

# **Model High School Athletic Handbook II**

*Dave Lanham*

## **Severna Park High School Athletic Handbook**



---

Dave Lanham is the athletic director at Severna Park High School, Severna Park, Maryland.  
Please send author correspondence to [dlanham@aacps.org](mailto:dlanham@aacps.org)

Welcome!

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

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

## **Athletic Mission Statement**

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

### **Beliefs**

At Severna Park High School, we believe:

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

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

## **Athletic Programs**

Full season interscholastic participation may occur in the following sports:

### **Fall Opportunities:**

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

### **Winter Opportunities:**

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

### **Spring Opportunities:**

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

## **Squad Membership**

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

## **Academic Eligibility**

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

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

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

### **Calculating Seasonal Eligibility**

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

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

### **School/Class Attendance**

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

### **Playing Time**

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

### **Team Selection**

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

## **Travel**

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

## **Conduct of Coaches**

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

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

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

## **Conduct of Spectators**

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

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

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

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

### **Conduct of Parents**

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

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

## **Conduct of Athletes**

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

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

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

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

### **Unsportsmanlike Conduct**

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

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

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

### **Tobacco**

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

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

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

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

## Definitions

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

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

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

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

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

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

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

## **Risk of Participation in Athletics**

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

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

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

Examples of sport-specific injuries:

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

## **Sport Potentiality Injury**

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

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

## **Brain Injury in Athletics**

General information:

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

Football:

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

Other sports:

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

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

Second impact syndrome (SIS):

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

## **Concussion Information**

### **Definition**

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

### **Recognizing Concussion**

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

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

### **Concussion Signs and Symptoms**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## **Perspective on College Scholarships**

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

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

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

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

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

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

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

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

### **Personnel or Program Complaints**

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

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

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

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

## **trustworthiness**

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

## **respect**

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

## **responsibility**

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

# fairness

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

# caring

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

# citizenship

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