



**MIDDLE SCHOOL
ATHLETIC HANDBOOK
FOR
ATHLETES AND PARENTS

2022-2023**



**A Guide to Citizenship Standards, Chesapeake 2.0, CMSL
Eligibility and Athletics Participation Pledge**

TABLE OF CONTENTS

Chesapeake Public Schools Discrimination Policy	2
Introduction	3
CPS Athlete Parent Handbook	4
CPS CMSL Athletic Programs	5
Middle School Athletic Contact Information	5
Athletic Department Philosophy	6
Citizenship Standards/Participation Pledge	6
CPS Sportsmanship Policy (P9-42)	7
CPS Sportsmanship Guide	8-10
Middle School Athletic Training Program	11
CPS Sports Concussion Management Plan	12-13
CPS 2.0 Eligibility Requirement	14-17
Team and Sport Specific Information	18
Parent/Coach Communication	18-19
Sudden Cardiac Arrest (SCA) Information	20-21
Chesapeake School Board	22
Administrative Officers	22
Department of Student Services	22

Chesapeake Public Schools Discrimination Policy

All members of the Chesapeake Public School community are reminded that the Chesapeake School Board and all Chesapeake Public Schools are committed to avoiding discrimination at all times. As School Board Policy 3-6 indicates:

The School Board is committed to the principle of equal opportunity for all and shall not permit unfair discrimination on the basis of race, color, national origin, sex, age, or disability. This principle shall apply to all students, employees, patrons, vendors, and all others who serve or are served by the school system.

This requirement extends to all aspects of the school program, including the educational and extracurricular programs. Procedures for seeking resolution of grievances from alleged discrimination are available from the Title IX coordinator:

Director of Student Support Services
304 Cedar Road
Chesapeake, VA 23322
757-547-0585
wayne.martin@cpschools.com

Introduction

The purpose of the Chesapeake Public Schools (CPS) Athletic Handbook for middle school athletes and parents is to inform athletes and parents of the policies governing athletics and individual athletes at each school. Included in this handbook is information concerning:

- Citizenship Standards/Participation Pledge
- Chesapeake 2.0 Eligibility Requirement
- Chesapeake Middle School League (CMSL) Eligibility Rules and Policy
- Sudden Cardiac Arrest (SCA)
- Sports Concussion Management Plan

Each school sports team hosts a preseason meeting for athletes and their parents/guardians. Important information covered will include the Athletic Participation/Parental Consent/Physical Examination Form of the CMSL, CMSL eligibility rules, and the Chesapeake 2.0 Eligibility Requirements. Information about each sport and specific team policies will also be discussed.

Student accident insurance information and physical forms are available on the CPS Website cpschools.com

If you have any questions concerning the handbook or the preseason meeting, please contact the athletic director of your school.

CPS Athlete Parent Handbook Parental Statement of Understanding

Name of Student: _____ Sport(s) _____

The CPS ATHLETE PARENT HANDBOOK can be accessed online and contains information concerning:

- 2.0 Eligibility Requirement
- Athletic Training
- Collegiate Eligibility Requirements
- Sudden Cardiac Arrest
- Sports Concussion Management Plan
- Parent/Coach Communication
- Sportsmanship Policy
- Team Policy and Specific Sport

Parental Statement of Understanding:

- I have reviewed the Concussion in Sports – Information Sheet for Parents and Guardians provided to me at the sports informational meeting, in the CPS Athlete Parent Handbook, or by some other means
- I have reviewed the ImpACT Concussion Management Program Information Sheet provided to me at the sports informational meeting, in the CPS Athlete Parent Handbook, or by some other means
- I give permission for my son/daughter to participate in the ImpACT Concussion Management Program as outlined in the CPS Athlete Parent Handbook. CPS may release the ImpACT (Immediate Post-concussion assessment and Cognitive Test) results to my child’s primary care physician, neurologist, or other treating physician, as requested

Parent/Spectators are required to meet the following expectations:

- Realize that you represent the school and community and, therefore, have an obligation to be a true sportsman, encouraging through positive behavior the practice of good sportsmanship by others
- Recognize that good sportsmanship is more important than victory by approving and applauding good team play, individual skill, and outstanding examples of sportsmanship and fair play exhibited by either team Recognize that since the primary purpose of interscholastic athletics is to promote the physical, mental, moral, social, and emotional wellbeing of the players, victory or defeat are of secondary importance
- Treat visiting teams and officials as guests, extending to them every courtesy
- Be modest in victory and gracious in defeat
- Respect the judgment and integrity of officials, realizing that their decisions are based upon game conditions

I understand the policies governing interscholastic athletics in th CPS through attending a sports informational meeting, the CPS Athlete Parent Handbook, or some other means, and by my signature, grant permission for the student’s participation. I also understand that participation in school-sponsored activities is a privilege and not a property right; and therefore, the school’s principal may suspend my son/daughter from participation by declaring him/her not in good standing if the student’s character or conduct is such as to reflect discredit upon his/her school.

Name of Parent/Guardian

Signature of Parent/Guardian

Date

Attended Sports Informational Meeting: Yes _____ No _____

PLEASE SIGN AND SUBMIT FORM TO YOUR SCHOOLS ATHLETIC DIRECTOR

CPS CMSL Athletic Programs

SEASON	BOYS	GIRLS
FALL	FOOTBALL*	SOFTBALL
		CHEERLEADING*
WINTER	BASKETBALL	BASKETBALL
	WRESTLING*	CHEERLEADING*
SPRING	TRACK AND FIELD	TRACK AND FIELD
		FIELD HOCKEY
		VOLLEYBALL

*Indicates co-ed sports

Middle School Athletic Contact Information

SCHOOL	PRINCIPAL	ATHLETIC DIRECTOR	PHONE
CRESTWOOD	DR. BROWN	ORION BURKE	757-494-7560
DEEP CREEK	MR. CAVANAUGH	KIM DORSEY	757-558-5321
GREAT BRIDGE	MRS. MARTIN	MIKE FOX/LYSS FORMICA	757-482-5128
GREENBRIER	MR. HAYTER	JENN NESTLE	757-548-5309
HICKORY	DR. PINELLO	KIRK BLACK	757-421-0468
HUGO OWENS	DR. DUNBAR	MELISSA HOLLOBAUGH	757-558-5382
INDIAN RIVER	MS. WERTS	JAMIE JORDAN	757-578-7030
JOLLIFF	MRS. GARRETT	DAVID WADDELL	757-465-5246
OSCAR SMITH	MRS. WILLIAMS	ROBIN HOUSE	757-494-7590
WESTERN BRANCH	MRS. PALLISTER	RAY HINES	757-638-7920

Athletic Department Philosophy

The coaching staff of CPS has dedicated itself to the development of the total student athlete. Both the physical and psychological growth of each person are considered when planning and implementing our athletic program.

Our professional staff is aware of the individual needs of the youth as well as the social implications of being able to work as a member of a team. Students will be given the opportunity through extensive training, proper equipment, and good coaching to reach their maximum athletic potential.

Our goals are to produce young men and women who have the capacity to be successful citizens in our highly competitive society. We are committed to achieving this goal.

Citizenship Standards/Participation Pledge

Participation in extracurricular activities is dependent upon compliance with all applicable rules, including CMSL, School Board, school rules, and team regulations. These activities are defined as events which do not fall within the scope of the regular curriculum, are officially recognized and sanctioned by the School Board, and for which students do not receive academic credit.

Performing groups that receive academic credit (i.e. band and chorus) are not included within this policy.

Students must understand that participation in extracurricular events is a privilege, not a right.

CPS Board Approved Sportsmanship Policy (P9-42)

Sportsmanship, Ethics, and Integrity

The School Board recognizes the importance of extracurricular activities in the educational process and the values that students develop when they have the opportunity to participate in an organized activity outside the traditional classroom.

A primary goal of the CPS extracurricular and co-curricular programs is the promotion of good sportsmanship, ethical behavior, and integrity. All participation in extra- and co-curricular activities, including athletes and all other student participants, support groups, fans, coaches, and administrators shall be guided at all times by a philosophy of good sportsmanship, sound ethics, and high integrity. This philosophy emphasizes that extracurricular activities are a part of the total educational process and that the same level of responsibility and behavior is expected at practice and competitions as is expected in the classroom. The school administration supports this philosophy by maintaining positive attitudes that promote good sportsmanship. All high schools and middle schools are required to conduct their relations with other schools in a spirit of good sportsmanship.

The School Board further encourages the development and promotion of sportsmanship, ethics, and integrity in all phases of the educational process and in all segments of the community, including administrators, participants, adult supervisors, parents, fans, spirit groups, and support/booster groups.

All Coaches, student athletes, and parents must complete the sportsmanship pledge each school year. A copy of the [sportsmanship pledge](#) is located on the Chesapeake Public Schools website.

CPS Sportsmanship Guide

Participation in co-curricular activities is a privilege. As representatives of CPS, students are expected to conduct themselves in a manner that meets the highest standards at all times.

It is the goal of CPS to provide all students with opportunities to engage in athletic activities that enrich their education and further develop the core values of respect, responsibility, fairness, trust, and good sportsmanship.

Engaging in planned instruction teaches good sportsmanship and proper behavior. It is the responsibility of the administration, staff, coaches, parents, and the community at large to create a climate that fosters the development of these behaviors. This is accomplished by encouraging and modeling positive and appropriate behavior within the sporting environment while, at the same time, striving for excellence.

Expectations for the behavior of athletes, coaches, and spectators at athletic contests, practices, and events are outlined below:

Athletes

Athletes are required to meet the following expectations:

- Be courteous to visiting teams and officials
- Play hard and to the limit of your ability, regardless of discouragement
- True athletes do not give up nor do they argue, cheat, or taunt opponents
- Retain composure at all times and never leave the bench or enter the playing field/court to engage in a fight
- Be modest when successful and be gracious in defeat
- A true competitor does not offer excuses
- Maintain a high degree of physical fitness by conscientiously observing team and training rules
- Demonstrate loyalty to the school by maintaining a high scholastic standing and by participating in or supporting other school activities
- Play for the love and honor of the game
- Understand and observe the rules of the game and the standards of eligibility
- Respect the integrity and judgment of officials and accept their decisions without question
- Respect the facilities of the host school and demonstrate the behavior expected of guests

Coaches

Coaches are required to meet the following expectations:

- Exemplify behavior that is representative of the educational staff of the school and a credit to the teaching profession
- Demonstrate high ideals, good habits, and desirable attitudes in personal behavior and demand the same standards of your players. Make sportsmanship the # 1 priority
- Emphasize to players and bench personnel the importance of proper sideline behavior and the necessity of restraining from entering the playing field/court
- Recognize that the purpose of competition is to promote the physical, mental, social, and emotional well-being of individual players and that the most important values of competition are derived from playing the game fairly
- Be a modest winner and a gracious loser

- Maintain self-control at all times, accepting adverse decisions without public display of emotion or dissatisfaction with the officials
- Cooperate with the school administration in the planning, scheduling, and conduct of sports activities
- Employ accepted educational methods in coaching; giving all players an opportunity to use and develop initiative, leadership, and judgment
- Pay close attention to the physical condition and well being of players, refusing to jeopardize the health of an individual for the sake of the team
- Teach athletes it is better to lose fairly than win unfairly
- Demonstrate integrity. Do not allow gambling, profanity, abusive language, or similar violations
- Refuse to criticize opponents, officials, or others associated with sports activities
- Properly supervise student athletes under your immediate care and specifically observe a coach's responsibilities during events off school ground

Parents/Spectators

Parents/Spectators are required to meet the following expectations:

- Realize that you represent the school and community and, therefore, have an obligation to be a true sportsman, encouraging through positive behavior the practice of good sportsmanship by others
- Recognize that good sportsmanship is more important than victory by approving and applauding good team play, individual skill, and outstanding examples of sportsmanship and fair play exhibited by either team
- Recognize that since the primary purpose of interscholastic athletes is to promote the physical, mental, moral, social, and emotional well being of the players, through the medium of contests, victory or defeat is in reality of secondary importance
- Treat visiting teams and officials as guests, extending to them every courtesy
- Be modest in victory and gracious in defeat
- Respect the judgment and integrity of officials, realizing that their decisions are based upon game conditions as they observe them

Athlete/Parent/Coach Communication

CPS encourages open communication among athletes, parents, and coaches. Both athletes and parents are urged to discuss their concerns with the coach in the appropriate setting and at the appropriate time.

Appropriate concerns to discuss with the coach include issues of mental and physical well-being, strategies for improving individual performance, and issues of behavior.

Issues not appropriate for a parent to discuss with the coaches include playing time, starting positions, team strategy, play calling, and other athletes.

Conflict Resolution

It is desirable for conflicts to be resolved by an athlete with his/her coach. Occasionally, however, situations arise where conflicts are not able to be resolved through this interaction and the assistance of the athletic director and/or principal is needed.

Spectator Conduct

The CMSL requires schools to monitor spectator behavior at all school sponsored activities. Accordingly, an event supervisor may request any person involved in misconduct to leave the premises and contact the police for assistance. The school has the authority to suspend individuals from attending all school sponsored activities for spectator misconduct. CPS appreciates positive support from all spectators.

Middle School Athletic Training Program

Parents allowing their children to participate in middle school athletics accept the risk of injury. To help minimize the risk and to manage injuries when they occur, The Children's Hospital of the King's Daughters (CHKD) has assigned an athletic trainer to each high school. This individual has met requirements as set forth by the Board of Certification (BOC) to practice as an athletic trainer.

The BOC was incorporated in 1989 to provide a certification program for entry-level athletic trainers. The BOC establishes and regularly reviews both the standards of practice of athletic training and the continuing education requirements for athletic trainers. The organization ensures that anyone using the credentials Athletic Trainer Certified (A.T.C) is a graduate from an accredited college or university and has passed the core classes at the collegiate level, has had clinical experience under the direct supervision of a certified athletic trainer, and passed national certification examination. In Virginia ATC must maintain their national and state certifications by meeting continuing education requirements.

There are five domains to athletic training. These five domains, upon which the national certification examination is based, are

- Injury/Illness Prevention and Wellness Protection
- Clinical Evaluation and Diagnosis
- Immediate and Emergency Care
- Treatment and Rehabilitation
- Organizational and Professional Health and Well-being

The ATC is an important link in the healthcare delivery system. The ATC serves as a liaison among athletes, parents, coaches, physicians, other allied health professionals, student activities coordinators, and administrators to facilitate healthy participation in interscholastic athletics. *Please note that the ATC is not required to be present at all practices.*

CPS Sports Concussion Management Plan

CPS recognizes that a concussion is a serious injury to the brain resulting from a force or jolt applied directly or indirectly to the head producing a set of signs and symptoms reflecting the brain's dysfunction. CPS is committed to safe practice and provides a Sports Concussion Management Plan to educate parents, student-athletes, coaches and teachers about the nature and risks of concussions, and procedures to detect and treat these brain injuries prior to safe return to play. Central office and school administrators, athletic directors, coaches, school nurses, teachers, parents, student-athletes, ATC*, and other health care providers form a team to work together to identify concussions once they occur and to ensure safe return to play.

CPS guidelines mandate that if a student-athlete exhibits or reports any sign or symptom of a concussion, he/she will be removed from practice or play. Parents are notified on the day of the injury. The parents will obtain a proper medical evaluation by a licensed healthcare professional with training in concussion evaluation and management per the CPS Sports Concussion Management Plan described in the 13-step chart on pages 2 and 3 of this document. CPS acknowledges that clearance to return to play is a medical decision. The licensed healthcare professional(s) who evaluates the student-athlete is the only individual to provide clearance, which will then place the student-athlete in the care of the ATC, possibly in consultation with the CHKD Sports Medicine physician, to oversee the Gradual Return to Sports Participation Program found in Form 3 of this document. The licensed health care professional can not be a parent or guardian. CPS will not allow the student-athlete to participate in a practice or game while experiencing any lingering or persisting symptoms of a concussion, no matter how slight. The student-athlete must be completely symptom free at rest and during physical and mental exertion, with neurocognitive functioning that has returned to their normal baseline, as determined by the results from the Immediate Post Concussion Assessment and Cognitive Testing (ImpACT) prior to return to sports training, practice, play, or competition.

ImpACT Concussion Management Program

CPS is utilizing an innovative concussion management program for our student-athletes in certain sports having a greater risk for head injuries (cheerleading, field hockey, football, basketball, gymnastics, wrestling, baseball, soccer, softball, diving, high jump, pole vault). The program is called ImpACT (Immediate Post Concussion Assessment and Cognitive Testing) and involves an online computerized exam that each athlete takes prior to an athletic season. In order to participate in any of the sports listed above, student athletes must be tested in the ImpACT program during the preseason. If the athlete is believed to have suffered a concussion during participation, the exam is taken again and the data is compared to the baseline test. This information is then used as a tool to assist the athletic training staff and treating physicians in determining the extent of the injury, monitoring recovery, and in making safe return-to-play decisions. If an injury of this nature occurs, we will be in contact with you. Post-concussion tests will be taken under our supervision at school. Return-to-play decisions must be made by a physician. Founded by the University of Pittsburgh Medical Center's Sports Concussion Program, this software system is utilized throughout professional sports and at a number of colleges and high schools across the country. Additional information can be found at

www.impacttest.com. The exam takes about 25-30 minutes and is non-invasive. The program is set up in a “video game” type format. It tracks neurocognitive information such as memory, reaction time, brain processing speed, and concentration. For example, in one part of the exam, a dozen common words appear one at a time on the screen for about one second each. The athlete is then later asked what words were displayed. It is a simple exam and most who take it enjoy the challenge of the test. One of the reasons concussions are so dangerous is a condition called Second Impact Syndrome. If an athlete sustains a second concussion before completely recovering from the first, the results can be deadly. We understand the competitive nature of sports; however, our top priority is ALWAYS the health and safety of our athletes.

The CPS Sports Concussion Program includes the following five fundamental components:

- Verified training of coaches on concussion risks, recognition, and management
- Education of parents and student-athletes on concussion risks, signs and symptoms, and post- injury management for sports and school. Parents and student-athletes will read, sign, and submit to the school the CPS Concussion Information Sheet before the first practice
- Immediate removal from play by the student-athlete’s coach, ATC, or team physician of any student-athlete suspected of sustaining a concussion in a practice or game (i.e. exhibiting signs and/or symptoms) *“When in doubt, sit them out”* is the operating principle
- Written clearance to return to play of the student-athlete by a licensed healthcare professional trained in the evaluation and management of a concussion. The written clearance must be received by the ATC before the student-athlete is allowed to return to the field/ court, ***“Return to Play Requires Medical OK”*** is the operating principle. (See Form 3, Gradual Return to Sports Participation Program)
- Treatment of the Student-Athlete in School. School personnel will be trained on concussion management in the school. They will be informed of the student-athlete’s injury and its specific symptom manifestations- physical, cognitive, emotional, sleep. An individualized school care plan will be developed and implemented to assist the student athlete’s recovery, providing maximally tolerated academic activities

** The Certified Athletic Trainer (ATC) is a highly educated and skilled professional specializing in athletic health care. In cooperation with physicians and other allied health personnel, the athletic trainer functions as an integral member of the athletic health care team in secondary schools, colleges and universities, sports medicine clinics, professional sports programs and other athletic health care settings.*

Entire Plan and Forms are available at cpschools.com

CPS 2.0 Eligibility Requirement

In the spring of 2008, a committee composed of teachers, coaches', athletic directors, assistant principals, and principals representing the ten middle schools studied the feasibility of establishing a minimum Grade Point Average (GPA) requirement for participation in athletics and forwarded a recommendation to the Superintendent.

In the fall of 2008, the Superintendent presented a recommendation to the School Board that would require a minimum 2.0 GPA to be maintained in order for a student to be eligible to participate in CMSL Activities. The School Board in October of 2008 passed a motion to require a 2.0 GPA to participate in CMSL activities.

Covered Activities

All athletic and academic activities sanctioned by the CMSL are currently offered within Chesapeake middle schools and are covered by CMSL eligibility rules and the Chesapeake 2.0 eligibility requirement:

Initial Eligibility

In order to be eligible, a CMSL activity participant must maintain at least a 2.0 GPA prior to initial participation, regardless of when initial participation begins. First time incoming 6th grade students will be exempt from the 2.0 GPA requirement for the first nine-weeks. These students must establish a 2.0 GPA by the second nine-weeks of their 6th grade year to maintain CMSL eligibility. Incoming 6th grade students must meet CMSL Individual Eligibility Requirements. First time incoming 6th grade students who gain eligibility under this provision must attend mandatory study-hall (one day per week) during their sport season. Any student entering a CMSL activity and establishing eligibility for the first time must have maintained either a 2.0 GPA for the previous nine weeks or have maintained a 2.0 overall GPA.

Definition of 2.0

A 2.0 average is defined as a grade point average of 2.0 or better on the following scale: A = 4.0 points, A- = 3.7 points, B+ = 3.3 points, B = 3.0 points, B- = 2.7 points, C+ = 2.3 points, C = 2.0 points, C- = 1.7 points, D+ = 1.3 points, D = 1.0 points, and a failing grade earns 0 points. In determining if a participant meets the 2.0 requirement, grades from the previous nine weeks will be evaluated first. If the participant did not maintain a 2.0 for the previous nine weeks, then the overall GPA of the student will be used to determine if the student maintained a 2.0 GPA.

Probationary Nine Weeks

After meeting the 2.0 GPA requirement for initial participation, the CMSL activities participant student may have one probationary nine-week period during the middle school years (sixth, seventh and eighth grades). This means that, once participation has begun, the student must achieve at least a 2.0 GPA for all except one of the nine weeks of eligibility. That nine weeks may be used as a probationary nine weeks in which the student is allowed to continue participation in CMSL activities and attend mandatory study hall. Any student participating in a sport during this probationary period may not practice or participate in contests without attending study hall.

The probationary period is defined as the nine weeks following a grading period in which a participant falls below the 2.0 GPA requirement and meets the CMSL eligibility requirements. A student who does not comply with the CMSL individual eligibility regulations will be ineligible to participate.

Note: *If a student is not CMSL eligible and he/she has not yet used one probationary nine weeks, he/she will still have one probationary nine weeks once eligibility is established.*

Declaring a CMSL Activities Participant Ineligible

If a CMSL-activities participant fails to maintain a 2.0 grade point average (for the nine weeks OR overall GPA) after serving their **one** probationary nine weeks or any nine weeks thereafter, that student shall be deemed ineligible. Once a student has utilized a probationary nine weeks, the student is not entitled to another probationary nine weeks.

It is strongly recommended that a student attempting to regain eligibility utilize the services of the study hall.

Regaining Eligibility

A CMSL activities participant declared ineligible under this policy will remain ineligible until such time as the student's previous nine weeks GPA or overall GPA equals or rises above the 2.0 minimum requirement. The day that the CMSL activities participant may return to an eligible status is the report card issuance date.

Study Hall

The study hall will meet after school for a minimum of 90 minutes per week. An Academic Advisor will coordinate study hall activities. Students in a probationary nine weeks are required to attend study hall a minimum of 45 minutes per week. The principal will develop the schedule. Emphasis in the study hall will be placed on providing an environment where students can study and complete work assignments and on providing tutorial assistance. The study hall will have three components: (1) quiet study time, (2) peer tutoring, and (3) teacher tutoring. The study time will allow students to complete homework and other class assignments, study for tests and quizzes, and complete reading assignments. The tutorial sessions will provide students with the opportunity to receive assistance in subject areas as needed.

All students in the school may participate in the study hall opportunities and tutorial services. A study hall schedule will be posted, and appropriate notices will be utilized to inform parents and students of the availability of the study hall. Any CMSL activity participant who is in a probationary nine weeks will be required to attend the study hall, but its services are available to any activity participant who may be in jeopardy of becoming ineligible for failure to meet the 2.0 GPA requirement.

Study Hall Attendance

CMSL activity participants who are in a probationary nine weeks period will be required to attend study halls. Students in the general population of the school are also eligible to attend the study halls. Students may be excused from study halls for absences that are identified in School Board Policy 9-13 as legitimate absences from school. The reasons identified as legitimate for being absent are: sickness of the student, medical appointments, severe illness or death in the family, exposure to contagious disease, religious holidays, or extenuating circumstances such as fire, accident, or extremely inclement weather. Further, a CMSL activity participant will be permitted to miss a study hall when the study hall is in direct conflict with a regularly scheduled or makeup activity or competition. The CMSL activity participant who misses study hall for any of the above reasons will be required to make up lost time, but will be subjected to no consequences as a result of missing time for legitimate reasons.

CMSL activity participants in a probation nine weeks and required to attend study halls, must attend a minimum of 45 minutes of study hall per week, or be absent for the above reasons. If they are absent for reasons other than those listed above and do not meet the 45 minute minimum weekly requirement, they will be prohibited from participating in practices and contests beginning Monday of the following week and continuing through Sunday of that week.

Students who are attending study hall should be on time for the study halls as designated by the Academic Advisor. If the student is late for the study hall, the Academic Advisor may refuse to admit the student to the study hall for that day. If a student is admitted tardy, time missed as a result of the tardiness must be made up. If a student is denied admission to study hall due to tardiness, time missed must be made up.

CMSL Individual Eligibility Requirements

To be eligible to represent his/her school in any CMSL activity, a student must meet the following criteria:

- The student shall be a bona fide student in good standing in the school that he/she represents. This includes being enrolled in at least five classes during each of the four nine week grading periods in the sixth, seventh, or eighth grade and must have met all necessary 2.0 requirements

- The 2.0 will be based on the previous nine weeks or overall grade point average. A minimum 2.0 grade point average will be required from that point
- Students promoted to the seventh or eighth grade must have a 2.0 grade point average
- A minimum 2.0 grade point average will be required from that point

Exception: *A student may remove an academic deficiency during summer school so as to render that student eligible to participate during the first nine weeks of the ensuing school year.*

- The eligibility of special education students will be determined by the principal of each middle school on a case-by-case basis. This is subject to nine-week review as required of other students. However, special education students do not automatically become eligible to participate in sports once they switch to an Individualized Education Program (IEP). The principal and IEP team are to decide whether or not the student has met the goals established in the IEP (usually over a four-week period).
- A student may not have reached the age of fifteen (15) on or before August 1 of the school year in which the student intends to participate.
- A student may not participate in a particular sport more than once as a sixth, seventh or eighth grader. *Note: If an athlete fails or is retained in the 6th, 7th, or 8th grade, he/she is not eligible to participate until they meet all eligibility requirements.*
- CMSL students are not allowed to participate in junior varsity (JV) sports that are offered as part of the CMSL sports. These sports are Football, Girls Volleyball, Boys and Girls Basketball, Wrestling, Field Hockey, Softball and Cheer. They are allowed to try out for JV baseball and JV boys and girls soccer. CMSL students must meet CPS and VHSL rules to try out for JV sports. 8th grade students are not allowed to play varsity sports. CMSL students who are ineligible for CMSL activities may participate at the JV level.
- Each student must complete the Athletic Participation/Parental Consent/Physician's Certificate Form at least once during each school year.

**Exception to Date of Eligibility Determination for CMSL Athletes:*

1. *A CMSL athlete who establishes eligibility at the beginning of the sports season may complete that sports season if they do not meet the eligibility requirements of the CMSL. In order to try out for a sport in the same nine weeks a CMSL participant must meet all CMSL requirements.*

Team and Sport Specific Information

Each sport has its unique requirements and risks. To ensure your understanding of these requirements prior to your child's participating in the sport, the school conducts a parent meeting before the beginning of practice each sports season.

In addition to meeting the physical and academic requirements and completing the required paperwork, each athlete must follow the specific rules and regulations governing each sport. A clear understanding ensures a cooperative relationship among athletes, parents, and coaches. Each coach discusses the unique aspects of the particular sport he/she coaches. If you have questions regarding a particular sport, contact your child's school.

Parent/Coach Communication

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 others and provide a greater benefit to student athletes. As parents, when your children become involved in our program, you have the right to understand what expectations are placed on your child. This begins with clear communication from the coach of your child's program.

Communications You Should Expect From Your Child's Coach

- Philosophy of the coach
- General expectations
- Locations and times of all practices and contests
- Team requirements, special equipment, strength, and conditioning programs
- Procedure if your child is injured during participation
- Team rules, guidelines, and consequences for infractions
- Lettering criteria
- Team selection process

Communication Coaches Expect From Athlete/Parents

- Concerns related to your child's general welfare
- Notification of any schedule conflicts in advance
- Notification of illness or injury as soon as possible

Appropriate Concerns To Discuss With Coaches

- Ways to help your child improve
- Concerns about your child's behavior

It is very difficult to accept your child not playing as much as you hope. Coaches make decisions based on what they believe to be the best for all student-athletes involved. As you have seen from the previous list, certain things can be and should be discussed with your child's coach. Other things, such as those listed below, must be left up to the discretion of the coach.

- Playing time
- Team strategy
- Play calling
- Other student athlete

There are situations that may require a conference between the coach and player or coach and parent. These conferences are encouraged. It is important that all parties involved have a clear understanding of the other person's position.

If you have a concern to discuss with a coach, you should

- Call the coach to set-up an appointment
- Call the athletic director to help set-up the meeting for you if the coach cannot be reached
- Do not attempt to confront a coach before or after a contest or practice
- These can be emotional times for both the parent and coach
- Meetings of this nature usually do not promote positive resolutions

The Next Step

What can a parent do if the meeting with the coach does not provide a satisfactory resolution?

- Call and set-up an appointment with the athletic director to discuss the situation
- At this meeting, the appropriate next step can be determined

Parent Code

- Be a positive role model through your own actions to make sure your child has the best athletic experience possible
- Be a "team fan," as well as a "my kid" fan
- Weigh what your children say; they might slant the truth to their advantage.
- Show respect for the opposing players, coaches, and spectators.
- Be respectful of all officials' decisions
- Praise student athletes in their attempt to improve themselves as students, as athletes, and as people
- Gain an understanding and appreciation for the rules of the contest.
- Recognize and show appreciation for an outstanding play by either team.
- Help your child learn that success is oriented in the development of a skill, whether he or she wins or loses
- If you as a parent have a concern, take time to talk with coaches in an appropriate manner including proper time and place
- Be sure to follow the designated chain of command
- Please reinforce our drug and alcohol free policies by refraining from the use of any controlled substance before and during athletic contests or practice
- Remember that a ticket to a school athletic event is a privilege to observe the contest.

Be sensible, responsible, and keep your priorities in order. Participating on a school team is a wonderful opportunity to grow physically, socially, and emotionally.

Sudden Cardiac Arrest (SCA) Information for Student-Athletes and Parents/Guardians

What is sudden cardiac arrest?

Sudden cardiac arrest (SCA) is a condition in which the heart suddenly stops beating. When that happens, blood stops flowing to the brain and other vital organs. SCA happens to adults as well as students. However, the causes of SCA in students and adults can differ. A student's SCA will likely result from an inherited condition, but an adult's SCA may be caused by inherited or lifestyle issues.

What are the causes of SCA?

SCA is NOT a heart attack. A heart attack may cause SCA, but they are not the same. 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. Other possible causes of SCA are a sudden blunt non-penetrating blow to the chest and the use/abuse of recreational or performance-enhancing drugs and/or energy drinks.

How common is SCA in the United States?

SCA is the #1 cause of death for adults and student-athletes in this country. About 2,000 patients under the age of 25 die of SCA each year.

Warning Signs of SCA

- Fainting or seizures during exercise
- Unexplained shortness of breath
- Dizziness
- Extreme fatigue
- Chest pains
- Racing heart
- If an athlete collapses and is unresponsive, SCA should be suspected

Emergency Response to SCA

- Act immediately; time is most critical to increasing survival rates
- Recognize SCA
- Call 911 immediately, and activate Emergency Medical Services (EMS)
- Administer CPR
Use Automatic External Defibrillator (AED)

What are the warning signs of potential heart issues?

The following conditions 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 or 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 related to exercise
- History of high blood pressure

What would be the risk of neglecting symptoms?

Ignoring symptoms and continuing to play/practice could be catastrophic and result in sudden cardiac death. The warning symptoms should be taken seriously and seek timely, appropriate medical care that can prevent serious and possibly fatal consequences. The symptoms can be unclear in student-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/playing after experiencing these symptoms?

There are risks associated with continuing to practice/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.

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 practice/play. Play includes all athletic activities. Before returning to play, the athlete must be evaluated by a licensed physician, certified registered nurse practitioner, or cardiologist (heart doctor). The parent/guardian must provide written clearance from medical personnel for the student-athlete to return.

How can we minimize the risk of SCA and improve outcomes?

Medical providers can minimize the risk of SCA by providing appropriate prevention, recognition, and treatment strategies. One important strategy is the requirement for a yearly pre-participation screening evaluation, often called a sports physical, and performed by the athlete's medical provider.

- It is imperative that you carefully and accurately complete the personal history and heart health questions about your family in the "VHSL Athletic Participation/Parental Consent/Physical Examination Form" available at vhsl.org/forms/.

You may visit the following sites for more information:

- American Heart Association heart.org
- Parent Heart Watch parentheartwatch.org
- Sudden Cardiac Arrest Foundation sca-aware.org

CHESAPEAKE SCHOOL BOARD

Mr. Harry Murphy, Chairman
Mr. Thomas L. Mercer, Sr. ,Vice Chairman
Mr. Samuel L. Boone, Jr.
Patricia Y. King, MD
Mr. Thomas L. Mercer, Sr.
Mrs. Christie New Craig
Mrs. Angie B. Swygert
Mr, Louis Tayon
Mr. Michael J. Woods
Dr. Angela P. Smith, Clerk of the Board

ADMINISTRATIVE OFFICERS

Dr. Jared A. Cotton
Superintendent

Dr. Brian T. Austin
Chief Human Resources Officer

Mr. Jeff S. Foust
Chief Technology Innovation Officer

Mrs. Diane Edwards
Interim Chief Academic Officer

Ms. Victoria R. Lucente
Chief Financial Officer

Dr. Jacqueline C. Miller
Chief of Schools

Ms. J. Paige Stutz
Chief Operations Officer

Dr. Angela P. Smith
Chief of Staff

DEPARTMENT OF STUDENT SUPPORT SERVICES

Mr. Wayne B. Martin
Director of Student Support Services

Mr. Kevin J. Cole, CMAA
Supervisor of Student Activities and Facility Use

Mr. Michael Tribus, CAA
Coordinator of Student Activities and Facility Use

The Chesapeake Public School System is an equal educational opportunity school system. The School Board of the City of Chesapeake also adheres to the principles of equal opportunity in employment and, therefore, prohibits discrimination in terms and conditions of employment on the basis of race, sex, national origin, color, religion, age, or disability.