

**PUTNAM VALLEY CENTRAL
SCHOOL DISTRICT**

**STUDENT-ATHLETE
AND PARENT
ATHLETIC HANDBOOK**

Putnam Valley Athletic Department Information

Emergency Telephone Numbers

1. Putnam Valley Ambulance – 911 or 845-225-4860
2. Putnam County Sheriff – 845-225-4300
3. Hudson Valley Hospital – 914-737-9000
4. Athletic Coordinator – Office 845-528-7412,
5. Athletic Trainer – 845-235-0303
6. Hudson Valley Bus Company – 914-788-1000
7. Putnam Valley School Transportation – 845-528-8900
8. Dr. Zurhellen –845-528-5222
9. Putnam Valley High School –845-526-7847
10. Putnam Valley Middle School –845-528-8101

Web Site

Putnam Valley Central School District ~ www.pvcasd.org

Section 1 – Directions to contests and schedules ~ www.section1athletics.org

Starting Dates for Sports ~ 2007-2008

Fall

Varsity Football ~ August 20 (jv football optional)

All other sports ~ August 27

Modified Sports ~ September 5 (or meeting announcement)

Winter

Ice Hockey ~ November 5

Varsity and Junior Varsity ~ November 12

Modified Sports ~ November 26

Spring

Varsity and Junior Varsity ~ March 10

Modified Sports ~ March 24

ACKNOWLEDGEMENT

The writing of this Student and Parent Handbook is an undertaking that required the contributions of many people. Through out the planning, compiling, reviewing, editing and writing stages of this document, it has been the Athletic Department's privilege to have the unfailing aid of some of the finest parents, coaches, students, school administrators and the trustees of the Board of Education. These individuals have given freely of their time, energy, material and expertise in order to make this handbook as complete as possible. For this effort, we thank each and everyone for a job well done.

HOW THIS HANDBOOK WILL HELP

Welcome to the Putnam Valley School District Athletic Program. The interscholastic athletic program is designed for students in grades 7 through 12. The basic assumption and responsibility for the coaches, Athletic Coordinator and school administration is to educate our students. Our primary task is to instruct and train each student who voluntarily enrolls in this program. We, as a staff, help each individual develop physically, mentally, socially and emotionally. Also, we must increase their knowledge of the sport and, at the same time, enhance the acquired skills and conditioning necessary for participation. We know this to be true because we live it everyday.

The content of this handbook is to provide information, answer questions and give direction. Within this handbook you will find overviews regarding the athletic teams, expectations and conduct, school district policies, team selection process, equipment and supplies, athletic procedures, health issues, college recruitment and other pertinent information regarding the operation of the athletic program.

The expectation is that the handbook will become a valued reference guide to help serve the needs of the busy and involved students and parents of this educational and athletic community. It is our intention and hope, that this document will be used in pre-season, in post season and throughout every season of a student's athletic career.

Brian Hogaboom
Coordinator of Athletics
(845) 528-7412

October 22, 2007

PUTNAM VALLEY SPORT OFFERINGS

| FALL SPORTS | Varsity | Junior Varsity | Modified |
|--|----------------|-----------------------|-----------------|
| Cheerleading | X | X | X |
| Cross Country – Boys & Girls | X | | X |
| Field Hockey | X | X | X |
| Football | X | X | X |
| Soccer – Boys | X | X | X |
| Soccer – Girls | X | X | X |
| Swimming – Girls | X | | |
| Volleyball – Girls | X | X | X |
| WINTER SPORTS | Varsity | Junior Varsity | Modified |
| Basketball – Boys | X | X | X |
| Basketball – Girls | X | X | X |
| Bowling – Boys & Girls | X | X | |
| Cheerleading | X | X | X |
| Ice Hockey – merged with JFK | | | |
| Swimming – Boys – merged with Lakeland | X | | |
| Wrestling – Boys | X | X | X |
| SPRING SPORTS | Varsity | Junior Varsity | Modified |
| Baseball | X | X | X |
| Golf – Boys & Girls | X | | |
| Lacrosse – Boys | X | X | X |
| Lacrosse – Girls | X | X | X |
| Softball | X | X | X |
| Track & Field – Boys & Girls | X | | X |

Location of Athletic Events

Putnam Valley High School – Varsity and Junior Varsity Programs
 Fahnestock State Park – Cross Country
 Copper Beech Middle School – Swimming
 Cortlandt Bowling Lanes – Bowling
 Putnam National Golf Club - Golf
 Putnam Valley Middle School – Modified Programs
 Putnam Valley Town Park – Modified Programs
 Putnam Valley Elementary School – Modified Programs

Please contact the Athletic Office if you need to contact a coach.

PUTNAM VALLEY CENTRAL SCHOOL DISTRICT MISSION STATEMENT:

Putnam Valley Central School District, in partnership with our families and community, is committed to ensuring a student-focused, safe and challenging environment in which students understand and assume responsibility for life long learning, work to achieve their personal best, and become productive citizens in a diverse global society.

Title IX and Section 504 Compliance
and
Equal Opportunity Employer

The Putnam Valley Central School District hereby advises students, parents, employees and the general public that it offers employment and educational opportunities, without regard to gender, race, color, national origin, marital status, disability or sexual orientation. Inquiries regarding this nondiscrimination policy may be directed to:

Putnam Valley Central School District,
146 Peekskill Hollow Road, Putnam Valley, NY 10579
Telephone: (845) 528-8143

The District or its officials will provide information and complaint procedures to any citizen, student, or employee who feels that his/her rights under Title IX or Section 504 may have been violated.

Title IX Coordinator: Dr. Barbara Fuchs, Asst. Superintendent
Section 504 Coordinator: Mr. L. James Stowell, Director of Special Education

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Putnam Valley Student and Parent Athletic Handbook

Athletic Conference Affiliations

New York State Public High School Athletic Association – 866-598-0775 www.nysphsaa.org

Section 1 Interscholastic Athletics – 914-592-2526 www.section1athletics.org

Section 1 - Conference 3

Interscholastic Athletic Program Philosophy and Purpose

The Putnam Valley Athletic Department has a strong belief that the Interscholastic Athletic Program prepares our students to become productive citizens in our community and society. Specifically, a wide-ranging program of athletic activities represents our commitment to development of physical fitness, personal health, and the striving of competent performance in any given sport.

Through the athletic program, our primary focus is the individual, development of each student, resulting in a stronger self-image, confidence in the learning of new skills and motivating each student to strive “to the next level of accomplishment.” Accomplishing these objectives is done through competitive situations of practice and contests that foster the acceptance of responsibility for one’s actions, test one’s skills against standards of quality, allow the expression of ideas and solutions to specific testing situations, valuing fair play, honesty and allowing cooperation.

The faculty and administration of Putnam Valley High School and Middle School recognize that the interscholastic athletic program is an extension of the core curricular objectives of both schools. The students will be engaged in carefully planned and quality learning experiences that are expected to enhance observable changes in knowledge application, physical skill attainment, self-esteem, physical conditioning and problem solving skills. This program will also include experiences in human relations, opportunities to grow emotionally, and situations that will test individual and group character. Finally, the athletic program at each level will offer opportunities to supplement and refine already learned skills, and to do extremely well in areas compatible with the student’s talents, abilities and attainable desires.

Athletic Program

Program Level and Philosophy

The **Modified Athletic Program** level of competition consists of athletic opportunities for students in 7th & 8th grades. This level provides a bridge between recreational activities and the organizational structure of an interscholastic athletic program. It is a level where the focus is toward teaching and learning in an environment that stresses skill development and improvement for all students. The modified programs are designed to embrace all students who are willing to put forth the effort, without the fear of being “cut.” However, if the number of students trying out for a team creates a situation that is difficult to manage, poses a safety problem, or is problematic because of facility considerations, reducing team size may be necessary. No “cuts” will be made based upon skill level alone. Ultimately, the number of teams and size of the squad in any sport will be determined by the availability of: 1) financial resources, 2) qualified and certified coaches, 3) suitable indoor or outdoor facilities, and 4) a safe environment.

Therefore, students should realize an improved self-esteem, benefits of physical conditioning, skill development, self-discipline, time management and opportunities to meet other students from various locations. Competitions will be scheduled only with other schools with similar grade level – 7th and 8th grade.

The fall modified athletic program begins within the first full week in September. Seasonal organizational meetings begin in the spring of the previous year and again prior to the first practice. Winter and spring programs begin with an organization meeting prior to each sports season. Practices are held 5 days per week and occasionally Saturday. Each practice session is 1 1/2 to 2 hours in duration. The practices/contests are held at the High/Middle School complex, Town Park, Elementary School or Copper Beech Middle School (swimming only) depending upon the sport, and facility availability. Transportation is provided for all off campus practices and/or contests. The District will provide general transportation routes at 4:15 PM and 5:30 PM for after school programs. If you are picking your child up at the Middle School after a contest or practice, please arrive at the time designated by the coach.

There is flexibility within this program to meet outside obligations, i.e. religious classes and after school help/enrichment programs. This flexibility helps discipline the student in time management. It should be understood that other appointments should be kept to a minimum in order to give the student the best opportunity to practice and test his/her athletic skills.

The New York State Public High School Athletic Association (NYSPHSAA) has a program of “Selection Classification” which enables an **exceptional** athlete to request an opportunity to test his/her skills at a higher level. Specific performance indicators may reflect an individual’s need to be reviewed at a higher level. The parent or the coach makes this request to the Athletic Coordinator. A committee will be convened made up of Athletic Coordinator, coach, school physician and physical education teacher to perform a pre-evaluation assessment of the student to determine if the student has potential to successfully participate at a higher level of athletic competition. Other factors that enter into the decision are the number of available team slots, will high school students be “cut” and the social impact of the student with high school students.

The **Junior Varsity Program** level of competition is intended for students who display the potential for continued development into productive varsity level performers. The team usually consists of freshmen and sophomores, with an occasional junior. Seniors are not permitted to participate on the junior varsity level unless reclassified by The New York State Public High School Athletic Association “Selection Classification” program.

The junior varsity level begins to shift the focus toward competition. Students are encouraged to develop a work ethic that will enable them to continue to improve and begin to take their abilities to a higher level. It is expected that the student will visibly commit him/her self to the sport, the team, and to continued self-development. Increased emphasis is placed on physical conditioning, refinement of fundamental skills, continued sportsmanship, team play, elements of strategy, and social emotional development.

Junior varsity programs work towards achieving a balance between continued team and player development and striving for victory. The outcome of the contest becomes a consideration at this level. The realization that practice sessions are important is a premise that is vital to a successful junior varsity team and player. For all team members, meaningful contest participation will exist over the course of a season. However, a specified amount of playing time is never guaranteed. Participants at this level are preparing themselves for the six-day-a-week commitment that is expected at the varsity level. With the goal of becoming a varsity athlete clearly in sight, a high level of dedication and commitment is expected at the junior varsity level. It is recommended that each student athlete take a close look at the time commitment required prior to trying out for a particular sport. In general, the approximate time required is 10 to 15 hours per week.

The **Varsity Program** is the culmination of each athletic program. Occasionally, a sophomore, and, infrequently, a freshman may be included on the team providing evidence of advanced levels of physical development, athletic skill and appropriate emotional development is demonstrated. Parental involvement and agreement is necessary to the final placement of the freshman or sophomore athlete. The coach should provide information regarding team role, projected expectations and alternative actions if the young athlete cannot fulfill the expected outcomes.

Squad size at the varsity level is limited. The number of participants on any given team is a function of the individuals needed to conduct an effective and meaningful practice and to play the contest. It is vital that each team member has a role and be informed of his/her individual roles in pursuit of the team's goals. While contest participation over the course of a season is desirable, a specified amount of playing time at the varsity level is never guaranteed.

A sound attitude and advanced level of skill are prerequisites for a position on a varsity team, as is the realization that a varsity sport requires a six-day-a-week commitment. This commitment is often extended into vacation periods for all sport seasons. While contests and practices are rarely held on holidays and Sundays, the dedication and commitment needed to conduct successful varsity program should be taken seriously.

The varsity coach is the leader of that sport's program and determines the system of instruction and strategy for that program. The communication among the modified, junior varsity and varsity programs is the responsibility of the varsity coach. Preparing to win, striving for victory in each contest and working to reach the group's and individual's maximum potential are worthy goals of a varsity level team.

The **Mixed Competition Rule** between male and female athletes must conform to Section 135.4 (c) (7) (ii) (c). An exceptional girl under this regulation is a girl who is so far superior to other girls in her school, league, or section that she can only be challenged through participation on a boys' team.

Where a school provides separate competition for male and female pupils in interscholastic athletic competition in a specific sport, the superintendent of schools may permit a female or females to participate on a team organized for males. However, where separate competition is provided, males may not participate on teams organized for females.

Where a school does not provide separate competition for male and female pupils in interscholastic athletic competition in a specific sport, the superintendent of schools may **decline** to permit a male or males on a team organized for females upon finding that such participation would have a significant adverse effect upon the opportunity of females to participate successfully in interschool participation in that sport.

Selection of Sport Offerings

The selection of sport offerings and the different levels are based upon the following factors;

- State approved programs
- Number of students participating
- Time line of level entry
- Financial projection
- Facility availability
- Qualified coach(es)

Selection of New Sport Offerings

The process can be initiated by requests from parents, students, faculty or any district affiliated groups. Once a request is received at the athletic office, it is brought to the school administration for review. The process will follow the steps below;

1. The athletic Coordinator will review the above factors
2. The athletic Coordinator will present his/her findings to the high/middle school administration with copies to the superintendent
3. The administration will recommend approval or denial to the superintendent
4. The superintendent will recommend to the Putnam Valley Board of Education (BOE) open discussion of the program, request adjustments, or decline approval
5. The BOE has final approval or non-approval of the requested program

This process is the same if a sport or sport level is to be eliminated. The athletic department must keep accurate records regarding financial, participation and facility audits.

Selection of Coaches

Except otherwise permitted by law, the process of selecting a coach begins by advertising the position in the district. Any interested and qualified Putnam Valley Central School District teacher will have first preference for the coaching position as established by the PVFT teachers' contract. If the position remains vacant after the response date or adequate time of posting, advertising can begin outside the school district. Each of the coaching positions is approved for one year and the Board of Education must review and appoint coaches annually.

All coaches must have the following current certifications before beginning any practice sessions;

1. First Aid for Coaches (renewed every 3 years)
2. CPR and AED – Defibrillation Training (renewed every year)
3. Approved finger printing procedure (upon selection)
4. I-9 Form to verify employment (upon selection)
5. "Conditional Appointment Statement" (upon selection)

Coaches who are not certified in Physical Education must complete the New York State Coaching Course Requirement. This requirement consists of five courses and must be completed within 3 years of coaching appointment.

1. Philosophy, Principles and Organization in Athletics
2. Theory and Techniques in Coaching
3. Health Sciences
4. Child Abuse
5. Violence Prevention

The coach's main responsibility is for guiding his/her students through practices, scrimmages and contests appropriate to the student's age and level of play. These activities are conducted so that the physical welfare, health, and safety of the participants are protected and fostered. The coach teaches physical skills, proper ideals of sportsmanship, ethical conduct and fair play. In the context of winning, the coach's responsibility is to give the team or individual the knowledge, skills and conditioning components to be successful.

Athletic Team Selection Process

Steps Prior to First Day of Practice

1. Attend the sign-up and/or pre-season meeting ~ the pre-season meetings are held at least one month prior to the start of the season to review athletic department policies, individual and team expectations, health and safety rules, conditioning programs and a variety of other pertinent topics. The fall season meeting is held in May/June prior to summer break.
2. Pre-Sports Medical Screening ~ each student must be medically evaluated and cleared prior to interscholastic competition. As per NYSPHAA, "(1) The results of the pre-sports medical screening shall be valid for a period of 12 months during the last day of the month in which the physical was conducted. (2) Unless the medical examination is conducted within 30 days of the start of the season, a health history update is required. (3) If the 12 month period for the physical expires during a sports season, participants may complete the season as long as the health history was conducted prior to the season. For example, a

physical conducted on August 1 will be valid through August 31.” (See NYSPHSAA for complete definition of Health Examinations) The school physician should complete the physical evaluation of the athlete or accept the form of his/her personal physician.

3. Permission, Sports Warning, 30 Day Health Up date, and Emergency Medical Treatment ~ this is a 4 part form and is to be completed by both the parent/guardian and the student. The form needs to be filled out in its entirety each season as the information cannot be carried over from one sport season to the next. The forms are mailed home in August for the fall season and distributed at informational meetings for the winter and spring seasons. Additional forms are available in the nurse’s office at each school and in the high school athletic office. The high school form is **white** and the middle school form is **yellow**.
4. Physical Conditioning and Skill Development ~ it is extremely important for the athlete to prepare him/herself at least 6 weeks prior to the beginning of the season. When a student has difficulty performing at his/her best during the “try-out,” it is usually a result of poor physical conditioning. The coach is the best source of physical conditioning exercises. These conditioning exercises probably include running 1-3 miles 3 days per week, sit-ups, push-ups, flexibility and a strength training program. Each student should define specific goals and incorporate them into a program that prepares him/her for the skills necessary to perform that sport.

Try-out Process

It is the philosophy of the athletic department to include as many participants as each team will allow. This is determined by the nature and requirements of each sport. “Cuts” are not always made, but is based on the number students trying out and the number of slots available.

The try-out gives the coach an opportunity to make a value judgment on skill level, pre-season conditioning, and initial mental attitude within a period of time. There are standards and expectations of participation that the coach establishes for the purpose of making the best selection possible. The following are examples of these standards and expectations;

- Physical condition of the student
- Skill level
- Attitude
- Competition level
- Work ethic

The try-out period will last a minimum of 5 try-out sessions. A student who is ill or hurt during this period of time will be afforded additional time. At the end of this period the team selection is made. The coach will meet with each individual student to explain how the student performed and his/her expected role during the season. A student may ask for an extended try-out if his/her capabilities were not fully demonstrated. This must be requested by the student and discussed with the coach.

The student of a lower grade level at the high school level may inquire about trying-out for a team of a higher level if he/she is emotionally and physically ready. This inquiry is made by the student directly to the head coach to discuss the possibilities. If a student has shown the capabilities of higher-level competition and is in the 9th or 10th grade, the parents should be consulted by the coach and apprised of the student’s role and team function.

Team Choice Alternatives

If a student does not make the team of his/her choice, the following options are available within a reasonable amount of time. This is to allow the student a chance to discover a variety of capabilities, talents and interests.

1. Joining a “no cut” team at any time (there is no grade division)
2. Try-out for another team with a coach’s permission
3. Request to be part of the team as a practice player

Athletic Support Services

Joining a team in the capacity as a “support service” is a great opportunity for a student who wants to be a part of the athletic program and learn a new skill. The following options give a student a chance to work with a team in varying capacities:

- Team manager
- Team statistician/scorer
- Athletic trainer assistant
- Public address announcer
- Video tape photographer
- Sports photographer

The coaching staff will run various practice or contest components and can utilize a student who has the capacity, and has the interest in one of the above areas. There are many new skills embedded within the “support service.”

Protection of Valuables and Use of Lockers

It is the responsibility of the student to protect his/her valuables. All valuables should be secured in a **locked** locker. Make sure that you do not leave any valuables in plain sight if you use the toilet facilities. Lock your locker properly by turning the number tumblers and checking to see if it is locked. To minimize problems, it is appropriate for the student to limit the amount of money, jewelry, etc., in his/her possession. It is not the responsibility of the coach to hold a student's valuables. It is preferable to leave all valuables at home.

If a student cannot secure his/her books, musical instrument or other large object in the locker, the coach may be able to provide proper security. The Athletic Office personnel will also be able to assist the student. There are special provisions made for the athletic teams to store their equipment on the day of a contest.

Student/Athlete ~ Behaviors and Expectations

Academics and Athletic Participation

The Athletic Department supports the concept that students should work to their potential in the classroom and be committed to achieving maximum academic success. The student can practice academic and athletic success every day by setting goals and through discipline, carry out the goals to completion. The coaching staff encourages all faculty and parents to contact the Athletic Office or coach directly if the student is having difficulty and needs time without penalty to fulfill his/her obligations.

Research has shown that academic achievement usually increases when a student is involved in an extra curricular activity. Time management is critical when a student engages in a sport and each minute becomes very important during the day, especially with away contests during the week. The extracurricular advisors and coaching staff encourage all faculty and parents to contact the school administration or guidance office if a student is having difficulty in either the classroom and/or managing the commitment to all functions.

Learning takes place in the classroom, in athletic competition, and in school organizations. There must be a proper balance between the time requirements for all student pursuits. In order to avoid a student being caught in the middle between the coach's requirement to begin practice and the student's need for extra academic help, or obligations to a school organization, the following guidelines will be adhered to from the beginning of the school year:

- Practice officially begins at 2:35 p.m. at the high school and approximately 2:45 p.m. at the middle school

- It is the responsibility of the student to inform the coach of his/her intended lateness one day in advance, or, if a problem arises that day, after the obligation has been met. This includes detention and he/she will be taken out of practice to serve the detention.
- If a student misses a bus for practice or contest for a valid reason, he/she may practice or compete in a game if transported by his/her parent. The Athletic Coordinator/Administrator must approve this request in advance.
- **A student must meet academic obligations to be eligible to participate in practice or the contest for that day.** There are **NO** excuses for missing class – an athlete improves by attending practice, a student improves by attending class. *This means a student must be on time for starting his/her school day.* Extenuating circumstances may prevent a student from adhering to this school regulation. Review of the circumstances must be done as soon as possible with the Athletic Coordinator/Administrator. (Note: If you are too sick to make school on time, then you are probably too sick to practice effectively).
- If a student leaves school because of illness, that student cannot practice or attend the practice session.

School Attendance – Requirements for High School and Middle School

Participation in a sport is a part of our overall educational program. It is understood that students will be present in school in order to participate in a practice, game or activity that day.

All students must demonstrate regular and consistent attendance in school, or they may be ineligible for competition, activities or after school events. A student not in regular attendance in school on Friday may be ineligible to participate in competitions and/or activities held on a weekend (extenuating circumstances may be appealed to the school administration). To participate in an after school club, activity or event, a student must be in attendance four (4) full class periods exclusive of lunch period on that day.

If a student leaves school without permission for any reason, he/she will be ineligible to participate on the day that student is reported to the office. (p. 33 Student Handbook)

Team members on suspension for any disciplinary infraction will **not** be allowed to practice or participate in any event for the day. In the event a student is assigned to detention, students will be expected to attend their detention assignment before reporting for an extracurricular or athletic activity.

Academic Eligibility: Statement of Policy – High School

1. All students who are participating in extracurricular activities will have their academic record reviewed every 5 weeks by the Academic Eligibility Committee.
2. Students who fail subject(s) in June will be placed on academic probation in September unless the subject is passed in summer school or the Guidance Department has deemed the subject beyond student's ability.
3. Students who are failing one or more subjects at the midpoint of every marking period will be placed on Academic Probation for a period of 5 weeks until they are reevaluated at the end of the marking period.
4. Students who receive an overall marking period average of below 65% at the end of the marking period will be placed on Academic Probation for a period of 5 weeks until they are reevaluated at the midpoint of the new marking period. The overall marking period average is the average of all numerical grades received for that period on the report card.
5. Students placed in ASD (after school detention) may participate in practice if the detention has been completed for that day.
6. Students placed in SAP (student alternative placement ~ in-school suspension) may not participate in practice or competition on that day.
7. If you are placed on Academic Probation, there are a number of things you can do to avoid becoming academically ineligible:
 - A. You **MUST** attend 3 of 5 study halls per week after school.

- B. Attend all extra help periods as designed by the academic advisor
- C. Find help! We want you to participate in extracurricular activities, and we want you to successfully complete your schoolwork. Your subject teachers, your coach or advisor, your parents, another student, a tutor – these are all resources you can use to help find a solution.
- D. Help yourself! Use the study time wisely. READ the material in your textbook and take notes. Use index cards or outlines and study your notes before a test. Hand in your homework – ON TIME. If the work seems overwhelming, break it down into individual assignments – **one homework, one quiz, and one test at a time.**

- ☛ The first time a student does not attend 3 of 5 study halls per week; he/she will be assigned an ASD and/or SAP with a possible consequence of no practice for that day.
- ☛ The second time a student does not attend 3 study halls per week; he/she will become academically ineligible to participate in extracurricular activities for the remainder of the marking period or until further notice.

Academic Eligibility: Statement of Policy – Middle School

The Middle School recognizes the importance of athletics and extracurricular programs. Students interested in such activities must understand the significance of academics first, as in the term, “Student/Athlete.” Keeping this in mind, Putnam Valley Middle School has various academic support systems for its student body. The student’s grades are reviewed by the administration, athletic department and from teacher notification prior to each season and monitored during the season. If a student is in need of academic intervention, there are different options available through out the year. These options may include, but are not limited to;

1. Extra individual help with the teacher – before, during, after school
2. Homework club
3. High school students tutoring
4. Parent conferences
5. Academic team meeting
6. Instructional support meetings
7. Web communication

Our intention is “prevention” by recognizing academic difficulty as early as possible. It may be necessary for a student to learn how to balance the time requirement of academics and practice, or a stronger boost of one-on-one help. If extra help is needed, the student will be allowed to attend practice after the academic session is completed. This is without penalty as long as the student has communicated the need for extra help to the coach. If a parent recognizes academic difficulty at home, please contact the school administration immediately.

Putnam Valley School District STUDENT BILL OF RIGHTS

This policy of students’ rights and responsibilities is intended to help our school community reach its common goal of creating a community of learning where all are joined in the pursuit of academic excellence and personal growth in a caring environment so that students may become responsible, contributing members of society.

The Putnam Valley School District recognizes that it has the responsibility to assure students’ legal rights that are theirs by virtue of guarantees in federal and state constitutions and statutes. The exercise of such rights should not materially intrude upon the orderly process of the school, infringe upon the rights of others, or interfere with the goals of the District’s Mission Statement. We, as a school-community, want to develop and maintain an atmosphere both conducive to learning and supportive of mutual respect between students and staff members. In

this endeavor, as in all others, the district seeks to attain the highest level of achievement humanly possible for the benefit of all concerned. Therefore, the School District has adopted the New York State Board of Regents Student Bill of Rights as our own.

1. All children have the right to a healthy, secure, nurturing infancy and early childhood.
2. All children have the right to live in circumstances, which permit healthy intellectual, emotional, physical, and moral development.
3. All children have the right to a free, sound, basic education. Each child has the right to an education appropriate for his or her individual needs.
4. All children have the right to an education, which respects their culture, race, socioeconomic background and the language of their home.
5. All children have the right to schools and educational programs which are effective.
6. All children have the right to educational programs, which prepare them for jobs, for college, for responsible family life and for citizenship in a self-governing society.
7. All children have the right to pursue their education without fear.
8. All children have the right to the resources needed to secure their educational rights.
9. All children are entitled to an education, which involves responsibilities as well as rights.

Student Responsibilities

The Putnam Valley School District believes that the students must assume the following responsibilities in order to receive the best possible education.

1. Do all they can to take full advantage of the educational opportunities offered.
2. Pursue and attempt to complete the course of study prescribed by state and school authorities.
3. Assist the school staff in maintaining a safe school environment.
4. Be aware of school rules and regulations and conduct themselves in accordance with them.
5. Respect the rights of others and develop a tolerance for and an understanding of, differences in social, economic, and cultural backgrounds and attitudes.
6. Make necessary arrangements for making up work when absent from school.
7. Be aware of, and comply with, state and local laws.
8. Protect and take care of personal and school property.
9. Attend school daily, except when excused, and be on time to all classes and other school functions.
10. Dress and groom him or her to meet fair standards of safety and health, and common standards of decency.

Due Process and Appeal

“Due Process” is a right guaranteed under the Fourteenth Amendment - it means that any process be fundamentally fair. Courts apply two basic tests to determine whether due process was afforded an individual who has been punished for breaking a rule: “Is the rule itself valid, and are the methods that were applied for assessing guilt and sanction imposed appropriate?”

The Putnam Valley School District feels strongly about maintaining a sound program of athletics. It is our intent to preserve rules that pertain to the health and safety of the individual and to the orderly conduct of sports. The welfare of the students is our major consideration. What happens to them is of primary importance.

In the event an athlete is found or accused of being in violation of rules, regulations and standards of conduct, the following steps will be used;

1. Reporting of Violations ~ Reports of alleged violations of eligibility rules coming from, but not limited to, a district employee or board member, district chaperone, law enforcement agency, or parent/legal guardian

of student, must be investigated. Reports must be in writing and within a reasonable amount of time up to 36 hours following the alleged incident.

Reports of alleged violations from persons other than those mentioned above must be made by the person who saw the incident or made a copy of it from an electronic recording device. These claims must be supported by evidence to be deemed valid.

2. Procedure of Investigation ~ Once a written report of the violation has been received at the Athletic and/or Administration Office, the student and parent will be notified by the Athletic Coordinator that an investigation is taking place. The superintendent or his designee will determine who will attend or be part of the investigation. The student will be given an opportunity to explain his/her involvement in the alleged violation at the onset of the investigation. This will be done with the Athletic Coordinator and /or Administrator. The parent and coach will be notified when this explanation will occur, but neither has to be present.
3. Determination of Consequences ~ The Athletic Coordinator and/or Administrator, with input from the respective parties, will use the information from the student interview and the investigation to make a decision on the particular incident. Consideration in determining the consequence, if any, will be given to the type of violation and previous involvement in other violations by that particular student. The building principal will be informed of the consequence.
4. Notification of Consequence ~ The parent and building principal will be notified of the student's response, the results of the investigation, and what penalty, if any, will be given in accordance with the established eligibility rules. The Athletic Coordinator and/or Administrator will notify the student and parent within 24 hours of the determination. The coach will also be informed.
5. Appeal Process ~ If an appeal is to be made by the student, parent or designee, the Athletic Coordinator and/or Administrator must be notified in a signed statement within 3 business days outlining the basis of the appeal. An appointed administrative team selected by the superintendent will handle the appeal. The superintendent will review the findings of the representative team. The appeal should be completed within 3 business days unless deemed necessary for a specified amount of time.

Expectations of Athletes

As participants in athletic activities, our students represent the Putnam Valley School District: this representation is expected to be exemplary. In 1970, a landmark court case (Mitchell vs. Louisiana Athletic Association) interpreted educational rights under the United States Constitution as encompassing only classroom learning. Students' interest in athletic participation is is not a protected constitutional right. When students accept the privilege of representing one of our schools in athletic competition, they accept the academic, social, moral and civic responsibility associated with such representation.

Student Athlete Code of Behavior and Ethics

Team membership in an athletic program is a privilege and a responsibility. A student's conduct should reflect positively on the team and the school. As such, each student will:

1. Place the team's goals, welfare and success before his or her own.
2. Attend all practice sessions and be receptive to coaching.
3. Emphasize the proper ideals of sportsmanship, ethical conduct and play the game fairly.
4. Show courtesy to visiting teams and officials.
5. Respect the integrity and judgment of sports officials.
6. Achieve a thorough understanding and acceptance of the rules of the game and the standards of eligibility.
7. Encourage leadership, initiative, and good judgment by all the players on the team.
8. Recognize that the basic purpose of our athletic program is to promote the physical, mental, moral, social, and emotional well-being of the individual players.
9. Recognize that the concept of "win at any cost" is not a healthy one.

10. Abstain from hazing or other forms of team initiation. Hazing is any form of verbal, or physical abuse that may include the use of telecommunication devices and/or internet modes of communication. This may involve emotional mistreatment, harassment, or abuse of a student in connection with his/her membership on an athletic team. Hazing includes any act that humiliates, degrades, abuses, or endangers a person's physical or emotional health. Hazing may also involve forcing, coercing, or intimidating any student to participate in any illegal, inappropriate and/or embarrassing activity. Students should be aware that hazing can also constitute a violation of New York State Statutes as a form of assault and can make the student liable for arrest and prosecution, as well as for civil liability. Hazing is prohibited on or off school grounds prior to, during, or after the school day or the sports season. Agreement by a candidate for a sports team to participate in hazing activities as a requirement for admission does not absolve those proposing the activities (the offenders) of responsibility for violation of the athletic guidelines. Students who engage in hazing activities will be subject to disciplinary action by the school administration, which may include exclusion from the activity or the canceling of a sport season.
11. Engage in the healthy lifestyle of athletics. The use of alcohol, tobacco and/or illegal drugs is not suitable for students in pursuit of athletic achievement. Students who choose to engage in the use of these substances on and off the school district property during their competitive season will be investigated in accordance with Board of Education Policy. Students who choose to engage in the use of these substances during their off season will be requested to seek counseling through parental guidance and/or school support services.
12. Contact the coach or Athletic Office if a practice or a contest will be missed because of illness or other legitimate reason.
13. It is impractical and impossible to cover every rule or standard that will focus on the conduct and behavior of the athlete. If there is any question about some recognized behavior that violates school rules, the coach, Athletic Coordinator or school administrator should be contacted.

The Board of Education and the School Administration reserve the right to remove or restrict any athlete who does not act responsibly in compliance with school and societal standards. This is in accord with the "Bill of Rights and Responsibilities of Students" and other Board of Education policies and procedures.

Health of the Athlete

Introduction - Athletic Injury ~ Care and Prevention

Athletics are an important part of the high/middle school experience for many students. Sports can provide a positive learning environment that will help student-athletes in many aspects of their lives. Injuries are an inevitable part of high/middle school athletics regardless of the preventive measures taken. Students can, however, reduce their risk of injury by following several basic steps. One of the most important is **proper overall conditioning**, which can also enhance rehabilitation and shorten the "down time" of athletes.

Another aspect is understanding and recognizing the difference between "muscle soreness," hurting from "bumps and bruises," and the onset of an actual or potential injury. The next section should give you some guidelines.

Athletic Injuries – When do I see a Doctor?

As a parent, it is important for you to encourage your children to be physically active. It's also important to match your child to the sport, and not push him or her too hard into an activity that he or she may not like or be capable of doing. Teach your children to follow the rules and to play it safe when they get involved in sports, so they'll spend more time having fun in the game and be less likely to be sidelined with an injury. You should be mindful of the risks associated with different sports and take important measures to reduce the chance of injury. If your child comes home and complains about one of the following signs and/or symptoms, you may want to have the situation

evaluated by your health care professional. Recognize the symptoms – leave the diagnosis to the professional – **“When in doubt, check it out.”**

Signs and Symptoms

Concussion

Please read the fact sheet below.

Repetitive Motion Injuries

Painful injuries such as stress fractures (a hairline fracture of the bone that has been subjected to repeated stress) and tendonitis (inflammation of a tendon) can occur from overuse of muscles and tendons. Some of these injuries don't always show up on x-rays, but they do cause pain and discomfort.

Significant Swelling

Swelling occurs when the soft tissue of the body is damaged. It is the body's way of protecting the injured part.

Discoloration Below an Injury

This may indicate a circulation problem that can be affected by swelling or other factors from the injury.

Weight Bearing

The injured athlete has difficulty in putting weight on the injured leg or arm.

Pain

Pain is not always an indicator of an injury. If you use a scale of 1 – 10 and the child describes the pain as a “5” or more, seek medical advice. “Point tenderness” can also be a sign of an injury.

Extremity Senses

If the athlete has any sensation problems such as “tingling,” “numbness,” or any type of “shooting pain,” medical attention is needed immediately.

Concussion In High School Sports ~ A Fact Sheet For Parents

What is a concussion?

A concussion is a brain injury. Concussions are caused by a bump, blow, or jolt to the head. They can range from mild to severe and can disrupt the way the brain normally works. Even a "ding" or a bump on the head can be serious. **Any student who has signs or symptoms of a concussion will be removed from the athletic contest and cannot resume participation until cleared by the school or personal physician. *There are no exceptions.***

What are the signs and symptoms?

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

Signs Observed by Parents or Guardians

Appears dazed or stunned
Is confused about assignment
Forgets plays
Is unsure of game, score, or opponent
Moves clumsily
Answers questions slowly
Loses consciousness

Symptoms Reported by Athlete

Headache
Nausea
Balance problems or dizziness
Double or fuzzy vision
Sensitivity to light or noise
Feeling sluggish
Feeling foggy or groggy

Shows behavior or personality changes

Concentration or memory problems

Can't recall events prior to hit

Confusion

Can't recall events after hit

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

- ✓ Seek medical attention right away. A health care professional will be able to decide how serious the concussion is and when it is safe for your child to return to sports.
- ✓ Keep your child out of play. Concussions take time to heal. Don't let your child return to play until a health care professional says it's OK. The basic rule after a concussion is diagnosed, is **7 to 10 days out of competition.** Athletes who return to play too soon-while the brain is still healing-risk a greater chance of having a second concussion. Second or later concussions can be very serious. They can cause permanent brain damage, affecting your child for a lifetime.
- ✓ Tell all of your child's coaches about any recent concussion. Coaches should know if your child had a recent concussion in ANY sport. Your child's coaches should review the team member's medical information with the school nurse.
- ✓ Post-concussive syndrome symptoms signs can appear within two, or three days after the initial head trauma. Even though the student may feel fine on the day of the trauma, symptoms can show within a few days. If so, consult a physician immediately.
- ✓ Remind your student: It's better to miss one game than the whole season.

Benefits of Conditioning

The quality of one's athletic performance depends on each individual being in optimum physical condition. Proper conditioning allows the athlete and team to function at the highest possible level. A well-conditioned athlete is a successful athlete; a well-conditioned team is a successful team. The benefits of conditioning during practice sessions are considered as important or even more important than the contests. Developing a proper appreciation for the benefits of conditioning can carry over into later years and lead to an improved quality of life. The health benefits derived from a regular exercise program are well documented. Pursuing lifelong habits are important goals to improve or maintain cardiovascular endurance, muscular strength, muscular endurance and flexibility.

The following guidelines have been developed to foster optimum athletic performance. This listing is not all-inclusive, but is designed to provide guidance. In addition to these general guidelines, the National Athletic Trainers' Association encourages all athletes to develop the specific skills involved in their sport and to be aware of the rules governing their athletic endeavors.

1. Athletes should engage in appropriate conditioning programs for a minimum of **six weeks** before the start of daily practice.
2. Athletes should focus on developing muscular strength and endurance, cardiovascular fitness and flexibility.
3. Good nutritional practices incorporate the basic food groups: grains, fruits and vegetables, dairy, and meat/poultry/fish. Athletes' diets should be high in complex carbohydrates while also including essential proteins and fats.
4. Athletes practicing or playing in warmer climates should become acclimatized to high levels of activity in hot weather. Workouts should be held early in the morning or late in the afternoon.
5. The night before an event, athletes should hydrate with electrolyte fluids to reduce the risk of dehydration.
6. All athletes should use appropriate equipment that fits properly. This equipment should be checked before and after each use to ensure that it is in proper working condition, and replaced or repaired immediately if any problems are noted.
7. Appropriate protective equipment should be worn in all practices as well as during competitions.
8. Shoes should fit appropriately and provide the necessary support for each individual sport.
9. Any and all types of skin diseases and lesions diseases should be treated immediately and fully to avoid more extensive problems.

10. Mouth guards should be used in all collision sports, including ice hockey, football and rugby; and recommended for all sports where contact could occur, including basketball, baseball, lacrosse, soccer, etc. Not only do they help to prevent dental injuries, but they can also absorb shocks from blows to the jaw or head and reduce the severity of these blows.
11. Players should stretch properly before and after workouts of any kind.
12. A minimum 15-minute warm-up period before any game or practice, and an appropriate cool-down period afterward, is recommended. Athletes should also warm up for five minutes during any prolonged breaks in activity (including half time, between periods, etc.).
13. Ice should be available on the sidelines of every game and practice to apply to appropriate injuries.
14. A licensed physician should examine injuries involving bones or joints.
15. All injuries should be evaluated immediately.

Nutrition

For an athlete to develop his/her full potential, it is important to have an understanding of how to properly replenish rebuild and nourish the body. The following are basic dietary guidelines that will help ensure peak performance:

1. Eat more complex carbohydrates such as breads, pasta, rice.
2. Eat moderate amounts of protein ~ limit red meat intake.
3. Eat fewer high fat foods.
4. Stay well hydrated, especially in hot weather.
5. Increase your intake of water each day and always replenish fluids immediately after practice and contests.
6. Maintain a healthy body composition and avoid quick weight loss.
7. Replace carbohydrates used for energy during training and competition.
8. Eat an appropriate pre-practice or pre-competition meal ~ high in carbohydrates.
9. It is advisable to pack a snack to be eaten after school, prior to an away contest or before a practice, especially if the student has lunch before 12:00 pm. The snack should include easily digestible foods such as a bagel, soft pretzel, fruit, granola snacks, etc. Avoid sandwiches that contain meat, or cheese or high fat content food items. These items are too hard to digest in a short period of time.
10. For obvious legal, health and safety and conditioning reasons, one must abstain from drugs, tobacco and alcohol. **This is very important.**

Energy Drinks and Supplements

Health experts advise that students should not drink energy drinks because of various health concerns, including the drinks' high caffeine content, which can lead to sleeplessness, nervousness, elevated blood pressure and heart rate, and their high calorie content, which can contribute to childhood obesity.

1. Red Bull, Amp, Adrenaline Rush, Lost Energy, Full Throttle and scores of other so-called energy drinks are a million-dollar market, padding the pockets of their makers and revving up the consumers who drink them.
2. In the United States, where health officials are struggling with growing childhood obesity epidemic, the calorie count in energy drinks is more bad news (high in sugar and fructose). Sugar is a simple carbohydrate and evidence from studies shows that, coupled with a large amount of caffeine, the body rapidly turns it into stored fat.
3. Caffeine does provide a quick energy boost, but it doesn't come without a cost, especially in young students. It gives them a quick, high buzz and makes them feel like they have all this energy. But caffeine is a diuretic that can quickly rob kids of fluids, leaving them dehydrated. It can interfere with the appropriate fluid balance and enhances the chances of heart rhythm disturbance.

What is in a label??? Read and understand.

Redline is a potent energy drink. Most energy drinks contain little more than coffee, lots of caffeine, with a little bit of vitamins, sugar and amino acids. This drink has diet drugs in it that will affect you in other ways. Caffeine, Evoburn (pure Evodiamine), N-acetylc-L-tryptophan, Yerba Mate, Green Tea, 5-HTP, Vinpocetine, Yohimbine HCL, Carmine Red, Liquid Red. (other substances Guarana extract and Taurine)

Supplements – Vitamins - Pills or Drinks - It is the food that is potent, not the pill.

Vitamins are a small group of substances that are essential in tiny quantities for growth and development. Most of them cannot be manufactured by the body and must come from our diet. Many studies have since shown that vitamins from supplements do not act on the body in the same way as vitamins from foods. Dietitians, nutritionists and other experts are all agreed that apart from small groups of people in special medical circumstances, most of us don't need to take vitamins or food supplements. We can get what we need from a balanced diet. Always consult your physician to supplement vitamins.

Supplements – Protein bars and/or shakes

While endurance athletes are easy to convince of the need for a high carbohydrate, low fat diet, strength athletes tend to believe that they require more protein. This is rarely the case. According to sports nutritionists strength athletes require high carbohydrate and adequate glycogen stored in the muscle. They point out that all high intensity; powerful muscle contractions (such as weight lifting) are fueled with carbohydrate. Neither fat nor protein can be oxidized rapidly enough to meet the demands of high-intensity exercise. Adequate dietary carbohydrate must be consumed on a daily basis to restore glycogen levels. It is also important to note that high quality protein bars and shakes are good supplemental snacks and should not replace good dietary meals – one bar or drink is fine.

More recent research has shown that combining protein with carbohydrate in the two-hours after exercise, nearly doubles the insulin response, which results in more stored glycogen. The optimal carbohydrate to protein ratio for this effect is four grams of carbohydrate for every one gram of protein. Eating more protein than that, however, has a negative impact because it slows rehydration and glycogen replenishment.

Protein has other important post-exercise qualities. Protein provides the amino acids necessary to rebuild muscle tissue that is damaged during intense, prolonged exercise. It can also increase the absorption of water from the intestines and improve muscle hydration. The amino acids in protein can also stimulate the immune system, making you more resistant to colds and other infections.

Steroids

Dr. Nora D. Volkow *NIDA Director* - National Institute on Drug Abuse

Let me be clear: while anabolic steroids can enhance certain types of performance or appearance, they are dangerous drugs, and when used inappropriately, they can cause a host of severe, long-lasting, and often irreversible negative health consequences. These drugs can stunt the height of growing adolescents, masculinize women, and alter sex characteristics of men. Anabolic steroids can lead to premature heart attacks, strokes, liver tumors, kidney failure and serious psychiatric problems. In addition, because steroids are often injected, users risk contracting or transmitting HIV or hepatitis.

These also go by the name Andros. It is a steroid and people need to understand that just because it's over-the-counter it's not safe. You may remember that baseball player Mark McGwire admitted to taking these a few years ago. Surprisingly there is little evidence that prohormones do anything to enhance your performance.

Hydration and Fluid Replacement

Hydration and the Use of Water Bottles

The athletic department encourages the athletes to provide their own water bottles for practice and games. Water bottles can transfer diseases very easily if the water bottle opening comes in contact with bodily fluids. If water bottles need to be shared, proper use of squirting should be done at all times.

What Not to Drink

1. Drinks with carbohydrate (CHO) concentrations of greater than 8% should be avoided.
2. Fruit juices, CHO gels, sodas, and sports drinks that have a CHO greater than 6% to 8% percent are not recommended during exercise as sole beverages.
3. Beverages containing caffeine, alcohol, and carbonation are not to be used because of the high risk of dehydration associated with excess urine production, or decreased voluntary fluid intake.

Hydration – Fluid Guidelines

- ◆ Drink according to a schedule based upon individual fluid needs; during and after practices and games.
- ◆ Drink 17-20 ounces of water or sports drinks with 6% to 8% percent CHO, two to three hours before exercise.
- ◆ Drink another 7-10 ounces of water or sport drink 10 to 20 minutes before exercise.
- ◆ **Drink early - by the time you're thirsty, you're already dehydrated.**
- ◆ In general, every 10-20 minutes drink at least 7-10 ounces of water or sports drink to maintain hydration, and remember to **drink beyond your thirst.**
- ◆ Within two hours, drink enough to replace any weight loss from exercise.
- ◆ Drink approximately 20-24 ounces of sports drink per pound of weight loss.
- ◆ Dehydration usually occurs with a weight loss of 2% of body weight or more.
- ◆ During events when a high rate of fluid intake is necessary to sustain hydration, sports drinks with less than 7% percent CHO should be used to optimize fluid delivery. These sports drinks have a faster gastric emptying rate and thus aid in hydration.
- ◆ Salt should never be added to drinks, and salt tablets should be avoided.
- ◆ Cool beverages at temperatures between 50 to 59 degrees Fahrenheit are recommended for best results with fluid replacement.

Dehydration, Its Effects On Performance, And its Relationship To Heat Illness

- ☛ Dehydration can affect an athlete's performance in less than an hour of exercise - sooner if the athlete begins the session dehydrated.
- ☛ Dehydration of just 1% to 2% of body weight (only 1.5-3 Lb. for a 150-pound athlete) can negatively influence performance.
- ☛ Dehydration of greater than three percent of body weight increases an athlete's risk of heat illness (heat cramps, heat exhaustion, heat stroke).
- ☛ High-body-fat athletes can have a harder time with exercise and can become dehydrated faster than lower-body-fat athletes working out under the same environmental conditions.
- ☛ Clothing, such as dark, bulky, or rubber protective equipment can drastically increase the chance of heat illness and dehydration.

Journal of Athletic Training: 35(2): 212-224; NR-IS Handbook Heat Related Illness, Sandra Shultz Phd, ATC; CSCS Steven Zinder MS, ATC

Hygiene and Care of Equipment – Washing and Sanitizing

Universal Hygiene Protocol for All Sports:

- Shower immediately after all competitions and practices
- Wash all workout clothing after practice
- Wash personal gear, such as knee pads, periodically
- Don't share towels or personal hygiene products with others
- Refrain from cosmetic shaving
- When athletic pads become wet, the opportunity to allow bacteria to multiply increases dramatically. These pads should be placed in a well-ventilated area and if possible, in the sunshine.

HIV, Hepatitis, MSRA and Skin Disease Prevention

While the risk for blood-borne infectious diseases, such as HIV/Hepatitis B, Herpes Gladiatorum and MSRA (methicillin-resistant staphylococcus aureus) remains low in sports, proper precautions are needed to reduce the risk of spreading diseases. Along with these issues are skin infections that occur due to skin contact with competitors and equipment.

Infectious Skin Diseases

Means of reducing the potential exposure to these agents include:

- The athlete should notify parent/guardian, trainer and coach of any lesion before competition or practice. Athlete must have a health-care provider evaluate lesion before returning to competition.
- If an outbreak occurs on a team, especially in a contact sport, consider evaluating other team members for potential spread of the infectious agent.
- Follow state/local guidelines on "time until return to competition."

Blood-Borne Infectious Diseases

Means of reducing the potential exposure to these agents include:

- Bleeding must be stopped immediately and all wounds covered. All blood-soaked clothing must be removed before continuing competition or practice. Contaminated clothing must be cleaned before using again.
- Immediately wash contaminated skin or mucous membranes with soap and water. Clean all contaminated surfaces and equipment with disinfectant before returning to competition. Be sure to use gloves with cleaning.
- Any blood exposure or bites to the skin that break the surface must be reported and evaluated by a medical provider immediately.

Accident Reports, Primary and Secondary Insurance

When a "time loss" situation occurs to an athlete during practice or a contest, the coach must complete an "Incident Report" within 24 hours. This report is submitted to the Athletic Office for review. If a student does not report the problem to the coach or nurse at the specific time of occurrence and waits for the next day, the information should be recorded and submitted.

Medical expenses arising from participating in Putnam Valley High School or Middle School Athletics must first be submitted to the parent's insurance carrier. Any remaining balance can then be submitted to the school's insurance carrier, which supplements the student's coverage in limited ways. The nurse is the contact person for this procedure.

Clearance of Athletes after Injury/Sickness

Any athlete who has been seen by a doctor must be released for participation by submitting a signed statement from the doctor who treated the athlete in order to resume participation with his/her team. If you go to an

emergency room for care, please obtain a written release before leaving the hospital because many times the attending physician may not be there the next time you visit. ***This release must be filed with our school nurse.*** It is the athlete's responsibility to bring the release to the school nurse; do not leave this responsibility to another person such as a coach, teacher, friend, etc.

In the case of a long term or severe injury, clearance by the school physician may also be necessary prior to the athlete returning to practice or competition. The NYSPHSAA recommends that a returning athlete be re-evaluated prior to competition. The coach should use one half the minimum of required practice days as a basis before re-entry. This amount of time could be extended or decreased based upon the coach's evaluation after medical clearance. The coach or trainer may request further evaluation if the athlete is not performing up to the standards necessary for safe competition.

Medical doctors can clear athletes for participation with protective devices such as casts, braces, splints, and sutures. If cleared, the protective mechanisms must meet the safety padding standards as described in each sport rule book.

Shoe Selection

Choosing a proper shoe for an individual sport is often overlooked but is a critical part of the process in making an injury free season. A shoe that is not fitted correctly may cause blisters, sore joints, or strained muscles.

The first step to finding the right shoe is to match your running style, sport position and physical make-up. The second step is making sure you purchase a shoe that matches the true shape for your foot. A simple test to take to establish your foot shape and what type of shoe to look for is to take the "Wet Test." Place your foot into some water and stand on any surface that will leave an imprint.

The following are the most common foot types:

1. Normal Foot ~ normal sized arch and leaves an imprint that has flare but shows the forefoot and heel connected with a wide band ~ "Stability type" of shoe is indicated.
2. Flat Foot ~ low arch and leaves a nearly complete imprint that looks like the whole sole of the foot ~ "Motion-Control or Stability" shoes are indicated.
- High-Arched ~ leaves an imprint showing a very narrow band connecting the forefoot and heel ~ "Cushioned" shoes with plenty of flexibility are indicated.

To make it easier for you to narrow your search for the right training shoe, the shoes are divided into the following categories:

1. Motion-Control ~ rigid running shoe; heavy but durable; good with orthotics
2. Stability ~ good blend of cushioning; medial support and durability
3. Cushioned ~ softest mid sole; least medial support
4. Lightweight training ~ lighter than standard training shoe; fast paced training or racing
5. Trail ~ increased traction; very stable; heavier rubber toe bumpers

Note: Running shoes should not be used for sports that involve cutting or quick changes of direction. This may lead to ankle or knee injuries.

Athletic Equipment – Personal and School Issued

Personal Athletic Clothing and Safety Equipment

Male athletes who participate in contact and collision sports must wear a protective cup inserted into a jock.

Female athletes should always wear a sports bra. Other personal items such as spandex pants, shorts, t-shirts and sweats need to be cleaned on a regular basis, especially in sports where protective padding is worn over the clothing.

Equipment Issued by the School

It is the school's responsibility to supply all of the safety equipment that is outlined by the rules of each sport.

1. Mouth guards are required in the following sports: Football, Girls' Field Hockey and Girls' and Boys' Lacrosse. They are elective in all others. If an athlete desires to wear a mouth guard, even though it is not required for his/her sport, it will be provided by the Athletic Department. Your dentist should review mouth guards that cover braces.
2. Football equipment supplied by the school - helmet, shoulder pads, rib pads, hip pads, thigh and knee pads - and other safety equipment specified by the Athletic Trainer.
3. Field Hockey - required goalie equipment
4. Volleyball - knee pads (personal item)
5. Boys' & Girls' Soccer - goalie gloves and goalie jersey
6. Wrestling - head gear
7. Baseball & Softball - all required catcher's equipment and button helmets
8. Boys' Lacrosse - helmet, shoulder pads, arm pads (gloves are usually a personal item) and goalie equipment
9. Girls' Lacrosse - Protective goggles and required goalie equipment

All of the required safety equipment is sent to a reconditioning company after each season to be inspected for safety and repaired. Students who choose to purchase their own personal safety equipment must have prior approval from the Athletic Coordinator. Examples of this type of equipment are as follows: football helmets, lacrosse helmets, batting helmets, catcher equipment and other non-personal protective items.

Uniforms

The Athletic Department provides uniforms for all teams. These uniforms are to be returned at the end of the season in a clean, sanitary condition unless instructed otherwise by the coach. Follow the washing instructions that are often included with the article of clothing. Usually this involves washing in lukewarm water and drying in the permanent press cycle.

Teams may choose to purchase personal athletic equipment such as game jerseys, shorts and warm up clothing. These items are the personal property of the individual and the Athletic Department is not responsible for care, repair or replacement. Items that are to be worn during a game or contest must conform to the current team uniform or be approved by the Athletic Coordinator.

The school district is not permitted by state regulation to sell or give away uniforms or equipment purchased or donated to the school district. **The equipment and uniforms supplied are the responsibility of the athlete. If lost, stolen, or not returned at the end of the season, these items are the financial responsibility of the athlete and athlete's parent or guardian.**

The Greatest Threat

American Athletic Institute

The American Athletic Institute has conducted studies in the area of recreational drug use and athlete performance. Here are some of the findings:

ALCOHOL

Training Effect

Every time you get drunk, you lose approximately 14 days of training effect. You lose all you have worked to gain. One night of drinking and two weeks of training effect are erased. You are wasting your time and your career.

Training Hormones

Alcohol suppresses your training hormones for up to 96 hours (four days). Basically you are at practice but the hormones you need to gain training effect and condition are not. You practice but no improvement comes.

Performance Potential

The effect of recent heavy drinking lowers your performance potential by 11.4% before you even step on the field. The best you can be is about 88.6% of your best (100%).

Muscles

Your muscles will become fatigued quicker. Lactic acid levels which fatigue your muscles, increases much earlier and primary muscles that you depend on shut down or are slower and weaker.

Lungs

Your breathing will be much heavier and you will hyperventilate much earlier in practice or a game. You will not be able to catch your breath during breaks in activity. Your breathing rate will be very high and you will hyperventilate or lose control of your breathing. Your lungs are trying to get oxygen to your working muscles and clear carbon dioxide (CO₂) from your system but they cannot. Your muscles begin to suffocate

Heart

Your heart rate will be much higher and over time your cardiac output will decrease. The oxygen rich blood will not reach your working muscles. The lactic acid will build up in the muscles and you will slow down and be weaker.

Muscle Fuels

It will take you longer to reload muscle fuels (glycogen). Normally we can reload our muscles with fuels in 8-12 hours, but after drinking it can be 16-24 hours.

Recovery

You will take much longer to recover from the stress of training. Normal recovery from maximal stress is 24 hours but after drinking, it can be 48-96 hours.

Dehydration

Alcohol is a diuretic, which means it makes you urinate. You lose lots of body fluids and all your physiological functions decrease.

Hormone Conversion

You cannot turn pre-hormones into training hormones. Out with all your urine go most of your water soluble vitamins, including the B vitamins, some of which are responsible for converting pre-hormones into training hormones. Until these levels are back you cannot make hormones for training.

Muscle Repair

Your ability to repair damaged muscle is reduced. When we train muscle is damaged. We repair it by making protein into new fibers. Drinking slows down this repair process. It is in your speed muscles that this process is most reduced.

Reflex

Alcohol slows down the reflex in regard to reaction time. Alcohol affects reaction time and hand eye coordination, which are two of the most important functions in sports.

Conclusions

Alcohol is a metabolic poison, clear and simple. It affects the entire body and all body systems, especially those that control high performance. No serious athlete should use alcohol.

MARIJUANA

Marijuana negatively affects the CNS (Central Nervous System). When you smoke pot, it is in your CNS for thirty days. It also accumulates over time. This means if you smoke it daily, it is building up in increasing levels. Marijuana is every bit as damaging to your brain and CNS as alcohol is to your muscles, lungs and heart. Combine both and you are nowhere near the athlete you could be. Listed below are the most serious effects on athlete performance, from marijuana use.

Motivation ~ Focus

Most athletes who are marijuana users have motivational problems. It is hard enough to maintain focus day after day and game after game when we are healthy and rested. If you use drugs it creates additional distractions in these areas. The ability to be highly focused and motivated is jeopardized by marijuana use.

Processing ~ Multi Tasking ~ Confusion

To function effectively our CNS (central nervous system) must make quick, responsive decisions and also sort out situational priorities, strategies as well as the order in which we must determine the importance of options as well as responses. We also must have the ability to take in all outside input and establish which of those signals are most important. In athletics if we cannot multi task or do many things at once our effectiveness decreases. Marijuana affects the brain's complex ability to do many things at once and to sort out that inflowing input, establish priorities for action and response.

Visual Tracking ~ Depth Perception

Marijuana use also affects the visual system. Recent studies have shown that losses occur in the ability to visually track or follow moving objects. It also decreases the ability to determine accurate visual depth, or for example in basketball, baseball or lacrosse, to tell how far or near an incoming object is or to determine at the same time, the velocity or speed at which it is traveling. This would be critical in making pre-movements, for instance, to catch an incoming pass or block a shot.

Reflex ~ Reaction ~ Precision ~ Accuracy

Marijuana reduces our reflex or reaction time. You are slower at reacting to outside stimulus. Precision and accuracy are also affected.

Myographic (Muscle) Impulses ~ Biomechanics

Even the electrical impulses that our brain sends to our muscles to make them react or even contract and relax are affected. This has an affect on the exactness of our movements or biomechanics. This means our skill level is decreased.

Movement Memory ~ Coordination

One of the main sites in the brain affected by marijuana is the area which is responsible for movement memory, or the ability to remember the exact way to create skilled movements over and over. Missed movements or uncoordinated skills make you less effective.

Confusion ~ Critical Evaluation Of Self

The cumulative or collective build up of chemicals in your brain and CNS creates many negative impacts on your ability to be at your best. Unfortunately it also affects a part of the brain that has to do with our critical evaluation of self. This is very dangerous for any athlete at any age or level, because it allows you to somehow rationalize that using marijuana is o.k. or that it has no affect on your performance. Nothing could be farther from the truth. Marijuana use will prevent you from reaching your full potential.

Rerouting Functional Users

If you want to be a great athlete and reach your full potential, you must be focused. Athletes who use marijuana regularly become functional users. Some are still very good, but nowhere near the athlete they could be. The human brain is so amazing that it basically learns how to reroute these functions and abilities that are affected by the chemicals to other parts of the brain, which have no ability to do those tasks. They take over and learn how to function as best they can, however it is far from optimal.

Recreational Drug Use And You

One thing is for sure athletes; are concerned with performance. Our goal is to train with the best methods possible and to get rid of as many negative factors as possible. Alcohol and Marijuana have ruined many careers. If you use them, you will never be as good as you could have been.

**Remember when you are not training,
That somewhere, someone is training...
And when you meet them,
They will beat you...**

**Remember when you are partying,
That somewhere, someone is not
partying...
They will beat you...**

Matveyev USSR

Underwood USA

Nothing in the sport world is truer.

On behalf of the American Athletic Institute we hope you will consider these issues and think very seriously about the things you do off the field, that ruin the things you do on the field...

American Athletic Institute; Dennis O'Sullivan; Vice President

dennisosullivan@americanathleticinstitute.org

www.americanathleticinstitute.org

Sport Specific Guidelines

Football-Specific Guidelines

- Intentional spearing of opponents is never to be considered.
- Blocking below the waist should be minimized during practice.
- Block and tackle with the head up to reduce the risk of neck injuries.
- In addition to total strengthening and conditioning, football-specific conditioning exercises should strengthen the neck to allow players to keep their heads firmly erect while making contact during blocks or tackles.
- Make sure the practice and playing areas are safe. Look for holes, broken glass and other hazards on and around the practice field, game field and blocking sleds.
- Ample fluid replacement should be available at all times.
- Mouthpieces and proper protective equipment must be worn at all times.
- Protective equipment should be cleaned with a disinfectant and dried immediately when wet.
- Football players with open wounds, broken skin or diseases of the skin should be cleaned and dressed every day. A licensed physician should evaluate skin diseases. Cross-contamination must be prevented.
- Adhere to the rules of the game.

Basketball -Specific Guidelines

- Players should focus on conditioning exercises for the total body, including upper and lower extremities.
- Players should focus on good warm-up and stretching prior to any ballistic movements.
- Footwear should fit properly to minimize the risk of ankle- and foot-related injuries.
- Replace footwear when the shock absorption is no longer adequate.
- Adhere to the rules of the game.

Soccer-Specific Guidelines

- Players should be encouraged to wear appropriate shin guards during practice and play.
- Provide fluids on the sidelines throughout practice and games. Although soccer requires non-stop play with no time outs, athletes should be encouraged to come to the sidelines or touch line where they can replenish fluids without penalty.
- Warm up for approximately 15 minutes, beginning for half that time without a ball. Warm-up exercises should include light jogging and stretching. Without these warm-ups, the explosive action of shooting can result in strained muscles.
- Adhere to the rules of the game when tackling.
- Although soccer does not provide time outs, injuries should be evaluated immediately to ensure the athlete is not worsening the injury.
- Adhere to the rules of the game.

Field Hockey-Specific Guidelines

- Players should be encouraged to wear appropriate shin guards during practice and play.
- Provide fluids on the sidelines throughout practice and games. Although field hockey requires non-stop play with minimal time outs, athletes should be encouraged to come to the sidelines or touch line where they can replenish fluids without penalty.
- Warm up for approximately 15 minutes, beginning for half that time without a ball. Warm-up exercises should include light jogging and stretching. Without these warm-ups, the explosive action of shooting can result in strained muscles.
- Although field hockey does provide minimal time outs, injuries should be evaluated immediately to ensure the athlete is not worsening the injury.
- Adhere to the rules of the game.

Baseball/Softball-Specific Guidelines

- Most injuries in baseball and softball involve the throwing arm and shoulder, but these injuries usually result through a gradual process. Athletes should not abuse the throwing arm by overusing it.
- Players should incorporate conditioning and stretching exercises for the shoulder into their overall program.
- It is to the player's advantage to warm up and cool down the throwing arm properly to minimize the risk of injuries.
- Condition all shoulder muscles, emphasizing muscles in the back of the shoulder that is required to stop the pitching motion. Muscles in the front of the arm are naturally stronger -- shoulder injuries can result from weaker muscles in the back.
- Adhere to the rules of the game.

Track and Field-Specific Guidelines

- Stretching is key to minimizing the risk of injury in every event.
- Conditioning programs should concentrate on muscular strength, muscular endurance and flexibility. Individual event training should be emphasized.
- All athletes involved in running events should work to maintain year-round cardiovascular endurance.
- Before and after each event, athletes should warm up and cool down, stretch and hydrate with fluids.
- Special attention should be paid to the nutritional needs of the endurance athlete.
- Adhere to the rules of the game.

Wrestling-Specific Guidelines

- Depleting food and fluid to make a particular weight class may be detrimental to the health and safety of the athlete. Body composition and weight loss should be closely monitored.
- Wrestlers should be encouraged to wear protective headgear that provides ear protection.
- Wrestlers should be encouraged to wear protective kneepads.
- To reduce the risk of skin diseases, wrestlers should shower before and after workouts; wash their workout clothes daily; dry their skin adequately; clean mats daily; avoid wearing street shoes on wrestling mats or wrestling shoes off the mats; wipe headgear down with alcohol pads after each use; and conduct daily total body skin inspections.
- Wrestlers with open wounds, broken skin or diseases of the skin should be discouraged from participating until the skin is healed or the wrestler has been cleared to participate by a licensed physician. If allowed to wrestle, the athlete should have the affected skin covered to prevent cross-contamination.
- Proper strength and conditioning regimes should be encouraged.
- Adhere to the rules of the game.

Volleyball-Specific Guidelines

- An overall strength base with emphasis on leg, back and posterior shoulder (rotator cuff) strengthening during pre-season is vital.
- Proper equipment should include volleyball-specific shoes and knee-pads for shock absorption.
- A proper warm-up and stretching program should emphasize the shoulder, low back and legs.
- Do not start spiking before warm-up stretching for the shoulder. After stretching, start throwing the volleyball easily, gradually increasing intensity until the muscles are warm.
- Advanced drills and conditioning, such as plyometrics or jump training, should not be conducted unless the athlete has been tested and can demonstrate balance, flexibility and strength.
- Ample fluid replacement should be available at all times.
- Adhere to the rules of the game.

Boys' Lacrosse-Specific Guidelines

- In addition to general strengthening and conditioning, lacrosse-specific conditioning exercises should strengthen the neck to allow players to keep their heads firmly erect while making contact. Adhere to the rules of the game when making contact with the lacrosse stick or body.
- Provide fluids on the sidelines throughout practice and games.
- Mouthpieces and proper protective equipment should be worn at all times.
- Protective equipment should be cleaned with a disinfectant and dried immediately when wet.
- Lacrosse players with open wounds, broken skin or diseases of the skin should be cleaned and dressed every day. A licensed physician should evaluate skin diseases. Cross-contamination should be prevented.
- Players should focus on conditioning exercises for the total body, including upper and lower extremities.
- Players should focus on good warm-up and stretching prior to any ballistic movements.
- Footwear should fit properly to minimize the risk of ankle and foot related injuries.
- Adhere to the rules of the game.

Girls' Lacrosse-Specific Guidelines

- Players should focus on conditioning exercises for the total body, including upper and lower extremities.
- Players should focus on good warm-up and stretching prior to any ballistic movements.
- Footwear should fit properly to minimize the risk of ankle and foot related injuries.
- Mouthpieces and proper protective equipment should be worn at all times.
- Provide fluids on the sidelines throughout practice and games.
- Adhere to the rules of the game.

National Athletic Trainers' Association. www.nata.org

Communication ~ Parent, Student and Coach

Communication

Communication between coach and player is essential for a successful team. Student athletes are encouraged to communicate with their coach if they have questions or concerns. Parents are urged to support their child's coach, allowing them to instruct and guide the team. **Parents should avoid questioning or confronting a coach immediately after a contest or in front of others.** Parents wanting to discuss a problem with a coach should make an appointment with them so that issues can be discussed in a calm, courteous, and professional manner. The Coordinator of Athletics can assist coaches and parents in scheduling or facilitating these meetings.

Parents should share the information with the child's coach if issues arise in an athlete's personal life that may affect attitude, performance and self-esteem. Both parenting and coaching are extremely difficult vocations. By establishing an understanding of each position, we are better able to accept the actions of the other and provide greater benefits to children. As parents, when your children become involved in our program, you have the right to understand what expectations are placed on your child. This begins with clear communication from the coach of your child's program.

Communication You Should Expect From Your Child's Coach

- Philosophy of the Coach
- Expectations the coach has for the team
- Locations and times for practices and contests
- Team requirements, i.e., special equipment, off-season conditioning
- Discipline for practice and learning new skills
- Rules that govern the teams expectations

Communication Coaches Expect From Parents

- Concerns expressed directly to the coach
- Notification of any schedule conflicts well in advance
- Specific concern in regard to a coach's philosophy and/or exceptions
- The treatment of your child, mentally and physically
- Ways to help your child improve
- Concerns about your child's behavior
- Notification of illness or injury as soon as possible

It is very difficult to accept that your child may not be afforded as much playing time in a contest as you may hope or believe. Coaches are professionals. They make judgments based on what they consider to be the best for the team and all students involved. As you have seen from the list above, certain things can and should be discussed with your child's coach.

Resolution of Conflicts between Athlete and Coach

The athlete and coach relationship is most important. Sometimes an athlete discussing the problem with the team captain may help resolve the issue or clarify the problem. An athlete and a coach should try to resolve all differences. In rare cases where the conflict cannot be resolved, the athlete should make an appointment with the Athletic Coordinator. If there is a conflict with the parent and coach, the parent should contact the coach. These are the steps to be followed to resolve a problem:

| | | | | | | | |
|-----------------|---------|---|----------------------|-----------------|--------|---|----------------------|
| 1 st | Athlete | > | Captain | 4 th | Parent | > | Coach |
| 2 nd | Athlete | > | Coach | 5 th | Parent | > | Athletic Coordinator |
| 3 rd | Athlete | > | Athletic Coordinator | 6 th | Parent | > | Principal |

If you have a concern to discuss with a coach, please follow this procedure;

1. Call to set up an appointment with the coach by phone or e-mail .
2. The coach **will not** meet before or after a contest or practice with a parent. These can be emotional times for both the parent and the coach. Meetings of this nature usually do not promote positive resolutions.
Please use the 24-hour rule, which is wait 24 hours before contacting the coach.

Issues that **will not** be discussed by coaches with parents;

- Amount of playing time
- Team strategy
- Play calling
- Other student/athletes

If there are still concerns after the parent talks to the coach, call the Athletic Coordinator.

Parent Expectations

1. Be positive with your child. Let him/her know that it is a proud accomplishment simply to be part of an athletic team.
2. Try not to offer excuses if he/she is not playing. Encourage him/her to work hard and try his/her best. Help your child set goals as a good way to show your interest and monitor progress.
3. Discourage "putting down" coaches or other athletes. That teaches your child to be a complainer, not a doer. Keep in mind, your child has to return to practice the next day.
4. Encourage your child to follow the rules with respect to attendance, training rules and school work.

5. Demonstrate good sportsmanship and live as a role model for your child.
6. Encourage respect for team and school rules, game officials, and sportsmanship.
7. Encourage your child to improve his or her self-image by continuing to set individual goals. Making comparisons between older or younger siblings and other athletes can hinder the growth of an individual's self-esteem. Progress should be monitored on an individual basis.
8. Encourage your child to play for the enjoyment of the game, not for receiving a scholarship or a select college admission. Be realistic about your student's abilities.
9. Remember that although you may not be in agreement with a coach's style of coaching; your child will have to deal with different leadership styles in life. **Also, you should refrain from coaching from the sidelines or at half-time because the message from the coach may not be the same as your point of view – resulting in, a confused athlete wanting to please both coach and parent.**
10. Make an appointment with the coach to discuss a problem and discuss your concern in a calm courteous manner.
11. Be a positive role model at an athletic event or practice. You represent your family, school, and community.

Contests And Practice Sessions

Team members must be present and on time for all scheduled practice sessions and contests. A student who needs to attend extra help sessions or other extracurricular activities should have prior permission from his/her coach or obtain a note from the extra help teacher or advisor to be excused. Remember that once you become a member of an athletic team you have made a commitment for the entire season.

Acceptable reasons for missing practices or contests include:

| | |
|------------------------|--------------------------------|
| Sickness | Funerals |
| Emergency appointments | Religious obligations |
| College visitation | Exams, tests, academic support |

It is the responsibility of the athlete to inform the coach in advance, when possible, if a game or a practice will be missed. It should be noted that the Athletic Department realizes unusual situations may arise, but communication will be the key to understanding these circumstances.

Physical Education Regulations

The athletic program is an outgrowth of the Physical Education curriculum. To be eligible for interscholastic participation, a student must be enrolled in the represented high school taking at least four subjects and Physical Education.

Those students demonstrating outstanding skill, attitude and effort are encouraged to participate in athletics. The wide range of activities in physical education gives the students an excellent background in physical fitness, lifetime sports and team sports. Because of the importance of physical education, all athletes will be required to complete a physical fitness assessment before being eligible for varsity option.

The members of varsity teams may choose to use their athletic participation toward their physical education requirement by using the varsity option program. Freshman athletes are not eligible for the varsity option. The limits for varsity option/independent study are:

- Sophomores - 1 quarter
- Juniors - 2 quarters
- Seniors - 3 quarters

Athletes who are illegally absent from physical education class will not be permitted to attend practices or games on the day of the absence. The NYSPHSAA regulations state that a student must be enrolled in physical education to participate in athletics.

Transportation

Team Transportation

The Putnam Valley Central School District will provide transportation for all students, support, and coaching personnel of each athletic team in authorized school vehicles when the contest or practice has been scheduled away from the high school site. The coach of the team must ride the provided transportation with his/her students.

Student Driving

Team members are strictly forbidden from driving an automobile, transporting members of an athletic team, or being driven by another student to an athletic contest or practice that is outside the Putnam Valley School District or when district transportation is provided. There are no exceptions. If a student misses the district provided transportation to a contest or practice, his/her own parent must transport him. The Athletic Coordinator or administration must approve this.

Transportation Release

Under certain circumstances or exceptional situations that are reviewed and confirmed by the Athletic Coordinator, a student may be excused from riding to or from an athletic event by school-authorized transportation. This request must be made in writing and submitted to the Athletic Coordinator 24 hours in advance. This privilege is kept to a minimum, since the athletic philosophy continues to be that a student is part of a team in all phases of team activity.

1. Individual or seasonal "Travel Release Form" is available to all students in the Athletic Coordinator's Office.
2. Parents of students must make prior arrangements with the Athletic Coordinator's office in advance of the trip and have the approved "Travel Release Form" on file in the Athletic Coordinator's office.
3. The student will be released to the parent(s) by the coach upon presentation of a copy of the approved "Travel Release Form" at the contest.
4. Should a parent approach a coach at an away contest and request that his/her student rides home, the coach will require a written note from the parent and then release the student directly to the parent. This request is to be used for special situations and is not a common practice.
5. **A student will NOT be allowed to ride home with another student, or any other individual except the parent or legal guardian.**

Bus Conduct

1. Athletic shoes with cleats are not to be worn on the bus.
2. Food and beverages are permitted on the bus. Check with the bus driver for any restrictions.
3. The use of chewing tobacco, spitting or leaving the bus in unsanitary conditions may cause the athletic team to lose its travel privilege and play only home contests. A student who uses chewing tobacco is subject to the regulations regarding drug use.
4. A student who does not obey bus safety rules or who defaces bus equipment will have the privilege of bus transportation revoked.

Procedure If the Bus Does Not Arrive

1. The coach is not authorized to use private cars to transport students to a contest or a scrimmage from Putnam Valley High School or Middle School.

2. The bus is not authorized to leave the site of an away contest for any reason except an emergency or planned transportation scheduling. The coach will be notified if an alternate plan needs to be used.
3. If the bus does not arrive at the away contest, the coach will call the Athletic Coordinator immediately. If the bus does not arrive at an away contest site and all contacts have failed, the coach should contact some of the students' parents and set up car pools to transport the students home.
4. **In any situations with transportation problems**, the student should contact his/her parent notifying them of the problem. Most every student carries a cell phone, and if a student does not, please have the other students' share their cell phones or use the coach's phone.

Vacations and Trips

Family Vacations

When a family chooses to take their vacation during an interscholastic season, it must be understood that the time missed by the student will affect team chemistry and personal conditioning. The coach can prepare a conditioning schedule for the athlete to follow while being away. Once the team member returns, the coach must make a judgment as to any physical conditioning and skill development the student has retained prior to a contest or scrimmage. The maximum review time should be 1/2 of the maximum New York State Public High School Athletic Association required practices. A game or contest does not count as a practice.

Student Planned Vacations/Trips

Parents and students should contact the coach as soon as possible to find out what is expected for the coming season. Schedules will be made available as soon as possible.

The Athletic Department does not recognize the use of vacation time for personal or group trips. A student who uses this time for his/her own pleasure when practices and contests are being conducted will have to repeat 1/2 of the maximum NYSPHAA required practices before entering into a contest or scrimmage. Because these unsupervised vacations do not produce productive skill and conditioning results, the coach must make a judgment as to the athlete's condition. This cautious procedure is to help reduce the possibility of injuries. A student who passes over practices or competition(s) for any un-excused reason may have his or her position or playing time altered.

Guidelines for Conflicting Athletic and Academic Vacation/Trips

Unfortunately, students who are tied to both programs cannot do both. There is no policy, but these are the cooperative guidelines are listed below;

1. If the academic program trip is for school credit, the academic program takes preference.
2. Students should be free and without any pressure or fear of repercussions to make a choice if an optional academic and/or optional athletic trip are offered at the same time.
3. If a student chooses an academic sponsored trip, the coach should give the student a maintenance program which includes skill work, if possible to perform, and especially conditioning.
4. Students returning to practice after the trip will need to have their skills and conditioning reviewed. It also must be understood that the time missed by the student can affect the team chemistry and personal conditioning.

Summer Camps

It is beneficial to the student to attend a camp in the sport of his/her choice. This will give the student a better picture of his/her skill development and provide a different opportunity to test one's ability. Camps will not improve the skill level in a short period of time. They will, however, provide the student with information about what needs to be learned, developed and improved.

Camps are not mandatory or required. A camp should not interfere with a family vacation, the student's interest in pursuing educational goals or opportunities for job placement. A coach can provide alternative programs that will help enhance the performance of each athlete.

Participating on Outside Teams

Many opportunities exist for Putnam Valley High School and Middle School students to participate on non-school sponsored sport teams during their participation on interscholastic athletic teams. Membership on these teams requires a significant time/practice commitment and increases the probability of an overuse injury. This type of injury may have a longer recovery period than anticipated. Thus, participation on outside teams during an interscholastic athletic season is not recommended and should be discouraged. The student's personal physician must evaluate the injury sustained in an outside competition or the practice.

When competing in non-NYSPHSAA sponsored events, an athlete forfeits amateur status by;

1. Competing for money or other compensation (travel, meal money, lodging are acceptable)
2. Receiving an award or prize money that has not been approved by NYSPHAA
3. Capitalizing on athletic fame by receiving money or gifts
4. Signing a professional playing contract
5. Instructing, supervising, or officiating in any organized youth sports program, recreation, playground, or camp activities will not jeopardize amateur standing.

Awards

Earning a Varsity Letter

The Athletic Coordinator and coaching staff have adopted the following requirement to earn a varsity letter: "Any varsity athlete in good standing as a team member, who completes his or her responsibilities, and performs to the best of his or her ability is entitled to be considered for a varsity letter." A coach can exceed the basic criteria by adding standards specific to the sport.

Individual Team Awards – Each team can determine which, if any, awards are given within the team. These awards (MVP, Most Improved, etc.), are determined by the guidelines established by the coach.

All-League – The coaches of each sport league determine this award and the number of awards are regulated by the Conference Athletic Directors.

All-Section – The coaches of each local coaching organizations determine this award and the individual must receive all-league selection before receiving an all-section award.

All-County – This award is determined by the local newspaper writers with some input from selected coaches.

All-State – This award is determined by the state newspaper organizations.

Con Edison Scholar-Athlete Award – This award is presented weekly and is determined by a panel of coaches.

NYS Scholar-Athlete Team Award – This award is determined by criteria established by NYSPHSAA. It is a team award for a pre-determined number of individuals per sport. Prior to applying, it must be determined that the team has a composite grade average of 90 or above. See NYSPHAA for specific criteria.

MAKING CONNECTIONS FOR COLLEGE - STRATEGIES FOR THE STUDENT ATHLETE

Resource Guide For Parents And Students

The purpose of this section is to help educate students and their parents about the marketing and recruiting process. It is known that a small percentage of all the athletic "slots" in the colleges are filled with recruited athletes. The challenge now begins for the student to make the right decision as to which college to attend.

Parents, players, coaches and guidance counselors can no longer sit and wait idle for a player to be contacted by a coach. The student/athlete has to be thought of as a product, packaged like a product and sold like a product. The effort that goes into recruiting is a four-part relationship that still does not guarantee a student/athlete the choice of school, even when all of the right things in the recruiting process are done with the best intention. What it may do is increase the probability of being noticed, which in turn increases the chance of being recruited to the college of choice.

Making Connections - The Process

Colleges and universities will not recruit most of the student/athletes at Putnam Valley. This does not mean that they are not qualified. A student must market him/herself in order to get into the athletic program that best suits his/her needs.

In order to choose the college or university that best suits his/her academic and athletic capabilities, the student is encouraged to seek advice from parents, guidance counselors and coaches. It is essential that the student understand what a college sports program expects from each student academically and athletically.

An athlete is an athlete, and once the athlete engages in competition, the intensity and drive to succeed surfaces to the top. "When competing in college athletics, don't look back. If you do someone will pass you." Division I, II, and III athletes will compete at their highest level. The only difference is numbers; there are simply more recruited players at Division I and II. If a student intends to continue into college athletics, then the following guidelines should be reviewed:

1. Be realistic about your educational goals and athletic abilities!
2. The purpose of college is to earn a degree and develop skills that will enable you to lead a successful and rewarding life.
3. If a sport is not fun, drop it.
4. If you are on a scholarship; then you have made a commitment that cannot be broken for one academic year.
5. The final decision is yours.

College Level Athletic Program Requirements

College Athletic Registration

1. Eligibility regulations for Division I, II, III, NAIA and Junior College institutions are found in the National Collegiate Athletic Association Guides located in the Guidance Office.
2. Registration with the NCAA Clearinghouse should take place by the beginning of your senior year or end of your junior year for all students who are interested in playing a college level sport. Registration for the NCAA Clearinghouse can be done on-line. There is a cost to register to be paid upon submission with the form to the NCAA Clearinghouse.

Player's Responsibility

Keep their grades up. A player with a 3.4 is much easier to recruit than a player with a 2.0 average. A 3.2 is the magic number. It is the standard college coaches focus upon.

1. Sophomores should start going to camps that may represent future colleges of interest. Sophomores need to start to expose themselves to future colleges. If they are good enough to go to sophomore showcases, they should go.
2. During the end of sophomore year going into junior summer, the prospective candidate should visit as many colleges as they can during the summer and fall. He/she should be generating a list of colleges that they like based on academics first, then athletics.
3. If there are fall recruiting tournaments or programs, he/she should try to go to those as well. Exposure is the main priority.
4. In December, the junior candidate should give a general list of schools to the guidance counselor and coach (around 10-15) that they are interested in both academically and athletically.
5. In March, send out an e-mail to the coach of each prospective school. The e-mail should consist of your name, address, phone number, GPA and a brief statement of interest.
6. Any mail that comes back to the player (information cards) should be filled out and sent back promptly.
7. During the season, play well and get better. Make sure that the coach or a parent is filming each game.
8. E-mail the coaches an update on your season and any games you would like for them to come and see.
9. Send out a mass e-mail to all your coaches with your summer plans.
10. At the end of the season it is the player's responsibility to make a video to send out to the colleges. It is not the coach's responsibility, but the coach can be asked for advice.
11. Try out for Empire State Games.
12. Get involved in recruiting camps or camps that have prospective college coaches. You must do at least 2 camps.
13. July 1st, be patient, you may not be called until July 15th.
14. July 20th send out another e-mail just saying hello and that you are still interested in the college.
15. August – another e-mail that talks about the camps you went to, how you did, and what you are doing in the off-season to get better.
16. August, narrow down your choices to 5 or 6 schools.
17. September, send out an e-mail or call asking the coach if you can have an official visit.
18. October, make a decision and try to apply Early Decision.

As a player, you must keep in contact with the schools of interest. Remind college coaches that you are interested in their school. Let the college coaches know where you are going to be.

Parent's Responsibility:

1. Help the player by driving to the different colleges.
2. Back off, but keep the player organized. Simple reminders, (not nagging), are needed.
3. Do nothing. Allow the player to act like an adult. College coaches appreciate a player who does things on his own. Your role is to simply remind.
4. Be a good EAR and allow your son/daughter to bounce ideas off of you. Do not impress your feelings on them, but allow them to come to their own conclusions.
5. Pay for camps – it may cost you a lot up front, but in the end it may allow your son/daughter to get into a college of choice.
6. Use gentle reminders to the High School Coach to call for the player. These must be gentle reminders; the Head Coach has a lot going on so a reminder is appropriate.

Guidance Counselor

1. The guidance counselor provides the ability to help the student find an appropriate academic school. The appropriate school does not mean based solely one on grade point, but based upon what it is the student wants from the school.

2. The guidance counselor has the ability to send out unofficial and official transcripts on a moments notice.
3. The guidance counselor can call and talk to admissions to see if the candidate will need help to get into the school.

Video

1. Contrary to popular belief the video (DVD) is a great tool.
2. 5 – 10 minutes of player's most athletic moments in the sport. Athletic moments are moments that capture the athlete. Each clip should start about 5 seconds before the athletic moment happens and about 5 seconds after the moment happens. This allows the college recruiter a sense of what is going on and what the moment helped to create.
3. **2 HALVES** of 2 different games. These should be a player's best halves. If he happens to have 1 great game, then there are your two halves. However, we believe that consistency is what coaches look for, so two different games is important.
4. 5 minutes of a second sport that shows the player's athleticism.

Tiered Layering of Recruiting:

College coaches have different tiers for recruiting. Each college coach will get a list of about 500-1000 (number might be low) recruits to start to sift through each recruiting season. Our job is to move the student/athlete up on the list.

Step 1: Send interest e-mail from the player and coach. This e-mail will move a student/athlete from the general list to the interested in the school list. This helps the college recruiter immensely because they no longer have to sift through the list, but now have a more specified list. That does not mean they won't look at the players who do not send an interest letter, but it does mean they will look for your name.

Step 2: The reputation of the high school coach is an important factor in recruiting. As the coach's reputation builds, recruiters will continue to come back to the same schools.

Step 3: College coaches may or may not look at the DVD. The DVD places a student/athlete higher up on the list (100 players) and tells the college coaches to put a flag next to the student/athlete's name. An "awareness schedule" allows the recruiter to know where you are so they can see you in person. **Without question, college coaches say seeing a player in person is the most effective form of evaluation.** Empire tryouts, recruiting and teaching camps with the college coaches you want to impress are important to go to.

Step 4: *This is out of your hands. After doing all of this, a coach may move you up onto short list. You have done all that you can. Nothing for the most part will change this.*

The Different Recruiting Lists

1. **The scholarship, letter of intent player.** This player is without question one of the most highly sought out players in the country. Once the letter of intent is signed, the scholarship athlete is nearly guaranteed a spot on that college team. **THIS IS A RARE CASE. This player is usually in the top 3 of the coach's recruited athletes.**
2. **Academic slotted athlete.** This player is one in which the coach recognizes your talent, but your grades do not necessarily match up to the general population requirements. To be slotted means that the admissions board will allow the coach a waiver to allow that student into the school. An academic slotted player is usually guaranteed a spot on the team. These players usually are 3-7 or 1-7 if it is a D3 school where scholarships are not given. **Caveat:** A slot can be taken away at any time prior to the early decision deadline. This is not a scholarship, but a waiver to get a student accepted. In most cases when a college coach slots a player that means that player will get into the college. The coach however can pull this slot before the early decision deadline, leaving that player with no slot, and entering the general population early decision crowd. Do not let other schools know that you are slotted. You must play the game. Try to get more than one school to slot you. Then on early decision deadline, let the coach know that you are not going to their school. The college coach can easily get another candidate, but you cannot easily get another slot.
3. **Early Decision with coach's support:** The player will be entering the general population pool in the early decision category. The coach will walk the candidate's application over to the admissions and push on the player's behalf, but that is not the same thing as Academic Slot. A slot takes the player out of the general early decision pool.

Coach's support means you are going up against all the other early decision applicants, but if two applicants are the same and your college recruiter says that you will benefit his/her team, the admissions board may grant you that spot. This is better than just early decision regular population, but not much.

4. **Regular Admissions:** The player is told that if they can make it in on their own they can try out. They are not guaranteed a spot on the team.

Other information:

1. Any scholarship that is awarded to a player can be used as leverage against another school. For example, a \$10,000 scholarship that is awarded to a player at school X, can be used to try to leverage the same at school Y. One caution, if school Y does not accept the leverage you must be ready to go to school X.
2. You can ask a college coach to walk your unofficial transcript to admissions and get a better feel for your academic standing. This will help your placement on the above categories.

Suggested Athletic Timetable

The student and parent(s) must take the initiative and work on their own behalf. The college recruiter is not the only means through which an athlete is recognized.

Grades 9 and 10 ~ Strategies that promote the athlete best include:

1. Make your best effort to establish the highest possible grade point average .
2. Participate on high school athletic teams in more than one season, if possible.
3. Attend sports camps, club/amateur select teams, try out for Empire States Teams.
4. Write sports resume; revise it at the end of the school year.

Grade 11 - Academic Achievement

1. Develop list of prospective schools with guidance counselors, coaches and athletic Coordinator
2. Make sure the courses taken and required standardized tests meet the NCAA standard
3. Review with your coach the appropriate level of competition (be realistic)
4. Update athletic resume
5. Send the athletic resume to coaches of those schools that you are interested in attending
6. Make video copies of your complete game - highlight videos are not always acceptable
7. Attend Financial Aid seminars
8. Continue to attend sports camps
9. Make appointment with the coach when you visit a college campus

*Grade 12 ~ Do **not** take an academic vacation!*

1. Resources for colleges are in the guidance Office
2. Request college applications as early as possible
3. Familiarize yourself with rules and regulations governing recruiting, eligibility and financial aid
4. Pay attention to application deadlines; financial aid forms should be sent as early as possible
5. Take standardized tests - coaches look at these scores first
6. Update athletic resume
7. Develop goals and ambitions which schools will want to know as part of a general cover letter
8. Visit with current athletes and alumni to find out about the expected commitment and personality of the team.
9. Visit with admissions officers, financial aid advisors and departmental chairpersons - make contact by phone, letter, in person and if available, through the Internet
10. Visit coaches to express interest in the school and athletic program; include athletic resume and other pertinent information like a game video. Most important, make yourself visible to coaches on and off the field. Non-paid, unofficial visits that you set up are very important.

11. Schedule a second visit to potential schools
12. Give your guidance counselor a copy of correspondence to and from colleges

What does the term "Scholarship" really mean?

The word "Scholarship" is an all-inclusive one. It is referred to in different ways and can include any one or a combination of other terms such as financial aid, grants, loans, work-study programs, and aid from private or government sources. Very often the amount and method of scholarship may depend on the level or division of play at which a particular college competes.

Students and Parents Must Understand:

1. The type of financial package being discussed or offered.
2. The obligations, terms, conditions and duration of such arrangements.
3. How the package compares to the actual cost of attending that particular institution, including tuition, room and board, travel, books, supplies and other miscellaneous expenses.
4. You are strongly advised to discuss the package offered with your guidance counselor or the compliance officer who is responsible for NCAA regulations.
5. The coaching staff of that sport regulates any student who is on scholarship for a particular sport. This means your vacations, academic scheduling, summer plans and daily routines can be regulated by the sport requirements. These financial proposals have to be renewed each year. The amounts, time duration and conditions can change.

Selected Tips for the Recruited Athlete

1. Colleges need athletes to support their programs. The reality is college athletic departments recruit students for their ability based on the athletic team needs. College coaches examine your SAT or ACT and grades to see if you qualify for their school. If your grades are not acceptable, the recruiting process for that school may end.
2. If you get bothersome calls or visits, refer them to your Putnam Valley coach for screening and/or appointments or simply say "No" if you are not interested.
3. Parents must be sure that calls and/or visits are not distractions to the student in regard to academic and athletic performance.
4. The student, parent and coach should decide what level of competition would be realistic for the student to participate in and enjoy.
5. NCAA rules state that "a prospective recruited student may make no more than 5 expense paid visits to schools with a limit of one per school - this includes multiple sport athletes." The complete NCAA rules to recruiting are available from the Guidance Office, the compliance officer in charge of the NCAA regulations and athletic coordinator's office.
6. Recruiters, who can be coaches, alumni or any personnel connected to the institution, can make 3 in-person contacts and 3 additional in-person contacts at the prospective candidate's high school.
7. Students may receive a maximum of 3 complimentary tickets to athletic events.
8. There are different contact limits during specific time periods for particular sports. Refer to the NCAA Guide for a more detailed explanation.

The NCAA Guide discusses professionalism, agents, and outside tournament play for monetary gains, all of which could put the student's athletic career in jeopardy. To avoid jeopardizing your college playing career, read the NCAA Guide carefully.

Understand that the high school coach can give you a "best guess" regarding your potential for college athletics, but the college coaches are the best evaluators of ability at the college level. Visibility to college coaches is a must. This can be done through camps, videos, and selective athletic teams.

Facts and Tips to Keep in Mind

On or before a college visit:

1. Discuss potential colleges/universities with your guidance counselor, coach and athletic Coordinator.
2. You should research the college academic and athletic programs as thoroughly as possible to tailor your specific needs and goals.
3. Limit the number of colleges you approach
4. Be realistic in your expectations athletically and academically. **A college will look for athletes that fit their program.**

On a college visit:

1. Meet with an admissions representative and learn about the admissions procedure.
2. See the campus on a typical school day. Attend a class and view a practice if possible. Also, visit with players and coaches to get a feel for the philosophy and atmosphere.
3. If you were recruited by this college and for some reason you could not continue to participate, would this college be right for you?

In college:

1. Don't feel guilty if you do not live up to your ideal of a super athlete. Set realistic goals for yourself and put sports in their proper perspective.
2. Less than one percent of all high school athletes will sign a professional sports contract. Of this number, the average pro sports career lasts only 5 years.
3. Seek the advice of parents and friends but remember that it is your life. Do not do anything that will jeopardize your scholastic or sports careers.
4. Developing good study skills is similar to developing good sports skills.
5. If you can learn complex athletic plays and strategies, you are capable of learning complex course material.
6. Take care of your body and mind. Use your mind; don't lose it to alcohol or other drugs or engage in other illegal activities, such as gambling or cheating.
7. There is life after sports so plan ahead to when your playing days are over. What do you want to do when you leave college?
- 8.

Questions to Ask the Prospective Recruiter

1. Are there any special academic support services that an athlete can access? - mandatory study hall, tutors etc...
2. What is the time commitment to the sport?
3. What are the athlete's responsibilities to the team?
4. Because of the demands of practice/game schedules, do athletes get preference when selecting classes?
5. Is the present coach coming back? How long will the coach be the head of the program?
6. How many recruits do you have in the incoming class? ...in what positions? How many graduating? How many returning starters?
7. Could (the athlete) watch the team practice or play? ~ meet some of the players?
8. How do you see (the athlete) fitting into the program? What might (the athlete) have to do to improve the chances of making the team? ~ making the starting line-up?
9. What is your graduation rate of athletes?

NCAA Clearinghouse Certification for Athletic Eligibility

1 Get the "NCAA Student Release Form" from your Guidance Counselor or on-line.

2 Complete the "NCAA Student Release Form"

Part I ~ Student and High School Information

Part II ~ Authorization Signatures (Under 18 - parents must sign)

Part III ~ Permission to release to Colleges/Universities

Part IV ~ Payment

Fee by check or credit card

Fee can be waived if you had your SAT or ACT fee waived

Part V ~ Fill in a "Pin #" so you can access your status by touch tone phone

3 Mail the completed top copy (white only) to the "NCAA Clearinghouse Forms Processing Center"

4 Submit the yellow and pink copies of the student release form to your high school Guidance Counselor

5 SAT or ACT Scores to the Clearinghouse

Fill in code "9999" when you register to take the SAT or ACT test. If you have already taken the test, request additional score reports to be sent to the Clearinghouse using the code on the SAT or ACT "Additional Report Request Form." Be sure to attain a "9999" Pin Code I.D. number.

If you have additional questions, call the NCAA Clearinghouse at (319) 337-1492

or

WWW.NCAA.ORG

Resources

1. High School Coach
2. Guidance Counselor
3. Athletic Coordinator

Koehler, Michael D. Advising Students Through the College Recruitment Process, Prentice Hall, 1996

NCAA Clearinghouse, P.O. Box 4043, Iowa City, IA 52243

"Making Sure You Are Eligible to Participate in College Sports"

WWW.NCAA.ORG - Web Site for the NCAA Clearinghouse

WWW.Scholastic Registry.com - Internet registry for athletics

Internet ~ Many business productions for athlete recruiting sites have appeared over the Internet and use the Internet access to market athletes. College coaches can and do access information over World Wide Web. This information could include school, GPA, SAT scores, accomplishments, and sometimes a custom-made video. The basic function is the same, to market the athlete. What differs are the range of services and the fees charged. **Read the fine print. There are no real guarantees.**

Sample Athletic Resume

Name: Henry Taylor
Address: 225 South 21 St.
Richmond, IN 47374
(317) 935-0131

Year in school: Senior
GPA: 3.3
SAT scores: Verbal 590
Math 523
PSAT

School and its address:
Richmond High
Richmond, IN (317)973-3300

High School Code # _____

Height: 6'8" Weight: 260 lbs.

Position: Tackle Uniform #: 70

Conference: North Central Conference

Class: 5A

| Year | Tackles | Assists | Sacks | Fumbles | Team Record |
|---------|---------|---------|-------|---------|-------------|
| 1985-86 | 14 | 21 | 1 | 1 | 5-4 |
| 1986-87 | 29 | 35 | 3 | 1 | 7-3 |
| 1987-88 | 36 | 41 | 5 | 2 | 10-1 |

Honors: Captain, 1999
All Conference 1998, 1999
All State 1999

Other Sports Played: Wrestling, Baseball

References: Head Coach, Varsity Baseball Coach, Athletic Director
(give name, address and phone number of each)

Films available upon request.

Putnam Valley Athletic Department

Student Athlete Code of Behavior and Ethics

Team membership in an athletic program is a privilege and a responsibility. A student's conduct should reflect positively on the team and the school. As such, each student will:

1. Place the team's goals, welfare and success before his or her own and emphasize the proper ideals of sportsmanship, ethical conduct, and play the game fairly.
2. Attend all practice sessions and be receptive to coaching.
3. Show courtesy to visiting teams and officials. Respect the integrity and judgment of sports officials.
4. Achieve a thorough understanding and acceptance of the rules of the game and the standards of eligibility.
5. Encourage leadership, initiative, and good judgment by all the players on the team.
6. Recognize that the basic purpose of our athletic program is to promote the physical, mental, moral, social, and emotional well-being of the individual players and "win at any cost" is not a healthy one.
7. Abstain from hazing or other forms of team initiation. Hazing is any form of verbal, physical, use of telecommunication devices and/or internet modes of communication, emotional mistreatment, harassment, or abuse of a student in connection with his/her membership on an athletic team, that humiliates, degrades, abuses, or endangers a person's physical or emotional health. Hazing may also involve forcing, coercing, or intimidating any student to participate in any illegal, inappropriate, and/or embarrassing activity. Students should be aware that hazing can also constitute a violation of New York State Statutes as a form of assault and can make the student liable for arrest and prosecution, as well as for civil liability. Hazing is prohibited on and off school grounds prior to, during, or after the school day or the sports season. Agreement by a candidate for a sports team to participate in hazing activities as a requirement for admission does not absolve those proposing the activities (the offenders) of responsibility for violation of the athletic guidelines. Students who engage in hazing activities will be subject to disciplinary action by the school administration, which may include exclusion from the activity or the canceling of a sport season.
8. Engage in the healthy lifestyle of athletics. The use of alcohol, tobacco and/or illegal drugs is not suitable for students in pursuit of athletic achievement. Students who choose to engage in the use of these substances **on or off** the school district property during their competitive season will be investigated in accordance with Board of Education Policy. Students who choose to engage in the use of these substances during their off season will be requested to seek counseling through parental guidance and/or school support services.
9. Contact the coach or Athletic Office if a practice or a contest will be missed because of illness or other legitimate reason. It is impractical and impossible to cover every rule or standard that will focus on the conduct and behavior of the athlete. **The Board of Education and the School Administration reserve the right to remove, or restrict any athlete who does not act responsibly in compliance with school and societal standards. This is in accord with the "Bill of Rights and Responsibilities of Students" and other Board of Education policies and procedures.**

Parent Expectations

1. Be positive with your child. Let him/her know that it is a proud accomplishment simply to be part of an athletic team.
2. Try not to offer excuses if he/she is not playing. Encourage him/her to work hard and try his/her best. Help your child set goals as a good way to show your interest and monitor progress.
3. Discourage "Putting down" coaches or other athletes, which teaches your child to be a complainer, not a doer. Keep in mind that your child has to return to practice the next day.
4. Encourage your child to follow the rules with respect to attendance, training rules, and schoolwork.
5. Demonstrate good sportsmanship and live as a role model for your child.
6. Encourage respect for team and school rules, game officials, and sportsmanship.
7. Encourage your child to improve his or her self-image by continuing to set individual goals. Making comparisons between older or younger siblings and other athletes can hinder the growth of an individual's self-esteem. Progress should be monitored on an individual basis.
8. Encourage your child to play for the enjoyment of the game, not for receiving a scholarship or a select college admission.
9. Be realistic about your child's abilities.
10. Remember that although you may not be in agreement with a coach's style of coaching, your child will have to deal with different leadership styles in life.
11. Make an appointment with the coach to discuss a problem and discuss your concern in a calm courteous manner.
12. Be a positive role model at an athletic event or practice. You represent your family, school, and town.

(Please detach and return to your child's coach ~ This form will be kept on file in the Athletic Office.)

I have read, and understand the contents and meaning of the "Student Athlete Code of Behavior and Ethics" and "Parent Expectations," and the "Athletic Handbook." I further understand that the rules, regulations, and procedures in the "Student-Athlete and Parent Handbook" are in effect both in and out of my sport season and on and off school grounds at all times. This contract expires one-year after the date signed below. **Students cannot participate without the proper signatures.**

Signature of Parent

Date

Signature of Student

Date