

GEORGIA HIGH SCHOOL
ASSOCIATION

PRINCIPLES
FOR
COACHING

2021-2022

Dr. Lucia B. Norwood

INTRODUCTION

The coach's knowledge of a sport is only one half of what is involved in coaching in a high school athletic program. The other half involves delivering the knowledge of the sport in an educational setting.

Delivering the knowledge to the athlete is dependent on the coach's ability to understand and abide by the rules, regulations and policies that govern the athletic programs.

The *Georgia High School Association Principles for Coaching* is designed to give coaches an opportunity to understand the fundamentals of coaching in an interscholastic athletic program. There are 18 GHSA Principles and each of the principles is designed to aid the coach in delivering their knowledge to the athlete.

Each principle's content contains an explanation of the concept followed by activities that are designed to provide an interactive experience for the coaches in the class. Each activity has situations followed by discussion questions to accomplish this objective.

The goal of *Georgia High School Association Principles for Coaching* is to prepare coaches with the knowledge necessary to operate within the educational framework of the governing bodies that oversee and interact with the interscholastic programs within our state. The 18 principles within the text provide that educational framework. Ultimately, the end result is to improve the athletic programs for all the athletes that participate in these programs throughout Georgia.

TABLE OF CONTENTS

GHSA Principle # 1

Philosophy.....	Page 1
Activities	Page 3

GHSA Principle # 2

Code of Ethics.....	Page 5
Activities.....	Page 7

GHSA Principle # 3

Sportsmanship.....	Page 9
Crowd Control.....	Page 13
Activities.....	Page 17

GHSA Principle # 4

Georgia High School Association	Page 19
Student.....	Page 19
School	Page 34
Region	Page 54
Activities	Page 56

GHSA Principle # 5

Non-School Competition Page 61
Activities Page 65

GHSA Principle # 6

Communication Page 67
Booster Clubs..... Page 68
Activities Page 70

GHSA Principle # 7

Leadership..... Page 72
Leadership Styles Page 73
Activities Page 76

GHSA Principle # 8

Skill Instruction Page 78
Activities Page 82

GHSA Principle # 9

Character Education Page 84
Activities Page 86

GHSA Principle # 10

Discipline Page 88
Activities Page 90

GHSA Principle # 11

Motivation Page 92
Activities Page 95

GHSA Principle # 12

Training Athletes Page 97
Activities Page 102

GHSA Principle # 13

Chain Of Command and Job Operations Page 105
Activities Page 107

GHSA Principle # 14

Time Management Page 109
Activities Page 112

GHSA Principle # 15

Coaching Relationships Page 114
Activities Page 116

GHSA Principle # 16

Professional Growth..... Page 117
Activities Page 119

GHSA Principle # 17

Liability – 14 Legal Duties Page 121
Title IX Page 127

Gender Equity in Sports Law	Page 128
Sexual Harassment.....	Page 128
Cross-Gender Athletes	Page 128
Hazing	Page 129
Bullying.....	Page 130
American Disabilities Act	Page 132
Activities	Page 135

GHSA Principle #18

Emerging Trends in Athletics.....	Page 138
Budgets	Page 138
Challenging Parents.....	Page 138
Social Networking	Page 140
Violence in Schools.....	Page 141
Specialization	Page 142
Quality Coaches.....	Page 142
Activities	Page 143

References	Page 147
-------------------------	-----------------

Appendices

GHSА PRINCIPLE # 1

PHILOSOPHY

The philosophy of interscholastic athletics/activities exists and is consistent with the mission of a secondary school program. The athletic program should be kept in perspective for secondary school students. Education is the heart of the interscholastic program. A major goal of school sports involves teaching life's lessons in a competitive environment. The most important role coaches play in the lives of student-athletes is that of teacher. (Stevens, p 14) A well-developed coaching philosophy establishes expectations for coaching behaviors that reflect the appropriate priorities and values for education-based athletics. (National Standards)

A student-centered philosophy is an integral part of the educational experience in any athletic program. The focus should be on the student-athletes as they gain life experiences from participating in high school athletics. Some outcomes should include: teaching respect for opponents and officials; teaching integrity by abiding by the spirit of the rules and regulations and teaching citizenship through community service projects. Students should also learn important lessons about personal discipline and working cooperatively to achieve team goals.

Although a coaching philosophy should be student-centered, coaches sometimes develop a philosophy with an emphasis on winning at all costs. The number one objective in education based athletics is the development and growth of student-athletes, not winning. (Hock, p 20) A victory-centered philosophy often places the high school athlete in a secondary role. A coach's ambition to determine outcomes based on a scoreboard are detrimental to an athletic program. Developing self-confidence, self-worth, and self-esteem are more important to the athlete's future than the outcome of any contest.

If the coach's philosophy is student-centered, athletes will develop a strong work ethic to achieve the team's goals. "The greatest challenges come from within and the results will be measured internally, no matter what it says on the scoreboard or clock." (Lewis and Marx, p 3) Participation in sound and wholesome athletic programs contributes to health, physical skill, instructional maturity, social competence, and moral values. Cooperation and competition are both important components of American life; therefore, the experience of playing athletic games should be a part of the education of all youth who attend our secondary schools (DeKalb Handbook, 2011-2012).

PURPOSES OF ATHLETIC PROGRAMS:

To provide opportunities for mental and physical growth that involve:

- Developing coordination, endurance, muscular strength, and flexibility
- Developing the ability to think through problems to a feasible solution
- Providing experiences that require rapid thought in stressful situations

To provide for opportunities for desirable social growth and emotional stability by:

- Attaining enjoyment and satisfaction from participation
- Developing a positive work ethic in a disciplined setting
- Gaining confidence in one's abilities
- Learning self-control under stressful circumstances
- Learning to take responsibility for one's own behavior
- Learning to work together to attain group goals
- Developing leadership skills
- Emphasizing sportsmanship in every aspect of play

ACTIVITIES: GHSA Principle # 1

Philosophy

Situation #1:

In a region track meet, an athlete that had already finished first in three events crosses the finish line as the anchor in the 1600m relay team. The athlete immediately begins to taunt the second place finisher. The coach witnesses the incident.

Discussion Questions:

- How does the coach's philosophy influence his actions in this situation?
- What are the implications of the coach's decision to address this issue?
- What would you do?

Situation #2:

An innovative coach has decided to provide an opportunity for as many students as possible. The wrestling coach decides instead of one team wrestling 20 varsity playing dates there will be two teams each wrestling 10 playing dates.

Discussion Questions:

- What is this coach's philosophy?
- What are the values involved in participating in education-based athletics?
- Is the coach's philosophy student-centered or victory-centered?
- Why is it important to develop a coaching philosophy?

Situation # 3:

In an effort to have more students involved in interscholastic sports, the school board passes a “no cut” policy. Every student who comes out for a sport will make the team.

Discussion Questions:

- What is the philosophy behind this policy?
- Is there merit in the school board’s decision?
- Is this a student-centered philosophy?
- How would a coach implement such a policy?

Situation # 4:

What does it take to be a successful coach?

Discussion Questions:

- How do you define success?
- What are the implications in your definition?
- Have you involved the team in your definition?

Situation # 5:

After a tough start to the season, the coach thinks they have a shot at the playoffs so he only plays the best players for the remainder of the season.

Discussion Questions:

- How does a coach’s philosophy reflect priorities?
- Does the coach’s philosophy also determine values?
- How does the coach’s philosophy determine how they relate to the team?

GHSA PRINCIPLE # 2

CODE OF ETHICS

Ethical behavior is an important part of athletics that involves coaches and their players. The coach must be a role model for ethical behavior. The coach's attitudes and behaviors will be mirrored by the athletes, so coaches should act with high standards of ethics and personal conduct.

The coach plays a key role in teaching and demonstrating values gained through the athletic experience. The coach should structure opportunities for players to develop positive values on or off the field or court.

Benchmarks of a strong ethical foundation include:

- Emphasize respect for diverse populations.
- Facilitate and reinforce the development of positive character traits through team policies and procedures.
- Teach that winning is a worthwhile goal of positive sport participation and losing provides an opportunity to grow and improve.
- Engage players in discussions and problem solving activities that promote positive character development when ethical issues arise.
- Plan and implement coaching techniques that emphasize the importance of enjoying sport participation. (Standards, pp. 7-8)

Coaches are influential role models because their actions are strong indicators of their beliefs and values. In order to ensure ethical conduct in athletics, coaches must be certain their behavior is consistent with an ethical, athlete-centered approach to coaching. (Standards, p. 8)

The coach should be an effective educational leader and embrace a code of ethics that includes the following issues:

- To abide by the rules and policies of the State Board of Education, the Georgia High School Association and the local Board of Education.

- To demonstrate loyalty to the school administration and to fellow coaches
- To maintain a high standard of integrity in all segments of the athletic program
- To maintain a high standard of personal conduct in the community
- To become a positive role model for the team and school
- To give each student an equal opportunity
- To insist on proper student conduct
- To refer all injuries to competent medical personnel
- To maintain a high standard of sportsmanship
- To avoid intentionally humiliating one's opponent in competition
- To uphold, honor and dignify the coaching profession
- To bring all your knowledge, skill and devotion to the coaching profession
- To be absent only when necessary and to be punctual
- To determine the exact meaning of verbal and written contracts and to honor them in letter and spirit
- To extend professional courtesy to other members of the profession
- To continue professional growth
- To accept proper criticism graciously and to remedy any errors that may be found

ACTIVITIES: GHSA Principle # 2

Ethics

Situation #1:

During and after a regional tennis match a player behaved in an unsportsmanlike manner. The coach and principal agreed that the athlete should be withheld from the finals because of the inappropriate actions. The parents appealed the decision, and the central office personnel overturned the building-level decision.

Discussion Questions:

- How should the coach respond to being overruled?
- What message do you think was sent in this situation?
- Is the moral fiber of interscholastic athletics at risk here? Why or why not?
- Is proper behavior a sometime thing or an all-the-time thing?
- Are coaches being called on to make more difficult ethical decisions today than in the past?

Situation # 2:

A coach learns that the parents of a highly skilled transfer student have falsified their residence information.

Discussion Questions:

- What should the coach do in this situation?
- What are the implications about the coach's integrity if he/she does not act?
- What are other factors involved with the coach's decision?

Situation # 3:

Are a coach's values important to the development of an athletic program?

Discussion Questions:

- If so, why? If not, why not?
- What ethical values should a coach in education-based athletics possess?

Situation # 4:

A coach teaches her players to bend the rules a little so the team can gain an advantage.

Discussion Questions:

- What impact does this unethical behavior have on the team?
- Why is following rules important to a coach?
- By bending rules, is the coach's integrity at stake?
- Is the coach's behavior consistent with student-centered athletics?

GHSA PRINCIPLE # 3

SPORTSMANSHIP

The Georgia High School Association believes that an effective high school must support both a sound academic program and a well-rounded activities program. These programs must be integrated to such an extent that they support one another. A major aspect of this integration process centers on the concept of sportsmanship.

Activities provide an arena in which students grow as they understand and value these concepts of sportsmanship and teamwork. Activities provide opportunities for coaches and other school personnel to teach and model sportsmanship behaviors, school pride, and student-community involvement. Sportsmanship is good citizenship in action.

Sportsmanship Principles include:

- Actions geared “for” our team rather than “against” the opponent
- Actions that are positive rather than negative in nature
- Actions that promote respect rather than disrespect

Coaches have access to the students on a daily basis, and they should take time to stress the importance of good conduct and good sportsmanship. Players must be held accountable for their actions, and must be taught acceptable sportsmanship behavior. Actions by individuals that call attention to them outside the normal course of competition are a distraction to any game and are counter-productive to the philosophy of interscholastic competition, which promotes a total team concept.

A full-scale assault on unsportsmanlike behavior requires the full attention of all those involved. To restore sportsmanship to its lofty place will require the cooperation of school administrators, coaches, players, spectators and officials. This begins with coaches and the perspective filtered from the athletic administrator. Also, the expectations conveyed to parents and community must include proper actions toward one another, opponents and contest officials.” (Whitehead and Blackburn, p.15)

Promoting good sportsmanship and citizenship is the lifeblood of every quality athletic program. The lifelong lessons taught via interscholastic athletics are best taught when built upon expectations of proper ethics and conduct. (Whitehead and Blackburn, p.15)

Sportsmanship is not without its challenges. As ejections continue to rise, the GHSA has increased the fines to schools when their coaches are ejected. Many state associations have adopted guidelines for proper spectator behavior in order to standardize both expectations and consequences for improper behavior. Among the behaviors identified are:

- Using illegal noisemakers during an athletic contest
- Holding signs or placards that could be used as projectiles
- Wearing inappropriate attire or being bare-chested
- Using profanity or vulgar references or gestures
- Posting inappropriate signs in the facility (Stevens, p. 236)

Responsibilities of School Administrators:

- Acquaint students, parents, and community with the ideals of sportsmanship.
- Encourage athletes and supporters to judge the success of the program based on attitudes of the participants, not on the win-loss record.
- See that visiting teams and officials are treated as honored guests.
- Provide adequate, clean, and attractive dressing and meeting facilities for guests.
- Insist upon adequate safety and security provisions at all events for participants and spectators.
- Insist that cheerleaders exemplify the highest standard of sportsmanship, because they should be models of good sportsmanship for spectators.
- Insist upon total compliance with all the rules and regulations of the GHSA.

Responsibilities of Coaches:

- Exemplify behavior that is representative of the educational staff of the school.
- Coaches must be a credit to the teaching profession.
- Demonstrate high ideals, good habits, and desirable attitudes in personal behavior.
- Demand the same ideals, habits, and desirable attitudes for the players.
- Employ acceptable educational methods in coaching that give players an opportunity to develop initiative, positive leadership, sound judgment, and enduring work habits.
- Recognize the purpose of competition is to promote the physical, mental, moral, social, and emotional well-being of the players.
- Teach players the most important values of competition are derived from playing the game fairly.
- Cooperate with the school administrators in planning and conducting school activities.
- Maintain self-control at all times – learning to accept adverse decisions without public displays of disrespect.
- Emphasize to players and bench personnel the importance of proper sideline behavior.
- Refrain from directing disparaging remarks toward opponents, officials or other personnel associated with the activity.
- Be a modest winner and a gracious loser.

Responsibilities of Athletes:

- Be courteous to opponents and officials.
- Play hard and to the limits of their abilities, regardless of the score.
- Retain their composure at all times and avoid resorting to taunting, baiting, physical retaliation or fighting.

- Understand and observe the rules of the game
- Respect the decisions of the officials as the authorities in the game.
- Accept the officials' decisions without unsportsmanlike outbursts.
- Respect the facilities of the opponents and care for them appropriately.
- Be modest in victory and gracious in defeat.

Responsibilities of Spectators:

- Recognize that the primary purpose of education-based athletics is to promote physical, mental, moral, social, and emotional well-being in the participants through competition.
- Realize that spectators represent the team just as surely as members of the team.
- Respect the judgment and integrity of officials.
- Realize that officials' decisions are based upon game situations as they see them.
- Recognize that good sportsmanship is more important than victory.
- Demonstrate sportsmanship by applauding the good play of all athletes.
- Be modest in victory and gracious in defeat.

Responsibilities of Game Officials:

- Know the NFHS rules, and be thoroughly prepared to administer the rules.
- Maintain self-control in all situations.
- Avoid making derogatory comments to coaches, players, or spectators.
- Be impartial and fair, but firm in all decisions.
- Refrain from commenting or discussing a team, a play, or a game situation with anyone except those involved in the contest.

- Honor all commitments.
- Be knowledgeable of the GHSA Constitution and By-Laws.
- Abide by all GHSA rules and regulations.
- Avoid any appearance of a conflict of interest in an officiating assignment.

CROWD CONTROL ISSUES

Behavior of Coaches:

High school coaches influence the conduct of the players and the behavior of many spectators.

- The coach must remain professional when dealing with officials.
- The coach must exercise self-control and realize the official sees through impartial and unbiased eyes.
- Coaches must know the proper procedure for requesting a conference with an official.
- Opposing coaches should shake hands publicly and should ask players to shake hands with the opponents after the game.
- Opposing coaches should be courteous at all times.
- Coaches must be sensitive to difficult situations, such as athletes losing control of themselves.
- Coaches should remove from the game players who are losing self-control before problems escalate.
- Head coaches are responsible for the conduct of their entire staff and sideline or bench personnel.
- Coaches that repeatedly conduct themselves in an unsportsmanlike manner will face disciplinary actions by the GHSA.

Behavior of Players:

The less notice the players take of the spectators and the more they concentrate on their part in the game, the more absorbed the crowd will be and the less likely to misbehave.

- Players should refrain from showing surprise or irritation at a call from the official.
- The official's ruling, whether agreed with or not, should be accepted with politeness.
- Playing to the crowd can cause trouble particularly in competition where the player's facial expressions are clearly visible to the players on the bench and the spectators.
- Unsportsmanlike gesturing or the taunting of an opponent is not acceptable.
- Substitutes on the bench should not heckle the opposing team.
- The relationship of the players to each other before, during, and after the game affects and helps establish crowd rapport.

Behavior of Cheerleaders:

Cheerleaders play an important role in sportsmanship and crowd control. There are many opportunities during a contest for cheerleaders to demonstrate good sportsmanship.

- The host cheerleaders should greet the visiting cheerleaders.
- The host and visiting cheerleaders may lead a cheer on the visiting side and one on the host side to welcome opponents.
- Cheerleading coaches should emphasize the importance of representing the school as good sports.
- Cheerleaders should make a positive contributions to good spectator reactions at all athletic contests; thus creating better relations between opposing supporters.
- Cheers should be positive, not an attempt at antagonizing an opponent.

- Cheers should not be suggestive and should not have a connotation that might inflame an audience.
- Cheerleaders should remain silent when the opponents' cheerleaders are cheering.
- Cheerleaders are expected to give a round of applause for an injured player leaving the game.
- Cheerleaders should attempt to wave off any booing by their spectators. It is important that booing be stopped immediately and not allowed to escalate. The key to controlling booing is immediate action.
- Properly trained cheerleaders can be as important to spectator behavior as the coach is to the team.
- Student bodies and teams will react as they are instructed, inspired, and led by neat and well-poised cheerleaders.

Behavior of the Announcer:

The announcer is a key person and carries a great deal of responsibility. What is said and how it is said may have serious effects on crowd behavior.

- The game should be announced without showing favoritism.
- Proper language should be used at all times.
- Announcers can show enthusiasm without losing control.
- Announcers should not try to lead the crowd in cheers.
- Outcomes of plays, first downs, time outs, or scores should not be anticipated.
- Only those in charge of the event should use the microphone.
- Under no circumstances should officials be criticized.

A good crowd control aid is to have the public address announcer read the following before each contest: (NFHS)

“Fans, please remember that you are guests here this evening and you should not engage in behavior unbecoming an adult, nor tolerate such behavior. It is the official’s job to administer this contest and the coach’s job to teach and coach the student-athletes. Please recognize that judgment calls are made in good faith and should be respected. Fans should consider that unless they are willing to accept public scrutiny for the way that they do their job, they should not publicly criticize officials, coaches, or players. Please be positive and refrain from derogatory or demeaning comments and cheers.”

The following statement must be read as a public address announcement prior to the start of every GHSA sanctioned contest:

GHSA SPORTSMANSHIP STATEMENT

"The GHSA and its member schools have made a commitment to promote good sportsmanship by student/athletes, coaches, and spectators at all GHSA sanctioned events. Profanity, degrading remarks, and intimidating actions directed at officials or competitors will not be tolerated, and are grounds for removal from the event site. Spectators are not allowed to enter the competition area during warm-ups or while the contest is being conducted. Thank you for your cooperation in the promotion of good sportsmanship at today's event."

“Acts of good sportsmanship require integrity and honesty. Athletic administrators expect coaches to teach players to play hard at all times, but always within the rules. When a coach holds himself to the same standard, even if it proves detrimental to the prospects of victory, it is an act that defies the winning-at-all-costs mantra that permeates athletic today.” (IAA, 2001, p.18)

ACTIVITIES: GHSA Principle # 3

Sportsmanship

Situation #1:

After scoring the go ahead touchdown, the official rules the player stepped on the sideline before entering the end zone. The spectators and cheerleaders boo the official's decision.

Discussion Questions:

- As a coach what do you do?
- What are the implications of the cheerleaders' behavior?
- How does a coach teach respect for officials?
- How do cheerleaders affect crowd behavior?
- Do scoreboards or does character judge us?

Situation #2:

The coach argues with an official over a judgment call in a close basketball game. The official calls a technical foul on the coach.

Discussion Questions:

- What are the implications of the coach's behavior on the players?
- What are the implications of the coach's behavior on the fans?
- What are the outside influences that affect sportsmanship in high school?
- Is sportsmanship a priority in high school athletics and why?
- How are we to improve sportsmanship during high school competition?

Situation #3:

In a closely contested basketball game, the community coach encourages the bench to cheer when the opponents shoot foul shots.

Discussion Questions:

- What are the implications with crowd control?
- Are community coaches subject to fines?
- "...really good sports remember that good sportsmanship begins long before the contest begins, good sportsmanship lasts long after the contest is over."
(Roberts p. 70)
- How should a coach address this type of behavior with an assistant coach?

Situation #4:

An adult's behavior is contributing to poor sportsmanship. She is the parent of your star quarterback.

Discussion Questions:

- How are you going to handle the situation?
- What steps will the coach take to prevent poor adult behavior?

GHSA PRINCIPLE # 4

GEORGIA HIGH SCHOOL ASSOCIATION

High school athletics/activities must be guided by rules and regulations in order to accomplish their mission. These rules are the common denominators that provide the framework for the coach, athletes, and officials to play the game.

BY-LAW 100 - STUDENT

1.10 CERTIFICATE OF ELIGIBILITY:

Students gain eligibility to practice or compete for a school in which they are enrolled when:

- Certified by the principal of that school
- Eligibility forms are processed by GHSA
- Students have met the standards of:
 - Academic requirements
 - Age
 - Semesters in high school
 - Residence in the school's service area
 - Transfer rules
- All entering 9th grade students are automatically eligible for the first semester.
- A certificate of eligibility must be submitted initially in each sport no later than the date set for the first practice by the GHSA in that sport or activity.
- The deadline for non-athletic activities is 20 days before the date of the first competition.

1.20 ENROLLMENT AND TEAM MEMBERSHIP:

To be eligible to participate and/or try-out for a sport or activity, a student must be enrolled full time in grades 9-12 inclusive at the school seeking eligibility for that student.

- Enrollment occurs when a student attends classes or participates in an official practice – whichever happens first.
- A student may be enrolled in only one school.
- The student must be in regular attendance at the member school.
- The student must be taking courses that total at least 2.5 units that count toward graduation.
- All or part of the course load of a student may be taken online through a virtual school.
- The grades for the courses taken through a virtual school must be kept at the school where the student is enrolled.
- Grades must be on file by the first day of each semester to determine the student's eligibility.
- Eighth grade students may participate on a sub-varsity team of a high school provided they attend a feeder school of that high school.

1.30 AGE:

- A student must not have reached his/her 19th birthday prior to May 1st preceding the year of participation.
- There is no appeal in regard to the age rule.

1.40 LIMITS OF PARTICIPATION: (Appendix A)

Pre-participation Physical Evaluations:

- Students must have a certificate of an annual physical examination on file at the school.
- Students may not participate in voluntary summer work outs, try-outs, practice, or games without the certificate on file.
- The physical exam will be good from 12 months for the date of the exam.
- However, physical exams taken on or after April 1st the preceding year will be acceptable for the following GHSA school year.
- A licensed medical physician, a Doctor of Osteopathic medicine, a physician's assistant, or a nurse practitioner may conduct the physical examination. They may also sign the exam.
- A doctor's stamp is acceptable if the doctor's stamp is in script, and if information appears on the form identifying the doctor.
- The latest edition of the physical examination form published by the American Academy of Pediatrics is required for use in all member schools.

Eight Semester Rule:

- The student has (8) consecutive semesters or (4) years of eligibility from the date of entry into ninth grade.
- Entry into 9th grade is defined as a student taking a full schedule of high school courses that count toward graduation.
- The student is not considered to have entered the 9th grade when high school level courses are taken when the student is regularly enrolled in a school in a grade below the ninth grade.
- Students playing on a sub-varsity team at a member school must meet all eligibility requirements except the migratory rule.

Competition on varsity and sub-varsity:

- Football – A player may not participate in interscholastic competition more than six (6) quarters per week. The week starts with the varsity game.
- Violation of the football six (6) quarters per week rule results in \$1,000.00 fine and forfeiture of the game in which the player exceeds the participation limit.
- Basketball – A player may not participate in interscholastic competition more than (5) quarters in a calendar day (except in a tournament setting).
- Soccer – A player may not participate in interscholastic competition more than (3) halves in a calendar day (except in a tournament setting).
- All other sports – The combination of games or play days (varsity and sub-varsity) in which a player participates may not exceed the number of games allotted for that varsity sport.
- Sub-varsity teams are limited to 70% of a varsity schedule.
- New schools with only 9th and 10th grades are allowed to play the number of games allowed for a varsity team.
- Normally, sub-varsity teams cannot compete against varsity teams; however, for new schools or schools starting a sport, the Executive Director may allow sub-varsity teams to compete against varsity teams.

Eighth grade students:

- Students enrolled in grade 8 in a middle school or junior high school which is a feeder school to the member high school may participate in spring football practice.
- Eighth grade students are never eligible for a varsity event in any activity.
- Students must meet all middle school State Department of Education requirements.
- If the student is ineligible in the middle school, the student is also ineligible for sub-varsity competition.

- Eighth grade students may not participate in more sub-varsity and middle school contests combined than the number the GHSA allows for varsity competition in that respective sport.
- Students enrolled in grade 8 in a middle school or junior high school which is a feeder school to the member high school may try-out for cheerleader at the high school. In addition to cheerleading, they can try out for softball and volleyball in the spring.
- Students below the 8th grade are ineligible for any high school team.

Number of Contests: (Appendix B)

- Each sport has a limited number of contests and practice days that are allowed.

Gender Regulations:

- Girls may participate on boys' teams when there is no team offered in that sport or activity by the school (exception: wrestling).
- Boys may not participate on girls' teams even when there is no corresponding sport or activity.
- Cheerleading is a sport with a female division and a co-ed division.
- The GHSA will honor a gender determination made by a member school. The GHSA will not make gender identity determinations nor entertain appeals of the member school's determination.
- The GHSA will attempt to accommodate requests for private restroom or locker/dressing room facilities for students requesting the same at GHSA playoff events or contests provided notice of the request is made as soon as possible to the GHSA office. No student shall be required to utilize the private facilities.

Advisory Notice-Pregnant Students:

- During the first 18 weeks of pregnancy, students with written consent from a physician, may be allowed to participate in activities except those activities in which a fall or other rapid deceleration is likely to incur.
- Pregnant students are not allowed to participate in any athletic activities after the 18th week of pregnancy.

1.50 SCHOLASTIC STANDING/SCHOLARSHIP:

- Students must be academically eligible to participate.
- During the semester of participation, students must be enrolled in courses that will earn 2.5 units toward graduation.
- Students are required to have passed courses in the previous semester that earn at least 2.5 units counting toward graduation. Exception: First semester ninth-grade students.
- The minimum passing grade in all member schools is a grade of seventy (70).
- Courses taken as a multi-period subject such as a vocational course for a half day may be counted for more than one subject.
- Students on sub-varsity teams must meet all scholastic requirements.
- Students gain or lose eligibility on the first day of the subsequent semester.
- In the fall, the first day of the semester is the first day of practice for that sport or the first day of classes – whichever comes first.
- Students who successfully complete summer school, gain eligibility the last day of summer school, since summer school is considered to be an extension of the previous semester.
- NOTE: Additional credits may be earned in credit recovery programs or make-up programs after the start of the new semester.
- Students with academic deficiencies at the end of semester may make-up deficiencies in programs that are available to all other students in the school.

- Summer school courses and independent study courses taken during summer school or during school must be accredited and count towards graduation.
- Units earned in night classes or independent study courses during the school year may not be used to gain immediate eligibility.

Make-up Work:

- Make-up work for athletes must be available on the same basis as for all other students in the school.
- Make-up work for each semester must be completed fourteen (14) school days after the beginning of the new semester.
- The student is ineligible until the make-up work is completed and a passing grade(s) is recorded.
- Make-up work must be completed as soon as possible; however, the GHSA Executive Director may approve an extension of the (14) days.
- Make-up work for summer school programs must be completed (14) days into the new semester.

Units:

Students must be on track toward graduation and earn sufficient units to maintain eligibility.

- Entering 9th grade the student is eligible for the 1st semester. Second semester of the 9th grade, the student must have passed at least five 2.5 units counting toward graduation the previous semester.
- Entering 10th grade, the student must have earned at least (5) units in his/her high school career, and earned at least 2.5 units counting toward graduation the previous semester.

- Entering the 11th grade, the student must have earned at least (11) units in his/her high school career, and earned at least 2.5 units counting toward graduation the previous semester.
- Entering the 12th grade, the student must have earned at least (17) units in his/her high school career, and passed at least 2.5 units counting toward graduation the previous semester.
- Students may accumulate the required units for participation during the school year and eligibility will be reinstated at the beginning of the next semester.

Dual Enrollment Programs:

A Dual Enrollment program is defined as a program in which a fulltime student at a GHSA member high school takes one or more courses approved by the Georgia Department of Education from a state public or private postsecondary institution, and receives credit at the high school (toward graduation) and at the postsecondary institution.

Loss of Eligibility:

- Students lose eligibility if assigned to an alternative school or given out-of-school suspension for disciplinary reasons or adjudicated to YDC.
- Suspension is ended when the student is physically readmitted to the classroom.

Hardship Appeals:

If the school administrator believes the student has not met academic standards for reasons beyond the control of the school, the student, and/or the parents, and such that they could not reasonably comply with standards, the school administrator may request that the student's case be put on the GHSA Hardship Committee. Ignorance of the rules is no excuse for failure to meet eligibility standards.

Students with Disabilities:

- A student with disabilities who is enrolled in a special education program which is not physically located at the parent school shall be eligible to participate, practice, and/or try out in interscholastic activities at the parent school if IEP (Individual Education Program) requirements are met.
- Schools with students having to meet only IEP requirements for course credit must establish an accounting process for the number of courses passed each semester, and for the awarding of units. Requirements for the date of entry into the ninth grade and for age apply to students with IEPs without variation.
- Competitive interscholastic activities administered through local special education programs shall follow Georgia Department of Education guidelines and procedures for special education, and are exempt from GHSA requirements.

1.60 SCHOOL SERVICE AREAS / TRANSFER / MIGRANT STUDENTS / MIGRATORY WAIVER

School Service Areas:

- The school service area for a member public school is the attendance area established by the local board of education.
- Member private schools attendance area is the county where the school is located.
- The school service area for a new or a converted charter school is the area from which the school draws its students according to the charter.
- When a military base is located in two school districts, first time students moving into base area may choose either district.
- Any transfer after initial move, student subject to eligibility regulations.

Transfer Students:

- A bona fide move is one in which the entire family unit moves to a new service area.
- The bona fide move is validated when the student's family maintains the new residence for at least one calendar year. A return to the previous service area within that year renders the student to be a migrant student. All hardship appeal processes are available.
- It must be apparent that the family unit or guardian(s) have relinquished the prior residence and reside in the new service area on a full time basis.
- The following factors, although not conclusive, may be evidence of relinquishment of the former residence: Selling the residence and vacating it; OR vacating the residence and listing it for sale at a fair market value; OR vacating the residence and leasing it to another (other than a relative) at fair market value; OR abandoning the residence and shutting off the unnecessary utilities.
- When a family possesses multiple residences, the primary residence is one that is claimed for homestead exemption.
- A student is eligible if he/she was enrolled in a non-member school in Georgia and transfers to a school serving his/her area of residence.
- A student who transfers from a non-member home school and the receiving school grants credit so that the student has accumulated sufficient units. At the time such credit is given, the student must also have passed a minimum of at least 2.5 units the previous semester. The student becomes eligible when credit is awarded officially.
- A student claiming a custody-change exception to the transfer rule will be eligible if a copy of the Superior Court joint or sole physical custody order is submitted with the eligibility forms. NOTE: Documents issued by a Probate Court for temporary guardianship are not valid for eligibility purposes.

Migratory Students:

- A student who transfers from one service area to another without a bona fide move by the parents is considered a "migrant" student.

- A migrant student may practice or compete at the sub-varsity level, but may not compete on the varsity team for one calendar year from the date of entry into the new school.
- A student who is ineligible at one school because of GHSA academic rules and transfers to another school remains ineligible in the new school.
- Students who transfer from one member school to another member school at the end of the regular sport season are ineligible for tournaments and post-season play in that sport for the school year of the transfer.
- A student who is not eligible at one school because of a suspension or expulsion and transfers to a member school does not regain eligibility for the length of the suspension or one calendar year, whichever is less.
- A student who transfers with a permissive transfer allowed by a local board of education becomes a migrant student.
- A student transferring to or from a school housing a system-wide, singular academic or vocational program on a permissive transfer is considered a migrant student.
- The offering of an individual course or series of courses by one school in a system does not provide inherent justification to grant GHSA eligibility to transferring students.
- Special options offered by a school system that allow students to attend a school outside their area of residence do not provide inherent justification to grant GHSA eligibility.
- Any such permissive issue may be brought before the GHSA Hardship Committee.
- Students transferring under the provisions of Federal or State accountability regulations must be processed through the normal hardship appeal procedures.
- When a military base is located in two school districts, a student moving onto the base for the first time may choose to attend either school district, and that district will place the student appropriately. Any transfer after the initial replacement will be subject to standard eligibility regulations.

Hardship Appeal:

Hardship applications may be filed by an administrator at a member school when a student does not meet the standards of eligibility (academic issues and transfer issues).

- Hardship issues must be beyond the reasonable control of the persons involved
- To appeal a decision of the Hardship Committee to an Appeal Board, the school administrator must submit substantial new information not heard by the Hardship Committee, or prove that the GHSA misapplied its ruling or did not afford due process.
- To appeal a ruling of the Appeals Board, the school administrator must meet one of the appeals conditions in place for the last appeal.
- The final appeal is made to the full Executive Committee at one of their regularly-scheduled meetings.

To have a financial hardship approved:

- New school must provide proof that family addressed the problem with previous school
- Need based financial aid was insufficient to resolve the problem
- Increases in tuition or other costs at a private school is not an automatic reason to grant an appeal, since fee increases are considered foreseeable and not unavoidable
- Documentation of financial problem is required

New School Procedures:

- When a new school opens and a mandated attendance area is established for all students, the students in that attendance area are eligible.
- Students living outside the mandated attendance area who attend the new school become migrant.

- If students choose to remain in the previous school, the school district must set a deadline for these students to have an opportunity to request to attend the new school.
- Decisions at the deadline are binding.
- Any student that transfers to the new school after the binding deadline is migrant.

1.70 RECRUITING / UNDUE INFLUENCE

- The use of undue influence to secure or retain a student for competitive purposes is prohibited,
- When recruiting is proven, the student will forfeit eligibility for one calendar year.
- Other penalties will be assessed against the school.
- Complaints of undue influence will be investigated and handled on a case-by-case basis.
- If coach is found guilty of recruiting, a copy of the investigation will be forwarded to the Professional Standards Commission.
- The student who transfers from one member school to another member school because of undue influence will be ruled ineligible for one year.
- Undue influence is assumed if the coach of the receiving school coached the student at a previous GHSA school.
- Undue influence is assumed if the coach at the receiving school acted as a private athletic instructor of the transferring student.
- Undue influence is assumed if the coach of receiving school coached out-of-school team or an all-star team on which the athlete played prior to the transfer.
- Undue influence is assumed if the student participated in a sports camp or clinic run by a member school and/or its coach(es).
- Appeals procedures are available in these circumstances.

Evidence of undue influence includes, but is not limited to:

- Personal contact initiated by coaches, boosters or other school personnel in an attempt to persuade a transfer
- Gifts of money, jobs, supplies, clothing or housing incentives
- Free transportation
- Free admissions to contests
- An invitation to attend practices and/or games
- A social event specifically geared for prospective athletes not including official school-wide Open House Program
- Free tuition beyond the allowable standards in By-Law 1.82
- A coach asking a prospective student for contact information
- A school will be able to demonstrate it could not be reasonably expected to be responsible for the actions of booster found guilty of recruiting/undue influence violations
- Player who played for a coach at one school (GHSA member or non-member) and subsequently followed that coach when he/she moved to a GHSA school or changed schools within the GHSA membership. (This is not applicable to dependent children of coach.)
- The situations above are considered violations even if a bona fide move has occurred
- Hardship appeals are available to demonstrate that undue influence did not occur
- Boosters or alumni, parents, guardians, or a relative of a student or former student, financial donor or donor of time and effort, personal trainers or coaches renting facilities.
- A booster is considered an extension of the school program, and must abide by all rules applied to coaches and other school personnel

1.80 FINANCIAL AID

- Students who receive financial aid, gifts from any source and in any form (scholarships, tuition, etc.) because of their participation in any sport shall be ruled ineligible.
- The duration of the ineligibility will last as long as the illegal benefits are being received.
- Financial aid must be given on a need-basis as determined by a national student aid service.
- Institutional policies for academic performance (classroom record and/or test scores) must be administered by person(s) not in the athletic department.
- Member schools that award financial aid shall issue a statement to the Executive Director signed by the principal or headmaster each school year.
- The statement must include the number of students enrolled, the number of students receiving financial aid, and the students involved in GHSA activities that receive financial aid.
- The number of student/athletes that receive financial aid must be within five percent of students who do not participate in athletics.
- If tuition is charged it must be paid by a parent, legal guardian, or other family member
- Exception is payments coming from need-based financial aid
- It is illegal for donated funds to be designated for a specific student that are given by non-family members, businesses, churches, or other organizations – except for programs specified by state law.
- Schools may not employ students to work off their tuition costs.

1.90 AMATEUR STATUS / AWARDS

- A student that represents a GHSA school must be an amateur in that activity.

- Accepting nominal, standard fees or salary for instructing, supervising, or officiating in an organized youth sports program or recreation, playground or camp activity, will not jeopardize an athlete's amateur status.
- An athlete forfeits amateur status in a sport when he/she competes for money or other monetary compensations.
- The athlete may accept reasonable allowances for travel, meals, and lodging.
- The athlete may accept allowances from the United States Olympic Committee for its Olympic Development program.
- An athlete forfeits amateur status if he/she receives any award or prize not approved by the GHSA.
- An athlete forfeits amateur status if he/she capitalizes on athletic fame by receiving money or gifts with monetary value with the exception of scholarships.
- Symbolic awards are limited to \$400.00 per year per athlete in the aggregate that is paid by the local school.
- In addition the athlete may receive (1) sweater or jacket by the school during their high school career.
- In golf and tennis, no cash awards may be accepted.
- Merchandise awards in tennis are limited to \$250.00.
- Merchandise awards in golf are limited to \$750.00.

BY LAW 200 – SCHOOL

2.10 School Membership:

- The Georgia High School Association is a voluntary association of member schools.
- Membership is available to any school grades 9-12 authorized by local board of education or similar governing body of control.
- Member schools must agree to conform to the Constitution and By-Laws.

- Member schools must agree to conform to the rules of the region organizations.
- State rules always take precedent over region rules.

Dues for Membership:

- The GHSA Executive Committee sets dues annually.
- A portion of the dues is used to pay premiums for catastrophic insurance on all participants.
- The deadline to pay dues is October 15 each year.
- Schools that do not meet the dues deadline are not eligible in any contest until the dues are paid.
- Dues are based on school size according to their classification.

Playing a Non-Region Schedule:

- A school may choose to play a non-region schedule in football, basketball, softball and/or baseball, and this choice is in effect for the current reclassification cycle. Schools playing a non-region schedule in football, basketball, softball and/or baseball must inform the GHSA office not less than 30 days prior to the first official playing date for that sport.
- A school playing a non-region schedule may not participate in post-season competitions.
- Results of games may not be used in region standings or power rankings for any school.

Region and Area Divisions:

- A classification in any sport will compete on a region basis when a majority of schools (minimum of 5) participate in that sport.

- In sports where all classifications are not regionalized, the classes may be divided into area alignments, and two or more classifications, or any portions thereof, may be combined at the discretion of the Executive Director.

2.20 Administrative Responsibilities:

- Member schools shall have on file at the school a certificate of an annual physical for all students participating in interscholastic athletics.
- All interscholastic activities must be overseen by the chief administrator of the school.
- Any person to whom the chief administrator delegates responsibilities for GHSA activities must be part of the school staff.
- The administrator must believe in fairness and honesty consistent with the mission of education-based athletics.
- Any certificated person who violates rules in regard to eligibility or illegal practices, or who knowingly misleads a member school and/or the GHSA will have a report filed with the Professional Standards Commission.
- The chief administrator may recommend improvements of the GHSA as in the form of proposed changes to be placed on the agenda of the Executive Committee -- submitted 30 days prior to the next Executive Committee meeting.
- A proposal brought to the Executive Committee that is denied by either a subcommittee or the full Executive Committee, may not be submitted for three meetings after the previous submission unless a substantive change has been made to the proposal.
- Member schools should educate its students, coaches & other appropriate persons on rules and regulations of the GHSA.
- Member schools' personnel should monitor the compliance of GHSA guidelines.
- Member schools that fail to follow stated procedures and deadlines shall be assessed a fine for each violation.

- Schools that cancel scheduled appointments with the Hardship Committee or Appeals Board must do so at least 24 hours before the appointment or be assessed a fine.
- Member schools are expected to fulfill their obligations for a sports season once they have committed to play that sport.
- If a member school drops out of competition after committing to the sport preceding the season at the region meeting, the school will have to play a non-region schedule in that sport the following year.
- If a member school qualifies for post-season competition, the school athletes are expected to compete. If the school's athletes fail to compete, the school is subject to fines or probation.
- Appeals for emergency circumstances may be filed with the Executive Director.
- Each school shall have a written Emergency Action Plan for athletic practices and games.
- The Emergency Action Plan must include responses to natural disasters, serious illnesses and injuries, and terroristic events. The plan must involve local law enforcement agencies, rescue agencies, and medical doctors and hospitals.

2.30 Eligibility Reports Filed By The School:

- Students are not permitted to participate in academic, athletic, or literary competitions until their eligibility reports have been received and processed by the GHSA.
- Failure of a school to meet eligibility deadlines may result in a fine.
- Suspension of membership is possible for a school that fails to file eligibility reports.
- Reports that are not filed properly will be returned for resubmission.

- If a student plays prior to the filing of an eligibility report, penalties will be assessed.
- Once notified, a school has ten (14) days to pay the assessed fine or be restricted from competition.
- Supplementary reports may be filed on transfer students, new students to the team and/or students that become eligible throughout the season.
- Once a student is ruled eligible, the student remains eligible for the entire school year unless situations occur that render the student ineligible.
- If a student loses eligibility and regains it during the school year, a new eligibility report must be filed.
- Requests to investigate the eligibility of a student at another school regarding the transfer rule must be filed with GHSA twenty (20) days before the end of the regular season for penalties to be applied before the end of playoffs.

2.40 STUDENT RETENTION FOR INTERSCHOLASTIC ATHLETIC ACTIVITIES

- Member schools shall prohibit participation in interscholastic athletics by any student who was retained in grade eight for competitive purposes.
- The governing body of each school system shall develop a written policy showing the system does not allow retention for competitive purposes.

2.50 QUALIFICATIONS TO COACH

Who may be a head coach?

- An athletic head coach must be a professional teacher, or hold a four year degree while also employed in a teaching or administrative position, meeting the teaching requirements and be employed by only one Board of Education or similar governing authority within the GHSA membership.
- A coach who coaches in one school system and teaches in another system must have a signed agreement from both school systems.

- A GHSA faculty coach must be a person who is employed 20 or more hours a week in a professional, contracted position and must hold a teaching or administrative certificate. OR
- A person who is employed 20 or more hours a week on a regular basis and is a JROTC instructor. OR
- A person who is a fully retired teacher from the teacher's retirement system of a state. OR
- A person who is a certified teacher on medical leave.
- If a certified teacher loses a teaching position because of reduction in staff, the school may petition the Executive Director in writing for the teacher to continue to coach without going through the community coach program.
- A teacher at a non-member school who is hired at a member school must complete the community coach program and may not be a head coach. A consent form must be completed annually between the two schools.
- A coach at a charter school or a school in a strategic waiver (IE2) system must meet the "highly qualified" requirements outlined in the guidelines of the Georgia Professional Standards Commission.
- No person who has coached a non-GHSA team in a sport or activity within the previous twelve (12) months may be hired or utilized by a GHSA member school in that same sport or activity **IF** any of that GHSA schools' players participated on the non-GHSA team that person coached.

Who may be a community coach?

- A member school may employ a person who is not professionally certified to be a community coach.
- Licensed para-professionals and full-time substitute teachers must complete the Coaches Education Program and testing program to be eligible to coach.
- Community coaches must successfully complete all parts of the GHSA Coaches Education Program before they are able to have any coaching contact with students.
- Prospective community coaches must complete a background check.

- All community coaches must attend a rules clinic annually for the sport(s) they coach.
- It is mandatory that every coach in each GHSA sport participate in a free, online course on concussion management prepared by the NFHS. This course is available at www.nfhslearn.com and should be completed by all coaches at least every two years.
- Sudden Cardiac Arrest is not a required course, but it is highly recommended that all coaches take the free, online course at <https://www.nfhslearn.com/courses/61032/sudden-cardiac-arrest>. Senate Bill 60, Jeremy Nelson and Nick Blakely Sudden Cardiac Arrest Prevention Act, requires all schools to “hold an informational meeting for parents/guardians twice per year regarding the symptoms and warning signs of sudden cardiac arrest. At such informational meeting, an information sheet on sudden cardiac arrest symptoms and warning signs shall be provided to each student’s parent or guardian. In addition to students, parents or guardians, coaches and other school officials, such informational meetings may include physicians, pediatric cardiologists and athletic trainers. Beginning with the 2019-2020 school year, the Sudden Cardiac Arrest Awareness Form is part of the physical for each student and should be kept on file by the school. Community coaches should check with the school Athletic Director to see if this course is required at their school.
- Community coaches are not allowed to function without the immediate supervision of an educational professional.
- Community coaches may not function as a varsity head coach, or be named by the school as a head coach.
- Community coaches may coach for only one board of education annually, regardless of whether or not they are paid for their services.
- Community coaches may not coach the same sport at more than one school even if there are multiple schools in the system.

PLEASE NOTE:

- A person who is an active official or an assignor of officials at the high school level may NOT be a head coach, an assistant coach, or a community coach at a GHSA school in the same sport.

Registration of Coaches:

- The member schools must register all coaches with the GHSA office by August 1 each year.
- After August 1, member schools may add coaches, but they have to be reported to the GHSA office in a timely manner.
- Failure to comply with registration procedures could result in fines, forfeitures and other penalties.
- A fine will be assessed for failure of a coach to attend a clinic.
- A football coach under contract for the following year may conduct spring football practice in that school.

Mandated Reporting (O.C.G. A. Section 19-7-5)

Purpose:

“The purpose is to provide the protection of children whose health and welfare are adversely affected and further threatened by those responsible for their care and protection. It is intended that the mandatory reporting of such cases will cause the protective services of the state to be brought to bear on the situation in an effort to prevent further abuses, to protect and enhance the welfare of these children, and to preserve family life whenever possible.”

Child Abuse:

Child abuse is defined as physical injury or death by other than accidental means upon a child under 18 years of age by a parent or caregiver. Physical forms of discipline may be used as long as there is no injury to the child. Neglect by a parent or caregiver and sexual abuse or sexual exploitation of a child under the law is child abuse.

Child service organization personnel is defined as persons employed or volunteering at a business or an organization, whether public, private, for profit, not for profit, or voluntary that provides care and/or treatment to children. The law includes, but is not limited to education, training, supervision coaching, counseling, recreational programs, or shelter to children.

Since school is defined by the law as any public, or private, pre-kindergarten, elementary school, secondary school, technical school, college, university, or institution of postsecondary education; the personnel would include community coaches who may verbally report suspected abuse to the head coach, athletic director, or the principal of the school followed by a written report.

The following persons having reasonable cause to believe that a child has been abused shall report or cause reports of that abuse to be made as provided in this Code section:

School teachers;

School administrators

School guidance counselors, visiting teachers, school social workers, or school psychologists certified pursuant to Chapter 2 of Title 20

Child service personnel:

If a person is required to report child abuse because that person attends to a child with their duties as an employee of or volunteer at school or similar facility, that person shall notify the person in charge of the facility or the designated delegate thereof, and the person notified shall report so notified shall report or cause a report to be made in accordance with the law.

An oral report shall be made immediately, but in no case later than 24 hours from the time there is reasonable cause to believe a child has been abused, by telephone or otherwise and followed by a report in writing. If requested reports may go to a child welfare agency providing protective services, as designated by the Department of Human Services, or in the absence of such agency, to an appropriate police authority.

Any person or official required by subsection (c) of this Code section to report cause of child abuse who knowingly and willfully fails to do so shall be guilty of a misdemeanor.

2.60 Interscholastic Contests and Practices:

- All practices (team and individual) and all regular season interscholastic contests for GHSA member schools must be conducted outside the school

day of the participant's school. (Regional, Sectional, and/or State Playoffs are exempt from this rule.)

- The end of the school day is designated as the time students are dismissed from classes each day.
- Practices may be conducted at times when school is not in session.
- If one school has classes and the other school does not have classes on a given day, the competition must begin after school hours.
- A player who participates in a GHSA sport may not participate in practices that occur during the school day. Practice is defined as any activity that is school-initiated, organized, coordinated or supported.
- GHSA schools may compete against GISA schools and GICAA member schools provided there is a written Cross-Play contract used and providing the GISA and GICAA schools comply with all GHSA safety rules and requirements. They must also be in compliance with Official Code of Georgia Sections 20-2-319.2 relating to pre-participation physical exams and 20-2-324.1 relating to concussion management protocols. Such competition shall not count towards GHSA post-season qualification nor GHSA power ratings.
- Member schools shall compete, practice, or scrimmage only against other member schools or against schools who are full members of the State Association in their respective states.
- Member schools are permitted to compete against non-member schools in activities not listed in the GHSA Constitution and By-Laws.
- The Executive Director has the authority to approve competition between member schools and private schools in states where their membership is not allowed by their state association. These non-member schools must meet or exceed the State Association standards in order to compete with GHSA schools.
- When member schools compete out-of-state, the host state's adaptations of NFHS rules will be enforced.
- Member state championship teams receiving an invitation to nationally-recognized tournaments held after the designated sports season has ended must apply to the GHSA Executive Director for approval at least 14 days prior to the beginning of the tournament.

- All GHSA By-laws regarding sportsmanship, eligibility, and playing times will be enforced in all competitions.
- A member school shall have no more than one varsity, one junior varsity, and one 9th grade team.
- Sub-varsity teams are limited to 70% of the varsity schedule in that sport. Exception: New schools that have only 9th and 10th grades with JV teams only (no varsity) are allowed to play the number of games allowed for varsity teams.
- Players on sub-varsity teams must meet all eligibility rules with the exception of transfer rule.
- Unattached Competitor: Athletes may participate in non-GHSA events in
 - Cross Country, Golf, Gymnastics, Riflery, Swimming, Tennis, Track and Wrestling
 - May not represent school
 - May not wear the school uniform
 - May not be coached or transported by high school coach
- There are no “open” competitions or exhibition performances in any GHSA competitive sports. Approved scrimmages are the only events in which results will be disregarded.
- One interscholastic scrimmage is allowed in Baseball, Basketball, Football, Lacrosse, Soccer, Softball and Volleyball
- The scrimmage may be set anytime between beginning date for practices and the first contest.
- Scrimmages are allowed for varsity teams only, and they must be played with normal timing/scoring rules.
- A school may not scrimmage another school that is counting the scrimmage as a regular-season contest.
- Officials must be used and must be paid normal game fees.
- It is strongly recommended the same number of officials used in regular-season competitions as are used in play-off competitions.

- Note: In individual sports such as Gymnastics, Wrestling, Swimming & Diving, Track & Field, etc., eligible individuals will keep their placements and opportunities to advance toward individual honors even if a teammate participated while ineligible.
- No athlete will compete in a GHSA game, contest or post season play unless accompanied by a certified professional. Students that are chaperoned by someone other than a certified professional will not be allowed to compete.
- Written contracts are required for all baseball, football, basketball, fast-pitch softball, and wrestling competitions – and they are strongly recommended in all other sports at all levels of competition.

Forfeiture and Restitution Policy

- If a team arrives late at the host school without notifying the school, the game is forfeited 30 minutes after the scheduled start.
- If there are to be multiple games and the team does not notify the host school of a late arrival, all games shall be forfeited 30 minutes after the scheduled game time of the first contest – i.e., a baseball doubleheader.
- If there are multiple games with different teams (i.e., a girls-boys basketball doubleheader), then a decision to forfeit that game will be made 30 minutes after the scheduled beginning of the second game.
- If a school fails to show for a game or cancels the game within 24 hours of the scheduled starting time without an emergency condition or weather related condition that school will pay a forfeiture fee to the host school covering the cost of officials.
- If a school fails to show up for a game or cancels within 24 hours of the scheduled game time without emergency reasons or weather related reasons for a second time, that school must make restitution again and must show cause to the GHSA Executive Director as to why they should not be placed on probation by the GHSA.
- The minimum penalty for playing an ineligible player is a forfeit. Fines and other penalties may be assessed also.
- Participation in tournaments and multiple meets (other than region or state playoffs) must be approved by the GHSA Executive Director after a sanctioning request form has been filed.

PRACTICE POLICY FOR HEAT AND HUMIDITY

GHSA schools must follow the statewide policy for conducting practices and voluntary conditioning workouts in all sports during times of extremely high heat and/or humidity. That policy statement, which is found on the GHSA web site, must be signed by each head coach at the beginning of each season and distributed to all players and their parents or guardians. The GHSA policy follows the modified guidelines of the American College of Sports Medicine in regard to:

1. The scheduling of practices at various heat/humidity levels
2. The ratio of workout time to time allotted for rest and hydration at various heat/humidity levels
3. The heat/humidity level that will result in practice being terminated

A scientifically approved instrument that measures Wet Bulb Globe Temperature (WBGT) reading must be utilized at each practice to ensure that the written policy is being followed properly. WBGT readings should be taken every hour, beginning 30 minutes before the beginning of practice.

WBGT READING	ACTIVITY GUIDELINES & REST BREAK GUIDELINES
UNDER 82.0	Normal activities – Provide at least three separate rest breaks each hour of minimum duration of 3 minutes each during workout.
82.0 – 86.9	Use discretion for intense or prolonged exercise; watch at-risk players carefully; provide at least three separate rest breaks each hour with a minimum of four minutes duration each.
87.0 – 89.9	Maximum practice time is two hours. <u>For Football</u> : players restricted to helmet, shoulder pads, and shorts during practice. All protective equipment must be removed for conditioning activities. If the WBGT rises to this level during practice, players may continue to work out wearing football pants without changing to shorts. <u>For all sports</u> : provide at least four separate rest breaks each hour with a minimum duration of four minutes each.
90.0 – 92.0	Maximum length of practice is one hour, no protective equipment may be worn during practice, and there may be no conditioning activities. There must be 20 minutes of rest breaks distributed throughout the hour of practice.
OVER 92	No outdoor workouts; cancel exercise; delay practice until a cooler WBGT reading occurs.

GUIDELINES FOR HYDRATION AND REST BREAKS

1. Rest time should involve both unlimited hydration intake (water or electrolyte drinks) and rest without any activity involved.
2. For football, helmets must be removed during all rest times.
3. The site of the rest time should be a “cooling zone” and not in direct sunlight.
4. When the WBGT reading is over 86:
 - a. Iced towels and spray bottles filled with ice water should be available at the cooling zone to aid in the cooling process.
 - b. Cold immersion tubs must be available for the benefit of any player showing early signs of heat illness.
5. In the event of a serious EHI (Elevated Heat Index), the principle of COOL FIRST, TRANSPORT SECOND, should be utilized and implemented by the first medical provider on site until cooling is completed (core temperature of 103 or less).

DEFINITIONS

1. **PRACTICE:** the period of time that a participant engages in a coach-supervised, school approved sport or conditioning-related activity. Practices are timed from the time the coaches and players report to the practice or workout area until players leave that area. If a practice is interrupted for a weather-related reason, the “clock” on that practice will stop and will begin again when the practice resumes.
2. **WALK THROUGH:** this period of time shall last no more than one hour, is not considered to be part of the practice time regulation, and may not involve conditioning or weight-room activities. Players may not wear protective equipment during a walk-through and no full-speed drills may be held.

PENALTIES: Schools violating the GHSA heat policy will be fined.

CONCUSSION MANAGEMENT POLICY:

In accordance with state law and NFHS playing rules, any athlete showing signs or behaviors consistent with symptoms of a concussion must be immediately removed from a practice or a game in order to be evaluated by an appropriate health care professional.

A player who was removed for evaluation may not return to the practice or game that day until the appropriate health care professional has determined that the player has not suffered a concussion.

The following groups are recognized in Georgia as appropriate health care professionals: licensed physicians (MD/OD), osteopaths, physicians' assistants, advanced practice nurses, and certified athletic trainers.

At the beginning of each season, the head coach in every sport must download the GHSA concussion management policy from the GHSA web site, and distribute a copy of that policy to all players and their parents or guardians. The players and guardians must sign that they have read the policy.

It is mandatory that every coach in each GHSA sport (including community coaches, student teachers, and interns) participate in a free, online course on concussion management prepared by the NFHS and available at www.nfhslearn.com at least every two years.

COMPETITION RULES:

- On a night before a school day, travel is limited to no more than 100 miles one way.
- No contest should be played beyond 11:30 p.m., unless exempted under By-Law 2.93 or by procedures found in sections of the By-Laws dealing with specific sports. A petition may be filed with the Executive Director to waive the 11:30 p.m. curfew for teams of different classifications or competitions with out-of-state teams when there are special circumstances.
- Athletic events shall be officiated by officials who are registered and certified by the GHSA.

Legal practice dates:

- Legal practice dates are set for each sport and published by the GHSA.
- Member schools shall not conduct an illegal practice.
- The beginning of each school year is designated as August 1st.
- At any given point in time, only one (1) coach in a sport may work with up to four (4) athletes in skill-building drills.

Illegal practices:

- Involves five or more students under the direct or indirect supervision of any coach (including community coaches) outside of the designated season.
- A GHSA coach (including community coaches) may not coach a non-school team during the school year if any players from the school team are involved.
- Any practice that occurs after the beginning of the school year and before the opening of the designated practice season is illegal.
- Any practice that occurs after the end of the season and before the end of the school year for students is illegal.
- During the summer, all student participation must be voluntary.
- Coaches (including community coaches) may not suggest, require, or attempt to influence students to practice outside the designated GHSA season.
(NOTE: This would prohibit requiring any student to participate in one sport in order to be allowed to try-out and/or play another sport at his/her school.)
- It is illegal for a team to go to an instructional camp or clinic during the school year.
- Schools found guilty are subject to fines from up to \$1,000.00 to \$2,500.00 (Appendix E).
- **Dead Week:** Schools are prohibited from participating in voluntary workouts, camps and/or clinics, weight training or competitions during the following two weeks:

Monday through Sunday in which **Memorial Day** falls each year

Monday through Sunday in which the **Fourth of July** falls each year.

2.70 Sportsmanship Expectations:

- Member schools are expected to conduct all relationships with other schools in the spirit of good sportsmanship.
- Member schools shall be responsible to impress on faculty, students, team members, coaches, and spectators the values of sportsmanship for the conduct and management of interscholastic contests.
- Host schools shall take every precaution to insure proper crowd and spectator control, including having an administrator (or designee) from the host school to function as “Game Manager” at all GHSA sanctioned events. (Exceptions: golf and tennis)
- Host schools shall take steps to insure the comfort and safety of all players, coaches, and officials.
- Host schools shall have sufficient security personnel to handle any crowd control problems that may be expected.
- Host schools shall provide security escorts for game officials before, during, and after the contest – including to their vehicles.
- Member schools shall develop a plan to handle fight situations, and that plan shall include keeping substitutes and spectators away from the fight.
- In accordance with NFHS playing rules, substitutes that leave the bench to go to the area of a fight will be ejected. In accordance with GHSA rules, those ejected substitutes are subject to the sit-out rule.
- Players and coaches are expected to exhibit good sporting behavior before, during and after a contest.
- No coach may remove a team from competition before the end of a contest unless the playing rules allow the removal.
- Coaches that are repeat offenders and have been ejected within a school year or a calendar year shall have the fine tripled or attend a class assigned by the GHSA.
- Unsporting acts after the contest ends will be handled as follows:
 - If officials have jurisdiction (NFHS Rules) the official may eject coach or player and penalties for ejections apply

- If appropriate behavior occurs after the officials' jurisdictions has ended, but officials witness behavior, a Game Report is filed with GHSA.
- Administrative penalties will be assessed against the school of guilty parties.
- Officials' jurisdiction is defined in the NFHS rules book and detailed at clinics.

Sit-out Rule:

- Any player, coach, or team attendant that is ejected shall be suspended from competing in all levels of competition in that sport during regular season and playoffs for a designated period of time.
- Ejections are based on officials' judgment and are not reviewable or reversible.
- A suspended coach shall not be in attendance at pre-contest warm-ups or activities and will not be in uniform in attendance at contests until the period of suspension has expired.
- A suspended player or team attendant shall not be on the bench or in the competitive area until the period of suspension has expired.
- In football and lacrosse, the period of suspension expires after the individual has sat out from the next scheduled game and has completed the NFHS Sportsmanship Online Course.
- In soccer, the period of suspension expires after the individual sit-out from the next scheduled game unless the player was suspended for violent contact, spitting on another person, foul, or abuse language, leaving the bench. The suspension period expires after the individual sits out the next two games and has completed the NFHS Sportsmanship Online Course.
- In all other contests, the period of suspension expires after the individual sits out from the next two scheduled games and has completed the NFHS Sportsmanship Online Course.

- The sit-out game(s) must have been played to completion to satisfy the sit-out rule.
- If a player, coach or team attendant has a second ejection in the same sport during the school year, the suspension period shall be twice the time period of the normal suspension. A coach with two ejections in the same season must complete the NFHS Sportsmanship Online Course.
- If a player, coach or team attendant has a third ejection in the same sport during the school year, the penalty may be suspension in all GHSA activities for 12 months.
- If the ejection occurs the last game of the season, the suspension period carries over to the following school year.
- If the player who is ejected from the last game of the season is a senior, the suspension carries over to the next sport in which the student participates.
- Any student that intentionally injures or intentionally attempts to injure any person, at any time in a GHSA-sponsored event, may be declared ineligible to participate in future GHSA activities.
- Coaches, administrators, contest officials or players are not to make comments in the media or on social media that are critical of officials and/or their calls in a game. Penalties that could be imposed by the GHSA Executive Director include fines and/or suspensions.
- The use of fireworks shall be in strict compliance with Georgia law and under permit of the probate court where the event is held.
- The officials' dressing area is "off limits" to school staff, students, and spectators one hour prior to game time, during the duration of the contest, and until the officials depart the facility.
- With the exception of One Act play and Cheerleading, parents and/or fans of member schools participating are permitted to use home video or still cameras from the stands to tape or photograph GHSA state play-off events.
- The cameras must be hand-held and not interfere with other spectator's view.
- The tapes are for personal use only, and may not be used for scouting purposes, given to other schools for scouting purposes, commercial/business use, or sold for profit.

2.90 Regulations of Competitions:

Sunday Competitions:

- GHSA regular season and playoff games may not be played on Sunday.
- Sunday practices are regulated by local school boards.

Contest Rules:

- All athletic and literary competitions are to be played according to the rules published by the National Federation of State High School Associations, using officially dressed officials who are registered and certified with the GHSA.

EXCEPTION: Tennis is played according to the rules of USTA, unless specified by GHSA rules.

EXCEPTION: Golf is played according to the rules of the USGA, unless specified by GHSA rules.

EXCEPTION: Riflery is conducted according to the “National Standard Three-Position Air Rifle Rules.”

EXCEPTION: Girls Lacrosse is conducted according to the rules of US Lacrosse.

- The National Federation prohibits the use of videotape to review an official’s decision.
- Judgment calls by contest officials are not reviewable or reversible.

Interrupted Games:

- Contests may be interrupted by human, mechanical, or natural causes.
- Lightning detectors are required at all outdoor contests. When sounded, all play is suspended and everyone is to move to a safe area.
- The host school should notify opposing team and officials as early as possible when weather conditions will not allow the game to be played.
- When game officials assume jurisdiction of the game by rule, they make the decision about interrupting and/or stopping the contest in accordance with NFHS rules and GHSA regulations.

- No officials will hold the school responsible for weather-related postponements.
- If the game is official at the point of interruption, they are paid full fees.
- If contest cannot be started due to weather-related conditions, assigned officials will be paid ½ of the contest fee and travel allowance.

BY-LAW 300 – REGION

3.10 Region Authority:

- Region members may not make rules that violate GHSA regulations.
- Region leaders are allowed to assess membership dues from their schools.
- Region members are responsible for setting deadlines for region contests in the sports where that is necessary.

Oversee operation of region contests:

- Determine sites for contests
- Determine admission fees for contests
- Establish procedures for trophies/medals
- Have a written procedure to determine a region winner
- Have in place a written tie-breaking procedure in regard to region standings
- Select a region appeals committee to handle appeals in region matters in case controversies arise
- Set and assess any fees for radio broadcasts, telecasts or streaming of region contests
- Pay the Secretary/Treasurer a stipend

3.20 Region Responsibilities to State Associations:

Each region through its Secretary shall:

- Certify winners in all region tournaments/events to GHSA Executive Director
- Certification must be done within the time specified in the By-Laws
- Furnish a copy of all region results to all schools in the region
- Elect a Region Sportsmanship Award winner each school year using criteria developed by the Region or criteria developed by the GHSA Sportsmanship Committee.

3.30 Region Financial Obligations to State Association:

- Host school in any tournament held within the region pays five percent (5%) of gross receipts to the GHSA Executive Director within ten (10) calendar days of the close of tournament
- Regions or areas failing to follow stated procedures and deadlines may be assessed a fine.

ACTIVITIES: GHSA Principle # 4

Georgia High School Association By-laws

Situation #1:

An outstanding 8th grader participates on a sub-varsity team at the feeder school. The coach wants to move the student to the varsity team.

Discussion Questions:

- Are 8th graders permitted to participate on the sub-varsity teams?
- What are the limitations on 8th graders participating on a varsity team?
- What are the positives and negatives for 8th grade students playing on a high school team?

Situation #2:

A gymnast is a member of the high school competitive team and concurrently competes as a member of her club team.

Discussion Questions:

- Is the student eligible?
- What are the advantages of dual participation
- What are the disadvantages of dual participation?
- Is a GHSA coach allowed to coach this student on a non-school team?

Situation #3:

A 10th grade student's parents want to move from school A to school B so their son can play for a different coach.

Discussion Questions:

- What is the message these parents are sending?
- If the parents make a physical move from school A to school B is the student eligible?
- If the parents do not make a physical move, but the student enrolls in school B, what is the student's eligibility status?

Situation # 4:

A private school student who is in 8th grade intends to try out for cheerleading in the spring at the public high school.

Discussion Questions:

- Who is eligible to try out for any activity in the feeder high school?
- What, if any, are the limitations on private school students trying out for teams in public high school?
- How is academic eligibility determined for the rising 8th grader?

Situation #5:

An 11th grade student who is the quarterback on the football team is ineligible at the end of the 2nd semester. The student enrolls in summer school and passes all the classes.

Discussion Questions:

- Is it possible to regain eligibility this way?
- What are the standards this student will have to meet to regain academic eligibility?
- What can coaches do to help student maintain eligibility?

Situation # 6:

A student participated seven semesters and is injured. The injury sidelines the student for one semester and she plans on returning to school for an additional semester.

Discussion Questions:

- Will this student be eligible in the additional semester?
- What are the semester limitations on eligibility in high school?
- Does the student have a case for an appeal and why?

Situation # 7:

A 10th grade cheerleader at a member school plans to move to another member school in the summer, and she intends to try out for the cheerleading team at school B in the spring.

Discussion Questions:

- What are the criteria for being eligible to try-out for cheerleading?
- Will this student be eligible to try-out?

Situation # 8:

A junior varsity basketball athlete plays in a game in the afternoon and plays in a Varsity game that night.

Discussion Questions:

- What are the rules governing an athlete playing in sub-varsity and varsity games in the same day?
- What are the health and safety issues involved when students play several games in the same day?

Situation # 9:

A student is enrolled in a dual enrollment program with a local college. The student is also the pitcher on the baseball team.

Discussion Questions:

- What are the GHSA eligibility rules for students in dual enrollment programs?
- May this student participate on athletic teams at both schools?

Situation # 10:

While school is in session, a student participates in a community softball tournament that is coached by the community coach.

Discussion Questions:

- Are community coaches subject to all the rules of the GHSA?
- What are the limitations on coaching outside the established GHSA seasons in any sport?

Situation # 11:

A parent of an 8th grade student asks about having the student retained because of his size.

Discussion Questions:

- What are the implications of retaining students for athletic purposes?
- How might the student's eligibility be affected if he is retained?
- What is the problem with "red shirting" an 8th grade student?
- "When one group of students is exempt from the minimum and maximum requirements that apply to all other students, the playing field tilts toward the exempted group and fairness cannot be promoted" (Roberts p. 47).

Situation # 12:

A school has several players and most of the substitutes ejected for a fighting incident during a game. At the time of the next scheduled contest, the school does not have enough players to field a team, and they have to forfeit that game.

Discussion Questions:

- What can coaches do to control their players before, during, and after a game?
- Who is responsible for bench personnel during a contest?
- Does a forfeit meet the criteria for the sit out rule?

GHSA PRINCIPLE # 5

NON-SCHOOL COMPETITION

There are many differences in educational interscholastic athletics and non-school competition. Educational athletics serves the student/athlete in accordance with the secondary school program. School sponsored activities have these important characteristics:

- The student/athlete must meet academic eligibility requirements to participate
- The head coach is a certified teacher who has a background in teaching skills, psychology, and physiology
- The coaches have an obligation to the mission of the school and its educational programs
- The coaches must abide by the rules and regulations of the GHSA and the policies of local and state Boards of Education.
- The coaches are held accountable for their actions by the school
- Research indicates that student-athletes involved in interscholastic programs have a higher GPA and a lower dropout rate than the general student body.
- Travel is limited by the school and the GHSA, thus minimizing loss of class time

Non-school athletic programs such as youth programs, church programs, recreational programs, club athletics, or travel ball tend to have the following characteristics

- The athlete is not required to meet any academic eligibility requirements
- Coaches seldom have a background in teaching
- Coaches tend to emphasize winning over teaching life-lessons to their players
- Awards given may jeopardize the amateur status of the athlete

- Programs that lead to national championships involve heavy investments of time and money – often affecting the players’ school attendance and participation.
- Coaches and promoters often exploit the student’s athletic skills and abilities
- Coaches often have little oversight by administrative boards

Non-school teams and private clubs are increasing each year in many sports such as track and field, gymnastics, softball, baseball, swimming and basketball. Many athletes are choosing to specialize rather than become a multi- sport athlete for reasons such as:

- Emotional Pressure: Parents, private coaches, and even interscholastic coaches pressure athletes to concentrate on one sport in order to gain recognition and awards leading to athletic scholarships.
- Influence of Society on Kids: Sociologists say the context of youth has changed for a period of having fun to having to be productive. Parents may emphasize specialization as a way to enhance their perceived productivity.
- While parents tend to want what they think is best for their son or daughter, they often have unrealistic views about the athletic abilities of their children.
- Athletic seasons and summer expectations overlap. School coaches and non-school coaches battle for time with their players and this can create stress in these young people.

One major school system addressed this issue with the following policy statement:

“All high school team members including year-round swimmers track participants and gymnasts, must attend all scheduled meets. The team member must be present for the entire meet and contest, and not just for those events in which he/she participates. Any high school team member that misses any portion of a scheduled meet to participate in a non-school athletic activity or competition will be dismissed from the school team and will forfeit all awards and recognitions in the specific sport for the remainder of the season. (Athletic Hand Book, p. 14)

Some parents feel that club sports provide an increased focus on specialization in a sport at a young age, and this specialization paves the way for a college scholarship. In actuality, a very small percent of students earn athletic scholarships, and the overwhelming majority will spend more money for club sports than they wish to count -- sometimes equaling the cost of college expenses. A proper education enhanced

by participating in high school athletics offers the ideal preparation for a collegiate athletic career. (Louisiana State High School Association)

There are many examples of non-school competitions, and participation in these programs is increasing. According to the NFHS (Handbook 2013-14 p. 21) the reasons for increased participation in non-school competition are:

“A restriction on non-school athletic participation protects those athletes who choose to participate for their schools’ athletic teams from exploitation by those who seek to capitalize on their skill and/or reputation; avoids risks incident to participation in non-school programs that have an inadequate administrative oversight; discourages outside entities from pressuring student-athletes to miss classes while competing on non-school teams or in non-school events; equalize competition by reducing any unfair advantage of students who participate in non-school events over those who do not participate in outside events, and reduces distractions from academic preparation and other school responsibilities. A non-school athletic participation restriction also provides some control over the trend towards year-round competitive season.

The NFHS sanctioning process for interstate and international competitions operates to reduce, or even eliminate, conflicts which may arise due to: time conflicts of practices, games playoffs, different coaching philosophies of the school coaching staff and the non-school coaching staff, and team loyalty.” (NFHS, p. 21)

Although non-school competition has value in the many programs sponsored by these agencies, restrictions are encouraged by the NFHS (NFHS Handbook, 2005-06 pp.19-20) to protect students who choose to participate on their schools’ teams for the following reasons:

Conflicts may arise when students try to participate on school teams and non-school teams at the same time. Conflicts may include:

- Time conflicts with practices, games and playoffs
- Different coaching philosophies
- Team loyalty issues
- An increase in overuse injuries

The differences between school athletic programs and non-school programs are evident. Schools must operate and market their athletic programs in ways to insure that students receive the inherent benefits from an educational athletic program.

ACTIVITIES: GHSA PRINCIPLE # 5

Non-School Competitions

Situation #1:

A gymnast misses an important school competition to compete for a club team's meet.

Discussion Questions:

- What steps should the coach take to emphasize team loyalty?
- Should a school's athletic handbook outline procedures for missed contests?
- What are the benefits of club competition that a school-based program doesn't offer?

Situation #2:

A school board is experiencing a financial crisis. There is talk among the members of the board to give individual sports back to community organizations.

Discussion Questions:

- What would be the implications to the school, the athletic program, and the student/athletes if such a policy were enacted?
- REACT TO THESE STATEMENTS:
 - "If we leave sports to the community, then we lose sports as a tool of education. We lose sports as a way to reach and motivate young people" (Roberts, p. 78).
 - We should prepare students for the next level of life, not the next level of sports" (Ross, p. 8).

Situation #3:

A high school Basketball player plays for an AAU team during the school year.

Discussion Questions:

- Is the student/athlete at risk for injury by competing year-round?
- What do you think the benefits might be for year-round competition?
- What are the disadvantages of year-round competition?
- What do you think some of the goals of the year-round student/athlete that would push him/her to specialize?

Situation #4:

A gifted track athlete also plays the trombone. He tells the coach he will miss the region meet in track so he can attend the All-State Band Festival.

Discussion Questions:

- How should a coach handle this situation with the athlete?
- How should the coach present this issue to the team?

GHSA PRINCIPLE #6

COMMUNICATION

Effective communication enables the coach to establish relationships at work, at home and in social situations to strengthen connections with others. .

Effective communication helps athletic personnel better understand and deal with parents, student athletes, and community members. It enables the coach to identify and resolve conflicts, build trust and respect, and create an environment in which creative ideas and problem solving can occur. (Hagman, p. 38)

Coaches need to use the important skill of listening in order to have effective communication. A good rule is to seek first to understand, then to be understood.

A coach must be able to communicate with the players. The athletes must be treated with dignity and respect, and must be able to understand the coach's directions. The coach must establish rapport with the athletes if the program is to be successful.

The coach must communicate with the parents to keep them informed.

Communicating with parents prevents misunderstandings from becoming major problems. Often parents become disgruntled when their children are not receiving enough playing time. The coach needs to be prepared for these situations and approach them with skills that diffuse the situation.

Communicating with the athletic director and principal is also important. The athletic director should be informed of any situations that would create a problem reflecting on the school's athletic program. Communicating injuries to the athletic director as soon as possible will also alleviate any future unnecessary legal challenges.

The principal is responsible for all programs in the school. All situations that may reflect negatively on the athletic program and the school must be communicated to the principal. The administration must always be kept in the communication loop, and the coach needs to understand exactly what the chain of communications is at his/her school – and then follow it.

A significant amount of communication is non-verbal in the form of voice tone, facial expressions, gestures, eye contact, and body language.

- Non-verbal communication may account for up to 70% of all communication.
- Coaches use non-verbal communication to express surprise, humor, and irritation.
- Often coaches use non-verbal communication to express a judgment call by the official.
- Non-verbal communication should not send mixed messages to the receiver especially the players.

WORKING WITH BOOSTER CLUBS

Fundraising for the program is typically the primary reason for booster clubs to exist. A secondary reason is to bring parents and community members together for a common goal. (Hagman)

Boosters clubs are an extension of the school's athletic program and must adhere to the philosophy of the school. Effective communication on the part of the coach will ensure that parents understand their role in a booster club. By explaining athletic budgets, fund-raising guidelines, and how the money is spent will help parents better understand their role.

Booster clubs, alumni and in some instances corporate sponsors contribute to the athletic program budgets. These groups may raise money for sport-specific teams or for the overall athletic budget. As a result, a school may have a greater amount of resources for teams and programs.

“Boys programs traditionally have received more of these resources because they have been around longer. In many cases, the booster clubs have provided benefits or services for boys’ teams that the girls’ teams did not receive.

Title IX does not require boys and girls budgets to match dollar for dollar; however, the bottom line is that benefits provided must be equal. According to the interpretation by the OCR (Office for Civil Rights), “Educational institutions cannot use an economic justification for discrimination.” (Peg Pennepacker, p. 1)

Booster clubs should have a constitution which should include their purpose and guidelines for their existence. This should be approved and registered with the principal of the school.

There are primarily two types of booster clubs. The umbrella booster club is one that works for the benefit of the entire athletic program. This group often has a Board of Directors made up of people who represent all the sports in the school, and is often run by a school administrator.

The second type of booster club is sport specific. With this type of club, officers are elected and the coach is usually the liaison between the team and the school. Regardless of the type of booster club, its primary function is to financially support the sports in the athletic program.

General fundraising by booster clubs may include selling advertising for programs, having dinners or car washes, and operating concession stands. When schools host tournaments, booster clubs may even be asked to host hospitality rooms for big events.

The monies raised by booster clubs should be deposited in a school account. With a school account, there is a procedure in place to document deposits and disbursements. Under no circumstance should any booster club permit deficit spending.

A school account also alleviates any possibility of mismanagement of funds by a booster club member. There are many reported cases where booster club members have used the funds for personal use.

Booster clubs gifts become school property. It is important to note that the principal and the athletic director are responsible for insuring that the funds are equitably distributed between the girls' and the boys' programs. While it costs more to equip some sports than others, the time table for buying new uniforms and equipment needs to be similar for girls' teams as for boys' teams. All gifts received by booster clubs are subject to the conditions of the Georgia Equity and Sports Act (2000).

The importance of the boosters clubs is significant. The coach must realize their importance to the sport and maintain an open communication with the group.

ACTIVITIES: GHSA Principle # 6

COMMUNICATION

Situation #1:

An angry parent comes to the school on Monday morning and demands to meet with his child's coach.

Discussion Questions:

- How do you deal with such a parent in this situation?
- Do you need to involve any other people?
- If so, who would they be?
- Is there value in trying to stall the parent until he calms down?

Situation # 2:

At the conclusion of a soccer match, the booster club President approaches the coach. The woman is visibly upset and begins to demand that her daughter should be starting and playing regularly or the coach can find another President.

Discussion Questions:

- How is effective communication important in resolving this volatile situation?
- What communication techniques might the coach use to diffuse the situation?
- How much importance should the coach give to the threats of the woman?

Situation # 3:

The coach rolls his eyes and throws up his hands after many of the official's calls.

Discussion Questions:

- What effect do you think the non-verbal gestures have on the official?
- What messages do these non-verbal gestures send to the players?
- What do these non-verbal gestures do for crowd control issues?
- What non-verbal messages do you think you use as a coach?

Situation # 4:

Several booster club members tell the coach that since they raised the money, they should have a say in running the program.

Discussion Questions:

- How should the coach handle the situation?
- What are the financial implications for the athletic program? Is that an important consideration?
- What do you think the role of the booster club should be?

Situation # 5:

The booster club President opens a checking account at a bank so the coach can order uniforms and/or equipment without having to get administrative approval.

Discussion Questions:

- Why should a school account be the proper procedure?
- Who should be responsible for the booster club membership dues, program advertisement, and sponsorships?
- Do purchases made by booster clubs belong to the club, coach, or school?

GHSA PRINCIPLE # 7

LEADERSHIP

Leadership always involves some degree of power. In general terms, power is used to get the outcomes one wants. Specifically, power is the ability to influence the behavior of others to achieve the outcomes one desires. (Leadership Training 719 p. 12)

Leaders are visionaries that other people follow. Coaches are educational leaders not only with the teams that they coach, but also in other areas of school life. The leadership style the coach uses may well determine the success of the team and the general environment of the school.

Coach may want to follow the statement of Warren Bennis, “Managers do things right; leaders do the right thing” (NIAAA 2010, p. 52). It is important that a leader makes the right decision, and sound decision making often follows these steps: (Hock, p. 25)

Define the problem:

- Gather the needed facts
- Talk with others involved to get their perspective about the problem
- Check to see if there have been similar problems in the past

Analyze the facts:

- Evaluate the background material that has been gathered
- Talk with others who have knowledge of similar situations
- Refer to district and state association policies and procedures

Develop several response options:

- Consider a range of responses from doing nothing to aggressively attacking the problem
- Solicit Input from others as you review your response options with them

Consider a realistic timeline:

- Implementing some of the possible alternatives could take time
- Amount of time available may determine the solution you need to choose

Decide on the best solution:

- Consult with supervisor on critical decisions since you may need backing to avoid difficulties
- Once a decision is thought-out, don't second guess yourself

Communicate the decision:

- To individuals directly involved
- To individuals indirectly affected by decision
- Be prepared for possible media attention

“Leaders do the right thing to effect change.

Leaders envision improved effectiveness.

Leaders stir emotion” (LTI 790, p. 7)

LEADERSHIP STYLES

Leadership styles may differ, but they appear to fall into several major categories. Many coaches use a combination of styles with one style that dominates.

Authoritarian Style:

- The coach that uses this style must be in complete control
- The coach instills fear in team members through intimidation tactics.
- The coach demands much, and demonstrates little respect for the athletes.
- Some athletes endure the harassment in order to play.
- The style may allow for some short-term success.

Benevolent Style:

- May be a parent figure to the athletes
- Takes a kind approach to leadership
- May have difficulty reaching goals
- Often has a traditional view, and may be resistant to change
- Tradition may be more important than innovation because it won't "ruffle feathers" in as many people.

Democratic Style:

- The coach and athletes develop mutual respect.
- The coach and athletes determine team goals collectively.
- The coach will likely experience long-term success – not always counted in terms of wins.

Laissez-Faire:

- The coach may not want to make decisions
- The coach tends to delegate unnecessarily
- The coach tends to allow athletes to work without direction
- The coach may be difficult to follow toward a goal, because people don't know where he/she is headed.

Eclectic:

- The coach changes leadership styles depending on the situation
- The coach changes leadership styles depending on the needs of the athletes

A coach's leadership style may develop into a combination of several types. For example, if an injury occurs to an athlete, it would be appropriate for the coach to take control using an authoritarian style of leadership. In another situation, if the coach and team were deciding on uniforms, a democratic style of leadership would be appropriate. The coach as an educational leader must always have the student's best interest as the primary focus. The chosen leadership style or styles should always reflect that interest on the students.

ACTIVITIES: GHSA Principle #7

Leadership

Situation #1:

The coach uses an authoritarian leadership style and gives the athletes and parents little or no input into decision-making.

Discussion Questions:

- When is an authoritarian coaching style appropriate?
- Is this style of leadership outdated in today's interscholastic climate?
- What are some possible liabilities with having an authoritarian leadership style?

Situation # 2:

Think about the leadership styles of the following coaches:

Pat Summit

Bobby Knight

Bear Bryant

John Wooden

Discussion Questions:

- What do these leaders have in common?
- What made the difference in these leaders?
- Did all the leaders have power, vision, and influence?
- How does the following quote apply to these leaders "...as leaders, we are not exceptions to rules but example of what is right" (Roberts p. 26)?

Situation # 3:

On the way to a region football game the team bus breaks down.

Discussion Questions:

- How might leadership style impact a coach's actions in this situation?
- Has is planning and reaction to unforeseen difficulties both related to leadership style?
- What procedure would you follow if you were in this situation?

Situation # 4:

In the middle of a basketball game with a distant rival, the lights in the gymnasium go out?

Discussion Questions:

- What kind of emergency plan might an effective leader have in place?
- What issues have to be considered if the lights are out for an hour?
- If you were the visiting team, what new concerns would you face?

PRINCIPLE # 8

SKILL INSTRUCTION

Proper skill progression is important to any teaching method. The coach needs to upgrade his/her teaching methods, either through attending coaching clinics and/or being a member of a professional coaching organization. This will ensure that they are knowledgeable about the latest approved techniques.

Skill progression is taught primarily from the simple to the complex. When teaching a complicated skill, break the skill into its component parts. The whole-part method ensures safety and will lead to success in teaching. When a skill is so simple that it cannot be broken into parts, the entire skill can be taught at once. Use every teachable moment you have available to you to teach and to reinforce what you have taught.

The coach should have the skill progression procedures written into a daily practice plan. This allows the coach to evaluate the coaching success and to change the skill instruction if necessary. Having a written plan is also helpful to the coach if an injury occurs. The plans may be reviewed to determine if skills were taught correctly since there may be a possibility of legal action.

The coach has a legal duty to provide proper instruction for the basic techniques of a skill. Four issues that courts have tended to use in order to evaluate whether proper instruction was given before a student athlete is injured are:

1. Whether reasonable care was taken to verify his/her capability to coach when hiring the coach.
2. Whether the techniques taught to the athlete were recognized in the profession as being safe and correct.
3. Whether adequate safety instructions were provided for the athletes regarding the safest method for performing a particular activity
4. Whether adequate risk instructions were provided regarding the dangers and potential injuries that might occur from improper techniques. (Green, p. 250)

Two court cases in California illustrate that legal action will be taken if the coach does not use proper instruction procedures. The first case involved a gymnast who was attempting a “giant” on the parallel bars. The missed catch caused the boy to fall and injure his spinal cord resulting in the athlete becoming a quadriplegic. A safety harness for spotting was available on site, but was not used.

The second case involved the issue of punishment by the coach requiring excessive physical exertion. In this case a football player was disciplined for arriving late to practice. He was forced to do bear crawls on an asphalt-covered area with his bare upper body hands and legs pressed against the pavement. The temperature of 95 degrees and he suffered second and third degree burns and required skin graft operations. (Green, p. 251)

Teaching skills requires the coach to use all the safety equipment available, and the coach should not use excessive punishment to discipline players.

All skill instruction should also consider the safety and well-being of the athletes. Some important safety concerns are:

- Athletes must wear properly fitted safety equipment.
- Check for unsafe playing conditions (fields, matting, and courts) before the practice begins.
- Be certain equipment is legal and is being used properly - meeting the NFHS rulebook minimum specifications. If equipment is illegal or improper for a game, it is illegal for practice.
- Stay knowledgeable about the latest teaching and safety techniques
- Ensure medical care is available on-site or nearby as defined by the Emergency Action Plan of the school.
- Remind athletes to hydrate well before, during, and after practice when humidity is high and hot temperatures exist
- Have lightning detectors available when inclement weather is in the forecast.

Coaches help athletes become successful by doing the following:

- Constantly look for ways to help the athlete's skills improve
- Define success in terms of things the athlete has control over, such as effort, and rewarding the athlete accordingly.
- Simplify practice drills as much as necessary to let a struggling player experience some success
- Set up the game schedule to give the team a good chance of being successful early in the season (Stice, p. 86)

Skill instruction basically involves four components: an explanation, a demonstration, practice, and corrections. Before beginning the explanation, the objective should be clearly stated. In the explanation phase, the coach should be positioned where he/she can see and be seen, and limit the explanation to key words or phrases. Lengthy explanations lose the attention of the athletes. Keep it simple.

In the demonstration phase, the coach should repeat the key words while demonstrating the skill. The demonstration(s) may be done by a coach or by players. After the demonstration is completed, the coach should ask for questions. Then the athletes should practice the skill. At this point in the instruction, the coach should be positioned to readily see errors. Move to the athlete to correct the error. Compliment those who are mastering the skill. If the group is having difficulty performing the skill, repeat all steps of instruction.

In learning any skill that involves a sequence of steps, it is necessary for the athlete to understand the instructions. An example may be a golf swing. Before placing a golf club in the hands of athletes, the coach could use the following steps:

- Stand with your feet shoulder distance apart
- Bend your knees slightly
- Keep your head down and your eyes on the ball
- Simulate a swing
- Visualize the result you want

In this example, the athlete focuses on the most important part of a golf swing by keeping their eyes on the ball. In any skill sequence, finding the key element and keeping the instruction simple helps the athlete focus on the important part of the skill. Repeating the fundamentals of any skill sequence is essential for mastery of the skill by the athlete.

Having sufficient equipment available such as balls, racquets, or other equipment is necessary. Sufficient equipment ensures that all athletes have many turns practicing the skill.

In teaching skills you must be able to teach and communicate effectively. Effective teachers become great leaders by getting students to accept the knowledge taught.

- When you communicate, always remember you are not the star. It is about the people you are trying to teach.
- Effective teachers know their material and their students. To know your material and not know your students runs the risk of having something to give, but not knowing how to give it effectively.
- It is important for you to create a safe environment where there is a sense of security for the people you want to teach. When the environment is safe, material is absorbed more quickly because the athletes are likely to feel more at ease.
- The essence of teaching and learning is communication; and the first step of effective communication is having people understand you.
- To some people, being a teacher or leader means appearing as though you have all the answers. Any sign of vulnerability or ignorance is seen as a weakness by these people. A better way is to be honest about what you know and don't know. (Maxwell, p. 2)

ACTIVITIES: GHSA Principle # 8

SKILL INSTRUCTION

Situation #1:

A baseball coach did not include the techniques of proper sliding in his practice plans. During a game, a player slides into 2nd base and severely injures his ankle.

Discussion Questions:

- What are the implications for coaches if they do not use acceptable teaching methods?
- Why is a written athletic plan important?
- Why are teaching skills in an acceptable teaching progression important?
- What is available to community coaches to improve teaching methods?

Situation #2:

As a warm-up at each practice, the basketball coach has the athletes go through the fundamental skills they have been practicing.

Discussion Questions:

- What are the advantages of this warm-up practice?
- What are the disadvantages of this type of procedure?
- How would you change this procedure if you were the coach?
- How does this warm-up procedure affect motivation of the athletes?
- What is the value in using informal warm-up procedures?

Situation #3:

A coach becomes frustrated because most of the players are unable to learn the correct technique of the skill.

Discussion Questions:

- How can a coach evaluate the communication between his/her knowledge and the players' knowledge and abilities?
- How can a coach improve his/her knowledge so the players may learn the skill?
- What does a safe environment have to do with learning?

Situation #4:

A cheerleader asks her coach to teach the team a risky stunt.

Discussion Questions:

- How will the coach know if she is able to teach the skills in the stunt?
- How might the coach proceed to teach the skill if she agrees to do so?
- What does the coach tell the athlete if she doesn't believe the team is ready for this stunt?

GHSA PRINCIPLE # 9

CHARACTER EDUCATION

Character development is an important part of the high school athletic experience, because education-based athletics exist to teach lifelong lessons to athletes. Coaches have a responsibility to develop positive character traits in their student-athletes. Character is defined in the dictionary as one of the attributes or features that make-up and distinguishes the individual. Character development in the student athletes starts with character of the coach.

John Wooden stated: "Character however, is what you really are, and nobody knows that but you. But what you are is what matter most." (Blackburn, p. 14)

Don Bales stated: "A hallmark of quality coaching is leading with character and teaching students how to deal with adversity. I have found that an overwhelming majority of athletes want a coach with character and integrity. Incredible ability will get you somewhere, but a lack of core values will eventually lead to disaster." (Bales, p. 11)

In character development, the coach's philosophy and values will determine his/her success and the success of the student athletes. The voices of student athletes underscore the need for an education-based athletic program.

"High school athletics have tested my character, heart and wisdom though various challenges (and) taught me lessons about teamwork, responsibility, dedication, willpower, and leadership. These little miracles happen everywhere in high school athletics. The lessons you learn in athletics can be life changing. (Jace Billingsley, p. 8)

Another student athlete stated: "High school athletics have taken me on a journey the past four year of my life, and taught me valuable lessons that no teacher or textbook could have ever touched on. I am truly grateful to have been given the opportunity to grow and develop with such a positive influence." (Erin Kocher, p. 9)

"Walking the Talk" - Modeling Good Character: Character education programs deemed "successful" have succeeded because individual teachers lived the lessons they taught -- they walked their talk. Teachers who urged children to care for one another consistently demonstrated caring in their interactions with children and other

adults. It was more than example – it was how they lived. It was part of who they were as human beings. We teach who we are.” (Bret and Kate, pp 7-8)

The ancient Greeks defined character as being composed of “virtues” -- important elements of behavior that require practice. Aristotle wrote: “One becomes virtuous by performing virtuous acts” suggesting that one’s character is only developed by practicing these virtues on a daily basis.”

Viewing character as being composed of different virtues allows the coach an easier way to organize the teaching of character based on different themes. Some of the more classic virtues are: (LTI 720, p. 17)

Self-discipline	Responsibility
Honesty	Compassion
Perseverance	Work Ethic

There is an abundance of information on character, but the one theme that holds true is that the coach is the key. His/her values will determine his/her character and will influence the student athletes. Therefore, coaches should teach and model:

- Self-discipline: Control of self under adverse circumstances leads to good self-discipline.
- Honesty: Honesty reflects respect of self and others. An honest coach abides by the spirit of the rules and teaches athletes to do the same.
- A strong work ethic: Teach teams that hard work is necessary to attain goals.
- Compassion: Athletes should learn to care about others and to be sensitive to circumstances and misfortunes of others.
- Responsibility and Accountability: Athletes should learn to become responsible team members who take responsibility for their own actions.
- Good citizenship: Athletes should learn to become good members of the student body. Sportsmanship is essentially good citizenship demonstrated in the athletic arena.

ACTIVITIES: GHSA Principle # 9

Character Education

Situation # 1:

RESPOND: “The media and college recruiters over-shadow positive character traits in high school athletes. The athlete becomes self-centered, not a member of a team” (Roberts, p. 21).

Discussion Questions:

- How do coaches fight the pressures mentioned above that are impacting interscholastic athletics?
- Is an individual star athlete more important than a team? Why or why not?
- How does a coach insure that all team members’ self-esteem is developed through high school athletics?
- AGREE OR DISAGREE: “We should not be misled: consistent application of rules and penalties doesn’t encourage dishonestly. Consistent application of rules and penalties reinforces honesty” (Roberts, p. 29).

Situation #2:

A basketball player taunts an opponent during a sub-varsity game. The coach witnessed the situation, but ignores it because he considered it to be a minor issue.

Discussion Questions:

- What situations build character in high school athletics?
- Are there “major” and “minor” violations in regard to character development?
- AGREE OR DISAGREE: “If people are not held accountable for their behavior in high school athletics, whenever will they?” (Roberts, p. 23)
- What was your best athletic experience and why?
- What was your worst athletic experience and why?

Situation # 3:

A star quarterback openly and profanely criticizes the team's coaches.

Discussion Questions:

- What are some of the reasons that people disrespect authority figures?
- Are athletes more likely to disrespect their coach now than in the past?
- Is profanity from players or coaches a problem? If so, how do you handle this problem?
- How would you begin to resolve the issue stated above?

Situation # 4:

Are the coach's values a benchmark of character development?

Discussion Questions:

- How does the coach's character influence the athlete?
- Where did your core values originate?
- How were your core values developed?
- Is the process you went through still valid today?

GHSA PRINCIPLE # 10

DISCIPLINE

Leading a disciplined lifestyle is an important part of character development, and participation in athletics provides an opportunity to learn and develop discipline in a person's life. To maintain discipline in athletics, it is imperative that all athletes be treated fairly by the coach. The Latin word from which we get the English word "discipline" literally means to "learn".

"Some coaches, fans and parents may have difficulty understanding this, but there is no room for abusive tactics in a school setting." (Hock, p. 63)

The following principles help achieve the goal of effective discipline:

- Be positive when discipline is necessary – explaining why it is necessary
- Use physical activity as punishment sparingly
- Be consistent and equitable when enforcing team rules
- Eliminate team rules that cannot be enforced
- Treat all athletes with dignity and respect

Some schools and/or school systems have discipline statements that parents and students must sign. The discipline statements outline the undesirable actions and the penalties approved by the Board of Education. Some of those offenses may include, but are not limited to, drug use (including alcohol), possession of weapons, and vandalism. Athletes are not exempt from these policies.

Discipline problems arise in our schools every day. The students presenting more severe problems are either sent to alternative schools or suspended by school boards. There is no doubt that weapons, drugs and vandalism are serious offenses to students who want to learn.

State High School Associations have By-Laws in place to deal with coaches and athletes. In most cases they deal with ejections. In Georgia, the coach and athletes maybe suspended from all levels of competition in that sport or activity until the period of suspension has expired.

Although the behavior of students and coaches are ongoing problems, the fact remains that students that participate in athletic programs are less likely to become discipline problems.

The Case for High School Activities that appears on the National Federation website (www.nfhs.org) indicates that students involved in athletic programs have higher grades, better attendance records, lower dropout rates, and fewer discipline problems than students who are not involved in education based athletic programs.

Some coaches have established a team member's Bill of Rights: (January 2005, p. 7). By establishing a bill of rights for the athletes, the students are given a blueprint for positive behavior. The athletes learn the behaviors expected of them and other team members, and then the coach can develop disciplinary measures when there are violations. Some expected behaviors for team members might be:

- A right to express their ideas in an acceptable way.
- A right to disagree with ideas, but without resorting to a personal attack.
- The right to expect all others to work diligently.
- The right to be treated fairly
- The right to have an opportunity to learn
- The right to act responsibly
- The right to have fun

Living a healthy life requires a balance of rights and responsibilities. When the responsibilities are not met, then discipline is in order – always respecting the rights of the people involved.

ACTIVITIES: GHSA Principle # 10

Discipline

Situation #1:

In a closely contested basketball game, the athlete commits a crucial turnover. The coach calls a timeout and approaches the player that made the mistake. The coach begins to verbally berate that player, and promises that the athlete will be running many laps after the game

Discussion Questions:

- Should a coach attack a player on a personal level? Why or why not?
- Do most players respond well to negative discipline?
- Under what circumstances should physical activity be used as a punitive measure?
- When is the appropriate time and place to address player discipline?

Situation #2:

Without informing the coach, an athlete missed practice to baby-sit her younger brother. The next day at practice, the coach asked the athlete to stay after practice to discuss her absence.

Discussion Questions:

- How should the coach handle this situation?
- Should the coach approach the athlete with positive or negative discipline?
- How can this situation become a learning experience for the student?

Situation #3:

A baseball coach and his assistant coach are suspended by the GHSA for bumping an umpire.

Discussion Questions:

- What is the message that is sent to the team about this situation?
- What should the coach's say to the team about this situation?
- How should a coach deal with a player who was ejected from a game?

Situation #4:

The basketball coach decides it is best for the team to make some changes in the playing time of several starters because she didn't believe they were playing with the expected level of effort.

Discussion Questions:

- Is this a good decision? Why or why not?
- What are some benefits from team if such a decision is made?
- Are there any potential problems with this course of action?

GHSA PRINCIPLE # 11

MOTIVATION

Motivation plays a significant role in keeping people headed towards a goal. When situations arise that block the goal, the degree of motivation has a lot to do with how people react. Coaches need to be aware of their own motivational make-up, and need to be aware of what motivates their players as well.

There are two types of motivation - intrinsic and extrinsic. Intrinsic motivation comes from within a person and is exemplified in the athlete who has the will to improve skills and works toward the goal. Extrinsic motivation comes from forces outside the individual such as applause for performance or winning a medal. These things encourage some athletes to work harder.

Motivation affects learning and behavior by the directing behavior toward particular goals. (Omrod and Bacon pp. 1-2) This affects the choices athletes make.

- Motivation increases effort and energy. It determines whether an athlete pursues the task enthusiastically and wholeheartedly or lackadaisically.
- Motivation increases persistence in activities regardless of circumstances. Athletes are more likely to begin a task they want to do, and more likely to complete the task when they are motivated to stick with it.
- Motivation affects cognitive processes. Athletes are more likely to pay attention and process the information when they are motivated to do so.
- Motivation determines which consequences are reinforcing and which are punitive. Athletes, like all learners, are motivated to succeed and value team membership. However, they will likely become distressed if ridiculed by teammates or the coach.

Team Decision Making

Coaches should allow teams to make certain decisions. That can be a part of the growth process for a high school, and will likely motivate the team members to strive for success.

Ground Rules for Shared Decision Making:

- Anyone may suggest, propose or identify an idea.
- No demeaning language may be used when discussing an idea, proposal or the person making the suggestion.
- Quality of ideas and proposals should not be the initial consideration. Quality refinements and consolidation or categorization of ideas will follow after some discussion.
- Clarifications may be sought after all ideas have been expressed. (LTI 750, p. 51)

Once ground rules are in place, let the athletes make the decisions delegated to them.

Coaches have many tools to motivate athletes available to them, but here are a few to remember.

- Student athletes participate in sport mainly to have fun. The coach should remember to develop activities that allow the athletes to enjoy the sport.
- Treat all athletes with dignity and respect. Self-esteem is a major motivational force.
- Any serious reprimand should be done privately and not in front of the team.
- Keep practices moving and insure all athletes are participating. Today's students become bored rather easily.
- Clarify the team's goals and move in increments toward those goals.
- Help athletes to set personal goals, and encourage them and help them to achieve those goals.

- The coach should show interest in all facets of the athlete's life – not just the sports part.
- Incentives are good motivators.
- Athletes can motivate other athletes with great success – utilize positive peer guidance.
- Develop a mentoring program with coaches and students.
- Fear techniques are not long-term motivators.
- The coach should try to remain positive when faced with adversity.
- Teach athletes to deal with stressful competitive situations in positive ways.

ACTIVITIES: GHSA Principle # 11

Motivation

Situation #1:

The soccer coach repeats the same drills at every practice, and refuses to vary his plan despite complaints from his players.

Discussion Questions:

- What effect do these repetitive drills have on the motivation of his players to give their best in practice?
- What are some key elements in motivating today's athletes?
- Should athletes have input into practice drills and why? Why or why not?

Situation # 2:

The coach attempts to use all players during every basketball game. He explains to the team that they need to relax and enjoy the moment.

Discussion Questions:

- What is the coach attempting to teach his players?
- REACT: "What if we evaluated every coach, not on the basis of win and lose, but on the number of dirty jerseys?" (Roberts p. 14)
- How might a coach having this philosophy deal with parents who are unhappy about this approach?

Situation # 3:

A coach is aware that one of her best players is bullying another athlete on the team.

Discussion Questions:

- How should the coach handle bullying situations?
- What are the legal issues involved in this type of situation?
- Should the coach intervene if the bullying is occurring on social media?

Situation # 4:

A coach appears to be highly motivated, but seems to be unable to motivate the team members to the same extent.

Discussion Questions:

- What are some ways a coach can motivate a team?
- What leadership principles are involved in trying to motivate others?

Situation # 5:

A softball coach decides to allow the team to make some decisions about their practice schedule.

Discussion Questions:

- Is this a good decision by the coach? Why or why not?
- What are the motivational benefits that result from team decision making?
- Is this a valid motivation-building technique? Why or why not?

GHSB PRINCIPLE # 12

TRAINING ATHLETES

Training techniques provide athletes with a fitness and dietary regimen that produce life-long habits (Athletic Director's Survival Guide, p. 22). Training techniques are not limited to drills, but also include the readiness, muscular strength, flexibility, and aerobic and anaerobic training.

The value of training depends on the readiness of athletes and this readiness comes with maturation. Without question, training improvements are most dramatic when the fitness level is low. As fitness improves, it takes extended periods of time and effort to achieve the smallest changes. Unfit athletes fatigue easily and are more prone to injury; therefore, a major responsibility of the coach is to develop programs that help athletes achieve the level of fitness demanded by the sport. Athletes must be fit to optimize performance and avoid injury. (Stice, pp. 83 and 85)

In assessing fitness and readiness to compete, athletes must have a pre-participation physical evaluation. Physical examinations are mandated by the Georgia High School Association and the State Department of Education before any athlete may practice or compete. The physical examination is the first step in determining the fitness or limitations of an athlete.

The athlete's overall body build will also be a factor in his/her readiness for physical training. The athlete that is physically fit will be ready for strenuous activity. The athlete that has a heavier body build may be less fit physically for any intense drills or activity early in the sport season.

Humidity and heat are also factors that affect the intensity of the readiness of the athletes. Weather conditions in Georgia, particularly in the fall and spring season, should concern all coaches. Adapting training methods and times may be necessary. Acclimatization to heat and humidity is essential to the well-being of all athletes; therefore, ample hydration is a necessity to prevent heat exhaustion or heat stroke. The Wet Bulb Globe Temperature devices that measure all dimensions of heat and humidity must be used to determine if it is safe to start or to continue with practice.

All athletes should be exposed to aerobic and anaerobic exercises to develop overall physical fitness. Aerobic conditioning develops endurance of the heart and lungs.

Aerobic exercises include such activities as running, swimming, and cycling. Sports such as soccer and cross country require high levels of aerobic fitness.

Anaerobic exercises require short bursts of energy for a limited time. Sprints and agility exercises may be used to develop anaerobic fitness. Sports such as track and field and football require anaerobic fitness.

Muscular fitness is obtained in resistance training using free weights or weight machines. Weight training is primarily used to develop muscular strength in most every sport, and it must be monitored carefully. This amount of weight used and the progression for increasing the amount of weight must be supervised for the health and safety of the athlete.

Flexibility is another factor contributing to overall fitness. Stretching exercises should be part of any training program. Injury to the athlete is minimized when the muscles are lengthened. Flexibility exercises should be part of any warm-up and particularly the cool-down when the muscles are warm and less likely to be injured. The combination of muscular strength, aerobic and anaerobic training, and flexibility exercises all contribute to the physical fitness and readiness of the athlete.

The progression for training athletes requires that coaches be aware of each athlete's progress and determine the intensity and length of the drills. The safety of the athlete is paramount.

NUTRITION

Eating well-balanced meals and avoiding junk food will contribute to the athlete's overall fitness. The eating habits of the athlete will not only affect performance, but will also affect their health. Dietary supplements should be used only on the advice of a physician. A well-balanced diet should be stressed as part of the training program.

Road trips provide an excellent opportunity for the coach's nutritional leadership by stopping at restaurants that provide meals with nutritional value. If stopping at fast food restaurants, encourage players to choose foods that have better nutritional value.

SUBSTANCE ABUSE

Drugs such as alcohol and tobacco have been condemned by the medical community for years. Alcohol and tobacco impair athletic performance and pose a variety of health risks (Koehler, p. 22). Another substance of concern involves the growing use of marijuana. Although steroids may enhance athletic performance in the short-term, over time they can affect the user's kidneys, heart, and even changes the personality of the user. So-called "roid rage" has been cited in a number of violent episodes.

Presently there are state associations that are either requiring drug testing for steroids or are considering drug testing. The New Jersey State Association is performing random drug testing prior to state championships events (NFHS, p. 5). This controversial step in drug testing high school athletes is thought to be a deterrent in steroid use, but it also opens the doors to questions about the practicality and the legality of such testing..

DID YOU KNOW THAT?

- Adults that drink excessively can become alcoholics in 5 to 15 years.
- Teenagers who drink excessively can become alcoholics in 6 to 18 months!
- Pre-teenagers who drink can become alcoholics in only 3 months.
- Recent research claims that teenagers who smoke a pack or more of cigarettes a day are 45% more likely to use marijuana than nonsmokers.
- Over half the people killed in drunk driving accidents are teenagers, even though they account for only 20% of licensed drivers.
- The only age group in this country whose life expectancy is actually decreasing is teenagers! (Koehler, p. 23)

DOES IT MATTER WHAT YOU PUT INTO YOUR BODY?

If so, think about these facts:

- Compared to 10 to 20 years ago, today's marijuana can be ten to twenty times more poisonous to your system.
- Marijuana has become so acceptable to unsuspecting teenagers that a recent government study discovered that only half of the nation's 12-to 17-year olds see any risk in using it.
- Some recent statistics have indicated that one joint can damage the lungs as much as 100 cigarettes.
- One joint contains as many as 421 different chemicals.
- When lit, that same joint can contain as many as 2,000 chemicals!
- Marijuana is fat soluble, which means that it can stay in your system for anywhere from 1 to 3 weeks.
- Such continuing toxicity can cause significant damage to your respiratory system (Koehler, p. 26).

Consider these additional facts:

According to Michael Koehler & Nancy Geibel:

1. Nicotine is a poisonous alkaloid. Just a small amount in your blood stream can kill you in about an hour.
2. Smoking is as addictive as cocaine.
3. A recent university study found that adolescents who smoke marijuana ate irregularly and showed symptoms of nutritional deficiencies such as muscle weakness and fatigue.
4. Studies indicate that up to 10% of frequent marijuana smokers will become addicted.
5. Research also indicates that marijuana addiction leads to the use of stronger, more addictive drugs.
6. One of those stronger drugs is amphetamines, commonly called "speed." Recent research indicates that prolong use can cause the significant damage of brain cells, resulting in serious physical and cognitive problems.
7. Steroid use has been linked to heart and brain damage.
8. Alcohol use is directly linked to thousands of teenage deaths each year.
9. Alcohol addiction is passed on to family members. The sons of alcoholic fathers, for example, are *four* times more likely to become alcoholics than sons of non-alcoholics.
10. When compared to the tissue of the lungs, a piece of tissue paper looks like a sheet of iron. That's why smoking and drug use are so dangerous to the lungs (Koehler, p. 26).

Most school systems have policies in place with severe penalties for the use of drugs including alcohol. The athlete's welfare should be the primary concern of all coaches. Coaches should recognize symptoms of drug use and follow existing school system procedures.

GHSA Principle # 12 Activities:

Training Athletes

Situation # 1:

A baseball coach notices that several of his players have begun to chew tobacco at practice.

Discussion Questions:

- How should the coach handle this situation?
- Since tobacco usage prohibited by polices in most school systems, does this kind of problem extend beyond the baseball program?
- What are the long-term effects from tobacco usage (even smokeless or electronic), and how does a coach communicate relevant information in a meaningful way to athletes?

Situation # 2:

The football coach has decided that high intensity drills and strenuous work-outs will help the team to prepare for the first game.

Discussion Questions:

- What might be some effects of this decision?
- Are all athletes ready for high intensity work-outs early in the season? Why?
- How do coaches determine the readiness levels of individual athletes?
- Is the coach using a sound and appropriate progression for training?

Situation # 3:

The track coach decides to have practice and not alter any drills when the temperature is near 90° and the humidity is near 96%. An athlete, after completing several sprints, appears to be suffering from heat exhaustion.

Discussion Questions:

- How does a coach determine if weather conditions will allow practice to be conducted?
- What can coaches do to get their players ready for workouts when weather conditions are extreme (either hot or cold)?
- What is the seriousness of heat exhaustion?

Situation # 4:

Should random drug testing for high school athletes be required before they are allowed to participate in a state championship?

Discussion Questions:

- Discuss the situation from a parent's point of view.
- Discuss the situation from school administrator's point of view.
- What are the implications for the athlete who fails such a test – counseling or punishment?
- What should these drug tests cover – performance enhancing substance, recreational drugs, or both?

Situation # 5:

Marijuana has been legalized in some states but not in others.

Discussion Questions:

- What are the ramifications for high school athletics across the nation?
- How should a coach address this issue with his/her players before a problem has arisen?

GHSB PRINCIPLE # 13

CHAIN OF COMMAND AND JOB OPERATIONS

CHAIN OF COMMAND:

In every organization there is a chain of command, and an athletic program is no exception. Coaches are responsible for overseeing their programs and generally report to the athletic director.

Some of the athletic director's chief responsibilities include formulating the budget, purchasing equipment and uniforms, developing schedules, overseeing eligibility issues, overseeing public relations issues, and disbursing funds. In most cases, the athletic director reports to the principal who is responsible for all programs in the school. It is the athletic director's responsibility to inform the principal of athletic events that may impact the total program in the school.

Principals in smaller school systems may report directly to the superintendent. In larger school systems, there may be many layers between the principals and the superintendents. In these situations the principal may report to an assistant superintendent. The administrators at the system level interact with school boards to develop the district policies that may impact athletic programs.

Overall it is important to follow the chain of command. The athletic department will run more smoothly if all information is funneled to the athletic director by the coaches. Most school administrators dislike being surprised by unhappy people.

JOB OPERATIONS:

As with any job, the coach will be held accountable for his/her performance. In order to maximize effectiveness and fairness, a job description should be developed and the responsibilities of the job clearly outlined. The coach must understand the responsibilities of the job if he/she expects to carry out the duties properly. Here are some general principles that will help coaches:

- Clock-watchers are not successful coaches, because coaching takes a lot of time outside of practices and games.

- Understand the responsibilities of your coaching in-season and out-of-season – knowing the GHSA regulations on out-of-season participation by athletes.
- It is important to set a good example by working hard and tending to details. Details must be addressed so the program can run smoothly and so small problems don't escalate into a crisis.

The athletic director needs to keep coaches informed, and coaches need to keep athletic directors informed. This two-way communication is necessary for the success of the program.

Upkeep of facilities is another responsibility that goes with the job. All facilities need to be inspected frequently to ensure the safety of the athletes. Devise a checklist that can be used to carefully inspect fields, courts, bleachers, and other areas. Be sure to date the inspections and keep accurate records if repairs are needed. If there are maintenance personnel available, be sure to contact them immediately and follow up with a written note.

Another responsibility is the upkeep of equipment. Safe equipment is the only option to avoid student injury and legal challenges. Maintenance of equipment and facilities must be addressed immediately as repairs are needed to avoid injury to anyone. The rules-making committees of the National Federation of State High School Associations continually focus on issues involving legal equipment. The coach must know the rules, and must check the equipment to be certain those items are legal.

With any operation, a daily plan is a key component. Planning saves time and allows the athletic program to run efficiently. A coach's goals are achieved through developing a plan and following that plan. Keep daily "to do" lists where they are visible and serve as a constant reminder of the plan. Be sure to plan for interruptions because they are bound to occur.

ACTIVITIES: GHSA Principle # 13

Chain of Command and Job Operations

Chain of command:

Situation #1:

On the way home from a road game, the school bus is involved in an accident. Three players were thrown from their seats and suffered minor head injuries, but appear to be fine.

Discussion Questions:

- What issues do you imagine written school policies cover in regard to handling emergency situations?
- What emergency information should the coach have at all times?
- In this situation, who should the coach contact immediately?
- Should the parents or guardians be notified? If so, when and by whom?

Situation #2:

The athletic director holds a monthly meeting with the coaching staff to discuss the school's Athletic Handbook and review any changes in the rules and regulations.

Discussion Questions:

- Why is it important for a community coach to attend these meetings?
- Why are procedures in such a handbook important for coaches to know and to follow?
- Why is it important to have the local Board of Education approve such a handbook?

Job Operations:

Situation #1:

A coach arrives at the office and uses the first fifteen minutes to answer calls and respond to emails. The next twenty minutes, she reviews the practice plan. The office door is always closed during this time and the coach never varies her schedule.

Discussion Questions:

- What are the benefits of rigid organizational skills?
- What are the disadvantages of rigid organizational skills?
- How do you think this coach would deal with interruptions?
- What would you suggest to this coach as a more efficient operational model?

Situation #2:

The baseball coach allowed the student manager to fit the helmets, but several players decided to use their own helmets. A player wearing his own helmet, suffers a mild concussion during a game

Discussion Questions:

- What should the school policy regarding safety equipment include?
- What are the advantages and disadvantages to baseball and softball players using their personal helmets on the school team?
- Who should have the responsibility for fitting players with their equipment?
- What might be the legal implications involved with this player's injury?
- What is the school and coach's responsibility in regard to reconditioning a player's personal helmet?

GHSA PRINCIPLE # 14

TIME MANAGEMENT

Time management is an important part of a coach's professional and personal life. The constant demands that are made on a coach's time have dramatically increased in recent years. To reduce stress, the coach must plan effectively in order to use time efficiently.

10 most common time management mistakes are:

- Failing to keep a to-do list – Have you ever had that feeling that you have forgotten something?
- Not setting personal goals – Do you know where you would like to be in six months or a year? Goals give you a destination and vision to work toward.
- Not prioritizing tasks– This is essential if you want to manage your time effectively.
- Failing to manage distractions – When the flow of work is interrupted you are prevented from accomplishing necessary tasks. Remember, distractions may come from within you as well as from around you.
- Procrastination – Start on a project in a timely manner even if you work in small increments of time.
- Taking on too much – Taking on too much is poor use of your time. Remember, it is possible to say “no”.
- Thriving on busy – Addiction to busyness lessens effectiveness, and can lead to stress.
- Multitasking – Do the tasks in sequence. When multitasking, the tendency is to do both tasks poorly.
- Not taking breaks – It is impossible to work 8-10 hours straight without giving your brain a chance to rest and recharge.

- Ineffectively scheduling tasks – You can make best use of your time by scheduling high value work during your peak time. (Mind Tools. pp. 1-3)

The most common time management mistakes can be avoided, but daily planning is necessary in order to use time wisely. Keep a record of your daily activities to determine if time may be saved in certain areas. The daily plan should include a prioritized listing of the important tasks that must be completed that day.

Emails save time and disseminate information quickly. A group email list can be compiled to include parents, officials, and staff. When a change in scheduling or a cancellation of an event is necessary, a quick email keeps everyone involved with the program informed. In most cases, schools have separate web sites for the athletic program, and that involves a wider audience than emails. By using the web site, parents can have access to the important information. Remember to include local media outlets in your contacts to receive the necessary information.

A coach might consider having color-coded files that will indicate important information. Another colored file could indicate information that is not as important and could be addressed at a later date. Colored files could indicate information such as medical forms, practices plans, schedules, clinic information, and eligibility forms. The organization of these files will allow you easy access to needed information.

As the coach begins to plan and prioritize information, he/she must allow time for a personal life. The coach's family contributes balance to a hectic schedule. Finding time to enjoy a personal life helps keep the demands on the job in perspective.

TEN POINTS TO REMEMBER: (LTI 508 p. 46)

1. Time is Life: The way you spend your time is the way you spend your life. The way you waste your time is the way you waste your life.
2. You always have enough time to do the important things. The more we take care of the important things we have in our lives, the less urgent things we have.

3. Written goals should be:

Specific

Measureable

Achievable

Realistic

Placed on Timelines

4. Effective may more important than efficient, but don't neglect efficiency.

5. Do not prioritize your schedule; but rather schedule your priorities.

6. Limit your daily planning - Ten tasks that you can reasonably accomplish in one day should be a realistic goal.

7. When handling paperwork, handle each piece of paper once.

8. Eliminate Clutter -- Use the "three R'S": Reduce, Refer, and Rearrange.

9. When working on a major goal or project, break it down into manageable pieces.

10. When facing a difficult or unpleasant task

Get started! Start somewhere.

Do it.

Do it right.

Do it right now!

ACTIVITIES: GHSA Principle #14

Time Management

Situation #1:

The coach holds a booster club officers' meeting in his office. The officers notice the cluttered condition of the office.

Discussion Questions:

- What might the cluttered office convey to these visitors?
- What approach would you suggest the coach take to prioritize office organization amidst the many other tasks he has?
- Does a clean desk indicate the coach is probably disorganized in practice?

Situation #2:

A coach believes that a piece of paper should be handled only once. He takes time each day to file and code the important documents.

Discussion Questions:

- Does this coach appear to be organized and why?
- How does one determine the importance of documents?
- How does a coach deal with paper files in today's technology-oriented world?

Situation #3:

The coach leaves home planning to accomplish 20 tasks during the school after day.

Discussion Questions:

- What factors might make this coach's plans unrealistic?
- How is limiting your daily goals a part of time management and personal emotional management?

- What are the advantages and disadvantages in multitasking?

Situation #4:

The coach handles phone calls and office visits while trying to work on the practice schedule.

Discussion Questions:

- Is the coach using his/her time wisely? If not, why?
- What tends to distract you, and how do you deal with these distractions personally?
- Are distractions commonplace in the school setting?
- How can the coach better use the time?

GHSB PRINCIPLE # 15

COACHING RELATIONSHIPS

Positive coaching relationships benefit the coach, contribute to the success of the sport and the school's entire athletic program, and enhance the coaching profession. These relationships will add joy to the job of coaching even when competitive issues are difficult.

Relationships in coaching are important to the athletes, because getting along with one another is essential for the success of the team. The following principles for building healthy relationships are important: (Rupley, pp. 1-2)

- Trust is everything – Trust is vital for any relationship to become strong and everlasting.
- Honesty – Lies are like a poisonous gas that can spread and damage everything you are working toward.
- Forgiveness –Forgive colleagues and others you deal with in your professional life for their harmful remarks and actions – and then move on.
- Agree to disagree – but do it agreeably.
- Listen – This is the key to learning and to building good relationships.

Coaches need to build rapport with one another, because good relationships among coaches lead to the overall success of the athletic program.

- Coaches may disagree privately, but publicly there needs to be a united front.
- Coaches should maintain a rapport with the teachers and administrators.
- Coaches should show respect to bus drivers, lunch room workers, and custodians.
- Coaches should be leaders and role models for the athletes in terms of relating to others.
- Coaches should provide academic leadership to the athletes by talking with them about their classroom experiences.

- Coaches should maintain open communication with parents – even those who may be disagreeable at times.
- Coaches should work to control fan behavior by educating them and by encouraging them to support the team in a positive manner.
- Coaches should maintain a respect for officials, and try to have a congenial, professional relationship with them at games.

ACTIVITIES: GHSA Principle #15

Coaching Relationships

Situation #1:

The coach on a road trip becomes involved in an argument with a bus driver when the bus driver gets lost and cannot find the school. The following day the bus driver reports to the principal that the coach was disrespectful.

Discussion Questions:

- Why are coaching relationships with the bus driver, lunch room workers and custodians important?
- Why should the coach maintain good relationships with the faculty? Why is that difficult sometimes?
- How might the coach involve other school personnel in the athletic program?
- Are coaching relationships limited to school personnel? What non-school people or groups of people should a coach try to relate with?

Situation #2:

The head coach and the assistant coaches make it a practice to go out for a meal after every Friday night game.

Discussion Questions:

- Why are these staff relationships important to a team's success?
- How are players able to determine if rapport exists among coaches?

GHSA PRINCIPLE # 16

PROFESSIONAL GROWTH

A coach should always remember there is room for professional growth. Coaching clinics are available that afford the coach an opportunity to learn the latest techniques and methods that are sport specific.

Unlike other nations, amateur sport in the United States is largely funded by educational institutions. For that reason, many people believe that coaches, athletic director and other athletic personnel are well trained for their responsibilities as certified teachers and coaching staff members. This belief is not always accurate as demonstrated by the following facts:

- Up to 45% of coaches in large school districts are not certified teachers and are not formally trained as coaches
- Most state high school associations like the GHSA have approved coaching education programs published by the NFHS or other organizations.
- Increased numbers of college credit course or degree programs for athletic personnel are being offered to remote areas and small communities that experience coaching shortages
- Numerous workshops address the recruitment and training of coaches at national and state conferences (LTI 723, p. 5)

Coaches need to continue their certification in standard first aid and CPR. CPR (minimum compression only) and AED training must occur prior to any team activity or within a maximum of 30 days from the start of team activity and must be renewed at a minimum of every 2 years. The techniques learned in these courses will always be important. The ability to react properly during a medical emergency will be worth the effort.

Membership in professional organizations provides another opportunity for the coach to learn improved techniques and methods. The ability to stay knowledgeable about the latest trends is necessary for professionals in any field. Another asset in joining professional organizations is the ability to learn from colleagues in the field.

The Georgia Athletic Coaches' Association and the National Federation Coaches' Association are two valuable organizations for high school coaches. Each of these groups provides important services for coaches including liability insurance coverage. These organizations may offer up to \$1,000,000.00 of liability insurance coverage for their members. An increasing number of legal issues continue to arise that affect coaches in their work.

“Every state has enacted a “child-advocacy” statute that requires educational personnel to stand in place of the parent (*in loco parentis*) to advocate the overall growth, development and welfare of school children. This legislation requires all school personnel *including coaches and athletic directors*, to act as surrogates for children in all domains - including those inherent in high school sport programs. (LTI 723, p. 6)

Legal challenges to coaches and athletic programs have included the following issues:

- Improper supervision of athletes in the weight room and at practices
- Improper teaching of techniques that result in injuries to athletes
- Failure to consider maturity and readiness of athletes when teaching skills
- Failure to use emergency response plans and methods properly
- Improper screening of coaches when there is a link to a serious injury or loss

Recent state laws governing concussion management and heat illness management have placed tremendous levels of responsibility on coaches. Coaches must educate players and their families and they must monitor the activities of the athletes in order to comply with these laws. Helpful information about these issues (and many other issues) is available to coaches at coaching clinics and on the web sites of the GHSA and the NFHS. Both of these web sites have very good sports medicine pages. Additionally information is available through the Georgia Athletic Trainers Association (GATA) and the National Athletic Trainers Association (NATA).

Community coaches are not exempt from the child-advocacy law. So it is important that community coaches seek more coaching education. Information gained from workshops, clinics, and web sites will help the community coach learn safety techniques in teaching skills so you can protect the athletes you coach.

ACTIVITIES: GHSA Principle # 16

Professional Growth

Situation #1:

The principal refuses to pay for the football coaches to attend a coaching clinic. The principal will allot time off for the coaches, but has no immediate funds to pay for the trip.

Discussion Questions:

- Is there value for the coaches to pay their own expenses in order to attend the clinic?
- What kind of benefits might a coach expect to gain from attending such a clinic?
- What arguments might you make to convince the principal to find the funds for the trip?

Situation #2:

During a track meet, an athlete collapses. The athlete is not breathing and the community coach asks if anyone is trained in CPR.

Discussion Questions:

- Who should be trained in CPR and why?
- What communication should be available in emergency situations?
- Professionally, what is expected from a community coach in emergency situations?

Situation #3:

The baseball coach was in a hurry at the end of practice and did not take loose equipment laying around the field. As the team was doing post-practice running, a player trips over a bat and falls hard -- breaking his wrist.

Discussion Questions:

- What are the possible legal ramifications for the coach in this situation?
- As a parent, how would you react to your son's injury?
- Does the child-advocacy law apply to this situation?

Situation #4:

A gymnastic coach sends a community coach to spot a gymnast on the vault. When the gymnast attempts a difficult skill, the coach is unable to break her fall and she injures her ankle badly.

Discussion Questions:

- Who should have spotted the gymnast and why?
- In high risk sports, does the skill level of athletes change the safety precautions that should be taken?
- What would you do in a similar situation and why?

GHSB PRINCIPLE # 17

LIABILITY ISSUES

There are close to 8 million students participating in high school athletics in this country each year. As participation in athletics has increased, so have legal challenges, and most of the legal challenges have alleged negligence on the part of coaches and athletic administrators.

Although legal challenges have increased, athletes today are probably safer because of steps taken to minimize risks inherent in sports. Policies and procedures have been implemented by organizations such as the Georgia High School Association, State Board of Education, and local Boards of Education minimize these risks. Many policies have emerged as a result of litigation, but the end result is usually a safer environment for high school athletes.

It is essential for the coach and those affiliated with athletics to make every effort to reduce risks. The coach must consider the hazards inherent with the sport regarding equipment and facilities. The courts have also found the younger the athletes, the more the responsibility falls on the coach to prepare the players and to monitor their activities.

The National Interscholastic Athletic Administrators Association through their Leadership Training Courses 504 and 506 has developed important material relating to liability issues. Included in this text are some of the principles that are part of these courses.

Policies and procedures need to incorporate standards of care. The standard of care is the minimum acceptable performance related to a given activity. These standards of care are developed by rules-making bodies, governing bodies of sports, and certification agencies. Health and safety standards and case law precedents establish what coaches are expected to research, adopt and implement in their daily routine.

Standards of practice are the traditional methods of teaching or performing activities. Any procedures that do not incorporate or exceed standards of care are vulnerable to legal challenge. Coaches must make certain that what and how they teach meets the proper standard of care.

According to the NIAAA, there are 14 legal duties for all coaches (LTC 504, pp. 53-56).

14 Legal Duties for Coaches

Duty # 1 - Avoid Planning Errors

- Failure to plan is major mistake
- Improper plan development occurs when the scope of the plans do not cover all reasonable situations
- Failure to follow plan that is in place

Duty # 2 - Provide Adequate Supervision

General supervision of student/athletes is essential – in locker rooms, waiting areas, as well as on the field or court. People do what you inspect; not what you expect.

- Specific duties of supervision must be enumerated and followed
- The younger the athlete, the greater the duty to supervise
- The coach must be physically present to monitor activities

Duty # 3 - Assess Conditioning and Readiness of the Athletes

- Pre participation physical exams are mandatory, and they need to be reviewed to learn about special conditions that might exist with individual athletes
- Begin with less rigorous activities and move to more rigorous ones
- Give attention to temperature/humidity/hydration issues
- Give attention to readiness levels of the athletes

Duty # 4 - Provide a Safe Playing Environment

- Selection and setup of environment
- Regular inspections of facilities and equipment
- Continual maintenance of environment
- Compliance with safe building laws
- Protecting 3rd parties in environment – spectators, rental users, etc.

Duty # 5 - Provide Proper Athletic Equipment

- Must provide rule-appropriate protective gear
- Appropriate quality of protective gear
- Proper distribution and accurate fitting of protective gear
- Demand consistent/required use of protective gear
- Regularly inspect and repair of protective gear

Duty # 6 - Provide Proper Instruction

Key aspects of the proper instruction in athletic techniques involve:

- Qualified instructors
- Proper instructional sequencing of techniques
- Adequate safety instruction
- Thorough risk instruction
- Progression of skills

- Use of multiple media and repeated techniques
- The less experienced the child, the more instruction is expected

Duty # 7 - Matching and Equating Participants for Drills

- Size
- Age
- Strength
- Skill
- Experience
- Remember to discuss standards of care for age and sport

Duty # 8 - Proper Conditioning and Readiness

- Progression of Cardiovascular conditioning
- Progression of Musculoskeletal conditioning
- Consideration of weather, maturation, and readiness
- Aim for encouragement as a motivator rather than coercion
- Discuss standards of care and suggest best practices

Duty # 9 – Warnings

- Waivers: Limited effectiveness as disclaimers of liability Useful in educating the parents about the nature of risks involved in the sport
- Suggest detailed, clear, repeated and sport specific warnings
- Younger the child – the greater the responsibility for coaches to inform players and their families
- Assumption of risk: Only inherent dangers, which are fully comprehended
- Publish in foreign language as appropriate

Duty # 10 – Be Certain Athletes Are Insured (School System Issue)

- Specify limits to delineate primary coverage, secondary coverage, and catastrophic coverage
- Specify deductibles
- Specify co-insurance requirements
- Publish in appropriate languages

Duty # 11 - Provide Proper Emergency Care

- Initial diagnosis of incapacitating condition should err on the side of caution
- Coach as “first responder”: Administer medical assistance - standard first aid /CPR
- Utilize adequately trained medical personnel if available – standard first aid/CPR
- Develop procedures for determining when to allow student athletes to return to action

- Know HIPAA and FERPA privacy restrictions in regard to discussing student injuries and health status with anyone – including media personnel

Duty # 12 - Activating Emergency Action Plan

- Keep the Pre-participation Physical Evaluation with the medical history questionnaire on file at the school
- Be certain that treatment consent forms are at the game site
- Know who to contact and when to make initial contact when an emergency arises
- Have cell phones and/or walkie-talkies available at practices and games
- Have procedures in place to deal with minor medical situations also
- Follow-up: Written Injury reports

Duty # 13 - Provide Safe Transportation

- Use reputable public carriers when contracting for those services
- School vehicles driven by school personnel are most common form
- Vehicles owned and driven by parents/students are excluded from coverage with the GHSA catastrophic insurance program
- Walking can be a dangerous way to get to a practice site
- Hazing in vehicles represents problems on several levels

Duty # 14 – Full and accurate disclosure

- Background and education
- Initial orientation and training
- Continuing education based on needs

- Standard of care – provide material for job descriptions and interviews
- Questions and evaluation criteria

TITLE IX ISSUES

Title IX legislation changed the landscape of interscholastic athletics. Despite often being misunderstood and the subject of numerous legal challenges, this legislation is enforced by the Office of Civil Rights rigorously. The Title IX statute of 1972 states: **“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.”**

The first U.S. Supreme Court case that helped to define Title IX was *Grove City v. Bell* in 1984. This case found that title IX applied to athletic programs in institutions that directly benefited from Federal financial assistance. In 1988, Congress enacted the Civil Rights Restoration Act, mandating that Title IX apply to all programs operated by any recipient of Federal funds, whether the funds are direct or indirect. The second federal case to clarify Title IX was *Franklin v. Gwinnett County Schools* in 1992. The U.S. Supreme Court found that a plaintiff in a Title IX lawsuit is entitled to receive punitive damages when it can be established that a school has intentionally acted to avoid compliance with Title IX.

Booster Clubs:

Recently Office of Civil Rights ruled that booster clubs and their raising public funds may be held liable for discriminatory actions.

According to OCR “The private funds that are used to support district athletic programs, although neutral in principle, are likely to subject to the same historical patterns that Title IX was enacted to address. In the experience of OCR, sponsors as a whole are more interested and willing to assist boy’s teams rather than girl’s teams, and male-oriented “booster” activities generate more public interest than girls’ activities. If all benefits are not considered in examining interscholastic athletics, the purpose and effect of the Title IX requirements could be routinely undermined by the provision of unequal benefits through private public assistance.” While it may appear that this policy is discouraging private initiatives (which are unquestionably valuable to recipients and students), we cannot diminish the protection of Title IX by exempting benefits, treatment, services or opportunities provided to athletes through

private funds. Private fundraising including student-initiated fundraising has been and continues to be permissible under Title IX. (Penepacker, p. 12)

It should be noted that this OCR policy does not mean that all teams must share proceeds from one team's fundraising. It does, however, place the responsibility upon the district to ensure that benefits, services, treatment and opportunities overall, regardless of funding sources, are equivalent for male and female athletes."

The Georgia legislature passed the Equity in Sports Act in 2000. This law placed responsibility on school systems in our state that requires local boards of education to adopt policies to ensure that no student be denied participation based on gender. Each school system must submit an annual compliance report to the State Department of Education detailing the number of sports by gender that is offered in the interscholastic programs. The law also requires school systems to conduct periodic interest surveys to determine whether sufficient interest exists to field a team. If the results of the survey indicate that an interest exists, there must be other interscholastic teams participating in that sport with which to compete. The law's intention is to provide equitable opportunities for all students to participate and compete in high school athletic programs. For example, if a football team gets new uniforms every three years, the volleyball team should get new uniforms every three years.

The Georgia High School Association is committed to gender equity and shall comply with the requirements and existing laws, as those requirements relate to the association's functions of organizing, sanctioning, scheduling, or rule making for events in which member high schools participate.

SEXUAL HARRASSMENT

Many school systems have in place policies and procedures pertaining to sexual harassment. One effective procedure is to provide mandatory in-service training for all employees that define sexual harassment and the methods to report such acts. Violations of these laws may result in criminal charges and/or investigations by the Professional Standards Commission.

CROSS-GENDER COACHING

An emerging issue is one of cross-gender coaches in which male coaches coach girls' teams and female coaches coach boys' teams. In situations where cross-gender coaching occurs, every precaution should be taken to insure that inappropriate behavior does not occur. For example, a male coaching a girl's

gymnastic team that requires spotting may be accused of inappropriate touching. A female coaching a boys' basketball team is unable to supervise in the boy's locker room.

Coaches are strongly encouraged to protect themselves by staying out of situations that could give rise to accusations of inappropriate behavior. Even when the coach is innocent of the alleged behavior, the coach is negatively affected by the experience. Even if students initiate behavior that could be problematic, it is the adult's responsibility to keep the situation at the highest levels of professionalism.

HAZING

Janis Doleschal, in an article titled "*Hazing - An Unnecessary Evil*" (Winter, 2002) defined hazing as: "***any act or ceremony which creates the risk of harm to the student or to any other party and that is committed as a form of initiation into a particular club or activity.***"

Hazing includes, but is not limited to:

- Whipping
- Branding
- Ingesting vile substances
- Sleep deprivation
- Overexposure to heat or cold
- Using Physical Restraints
- Nudity
- Kidnapping

People may try to explain abusive behavior as "tradition", but it is wrong and it is illegal.

In a study conducted by Alfred University, researchers found that 1.5 million high school students are subjected to hazing incidents, and 26% of those students are involved in athletics. Nationwide, 24% of the high school population (which is about 800,000 students) experience hazing annually.

Why do these incidents continue?

- Secrecy of the acts means they do not get to the attention of authorities
- Acceptance of hazing rituals as “athletic tradition”
- Lack of education about the dangers and the penalties that can result from hazing
- Lack of prosecution when hazing incidents are reported

EXAMPLES:

- August 2003 – Mepham High School football team, Long Island New York attend camp at Preston Park, PA. Three teens charged with numerous felony counts for sodomizing younger teammates during the weeklong session.
- May, 2003- Glenbrook North High School, Illinois. Two adults and sixteen teens are eventually charged with offenses from battery to contributing to the delinquency of minors for their role in a hazing incident that took place before a ‘powder puff’ football game was to be played. Younger girls from the school were kicked, punched, and pelted with mud and feces.

REMEMBER: HAZING IS AGAINST THE LAW

Georgia law 16-5-61 declares hazing to be a misdemeanor of a high and aggravated nature. The law prohibits any activity that endangers the physical health of a student, regardless of a student’s willing participation in connection with an initiation rite. Individuals in authority who know about incidents of hazing are required to report it.

BULLYING

Bullying is plaguing our schools as individuals exhibit aggressive behavior and a false sense of power over others. While school systems are taking steps to curb this unwanted behavior on campus, bullying and harassment actions have been taken to social media to attack and threaten people.

Bullying and harassment are detrimental to the well-being of students and greatly hinder them from reaching their true academic potential. Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. (Dekalb, 2013)

Bullying includes, but is not limited to:

- Making threats
- Spreading rumors
- Attacking someone physically or verbally
- Excluding someone from a group

Coaches need to understand the basic concepts involved with bullying

- **Unwanted** by the participants
- **Degrading** by members of a team, usually new ones
- Used to create a **pecking order** and **control**
- **Dangerous** or perhaps **illegal** (Hock, p. 4)

Team Bonding

There are alternatives to hazing that can be taken by emphasizing activities that promote team bonding. The coach is the key if team bonding is to occur.

Hock suggests the following for possible team bonding activities:

- Organize team dinners, pizza parties or cookouts
- Attend college games as a team
- Assign big brother or sisters for teammates
- Organize service projects for your team
- Arrange for high school athletes to give instructional clinics to the middle school (Hock, pp. 4-5)

AMERICANS WITH DISABILITIES ACT

The Americans with Disabilities Act (ADA) is another piece of legislation that has impacted high school athletic programs. There are conditions and provisions that must be made to allow disabled students to participate in athletics.

Some considerations in this law involve:

- Is the student considered to be disabled as defined by the law?
- Is the student otherwise qualified to participate in the sport?
- Is the student excluded solely because of the disability?
- Does the school program receive federal financial assistance?

By definition, the student is disabled if a physical or mental impairment exists that would substantially limit one of the person's major life functions. Once a student is determined to be disabled, there must be consideration as to whether the student otherwise would qualify for athletics. "Otherwise qualified" may be defined as satisfying all essential skill, ability, physical eligibility requirements for participation in spite of the disability or with reasonable modification to the athletic program.

Legal arguments have focused on whether:

- Accommodation for a disabled student would fundamentally alter the nature of the sport.
- Accommodation imposes "excessive financial & administrative burden" on the school or the governing body regarding practical application of the rule.
- Accommodation poses significant risk to health and safety of disabled person or another athletic participant.

Since 2001 the GHSA has had an alliance with the American Association of Adapted Sports Programs to provide athletic participation opportunities for students who are physically disabled or visually impaired. The GHSA awards state championships in wheelchair track and field for both boys and girls.

Rules of state high school associations have been challenged based on the ADA law in the following areas:

Maximum Age Limits:

- Students with disabilities often have interrupted school attendance
- Court decisions are split on this issue – varying with different parts of the country
- Average students would not qualify for these exceptions
- High school associations often argue that such waivers of the rule would be a fundamental alteration of competition in the sport

Academic Eligibility:

- Courts generally upheld this regulation upheld if rules are reasonable and essential to educational purposes if the program or the school
- Examples: No Pass/No Play legislations based on GPA requirements, minimum credit hours, and standard test scores are reasonable standards
- Need to have opportunity for individual analysis to receive a waiver

Eight Semester Rule:

- Courts have considered waiver of the 8 semester rule to be a “fundamental alteration” in sports programs
- Courts have ruled that exclusion may not be based solely by reason of disability
- Less likely to have disproportionate impact on a disabled student

- Consideration of waivers place “financial & administrative burden” on state association
- However, courts in some states have recently begun to rule for students in these cases

Transfer or Residency Requirements:

- Cases tend to focus on the sit-out period after transferring to another school
- Transfers often made by student to receive better support services for disability
- Courts tend to support transfers to receive better educational services

Medical Clearance:

- Disabled student/athlete would assume risk or harm when they participate
- If school or doctors conclude that risk is “excessive”, then denial is possible
- Courts have held student/athlete is not otherwise qualified if decision “objectively evaluated” and based on sound medical judgment

ACTIVITIES: GHSA Principle # 17

Liability

Situation #1:

Two unsupervised 9th grade students were involved in “horseplay” after practice in the locker room. One student fell and hit his head on the tiles. There was a sizable laceration that required stitches.

Discussion Questions:

- What are the liability issues that are involved?
- What are the coaches’ responsibilities to supervise?

Situation #2:

The baseball coach regularly drags the infield to prevent injuries, but pays little attention to the outfield. While running for a fly ball, the opponent’s player steps in a hole and breaks his ankle.

Discussion Questions:

- What are the legal implications for the coach?
- What are the legal implications for the school?
- Who is responsible for a safe playing environment?

Situation # 3:

A coach matches a 112 lb. wrestler with a 135 lb. wrestler during a wrestling practice. The 112 lb. wrestler suffered a back injury when slammed on the mat.

Discussion Questions:

- What liability mistake did the coach make?
- What sports are more likely to have liability risks?

- Why does the GHSA prohibit alumni from coming back to practice with the high school team in all sports?

Situation # 4:

The cross-country coach allows a student to run with the school's team without a physical examination being completed and on file at the school.

Discussion Questions:

- What are the GHSA requirements?
- What are the liability risks to the coach and the school?

Situation # 5:

A girl that played soccer tries out for the varsity football team. The coach tells the girl that football is a sport for boys not girls. The girl files a Title IX lawsuit.

Discussion Questions:

- Is the Title IX lawsuit warranted?
- Will the coach's comment favor the school system if the case goes to court and why?
- What are the GHSA rules regarding girls on boy's teams?
- What are the GHSA rules regarding boys on girl's teams?

Situation # 6:

A pre-season ritual was for the varsity soccer players to paint the faces of the incoming freshmen. One of the freshman students reports the incident to the coach.

Discussion Questions:

- What are the legal implications for the coach and the school?
- How does the coach prevent this type of activity?

Situation #7:

A blind student meets the eligibility requirements and wants to run cross-country, but because of the disability, he will have to be tethered. The coach refuses to allow the student to run and the media covers the story.

Discussion Questions:

- What are the legal implications for the coach and school?
- What can the coach do before making a decision regarding any student?
- Does the GHSA allow this type of accommodation?
- What are the effects of media coverage on the coach and the school?

GHSA Principle # 18

EMERGING TRENDS IN ATHLETICS

High school culture is a microcosm of the larger American culture. The trends that are occurring in high school athletics mirror some of the trends in society. Some of the issues facing interscholastic athletes include: budgets reductions, pay to play programs, aggressive parental behavior, the impact of social media, increased school violence, athletic specialization and the quantity and quality of coaches.

Budgets:

Shrinking budgets of school systems throughout the United States have brought new challenges to interscholastic athletics. Construction costs for new facilities or for renovating old facilities have increased dramatically in the last decade.

Political decisions in Georgia have reduced educational revenue and drained schools' budgets. To offset the budget deficits, teachers have been furloughed. When on furlough, the teachers were not paid, so a morale problem also exists. On furlough days, schools are prohibited from conducting practices or games.

“Pay to play” programs have had a significant impact on player participation. Some of these programs are overt in nature with up-front charges published before players tryout. Other programs have hidden charges for such things as transportation fees and mandatory membership in the booster club. The cost for families with multiple student athletes has placed a financial burden on them.

Another aspect of pay to play involves poverty-level students who have lost access to governmental programs like free and reduced lunches. Some coaches have dealt with this issue through sponsorships and/or fundraising to solve some of the “pay to play” problems and give all student athletes the opportunity to participate. (Forsyth and Olson, p. 360) However, this does open the door to allegations that coach may be abusing this process by showing favoritism to preferred athletes.

Dealing with challenging parents:

Parents, in general, tend to be supportive of the athletic programs in their schools. “Why are there seemingly more challenging parents today than ever involved with our athletic programs? It might be because there is more accountability in education

today and less civility in our society. Obviously, athletics is the most visible aspect of education, and there seems to be a cultural trend toward assertiveness - and of course, some parents are on the quest for the elusive athletic scholarship for their child.” (Hock, LTI 710)

Athletic Directors and coaches are faced with the assertive parent quite often. Never hold an impromptu meeting with a disgruntled, confrontational parent. Suggest you would be happy to meet with them in the morning. This gives you time to prepare and have the athletic director and/or the principal present at the meeting.

Listed below are some methods that may help manage confrontations with assertive parents.

- There should always be a pre-season meeting with the parents. At the meeting, explain your programs objectives and expectations.
- At the pre-season meeting, ask the parents for their support by attending the contests.
- Talk about sportsmanship and how important it is to represent the school with pride
- Find allies within the parental ranks to assist in handling unhappy parents.

.A study conducted by the Minnesota High School Association revealed that parental issues have continued to be a problem in athletics in that state. Since this is a national issue, the following findings should be helpful to all coaches:

- Giving Full Responsibility: Parents fail to give coaches full responsibility to coach.
- Parents be Parents: Parents live vicariously through their children rather than provide opportunities for their children to play.
- Parental Interference: Parents want a say in the decisions that are made for the athletic programs.
- Parents Investment: Parents feel that since they have spent so much time and money with youth sports, their sons or daughters should be rewarded with playing time when they get to high school.
- Parental Pressure on Students: In some cases pressure on students causes early burnout, and eventually leaves students disenchanted with school

activities. In other cases, students feel as if they are special and need to be given exceptions to school and team requirements because of their perceived status as a superior athlete.

Relationships: Parents need to make connections with other parents, members of the coaching staff, and administrators in a positive supportive manner. (Forsyth p. 16)

Social Networking:

In this era of technology, social media sites such as Twitter, Facebook, SnapChat and Instagram, students have embraced these websites fully. School systems and their athletic programs have been struggling with the First Amendment constitutional rights of student-athletes in this area.

Coaches, administrators, contest officials or players are not to make comments in the media or on social media that are critical of officials and/or their calls in a game. Penalties that could be imposed by the GHSA Executive Director include fines and/or suspensions (GHSA Office).

“The standard of practice to be gleaned from social media cases is that courts do consider sanctions against students for off-campus postings on social media to be constitutional violations where the information:

- Communicates a threat
- Constitutes bullying behavior, or
- Results in material disruption of the education environment at school” (Green, pp. 262-263)

“Athletic policies should focus on the potential for violent acts and school disruptions as retaliations for comments on electronic networks. In addition, dangerous situations may evolve as a result of social networking (e.g., gang threats and retaliatory violence). Because of broader safety issues for the school and the community, athletes may be instructed to cease networking with known gang members under threat of athletic supervision until local police or gang force personnel are involved.” (Forsyth and Olson, p. 367)

Even though problems exist in schools and athletic programs in regard to social networking, it is evident that electronic social networking is here to stay. Coaches and athletic directors need to be vigilant in monitoring their student-athletes to try to prevent the negative effects that may occur.

School Violence:

Violent Incidents in schools involving students have caused great concern to administrators and coaches. The violence has resulted in injuries and, in some cases, even death. An examination of some of the causes of violent behavior may lead to some solutions in interscholastic athletics. Some of the causes may be due to

“More than 41% of the U.S. population owns guns; that’s 30% of all the firearms on the planet. This information strongly suggests that it is the number of guns joined with the breakdown of family structure, the lack of parental guidance and a decline in the value placed on education that are major contributors to crime and violence.”(Hammes, p. 8)

In rural Georgia, a football game between Warren County and Hancock County turned violent when both teams were involved in post-game fight. The coach, David Daniel who attempted stop the fight was struck in the head with a helmet and was taken to the hospital. He lost a tear duct and a player on each team suffered a concussion.

Although the answers may not be found easily, steps are being taken to curb violence at athletic events. Proper security measures are absolutely necessary at interscholastic sporting events. Coaches and administrators should work together with local law enforcement to formulate plans before a violent event occurs,

“Racine Wisconsin, like other large urban centers, experienced an increase in violence during and after school for the past five years. The city also has the highest unemployment rate in the state at 9.8% and out of the 23,000 students attending Racine Unified School District, 47% are living at the poverty level.” (Hammes, p. 8)

“After being shot at a by a member of a local gang, just a few yards from his gymnasium, Hammes instituted a spectator ID system and online ticketing”. (Stevens, p. 240)

The increase in violence is not just an urban problem. All schools need to address the issue of violence after the school day has ended as much as they address this issue during the school day.

Specialization:

Specialization is a trend that is occurring nationally. “In some cases, parents and athletes become overly optimistic about collegiate and professional aspirations by making commitments to a single sport. Often, these commitments entail competing with a local high school team during the state association-approved season and the by-passing other school sports programs to play with an amateur team in the same sport for a major portion of the remaining school year.” (Forsyth and Olson, p. 364)

Specialization may be on the rise, but scholarships are primarily given to student athletes through athletic programs in schools. Scholarships to Division I schools are limited with 7.5 million high school athletes. The statistics are:

59% of high school football and basketball players believe they will receive a college scholarship.

½% of high school athletes will receive a Division I athletic scholarship.

12,999 of 13,000 high school athletes will never be professional athletes. (.999%) (Blackburn, 2004)

Quality Coaches:

“In numerous school districts across the United States up to 50% of coaches are not licensed teachers” (Forsyth and Olson, p. 367). Some states use the NFHS Coaching Principles course to provide the training necessary to coach in high schools.

Georgia was the pioneer when the Principles for Coaches was initiated. This community coach program provides the coach with the necessary tools to be successful in the middle and secondary schools.

There is never enough knowledge in any profession. Community coaches are encouraged to attend clinics and workshops so they stay knowledgeable about proper coaching techniques and safety methods.

ACTIVITIES: GHSA Principle # 18

EMERGING TRENDS IN ATHLETICS

Situation #1:

As budgets continue to shrink, what can the school do to maintain a quality program?

Discussion Questions:

- Are you willing to take the steps necessary to help maintain a quality program on less money?
- What innovations can you suggest to “do more with less” and still maintain pride in the program and its facilities?
- How could you implement your suggested innovations?

Situation #2:

Pay for play is a policy at the school where you will coach.

Discussion Questions:

- What are your thoughts on the concept of “pay to play” in high school athletics?
- How would you handle a family with multiple athletes in one family?
- How would you handle a situation involving a low-income family?

Situation #3:

An aggressive and angry parent approaches the community coach, who is a position coach on the football team. The disgruntled parent demands that her son to have more playing time.

Discussion Questions:

- How could the community coach try to diffuse the situation?
- What do you do next if you are unable to appease the angry parent?
- Do you believe that the civility of adult behavior declining? Why or why not?

Situation #4:

The coach discovers that one of the athletes is using social networking to interact with known gang members.

Discussion Questions:

- What are the ramifications of the athlete's behavior for himself and possibly for the team?
- Should the coach address the issue with the player?

What are the legal issues involved in this situation?

Situation #5:

The community coach in softball wants the athlete to join the travel team she coaches instead of trying-out for the school's basketball team.

Discussion Questions:

- Is this permissible according to GHSA rules?
- What GHSA policies govern community coaches?
- What are the benefits of specialization?
- What are the disadvantages of specialization?

Situation #6:

A coach is attempting to curb violence at basketball games because of recent incidents that have occurred.

Discussion Questions:

- What are your suggestions about finding ways to curb violent incidents?
- Do you think the media plays a role in the rise of incidents of violent behavior? Why or why not?

REFERENCES

Bales, Don "Leading an Educationally Based Athletic Program". Interscholastic Athletic Summer, 2013.

Blackburn, Mike "John Wooden: A Message for Athletic Administrators". Interscholastic Athletic Administration, Summer, 2008.

Billingsley, Jace "Professional Foundations". NIAAA's Guide to Interscholastic Athletic Administration, 2013.

DeKalb Athletic Handbook. August 2011-2012

Doleschal, Janis, "Hazing- An Unnecessary Evil." Interscholastic Athletic Administration, Winter 2002.

Forsyth, Eric "Contemporary Issues Surrounding Interscholastic Sports: Parent Issues". Interscholastic Athletic Administration, Spring, 2013.

Green, Lee "Legal and Safety Concerns". NIAAA's Guide to Interscholastic Athletic Administration, 2013.

Georgia High School Association. Constitution and By-Laws, 2013-2014

Georgia High School Association. School Activities: The other half of education,

Georgia High School Association. Crowd Control Procedures for Athletic Events.

Hammes, Jay "Curbing Violence at Athletic Events". High School Today, December 07, January 09.

Hock, David. "Guiding Personal Philosophy". NIAAA's Guide to Interscholastic Athletic Administration, 2013.

Kocher, Erin "Profession Foundations". NIAAA's Guide to Interscholastic Athletic Administration, 2013.

Koehler, Michael and Nancy Giebel. Athletic Director's Survival Guide. Prentice Hall, 1999.

Lewis, Carl and Jeffery Marx "My Personal Dairy of an Olympic Year". One More Victory Lap 1996.

McKay, Brett and Kate McKay. "The Many Faces of Character Education". Teacher's Mind Resource, 2001-2006.

National Federation of State High School Associations Handbook. 2016.

National Standards for Sport Coaches: Quality Coaches, Quality Sports, 2006 2nd Edition.

NIAAA Leadership Training Manual 501. Interscholastic Athletic Philosophy, Leadership Organizations and Professional Development.

"Legal Issues in Athletic Management: Risk Management". NIAAA Leadership Training Manual 504.

"Legal Issues in Athletic Administration: Title IX, Sexual Harassment". NIAAA Leadership Training Manual 506

“Administration: Legal Issues III Hazing, ADA, Employment Law”. NIAAA Leadership Training Manual 508.

“Communications, Leadership and Decision-Making Concepts, Methods and Applications for Athletic Administrators”. NIAAA Leadership Training Manual 509.

“Student Centered Athletics Performance Beyond X’s and O’s”. NIAAA Leadership Training Manual 703.

“Communications, Methods and Applications for Athletic Administrators”. NIAAA Leadership Training Manual 709.

“Current Issues in American Sports”. NIAAA Leadership Training Manual 710.

“Leadership, Management and Decision Making Concepts, Methods and Applications”. Leadership Training Manual 719.

“Community Centered Educational Athletics”. Leadership Training Manual 720.

“Administration of Professional Growth Programs for Interscholastic Athletic Coaches”. Leadership Training Manual 723.

“Managing School Athletics Volume 9 Issue 4, July 2005

Managing School Athletics Volume 7 Issue 3, June 2005

Managing School Athletics Volume 6 Issue 10, January 2005

Managing School Athletics Volume 4 Issue 7, March 2005

Maxwell, John "Great Leaders Make Great Teachers". Christianity Today, Part One and Part Two, 2010.

Pennepacker, Peg "Booster Clubs and Title IX: Tough Timed and Tough Decisions". High School Today, September 2011

Stevens, Gary "A Coach for Coaches: The Athletic Administrator for Mentor". NIAAA's Guide to Interscholastic Athletic Administration, 2013.

Stevens, Gary "Contest Management". NIAAA's Guide to Interscholastic Athletic Administration, 2013.

Stice, Sheri "Student-Athlete Development". NIAAA's Guide to Interscholastic Athletic Administration, 2013.

Roberts, John "Commentaries for Interscholastic Athletics" Raising Expectations, .Michigan High School Athletic Association.

Speckman, Chris "State Associations take different approaches on combating student-athlete Steroid use." NFHS News, February, 2007.

Whitehead, Bruce and Mike Blackburn "Professional Foundations". NIAAA's Guide to Interscholastic Athletic Administration, 2013.

APPENDICES

As per Georgia High School Association By-Law 1.41 (c) and the new State of Georgia law, the “Pre-Participation Physical Evaluation” form may be signed by an M.D., D.O., or by a Physician’s Assistant or an Advance Practice Nurse provided this person has been delegated that task by an M.D. or D.O. Alterations (edits) to this copyrighted document are not permitted. Therefore, the doctor or his/her designee may print and then sign his/her (their) name on the appropriate line(s) found on page 3 and page 4 of the physical form.

APPENDICES

Pre-Participation Physical Evaluation Form

As per Georgia High School Association By-Law 1.41(c) and State of Georgia Law, the “Pre-Participation Physical Evaluation” form may be signed by an M.D., D.O. or by a Physician’s Assistant or an Advance Practice Nurse provided this person has been delegated to that task by an M.D. or D.O. Alterations (edits) to this copyrighted document are not permitted. Therefore, the doctor of his/her designee may print and then sign his/her name on the appropriate line(s) found on page 3 and page 4 of the physical form.

■ PREPARTICIPATION PHYSICAL EVALUATION

HISTORY FORM

Note: Complete and sign this form (with your parents if younger than 18) before your appointment.

Name: _____ Date of birth: _____

Date of examination: _____ Sport(s): _____

Sex assigned at birth (F, M, or intersex): _____ How do you identify your gender? (F, M, or other): _____

List past and current medical conditions. _____

Have you ever had surgery? If yes, list all past surgical procedures. _____

Medicines and supplements: List all current prescriptions, over-the-counter medicines, and supplements (herbal and nutritional). _____

Do you have any allergies? If yes, please list all your allergies (ie, medicines, pollens, food, stinging insects). _____

Patient Health Questionnaire Version 4 (PHQ-4)
Over the last 2 weeks, how often have you been bothered by any of the following problems? (check box next to appropriate number)

	Not at all	Several days	Over half the days	Nearly every day
Feeling nervous, anxious, or on edge	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
Not being able to stop or control worrying	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
Little interest or pleasure in doing things	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
Feeling down, depressed, or hopeless	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3

(A sum of ≥ 3 is considered positive on either subscale [questions 1 and 2, or questions 3 and 4] for screening purposes.)

GENERAL QUESTIONS (Explain "Yes" answers at the end of this form. Circle questions if you don't know the answer.)		
	Yes	No
1. Do you have any concerns that you would like to discuss with your provider?	<input type="checkbox"/>	<input type="checkbox"/>
2. Has a provider ever denied or restricted your participation in sports for any reason?	<input type="checkbox"/>	<input type="checkbox"/>
3. Do you have any ongoing medical issues or recent illness?	<input type="checkbox"/>	<input type="checkbox"/>
HEART HEALTH QUESTIONS ABOUT YOU		
	Yes	No
4. Have you ever passed out or nearly passed out during or after exercise?	<input type="checkbox"/>	<input type="checkbox"/>
5. Have you ever had discomfort, pain, tightness, or pressure in your chest during exercise?	<input type="checkbox"/>	<input type="checkbox"/>
6. Does your heart ever race, flutter in your chest, or skip beats (irregular beats) during exercise?	<input type="checkbox"/>	<input type="checkbox"/>
7. Has a doctor ever told you that you have any heart problems?	<input type="checkbox"/>	<input type="checkbox"/>
8. Has a doctor ever requested a test for your heart? For example, electrocardiography (ECG) or echocardiography.	<input type="checkbox"/>	<input type="checkbox"/>

HEART HEALTH QUESTIONS ABOUT YOU (CONTINUED)		
	Yes	No
9. Do you get light-headed or feel shorter of breath than your friends during exercise?	<input type="checkbox"/>	<input type="checkbox"/>
10. Have you ever had a seizure?	<input type="checkbox"/>	<input type="checkbox"/>
HEART HEALTH QUESTIONS ABOUT YOUR FAMILY		
	Yes	No
11. Has any family member or relative died of heart problems or had an unexpected or unexplained sudden death before age 35 years (including drowning or unexplained car crash)?	<input type="checkbox"/>	<input type="checkbox"/>
12. Does anyone in your family have a genetic heart problem such as hypertrophic cardiomyopathy (HCM), Marfan syndrome, arrhythmogenic right ventricular cardiomyopathy (ARVC), long QT syndrome (LQTS), short QT syndrome (SQTS), Brugada syndrome, or catecholaminergic polymorphic ventricular tachycardia (CPVT)?	<input type="checkbox"/>	<input type="checkbox"/>
13. Has anyone in your family had a pacemaker or an implanted defibrillator before age 35?	<input type="checkbox"/>	<input type="checkbox"/>

BONE AND JOINT QUESTIONS	Yes	No
14. Have you ever had a stress fracture or an injury to a bone, muscle, ligament, joint, or tendon that caused you to miss a practice or game?	<input type="checkbox"/>	<input type="checkbox"/>
15. Do you have a bone, muscle, ligament, or joint injury that bothers you?	<input type="checkbox"/>	<input type="checkbox"/>
MEDICAL QUESTIONS	Yes	No
16. Do you cough, wheeze, or have difficulty breathing during or after exercise?	<input type="checkbox"/>	<input type="checkbox"/>
17. Are you missing a kidney, an eye, a testicle (males), your spleen, or any other organ?	<input type="checkbox"/>	<input type="checkbox"/>
18. Do you have groin or testicle pain or a painful bulge or hernia in the groin area?	<input type="checkbox"/>	<input type="checkbox"/>
19. Do you have any recurring skin rashes or rashes that come and go, including herpes or methicillin-resistant <i>Staphylococcus aureus</i> (MRSA)?	<input type="checkbox"/>	<input type="checkbox"/>
20. Have you had a concussion or head injury that caused confusion, a prolonged headache, or memory problems?	<input type="checkbox"/>	<input type="checkbox"/>
21. Have you ever had numbness, had tingling, had weakness in your arms or legs, or been unable to move your arms or legs after being hit or falling?	<input type="checkbox"/>	<input type="checkbox"/>
22. Have you ever become ill while exercising in the heat?	<input type="checkbox"/>	<input type="checkbox"/>
23. Do you or does someone in your family have sickle cell trait or disease?	<input type="checkbox"/>	<input type="checkbox"/>
24. Have you ever had or do you have any problems with your eyes or vision?	<input type="checkbox"/>	<input type="checkbox"/>

MEDICAL QUESTIONS (CONTINUED)	Yes	No
25. Do you worry about your weight?	<input type="checkbox"/>	<input type="checkbox"/>
26. Are you trying to or has anyone recommended that you gain or lose weight?	<input type="checkbox"/>	<input type="checkbox"/>
27. Are you on a special diet or do you avoid certain types of foods or food groups?	<input type="checkbox"/>	<input type="checkbox"/>
28. Have you ever had an eating disorder?	<input type="checkbox"/>	<input type="checkbox"/>
FEMALES ONLY	Yes	No
29. Have you ever had a menstrual period?	<input type="checkbox"/>	<input type="checkbox"/>
30. How old were you when you had your first menstrual period?		
31. When was your most recent menstrual period?		
32. How many periods have you had in the past 12 months?		

Explain "Yes" answers here.

I hereby state that, to the best of my knowledge, my answers to the questions on this form are complete and correct.

Signature of athlete: _____

Signature of parent or guardian: _____

Date: _____

■ PREPARTICIPATION PHYSICAL EVALUATION

PHYSICAL EXAMINATION FORM

Name: _____ Date of birth: _____

PHYSICIAN REMINDERS

- Consider additional questions on more-sensitive issues.
 - Do you feel stressed out or under a lot of pressure?
 - Do you ever feel sad, hopeless, depressed, or anxious?
 - Do you feel safe at your home or residence?
 - Have you ever tried cigarettes, e-cigarettes, chewing tobacco, snuff, or dip?
 - During the past 30 days, did you use chewing tobacco, snuff, or dip?
 - Do you drink alcohol or use any other drugs?
 - Have you ever taken anabolic steroids or used any other performance-enhancing supplement?
 - Have you ever taken any supplements to help you gain or lose weight or improve your performance?
 - Do you wear a seat belt, use a helmet, and use condoms?
- Consider reviewing questions on cardiovascular symptoms (Q4–Q13 of History Form).

EXAMINATION		
Height: _____	Weight: _____	
BP: _____ / _____ (_____ / _____)	Pulse: _____	Vision: R 20/ _____ L 20/ _____ Corrected: <input type="checkbox"/> Y <input type="checkbox"/> N
MEDICAL	NORMAL	ABNORMAL FINDINGS
Appearance • Marfan stigmata (kyphoscoliosis, high-arched palate, pectus excavatum, arachnodactyly, hyperlaxity, myopia, mitral valve prolapse [MVP], and aortic insufficiency)	<input type="checkbox"/>	
Eyes, ears, nose, and throat • Pupils equal • Hearing	<input type="checkbox"/>	
Lymph nodes	<input type="checkbox"/>	
Heart ^a • Murmurs (auscultation standing, auscultation supine, and ± Valsalva maneuver)	<input type="checkbox"/>	
Lungs	<input type="checkbox"/>	
Abdomen	<input type="checkbox"/>	
Skin • Herpes simplex virus (HSV), lesions suggestive of methicillin-resistant <i>Staphylococcus aureus</i> (MRSA), or tinea corporis	<input type="checkbox"/>	
Neurological	<input type="checkbox"/>	
MUSCULOSKELETAL	NORMAL	ABNORMAL FINDINGS
Neck	<input type="checkbox"/>	
Back	<input type="checkbox"/>	
Shoulder and arm	<input type="checkbox"/>	
Elbow and forearm	<input type="checkbox"/>	
Wrist, hand, and fingers	<input type="checkbox"/>	
Hip and thigh	<input type="checkbox"/>	
Knee	<input type="checkbox"/>	
Leg and ankle	<input type="checkbox"/>	
Foot and toes	<input type="checkbox"/>	
Functional • Double-leg squat test, single-leg squat test, and box drop or step drop test	<input type="checkbox"/>	

^a Consider electrocardiography (ECG), echocardiography, referral to a cardiologist for abnormal cardiac history or examination findings, or a combination of those.

Name of health care professional (print or type): _____ Date: _____

Address: _____ Phone: _____

Signature of health care professional: _____, MD, DO, NP, or PA

© 2019 American Academy of Family Physicians, American Academy of Pediatrics, American College of Sports Medicine, American Medical Society for Sports Medicine, American Orthopaedic Society for Sports Medicine, and American Osteopathic Academy of Sports Medicine. Permission is granted to reprint for noncommercial, educational purposes with acknowledgment.

■ PREPARTICIPATION PHYSICAL EVALUATION

MEDICAL ELIGIBILITY FORM

Name: _____ Date of birth: _____

Medically eligible for all sports without restriction

Medically eligible for all sports without restriction with recommendations for further evaluation or treatment of

Medically eligible for certain sports

Not medically eligible pending further evaluation

Not medically eligible for any sports

Recommendations: _____

I have examined the student named on this form and completed the preparticipation physical evaluation. The athlete does not have apparent clinical contraindications to practice and can participate in the sport(s) as outlined on this form. A copy of the physical examination findings are on record in my office and can be made available to the school at the request of the parents. If conditions arise after the athlete has been cleared for participation, the physician may rescind the medical eligibility until the problem is resolved and the potential consequences are completely explained to the athlete (and parents or guardians).

Name of health care professional (print or type): _____ Date: _____

Address: _____ Phone: _____

Signature of health care professional: _____, MD, DO, NP, or PA

SHARED EMERGENCY INFORMATION

Allergies: _____

Medications: _____

Other information: _____

Emergency contacts: _____

Concussion Awareness Form

At the beginning of each new season, coaches will have to obtain forms for those student athletes who do not have a current year “Concussion Awareness Form” on file. The revised form shall be kept on file in the Athletic Director’s office along with the athletic physical form and any other forms required by the school system for participation in GHSA-governed activities.

Georgia High School Association Student/Parent Concussion Awareness Form

SCHOOL: _____

DANGERS OF CONCUSSION

Concussions at all levels of sports have received a great deal of attention and a state law has been passed to address this issue. Adolescent athletes are particularly vulnerable to the effects of concussion. Once considered little more than a minor “ding” to the head, it is now understood that a concussion has the potential to result in death, or changes in brain function (either short-term or long-term). A concussion is a brain injury that results in a temporary disruption of normal brain function. A concussion occurs when the brain is violently rocked back and forth or twisted inside the skull as a result of a blow to the head or body. Continued participation in any sport following a concussion can lead to worsening concussion symptoms, as well as increased risk for further injury to the brain, and even death.

Player and parental education in this area is crucial – that is the reason for this document. Refer to it regularly. This form must be signed by a parent or guardian of each student who wishes to participate in GHSA athletics. One copy needs to be returned to the school, and one retained at home.

COMMON SIGNS AND SYMPTOMS OF CONCUSSION

- Headache, dizziness, poor balance, moves clumsily, reduced energy level/tiredness
- Nausea or vomiting
- Blurred vision, sensitivity to light and sounds
- Fogginess of memory, difficulty concentrating, slowed thought processes, confused about surroundings or game assignments
- Unexplained changes in behavior and personality
- Loss of consciousness (NOTE: This does not occur in all concussion episodes.)

BY-LAW 2.68: GHSA CONCUSSION POLICY: In accordance with Georgia law and national playing rules published by the National Federation of State High School Associations, any athlete who exhibits signs, symptoms, or behaviors consistent with a concussion shall be immediately removed from the practice or contest and shall not return to play until an appropriate health care professional has determined that no concussion has occurred. (NOTE: An appropriate health care professional may include licensed physician (MD/DO) or another licensed individual under the supervision of a licensed physician, such as a nurse practitioner, physician assistant, or certified athletic trainer who has received training in concussion evaluation and management.

a) No athlete is allowed to return to a game or a practice on the same day that a concussion (a) has been diagnosed, OR (b) cannot be ruled out.

b) Any athlete diagnosed with a concussion shall be cleared medically by an appropriate health care professional prior to resuming participation in any future practice or contest. The formulation of a gradual return to play protocol shall be a part of the medical clearance.

By signing this concussion form, I give _____ High School permission to transfer this concussion form to the other sports that my child may play. I am aware of the dangers of concussion and this signed concussion form will represent myself and my child during the 2021-2022 school year. This form will be stored with the athletic physical form and other accompanying forms required by the _____ School System.

I HAVE READ THIS FORM AND I UNDERSTAND THE FACTS PRESENTED IN IT.

Student Name (Printed)

Student Name (Signed)

Date

Parent Name (Printed)

Parent Name (Signed)

Date

(Revised: 3/21)

**The Following 2021-2022
Beginning and Ending Dates
Calendar is tentative and is
subject to change.**

**GEORGIA HIGH SCHOOL ASSOCIATION
BEGINNING AND ENDING DATES FOR 2021-2022**

ACTIVITY	DATE FOR FIRST PRACTICE	FIRST CONTEST	MAXIMUM GAMES/DATES	LAST PLAY DATE	PLAYOFF QUALIFIERS DETERMINED	GHSA STATE PLAYOFF DATES				
						First Round/ Sectionals	Second Round	Quarterfinals	Semifinals	Finals
FOOTBALL	Aug. 2	Aug. 20	10 (7 JV)	Nov. 6	Nov. 6	Nov. 12-13	Nov. 19-20	Nov. 26-27	Dec. 3-4	Dec. 9-11
CHEERLEADING	Aug. 2	Aug. 7	6 (4 JV)	Nov. 6	Nov. 13	Nov. 13 (Region/Sectionals)				Nov. 19-20
SOFTBALL (FP) SOFTBALL (SP)	Aug. 2 Feb. 14	Aug. 5 Feb. 18	30 (21 JV) 16	Oct. 9 April 9	Oct. 9 April 9	Oct. 12-14 April 13-14	Oct. 19-21		Oct. 28-29	Oct. 30 April 20-21
VOLLEYBALL	Aug. 2	Aug. 9	18 (13 JV) Dates	Oct. 16	Oct. 16	Oct. 19-20	Oct. 23	Oct. 26-27	Oct. 30	Nov. 6
CROSS COUNTRY	Aug. 2	Aug. 9	10 (7 JV) Dates	Oct. 30	Oct. 30					Nov. 5-6
FLAG FOOTBALL	Oct. 4	Oct. 7	12 (8 JV)	Nov. 20	Nov. 20	Nov. 30	Nov. 30	Dec. 2	Dec. 6	Dec. 9
ONE ACT PLAYS	Aug. 2	-	-	Oct. 30	Oct. 30					Nov. 13 & 20
LITERARY	Aug. 2	-	-	March 12	March 12					March 19 & 26
RIFLERY	Aug. 2	Oct. 25	-	March 12	March 12	March 26			April 9	April 23
SWIMMING	Oct. 11	Oct. 25	10 (7 JV)	Jan. 28						Feb. 3-5
DANCE	Oct. 25	Nov. 6	6 (4 JV)	Feb. 5						Feb. 12
BASKETBALL	Oct. 25	Nov. 12	25 (18 JV)	Feb. 19	Feb. 19	Feb. 22-23	Feb. 25-26	March 1-2	March 4-5	March 9-12
WRESTLING	Oct. 25	Nov. 12	20 (14 JV) Dates 6 (girls) Dates	Jan. 29	Dec - Jan. 7-8 Tr - Jan. 28-29	Du - Jan. 14-15 Tr - Feb. 4-5				Du - Jan. 21-22 Tr - Feb. 10-12
GYMNASTICS	Jan. 3	Jan. 24	10 (7 JV)	April 16		April 21-22				April 23
TENNIS	Jan. 3	Jan. 24	18 (13 JV)	April 16	April 16	By April 22	By April 28	By May 4	By May 10	May 14
SOCCER	Jan. 10	Jan. 31	18 (13 JV)	April 15	April 15	April 19-22	April 25-28	May 3-4	May 9-10	May 12-14
TRACK	Jan. 10	Feb. 7	10 (7 JV)	April 30	April 30	May 7 (Class A Areas)				May 12-14
LACROSSE	Jan. 17	Feb. 7	18 (13 JV)	April 23	April 23	April 27-28	May 2-3	May 5-6	May 10-11	May 14
BASEBALL	Jan. 17	Feb. 14	30 (21 JV)	April 23	April 23	April 27-29	May 3-4	May 9-10	May 14, 16	May 20-21, 23
GOLF	Feb. 7	Feb. 19	12 (8 JV) Dates	May 7	May 5 April 25 (5-7A)	May 2-3 (5-7A) April 25 (5-7A)				May 16-17

NOTES: Dates and more information for Bass Fishing, Gameday Cheerleading and Esports may be found on the GHSA web site (www.ghsa.net).
The "Dead Weeks" for the 2021-22 school year are Monday, May 30 through Sunday, June 5, 2022 and Monday, July 4 through Sunday, July 10, 2022. The GHSA office will be closed both weeks.

Sudden Cardiac Arrest Prevention Act Forms (SB60)

SB60, Jeremy Nelson and Nick Blakely Sudden Cardiac Arrest Prevention Act, requires schools to “hold and informational meeting for parents/guardians twice per year regarding the symptoms and warning signs of sudden cardiac arrest. At such informational meetings, an information sheet on sudden cardiac arrest symptoms and warning signs shall be provided to each student’s parent or guardian. In addition to students, parents or guardians, coaches and other school officials, such informational meetings may include physicians, pediatric cardiologists, and athletic trainers.”

Beginning with the 2019-2020 school year, the Sudden Cardiac Arrest Awareness Form is part of the physical for each student and should be kept on file by the school.

The Sudden Cardiac Arrest Course is at the following link:

<https://nfhslearn.com/courses/sudden-cardiac-arrest>

This is not a required course, but it is a resource for coaches to use. Please check with your school Athletic Director to see if this course is required by your school.

Georgia High School Association Student/Parent Sudden Cardiac Arrest Awareness Form

SCHOOL: _____

1: Learn the Early Warning Signs

If you or your child has had one or more of these signs, see your primary care physician:

- Fainting suddenly and without warning, especially during exercise or in response to loud sounds like doorbells, alarm clocks or ringing phones
- Unusual chest pain or shortness of breath during exercise
- Family members who had sudden, unexplained and unexpected death before age 50
- Family members who have been diagnosed with a condition that can cause sudden cardiac death, such as hypertrophic cardiomyopathy (HCM) or Long QT syndrome
- A seizure suddenly and without warning, especially during exercise or in response to loud sounds like doorbells, alarm clocks or ringing phones

2: Learn to Recognize Sudden Cardiac Arrest

If you see someone collapse, assume he has experienced sudden cardiac arrest and respond quickly. This victim will be unresponsive, gasping or not breathing normally, and may have some jerking (Seizure like activity). Send for help and start CPR. You cannot hurt him.

3: Learn Hands-Only CPR

Effective CPR saves lives by circulating blood to the brain and other vital organs until rescue teams arrive. It is one of the most important life skills you can learn – and it’s easier than ever.

- Call 911 (or ask bystanders to call 911 and get an AED)
- Push hard and fast in the center of the chest. Kneel at the victim’s side, place your hands on the lower half of the breastbone, one on top of the other, elbows straight and locked. Push down 2 inches, then up 2 inches, at a rate of 100 times/minute, to the beat of the song “Stayin’ Alive.”
- If an Automated External Defibrillator (AED) is available, open it and follow the voice prompts. It will lead you step-by-step through the process, and will never shock a victim that does not need a shock.

By signing this sudden cardiac arrest form, I give _____ High School permission to transfer this sudden cardiac arrest form to the other sports that my child may play. I am aware of the dangers of sudden cardiac arrest and this signed sudden cardiac arrest form will represent myself and my child during the 2021-2022 school year. This form will be stored with the athletic physical form and other accompanying forms required by the _____ School System.

I HAVE READ THIS FORM AND I UNDERSTAND THE FACTS PRESENTED IN IT.

Student Name (Printed)

Student Name (Signed)

Date

Parent Name (Printed)

Parent Name (Signed)

Date

(Revised: 3/21)

