Mission Statement
The mission of Charles County Public Schools is to provide an opportunity for all school-aged children to receive an academically challenging, quality education that builds character, equips for leadership and prepares for life, in an environment that is safe and conducive to learning.

Nondiscrimination Statement
The Charles County public school system does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, age or disability in its programs, activities or employment practices. For inquiries, please contact Kathy Kiessling, Title IX/ADA/Section 504 Coordinator (students) or Nikial M. Majors, Title IX/ADA/Section 504 coordinator (employees/ adults), at Charles County Public Schools, Jesse L. Starkey Administration Building, P.O. Box 2770, La Plata, MD 20646; 301-932-6610/301-870-3814. For special accommodations call 301-934-7230 or TDD 1-800-735-2258 two weeks prior to the event.
The Charles County Athletic Council composed of the high school principals, Executive Director and one Athletic Director acts in a policy making advisory capacity to the Coordinator of Student Activities. The council, chaired by the Coordinator of Student Activities, should meet a minimum of two times per year or as necessary to discuss athletic program details and make recommendations concerning the interscholastic program and budget. Recommendations of the council are referred through the Coordinator of Student Activities to the Executive Director of Schools and the Superintendent of Schools. The athletic council consists of the following staff members:

Marvin L. Jones, Executive Director of Schools
Steve Lee, Coordinator of Student Activities
Douglass Dolan, Principal, La Plata High School
Kathy Perriello, Principal, Henry E. Lackey High School
Steven Roberts, Principal, Maurice J. McDonough High School
Daniel Kaple, Principal, North Point High School
Richard Conley, Principal, St. Charles High School
Shanif Pearl, Principal, Thomas Stone High School
Diane Roberts, Principal, Westlake High School
Richard Pauole, Athletic Director, La Plata High School
Lynn Tarburton, Parent Representative, St. Charles High School
Roderick Brown, Student Representative, Thomas Stone High School

High School Athletics Contact Information

<table>
<thead>
<tr>
<th>School</th>
<th>Address</th>
<th>Principal</th>
<th>Athletic Director</th>
</tr>
</thead>
<tbody>
<tr>
<td>La Plata High School</td>
<td>6035 Radio Station Road</td>
<td>Douglass Dolan</td>
<td>Richard Pauole, CMAA</td>
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<tr>
<td></td>
<td>La Plata, MD 20646</td>
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<tr>
<td></td>
<td>(301) 934-1100</td>
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<tr>
<td>Henry E. Lackey High School</td>
<td>3000 Chicamuxen Road</td>
<td>Kathy Perriello</td>
<td>John Lush, RAA</td>
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<tr>
<td></td>
<td>Indian Head, MD 20640</td>
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<tr>
<td></td>
<td>(301) 743-5431</td>
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<tr>
<td>Maurice J. McDonough High School</td>
<td>7165 Marshall Corner Road</td>
<td>Steven Roberts</td>
<td>Pamela Thornton-Miller, CAA</td>
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<td></td>
<td>Pomfret, MD 20675</td>
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<td>(301) 934-2944</td>
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<td>North Point High School</td>
<td>2500 Davis Road</td>
<td>Daniel Kaple</td>
<td>Andy Shattuck, CAA</td>
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<td>Waldorf, MD 20603</td>
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<td></td>
<td>(301) 753-1759</td>
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<tr>
<td>St. Charles High School</td>
<td>5305 Piney Church Road</td>
<td>Richard Conley</td>
<td>Jennifer Smith, CAA</td>
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<td></td>
<td>Waldorf, MD 20602</td>
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<td>(301) 753-2090</td>
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<tr>
<td>Thomas Stone High School</td>
<td>3785 Leonardtown Road</td>
<td>Shanif Pearl</td>
<td>Brad Criss, CMAA</td>
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<td>Waldorf, MD 20601</td>
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<td>(301) 645-2601</td>
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<tr>
<td>Westlake High School</td>
<td>3300 Middletown Road</td>
<td>Diane Roberts</td>
<td>Dominic Zaccarelli, CAA</td>
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<td>Waldorf, MD 20603</td>
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<td>(301) 645-8857</td>
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PURPOSE:
This handbook has been prepared to serve as a guide to student athletes and parents (which shall be defined in this Handbook to include the legal guardian of the child). The intention of this Handbook is to provide information that will facilitate successful participation in the athletic program. If questions should arise which are not covered in this Handbook, please address them to the appropriate individual (Coach or Athletic Director).

SPORTSMANSHIP:
All athletes and parents shall exhibit good sportsmanship. (Sportsmanship is an overt display of respect for all the rules of the sport and all others--players, coaches, officials, and fans [National Federation News, March 1995, p. 10]. Sportsmanship involves a commitment to fair play, ethical behavior, and integrity.) The following statement may be read before all Charles County Athletic Events when a public address system is used:

As members of the Maryland Public Secondary Schools Athletic Association and Southern Maryland Athletic Conference, we remind everyone of the high standards of sportsmanship we expect from those in attendance towards the participants and officials for tonight's contest. Spectators, please stay off the playing area at all times, cheer positively for your team and not against the opponents or officials. Parents are reminded that the (Gym /Stadium) is an inviting place for children to play. However, the Stadium can be very dangerous so please supervise children at all times. Our school is a smoke free campus and we appreciate you not lighting up during the event or on campus. We also remind everyone that the use of a laser pointer and flash photography during play is strictly prohibited. In the event of an unusual circumstance or facility emergency, please listen to the public address announcer for directions. Finally, we remind you that the administration reserves the right to remove anyone for inappropriate behavior, so cheer long and hard for your team and not against the opponent or officials.

PARENT AND SPECTATOR CONDUCT:
One mission of the Charles County Public Schools Athletic program is to teach appropriate conduct to our student athletes and to reinforce values relating to wholesome competition, good sportsmanship and fair play.

It is our expectation that spectators assist in this goal by exhibiting appropriate behavior at all athletic events. Often spectators fail to remember the primary role of interscholastic athletics is to prepare students to be good citizens, become better adults, learn new skills, and have fun! Spectators must act as role models of sportsmanship for all athletes and promote a healthy perception of success.

Admission to interscholastic athletic events in Charles County entitles spectators to enjoy a competitive exhibition of skills in an educational setting as an extension of the learning process. The event is a unique opportunity for spectators to be a part of a positive and productive learning environment and to model appropriate behavior in a high school setting.

Spectators are asked to provide student athletes with positive encouragement and support and show respect for opposing players, coaches, spectators and support groups. Spectators should also refrain from badgering, taunting, or intimidating the officials and opponents. Such behavior is unfriendly, unacceptable and will not be tolerated. Student athletes are not professional athletes. They will make errors in the course of competition, as will officials and coaches. However, all participants are trying their best. Negative criticism and "booing" will not bring about positive results and are unacceptable forms of expression. Assistance may be given to athletes by focusing attention on the positive aspects of their performance. Your cooperation is important and appreciated.
A condition of entry into any Charles County Public Schools athletic event is that all spectators agree to recognize the event, and that all present have the responsibility to model appropriate behavior.

**Failure to abide by this spectator code of ethics will result in the spectator privileges being revoked for the remainder of the school year.**

Interscholastic athletics can provide a wonderful opportunity for student athletes to learn valuable life lessons. Parents, guardians and spectators along with Charles County Public Schools, have a responsibility to ensure that this happens.

**SPECTATOR CODE OF CONDUCT FOR SPORTS EVENTS:**

“Our goal is to provide a safe environment for all those involved (players, coaches, and spectators) and to preserve the integrity of the contest.

1. All participants / spectators are expected to exhibit good behavior (sportsmanship) at all sports events.
   - No swearing or use of vulgar language
   - No taunting
   - No causing a public disturbances or fighting
   - No threats of physical harm or acts of aggression
   - Treat all players, coaches, officials, and spectators with respect

2. CCPS may impose the following penalties for violating these expectations:
   - Immediate eviction from the event
   - Ban from future contests
   - Ban from all CCPS/SMAC events
   - Ban from all MPSSAA events

3. CCPS also reserves the right to take the following action to preserve the safety and integrity of a contest:
   - Suspend student from participating in a contest
   - Dismiss student from team

   CCPS are not in the practice of enforcing a court ordered Temporary Restraining Order (TRO). It is the responsibility of the parties involved to contact the police and have the TRO enforced. Parents should be aware that if athlete(s) are involved in a TRO against member(s) of the opposing team the following action may be taken by the police:
     - Removal of one of the parties from the event
     - Removal of both parties from the event

   If the dispute causes (or may cause) a significant disturbance or safety risk
   The game may be:
     - Terminated and not rescheduled
     - Played at a secured sight with no spectators

LET THE PLAYERS PLAY. LET THE COACHES COACH. LET THE OFFICIALS OFFICIATE. LET THE SPECTATORS BE POSITIVE.
PARENT/GUARDIAN COMMUNICATION GUIDE:
The following section is designed for parents of athletes participating in the Charles County Public Schools Athletic Program. 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 benefit to children. As parents, when your children become involved in our program, you have a right to understand what expectations are placed on your child. This begins with clear communications from the coach of your child’s program.

Communication you should expect from your child’s coach
1. Philosophy of the coach
2. Expectations the coach has for your child as well as all the players on the squad
3. Locations and times of all practices and contests
4. Team requirements (i.e. fees, special equipment, off-season conditioning)
5. Procedure should your child be injured during participation
6. Discipline that result in the denial of your child’s participation

Communication coaches expect from parents
1. Concerns expressed directly to the coach
2. Notification of any schedule conflicts well in advance
3. Specific concern in regard to a coach’s philosophy and/or expectations

As your children become involved in the program in the Charles County Public Schools, they will experience some of the most rewarding moments of their lives. It is important to understand that there also may be times when things do not go the way you or your child wishes. At these times, discussion with the coach is encouraged.

APPROPRIATE CONCERNS TO DISCUSS WITH COACHES:
1. The treatment of your child, mentally and physically
2. Ways to help your child improve
3. Concerns about your child’s behavior

Coaches make judgment decisions based on what they believe to be the best for all students involved. As you have seen from the list above, certain things can and should be discussed with your child’s coach. Other things, such as those that follow, must be left to the discretion of the coach. There are situations that may require a conference between the coach and the parent. These are to be encouraged. It is important that both parties involved have a clear understanding of the other’s position. When these conferences are necessary, the following procedure should be followed to help promote a resolution to the issue of concern.

ISSUES THAT ARE NOT APPROPRIATE TO DISCUSS WITH COACHES:
1. Playing time
2. Team strategy
3. Play calling
4. Other student-athletes

There are situations that may require a conference between the coach, athlete, and the parent. These are to be encouraged. It is important that both parties involved have a clear understanding of the other’s position. When these conferences are necessary, the following procedure should be followed to help promote a resolution to the issue of concern.
THE FOLLOWING PROCEDURES SHOULD BE USED IF THERE IS A CONCERN:

1. Student-athlete should first discuss concerns directly with coach.
2. If parents/guardians still have concerns, they should contact the coach to make an appointment. DO NOT confront a coach before, during or after a practice or game. These can be emotional times for both the parent and the coach. Meetings of this nature do not promote resolution.
3. If the conversation/meeting did not provide a satisfactory resolution, call and set up an appointment with the Athletic Director to discuss the situation with the coach. At this meeting, the appropriate next step can be determined.

Never hesitate to follow the above procedures to make your concerns known.

RETRIBUTION:
Students and parents must be confident that the voicing of an opinion or a concern, using the proper forum and method, is not only free from penalty or retribution, but also is strongly encouraged. The Athletic Director and coaches are committed to ensuring that after a student or parent raises an issue or concern, there shall be no “retribution” in any form within the athletic department at your school. If at any time, a student or his/her parent suspects that some form of retribution is surfacing as a result of the voicing of a concern, opinion, or issue, using the proper forum and method, he or she should contact the Athletic Director immediately.

COMMUNICATIONS WITH STUDENTS BY COACHES:
Coaches may communicate through e-mail, phone calls, texts, Facebook, and any other methods with students, groups of students, and parents as long as the communication is intended for and available to the general public. Otherwise, the coach’s use of “social media” (defined as any communication by electronic means) shall comply with the following rules:

- Parents/Guardians have the right to opt-out of using social media or having their children in CCPS use social media. This can be done by formal, written direction to their child’s school. Coaches cannot require social media as part of their program, and must provide equal alternatives as needed.
- Coaches must inform parents of the social media tools being used and how their children are being contacted online.
- Coaches may not communicate one-on-one with individual students through social media. This provision is subject to the following exceptions: (a) communication with the coach’s relatives; (b) communication by a coach with all students in the activity on a matter directly related to the activity where sharing the information with others outside the activity would be improper or inapplicable, as long as the communication is both retained by the coach and made available to his/her supervisor and the student’s parent/guardian upon request; (c) communication by a coach with an individual student directly related to the activity where sharing the information with other students would be improper, as long as the communication is both retained by the coach and made available to his/her supervisor and the student’s parent/guardian upon request; and (d) if an emergency situation requires one-on-one communication with a student, provided that the coach notifies his/her supervisor as soon as possible so that the parent/guardian can be informed about the one-on-one contact and the reason for the exception.

PRE-SEASON MEETING FOR STUDENTS AND PARENTS/GUARDIANS:
Each head coach of a sport is required to have a meeting to cover team rules and regulations (including code of conduct, expectations, sportsmanship, and chain of command), selection of team members, practice schedules, pre-game and post-game procedures, emergency first aid procedures to include concussion symptoms and travel policy.
Squad Membership

1. The tryout/selection period will be a minimum of three days commencing with the first day of practice. Any student who joins the team on/after the three-day tryout/selection period is not guaranteed three days before final team selection.

2. A student must be on the roster for seven calendar days before participating in outside competition.

3. Any student who has been cut from an athletic team will meet privately with each coach. The coach will discuss with the student why he/she was cut from the team and ways to improve to be better prepared for the following year's try-out.

4. A student being shifted from a junior varsity team to a varsity team and vice versa, may not in a week or a season play in a number of games to exceed the maximum allowed for a varsity team in a sport, in a week or in a season; nor may he or she play in more than one game on one day, i.e., he or she may not play in a varsity and junior varsity game on the same day. Likewise, a freshman to junior varsity.

5. Twelfth grade students may not participate on a junior varsity or freshman team. It is recommended that eleventh grade students participate on the varsity team. Tenth grade students are prohibited from playing freshman sports. Freshmen repeating the 9th grade are not eligible to participate on a freshman team.

6. Any student-athlete who quits a team, or is dismissed from a team, after the first contest will not be cleared to participate in off-season workouts with another sports team until the previous sport’s regular season has been completed.

7. Students who wish to play two sports during the same season may do so under the following guidelines:
   a. The student must have the signed approval of both coaches, the student and the parent, and on file with the athletic director.
   b. Upon granting approval, the approval coaches must develop a practice schedule suitable to the situation.
   c. The student must list one sport as the primary sport in order to avoid problems and confusion if rescheduling, playoffs, or other reasons cause a conflict.

8. Upon the official start of the sports season, and at the conclusion of one calendar week thereafter, all applicable tryout opportunities will close, cuts will be made as appropriate, and the roster set. Students are responsible for contacting the Athletic Director or Head Coach of the sport in question if there are any questions about the specific dates of the tryouts. No additions to the team will be accepted once final cuts have been made. Any special consideration otherwise, will be subject to final approval by the Athletic Director and the Head Coach of the sport in question.

REQUIRED ATHLETIC FORMS/INFORMATION: Submitted online

Student athletes must submit completed forms to the Athletic Director and receive clearance before they can try out for any team. These forms must be completed for each season the student participates.

- Athletic Parental Consent/Physical Form
- Pre-Season Athletic Eligibility Clearance Form
- Emergency Medical Card
- Concussion Forms
- Student/Parent Handbook
- Impact Test (2019-20: all freshman and new students to CCPS, and all FIRST time participants in a sport)

Students must be cleared of all financial obligations before trying out for a sport or activity.
STUDENT INSURANCE:
All students who participate in interscholastic sport programs are required to have medical insurance coverage prior to admission and for the duration of all programs. This requirement can be met through participation in either a family health insurance plan or Charles County Public Schools’ approved student accident insurance plan.

For SY18-19, Charles County Public Schools has approved a student accident insurance plan underwritten by K&K Insurance (www.kandkinsurance.com). Each plan covers extended dental.

Freshman playing on a varsity football team must purchase Grades 10-12 football coverage. If you wish to purchase this insurance, please go to www.kandkinsurance.com to complete the form and purchase online. Once you have completed the enrollment, please provide proof of insurance to the athletic director. The school will not collect enrollment applications from the students.

The coverage provided by this plan is not intended to replace a primary health insurance plan. It should be considered a supplement to their health and accident insurance coverage. Coverage under the football plan begins on the date the premium is received and ends on the last day of the football season.

If you have any questions, please contact Glenn Belmore at (301) 934-7275.

PHYSICAL EXAMINATIONS:
All students must be examined and determined to be physically fit to participate in any tryout, practice or contest of a school team. A licensed physician or a physician’s assistant under the supervision of a licensed certified physician must perform the exam. Certification of the exam must be provided to the high school principal and on file with the school’s athletic director before a student may participate in a school-sponsored athletic activity. A parent/guardian and healthcare provider must sign and date the physical form (MPSSAA/Charles County Physical Form available at all high schools). All incoming ninth graders must also have a physical prior to participating in any high school athletics, including any pre-season or summer weight training sessions.

A physical is valid for one year from the date of the examination. The anniversary date of the physical should be prior to the beginning of any sports season. Parents and students are responsible for keeping physicals up to date.

ELIGIBILITY:
All student-athletes must conform to eligibility policies listed in the Maryland Public Secondary Schools Athletic Association Handbook (a copy of the Handbook is available in all Charles County High Schools.) Student-athletes must take a minimum of four classes to be eligible to participate in athletics. The coach in each sport is responsible for determining squad membership.

PARTICIPATION LIMITATIONS:
A student shall only be eligible for participation on any interscholastic athletic team for four (4) consecutive years of participation after entering the ninth grade and eight consecutive semesters. The eight consecutive semesters are counted from the time the student first enters ninth grade in any CCPS school or any other public school, private school, charter school, parochial school, or equivalent home school setting in any jurisdiction.

OUT OF SEASON PROGRAMS:
Participants in out of season programs must have current physical, parent permission, emergency medical card, and insurance forms on file in the athletic director's office.
RESIDENCE:

a. Beginning July 1, 2011, students with pending housing occupancy within the school zone may enroll for academics but may not participate in athletics until the home is occupied. Students whose guardianship is pending may enroll for academics but may not participate in athletics until court documents are received by the school. Students whose custody is jointly held are ineligible until primary residency is established. Students paying tuition are ineligible for one year from the date of enrollment. High school students who transfer from out of zone at any time during the school year are ineligible to participate in interscholastic athletics at the new school for one calendar year from the date of transfer. (Students of a CCPS employee, see Superintendent’s Rule 5126, item 6 for eligibility).

b. Any new transfer student or student not listed on the athletic computer program must have a transcript or report card indicating the grades and attendance for the prior semester. Students will not be cleared to tryout until this guideline has been met. Students are considered ineligible until this clearance process is met.

c. No school personnel are to discuss transfers or guardianship arrangements with any student for the purpose of facilitating athletic participation.

Please respond to the following residency questions:

A. I reside at ____________________________, ____________ MD
B. This residence is within the boundaries of ________________ High School Attendance Zone
C. I reside at this residence with a parent or guardian: yes no
D. My current address is the same as last year: yes no
E. I have only played at my current high school: yes no
F. I agree to notify the coach / school of any changes in residence: yes no
ACADEMIC:

Charles County Player Eligibility Code

In addition to the eligibility regulations set forth in the Maryland Public Secondary Schools Athletic Association Handbook, the following regulations shall apply to all students of Charles County.

1. An individual must be a registered full-time student in Charles County Public Schools in order to participate in any extracurricular activity. A full-time student, for this purpose, is defined as a student registered in four (4) or more courses or in an approved college or principal waiver program, except in special circumstances.

2. **Academic Eligibility:** Based on Policy #6431 (Adopted February 9, 2014; Last Revised April 17, 2018; Last Reviewed April 17, 2018), General Curricula: Extra-curricular Activities and Athletics Eligibility Requirements for Grades 6-12

The Charles County Board of Education extends the privilege of extracurricular activities and athletics to students who recognize their obligation to themselves, their co-participants and their school community while striving for academic excellence.

Extracurricular activities are defined as any activity pursued outside of a student’s class enrollment. Examples of extracurricular activities include athletics, clubs, and student government associations. Extracurricular programs help provide valuable experiences and are considered an integral part of the total educational program. Involvement in extracurricular activities often have a positive influence on the academic achievement of students. It is the goal of this policy to help students successfully balance academics and extracurricular activities in order to provide opportunities for a well-rounded educational experience.

Activities that support specific content curriculum would not fall under the eligibility policy as long as the student is enrolled in the credit bearing class. Examples of activities that do not fall under the eligibility criteria include fine and performing arts, J.R.O.T.C. drill competitions, and Skills U.S.A.

**Extracurricular Activities and Athletics Eligibility Requirements**

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<th>Grade</th>
<th>Eligibility Requirements</th>
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| 9th   | - A student who is promoted from eighth grade to ninth grade automatically meets the GPA and attendance eligibility requirements for the first quarter.  
- Beginning second quarter, students must have earned a 2.25 GPA from the first quarter with no failing “F” grades.  
- Students who are absent fewer than 5 days from the previous quarter may be eligible without providing documentation. Students who are absent 5 or more days may provide documentation for a lawful absence within 5 days of the absence with a limit of 5 parent notes. A suspension will count against eligibility. |
| 10-12th | - Must meet local promotion standards.  
- Must have earned a 2.25 GPA from the previous quarter with no failing “F” grades.  
- Students who are absent fewer than 5 days from the previous quarter may be eligible without providing documentation. Students who are absent 5 or more days may provide documentation for a lawful absence within 5 days of the absence with a limit of 5 parent notes. A suspension will count against eligibility. |

**Lawful Absences as Defined by COMAR 13A.08.01.03**

- Illness of a student documented by a parent note
- Court summons
- Death of family member
- Other emergency as approved by the principal
- Hazardous weather conditions
- Work approved or sponsored by the school
- Observance of a religious holiday
- State of emergency
- Lack of authorized transportation
In addition, the following guidelines will be adhered to when determining eligibility for each quarter:

1. Students who wish to participate in fall extracurricular and/or athletic activities will need to meet eligibility requirements based on their fourth quarter grade-point average at the end of the previous year.
2. Students who wish to participate in winter extracurricular and/or athletic activities will need to meet eligibility requirements based on their first quarter grade-point average.
3. Students who wish to participate in spring extracurricular and/or athletic activities will need to meet eligibility requirements based on their second quarter grade-point average.
4. If a student received a failing grade in any quarter, she/he is ineligible for the remainder of the season, for post-season play, and for the following quarter.
5. Students academically ineligible at the end of the fourth quarter cannot regain eligibility until and after the first quarter of the following school year.
6. Students cannot gain or regain eligibility at interim or at any time during the quarter and/or season.

Extra-curricular Activities and Athletics Requirements: High Schools

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<th>Competition</th>
<th>Performance (non-curricular)</th>
<th>Club/Other (representing the school/school system)</th>
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<tr>
<td>All Athletics</td>
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<tr>
<td>Band Fronts</td>
<td>Cheerleading</td>
<td>SGA: Officers, Reps and CCASC</td>
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<tr>
<td>Black Saga</td>
<td>Dance Team</td>
<td>Class Officers</td>
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<tr>
<td>Cheerleading</td>
<td>Pep Band</td>
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<td>Debate Team</td>
<td>Fine &amp; Performing Arts</td>
<td>Key Club</td>
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<td>(if not enrolled in class)</td>
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<td>DI</td>
<td>Jazz Band</td>
<td>National Honor Society</td>
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<td>Educators Rising</td>
<td>Poms</td>
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<td>Envirothon</td>
<td>Marching Band (non-competition)</td>
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<td>FBLA</td>
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<td>Math Counts</td>
<td>Show Troupe</td>
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<td>Fine &amp; Performing Arts (if not enrolled in class)</td>
<td>Step Team</td>
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<td>Math Team</td>
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<td>Marching Band (if not enrolled in class)</td>
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<td>MESA</td>
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<td>Poms</td>
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<td>Rifle Team (if not enrolled in JROTC)</td>
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<td>Vex Robotics</td>
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</table>
Superintendent’s Rule 6431

General Curricula: Extra-Curricular Activities and Athletics Eligibility Requirements for Grades 9-12
Legal Adopted November 10, 2015, modified April 17, 2018.
For the purposes of determining eligibility of students to participate in extracurricular activities and athletics under Board Policy 6431, the following definitions shall be used.

Extracurricular activities are defined as any school activity that is non-credit bearing including athletics. Extracurricular activities are limited to an activity that is not directly connected to the school’s academic program, and where students:

1. compete with students from other schools (such as intramural athletics or a robotics team); or
2. represent the school (such as in student government); or
3. perform (such as in a school play or musical group).

Extracurricular activities do not include academic support and supervised, structured skill-development activities, such as fine and performing arts workshops, tutoring programs, mentoring programs, and open gyms.

Days absent are defined to include any absence from school for a full day or any portion of the day for any reason other than those directly related to the following:

- Death in the immediate family, limited to a parent/guardian, sibling, grandparent, aunt, uncle, first cousin, or any individual who has regularly shared the household with the student;
- Illness of the student supported by a physician’s certificate;
- Up to five parent notes will be accepted per quarter to excuse absences. Parent notes must be submitted within five days of the absence in order for absence to be excused.
- Illness of the student sent home due to the illness at the recommendation of the school nurse for the remainder of that school day. An additional one or two consecutive school days immediately following that first day may be excused if supported by a written explanation from the student’s parent/guardian;
- Health exclusion, as determined by the school;
- Court summons; or
- Other emergency or set of circumstances, which in the judgment of the principal constitutes a good and sufficient cause for absence from school, including educational trips and college visits, as defined by Superintendent’s Rule 5122.

The principal retains the authority to require documentation of any days absent.

Any determination of ineligibility under Board Policy 6431 shall be listed on the student’s report card from the previous quarter. Parents may appeal the determination of ineligibility to the principal of the school by completing an Extra-Curricular Eligibility Appeal form. If the principal upholds the ineligibility, parents may appeal that decision by addressing the appeal in writing to the Office of School Administration no later than 30 days after principal’s decision. A decision by the Office of School Administration to uphold an ineligibility determination may be appealed to the Board of Education in writing within 30 days of the date of the written decision by the Office of School Administration. The student shall be ineligible during the appeal unless and until the ineligibility determination is reversed, in which case the student shall immediately become eligible.

This Rule shall apply to determining eligibility for the second quarter of the 2015-2016 school year and beyond. Specifically, any student who is absent, as defined by this Rule, for more than 4.5 days in the first quarter of the 2015-2016 school year shall not be eligible to participate in extracurricular activities or athletics in the second quarter of the 2015-2016 school year. In future eligibility determinations, absences in the previous quarter shall be the determining factor. Nothing in this Rule shall be interpreted to override any other factor in determining eligibility, including the minimum required GPA as stated in Board Policy 6431.
ATTENDANCE:

a. If a student is absent five (5) or more school days during the 9-week grading period, he/she becomes ineligible. All absences count against eligibility. Days absent are defined to include any absence from school for a full day or any portion of the day for any reason other than those directly related to the following:

- Code 01, Death in the immediate family, limited to a parent/guardian, sibling, grandparent, aunt, uncle, first cousin, or any individual who has regularly shared the household with the student;
- Code M2, Illness of the student supported by a physician’s certificate; Illness of the student sent home due to the illness at the recommendation of the school nurse for the remainder of that school day. An additional one or two consecutive school days immediately following that first day may be excused if supported by a written explanation from the student’s parent/guardian; Health exclusion, as determined by the school;
- Code 02, Up to five parent notes will be accepted per quarter to excuse absences. Parent notes must be submitted within five days of the absence in order for absence to be excused.
- Code 04, Court summons; or
- Code 08 work approved or sponsored by the school
- Code 13, Other emergency or set of circumstances which in the judgment of the principal constitutes a good and sufficient cause for absence from school, including educational trips and college visits, as defined by Superintendent’s Rule 5122.

The principal retains the authority to require documentation of any days absent.

b. If a student is absent the entire day due to illness, he/she may not practice, compete, or perform.

c. If a student is absent in afternoon classes, he/she may not practice, compete, or perform.

d. If a student is absent in the morning, he/she must attend at least ½ of their classes.

e. Students on Principal Waiver – Students must attend class a minimum of 2 hours of class in order to participate in that day’s activities.

f. Students absent for lawful reasons other than illness have no restriction on that day’s practice or game. However, the principal must approve the absence prior to participation.

g. Students suspended from school for any reason shall not be eligible for practice, competitions or performance during the time of the suspension unless reinstated by the Principal and they attend more than ½ of their class periods for one day. **This includes in-school suspension programs.** A copy of the policy for Reinstatement of Suspended Student/Athletes is included in the handbook.

h. A student may participate in interscholastic athletics only if regularly enrolled in school the previous semester. The only exception to this rule would be withdrawal due to physical disability.

PRACTICE:

Student is expected to attend practice all scheduled practices. If a situation arises that a student is unable to attend practice, the coach must be notified directly.

CONDUCT ELIGIBILITY:

Participation in athletics is a privilege and carries with it the responsibility of exhibiting good behavior.

- Students who violate rules set forth by the county, school and coach (team expectations) could be temporarily suspended from the team or permanently dismissed from the team. **Students permanently dismissed shall forfeit their right to any awards at the end of the season.** Any student who is permanently dismissed from a Charles County sports/season team forfeits the right to play that sport at any other high school during that school year.

Conduct of coaches and players during interscholastic competition:

- Any coach removed from a game by the game officials, must leave the game site immediately and will be suspended for the next game played. Coaches suspended for a game are not allowed at the game site on the day or night of the succeeding contest. **The coach MUST take the “NFHS Teaching and Modeling Course for Disqualification Coaches” on the NFHS website (www.nfhslearn.com) prior to returning to coach in any capacity. ($20 fee). A certificate of completion must be filed with the athlete director.**
• Any player or players removed from a contest by game officials due to a flagrant foul/ unsportsmanlike conduct infraction will be suspended for the next game played. Players suspended for a game are allowed to participate in practice sessions but will not be allowed to accompany the team to the game or represent the team on the sideline or bench areas. Players suspended for a game are not allowed at the game site on the day or night of the succeeding contest. The student athlete MUST view the “NFHS Sportsmanship v2.0” video on the NFHS website (www.nfhslearn.com) under the supervision of a school official prior to returning to play in any capacity. A certificate of completion must be filed with the athlete director.

• Coaches should be aware of the influence they have on their players and realize that player behavior is a direct extension and result of the behavior of the coaches with whom they have been associated. Unacceptable behavior by players is a direct reflection on their coaches. Good sportsmanship must be promoted at all times.

REINSTATEMENT OF SUSPENDED STUDENT ATHLETES:

SUSPENSION:

1. Once the student is suspended by the principal for violation of school rules and regulations, he/she is automatically suspended from participation in all school activities pending reinstatement.

2. The student will serve the length of the suspension as determined by the principal.

3. After the suspension has been served, the student will be reinstated to school by the Principal who issued the suspension if all conditions have been met.

4. Prior to return to his/her sports team, the student will then meet with the principal (or their designee) and the athletic director. The purpose of the meeting will be to decide whether to reinstate the student for athletic participation. The parent and coach could also be included in this meeting.

5. If a second suspension during a sport season occurs, the student/athlete will not be reinstated to the sports team after return to school from the suspension.

HAZING, ASSAULT AND HARASSMENT:
Charles County Public Schools does not condone or allow any verbal, written, or physical assaults or harassment in any form, including hazing or similar activities. Any activities that humiliate, tease, harass, injure, or potentially injure as part of a ritual of belonging to any club, team, gang, or group are strictly forbidden in any form. Any student who is exposed to an assault, harassment, or hazing, or suspects that such activities are occurring, should immediately report the matter to a coach, teacher, or administrator.

SUBSTANCE ABUSE:
The Charles County Board of Education policies concerning substance abuse are outlined in the Student Code of Conduct Handbook. Violations of the Substance Abuse Policy will be handled according to the discipline matrix already in place. Students may not use, or be in possession of drugs, alcohol, or tobacco. Students may not distribute or use any over the counter prescription drugs or dietary and nutritional supplements for the purpose of enhancing performance. Failure to comply with the Student Code of Conduct may result in dismissal from sports teams.

OUTSIDE TEAM MEMBERSHIP:
Students, while participating on a school team, are permitted to participate in the same sport outside of school during the sports season. Such participation must meet the following criteria:

1. The outside participation may not conflict with the sports schedule of the school including district, regional and state championship play. (Sports schedules include games and practices.)

2. A student who elects to participate on an outside team and does not participate on the school team during the designated sport’s season is ineligible to represent his/her school in all meets and games that determine a county, district, regional, or state championship.
ADMISSION POLICY:

1. When an admission fee is charged, admission to SMAC sporting events shall be at the following rates:
   - Varsity: $5.00
   - Freshman/Junior Varsity Double Header: $5.00
   - Freshman: $5.00
   - Junior Varsity: $5.00

   Tri-County Board of Education employees (with appropriate ID), and one guest shall be admitted free for regular season events. An MPSSAA pass is the only pass recognized during playoffs.

2. All individuals seven years of age or older will be charged admission. Any child younger than seven years of age will be admitted free of charge if accompanied by his/her parent or guardian.

3. Any paying guest attending an athletic contest who leaves the site (gymnasium, specific field area) must pay again to re-enter. Exception – While we support the general policy of not allowing spectators to leave athletic events and re-enter without paying another entry fee, good judgment should be used under certain circumstances.

4. No dogs or other pets are permitted in school buildings or on school grounds without the direct permission of the school administration. Exceptions are guide dogs, assistance animals and animals used for public school-sponsored programs approved by school administration. Anyone bringing an animal on to school property for a permitted and approved purpose must have the animal on a leash at all times and must clean up after the animal.

CARE AND PREVENTION OF SPORTS INJURIES:

Athletic Trainers are assigned to each high school on a rotated basis to cover athletic practices and games. In the event of an injury, the student athlete should inform the athletic trainer and/or coach as soon as possible so proper treatment may occur in a timely manner. The athletic trainer will perform an on-site evaluation of the injury and determine the proper treatment. If necessary, the injured athlete may be referred to their family physician or other qualified health care professional for further evaluation. Any athlete who receives treatment from a doctor or emergency room as a result of an injury suffered during practice or a game must have a signed and dated written document from a qualified health professional giving a date the student athlete may continue to participate. This note must be given to the athletic director or athletic trainer prior to the athlete returning to play. The athletic director and athletic trainer and/or coach have the authority to withhold an athlete from participation in the absence of a physician release. In the event the athletic trainer is not on-site, the athlete should inform the head coach and/or athletic director of the injury. All accidents or injuries shall be reported by either the athletic trainer or head coach to the parents immediately and to the athletic director and/or principal.

Although there are risks involved in athletic participation, there is no reason for parents or students to be apprehensive. Charles County Public Schools coaches and athletic trainers place a great deal of emphasis on training and conditioning, injury prevention and management, proper use of equipment, and maintenance of safe playing areas. Student athletes and parents can take steps to ensure they are physically prepared for practices and games by:

- Eating three well-balanced, nutritious meals each day. In between meals, eat healthy snacks that are low in fat and sugar.
- Drinking plenty of fluids (preferably water) each day – especially before practices and games.
- Getting at least 8 hours of sleep each night.
- Warming up thoroughly before exercising.
- Reporting all injuries to your coach and the athletic trainer. Never let injuries go untreated.
- Always wearing the prescribed uniform, including protective gear, for practices and games.
- Washing your uniform, protective gear and practice clothing after each use to avoid growth of bacteria and staph infections. Do not share equipment, uniforms or other clothing, towels or personal items such as razors.
SPORTS RELATED CONCUSSIONS:

A concussion is an injury to the brain as a result of a force or jolt applied directly or indirectly to the head. Concussions can occur in any sport. Parents will be notified on the day as soon as possible of the injury about the known or possible concussion.

If a student athlete exhibits any sign of concussion or reports any symptom, he/she will be removed from practice or play and parents notified immediately. The student athlete will not be allowed to participate in a practice or game while experiencing any lingering or persisting symptoms of a concussion, no matter how slight, until cleared by a qualified health care professional. The student must be completely symptom free at rest and during physical and mental exertion prior to return to sports activities. For more information, please visit: http://www.nfhslearn.com

BASELINE CONCUSSION ASSESSMENT / IMPACT TESTING:

ImPACT (Immediate Post-Concussion Assessment and Cognitive Testing) is the first, most-widely used, and most scientifically validated computerized concussion evaluation system. ImPACT was developed to provide useful information to assist qualified practitioners in making sound return to play decisions following concussions.

Developed in the early 1990's by Drs. Mark Lovell and Joseph Maroon, ImPACT is a 20-minute test that has become a standard tool used in comprehensive clinical management of concussions for athletes from age ten through adulthood. ImPACT Applications, Inc. was co-founded by Mark Lovell, PhD, Joseph Maroon, MD, and Michael (Micky) Collins, PhD.

Given the inherent complexities of concussion management, it is important to manage concussions on an individualized basis and to implement baseline testing and/or post-injury neurocognitive testing whenever possible. Neurocognitive assessment can help to objectively evaluate the concussed athlete's post-injury condition and track recovery for safe return to play, thus preventing the cumulative effects of concussion. In fact, neurocognitive testing has been called the "cornerstone" of proper concussion management by an international panel of sports medicine experts.

ImPACT can be administered by a school nurse, athletic director, team doctor, psychologist, or athletic trainer provided that they have completed training in the administration of the test. Post-concussion care and the management of concussion should only be administered by professionals with specialized training in concussion management. ImPACT assists doctors in making return-to-play decisions and should never be used as a stand-alone tool or as a diagnostic instrument.
ImPACT is the most widely used computer-based testing program in the world and is implemented effectively across high school, collegiate, and professional levels of sport participation. For more information please visit: http://impacttest.com/

**BASELINE ASSESSMENT**

1. All student-athletes will be required to take a baseline neurocognitive test prior to participation in sports.
2. Students who are new to a sport or new to the school will be tested prior to sport participation regardless of year in school to assure a valid baseline.
3. Baseline testing should be conducted under the auspices of an athletic trainer, athletic director or other designated school personnel trained in test administration in a controlled computer lab environment.
4. Students with invalid baseline scores as identified by the ImPACT will be discussed with the athletic director and considered for retesting.
A Fact Sheet for High School Parents

This sheet has information to help protect your teens from concussion or other serious brain injury.

What Is a Concussion?
A concussion is a type of traumatic brain injury—or TBI—caused by a bump, blow, or jolt to the head or by a hit to the body that causes the head and brain to move quickly back and forth. This fast movement can cause the brain to bounce around or twist in the skull, creating chemical changes in the brain and sometimes stretching and damaging the brain cells.

How Can I Spot a Possible Concussion?
Teens who show or report one or more of the signs and symptoms listed below—or simply say they just “don’t feel right” after a bump, blow, or jolt to the head or body—may have a concussion or other serious brain injury.

Signs Observed by Parents
- Appears dazed or stunned
- Forgets an instruction, is confused about an assignment or position, or is unsure of the game, score, or opponent
- Moves clumsily
- Answers questions slowly
- Loses consciousness (even briefly)
- Shows mood, behavior, or personality changes
- Can’t recall events prior to or after a hit or fall

Symptoms Reported by Teens
- Headache or “pressure” in head
- Nausea or vomiting
- Balance problems or dizziness, or double or blurry vision
- Bothered by light or noise
- Feeling sluggish, hazy, foggy, or groggy
- Confusion, or concentration or memory problems
- Just not “feeling right,” or “feeling down”

How Can I Help Keep My Teens Safe?
Sports are a great way for teens to stay healthy and can help them do well in school. To help lower your teens’ chances of getting a concussion or other serious brain injury, you should:
- Help create a culture of safety for the team.
  - Work with their coach to teach ways to lower the chances of getting a concussion.
  - Emphasize the importance of reporting concussions and taking time to recover from one.
  - Ensure that they follow their coach’s rules for safety and the rules of the sport.
  - Tell your teens that you expect them to practice good sportsmanship at all times.
- When appropriate for the sport or activity, teach your teens that they must wear a helmet to lower the chances of the most serious types of brain or head injury. There is no “concussion-proof” helmet. Even with a helmet, it is important for teens to avoid hits to the head.

Talk with your teens about concussion. Tell them to report their concussion symptoms to you and their coach right away. Some teens think concussions aren’t serious or worry that if they report a concussion they will lose their position on the team or look weak. Remind them that it’s better to miss one game than the whole season.

Good Teammates Know:
It’s Better to Miss One Game than the Whole Season.

cdc.gov/HEADSUP
CONCUSSIONS AFFECT EACH TEEN DIFFERENTLY.

While most teens with a concussion feel better within a couple of weeks, some will have symptoms for months or longer. Talk with your teens’ healthcare provider if their concussion symptoms do not go away or if they get worse after they return to their regular activities.

Plan ahead. What do you want your teen to know about concussion?

What Are Some More Serious Danger Signs to Look Out For?

In rare cases, a dangerous collection of blood (hematoma) may form on the brain after a bump, blow, or jolt to the head or body and can squeeze the brain against the skull. Call 9-1-1, or take your teen to the emergency department right away if, after a bump, blow, or jolt to the head or body, he or she has one or more of these danger signs:

- One pupil larger than the other
- Drowsiness or inability to wake up
- A headache that gets worse and does not go away
- Slurred speech, weakness, numbness, or decreased coordination
- Repeated vomiting or nausea, convulsions or seizures (shaking or twitching)
- Unusual behavior, increased confusion, restlessness, or agitation
- Loss of consciousness (passed out/knocked out). Even a brief loss of consciousness should be taken seriously

Teens who continue to play while having concussion symptoms or who return to play too soon—while the brain is still healing—have a greater chance of getting another concussion. A repeat concussion that occurs while the brain is still healing from the first injury can be very serious, and can affect a teen for a lifetime. It can even be fatal.

What Should I Do If My Teen Has a Possible Concussion?

As a parent, if you think your teen may have a concussion, you should:

1. Remove your teen from play.
2. Keep your teen out of play the day of the injury. Your teen should be seen by a healthcare provider and only return to play with permission from a healthcare provider who is experienced in evaluating for concussion.
3. Ask your teen’s healthcare provider for written instructions on helping your teen return to school. You can give the instructions to your teen’s school nurse and teacher(s) and return-to-play instructions to the coach and/or athletic trainer.

Do not try to judge the severity of the injury yourself. Only a healthcare provider should assess a teen for a possible concussion. You may not know how serious the concussion is at first, and some symptoms may not show up for hours or days. A teen’s return to school and sports should be a gradual process that is carefully managed and monitored by a healthcare provider.

To learn more, go to cdc.gov/HEADSUP

Revised January 2019
A FACT SHEET FOR
Athletes

This sheet has information to help you protect yourself from concussion or other serious brain injury and know what to do if a concussion occurs.

WHAT IS A CONCUSSION?
A concussion is a brain injury that affects how your brain works. It can happen when your brain gets bounced around in your skull after a fall or hit to the head.

What Should I Do If I Think I Have a Concussion?

Get Checked Out. If you think you have a concussion, do not return to play on the day of the injury. Only a healthcare provider can tell whether you have a concussion and when it is OK to return to school and play. The sooner you get checked out, the sooner you may be able to safely return to play.

Report It. Tell your coach, parent, and athletic trainer if you think you or one of your teammates may have a concussion. It’s up to you to report your symptoms. Your coach and team are relying on you. Plus, you won’t play your best if you are not feeling well.

Give Your Brain Time to Heal. A concussion can make everyday activities, such as going to school, harder. You may need extra help getting back to your normal activities. Be sure to update your parents and doctor about how you are feeling.

Why Should I Tell My Coach and Parent About My Symptoms?

- Playing or practicing with a concussion is dangerous and can lead to a longer recovery.
- While your brain is still healing, you are much more likely to have another concussion. This can put you at risk for a more serious injury to your brain and can even be fatal.

GOOD TEAMMATES KNOW:
IT’S BETTER TO MISS ONE GAME THAN THE WHOLE SEASON.
cdc.gov/HEADSUP
How Can I Tell If I Have a Concussion?

You may have a concussion if you have any of these symptoms after a bump, blow, or jolt to the head or body:

- Get a headache
- Feel dizzy, sluggish, or foggy
- Are bothered by light or noise
- Have double or blurry vision
- Vomit or feel sick to your stomach
- Have trouble focusing or problems remembering
- Feel more emotional or “down”
- Feel confused
- Have problems with sleep

Concussion symptoms usually show up right away, but you might not notice that something “isn’t right” for hours or days. A concussion feels different to each person, so it is important to tell your parents and doctor how you are feeling.

How Can I Help My Team?

**Protect Your Brain.**

Avoid hits to the head and follow the rules for safe and fair play to lower your chances of getting a concussion. Ask your coaches for more tips.

**Be a Team Player.**

You play an important role as part of a team. Encourage your teammates to report their symptoms and help them feel comfortable taking the time they need to get better.

To learn more, go to cdc.gov/HEADSUP

The information provided in this document or through linkages to other sites is not a substitute for medical or professional care. Questions about diagnosis and treatment for concussion should be directed to a physician or other healthcare provider.

Revised January 2019
Concussion Awareness
Parent/Student-Athlete Acknowledgement Statement

I __________________________, the parent/guardian of __________________________,

Parent/Guardian __________________________ Name of Student-Athlete __________________________

acknowledge that I have received information on all of the following:

- The definition of a concussion
- The signs and symptoms of a concussion to observe for or that may be reported by my athlete
- How to help my athlete prevent a concussion
- What to do if I think my athlete has a concussion, specifically, to seek medical attention right away, keep my athlete out of play, tell the coach about a recent concussion, and report any concussion and/or symptoms to the school nurse.

Parent/Guardian __________________________ Parent/Guardian __________________________ Date ______

PRINT NAME SIGNATURE

Student Athlete __________________________ Student Athlete __________________________ Date ______

PRINT NAME SIGNATURE

It’s better to miss one game than the whole season.
For more information visit: www.cdc.gov/Concussion.
# Medical Clearance for Student-Athlete Suspected Head Injury

## Section 1: Initial Observation to be completed by Coach, Athletic Trainer and/or First Responder

<table>
<thead>
<tr>
<th>Athlete’s Name</th>
<th>DOB</th>
<th>School</th>
<th>Sport</th>
<th>Following the injury, did the athlete experience:</th>
<th>Circle</th>
<th>Symptoms</th>
<th>Comments</th>
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</thead>
<tbody>
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<td>Loss of consciousness or unresponsiveness</td>
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<td>Seizure or convulsive activity</td>
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<td>Balance problems/unsteadiness</td>
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<td>Dizziness</td>
<td>Yes/No</td>
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<td></td>
<td></td>
<td>Headache</td>
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<td></td>
<td></td>
<td>Nausea/Vomiting</td>
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<td>Emotional Instability (abnormal laughing, crying, anger)</td>
<td>Yes/No</td>
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<td>Confusion/Easily distracted</td>
<td>Yes/No</td>
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<td>Sensitivity to Light/noise</td>
<td>Yes/No</td>
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<td></td>
<td>Vision problems?</td>
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<td></td>
<td></td>
<td>Neck Pain</td>
<td>Yes/No</td>
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</tbody>
</table>

Describe the injury, or give additional details:

Injury History: Name of Person Completing Form: __________________________ Relationship: __________________________

Date of Injury: ______________ Time of Injury: ______________ Phone Number: __________________________

## Section 2: To Be Filled Out By a Licensed Health Care Provider (LHCP)

Medical Provider Recommendations: According to COMAR 13A.06.08.01, only licensed health care providers (LHCP) trained in the evaluation and management of concussions are permitted to authorize a student athlete to return to play.

*This return to play (RTP) plan is based on today's evaluation*

LHCP Diagnosis:

- [ ] No Concussion - May Return to Full Academic and Physical Activity
- [ ] Concussion

*PLEASE NOTE THESE REQUIREMENTS TO RETURN TO SPORTS PLEASE COMPLETE*

1. Athletes are not allowed to return to practice or play the same day that their head injury occurred.
2. Athletes should never return to play or practice if they still have ANY SYMPTOMS.
3. Athletes, be sure that your coach and/or athletic trainer are aware of your injury, symptoms, and has the contact information for the treating physician.

### SCHOOL (ACADEMICS) COMPLETED BY LHCP

- [ ] May return to school now
- [ ] May return to school on _/__/____
- [ ] Out of school until follow-up (F/u is scheduled for ________)
- [ ] Limitations or Accommodations (please see below or attached)

### SPORTS/PHYSICAL ACTIVITIES

- [ ] May start return to play progression under the supervision of the health care provider for your school/team
- [ ] Must return to medical provider for final clearance to return to competition and physical activities

Additional Comments/Instructions: ________________________________________________________________

LHCP Name: __________________________
Signature: __________________________
Date: __________________________ Phone Number: __________________________

RETURN COMPLETED FORM TO SCHOOL NURSE, ATHLETIC DIRECTOR, AND ATHLETIC TRAINER
### Appropriate Educational Accommodations

<table>
<thead>
<tr>
<th>Post-Concussion Effect</th>
<th>Functional School Problem</th>
<th>Accommodation/ Management Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attention/ Concentration</td>
<td>Short focus on lecture, class work, homework</td>
<td>Shorter assignments, break down tasks, lighter work load</td>
</tr>
<tr>
<td>“Working” Memory</td>
<td>Holding instructions in mind, reading comprehension, math calculation, writing</td>
<td>Repetition, written instructions, use of calculator, short reading passages</td>
</tr>
<tr>
<td>Memory Consolidation/ Retrieval</td>
<td>Retaining new information, accessing learned info when needed</td>
<td>Smaller chunks to learn, recognition cues</td>
</tr>
<tr>
<td>Processing Speed</td>
<td>Keep pace with work demand, process verbal information effectively</td>
<td>Extended time, slow down verbal info, comprehension-checking</td>
</tr>
<tr>
<td>Fatigue</td>
<td>Decreased arousal/ activation to engage basic attention, working memory</td>
<td>Rest breaks during classes, homework, and exams</td>
</tr>
<tr>
<td>Headaches</td>
<td>Interferes with concentration</td>
<td>Rest breaks</td>
</tr>
<tr>
<td>Light/Noise Sensitivity</td>
<td>Symptoms worsen in bright or loud environments</td>
<td>Wear sunglasses, seating away from bright sunlight or other light. Avoid noisy/ crowded environments such as lunchroom, assemblies, hallways.</td>
</tr>
<tr>
<td>Dizziness/Balance Problems</td>
<td>Unsteadiness when walking</td>
<td>Elevator pass, class transition prior to bell</td>
</tr>
<tr>
<td>Sleep Disturbance</td>
<td>Decreased arousal, shifted sleep schedule</td>
<td>Later start time, shortened day</td>
</tr>
<tr>
<td>Anxiety</td>
<td>Can interfere with concentration; Student may push through symptoms to prevent falling behind</td>
<td>Reassurance from teachers and team about accommodations; Workload reduction, alternate forms of testing</td>
</tr>
<tr>
<td>Depression/Withdrawal</td>
<td>Withdrawal from school or friends due to stigma or activity restrictions</td>
<td>Time built in for socialization</td>
</tr>
<tr>
<td>Cognitive Symptoms</td>
<td>Concentrating, learning</td>
<td>See specific cognitive accommodations above</td>
</tr>
<tr>
<td>Symptom Sensitivity</td>
<td>Symptoms worsen with over-activity, resulting in any of the above problems</td>
<td>Reduce cognitive or physical demands below symptom threshold; provide rest breaks; complete work in small increments until symptom threshold increases</td>
</tr>
</tbody>
</table>

Medical Clearance for Gradual Return to Sports Participation Following Concussion

To be completed by the Licensed Health Care Provider

The above-named student-athlete sustained a concussion. The purpose of this form is to provide initial medical clearance before starting the Gradual Return to Sports Participation.

Criteria for Medical Clearance for Gradual Return to Play (check each)
The student-athlete must meet all of these criteria to receive medical clearance.

☐ 1. No symptoms at rest/ no medication use to manage symptoms (e.g., headaches)
☐ 2. No return of symptoms with typical physical and cognitive activities of daily living
☐ 3. Neurocognitive functioning at typical baseline
☐ 4. Normal balance and coordination
☐ 5. No other medical/ neurological complaints/ findings

Detailed Guidance

1. Symptom checklist: None of these symptoms should be present. Assessment of symptoms should be broader than athlete report alone. Also consider observational reports from parents, teachers, others.

<table>
<thead>
<tr>
<th>Physical</th>
<th>Cognitive</th>
<th>Emotional</th>
<th>Sleep</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headache</td>
<td>Visual Problems</td>
<td>Feeling mentally foggy</td>
<td>Irritability</td>
</tr>
<tr>
<td>Nausea/Vomiting</td>
<td>Fatigue/ Feeling tired</td>
<td>Feeling slowed down</td>
<td>Sadness</td>
</tr>
<tr>
<td>Dizziness</td>
<td>Sensitivity to light/ noise</td>
<td>Difficulty remembering</td>
<td>More emotional</td>
</tr>
<tr>
<td>Balance Problems</td>
<td>Numbness/Tingling</td>
<td>Difficulty concentrating</td>
<td>Nervousness</td>
</tr>
</tbody>
</table>

2. Exertional Assessment (Check): The student-athlete exhibits no evidence of return of symptoms with:

☐ Cognitive activity: concentration on school tasks, home activities (e.g. TV, computer, pleasure reading)
☐ Physical activity: walking, climbing stairs, activities of daily living, endurance across the day

3. Neurocognitive Functioning (Check): The student’s cognitive functioning has been determined to have returned to its typical pre-injury level by one or more of the following:

☐ Appropriate neurocognitive testing
☐ Reports of appropriate school performance/ home functioning (concentration, memory, speed) in the absence of symptoms listed above

4. Balance & Coordination Assessment (Check): Student-athlete is able to successfully perform:

☐ Romberg Test OR SCAT2 (Double leg, single leg, tandem stance, 20 secs, no deviations from proper stance)
☐ 5 successive Finger-to-Nose repetitions < 4 sec

I certify that: I am a Licensed Health Care Provider with training in concussion evaluation and management in accordance with current medical evidence (2010 AAP Sport-Related Concussion in Children and Adolescents, 2008 Zurich Concussion in Sport Group Consensus). The above-named student-athlete has met all the above criteria for medical clearance for his/her recent concussion, and as of this date is ready to return to a progressive Gradual Return to Sports Participation program (typically lasting minimum of 5 days).

Provider Name ___________________________________________
Signature __________________________________________________ Date: ___________________________
Graduated Return to Play Protocol – Non-Sport Specific

With no symptoms, a gradual return to play program can be initiated. Follow these gradual progressive steps of the training sequence. There should be approximately 24 hours (or longer) in between each step. If any symptoms return at any time during these activities, stop the workout. Rest until symptom-free for 24 hours. Return to the previous asymptomatic step. If symptoms return or worsen, seek medical attention.

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<tr>
<th>Step</th>
<th>Date</th>
<th>Activity</th>
<th>Tolerance/Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Light General Conditioning Exercises (Goal: Increase HR)</td>
<td></td>
<td>Begin with sport specific warm up. Do 15-20 minute workout: stationary bicycle, fast paced walking or light jog, rowing or freestyle swimming.</td>
<td></td>
</tr>
<tr>
<td>2. Moderate General Conditioning and Sport Specific Skill Work; Individually (Goal: Add Movement, individual skill work)</td>
<td></td>
<td>Sport specific warm-up. Slowly increase intensity and duration of workout to 20-30 minutes.</td>
<td>- Begin sport specific skill work within the workout. No spins, dives or jumps.</td>
</tr>
<tr>
<td>3. Heavy General conditioning, skill work; individually and with teammate. NO CONTACT (Goal: Add Movement, teammate skill work)</td>
<td></td>
<td>Continue with general conditioning up to 60 minutes. Increase intensity and duration. Begin interval training.</td>
<td>- Continue individual skill work. - Begin skill work with a partner but with no contact. Continue with individual skill work as per Step 2. - Begin beginner level spins, dives, jumps.</td>
</tr>
<tr>
<td>4. Heavy General conditioning, skill work and team drills. No live scrimmages. VERY LIGHT CONTACT (Goal: Team skill work, light static contact)</td>
<td></td>
<td>Resume regular conditioning and duration of practice.</td>
<td>- Increase interval training and skill work as required. - Gradually increase skill level of spins, dives &amp; jumps. - Review team plays with no contact. - Very light contact and low intensity on dummies.</td>
</tr>
<tr>
<td>5. Full Team Practice with Body Contact</td>
<td></td>
<td>- Participate in a full practice.</td>
<td>- If a full practice is completed with no symptoms, return to competition is appropriate. Discuss with the coach about getting back in the next game.</td>
</tr>
</tbody>
</table>

Completion Date: __________________________
Supervisor Name: __________________________ Supervisor Signature: __________________________

Charles County Public Schools
School Administration

Name __________________________ Date of Injury __________________________
School/Sport __________________________ Date of AHCP RTP Clearance __________________________
Charles County Public Schools
School Administration

Graduated Return to Baseball/Softball Protocol

With no symptoms, a gradual return to play program can be initiated. Follow these gradual progressive steps of the training sequence.

There should be approximately 24 hours (or longer) in between each step. If any symptoms return at any time during these activities, stop the workout. Rest until symptom-free for 24 hours. Return to the previous asymptomatic step. If symptoms return or worsen, seek medical attention.

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<tr>
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<td></td>
<td>Begin with sport specific warm up. Do 15-20 minute workout: stationary bicycle, fast paced walking or light jog, rowing or freestyle swimming.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 2. Moderate General Conditioning and Sport Specific Skill Work; Individually (Goal: Add Movement, individual skill work) | | Sport specific warm-up. Slowly increase intensity and duration of workout to 20-30 minutes.  
- Begin footwork within the workout.  
- Begin running/cutting drills  
- Begin body weight exercises. | | |
| 3. Heavy General conditioning, skill work; individually and with teammate. NO CONTACT (Goal: Add Movement, teammate skill work) | | Continue with general conditioning up to 60 minutes. Increase intensity and duration. Begin interval training.  
- Continue with individual skill work and body weight exercises as per Step 2.  
- Soft toss/catch with partner | | |
| 4. Heavy General conditioning, skill work and team drills. No live scrimmages. VERY LIGHT CONTACT. (Goal: Team skill work, light static contact) | | Resume regular conditioning and duration of practice.  
- Soft toss/catch not to exceed 60 ft.  
- Hit off tee, short toss hitting/bunting in cages  
- Field ground/fly balls hit off fungo. | | |
| 5. Full Team Practice with Body Contact | | - Participate in a full practice.  
- If a full practice is completed with no symptoms, return to competition is appropriate. Discuss with the coach about getting back in the next game. | | |

Completion Date: ________________
Supervisor Name: _________________________ Supervisor Signature: _________________________
Graduated Return to Basketball Protocol

With no symptoms, a gradual return to play program can be initiated. Follow these gradual progressive steps of the training sequence. There should be approximately 24 hours (or longer) in between each step. If any symptoms return at any time during these activities, stop the workout. Rest until symptom-free for 24 hours. Return to the previous asymptomatic step. If symptoms return or worsen, seek medical attention.

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<tr>
<td>1. Light General Conditioning Exercises (Goal: Increase HR)</td>
<td></td>
<td>Begin with sport specific warm up. Do 15-20 minute workout: stationary bicycle, fast paced walking or light jog, rowing or freestyle swimming.</td>
<td></td>
</tr>
<tr>
<td>2. Moderate General Conditioning and Sport Specific Skill Work; Individually (Goal: Add Movement, individual skill work)</td>
<td></td>
<td>Sport specific warm-up. Slowly increase intensity and duration of workout to 20-30 minutes. - Begin footwork within the workout. - Begin running drills using cones. - Begin body weight exercises.</td>
<td></td>
</tr>
<tr>
<td>3. Heavy General conditioning, skill work; individually and with teammate. NO CONTACT (Goal: Add Movement, teammate skill work)</td>
<td></td>
<td>Continue with general conditioning up to 60 minutes. Increase intensity and duration. Begin interval training. - Continue with individual skill work as per Step 2. - Begin ball handling and shooting drills - Begin walk-throughs on offense and defense.</td>
<td></td>
</tr>
<tr>
<td>4. Heavy General conditioning, skill work and team drills. No live scrimmages. VERY LIGHT CONTACT. (Goal: Team skill work, light static contact)</td>
<td></td>
<td>Resume regular conditioning and duration of practice. - Begin defense against dribbler and dribbling against a defender - Practice offense and defense with no contact to the player. - No open/live play</td>
<td></td>
</tr>
<tr>
<td>5. Full Team Practice with Body Contact</td>
<td></td>
<td>- Participate in a full practice. - If a full practice is completed with no symptoms, return to competition is appropriate. Discuss with the coach about getting back in the next game.</td>
<td></td>
</tr>
</tbody>
</table>
Charles County Public Schools
School Administration

Name ___________________________ Date of Injury ___________________________

School/Sport ___________________________ Date of AHCP RTP Clearance ____________

Graduated Return to Cheerleading Protocol

With no symptoms, a gradual return to play program can be initiated. Follow these gradual progressive steps of the training sequence.

There should be approximately 24 hours (or longer) in between each step. If any symptoms return at any time during these activities, stop the workout. Rest until symptom-free for 24 hours. Return to the previous asymptomatic step. If symptoms return or worsen, seek medical attention.

<table>
<thead>
<tr>
<th>Step</th>
<th>Date</th>
<th>Activity</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Light General Conditioning Exercises (Goal: Increase HR)</td>
<td></td>
<td>Begin with sport specific warm up. Do 15-20 minute workout: stationary bicycle, fast paced walking or light jog, rowing or freestyle swimming.</td>
<td></td>
</tr>
<tr>
<td>2. Moderate General Conditioning and Sport Specific Skill Work; Individually (Goal: Add Movement, individual skill work)</td>
<td></td>
<td>Sport specific warm-up. Slowly increase intensity and duration of workout to 20-30 minutes. - Begin footwork within the workout. - Begin body weight exercises.</td>
<td></td>
</tr>
<tr>
<td>3. Heavy General conditioning, skill work; individually and with teammate. NO CONTACT (Goal: Add Movement, teammate skill work)</td>
<td></td>
<td>Continue with general conditioning up to 60 minutes. Increase intensity and duration. - Continue with individual skill work and body weight exercises as per Step 2. - Practice individual drills/stationary cheers. - Jumps on the ground - No flying, stunting, spotting, or pyramids</td>
<td></td>
</tr>
<tr>
<td>4. Heavy General conditioning, skill work and team drills. No live scrimmages. (Goal: Team skill work, begin tumbling)</td>
<td></td>
<td>Resume regular conditioning and duration of practice. - Participate in non-contact drills. - Can do stationary cheers and light tumbling (summersault, cartwheel, roundoff, back and front walkover. - No flying, stunting, spotting, pyramids</td>
<td></td>
</tr>
<tr>
<td>5. Full Team Practice with Body Contact</td>
<td></td>
<td>- Participate in a full practice. - If a full practice is completed with no symptoms, return to competition is appropriate. Discuss with the coach about getting back in the next game/competition.</td>
<td></td>
</tr>
</tbody>
</table>

Completion Date: ___________________________
Supervisor Name: ___________________________ Supervisor Signature: ___________________________
Graduated Return to Dance Protocol

With no symptoms, a gradual return to play program can be initiated. Follow these gradual progressive steps of the training sequence. There should be approximately 24 hours (or longer) in between each step. If any symptoms return at any time during these activities, stop the workout. Rest until symptom-free for 24 hours. Return to the previous asymptomatic step. If symptoms return or worsen, seek medical attention.

<table>
<thead>
<tr>
<th>Step</th>
<th>Date</th>
<th>Activity</th>
<th>Tolerance/Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Light General Conditioning Exercises (Goal: Increase HR)</td>
<td></td>
<td>Begin with sport specific warm up. Do 15-20 minute workout: stationary bicycle, fast paced walking or light jog, rowing or freestyle swimming.</td>
<td></td>
</tr>
<tr>
<td>2. Moderate General Conditioning and Sport Specific Skill Work; Individually (Goal: Add Movement, individual skill work)</td>
<td></td>
<td>Sport specific warm-up. Slowly increase intensity and duration of workout to 20-30 minutes. - Begin footwork drills. - Begin body weight exercises.</td>
<td></td>
</tr>
<tr>
<td>3. Heavy General conditioning, skill work; individually and with teammate. (Goal: Add Movement)</td>
<td></td>
<td>Continue with general conditioning up to 60 minutes. Increase intensity and duration. Begin interval training. - Continue with individual skill work and body weight exercises as per Step 2. - 30 minutes of continuous dance - Add jumping in place and slow head turns</td>
<td></td>
</tr>
<tr>
<td>4. Heavy General conditioning, skill work and team drills. No live scrimmages (Goal: Team skill work, add spins)</td>
<td></td>
<td>Resume regular conditioning and duration of practice. 45-60 minutes of continuous dance - Add jump combinations across floor - Add quick repetitious head movement (turning/spotting exercises) - No tumbling</td>
<td></td>
</tr>
<tr>
<td>5. Full Team Practice with Body Contact</td>
<td></td>
<td>- Participate in a full practice. - If a full practice is completed with no symptoms, return to competition is appropriate. Discuss with the coach about getting back in the next game/performance.</td>
<td></td>
</tr>
</tbody>
</table>
Charles County Public Schools
School Administration

Graduated Return to Field Hockey Protocol

With no symptoms, a gradual return to play program can be initiated. Follow these gradual progressive steps of the training sequence. There should be approximately 24 hours (or longer) in between each step. If any symptoms return at any time during these activities, stop the workout. Rest until symptom-free for 24 hours. Return to the previous asymptomatic step. If symptoms return or worsen, seek medical attention.

<table>
<thead>
<tr>
<th>Step</th>
<th>Date</th>
<th>Activity</th>
<th>Tolerance/Comments</th>
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<tbody>
<tr>
<td>1. Light General Conditioning Exercises (Goal: Increase HR)</td>
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<td>Begin with sport specific warm up. Do 15-20 minute workout: stationary bicycle, fast paced walking or light jog, rowing or freestyle swimming.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Moderate General Conditioning and Sport Specific Skill Work; Individually (Goal: Add Movement, individual skill work)</td>
<td></td>
<td>Sport specific warm-up. Slowly increase intensity and duration of workout to 20-30 minutes. - Begin footwork within the workout. - Begin running drills using cones. - Begin body weight exercises.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Heavy General conditioning, skill work; individually and with teammate. NO CONTACT (Goal: Add Movement, teammate skill work)</td>
<td></td>
<td>Continue with general conditioning up to 60 minutes. Increase intensity and duration. - Continue with individual skill work and body weight exercises as per Step 2. - Begin stick handling, passing and shooting drills - Begin walk-throughs on offense and defense with no contact to the player</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Heavy General conditioning, skill work and team drills. No live scrimmages. NO CONTACT. (Goal: Team skill work, light static contact)</td>
<td></td>
<td>Resume regular conditioning and duration of practice. - Practice offense and defense with no contact to the player. - No open/live play</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Full Team Practice with Body Contact</td>
<td></td>
<td>- Participate in a full practice. - If a full practice is completed with no symptoms, return to competition is appropriate. Discuss with the coach about getting back in the next game.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Completion Date: ________________  
Supervisor Name: ___________________  Supervisor Signature: ___________________
Charles County Public Schools  
School Administration

Graduated Return to Girls Lacrosse Protocol

With no symptoms, a gradual return to play program can be initiated. Follow these gradual progressive steps of the training sequence.

There should be approximately 24 hours (or longer) in between each step. If any symptoms return at any time during these activities, stop the workout. Rest until symptom-free for 24 hours. Return to the previous asymptomatic step. If symptoms return or worsen, seek medical attention.

<table>
<thead>
<tr>
<th>Step</th>
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<th>Tolerance/Comments</th>
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</thead>
</table>
| 1.   |      | Light General Conditioning Exercises  
( Goal: Increase HR) | Begin with sport specific warm up. Do 15-20 minute workout: stationary bicycle, fast paced walking or light jog, rowing or freestyle swimming. |
| 2.   |      | Moderate General Conditioning and Sport Specific Skill Work; Individually  
( Goal: Add Movement, individual skill work) | Sport specific warm-up. Slowly increase intensity and duration of workout to 20-30 minutes.  
- Begin footwork within the workout.  
- Begin running drills using cones.  
- Begin body weight exercises. |
| 3.   |      | Heavy General conditioning, skill work; individually and with teammate. NO CONTACT  
( Goal: Add Movement, teammate skill work) | Continue with general conditioning up to 60 minutes. Increase intensity and duration. Begin interval training.  
-Continue with individual skill work and body weight exercises as per Step 2.  
- Begin stick handling, passing drills, ground balls and shooting drills  
- Begin walk-throughs on offense and defense with no contact to the player |
| 4.   |      | Heavy General conditioning, skill work and team drills. No live scrimmages. NO CONTACT.  
( Goal: Team skill work, light static contact) | Resume regular conditioning and duration of practice.  
- Practice offense and defense with no contact to the player.  
- No open/live play |
| 5.   |      | Full Team Practice with Body Contact | - Participate in a full practice.  
- If a full practice is completed with no symptoms, return to competition is appropriate. Discuss with the coach about getting back in the next game. |

Completion Date: ________________  
Supervisor Name: ____________________  
Supervisor Signature: ____________________
Graduated Return to Boys Lacrosse Protocol

With no symptoms, a gradual return to play program can be initiated. Follow these gradual progressive steps of the training sequence. There should be approximately 24 hours (or longer) in between each step. If any symptoms return at any time during these activities, stop the workout. Rest until symptom-free for 24 hours. Return to the previous asymptomatic step. If symptoms return or worsen, seek medical attention.

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<td></td>
<td></td>
</tr>
<tr>
<td>2. Moderate General Conditioning and Sport Specific Skill Work; Individually (Goal: Add Movement, individual skill work)</td>
<td></td>
<td>Sport specific warm-up. Slowly increase intensity and duration of workout to 20-30 minutes. - Begin <em>footwork</em> within the workout. - Begin running drills using cones. - Begin body weight exercises.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Heavy General conditioning, skill work; individually and with teammate. NO CONTACT (Goal: Add Movement, teammate skill work)</td>
<td></td>
<td>Continue with general conditioning up to 60 minutes. Increase intensity and duration. Begin interval training. - Continue with individual skill work and body weight exercises as per Step 2. - Begin stick handling, passing drills, ground balls and shooting drills - Begin walk-throughs on offense and defense with no contact to the player</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Heavy General conditioning, skill work and team drills. No live scrimmages. NO CONTACT (Goal: Team skill work, light static contact)</td>
<td></td>
<td>Resume regular conditioning and duration of practice. - Practice offense and defense with no contact to the player. - No open/live play</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Full Team Practice with Body Contact</td>
<td></td>
<td>- Participate in a <em>full practice</em>. - If a full practice is completed with no symptoms, return to competition is appropriate. Discuss with the coach about getting back in the next game.</td>
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<td></td>
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</tbody>
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With no symptoms, a gradual return to play program can be initiated. Follow these gradual progressive steps of the training sequence. There should be approximately 24 hours (or longer) in between each step. If any symptoms return at any time during these activities, stop the workout. Rest until symptom-free for 24 hours. Return to the previous asymptomatic step. If symptoms return or worsen, seek medical attention.

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<tbody>
<tr>
<td>1</td>
<td></td>
<td>Light General Conditioning Exercises (Goal: Increase HR)</td>
<td>Do 15-20 minute workout: stationary bicycle, fast paced walking or light jog, rowing or freestyle swimming.</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Moderate General Conditioning and Sport Specific Skill Work; Individually (Goal: Add Movement, individual skill work)</td>
<td>Slowly increase intensity and duration of workout to 20-30 minutes. - Begin body weight exercises.</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>Heavy General conditioning, skill work; individually and with teammate. (Goal: workout in the pool)</td>
<td>- Continue with individual skill work and body weight exercises as per Step 2. - Dry land: weight training/jogging 15-20 minutes - Pool Drills: in own lane, can do kickboard, breast stroke, backstroke for 30-45 minutes. - No underwater turns or diving.</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>Heavy General conditioning, skill work and team drills. No live scrimmages (Goal: Add head turns and specific strokes)</td>
<td>Resume regular conditioning and duration of practice. - Event specific strokes with head turns (freestyle, crawl) - Can do underwater turns/starting dives at no more than 10 times for each.</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>Full Team Practice with Body Contact</td>
<td>- Participate in a full practice. - If a full practice is completed with no symptoms, return to competition is appropriate. Discuss with the coach about getting back in the next meet.</td>
</tr>
</tbody>
</table>

Completion Date: __________________________
Supervisor Name: __________________________ Supervisor Signature: __________________________
### Graduated Return to Tennis Protocol

With no symptoms, a gradual return to play program can be initiated. Follow these gradual progressive steps of the training sequence.

There should be approximately 24 hours (or longer) in between each step. If any symptoms return at any time during these activities, stop the workout. Rest until symptom-free for 24 hours. Return to the previous asymptomatic step. If symptoms return or worsen, seek medical attention.

<table>
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<tbody>
<tr>
<td>1. Light General Conditioning Exercises (Goal: Increase HR)</td>
<td></td>
<td>Begin with sport specific warm up. Do 15-20 minute workout: stationary bicycle, fast paced walking or light jog, rowing or freestyle swimming.</td>
<td></td>
</tr>
<tr>
<td>2. Moderate General Conditioning and Sport Specific Skill Work; Individually (Goal: Add Movement, individual skill work)</td>
<td></td>
<td>Sport specific warm-up. Slowly increase intensity and duration of workout to 20-30 minutes. - Begin footwork within the workout. - Begin running drills using cones. - Begin body weight exercises.</td>
<td></td>
</tr>
<tr>
<td>3. Heavy General conditioning, skill work; individually (Goal: Add Movement, Start drills)</td>
<td></td>
<td>Continue with general conditioning up to 60 minutes. Increase intensity and duration. Begin interval training. - Continue with individual skill work and body weight exercises as per Step 2. - Begin serves, deep court ground strokes, and rallying - No doubles or net play, no volleying</td>
<td></td>
</tr>
<tr>
<td>4. Heavy General conditioning, skill work.</td>
<td></td>
<td>Resume regular conditioning and duration of practice. - Resume regular drills - No doubles play</td>
<td></td>
</tr>
<tr>
<td>5. Full Team Practice</td>
<td></td>
<td>- Participate in a full practice. - If a full practice is completed with no symptoms, return to competition is appropriate. Discuss with the coach about getting back in the next match.</td>
<td></td>
</tr>
</tbody>
</table>

Completion Date: ________________
Supervisor Name: ____________________ Supervisor Signature: ____________________
## Graduated Return to Track & Field Protocol

With no symptoms, a gradual return to play program can be initiated. Follow these gradual progressive steps of the training sequence.

There should be approximately 24 hours (or longer) in between each step. If any symptoms return at any time during these activities, stop the workout. Rest until symptom-free for 24 hours. Return to the previous asymptomatic step. If symptoms return or worsen, seek medical attention.

<table>
<thead>
<tr>
<th>Step</th>
<th>Date</th>
<th>Activity</th>
<th>Tolerance/Comments</th>
<th>Initial</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Light General Conditioning Exercises</td>
<td>Begin with sport specific warm up. Do 15-20 minute workout: stationary bicycle, fast paced walking or light jog, rowing or freestyle swimming.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Moderate General Conditioning and Sport Specific Skill Work; Individually</td>
<td>Sport specific warm-up. Slowly increase intensity and duration of workout to 20-30 minutes. - Begin body weight exercises.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Heavy General conditioning, skill work</td>
<td>Continue with general conditioning up to 60 minutes. Increase intensity and duration. -Continue with individual skill work and body weight exercises as per Step 2. Running: specific to event (no block starts) Field: Specific to event (no full body spins, high jump or pole vault)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Heavy General conditioning, skill work</td>
<td>Resume regular conditioning and duration of practice. - Running: specific to event (can use blocks) - Field: Specific to event (no high jump or pole vaulting)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Full Team Practice with Body Contact</td>
<td>- Participate in a <strong>full practice</strong>. - If a full practice is completed with no symptoms, return to competition is appropriate. Discuss with the coach about getting back in the next meet.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Completion Date: 

Supervisor Name: Supervisor Signature: 
With no symptoms, a gradual return to play program can be initiated. Follow these gradual progressive steps of the training sequence.

There should be approximately 24 hours (or longer) in between each step. If any symptoms return at any time during these activities, stop the workout. Rest until symptom-free for 24 hours. Return to the previous asymptomatic step. If symptoms return or worsen, seek medical attention.

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<thead>
<tr>
<th>Step</th>
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<th>Initial</th>
</tr>
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<tbody>
<tr>
<td>1. Light General Conditioning Exercises (Goal: Increase HR)</td>
<td></td>
<td>Begin with sport specific warm up. Do 15-20 minute workout: stationary bicycle, fast paced walking or light jog, rowing or freestyle swimming.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Moderate General Conditioning and Sport Specific Skill Work; Individually (Goal: Add Movement, individual skill work)</td>
<td></td>
<td>Sport specific warm-up. Slowly increase intensity and duration of workout to 20-30 minutes. - Begin <strong>footwork</strong> within the workout. - Begin running drills - Begin body weight exercises.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Heavy General conditioning, skill work; individually and with teammate. (Goal: Add Movement, teammate skill work)</td>
<td></td>
<td>Continue with general conditioning up to 60 minutes. Increase intensity and duration. -Continue with individual skill work and body weight exercises as per Step 2. - May hit ball (from set, serve, passing) - No defensive drills - No receiving serves</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Heavy General conditioning, skill work and team drills. No live scrimmages. (Goal: Team skill work, light static contact)</td>
<td></td>
<td>Resume regular conditioning and duration of practice. - Practice offense and defense with players on one side on the net only - No open/live play - Limit defensive drills, no diving</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Full Team Practice with Body Contact</td>
<td></td>
<td>- Participate in a <strong>full practice</strong>. - If a full practice is completed with no symptoms, return to competition is appropriate. Discuss with the coach about getting back in the next match.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Completion Date: ______________________

Supervisor Name: ________________________  Supervisor Signature: ________________________
Charles County Public Schools
School Administration

Graduated Return to Wrestling Protocol

With no symptoms, a gradual return to play program can be initiated. Follow these gradual progressive steps of the training sequence. There should be approximately 24 hours (or longer) in between each step. If any symptoms return at any time during these activities, stop the workout. Rest until symptom-free for 24 hours. Return to the previous asymptomatic step. If symptoms return or worsen, seek medical attention.

<table>
<thead>
<tr>
<th>Step</th>
<th>Date</th>
<th>Activity</th>
<th>Tolerance/Comments</th>
<th>Initial</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Light General Conditioning Exercises (Goal: Increase HR)</td>
<td></td>
<td>Begin with sport specific warm up. Do 15-20 minute workout: stationary bicycle, fast paced walking or light jog, rowing or freestyle swimming.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Moderate General Conditioning and Sport Specific Skill Work; Individually (Goal: Add Movement, individual skill work)</td>
<td></td>
<td>Sport specific warm-up. Slowly increase intensity and duration of workout to 20-30 minutes. - Begin <strong>footwork</strong> within the workout. - Begin running drills using cones. - Begin body weight exercises.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Heavy General conditioning, skill work; individually and with teammate. NO CONTACT (Goal: Add Movement)</td>
<td></td>
<td>Continue with general conditioning up to 60 minutes. Increase intensity and duration. - Continue with body weight exercises as per Step 2 and begin individual skill work (sprawls, crawls, hops) - No grappling, take downs, or body contact with another wrestler</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Full Team Practice with Body Contact</td>
<td></td>
<td>- Participate in a <strong>full practice</strong>. - If a full practice is completed with no symptoms, return to competition is appropriate. Discuss with the coach about getting back in the next match.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Completion Date: ________________

Supervisor Name: __________________________ Supervisor Signature: __________________________
Graduated Return to Football Protocol

With no symptoms, a gradual return to play program can be initiated. Follow these gradual progressive steps of the training sequence. There should be approximately 24 hours (or longer) in between each step. If any symptoms return at any time during these activities, stop the work out. Rest until symptom-free for 24 hours. Return to the previous asymptomatic step. If symptoms return or worsen, seek medical attention.

<table>
<thead>
<tr>
<th>Step</th>
<th>Date</th>
<th>Activity</th>
<th>Tolerance/Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Light General Conditioning Exercises (Goal: Increase HR)</td>
<td></td>
<td>Begin with sport specific warm up. Do 15-20 minute workout: stationary bicycle, fast paced walking or light jog, rowing or freestyle swimming.</td>
<td></td>
</tr>
<tr>
<td>2. Moderate General Conditioning and Sport Specific Skill Work; Individually (Goal: Add Movement, individual skill work)</td>
<td></td>
<td>Sport specific warm-up. Slowly increase intensity and duration of workout to 20-30 minutes. - Begin skill work within the workout - Begin football drills, running drills, running patterns with cones and dummies - Stationary throwing and catching a football.</td>
<td></td>
</tr>
<tr>
<td>3. Heavy General conditioning, skill work; individually and with teammate. NO CONTACT (Goal: Add Movement, teammate skill work)</td>
<td></td>
<td>Continue with general conditioning up to 60 minutes. Increase intensity and duration. Begin interval training. - Begin drills with a partner but with no contact. - Continue with individual skill work as per Step 2. - Begin dynamic throwing and catching, taking handoffs, one on one (receiver vs. defensive backs) with no contact. - Begin walk-throughs on offense and defense.</td>
<td></td>
</tr>
<tr>
<td>4. Heavy General conditioning, skill work and team drills. No live scrimmages. VERY LIGHT CONTACT. (Goal: Team skill work, light static contact)</td>
<td></td>
<td>Resume regular conditioning and duration of practice. - Practice passing shell drills (8 or 6) with no contact. - Continue with walk-throughs, skill work (patterns, dynamic catching and throwing, handoffs). Review blocking and tackling techniques, focus on skill. - Very light contact and low intensity on dummies.</td>
<td></td>
</tr>
<tr>
<td>5. Full Team Practice with Body Contact</td>
<td></td>
<td>- Participate in a full practice. - If a full practice is completed with no symptoms, return to competition is appropriate. Discuss with the coach about getting back in the next game.</td>
<td></td>
</tr>
</tbody>
</table>

Completion Date: ________________  
Supervisor Name: ___________________  Supervisor Signature: ___________________
Graduated Return to Soccer Protocol

With no symptoms, a gradual return to play program can be initiated. Follow these gradual progressive steps of the training sequence.

There should be approximately 24 hours (or longer) in between each step. If any symptoms return at any time during these activities, stop the workout. Rest until symptom-free for 24 hours. Return to the previous asymptomatic step. If symptoms return or worsen, seek medical attention.

<table>
<thead>
<tr>
<th>Step</th>
<th>Date</th>
<th>Activity</th>
<th>Tolerance/Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Light General Conditioning Exercises</strong> (Goal: Increase HR)</td>
<td></td>
<td>Begin with sport specific warm up. Do 15-20 minute workout: stationary bicycle, fast paced walking or light jog, rowing or freestyle swimming.</td>
<td></td>
</tr>
</tbody>
</table>
| 2. **Moderate General Conditioning and Sport Specific Skill Work; Individually** (Goal: Add Movement, individual skill work) | | Sport specific warm-up. Slowly increase intensity and duration of workout to 20-30 minutes.  
- **Begin skill work** within the workout.  
- **Begin running drills and dynamic foot dribbling**, use cones and dummies, individual kicking. |
| 3. **Heavy General conditioning, skill work; individually and with teammate. NO CONTACT** (Goal: Add Movement, teammate skill work) | | Continue with general conditioning up to 60 minutes. Increase intensity and duration. Begin interval training.  
- **Begin drills with a partner** but with no contact.  
- **Continue with individual skill work as per Step 2.**  
- **Begin partner passing and kicking on goalie drills.**  
- **Begin walk-throughs on offense and defense.** |
| 4. **Heavy General conditioning, skill work and team drills. No live scrimmages. VERY LIGHT CONTACT.** (Goal: Team skill work, light static contact) | | Resume regular conditioning and duration of practice.  
- Practice **passing shell drills** (8 or 6) with no contact.  
- Practice team passing and kicking drills, practice offense, defensive and counter attack tactical schemes with no contact to the player.  
- Review heading the ball techniques. Do a few reps of low intensity with limited height and distance. |
| 5. **Full Team Practice with Body Contact** | | - **Participate in a full practice.**  
- If a full practice is completed with no symptoms, return to competition is appropriate. Discuss with the coach about getting back in the next game. |

Completion Date: ____________
Supervisor Name: ____________________ Supervisor Signature: ____________________
Sudden Cardiac Arrest (SCA)
Information for Parents and Student Athletes

What is sudden cardiac arrest?
Sudden cardiac arrest (SCA) is when the heart stops beating, suddenly and unexpectedly. When this happens, blood stops flowing to the brain and other vital organs. SCA doesn’t just happen to adults; it takes the lives of students, too. However, the causes of sudden cardiac arrest in students and adults can be different. A student’s SCA will likely result from an inherited condition, while an adult’s SCA may be caused by either inherited or lifestyle issues.

SCA is NOT a heart attack. A heart attack may cause SCA, but they are not the same. A heart attack is caused by a blockage that stops the flow of blood to the heart. SCA is a malfunction in the heart’s electrical system, causing the heart to suddenly stop beating.

Causes: SCA is caused by several structural and electrical diseases of the heart. These conditions predispose an individual to have an abnormal rhythm that can be fatal if not treated within a few minutes. Most conditions responsible for SCA in children are inherited, which means the tendency to have these conditions is passed from parents to children through the genes. Other possible causes of SCA are a sudden blunt non-penetrating blow to the chest and the use of recreational or performance-enhancing drugs and/or energy drinks.

How common is sudden cardiac arrest in the United States? SCA is the #1 cause of death for adults in this country. There are about 300,000 cardiac arrests outside hospitals each year. About 2,000 students die of SCA each year. It is the #1 cause of death for student athletes.

<table>
<thead>
<tr>
<th>Warning Signs of SCA</th>
<th>Emergency Response to SCA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fainting or seizures during exercise;</td>
<td>Act immediately; time is most critical to increase</td>
</tr>
<tr>
<td>Unexplained shortness of breath;</td>
<td>survival rates</td>
</tr>
<tr>
<td>Dizziness;</td>
<td>Recognize SCA</td>
</tr>
<tr>
<td>Extreme fatigue;</td>
<td>Call 911 immediately and activate EMS</td>
</tr>
<tr>
<td>Chest pains; or</td>
<td>Administer CPR</td>
</tr>
<tr>
<td>Racing heart</td>
<td>Use Automatic External Defibrillator (AED)</td>
</tr>
<tr>
<td>SCA should be suspected in any athlete who has collapsed and is unresponsive</td>
<td></td>
</tr>
</tbody>
</table>

Warning signs of potential heart issues: The following need to be further evaluated by your primary care provider:
- Family history of heart disease/cardiac arrest
- Fainting, a seizure, or convulsions during physical activity
- Fainting or a seizure from emotional excitement, emotional distress, or being startled
- Dizziness or lightheadedness, especially during exertion
- Exercise-induced chest pain
- Palpitations: awareness of the heart beating, especially if associated with other symptoms such as dizziness
- Extreme tiredness or shortness of breath associated with exercise
- History of high blood pressure
Risk of Inaction: Ignoring such symptoms and continuing to play could be catastrophic and result in sudden cardiac death. Taking these warning symptoms seriously and seeking timely appropriate medical care can prevent serious and possibly fatal consequences.

These symptoms can be unclear in athletes, since people often confuse these warning signs with physical exhaustion. SCA can be prevented if the underlying causes can be diagnosed and treated.

What are the risks of practicing or playing after experiencing these symptoms?
There are risks associated with continuing to practice or play after experiencing these symptoms. When the heart stops, so does the blood that flows to the brain and other vital organs. Death or permanent brain damage can occur in just a few minutes. Most people who experience SCA die from it.

House Bill 427 – Maryland Sudden Cardiac Arrest Prevention Act (the Act)
The act is intended to keep student-athletes safe while practicing or playing. The requirements of the act are:
- All student-athletes and their parents or guardians must read and sign this form. It must be returned to the school before participation in any athletic activity. A new form must be signed and returned each school year.
- Schools may also hold informational meetings. The meetings can occur before each athletic season. Meetings may include student-athletes, parents, coaches and school officials. Schools may also want to include doctors, nurses and athletic trainers.

Removal from play/return to play
- Any student athlete who shows signs or symptoms of SCA before, during or after activity must be removed from play. Play includes all athletic activity. Before returning to play, the athlete must be evaluated by a licensed physician, certified registered nurse practitioner or cardiologist (heart doctor). Clearance for the student-athlete to return to play must be provided in writing.

How can we minimize the risk of SCA and improve outcomes?
The risk of SCA in student athletes can be minimized by providing appropriate prevention, recognition, and treatment strategies. One important strategy is the requirement for a yearly pre-participation screening evaluation, often called sports physical, performed by the athlete’s medical provider.

1. It is very important that you carefully and accurately complete the personal history and family history section of the “Pre-Participation Physical Evaluation Form” available at http://www.mpssaa.org/HealthandSafety/Forms.asp.

2. Since the majority of these conditions are inherited, be aware of your family history, especially if any close family member:
   a. Had sudden unexplained and unexpected death before the age of 50.
   b. Was diagnosed with any of the heart conditions listed above.
   c. Died suddenly /unexpectedly during physical activity, during a seizure, from Sudden Infant Death Syndrome (SIDS) or from drowning.

Information used in this document was obtained from the American Heart Association (www.heart.org), Parent Heart Watch (www.parentheartwatch.org), and the Sudden Cardiac Arrest Foundation (www.sca-aware.org). Visit these sites for more information.
AWARDS:
1. A student must successfully complete the criteria for lettering in order to be awarded a letter.
2. In addition to achieving the minimal practice and playing criteria as specified by the Charles County Public Schools, the student must complete the season in good standing unless medically unable to do so in order to be eligible for awards.

LETTERING CRITERIA:
1. A student must be eligible and in good standing at the end of his/her sport season. If for any reason the school deems the student not eligible at the end of the sport season, the student will not be eligible for any post-season.
2. The first varsity award earned will be the approved school letter including appropriate emblem.
3. For awards for subsequent years and sports/activities, participants will receive stars, pins, or similar school related insignias.
4. All junior varsity and freshman team members will receive certificates of participation.
5. Participation in fund raising activities by the student and his or her parents shall in no way be a factor for one to achieve a school letter.
6. Parent (volunteer) involvement in a program shall in no way be a factor for one to achieve a school letter.
7. Listed below are the criteria for earning a letter in Charles County High School Athletics. All coaches shall adhere to the standards. Item #1 must be met; however, it does not guarantee the student a letter unless II, III, and IV are fulfilled to the satisfaction of the coach. Letters will be awarded only to those players who meet all four of the requirements. A player must complete the season in good standing, unless medically unable to do so. Any student, after participating on the varsity team for two or more years, may receive a letter award without meeting the requirement of I if he/she has met standards II, III, and IV.

I. Participation in Contests - Has met requirements
   - Football 50% of quarters
   - Cross Country 80% of meets
   - Field Hockey 50% of halves
   - Tennis 50% of matches
   - Basketball 50% of quarters
   - Wrestling 50% of matches
   - Volleyball 50% of matches
   - Swimming 50% of matches
   - Bocce 50% of matches

   - Baseball 50% of innings/25% pitchers
   - Spring Track 80% of meets
   - Soccer 50% of halves
   - Golf 50% of matches
   - Softball 50% of innings/25% pitchers
   - Indoor Track 80% of meets
   - Cheerleading 80% of games
   - Lacrosse 50% of halves

II. Attitude Toward Practice and Training
   a. Attends practice regularly
   b. Follows training rules
   c. Listens to and follows instructions during practices and contests

III. Sportsmanship/Citizenship
   a. Accepts coach’s decision
   b. Shows respect for the coaches, officials, team and spectators
   c. Displays an excellent attitude while competing

IV. Care of Facilities and Equipment
   a. Demonstrates concern for equipment
   b. Returns all assigned equipment
   c. Respect of home facility and visitor facility
TEAM CHAMPIONSHIPS AWARDS:

1. **SMAC CONFERENCE / COUNTY CHAMPIONS**
   Team members for conference champions will receive an award for their particular sport. The Charles County Public Schools athletic department and or athletic booster organization will fund these awards.

2. **MPSSAA / MPSSCC SECTIONAL / REGIONAL CHAMPIONS**
   Each team member winner, will receive an award inscribed with “MPSSAA/MPSSCC Sectional Champion”, “Regional Champion” or “MPSSAA/MPSSCC State Finalist”. The Charles County Public Schools athletic department and or athletic booster organization will fund these awards.

3. **MPSSAA / MPSSCC STATE CHAMPIONS**
   Each team member will receive an award with the shape of the state of Maryland inscribed with “MPSSAA/MPSSCC State Champions” or “MPSSAA/MPSSCC State Finalist”. The Charles County Public Schools athletic department and or athletic booster organization will fund these awards.

4. **TEAM PICTURE PLAQUES**
   Each team member will receive a picture plaque signifying MPSSAA / MPSSCC State Championship Team. The Charles County Public Schools athletic department and or athletic booster organization will fund these awards.

5. **RINGS/JACKETS/PENDANT**
   Any team that is an MPSSAA / MPSSCC “State Champion” will have the opportunity to purchase the ring from JOSTENS. The same holds true for individual “Champion”, Runner-Up”, or “Finalist”. State “Qualifiers” do not qualify for rings. The Athletic Department and athletic booster will not purchase any jackets, pendant or rings. This is not an award, but an item that may be purchased by an athlete. No school or booster funds can be used to purchase this items:
   - MPSSAA - Maryland Public Secondary Schools Athletic Association
   - MPSSCC – Maryland Public Schools State Cheerleading Committee
   - COUNTY - Charles County Public Schools

SCHOLARSHIP SIGNINGS
The NCAA (Division One and Two) and the NAIA are the only institutions that have a national signing date in which athletic scholarships are included with the financial aid offer and binding on the institution and the student athlete. Charles County Public Schools will host “signing” ceremonies for the student athlete and their families when the signing becomes official and the scholarship offer is verified. A picture opportunity will be held by the schools in May upon confirmation from the institution that the student athlete will be participating in a sport at the college (NCAA Division Three or NAIA Division Two) or invited walk-on student athlete.

EQUIPMENT:
It is the responsibility of the student/athlete to maintain and return all equipment and uniforms issued. Parents will be financially responsible for equipment and uniforms that are lost, stolen, or misplaced. The price of replacing these items will be the actual cost to the school for purchasing new replacement items. Student athletes who do not return equipment in time to be professionally reconditioned for the next season will be charged the reconditioning fee. (i.e., football/lacrosse helmets and shoulder pads.) Until any charges for lost equipment or reconditioning have been paid, the student athlete will not receive a letter award or be eligible to participate on any other school athletic team including the next school year. **Students must be cleared of all financial obligations before trying out for a sport or activity.**
PHOTOGRAPHS:
Throughout the year, photographs and videotapes may be taken of students to be used on the school’s website, the booster’s website, and in other Charles County Public Schools publications for educational and/or promotional purposes.

INCLEMENT WEATHER:
When schools are dismissed early or do not open due to inclement weather, all athletic activities (games and practices) are cancelled. Athletic event information will usually be available at the schools by 12:30 p.m. daily.

PRACTICE REGULATIONS:
Practice times will be limited to three-hour sessions. No practice shall end later than 9 p.m. Parents are to be advised in writing regarding practice times by the coach of a sport prior to the start of season.

TRANSPORTATION:
- Team members shall be required to go to the host school together and return together by bus provided by Charles County Public Schools.
- Students are not permitted to transport team members.
- Parents/guardians who wish to take their student home from an away event must sign the student out on a form provided by the coach, after the game/match.
- Students are expected to be picked up at the end of practices or games in a reasonable amount of time from the end of the event.
UNIFIED SPORTS ADDENDUM

PURPOSE:
This addendum has been prepared to serve as a guide to student/athletes and parents. The intention of this addendum is to provide information that will facilitate successful participation in the athletic program as well as clarifying differences between the Interscholastic Program and the Unified Sports Program. Unless otherwise indicated below, students participating in the Unified Sports Program must abide to the same policies listed in the handbook. If questions should arise which are not covered in this addendum, please address them with the appropriate individual (Coach, Athletic Director, or Unified Sports Coordinator).

SQUAD MEMBERSHIP:
A student with an Individualized Education Program (IEP) may participate on a Unified Sports team until the expiration of their IEP as long as they are enrolled in Charles County Public Schools.

REQUIRED ATHLETIC FORMS/INFORMATION:
Student athletes must submit completed forms to the Athletic Director and receive clearance before they can try out for any team. These forms must be completed for each season the student participates.

☐ Athletic Parental Consent/Physical Form
☐ Pre-Season Athletic Eligibility Clearance Form
☐ Emergency Medical Card
☐ Application for Participation in Special Olympics Maryland*  

*Required by Special Olympics Maryland

Students must be cleared of all financial obligations before trying out for a sport or activity.

ELIGIBILITY:

Residence:
 a) Students participating in a regionalized program within Charles County Public Schools (i.e. Lifeskills, TAASC) will participate at the school in which they are enrolled.

Academic:
 a) Students pursuing a High School Certificate of Completion are not required to meet academic requirements for eligibility.

Attendance:
 a) The Unified Sports Program will follow the same attendance policy as the Interscholastic Program.

Lettering Criteria:
 a. Unified Tennis  50% of matches
 b. Unified Bocce  50% of matches
 c. Unified Track & Field  50% of matches
### 2019-2020 PRELIMINARY SCHOLASTIC APTITUDE TEST DATE (PSAT)

<table>
<thead>
<tr>
<th>Date</th>
<th>Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 16, 2019 (Wednesday – PSAT Administered by CCPS at school; Alternate date October 30, 2019)</td>
<td>PSAT/NMSQT</td>
</tr>
<tr>
<td>October 19, 2019 (Saturday – College Board (Fee)</td>
<td>PSAT/NMSQT</td>
</tr>
</tbody>
</table>

### 2019-2020 SCHOLASTIC APTITUDE TEST DATES (SAT)

<table>
<thead>
<tr>
<th>Test Date</th>
<th>Test</th>
<th>Registration Deadline</th>
<th>Late Registration Deadline**</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 5, 2019</td>
<td>SAT &amp; Subject</td>
<td>September 6, 2019</td>
<td>September 24, 2019</td>
</tr>
<tr>
<td>November 2, 2019</td>
<td>SAT &amp; Subject</td>
<td>October 3, 2019</td>
<td>October 22, 2019</td>
</tr>
<tr>
<td>December 7, 2019</td>
<td>SAT &amp; Subject</td>
<td>November 8, 2019</td>
<td>November 26, 2019</td>
</tr>
<tr>
<td>January No Dates</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>March 14, 2020*</td>
<td>SAT only</td>
<td>February 14, 2020</td>
<td>March 3, 2020</td>
</tr>
<tr>
<td>May 2, 2020</td>
<td>SAT &amp; Subject</td>
<td>April 3, 2020</td>
<td>April 21, 2020</td>
</tr>
<tr>
<td>June 6, 2020</td>
<td>SAT &amp; Subject</td>
<td>May 19, 2020</td>
<td>May 27, 2020</td>
</tr>
</tbody>
</table>

* The SAT Subject Tests are not offered on the March 2020 test date.
**Late Registration deadlines listed are for paper registration. Online and phone late deadlines are listed at sat.org/register.

### 2019-2020 ACT ASSESSMENT NATIONAL TEST DATES

<table>
<thead>
<tr>
<th>Test Date</th>
<th>Registration Deadline</th>
<th>(Late Fee Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 14, 2019</td>
<td>August 16, 2019</td>
<td>August 17 - 30, 2019</td>
</tr>
<tr>
<td>October 26, 2019</td>
<td>September 20, 2019</td>
<td>September 21 – October 4, 2019</td>
</tr>
<tr>
<td>December 14, 2019</td>
<td>November 8, 2019</td>
<td>November 9 – 22, 2019</td>
</tr>
<tr>
<td>February 8, 2020</td>
<td>January 10, 2020</td>
<td>January 11 – 17, 2020</td>
</tr>
<tr>
<td>April 4, 2020</td>
<td>February 28, 2020</td>
<td>February 29 – March 13, 2020</td>
</tr>
<tr>
<td>June 13, 2020</td>
<td>May 8, 2020</td>
<td>May 9 – 22, 2020</td>
</tr>
<tr>
<td>July 18, 2020 *</td>
<td>June 19, 2020</td>
<td>June 20 – 26, 2020</td>
</tr>
</tbody>
</table>

**See non-Saturday testing for information related to this test day at www.act.org

All information here along with sports schedules are accessible from the Charles County Public Schools athletic website: http://www.ccboe.com/departments/athletics

Revised: July 2019