______________

If there has been an official grading period, what was the student's GPA? ______________

If there has not been an official grading period, what was the student's GPA coming out of their last school? ______________

If the former school is a non-CIF Southern Section school, you will need the following information. Note, this will need to be an administrative contact (Athletic Director or higher).

School Name: ____________________________

Contact Name: ____________________________

Contact Position: ____________________________

Contact Email: ____________________________

School Address: ____________________________

City/State/Zip: ____________________________

Attended from (dates): ______________ to ______________

Additional Notes: (you must be able to account for the student's whereabouts since starting the 9th grade). ____________________________

__________________________

__________________________

__________________________

__________________________
ALL TRANSFERS MUST BE COMPLETED ONLINE. NO PAPER COPIES WILL BE ACCEPTED! SCHOOLS WILL UPLOAD THIS SIGNED DOCUMENT TO THE CASE FILE IN CIF-SS HOME.

1) Name ________________ M  F  
    Date of Birth  ________________  Grade  ________________  Area Code/Home Phone  ________________  

2) Current Address 
    House Number and Street Name  
    City/State/Zip  

   PUBLIC SCHOOL DISTRICT YOUR CURRENT ADDRESS IS IN  
   SPECIFIC PUBLIC H.S. YOUR CURRENT ADDRESS BELONGS TO  

   NOTE: ONLY FILL OUT ITEM 3 IF YOUR ENTIRE FAMILY UNIT HAS MOVED OUT OF YOUR CURRENT SCHOOL ATTENDANCE AREA INTO A COMPLETELY DIFFERENT ATTENDANCE AREA. IF YOU HAVEN'T MOVED, SKIP TO ITEM 4.

3) Former Address 
    House Number and Street Name  
    City/State/Zip  

   PUBLIC SCHOOL DISTRICT YOUR FORMER ADDRESS WAS IN  
   SPECIFIC PUBLIC H.S. YOUR FORMER ADDRESS BELONGED TO  

   NOTE: INCLUDE ALL HIGH SCHOOLS STUDENT HAS ATTENDED SINCE STARTING THE 9TH GRADE. IF THIS IS YOUR FIRST TRANSFER SINCE STARTING 9TH GRADE, YOU WILL ONLY NEED TO FILL OUT THE 1ST LINE OF ITEM 4.

4) Transfer From: 
    Name of Former High School  
    Enrolled from:  ________________  to  ________________  Date MM/DD/YY  
    Name of Former High School  
    Enrolled from:  ________________  to  ________________  Date MM/DD/YY  
    Name of Former High School  
    Enrolled from:  ________________  to  ________________  Date MM/DD/YY  
    Name of Former High School  
    Enrolled from:  ________________  to  ________________  Date MM/DD/YY

   Within the last calendar year, what sport/s did the student play (during the official high school season) at your former school/s? List sports played at EVERY level (novice, frosh-soph, JV, and/or varsity).

5) FALL SEASON: ____________________________
   WINTER SEASON: ____________________________
   SPRING SEASON: ____________________________

   NOTE: BELOW YOU WILL SIGN ITEM 6 OR ITEM 7. DO NOT SIGN BOTH SECTIONS. READ CAREFULLY.

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

By signing this affidavit, I certify that no person/s connected with the athletic department of the new school (School "B") or is part of the booster club of School "B", including anyone acting on their behalf, has had communication, directly or indirectly, through intermediaries or otherwise with this transfer student, student's parents, legal guardian or caregiver, or anyone acting on behalf of this student, prior to the completion of the enrollment process at School "B". I also certify that the student has not participated during the previous 24 months on any non-school athletic team* (i.e., AAU, American Legion, club team, etc.) that is associated with or coached by anyone associated with the new school (School "B"). ("See Bylaw 510 for definition of a non-school athletic team).

6) IF THE ABOVE STATEMENTS (UNDER CERTIFICATION OF APPLICATION) ARE TRUE SIGN BELOW. YOU WILL NOT NEED TO PROCEED TO ITEM 7. IF YOU CANNOT CERTIFY THE ABOVE STATEMENTS, DO NOT SIGN ITEM 6. SKIP TO ITEM 7 BELOW AND SIGN THERE.

   PARENT SIGNATURE  ________________  DATE  ________________  
   STUDENT SIGNATURE  ________________  DATE  ________________

   OR

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

   PARENT SIGNATURE  ________________  DATE  ________________  
   STUDENT SIGNATURE  ________________  DATE  ________________
There is one simple rule to follow that can save you hours of anguish and litigation:

“The Student-Athlete’s health and welfare comes above all else”

In following that motto, here are rules and suggestions to follow to ensure your athletes receive the best care and that you meet your legal obligations.

1. Have all students turn in a “Clearance Packet”. The following forms should be included:
   
a. Every student MUST have on file in your office a statement from a medical practitioner that the student is physically fit to participate. This is a state rule. See Appendix for Sample “Physical Evaluation Form”. See Appendix

b. Every student must have on file in your office a statement from the parents regarding “Proof of medical insurance” according to Sections 32220-24 of the Education Code. If the family does not have health insurance, your district does make available low cost insurance through outside companies that the family can purchase to meet this requirement.

c. Have all parent/guardians/caregivers complete an “Emergency Consent” card. This card must contain all of the important information on a student, their address, home phone, phone numbers in case of an emergency, emergency contacts and consent for treatment. Make sure your coaches have this card with them at all practices and contests. This way, in case of an injury, coaches can contact the appropriate family members and they have the consent for treatment in case the paramedics are called.

d. As the Athletic Administrator you have a legal obligation to inform the parents and student-athletes of the risk of participation in sports. This is called “Informed Consent”. The purpose of this requirement is to assure that the athlete and their parents fully appreciate the risks involved in participating in sports and that the minor is participating with the parents approval. To assure reasonable compliance with legal requirements of “informed consent,” parents and athletes must receive the information and sign acknowledgment forms prior to participation. There are numerous forms and video programs that are available to meet this important need.

e. As a condition of membership in the CIF, your school board must adopt a policy prohibiting the use and abuse of androgenic/anabolic steroids. Athletes and their parents must sign a notification form regarding these restrictions. “Androgenic/Anabolic Steroid Contract” See Appendix

f. Students must also sign an “Athlete’s Code of Ethics”. This form must be kept on file in the Athletic Director’s Office on an annual basis. See Appendix

g. Any other forms required by your school district.
2. Develop your “Medical Team”. To ensure your athletes’ health and safety you will need to develop a medical team. The “Team” will consist of a physician, certified athletic trainer, coach and the athletic director.

a. Secure the services of a “team doctor” if you school does not already have one. Treat this doctor as one of your staff and purchase jackets, shirts and other school items for the doctor. Ask your doctor to attend your Varsity Home Football games. Be sure you place a free ad in all programs for the doctor and have your P.A. announcer mention the physician several times each game. This positive PR will help the doctor and show the community that you are promoting a safe and healthy environment for your students.

b. Hire a Certified Athletic Trainer. If possible hire an A.T.C. This person has a B.A. or B.S. in the treatment of athletic injuries, rehabilitation and prevention of injuries. This individual must have the final say regarding who plays and does not play in relation to injuries. This person places the welfare of the athlete above the team. If you do not have an A.C.T., then the coaches must assume this responsibility which can lead to problems.

c. All coaches must be certified in CPR and First Aid as required in Title V. With this limited knowledge, the coach must make decisions regarding the treatment of injuries and the ability of an athlete to continue playing. As Athletic Director, constantly tell your coaches to err on the side of caution, stay within the limits of their knowledge, and when in doubt, call 911.

3. Whenever an athlete needs an ambulance or hospital care, have the coach notify the Athletic Director that day/evening. Have the coach complete an accident report within 24 hours so that you have documentation on file of the who, what, where, when and treated by whom. Depending on your hierarchy, let your supervisor know that you have a student hospitalized due to injuries.

4. Give to each coach a written “Emergency Action Plan”. This plan should be an easy to follow process that anyone could use to assist in case of an emergency. Coaches could tape this to their clipboard or notebook. This plan should include the location of the closest available phone, your school address, phone number, closest cross street intersection. May want to also include the following phone numbers: Athletic Director, Principal, Asst. Principal in charge of Athletics, Equipment Managers, Field man, Transportation, etc. Post in P.E. office also.
EMERGENCY PROCEDURES

The key to effectively handling any emergency is to be prepared for that emergency. By being prepared to handle whatever emergency may arise during an athletic event, an Athletic Director can effectively administer the proper procedures in dealing with that particular situation.

Medical Emergencies

1. Have a plan.

2. All of your coaching staff must have CPR and First Aid certification.

3. You should always have your coaches carry their players’ parent permission forms with them.

4. Be extremely cautious when dealing with injuries. It is better to be safe than sorry.

5. Have access to a phone. You should always know where the nearest telephone is.

6. Communicate with the school that you are competing against, and know their emergency procedures.

7. Having a physician at all of your contests is recommended.

8. Delegate emergency responsibilities to other school personnel who will be in attendance.

Technical Emergencies

1. Have a plan. Be prepared for problems.

2. Know where to find all of the circuit breakers in your facility.

3. Have the phone number of an electrician or school employee who can help in an emergency. (Lights, mechanical problems, etc.)

Unforeseen Emergencies (natural disasters or fire)

1. Have a plan. Be prepared for problems.

2. Know the escape routes of the facility where you are participating. Emergency exits and maps should be visible.

3. Know the routes to and from the facility where you are participating. (Streets and freeways)

4. Emergency and Earthquake Kits should be on the site where you are participating.
The State CIF and the CIF Southern Section have very strong feelings regarding sportsmanship and character building in high school athletics. In 1999, the CIF unanimously adopted the Principles of “Pursing Victory With Honor”. The CIF recognizes the impact that high school athletics can play in society and is committed to the character-building goals of the program. In fact, the CIF felt so strongly about the 16 principals of the program that these have been made the operating principles of the organization. As a condition of membership all schools must adopt the 16 Principles of Victory with Honor by board resolution.

The CIF Southern Section yearly recognizes students, administrators, coaches, officials and schools who, through their actions, exemplify, model and practice the highest standards of the following:

- Sportsmanship and integrity
- The Six Pillars of Character
  (Trustworthiness, Responsibility, Respect, Fairness, Caring and Citizenship)
- Positive inter-group relations and respect for diversity of all people
- Scrupulous adherence to the rules of sport

A Champions for Character School

- Teaches, enforces, advocates and models the Six Pillars of Character and emphasizes the principles of Pursing Victory with Honor.
- Values good sportsmanship above winning.
- Does not tolerate taunting, baiting, and criticizing by its fans.
- Does not tolerate hazing, in any form.
- Does not tolerate cheating.
- Treats everyone with respect.
- Includes parents as partners in its efforts to promote sportsmanship.
- Equips its teachers, staff, coaches, administrators, and students with the training and tools needed for effective, character-based behavior.

What does a Champions for Character School look like?

- There are visual reminders of the importance of sportsmanship, tolerance and positive behavior.
- The school’s activities weave character development and ethical behavior through the curriculum and during ASB activities.
- There is active involvement of the parent community through PTO, PTA, booster clubs and support organizations.
Athletically a Champions for Character School displays the following:

- Athletes, coaches, and fans treat opponents and officials with respect.
- Cheers are respectful and positive.
- Coaches value important life lessons and ethical behavior above winning.
- Players shake hands and actively demonstrate sportsmanship during contests.
- Coaches take time to teach, model and enforce their values during practices and games.
- Everyone in the school community is willing to do the right thing, even though the personal cost may be high.
- The school recognizes that the athletic program supports the academic program and that the academic success of the school is the highest priority.

Applications are mailed to all member schools and are due in April. The awards dinner is held after the October CIF-SS Council Meeting.

In June, the CIF-SS sponsors a Jim Staunton Champions for Character Golf Tournament to help support the October Awards Dinner.

For more information go to: www.cifss.org
In 1972, Congress passed Title IX of the Education Amendments to the Civil Rights Act of 1964.

The opening statement to Title IX is “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance...”

They received nearly 10,000 comments. Reflecting on those comments made by concerned citizens, organizations and institutions, a final regulation was presented and signed by the President in 1975. The heaviest volume of comments was in six areas, four of which directly referred to public education. They were employment, textbooks, physical education and “the most talked about issue,” athletics.

The final Title IX Regulation Implementing Education Amendments of 1972 became effective July 21, 1975.

During that time and constantly thereafter, your high schools have, through their boards of education and their elected representatives to the California Interscholastic Federation implemented both the letter and spirit of those regulations.

The following are significant quotes from Casper Weinberger, Secretary of HEW, in the opening statement of the document.

“We left in the provision allowing separate teams in those sports in which competitive skill is the basis of selecting team members...”

“...Many athletic activities do not involve bodily contact - tennis, track, swimming, golf and others. In these sports if an institution offers a team for one sex and not for the other, and if it has limited the opportunities it has offered to members of the other sex in the past, then members of that sex must be allowed to try out for positions on the team.”

“In all I think this Regulation enhances opportunities for women in athletics, but it will also allow schools the flexibility they need to keep competitive sports alive and well.”

“...The Regulations do not demand dollar-for-dollar matching expenditures for each sex. The crucial sentence concerning expenditures reads as follows:”

Unequal aggregate expenditures for members of each sex or unequal expenditures for male and female teams if a recipient operates or sponsors separate teams will not constitute noncompliance with this section, but the Director may consider the failure to provide necessary funds for teams for one sex in assessing equality of opportunity for members of one sex.

“One final word: We intend to approach Title IX enforcement in a constructive spirit. We want to achieve goals of the Title as soon as possible rather than undergo a series of futile and endless law suits.”

Casper Weinberger
Secretary of HEW
June 3, 1975
On page 6 of the “Fact Sheet...” “The goal of the final regulations in the area of athletics is to secure equal opportunity for males and females while allowing schools and colleges flexibility in determining how best to provide such opportunity.

A series of questions and answers in the Title IX Regulation document included the following:

**QUESTION:** In athletics, what is equal opportunity?

**ANSWER:** In determining whether equal opportunities are available, such factors as these will be considered:

* whether the sports selected reflect the interests and abilities of both sexes;
* provision of supplies and equipment;
* game and practice schedules;
* travel and per diem allowances
* coaching and academic tutoring opportunities and the assignment and pay of the coach;
* locker rooms, practice and competitive facilities;
* medical and training services;
* housing and dining facilities and services;
* publicity.

**QUESTION:** Must an institution provide equal opportunities in each of these categories?

**ANSWER:** Yes. However, equal expenditures in each category are not required.

**QUESTION:** When are separate teams for men and women allowed?

**ANSWER:** When selection is based on competitive skill or the activity involved is a contact sport, separate teams may be provided for males and females, or a single team may be provided which is open to both sexes. If separate teams are offered, a recipient institution may not discriminate on the basis of sex in providing equipment or supplies or in any other manner.

The preceding pages represent Title IX and the implementing Regulation which have been in federal law since 1972 and 1975 respectively. CIF and its member schools are required to follow both state and federal laws. Further implementation can be found in the Constitution and By-Laws of the organization.

CIF, its officers, member schools and organizations wish to thank you for your sensitivity to the concerns of schools by having allowed it to review, discuss and determine how to best meet the educational and athletic needs and abilities of all students.
Article I, number 11, paragraph A of the Constitution and By Laws specifically references CIF’s purpose “to guide schools and school districts in the discharge of their responsibilities for, among other considerations, the health, safety, general welfare and educational opportunities of the students...”

To this end, school athletic administrators and coaches must make every effort to discourage any instances of hazing, or harassment by athletes or coaching staff. Both practices constitute an offense to the organization’s purpose and goals. Check with local administration on the definitions and consequences of hazing and harassment.
GENDER EQUITY

The issue of gender equity, or equal opportunity in a gender neutral atmosphere, is not a new one but it is an area that must be constantly promoted. The principles involved are simple. All people, regardless of gender, are to be granted an equal opportunity in the area of interscholastic athletics.

Title V of the California Code of Regulations and Title IX of the Education Amendments to the Civil Rights Act of 1964 are the athletic director’s bibles in regard to gender equity issues and regulations. A synopsis of each of these documents can be found at the end of this section.

For practical purposes, what can you as a new high school athletic director do to ensure that your institution is in compliance with these regulations? Investigate your own school’s athletic situation in regard to: the number of athletic opportunities available to boys and girls; the number and percentage of male and female coaches on your staff; equity in terms of scheduling, facilities, practice opportunities, equipment and budget.

Amount of Athletic Opportunities

Your goal should be to have an equal number of sports and teams available for both boys and girls. In many cases this is not possible but a lack of equality in the number of sports available can sometimes be made up in the number of teams or levels available (i.e. a school may have twelve sports for boys and eight sports for girls. If it has been difficult to add new sports for girls, you might consider the number of levels [i.e., varsity, JV, frosh, etc.] available to students and increase some of those in your girls sports.) Always work to promote an increase in the number of sports for both girls and boys—more sports, more opportunities.

Makeup of the Coaching Staff

The quality and quantity of female coaching candidates available to schools has increased immeasurably over the past several years. Because high school athletic opportunities for girls have improved, their interest in sports has also increased. Consequently we are now seeing many women coming out of our universities who are both highly qualified and desirous of coaching positions.

While gender cannot be a factor in hiring coaches, there are some sound reasons for having female coaches for girls athletic teams. Many girls relate better to female coaches because they feel that they can be more open with a woman than they can with a man. While this is not always the case, more often than not it seems to be true. In terms of liability and safety, a female coach is better able to supervise locker rooms, dressing areas, etc. and consequently deal with safety issues that sometimes arise.

Always work to hire the best person available for a coaching position but at the same time always be cognizant of promoting gender equity.
Other Areas of Importance

Scheduling - Scheduling of contests, while governed to a great extent by your section and league, must be equitable. The number of contests; the times and location that contests are to be played and the ability to play in a revenue producing situation (day vs. night) are all areas of concern. While difficulty may arise regarding these areas, they are not without solutions. The alternating of games, male/female doubleheaders and home scheduling on the same nights are some solutions that leagues have utilized for equity purposes.

Facilities - Be sure to keep equity in mind when scheduling the use of facilities for both practices and contests. Because a school lacks adequate facilities is no excuse for inequities in this area. Alternating days and times (whether daily or weekly); alternating the use of facilities (school vs. park, etc.) and trying to coordinate the scheduling of contests with practices (i.e. schedule an away boys basketball game if the girls teams are not playing, thus allowing the girls a practice facility) are some of the ways that schools deal with this problem.

Equipment and Budget - While equity in this area is the easiest to achieve (through fund raising) you must be sure that the initial funds available to teams are as equal as possible. While “dollar for dollar” is desirable, this is not necessary for one to be in compliance with existing law. Using softball and baseball (comparable sports) as an example: You might allocate $1,000 to softball and $1,500 to baseball based on the fact that your baseball program has three levels and your softball program only two. While the total amount per sport varies, the amount per team ($500) is equal.

In summary, to quote Jack Hayes, former California State CIF Executive Director, “Those people administering interscholastic athletics throughout the state do an outstanding job with limited resources, in providing the best for student/athletes. California’s athletic programs and policies lead the nation in many ways. We need to constantly improve and address issues openly if we are to continue to provide the best we can for students. The achievement and maintenance of equity for young men and women is a major goal for this organization and for all of us in education.”
Article 3. NON DISCRIMINATION IN INTRAMURAL, INTERSCHOLASTIC, OR EXTRACURRICULAR ATHLETICS.

4920. GENERAL PROHIBITION
No person shall on the basis of sex be excluded from participation in, be denied the benefits of, be denied equivalent opportunity in, or otherwise discriminated against in interscholastic or intramural athletics. Local agencies shall not provide athletics separately on such basis.

4921. SEPARATE TEAMS

(A) Local agencies may provide single sex teams where selection for teams is based on competitive skills.

(B) When a local agency provides a team in a particular sport for members of one sex but provides no team in the same sport for members of the other sex, and athletic opportunities in the total program for that sex have previously been limited, members of the excluded sex must be allowed to try-out for the team.

(C) Local agencies shall only participate in interscholastic competition under the auspices of athletic organizations that provide assurance that they do not discriminate on the basis of sex.

4922. EQUIVALENT OPPORTUNITY

(A) For purposes of Section 230 (c) of the Education Code in determining whether equivalent opportunities are available to both sexes in athletic programs, the local agency shall consider, among other factors:

(i) Whether the selection of sports and other extracurricular and co-curricular competition effectively accommodate the interests and abilities of both sexes;
(ii) The provisions of equipment and supplies;
(iii) Scheduling of games and practice times;
(iv) Travel and per diem allowances;
(v) Opportunities to receive coaching and academic tutoring;
(vi) Assignment and compensation of coaches and tutors;
(vii) Provision of locker rooms, practice and competitive facilities;
(viii) Unequal aggregate expenditures for members of each sex or unequal expenditures for male and female teams of separate teams are provided shall not constitute noncompliance with this section, however, the failure to provide necessary funds for teams for one sex in assessing equivalent opportunity for members of one sex may be considered.
TITLE V - HIRING

Title V of the California Education Code governs schools and districts and who and how they hire coaches. It also sets standards that all coaches, credentialed and walk-on, must meet prior to working with students.

HIRING-DISMISSAL

There is no tenure or guaranteed contract in high school coaching. Contracts are season-to-season with school districts having the right to change and replace coaches without cause. The courts have upheld the right of the district to make these changes. The courts have also ruled that the sole “ownership” of an athletic program belongs to the district, not the coaches, athletes or boosters. How that translates is that the “District” has the final and absolute say in all matters concerning athletics unless other contract language exists. Most school districts do not include athletics in the bargaining unit language that protects coaches from dismissal.

Title V requires that districts conduct a search of all certified staff prior to hiring a walk-on coach. All walk-on coaches must meet the following standards and criteria:

1. Possess a valid first aid and CPR certification.
2. Show expertise in the specific sport.
3. Have prior experience with age group coaching.
4. Have experience in sports psychology.
5. Submit a completed application to Personnel Services
6. Complete an Employment Eligibility Form (I-9)
7. Submit the negative results of a TB test.
8. Have fingerprints taken at the local police department.
9. Attend a Bloodborne Pathogen in-service.

There are many different ways to accomplish and verify the above requirements. This must be done prior to working with student/athletes.

USE OF FACILITIES BY OUTSIDE GROUPS

Athletic facilities are a favorite venue of many groups and organizations. Many people in the community will approach the coach and ask if it is “OK” for their team to practice using the school facility. There are times when coaches and/or their friends will want to use the gym or fields. There is a process that everyone, including the coach, must go through to use the athletic facilities. A coach’s keys do not entitle them to grant use of school facilities. The process for use of facilities is designed to protect everyone from unnecessary liability. When you as the coach tell someone it is “OK”, you can be found responsible and liable for any injuries and damage that anyone may suffer. Only the district can grant permission and they will require all outside groups to provide liability insurance along with proper supervision, thus taking you, the coach, out of the liability loop. Refer all such inquiries to your Athletic Director. When asked to provide entry to our facilities, just say “NO.”
TITLE V - REGULATIONS

5531. SUPERVISION OF EXTRACURRICULAR ACTIVITIES OF PUPILS
All social activities under the name or auspices of a public school or of any class or organization thereof, shall be under the direct supervision of certified employees of a district or an office of a county superintendent of schools.

5590. ARTICLE 5 DUTIES OF TEMPORARY ATHLETIC TEAM COACHES

A. “Temporary athletic team coaches" as used in this article implements the substance of Education Code Sections 35179.5 and 44919. A “temporary athletic team coach" is a certified or non-certificated employee, other than a substitute employee, hired to supervise or instruct interscholastic athletic activities as a temporary employee in a limited assignment capacity. The term is applicable to a certified employee who supervises or instructs interscholastic athletic activities in addition to his or her regular assignment.

B. An “athletic team” as used in this article is any team participating in any interscholastic athletic competition.

C. An “interscholastic athletic competition" as used in this article is a competition involving two or more schools.

D. A “valid cardiopulmonary resuscitation (CPR) card" as used in this article is an unexpired CPR card obtained by successfully completing either:

1. One of the courses listed in Section 100026 of Title 22 of the California Code of Regulations, options being a course in CPR sponsored and/or approved by either the American Heart Association or the American Red Cross or;

2. Subject to the conditions set out in this subsection below, a course from an entity which, in the judgment of the governing board of the school district, has provided the individual with CPR training that complies with the standards set out in Article 3 of Chapter 1.5 of Title 22 of the CCR, commencing with Section 100019.

   a. “CPR" as it is used in this article shall conform to the definition of "CPR" as defined in Section 10006 of Title 22 of the CCR entailing standards promulgated by the American Heart Association and the American Red Cross.

   b. An expired CPR or first aid card can be re-validated in accordance with the retraining requirement set out in Section 100025 of Title 22 of the CCR (California Code of Regulations).

E. A “valid first aid card" as used in this article is any unexpired first aid card obtained by successfully completing either:

1. One of the courses listed in Section 100026 of Title 22 of the CCR. (One option being a course in first aid sponsored and/or approved by the American Red Cross) or;
2. Subject to the conditions set out in this subsection below, a course from an entity which, in the judgment of the governing board of the school district, has provided the individual with first aid training that complies with the standards set out in Article 3 of Chapter 1.5 of Title 22 of the CCR, commencing with Section 10019.

a. “First Aid” as it is used in this article shall conform to the definition of “first aid” as defined in Section 100008 of Title 22 of the CCR.

b. An expired CPR or first aid card can be re-validated in accordance with the retraining requirements set out in Section 100025 of Title 22 of the CCR.

5591. SUPERVISION OF ATHLETIC TEAM ACTIVITIES

A. All athletic team activities, wherever held, if conducted under the name and auspices of a public school or of any class organization thereof, may be under the direct supervision of a temporary athletic team coach. Effective July 1, 1988, coaches shall meet the requirements of Section 5593.

B. Non-certificated coaches shall have no authority to give grades to students.

5592. USE OF A NON-CERTIFICATED TEMPORARY ATHLETIC TEAM COACH
The governing board of any school district may use a non-certificated temporary athletic team coach as defined in Section 5590 to supervise and instruct an interscholastic athletic program and activities subject to the following general conditions:

A. An annual search among the district’s certificated employees has not identified coaching personnel able to fulfill the district’s coaching needs.

B. The district shall not use any non-certificated temporary athletic team coach who has been convicted of any offense referred to in Education Code Sections 44010, 44011 or 44424 or any offense involving moral turpitude or evidencing unfitness to associate with children.

C. The district has on file a written statement from a licensed physician or other authorized individual approved by the district that the non-certificated temporary athletic team coach is free from tuberculosis and any other contagious disease that would prohibit certificated teachers from teaching. The statement shall be renewed every 4 years.

D. The non-certificated temporary athletic team coach complies with Section 5593.

5593. TEMPORARY ATHLETIC TEAM COACH QUALIFICATION AND COMPETENCIES
This section applies to any person serving at any grade level as a temporary athletic team coach.

A. The district shall determine whether a temporary athletic team coach is knowledgeable and competent in the areas of:

1. Care and prevention of athletic injuries, basic first aid and emergency procedures;

2. Coaching techniques;

3. Rules and regulations in the athletic activity being coached;
4. Child or adolescent psychology, whichever is appropriate to the grade level of the involved sports activity.

B. The district shall establish a temporary athletic team coach's qualifications in each of the below specified four competency areas:

1. Care and prevention of athletic injuries, basic sports injury first aid, and emergency procedures as evidenced by one or more of the following:
   a. Completion of a college-level course in the care and prevention of athletic injuries and possession of a valid cardiopulmonary resuscitation (CPR) card or;
   b. A valid sports injury certificate or first aid card, and a valid cardiopulmonary resuscitation CPR card or;
   c. A valid Emergency Medical Technician (EMT) I or II card or;
   d. A valid trainer's certification issued by the National or California Athletic Trainers' Association (NATA/CATA) or;
   e. The person has had practical experience under the supervision of an athletic coach or trainer, or has assisted in team athletic training and conditioning, and has both valid CPR and first aid cards.

2. Coaching theory and techniques in the sport or game being coached, as evidenced by one or more of the following:
   a. Completion of a college course in coaching theory and techniques or;
   b. Completion of in-service programs arranged by a school district or a county office of education or;
   c. Prior service as a student coach or assistant athletic coach in the sport or game being coached or;
   d. Prior coaching in community youth athletic programs in the sport to be coached or;
   e. Prior participation in organized competitive athletics at high school level or above in the sport to be coached.

3. Knowledge of the rules and regulations pertaining to the sport or game being coached, the league rules and, at the high school level, regulations of the CIF.

4. Knowledge of child or adolescent psychology as it relates to sports participation as evidenced by one or more of the following:
   a. Completion of a college level course in child psychology for elementary school positions and adolescent or sports psychology for secondary positions or;
b. Completion of a seminar or workshop on human growth and development of youth or;

c. Prior active involvement with youth in a school or community sports program.

The school district superintendent may waive compliance with any one or more of the competencies described in subsection (a) provided that the competencies are met, the prospective coach shall serve under the immediate supervision of a fully qualified temporary athletic team coach.

5594. LOCAL BOARD CERTIFICATION OF ATHLETIC COACHES
At the first regular board meeting or within 30 days after selection of a temporary athletic team coach, whichever is sooner, the district superintendent shall certify to the local board of trustees that the provisions in Section 5593 have been met. The board shall, by April 1 of each year, certify to the State Board of Education that the provisions of Section 5593 have been met. Said certification form shall be prescribed by the State Department of Education.

5595. RE-CERTIFICATION OF TEMPORARY ATHLETIC TEAM COACHES
Once a district has determined that a coach meets the provisions of Section 5593, the district may re-certify the coach.

5596. CODE OF ETHICAL CONDUCT

A. Each school district shall, no later than 90 days subsequent to the filing of this chapter with the Secretary of State, implement the following listed standards of ethical conduct for each temporary, probationary, or permanent employee of a school district providing supervisory and instructional services in interscholastic athletic programs and activities. Any specified person providing such services to the district shall:

1. Show respect for players, officials, and other coaches.
2. Respect the integrity and judgment of game officials.
3. Establish and model fair play, sportsmanship and proper conduct.
4. Establish player safety and welfare as the highest priority.
5. Provide proper supervision of students at all times.
6. Use discretion when providing constructive criticism and when reprimanding players.
7. Maintain consistency in requiring all players to adhere to established rules and standards of the game to be played.
8. Properly instruct players in the safe use of equipment.
9. Avoid exerting undue influence on a pupil's decision to enroll in an athletic program at any public or private post-secondary educational institution.
10. Avoid exerting undue influence on pupils to take lighter academic course(s) in order to be eligible to participate in athletics.
11. Avoid suggesting, providing or encouraging any athletes to use non-prescription drugs, anabolic steroids, or any substance to increase physical development or performance that is not approved by the United States Food and Drug Administration, the Surgeon General of the United States of the American Medical Association.

12. Avoid recruitment of athletes from other schools.

13. Follow the rules of behavior and the procedures for crowd control as established by the local board of education and the league in which the district participates.
EXISTING CIF CONSTITUTION ARTICLES AND BY LAWS

PERTAINING TO NON-DISCRIMINATION

Article 1, 11. (F), State CIF

To promote equal opportunities for all the youth in California secondary school athletic programs regardless of race, religion, sex, national origin or sexual orientation.

Article 1, 14, State CIF

It is the policy of the CIF not to discriminate on the basis of race, religion, sex, national origin, or sexual orientation in its athletic programs and related activities, in the employment of personnel, or in the selection of delegates to the Federated Council, committee members, officers or other such position.

Article 2, 20, State CIF

The State shall be divided into sections by the Federated Council. The sections, with their representatives on the Federated Council are: Central (2), Central Coast (2), Los Angeles (2), North Coast (2), Northern (2), Oakland (1), Sac-Joaquin (2), San Diego (2), San Francisco (1), and Southern (4). Any section which does not have a woman on the Federated Council as a regular representative shall select a woman as an additional representative. Section votes shall be divided equally among its representatives.

201. Only students regularly enrolled in public and private CIF Member schools, grades 9-12, shall be permitted to participate in the California Interscholastic Federation and shall represent only that school of enrollment except as provided in By-Law 303. Interscholastic sports teams composed of boys and/or boys and girls shall be conducted in accordance with these By-Laws. Girls interscholastic sport teams shall be conducted according to these By-Laws, including certain additional rules and modifications pertaining to girls’ sports teams and mixed sports teams. Schools shall designate the type of team for each sport according to the following:

300 B.1 Student Team: Whenever the school provides only a team or teams for boys in a particular sport, girls are permitted to qualify for the student team(s).

300 B.2 Boys’ Team: Whenever the school provides a team or teams for boys and team or teams for girls in the same sports, girls shall not be permitted to qualify for the boys’ team(s) in that sport, nor shall boys be permitted to qualify for the girls’ team(s) in that sport.

300 B.3 Girls’ Team: Whenever the school provides only a team or teams for girls in a particular sport, boys shall not be permitted to qualify for the girls’ team in that sport unless opportunities in the total sports program for boys in the school has been limited in comparison to the total sports program for the girls in that school. Permission for boys to qualify for the girls’ team must be secured through petition by the school principal to the State CIF Federated Council.

300 B.4 Mixed Team: (Coed) Whenever the school provides a mixed or coed team in a sport in which the game rules designate either a certain number of team participants from each sex or contains an event that designates a certain number of participants from each sex, boys shall not be permitted to qualify for the girls’ positions on the mixed team nor shall girls be permitted to qualify for the boys’ positions on the mixed team.
These limitations are binding upon all CIF sections, although not intended to prohibit any student from qualifying for a high-school team on which he or she has previously competed.

515. Each section shall adopt policies and/or establish procedures which will promote within its jurisdiction, equal opportunities for all students regardless of race, religion, sex, national origin, or physical disability.

516. Supplemental cross leaguing: Each section shall allow the formation of cross leagues for schools in which a sport or sports are not available through its immediate league.

517. Seasons of Sport:

(A) Sections and/or leagues shall set seasons of sport so that they provide year-round equal opportunity for all students to participate, including inter-sectional competition and state championships in like sports and softball and baseball.

(C) Member schools, through their league or section, shall either:

(1) Schedule identical sports, and baseball and softball, with seasons of the same number of weeks regardless of the season of the year in which the sport is played, or
(2) Schedule all sports in a particular season of the year to be an equal number of weeks.

(D) Each section which participates in state championships in a sport shall conduct section playoffs, if any, during the season immediately preceding such state championships.

(E) State and sections shall conduct playoffs in such a manner that teams in like sports, and in baseball and softball, during the same season are afforded equitable opportunity to participate in evening and weekend competition.

518. Sections shall participate in an equal number of sports for boys and girls in state championships with a minimum of one entry per section. All sections shall have representation in all playoffs.

519. Number of allowable contests:

(A) Each section and/or league which establishes a maximum and/or minimum number of allowable contests for member schools shall establish the same number of allowable contests for teams in identical sports, and in baseball and softball.

(B) When practical and sufficient interest exists, the number of events offered in a contest in identical sports for boys and girls shall be equal except where the rules are written by a recognized rules writing body that provides for a different number of events.

520. Assignment of facilities for competition in State and section playoffs shall be based on sex-neutral factors for all teams in identical sports, and in baseball and softball.

521. Officials for all interscholastic contests shall be assigned and compensated on a sex neutral basis.
522. Any question or concern involving practices or procedures that affect perceived bias on the basis of sex will be reported in writing to the State CIF office within 10 working days. A form will be sent to the individual which must be returned to register the inquiry and resolution (if any).

All registered complaints or inquiries will be investigated and reported to the Federated Council and State Board of Education with copies to the person who filed the original concern.

If the problem is not resolved to the satisfaction of the individual, the appeals procedure of CIF shall be consulted and implemented at the discretion of the complainant.
I. Yearly (In Spring if not a year in advance)
   A. Schedules: confirm w/contracts
   B. Budget: funding sources to be determined
      1. District/school funds
      2. ASB funds
      3. Booster club funds
      4. Fundraising funds/donations
   C. Facility Requests: confirm on master schedule
   D. Coaching Assignments: work w/head coach to fill positions
      1. Certificated
      2. Classified
      3. Walk-on
   E. Requests for Contest Officials: work w/CIF Liaison or officials association
   F. Equipment Orders: be responsible for all orders
      1. Inventory: work w/coaches
      2. Requisitions: P.O.’s handle yourself
   G. Develop Community Support: be visible/parent and community accessible

II. Season of Sport (month in advance)
   A. Schedules: check contracts; check w/other schools
   B. Support Staff
      1. Timers, scorers, announcers: responsible adults
      2. Ticket seller/takers: responsible adults
      3. Security: school/community police
      4. Media coverage
      5. Custodians
   C. Physical Plant
      1. Grounds man: field set-up/seating, etc.
      2. Custodian: floor set-up/restrooms, etc.
      3. Maintenance: repairs/fixtures/scoreboards, etc.
   D. Entry Fees
   E. Transportation: request on dates/times
   F. Media: send schedules
G. Coaches' Certification: per State CIF and district requirements
   1. Procedure for clearance
   2. Per State CIF Rule: As of December 31, 2008, all coaches will be required to be certified in the CIF/NFHS Coaching Education or equivalent.
   3. Submit for school board approval

H. Equipment: check inventory/newly purchased equipment
   1. Issue procedure: charge cards

I. Athletic I.D. Cards: print shop
   1. Use for identification w/teachers
   2. Release from class for contests

J. Eligibility: procedure for athlete to clear for sport
   1. Paperwork (physical, insurance, emergency card, athletic code)

K. Athletic Tryouts: arrange procedure to follow

L. Community Support: parent meetings/accessible to community

M. Home Tournaments: arrange details w/coach or director of tournament

III. Weekly (week in advance)

A. Transportation Departures (form)
   1. Send to coaches (listing when, where bus will be and when athlete is released from class)

B. School Bulletin (form)
   1. Submit to be read on intercom and/or in written bulletin to teachers.

C. Officials Checks: submit to ASB
   1. Arrange to pick-up checks day of contest

D. Support Staff Assignments: written/verbal reminders to scorers/ticket sellers, etc.)

E. Class Dismissal of Athletes: inform teachers

F. Security: administrator in charge

G. Accessible to Community:

IV. Daily (day in advance/day of contest)

A. Transportation (verbal): weather/bus conflicts check

B. Officials: call to confirm

C. Checks: officials

D. Site Set-up: confirm
E. Evaluation Forms for Officials (coaches)

F. Coach: media coverage after contest

G. Contest Confirmation (verbal): call other school

H. Accessible to Community

V. Post Daily (within three days)

A. Official Evaluation Form: review

B. Coaches’ Evaluation: review w/coach previous game

VI. Post Season of Sport

A. Equipment Check-in (charge cards)

B. Equipment Inventory/storage: work w/coach

C. Awards Presentation: (letters, certificates, etc.)
   1. Form including names, years’ lettered, honors, etc.

D. Payment of Coaches

E. Review Season
   1. Equipment needs (inventory)
   2. Coaching openings
   3. Schedule next season

F. Off-season Schedule: summer programs by coaches

G. Attend Clinics (local, state, national)

H. Professional Organizations (join)
   1. If all else fails, volunteer

I. Communicate with your Peers

J. Develop a Sense of Humor

K. If You Don't Want to Take the Heat, Stay Away From the Athletic Furnace

L. Above all, Be a Good Listener
TIME MANAGEMENT

I. Prioritize Task into Following Categories:
   A. Important (urgent): these tasks must be done immediately or before the day ends.
   B. Important (not urgent): these tasks may be done tomorrow or later.
   C. Neither Important Nor Urgent: these tasks can be done within 2-3 days.

II. Reduce Paperwork
   A. Use or Develop Standardized Forms Tailored to Suit Your Needs.

III. Carry a Calendar or Note Pad
   A. Jot Down Important Information
   B. Do Not Rely on Your Memory
   C. Remember Where to Find the Information You Need

IV. Once You Start a Task, Complete it and Get It Out of the Way

V. Communicate Efficiently
   A. Keep copies of all correspondence which you may need in the future (i.e. regarding schedules, assignments, task to be done, phone messages, conferences, etc.)

VI. Develop and Use an Athlete Code of Conduct
OFFICE MANAGEMENT

Introduction

The Athletic Director’s office is the “control central” for the entire athletic department. It is important that the office be efficient, attractive, well-designed, and be available to all department personnel.

“Office management does affect time use and is worth careful analysis. Plan for a certain amount of privacy (but not so much that you become inaccessible) and try to manage your physical surroundings so that you can do the job at hand with a minimum of distraction and fatigue.”

from GETTING THINGS DONE by Edwin C. Bliss

The more carefully designed the athletic office, the more the athletic director can become an effective, efficient manager and more of a “people oriented” leader. Remember that management is only one ingredient of leadership. According to authors Peter Drucker and Warren Bennis, “Management is efficiency in climbing the ladder of success; leadership determines whether the ladder is against the right wall.” Management without good leadership is like “straightening the deck chairs on the Titanic.”

Each athletic director must develop a management plan that fits into his/her style of leadership. My advice for all athletic directors is to constantly adapt your own “personal recipe” for program management. DON’T get trapped in your office! Use your office as one facet of your job. You are in a people oriented job; get out of the office and observe your coaches and the student-athletes. BE VISIBLE!

Environment

The athletic office should be a pleasant work area. Decorations such as photos, plants, bulletin boards and calendars are practical and help to promote tradition and build department spirit. The size and location of the office will have direct impact on office organization. The office lay-out should allow for uninterrupted work when necessary.

The following is a checklist for an athletic office as suggested by Edwin C. Bliss in his book, DOING IT NOW:

1. Is my work area reasonably orderly?
2. Do I have the tools and equipment I need?
3. Is my work area laid out with convenience in mind so that the things used most are easily accessible?
4. Do I have sufficient work space?
5. Is lighting adequate?
6. Are visible distractions kept to a minimum?
7. Is the noise level acceptable?
8. Do I have a good system for handling paperwork?
9. Can I maintain the temperature at a level conducive to work?
10. Do I have enough privacy to permit me to concentrate?

A neat, clean office that is streamlined has a definite effect regarding the amount of work that is accomplished. Beware of the “stacked desk syndrome” that afflicts many managers and promotes procrastination. Desks should have plenty of work space and be kept as neat as possible. Filing cabinets should be in close proximity to the desk area so that papers can be filed easily.
Secretary

The demands placed on the athletic administrator make an athletic secretary a MUST! This individual is as important as any head coach on your staff. The athletic secretary is the voice of the department when the athletic director is not available. A good secretary will be proficient in office duties, knowledgeable regarding computers and word processing tools, as well as outgoing and personable when dealing with people.

Delegating tasks to a secretary allows an athletic director the opportunity to spend more time with the “people” aspects of the job. A trusted athletic secretary can assume many important paperwork tasks once you have explained the process and expectations to him/her.

If you are an athletic director without a secretary (full or part time), then you must sell your principal on the necessity of employing someone to assist in the management of the athletic program. Make a list of the other administrators on your campus who have at least a part-time secretary. As an athletic administrator, you have taken on the responsibilities of one of the most “visible” programs on the campus. A secretary is a vital part of the successful athletic administration.

Adult Volunteers

Adult volunteer can assist the athletic department in numerous ways. If you are unable to gain support for an athletic secretary, actively seek volunteer help from your school’s staff or community. On your staff, you may find teacher/coaches who would assist in the management of the athletic program. These staff members may work with you to fulfill their supervision duties as an independent study course in a masters degree program because they would like to be an athletic director some day, or for a stipend approved by your principal. Community volunteers may be interested parents, or adults who want to be involved in the local school in some way. Many volunteers have valuable skills that can assist you in all department functions.

Student Personnel

Many school districts have occupational training programs in which students gain experience doing office jobs. After supervised training and explanation, these students can fulfill typing, copying, filing and basic telephone tasks to assist the athletic director.

Equipment

Up-to-date technology is essential for the athletic office. The athletic office should have the following:

* direct telephone or extension for Athletic Director only
* a telephone answering machine
* a calculator
* a fax machine
* a computer with adequate software for word processing, scheduling, and related tasks
* large calendar boards (for at least two months) to keep the athletic schedule visible
* a personal planner for goal setting and events
* cell phone
* new technology
* CIF-SS “Blue Book”
* League Constitution
Helpful Hints

Set aside time to plan professionally and personally.

When you pick up a piece of paper: approve it; refer it; reject it; file it; read it; or throw it out.

If space allows, have a table and chairs in the office for group and individual meetings.

Have a bookcase for a department library containing books, video tapes related to sports and coaching.

Have plenty of storage cabinets available.

Schedule time for exercise in your daily plan.

Beware of unrealistic time estimates.

Allow enough flexibility in your daily schedule for the unexpected.

Keep a checklist for routine tasks for each sport season.

Keep a yearly notebook of awards for all sports (i.e. all league teams, varsity letter lists, athletes-of-the-year, etc.)

SCHEDULING

All scheduling of athletic contests will be done by the Athletic Director. Coaches are requested to provide the Athletic Director with the names of preferred opponents and tournaments. Contracts for athletic events will be prepared for all tournaments, invitational, and all non-league games. These contracts are signed by the Principals and Athletic Directors of competing schools and are on file with the Athletic Secretary.

OFFICIALS

Many types of interscholastic sports require the use of officials. These people are independent contractors and are selected for Southern Section contests by their sports assigner. Officials receive these assignments after undergoing rigorous training received from the instructional arm of their various sports associations.

In order to receive the best possible service from the officials associations it is necessary for section schools and their athletic management personnel to follow certain guidelines.

Requests for Officials

All Southern Section schools are located within an Assigning Area. Each area is supervised by a liaison (your area and liaison are identified in the CIF-SS Directory of Member Schools) who forwards to schools a schedule of due dates for requesting officials for the coming year's athletic contests.

To ensure that your school's officiating needs are met, all requests should be passed on to the various sports assigners before the due dates. The current system does allow for changes (i.e. added or deleted contest, changes in dates/times, location, etc.) But because of the problems that can occur, it is in your best interest to be sure that the original request is as accurate and up-to-date as possible.
Game Management As It Relates to Officials

School site administrators have primary responsibility for the management of interscholastic athletics. It is essential that athletic administrators take an active part in the formation and implementation of comprehensive game management plans. These plans should include the various sports offered by your school and, where applicable, should include a section regarding officials.

Many times we put most of our game management emphasis on varsity and/or night contests. While these are important and deserve a great deal of attention, many of the problems that may occur do so during lower level afternoon contests. Be sure that you give an adequate amount of attention to these contests when constructing your management plans.

The following recommendations, many of which are found in the Blue Book, will be helpful in meeting our goal of conducting well organized and safe athletic contests.

Recommended School Responsibilities Relating to Game Officials

* The Athletic Director should be well versed with the Blue Book sections dealing with officials (Article 12, Section 1204-1222).

* The person in charge of supervising the event should identify him/herself to the officials upon arrival.

* Work with our game announcers and cheerleaders prior to the start of the season. These people can be keys to good crowd control.

* The host school should have someone available who will handle the needs of the officials assigned to the contest (this need not be the supervisor). This person should show the officials to their locker room.

* The officials locker room should be open at halftime and immediately after the game.

* At the completion of the contest, the officials locker and dressing facilities should remain secured at least 30 minutes in football and 20 minutes in all other sports. Coaches and other school officials should not enter an official’s dressing area for the purpose of expressing complaints.

* Coaches and school officials should not make public statements to the media criticizing officials.

* School officials should be alert to potential problem situations and, when necessary, provide security for officials to and from their dressing facilities and to the parking area after the contest.

* Athletic Administrators should convey to their coaching staff that if there is a concern regarding the officiating, it should be handled first through the Area Official’s Liaison and secondly by the CIF-SS office if the problem is serious in nature.

* A representative from the host school (preferably not the game coach) shall handle financial matters prior to the start of the contest.

The above recommendations, if followed, will help ensure that your athletic contests will run in a smooth and safe manner.
BUDGET

Have a meeting with all head coaches. They will be our budget committee. Have the following for your budget committee meeting:

1. Total of Athletic Budget Money
2. Athletic Facility use cost (gym, football field, etc.)
3. Bus costs
4. Equipment cleaning and repair costs
5. Security costs
6. Safety equipment costs
7. Support staff costs (ticket takers, ticket seller, announcers, etc.)
8. Officials Costs

Set aside the money to cover these items first. Have your committee help you to decide on the amount to be distributed to each sport. Monies will be spent as they see fit.

CROSS COUNTRY
FIELD HOCKEY
FOOTBALL
GIRLS GOLF
GIRLS TENNIS
GIRLS VOLLEYBALL
BOYS WATER POLO

BOYS BASKETBALL
GIRLS BASKETBALL
BOYS SOCCER
GIRLS SOCCER
GIRLS WATER POLO
BOYS WRESTLING
GIRLS WRESTLING

BADMINTON
BASEBALL
BOYS GOLF
GYMNASTICS
BOYS LACROSSE
GIRLS LACROSSE
SOFTBALL
BOYS SWIMMING/DIVING
GIRLS SWIMMING/DIVING
BOYS TENNIS
BOYS TRACK/FIELD
GIRLS TRACK/FIELD
BOYS VOLLEYBALL
As of December 31, 2008 all coaches in California will have completed a coaching education program. (See State CIF Article 2, 22.B.9)

The National Federation of State High School Associations provides an opportunity for coaches to become certified and meet this requirement through their online program.

Furthermore, the NFHS offers specific many other coaching courses for certain sports and a national coach certification program beyond what is required by the state of California.

For information on all coaching certification courses and supplemental courses offered by the NFHS, go to www.NFHSlearn.com.
A MUST LIST FOR COACHES

YOU MUST:

Be concerned first and foremost for the health and safety of the athletes in your charge.

Require that athletes call you “Coach” or Mr., Miss, or Mrs. as appropriate.

Know and understand the CIF-SS Blue Book as it pertains to your sport.

Know and understand your league by-laws that pertain to your sport.

Make sure that all athletes, managers, statisticians have appropriate authorization to practice, play and travel.

Have emergency care cards available for every player, manager, and statistician at every practice and game.

Be familiar with the contents of the comprehensive policies and procedures manual.

Put in writing any rules for your athletes which are more restrictive than school rules and give a copy to the Athletic Director.

Maintain all student confidences except those which fall under law (as in child abuse cases).

Keep your team on the court or field until the contest is completed.

Have a training kit and ice available at every practice and game.

Use only district approved transportation to all games and practices. Allow students to be excused from taking district transportation only when they have proper authorization.

Look, act and sound like a professional. Coaches should disagree with one another only when out of sight and sound of students.

Meet as a team only at scheduled practices, games and official meetings at regularly designated sites.

Be part of fund raisers that are sponsored by athletic boosters or the entire coaching staff. (No individual team fund raisers). NEVER PERSONALLY COLLECT MONEY FROM STUDENTS.

Credit card must be checked out and returned the next school day with all receipts.

You should continue your education by attending clinics, workshops, obtaining coaching certifications, and by joining professional organizations.

IF WHAT YOU WANT TO DO DOESN’T APPEAR ON THIS LIST – DON’T’ DO IT BEFORE YOU ASK!
COACHES NEGLIGENCE LIABILITY

The one constant in life is that everything continues to change. What we learned as student/athletes, what we saw and participated in might not be acceptable today. The coach, school and district can be sued for a participant or spectator injury, regardless of fault. The injured person is not alleging that the staff intentionally caused them harm, simply that the coach failed to act in a reasonable or prudent manner.

DUTY TO ACT

As the coach, you are the expert and must do and act in a reasonable or prudent manner. For example, failure to inspect for and remove a slippery or dangerous foreign substance on a playing surface. A court may find that your failure to inspect and remove the foreign matter was a substantial factor in the cause of the injury.

DUTY TO PROPERLY CONDITION

The coach must properly PREPARE AND CONDITION the athletes. Physically conditioning your players, generally and specifically, for the sport in which they are participating is imperative. Start slowly and progress. Always include a warm-up and stretching period before participating. When an athlete collapses on the field of play, one of the first things the lawyers will look into is your conditioning program. Did the coach get them ready?

DUTY TO OFFER PROPER INSTRUCTION

The coach who does not teach proper techniques in a progressive manner would be considered negligent. You must not only teach what to do, but also what not to do! This area also includes teaching your athletes what to do in case of a teammate’s injury. You MUST attend clinics and seminars in your specific sport so that you can stay up-to-date on current trends and techniques.

DUTY TO SUPERVISE

The lack of supervision, being physically present, is the most obvious and also most often cited reason for coaches being sued. Do NOT take the chance of leaving your players on the court or on the field without supervision. Supervision is tied to the term foreseeable. Is it foreseeable that there may be horse play if a coach is not present? You had better believe it. This supervision is NOT limited to the practice/playing area. It also includes the locker rooms and any other areas in which your players gather.

DUTY TO WARN

A coach must always warn their athletes about the dangers of the sport and the equipment being used. Coaches need to go over all protective equipment with the players and how it is to be worn, the dangers of NOT wearing the equipment or using equipment incorrectly. Courts have stated that the coach must be prudent and must warn the players about potential risks.
DUTY TO GIVE PROPER CARE AND AID

The coach is responsible for proper care and aid of their student/athletes. Therefore, the coach must always place the welfare of the student first and foremost. The coach must also be trained in emergency first aid and CPR. They must have a written emergency plan that others can follow.

STRATEGIES FOR COACHES

1. Always put the welfare of the student first. If you err, err on the conservative side.

2. Do not issue any equipment or allow the student to participate until you have written clearance from the athletic director.

3. Inform your athletes of the risks of the sport and the importance of following instruction.

4. Record and keep accurate practice plans. They should have timed and detailed progressions of your daily schedule.

5. Develop a medical response plan according to resources available.

6. ALWAYS have your student emergency medical cards with you.

7. Inspect your equipment and practice facilities daily.

8. Post signs regarding safety and behavioral expectations.

9. Always have supervision on site and in charge.

10. Keep your parents informed. Start with preseason meetings and use phone calls to keep parents up-to-date on any questionable behavior or situations. COMMUNICATE!!

11. AVOID terminology such as suicide drill, death runs, killers and hamburger drills. These terms will come back to haunt you in court.

12. Join professional organizations that reflect your professional standing in athletics. Be sure to join local, state and national groups. Your professional standing will be called into question if a negligent liability lawsuit is filed against you. The National Association of High School Coaches Association offers a one (1) million dollar liability coverage to all members.

13. In the event of injury, always follow-up with a visit or a call to the athlete and family. NEVER, never place or admit blame.

14. Isolate and keep under lock and key any equipment involved in a serious injury.
The purpose of an evaluation process for coaches is to develop and assess the goals and objectives for the school's athletic program. An effective evaluation needs to take into account the broad spectrum of competencies that help make a coach successful. Some of these competencies include honesty, integrity, knowledge of growth and development patterns, learning curves, sound educational principles, up-to-date strategies, training techniques, and program administration. Interscholastic athletics is about much more than just a winning record.

New athletic directors may want to collect examples of evaluation devices used by other programs and develop a process that fits into their style of management and their principal's expectations. In most schools, the varsity head coaches are evaluated by the principal and the athletic director, while assistant coaches are evaluated by the head coach and the athletic director. This evaluation process is usually concluded with a conference where the written evaluation is discussed at length. According to the right of due process the coach will always have the opportunity to write a written rebuttal to the evaluation.

The ATHLETIC ADMINISTRATORS REFERENCE MANUAL published by the NIAAA lists the following purposes of an evaluation appraisal system:

1. To afford an opportunity to identify, recognize and praise quality coaching and instruction.
2. To provide an opportunity to identify potential leadership within a system.
3. To create a climate to achieve individual improvement through job targets.
4. To provide information necessary to make objective assessment of the performance of a coach.
5. To identify those factors which interfere with a coach's overall contribution to the athletic program.
6. To assure that quality coaching is responsibility shared by the entire coaching staff and the Athletic Director.

Refer to the NIAAA 502 Course for examples of evaluations that can be used or adapted to an individual evaluation system:

1. Post Season Conference Form
2. Coach Self-Evaluation Form
3. Assistant Coach Evaluation Form
4. Coaching Observation Form (used when visiting practices)
BOOSTER CLUBS

boost (bu:st) 1.n. a lifting up, to give someone a boost.../something that gives an impetus or encouragement.  2. v.t. to push from below, hoist/to increase the power, value of etc., of (...person etc.)/to help, assist...

Above is the definition of the word boost, taken from Webster’s Dictionary. Included is the word when used as a noun or a verb. It is important, if athletic programs and booster clubs are to work together in harmony, to remember these meanings. If everyone were to agree that a booster club exists to help, assist, and encourage, then there would be no problems with such clubs. However, such is not always the case.

In keeping on the positive side, assume that this is why booster clubs do exist—that all the boosters only want to help the program. If you have positive people in your booster clubs and you deal with them openly, the relationship between coach/AD and the club can be highly beneficial. Regarding their sincerity and motives, always give them the benefit of the doubt at the beginning. A coach or AD who has negative feelings toward a booster club from the start probably will never develop a bond with the group.

In today’s times, with the dwindling financial resources for athletic programs in California, booster clubs are major players in the fund raising game. In many communities, booster clubs bring in considerably more money for a sports team than the school or district provides. Boosters organize everything from bingo to bake sales; from selling ads in game programs to selling 50-50 raffle tickets; and much, much more. Having a booster club that can raise significant funds for a program gives a coach more time to spend on his or her coaching duties. Make sure that boosters follow district/site guidelines. Booster clubs should be audited yearly by the ASB Financial Clerk.

Boosters can do more for a coach or team than just raise money. They can provide homes and refreshments for team functions. Hosting pre-game meals, team meetings, and after-game parties are just a few of the ways parent/boosters can help to build, and/or maintain team unity and camaraderie. Some booster clubs even host adult-only events where the parents and coaching staff can get to know each other in a social, non-athletic setting. Some groups have clinics for parents, with coaches providing instruction about their sport and answering questions from the boosters. When done properly, these events can strengthen the relationships between parents and coaches.

Another way boosters can be very effective is by aiding the coaching staff/AD in distributing important information about the program. Most booster clubs today can find a parent within the program to set up and circulate a team newsletter. Some schools have alumni that want to get involved with the school athletic programs. The newsletter can be just a one-page item, or can be very involved. The head coach may have a regular column in an advanced type of newsletter, and maybe even assistant coaches and players could have feature interviews. If a newsletter is used, it can be highly beneficial in advertising upcoming games and meetings, as well as special events. A schedule of practice times and locations may be helpful as well. Often times a parent will do a great job with a newsletter, and it offers this person a rewarding way of contributing to the program.

If a coach or athletic director gets to know the parents in a program, he or she can pick out some positive communicators within the group. These are people to whom the coach/AD can go when problems come up within the program. Some of these people may also be alumni or may be teachers or coaches themselves. Many times a small problem gets out of hand because of circulation through the rumor mill. As an athletic director you should know that the sooner you can handle a small problem the better chance you have of it remaining small.
Unfortunately, not all boosters, or booster clubs for that matter, are really concerned with helping a coach or team. Many parents of athletes feel they should be allowed more say in the everyday operation of the program. As parents put more and more of their money into their children's athletic teams, many of them think they are now entitled to provide input for the coaching staff. They feel they should be heard, and heeded, on items ranging from game strategies to playing time and from uniform styles to hiring of assistant coaches. Some boosters believe they should be consulted whenever a school hires a new head coach of a sport.

Probably the athletic programs that can have the most problems within the booster club are those sports which have large youth programs. Regularly, parents who were coaches in Little League, AYSO soccer, youth football and basketball, to name a few, think they have a lot of knowledge and background in the sport. While in some cases this may be true, some of these parents create problems within the program. While you can find many of these parents to be very positive supporters of your program, a coach/AD needs to identify those that can become negative influences. When players and their parents become unhappy in a program, often because of the player's role on the team, these negative people can be very disruptive.

When a team is not doing well on the field (court, etc.) a few of these parents can spread a lot of negative feelings through your teams. This is where your positive communicators can be very good for your program.

True BOOSTER clubs can be very good for an athletic program. There are schools that have them for every sport, while other schools merge like teams together. Many schools have only one general all-sports booster group. Some schools have active alumni who are ready, willing, and able to assist in supporting your athletic teams. However it works within your schools, try to open and to preserve, a friendly professional relationship with the clubs. Let the leadership of the body know that you want to work harmoniously with them. Establish goals together. Remember you both have the same outcomes in mind; successful athletic experiences for their children.
The NCAA was established to certify athletes’ eligibility for Division I and II collegiate athletic competition. Any athlete who intends to participate in athletics at an NCAA Division I or II school as a freshman, must meet standards for participation based on completing core academic courses as prescribed by the NCAA and achieving a qualifying test score on the ACT or SAT. Students may obtain information and registration materials from their high school counselor. The NCAA also provides literature and information to help inform parents about the NCAA rules and policies. For more detailed information go to the following web sites:

NCAA – www.NCAA.org

NAIA – www.NAIA.org

NJCAA – www.NJCAA.org
APPENDIX
Preparticipation Physical Evaluation

DATE OF EXAM______________________

Name_________________________ Sex______ Age______ Date of birth__________

Grade________ School_________ Sport(s)________

Address_________________________ Phone__________________________

Personal physician_________________________

In case of emergency, contact:

Name_________________________ Relationship_________ Phone (H)______ (W)_____

Explain “Yes” answers below.

Circle questions you don’t know the answers to.

1. Has a doctor ever denied or restricted your participation in sports for any reason? [ ] Yes [ ] No

2. Do you have an ongoing medical condition (like diabetes or asthma)? [ ] Yes [ ] No

3. Are you currently taking any prescription or nonprescription (over-the-counter) medications or pills? [ ] Yes [ ] No

4. Do you have any allergies to medicines, pollen, foods, or stinging insects? [ ] Yes [ ] No

5. Have you ever passed out or nearly passed out during exercise? [ ] Yes [ ] No

6. Have you ever passed out or nearly passed out after exercise? [ ] Yes [ ] No

7. Have you ever had discomfort, pain, or pressure in your chest during exercise? [ ] Yes [ ] No

8. Has your heart race or skip beats during exercise? [ ] Yes [ ] No

9. Has a doctor ever told you that you have (check all that apply):
   - High blood pressure [ ]
   - A heart murmur [ ]
   - High cholesterol [ ]
   - A heart infection [ ]

10. Has a doctor ever ordered a test for your heart? (for example, ECG, echocardiogram) [ ] Yes [ ] No

11. Has anyone in your family died of a nonapparent reason? [ ] Yes [ ] No

12. Does anyone in your family have a heart problem? [ ] Yes [ ] No

13. Has any family member or relative died of heart problems or sudden death before age 50? [ ] Yes [ ] No

14. Does anyone in your family have Marfan syndrome? [ ] Yes [ ] No

15. Have you ever spent the night in a hospital? [ ] Yes [ ] No

16. Have you ever had surgery? [ ] Yes [ ] No

17. Have you ever had an injury like a sprain, muscle or ligament tear, or tendinitis, that caused you to miss a practice or game? (Yes, circle affected area below) [ ] Yes [ ] No

18. Have you had any broken or fractured bones or dislocated joints? (Yes, circle below) [ ] Yes [ ] No

19. Have you had a bone or joint injury that required x-rays, MRI, CT, surgery, injections, rehabilitation, physical therapy, a brace, a cast, or crutches? (Yes, circle below) [ ] Yes [ ] No

20. Have you ever had a stress fracture? [ ] Yes [ ] No

21. Have you been told that you have or have had an x-ray for atlantoaxial (neck) instability? [ ] Yes [ ] No

22. Do you regularly use a brace or assistive device? [ ] Yes [ ] No

23. Has a doctor ever told you that you have asthma or allergies? [ ] Yes [ ] No

24. Do you cough, wheeze, or have difficulty breathing during or after exercise? [ ] Yes [ ] No

25. Is there anyone in your family who has asthma? [ ] Yes [ ] No

26. Have you ever used an inhaler or taken asthma medicine? [ ] Yes [ ] No

27. Were you born without or are you missing a kidney, an eye, a testicle, or any other organ? [ ] Yes [ ] No

28. Have you had infectious mononucleosis (mono) within the last month? [ ] Yes [ ] No

29. Do you have any rashes, pressure sores, or other skin problems? [ ] Yes [ ] No

30. Have you had a herpes skin infection? [ ] Yes [ ] No

31. Have you ever had a head injury or concussion? [ ] Yes [ ] No

32. Have you been hit in the head and been confused or lost your memory? [ ] Yes [ ] No

33. Have you ever had a seizure? [ ] Yes [ ] No

34. Do you have headaches with exercise? [ ] Yes [ ] No

35. Have you ever had numbness, tingling, or weakness in your arms or legs after being hit or falling? [ ] Yes [ ] No

36. Have you ever been unable to move your arms or legs after being hit or falling? [ ] Yes [ ] No

37. When exercising in the heat, do you have severe muscle cramps or become ill? [ ] Yes [ ] No

38. Has a doctor told you that you or someone in your family has sickle cell trait or sickle cell disease? [ ] Yes [ ] No

39. Have you had any problems with your eyes or vision? [ ] Yes [ ] No

40. Do you wear glasses or contact lenses? [ ] Yes [ ] No

41. Do you wear protective eyewear, such as goggles or a face shield? [ ] Yes [ ] No

42. Are you happy with your weight? [ ] Yes [ ] No

43. Are you trying to gain or lose weight? [ ] Yes [ ] No

44. Has anyone recommended you change your weight or eating habits? [ ] Yes [ ] No

45. Do you limit or carefully control what you eat? [ ] Yes [ ] No

46. Do you have any concerns that you would like to discuss with a doctor? [ ] Yes [ ] No

FEMALES ONLY

47. Have you ever had a menstrual period? [ ] Yes [ ] No

48. How old were you when you had your first menstrual period? [ ] Yes [ ] No

49. How many periods have you had in the last 12 months? [ ] Yes [ ] No

Explain “Yes” answers here:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

I hereby state that, to the best of my knowledge, my answers to the above questions are complete and correct:

Signature of athlete____________________Signature of parent/guardian____________Date__________________
Preparticipation Physical Evaluation

Name __________________________ Date of birth __________________

Height ______ Weight ______ % Body fat (optional) ______ Pulse ______ BP / / ( ______ / ______ / ______ )

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

Follow-Up Questions on More Sensitive Issues

1. Do you feel stressed out or under a lot of pressure? □ Yes □ No
2. Do you ever feel so sad or hopeless that you stop doing some of your usual activities for more than a few days? □ Yes □ No
3. Do you feel safe? □ Yes □ No
4. Have you ever tried cigarette smoking, even 1 or 2 puffs? Do you currently smoke? □ Yes □ No
5. During the past 30 days, did you use chewing tobacco, snuff, or dip? □ Yes □ No
6. During the past 30 days, have you had at least 1 drink of alcohol? □ Yes □ No
7. Have you ever taken steroid pills or shots without a doctor’s prescription? □ Yes □ No
8. Have you ever taken any supplements to help you gain or lose weight or improve your performance? □ Yes □ No
9. Questions from the Youth Risk Behavior Survey (http://www.cdc.gov/HealthyYouth/yrbss/index.htm) on guns, seatbelts, unprotected sex, domestic violence, drugs, etc. □ Yes □ No

Notes:

<table>
<thead>
<tr>
<th>MEDICAL</th>
<th>NORMAL</th>
<th>ABNORMAL FINDINGS</th>
<th>INITIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appearance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eyes/Ears/Nose/Throat</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hearing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lymph nodes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heart</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Murmurs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pulses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lungs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Abdomen</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Genitourinary (make entry)*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skin</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUSCULOSKELETAL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neck</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Back</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shoulder/arm</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elbow/forearm</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wrist/hand/fingers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hip/thigh</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knee</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leg/ankle</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foot/toes</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Multiple examinations only

*Having a third-party present is recommended for the genitourinary examination

Notes:

Name of physician (print/type) __________________________ Date: __________________

Address __________________________ Phone: __________________

Signature of physician __________________________ MD or DO

## Code of Ethics – Athletes

Athletics is an integral part of the school’s total educational program. All school activities, curricular and extra-curricular, in the classroom and on the playing field, must be congruent with the school’s stated goals and objectives established for the intellectual, physical, social and moral development of its students. It is within this context that the following Code of Ethics is presented.

As an athlete, I understand that it is my responsibility to:

1. Place academic achievement as the highest priority.
2. Show respect for teammates, opponents, officials and coaches.
3. Respect the integrity and judgment of game officials.
4. Exhibit fair play, sportsmanship and proper conduct on and off the playing field.
5. Maintain a high level of safety awareness.
6. Refrain from the use of profanity, vulgarity and other offensive language and gestures.
7. Adhere to the established rules and standards of the game to be played.
8. Respect all equipment and use it safely and appropriately.
9. Refrain from the use of alcohol, tobacco, illegal and non-prescriptive drugs, anabolic steroids or any substance to increase physical development or performance that is not approved by the United States Food and Drug Administration, Surgeon General of the United States or American Medical Association.
10. Know and follow all state, section and school athletic rules and regulations as they pertain to eligibility and sports participation.
11. Win with character, lose with dignity.

As a condition of membership in the CIF, all schools shall adopt policies prohibiting the use and abuse of androgenic/anabolic steroids. All member schools shall have participating students and their parents, legal guardian/caregiver agree that the athlete will not use steroids without the written prescription of a fully licensed physician (as recognized by the AMA) to treat a medical condition (Article 523).

By signing below, both the participating student athlete and the parents, legal guardian/caregiver hereby agree that the student shall not use androgenic/anabolic steroids without the written prescription of a fully licensed physician (as recognized by the AMA) to treat a medical condition. We recognize that under CIF Bylaw 202, there could be penalties for false or fraudulent information.

We also understand that the ____________________________ (school/school district name) policy regarding the use of illegal drugs will be enforced for any violations of these rules.

<table>
<thead>
<tr>
<th>Printed Name of Student Athlete</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Signature of Student Athlete</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Signature of Parent/Caregiver</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A copy of this form must be kept on file in the athletic director’s office at the high school on an annual basis and the Principal’s Statement of Compliance must be on file at the CIF-SS Office.