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PROJECT TITLE: STUDENTS, SPORTS, AND IMPACT ON ACADEMIC ACHIEVEMENT:
A FEASIBILITY PROJECT FOR ESTABLISHING AN AFTER-SCHOOL ATHLETIC PROGRAM AT
ONE MIDDLE SCHOOL

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Students, Sports, and Impact on Academic Achievement:

A Feasibility Project for Establishing an After-School Athletic Program at One Middle School

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California State University San Marcos

July 2014
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Abstract

The project presents a model for establishing an after-school sports program at one middle school. The proposal identifies components of the program; provides a handbook for parents and student-athletes that includes positive program features while identifying some potential risks; and provides administrative forms to proceed with implementation. The project also compiles responsibilities and job description for team coaches. This project considers recent research linking physical activity and sports as positive influences on student academic achievement in an era of educational reform and transition that emphasizes the urgent importance of increasing student college and career readiness attributes (Common Core State Standards). The project presents a unique feature: the Academic Mentoring Program to ensure support for all participants, and especially for supporting student-athletes bringing cultural diversity into the sports.
Chapter 1: Definition of Problem

Introduction

“In order for man to succeed in life, God provided him with two means: education and physical activity. Not separately, one for the soul and the other for the body, but for the two together. With these two means, man can obtain perfection.” – Plato

America’s public education system is at a major crossroads. The development and implementation of the Common Core State Standards is the culmination of an effort to meet the expectations of key stakeholder’s in the success of public education. America’s employers, whether the business community or non-profits or the public sector, are clamoring for graduates with the skills that employers need for the 21st century. Significant input from the business community during the evolution of the common core standards indicated that today’s students are arriving at the workplace poorly prepared to be the high quality workforce required in today’s organizations. Employers need workers who know how to function well in team environments, to deal with highly complex problems in a collaborative manner, and to update constantly both their knowledge and their problem-solving skills in the face of rapidly changing technology systems. See Appendix A for several statements from proponents of the common core state standards.

The energy and effort that have been devoted to the building and implementing of the common core standards will need to provide a road map for higher student achievement levels across the entire nation. Dismayed by a lack of preparation on the part of today’s graduates to deal with the organizational practices of modern day companies, the United States business community did invest heavily in the development of the Common Core State Standards.
ESTABLISHING MIDDLE SCHOOL ATHLETICS

With so many stakeholders looking at Common Core State Standards as the wave of the future, and with so much effort being made to integrate knowledge and learning and heighten students’ abilities for critical and analytical thinking, student physical activity and sports are strong potential enhancers of the goal to raise the level of student academic achievement.

Clear Statement of the Problem/Issue

Student achievement has traditionally been presented in terms of test scores and academic grading. Accountability measures have focused on these indicators of cognitive activity as the basis for assigning success values to the educational process. While student academic achievement remains of paramount importance, teamwork and collaborative interactive behaviors, along with innovative ways of thinking, learning, doing, and organizing information into knowledge and action, are also very necessary skills for students to add to their toolkit and are applicable to college and career readiness themes/goals of the common core standards.

Employers are waiting for graduates who will come to them with an ability to work collaboratively on team projects in the work place, and colleges need high school graduates with critical thinking skills. Middle school is an important transition time to reinforce and strengthen students’ development of these key skills and attributes (Lang, 2010; Mallatt, 2011).

School sports offer a strong foundation for developing the collaborative and social skills needed in the 21st century work place. The teamwork, collaboration and problem solving inherent in sports and other athletic activities are essential in any profession and setting. “The idea of establishing a common goal as part of a group, and then working together is crucial, these are skills students will need for the future in their professional lives. You cannot build teamwork skills from many other extracurricular activities, but sports offer it” (Strzelecki, 2010). Broh (2002) concluded that extra-curricular sports help students perform better academically than do
other types of extra-curricular activities. McEwin and Swaim (2008) caution that the design of many middle school sports programs are not often based on what is known about young adolescent development.

**Research Question / Related Sub-Questions**

What are the steps to initiate a successful sports program in a Southern California middle school (grades 6, 7, 8)?

- a. What are the program parameters?
- b. What role do school leaders play?
- c. What resources (e.g. money, staff, and equipment) would be needed?
- d. How would these resources be organized?
- e. What measures of program effectiveness need to be identified and put in place, particularly in relation to student academic achievement and the objectives of the common core standards, such as college and career readiness?
- f. Is there sufficient interest among students that the program is likely to attract the minimum number of participants needed to field the various teams?
- g. Is any special program design feature required to support successful participation on the part of students from presently underserved groups?

These questions underpin a project designed to establish a successful after-school sports program and are important for a school that has stated its commitment (a) to the common core standards, and (b) to increasing student academic achievement by all practical means available. This project will add to the current research on middle school sport programs and will demonstrate the necessary planning and implementation steps for successfully establishing such a program.
### Definitions

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletic Coordinator</td>
<td>An Athletic Coordinator is a certificated position, typically at the middle school level, which oversees the work of coaches and related staff involved in intramural, intermural, or interscholastic athletic programs.</td>
</tr>
<tr>
<td>Athletic Mentoring</td>
<td>Unique design feature of proposed project that tracks athletes academic progress during the season and when necessary directs participants at academic risk to attend daily mentoring sessions with the athletic coordinator to build effective skills for improving their academic success.</td>
</tr>
<tr>
<td>ASB</td>
<td>ASB stands for Associated Student Body. When ASB is referred to, it means the group of students that is selected and elected to represent the entire student body of San Elijo Middle School.</td>
</tr>
<tr>
<td>Coach (per sport)</td>
<td>a person who trains an athlete or a team of athletes.</td>
</tr>
<tr>
<td>ED</td>
<td>According to the definition adopted by the California State Board of Education, the “socioeconomically disadvantaged subgroup” consists of students who meet either one of two criteria: 1. Neither of the student’s parents has received a high school diploma; OR 2. The student is eligible for the free or reduced-price lunch program.</td>
</tr>
<tr>
<td>EL</td>
<td>According to the definition adopted by the California State Board of Education, “English learner” for API purposes as meeting either one of two criteria: 1. English learner; OR 2. Reclassified fluent-English-proficient (RFEP) student who has not scored at the proficient level or above on the California Standards Test (CST) in English-language arts (ELA) for three years after being reclassified.</td>
</tr>
<tr>
<td>LCAP</td>
<td>Local Control Accountability Plan; a plan adopted by a district, county office of education or charter school governing board, in concert with their budget, that reflects the goals and specific actions that will be pursued based on the 8 state priorities outlined in the LCFF legislation, as well as any locally adopted priorities.</td>
</tr>
<tr>
<td>LCFF</td>
<td>Local Control Funding Formula: California's new school finance</td>
</tr>
</tbody>
</table>
model to allocate funding from the state to local school districts, county offices of education and charter schools.

League schedule
Sports and Participating schools dates and time of play.

Parent-Teacher Organization
A Parent Teacher Organization (PTO) is a formal organization that consists of parents, teachers and school staff. The organization's goals may vary from organization to organization, but essentially the goals include volunteerism of parents, encouragement of teachers and students, community involvement, and welfare of students and families.

Player equipment and clothing
Items used to participate in sport(s) to differentiate teams

Professional Learning Community (PLC)
Refers to the team of teachers from each of the academic subjects of a group of students; these teachers participate in an interactive process to identify which students, if any, warrant referral to start an RtI (Response to Intervention), the aim of which is to improve the recommended student’s academics, or behaviors, or both.

Referee
(in certain games and sports) a judge having functions fixed by the rules of the game or sport; umpire.

Response to Intervention (RtI)
a method of academic intervention used in the United States to provide early, systematic assistance to children who are having difficulty learning. RtI seeks to prevent academic failure through early intervention, frequent progress measurement, and increasingly intensive research-based instructional interventions for children who continue to have difficulty. RtI is a multileveled approach for aiding students that is adjusted and modified as needed.

Transportation
Providing students with the means to and from games played.

Preview Literature

The literature underlying this project relates to links between after-school sports and student academic achievement at the middle school level, the impact of budget constraints on the possibilities for after-school programs, and the design and implementation of a project that establishes after-school sports program at a middle school.
Preview Methodology

Making use of existing similar programs as models, the project takes a mixed method approach of existing literature, site documents, and district documents/policies pertaining to the feasibility of establishing an after-school sports program at a middle school.

Significance of Project

This project will have significance for a middle school that currently has no after-school athletic program. The target school has a 15%-20% population of EL and ED students in grades 6 – 8. This population is less likely to be participating in the relatively high cost club sports available locally. Additionally there are no nearby YMCA or Boys and Girls Club facilities with sports programs. Hence there is a need to provide organized, purposeful activities to structure the hours of these students immediately following the school day. Having this program at the school site contributes to the development of school pride/spirit, and builds a stronger link back to the academic components of the school day (Schaps, 2005).

Limitations of Project

Much of the available literature provides only qualitative approaches for analysis which presents a limitation for generalizability. Other limitations derive from: undertaking a project in the author’s own school, the author’s own sports background, and the author’s personal interest in the outcome. This is a familiar place; the author knows many of the participants if the project were to be implemented; the author’s commitment to the topic is a potential source for advocacy to the point of possible bias. The author has monitored research steps and analysis to guard against expectations that might be absent in a different and/or unfamiliar setting, or in a topic about which the author were less personally invested.
Summary

Within the larger context of a dramatic change in focus of public education (i.e. common core standards), there is a value in establishing and maintaining an after-school sport program at the middle school level that is consistent with, and favors the outcome of, this emerging new educational climate. The literature related to establishing an after-school sports program, and the benefits, particularly the impact on student academic achievement, that have been found to derive from such programs will be reviewed. The development of state common core standards for physical education/sports is not yet complete and therefore not able to be specifically included in this literature review and program design.
Chapter 2: Review of the Literature

Introduction

This research considers the potential positive impact on student achievement and on the objectives for the 21st century learner from organized sports programs conducted after-school in a middle school setting in Southern California. Four themes relevant to this project emerge from the literature:

- the link between 21st century learner, student achievement, physical activity/sports, and after-school programs;
- how the structure inherent in organized athletics reinforces 21st century skills and student academic achievement;
- funding struggles and how a district prioritizes its programs in an era of restrictive budgets;
- elements of organizing a successful after-school sports program at the middle school grade levels.

Using a mixed methods approach, the literature review will shed light on the increasing awareness of the links between sports/physical activity and student academic achievement within the umbrella of the common core standards.

Overview of the Context of Literature and the Literature Review Areas

The project links to educational literature both from the framework of student motivation and recently emerging studies linking physical activity to brain function and learning. The literature was reviewed for links between the outcomes of a sports program with respect to the larger goals of student learning and preparation for the 21st century workplace. The review of the literature is organized around the four areas outlined above.
Link between 21st century learner, student achievement, physical activity/sports, and after-school programs. Bray, as cited in Common Core State Standards Initiative (2014) in Appendix A, has asserted:

The K-12 standards work recognized that student in the United States are now competing in an international environment and will need to meet international benchmarks to remain relevant in today’s workplace. We are pleased that both college and career readiness have been considered as the standards were developed and view this work as foundational in the effort to address the full range of academic, employability and technical skills that students need to be successful. ACTE looks forward to working with NGA, CCSSO and states as the K-12 standards are implemented. (p.70)

The positive linkages between student physical activity and student academic achievement is gaining research momentum because at stake is American education’s preeminence in creativity and invention. Not only is the research making use of typical measures such as comparing test scores and participation in physical education, the research is also drawing on advanced techniques such as MRI, i.e. Magnetic Resonance Imaging (Jensen 2005).

Ratey and Hagerman (2008) present ample research linking physical activity and brain functioning, going so far as to characterize the relationship as “the revolutionary new science of exercise and the brain” (p.1). Despite the obvious advocacy perspective of Ratey and Hagerman (2008), the scientific underpinnings accompanying their discussion of the research are impressive and compelling.

Bowen and Hitt (2013) have reviewed recent studies that show a more positive link between academic achievement and sports programs than was found by Tremblay, Inman and Willms (as cited in Scheuer & Mitchell, 2008) that looked at 6,000 sixth graders in New Brunswick, B.C. and based on which Tremblay, Inman and Willms (as cited in Scheuer & Mitchell, 2008) asserted only “. . . a trivial, negative relationship with academic achievement” (p.321).
Fujita (2006) in particular assembles reports that according to the students surveyed, playing sports, watching television, and participating in community service improves academic performance, while playing a musical instrument does not improve academic performance, concluding from the study data that extracurricular activities affect academic performance and that the effect depends on the specific activities in which the student is involved.

Other studies linking physical activity and academic achievement include Trudeau and Shephard (2008) who looked at whether the school is organizing formal sports programs, or including physical education classes in the curriculum, or simply making sure that a portion of each day involves students in some form of physical activity (e.g. playground games, dance movements in the arts class, etc.). Trudeau and Shephard (2008) and Ahamed, Macdonald, Reed, Liu-Ambrose, and Mckay (2007) conclude that given competent providers, physical activity can be added to the school curriculum by taking time from other subjects without risk of hindering student academic achievement. On the other hand, adding time to "academic" or "curricular" subjects by taking time from physical education programs does not enhance grades in these subjects and may be detrimental to health.

Fox, Barr-Anderson, Neumark-Sztinaier & Wall (2010) drew on data from Project EAT (Eating Among Teens) and concluded that the findings indicated positive association between physical activity and involvement among students. The associations varied somewhat between high school girls, high school boys, and middle school students. Interestingly both physical activity and sports team participation were each independently associated with a higher GPA among high school girls. For high school boys on the other hand, only sports team participation associated with a higher GPA. At the middle school level, there was general positive association with a high GPA, but the researchers were unable to separate between sports team participation
and physical activity. Overall, Fox et al. (2010) concluded that physical activity is related to improved academic outcomes. Whether this outcome related to the physical activity itself or to participation on sports teams was not differentiated in this study, which cautions that the association between physical activity and academic performance is complex and more research is needed to identify specific causal relationships.

City of New York (2014) has undertaken a massive commitment to its after-school programs for middle schools. Program design specifically includes “sports, martial arts, dance, and other forms of physical exercise” (p. 13) and specifically links to practices for healthy living and life-long learning benefit. The program also directs an academic support component as an important element for the program’s maximum impact.

Taliaferro, Rienzo and Donovan (2010) point out that there are elements of a larger framework of health risk to students than in just the arena of academic achievement when key program areas are starved of sufficient resources.

Benavente (2006) reports that after-school activities help youth develop social skills, improve academic performance, and help them build strong supportive relationships with adults other than their parents. Zaff and Moore, et al. (as cited in Benavente, 2006) found that youth who remain involved in after-school activities through adolescence are more likely to attend college and volunteer as adults.

Structure of organized sports and reinforcement for 21st century skills in academic achievement. President & Fellows of Harvard College (2008) identify the importance of well-implemented quality after-school programs have the potential to promote healthy learning and development. The report suggests that academic impact is defined broadly to include a range of
outcomes, not simply improvements in standardized testing and grades. The study particularly noted three features important to getting positive outcomes:

- Access to and sustained participation in programs.
- Quality programming, particularly appropriate supervision and structure, well-prepared staff, and intentional programming.
- Partnerships with families, other community organizations, and schools.

McEwin and Swaim (2008) provide nine recommendations for reforming middle school sports to be developmentally responsive for the adolescence the sports programs are intended to serve. Among their recommendations is that the program should clearly articulate policies that support the schools commitment to academics.

Powell (2012) brings forward the context of social effects and how leadership and group settings are significant elements that contribute to the overall impact of structure such as with athletic teams further amplifies the relationship between organized sports and student achievement. In turn these motivate the drive for achievement.

**Funding struggles and program priorities.** Educational leaders struggling under limited resources are aided in their competition for resources when a program contributes to more than one area of focus. For example, the recent spike in interest concerned about childhood obesity dovetails with efforts to implement after-school sports activities. Menschik, Ahmed, Alexander, and Blum, (2008 as cited in Story, Nanney, & Schwartz, 2009) report that longitudinal data have shown that for each weekday that normal weight adolescents participated in physical education, the odds of becoming an overweight adult decreased by five percent. While the focus of this project is intended to address academic achievement, school site leaders
can link the resources for sports as all so contributing towards positive outcomes for the physical fitness of their student population.

As with any program or initiative that will take place in a setting where competition for resources can become fierce, school districts and administrators must continually balance a community’s demands with what best practices suggest should be happening for students. Isaacs, Toran, Hahn, Fortuny and Steuerle (2012) present the stark picture of a decreasing contribution from the national level flowing down to education locally. While shrinking resources may have less impact on families with enough means of their own to offset the loss in public support, this only serves to widen the gap among sectors of the population at large.

In an era of tight resources developing creative financing approaches is an important component of any after-school program. The U.S. Department of Health and Human Services (2006) discusses five strategies for programs and communities to think about in promoting physical activity as part of after-school programming.

Taliaferro, Rienzo, and Donovan (2010) suggest that their findings provide critical information to help educators and policy makers in deciding whether to provide limited funds to sports programs. They found that participation in organized sports provides not only some health benefits in adolescence, but in certain cases also relates to positive health behaviors.

**Elements of organizing a successful after-school sports program at the middle school grade levels.** There are many successful middle-school level sports programs that occur after the school day. A review of this literature provides useful insights into what is working elsewhere and hence may be relevant for this project. It is noted that, while much of this literature is focused primarily on the vision and the organization of the program, there is also useful information addressing key areas of family values and leadership as discussed below.
Less emphasis is found on how the program should link back to the participants’ academic achievement status, which is the most important component of the program at the middle school level (McEwin & Swaim, 2008).

**Family values.** Duffett and Johnson (2004) reports that parents and kids both want a child’s free time to include relaxation and the possibility of just being kids. “Despite increased pressures on students to reach high academic standards, relatively small numbers of parents are looking for greater emphasis on academics in their child’s out-of-school time.” (p. 29) However, low income and minority families tend to value academic learning over sports. A program that combines both aspects has broadest appeal and especially if all groups see a link to rising academic achievement.

**Leadership.** School leaders must play a crucial role in ensuring effective organization of the after-school sports program as a way to gain the maximum benefit from the effort. The site leaders provide the vision; they develop a plan for implanting the vision; they monitor and evaluate the program; and they link the learning components of the after-school program to what goes on, both in terms of learning and learning-related behaviors, during the regular school day. (Winkelman, Allison, Collay, Gentilucci, Jindra, & Wilson, 2011)

McEwin and Swaim (2008) provide several important recommendations for middle school athletic programs to realize the most significant program benefits possible when integrated into the vision, design and philosophy phase:

- maximize participant enjoyment;
- provide well-articulated, equitable eligibility policies;
- employ coaches knowledgeable about the development stages of middle school;
- give highest priority to safety;
• initiate and sustain extensive efforts to involve parents in supporting (not exploiting) their children.

_Cultural proficiency._ Sports have wide appeal among middle school students (Woods, 2011). Access to participating in sports may be less widely available. When a middle school does not organize its own sports program and instead relies on club sports outside of the school environment, this poses potential barriers of cost and contact that likely minimize the participation of ED and EL students in those programs. “Cultural Proficiency is about serving the needs of historically underserved students within the context of serving the needs of all students” (Lindsey, Jungwirth, Pahl & Lindsey, 2009, p.11). An after-school program established by the site opens a way for broader participation of likely underserved groups.

**Consideration of some existing program models.** Middle school athletic programs are endemic throughout the country. There are many similarities particularly in the areas of governance, role of coaches, vision and mission statements, and communication with parents. Simultaneously, each program has unique ways of expressing these commonalities to align with the culture of the local school or district or state requirements. Some programs are more intramural in nature, others are closely linked to regional interscholastic forms of competition, a few are even described as the feeder programs for the district’s high school interscholastic- JV and Varsity teams.

Fall River Public Schools (2014) is a seven-page, relatively straightforward presentation of the organization’s philosophy followed by obvious sections pertaining to student conduct, parent communication, and a brief discussion of coaching ethics.
In contrast, North Carolina Department of Public Instruction (2012) is a 32-page tome that sets up statewide standards and regulations for both middle school and high school athletic programs that includes links to national and state associations affiliated with athletic programs.

Similarly, Connecticut Association of Schools (n.d.) provides a quite detailed set of guidelines for middle school programs that include recommendations for administrative practices, use of intramural athletics, eligibility guidelines and sportsmanship standards, sport-specific equipment lists and duration of play times, requirements for concussion management and the importance of linking with medical clearances and identifying responsibility for providing medical services and sports activities. These guidelines clearly carry the imprimatur of a regional oversight body, but they do not rise to the level of state regulation presented in North Carolina Department of Public Instruction (2012).

Livingston and Gilman (2013) (no relation to the author of this project) developed a useful handbook for the middle school within a small k-12 school district (2100 students) in Falmouth, Massachusetts. In addition to presenting a parent/student-athlete acknowledgement form requiring signatures, this short handbook also provides the protocol for parent communication to the program and the coaches.

Thunderbolt Middle School (2013) demonstrates the utility of including administrative materials, with 40% of its 10-page handbook being simply the forms to be completed before a season starts (i.e. permissions, transportation, medical clearance, etc.). The handbook also links athletics back to the school day by referring the topic of athlete’s conduct back to the student conduct section of the school’s student handbook. Thunderbolt Middle School (2013) also stipulates the student fees and state tax deductions that must be paid to participate in the athletic programs. From the perspective of California schools it is curious to see this schedule. Arizona
is not subject to *Doe v State of California* (ACLU, 2012), which dismantled the fee schedules that had previously been used by school districts in California, further compounding the funding difficulties that had resulted from California’s state budget crisis.

Gomes, Kilcollins, Ansel and Degman (2011) provide a typical light version of a guide to athletics for the Waldorf School of San Diego. This guide to athletics is similar to others developed for a single site. One notable feature is the separate section specifically addressing a commitment to maximize student playing time.

Newport News Public Schools (2013) on the other hand is another more substantial form of the handbook. It contains expanded sections on sportsmanship, the value of athletics, detailed calendars for the year, detailed outlines for each sport, and graduated, 12-stage return to play protocol for injured or ill athletes. The handbook also includes all necessary administrative forms for permissions, enrollment, and even for emergency care.

Lund, Albers, Hichwa, Buck, Thomson and Dunn (2001) address appropriate practices for middle school physical education in the context of a position statement developed by a national council. Although targeted more for the instructional curriculum in the physical education program, this thoughtful position statement sets an appropriate tone with an underpinning of learning links that readily incorporate into an after-school sports program emphasizing the elements of student academic achievement.

Overall these various handbooks provided several useful components for this project: the link to academic achievement reinforced with the after-school sports mentoring sessions; inclusion of administrative forms; mission, philosophy, purpose statements that link athletics to learning and student achievement; separate sections for each major stakeholder (i.e. parents, coaches, and student-athletes); and frank discussion of the physical risks involved in sports.
Comment on the dispositive literature

Not all researchers come to the same conclusion regarding the touted benefits of organized athletics and sports programs. Some see a negative effect to the learning environment as well as risks to individual participants. Ripley (2013) focuses on international comparisons with cultures that do not associate sports and schools and also presents the concerns of the cost of sports programs in an era of diminished budgets.

Fisher, Juszczak, and Friedman (as cited in Fox, et al., 2010) did not find a relationship between sports involvement and academic performance; Yin and Moore (as cited in Fox, et al., 2010) reported lower cognitive test scores among 8th graders participating on sports teams compared to non-participants. Yin and Moore (as cited in Fox, et al., 2010) did control for student participation in non-sport extracurricular activities, which many studies do not do.

Summary

There is a continually mounting body of evidence that physical activity, and especially organized athletics, can be directly linked to favorable outcomes in student academic achievement. While there are clearly negative risks to some organized athletics when these are poorly planned and implemented, such as the frequently reported issue of head and neck injury in football, overly competitive behaviors between students in classes, or the overemphasis of sports to an extreme that results in unethical behavior on the part of students, the clearly positive outcomes of a well-run program make the effort worth the risks. These ideas and issues will be addressed in chapter four under the project’s proposed handbook for middle school athletics.
Chapter 3: Methodology

Introduction

Middle schools in Southern California have faced a number of challenges in the early years of the 21st century; introduction of a new set of standards (Common Core State Standards); major uncertainties in the state budget; elimination of the fees structures that was used to offset various program costs (e.g. transportation fees, athletic fees, etc.) under the concept of “free public education.” A growing awareness of the value of an after-school sports program to learning and student achievement a new emphasis on team skills, and concerns about healthy lifestyles, middle schools are once again looking to establish after-school sports programs. A rationale based on current research related to sports and academic achievement coupled with program establishment in an educational institution provide the foundation for design and establishment phases of the program.

Design

This project takes a mixed methods approach that makes use of qualitative information in the existing literature, quantitative analysis of archived site data pertaining to student interest, and the district and site documents/policies pertaining to the project’s focus including links to the State LCFF. This method is very useful in tackling the project at hand because it make use of previous research and more than one type of investigative perspective. Most research in the area of after-school sports makes use of the qualitative method, although for this project one set of archived data was identified as useful for designing the startup and implantation services. Two studies were particularly useful in the program design phase: Cresswell (2010), and McEwin and Green (2011).
Setting

This project is being designed to facilitate development and implementation of a modest after-school sports program at one middle school site in a Southern California school district. The target school is located in North San Diego County about six miles inland from the neighboring coastal school districts. The community where the site is located is diverse, although the number of EL and ED categorized students is smaller than at other sites in the community. While white students remain in the majority (60%) of the student population, and the next largest group is, not surprisingly Hispanic (21%), the population of Asian students is now the third largest group (10%). The mix of males and females is close to 50/50. See Appendix B. The parents in the community are very actively and purposefully involved in the participation of their children in all aspects of school programs.

Procedures

The objective of the project was to establish a model for a successful after-school sports program on a literature search to determine a possible relationship between after-school sports and student academic achievement. Archived data was also reviewed for possible relevance to the research on program development. In this case, archived data on interest in after-school sports was available from the site files. Finally, a search for existing successful programs in other parts of the country was conducted to identify program components that could be incorporated into a design model for this project, including measures of program success for tracking after the program get started.

Evaluation of Process

The focus of this project on establishing an after-school sports program at the middle school lends itself to an evaluation process that includes site administration. Because of the
timing of the project during the summer, at least partial review was able to be accomplished with site administration. The feedback received was then applied to modify and improve program parameter in terms of how to implement this project in future at the site. Of particular interest in the evaluation process was the development of the program evaluation instruments (Appendix I) that would be applied following program implementation as the means of gauging program success and for developing improvements as the program evolves.

**Summary**

The method is a practical approach that takes existing school data, reviews similar programs in other schools to extract policy and design issues that can be readily incorporated into the proposed project, and receives evaluation from current school administration. Chapter 4 presents the “How To” components of the proposed program most likely to facilitate initial establishment, ongoing maintenance, and periodic evaluation of program success and areas for future improvement.
Chapter 4: Project Presentation/Findings

Introduction

A major shift is taking place in the underlying approach to purposing, organizing, implementing, and assessing public education in America: the Common Core State Standards. What role can athletics at the middle school level play in this widespread endeavor? What value, if any, does an after school sports program bring to the focus on student academic achievement. If the program adds value, how then can the program be put into place?

The evidence mounts that involving students in physical activity benefits the students academically (Fox, Barr-Anderson, Newmark-Sztainer, & Wall, 2010). It also benefits the student in other ways that enhance the instructional/learning components of schooling: behavior, health (Taliaferro, Rienzo, & Donovan, 2010).

The “what benefit” question of sports after school yields an affirmative answer suggesting that school leaders focused on improving student academic achievement will enhance that endeavor through the establishment of an after school sports program. Hence, the focus now shifts to whether or not students would participate in a new program, and if so, how can the site leaders best initiate the organizing and implementing of an after school program in a middle school, how to maintain it over time, and how to measure whether or not it is successfully linking the participants to student academic achievement.

Under the new state budgeting initiative, called Local Control Funding Formula (LCFF), districts have greater flexibility in developing programs that they believe will best help them achieve their educational goals, missions, and objectives. (Torlakson, 2014). This opens the door for a district to consider establishing or reinstating an after-school sports program for grades 6-8.
as an additional component to reinforce and support the new initiatives called for under the common core standards.

**Student interest in after-school sports.** A program requires student participants. Analysis of archived data at the school suggests an overwhelming level of interest among students in participating in an after-school sports program if one were to be established at the site. Responses to the non-random survey of 6th, 7th and 8th grade students in the 2013-14 school year yielded an overwhelmingly positive response; only three percent of the 410 students responding had no interest.

*Figure 1. Student interest in After-School Sports from 2013-14 school archived data.*

This high interest is not quite evenly divided between boys and girls. Data analysis showed that slightly more 6th grade boys than girls were interested, but noticeably more girls than boys expressed interest at the 7th grade level, and slightly more girls than boys showed interest at the 8th grade (*Figure 2.*).
Although a third of all respondents indicated possible interference from existing club sports programs not site-based, even this group had interest in an after-school program at the site. Of more significant is that on a scale of 1-10, 180 (45%) respondents assigned a value of 10 for their interest level and 140 (35%) respondents assigned an interest-level value of 8 or 9. In short, 78% of the 400 respondents who expressed some level of interest in an after-school sports program hold a top tier interest level of 8 to 10.

Figure 2. Breakdown by Gender of Students Interested in After School Sports Programs at Middle School Grades 6, 7, and 8.

Of course any significant distractions from academic emphasis are always a concern for schools; however 400 of the students responding believe that an after school sports program at their site would not negatively affect their grades. Although the 400 responses that sports would not negatively affect students’ grades could be suspect as self-serving, the students have some experience on which to base their response: 331 of the 400 students reported participation in club
sports during the previous year. Thus it seems reasonable to infer that these students honestly know whether or not their participation affected their grade negatively. This would appear to be consistent with Fujita’s (2006) report of findings.

![Bar chart](image)

**Figure 3. Student Self-Report of Perceived Negative Grade Effect from Participation in Sports**

**Project Presentation**

This project includes a development of a handbook for parents, coaches, and student athletes. The major features of the handbook are summarized in the six sections below. The proposed handbook itself is included in full beginning on page 32. Such a handbook gathers into one place important elements of the program to be readily available for all stakeholders.

The details concerning expectations and responsibilities of the coaches in this project is presented separately from the handbook and is located at Appendix G. A detailed coaching handbook is included at Appendix H. The documents at Appendices G and H will be crucial for program governance and serve to link the sports program back to the goals of the Common Core
Standards. Appendix I suggests ways to measure program effectiveness; these metrics are important to ensure ongoing value of the program to its originally intended purpose.

**Handbook: mission statement, philosophy, and purpose of the program.** This section of the handbook provides the user (i.e. parents, coaches, students) with the top-level view of what the school seeks to achieve and the governance philosophy and purpose. Concepts include creating an activity environment that stimulates student participation and supplements/reinforces academic progress. These sections also set the context for the different roles of student, parent, and coach.

**Handbook: message to parents.** Delineates the parents’ role, emphasizing the program’s unique academic support component, and guiding the parent through the protocols for communicating with coaches and with the school regarding any aspect of the after-school sports program.

**Handbook: code of standards and athlete’s pledge.** Sets standards and expectations of the student-athlete, starting with the academic emphasis of the program (e.g., GPA, requirement to attend academic mentoring program, regular attendance at practices and at classes, model good student behavior at school, etc.) and requires expression of a commitment on the part of the students. Consequences for non-adherence are also delineated.

**Handbook: administrative requirements.** These portions of the handbook present various administrative requirements such as parental permissions, releases, physician clearance/physical exam, discussion of risks to participants.

**Transportation.** Requirement for students to go to away games on district-provided vehicles (typically school buses) and costs, if any, to be borne by the student-athlete.
**Seasons & Team Sports.** The proposed program establishes a 3-season set of team sports in order to appeal to the widest possible range of interests and to draw in as many participants as can be effectively managed by school officials and the coaching staff. The sports are organized around a pre-existing external league schedule. Table 1 below displays this information:

<table>
<thead>
<tr>
<th>SEASON</th>
<th>LEAGUE SPORTS</th>
<th>PARTICIPANTS</th>
<th>TEAM SIZE*</th>
<th># STAFF</th>
</tr>
</thead>
<tbody>
<tr>
<td>YEAR ROUND</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>FALL</td>
<td>Flag Football</td>
<td>Boys/Girls</td>
<td>50</td>
<td>1 HC</td>
</tr>
<tr>
<td></td>
<td>Cross Country</td>
<td>Boys/Girls</td>
<td>50</td>
<td>1 HC</td>
</tr>
<tr>
<td></td>
<td>Girls Volleyball</td>
<td>Girls only</td>
<td>20</td>
<td>1 HC, 0 AC</td>
</tr>
<tr>
<td>WINTER</td>
<td>Boys Basketball</td>
<td>Boys Only</td>
<td>20</td>
<td>1 HC</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1 AC</td>
</tr>
<tr>
<td>SPRING</td>
<td>Girls Basketball</td>
<td>Girls only</td>
<td>20</td>
<td>1 HC</td>
</tr>
<tr>
<td></td>
<td>Co-ed Soccer</td>
<td>Boys/Girls</td>
<td>25</td>
<td>1 HC</td>
</tr>
<tr>
<td></td>
<td>Track &amp; Field</td>
<td>Boys/Girls</td>
<td>100</td>
<td>1 HC, 2 AC</td>
</tr>
<tr>
<td>TOTALS:</td>
<td></td>
<td>-</td>
<td>285*</td>
<td>7 HC, 7 AC</td>
</tr>
</tbody>
</table>

*after tryouts

Table 1. Sports seasons, proposed league sports, estimated team sizes, and coaching staff.

The proposed handbook begins on the next page and continues through page 53. If school district policy requires a document such as the following handbook to be available in languages other than English to meet the needs of its parent population, than district translation services will be obtained. For illustration purposes in this project, the Medical History Questionnaire has been provided in Spanish on the two pages following the English version.
A HANDBOOK FOR

MIDDLE SCHOOL ATHLETICS
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<td>Concussion Information</td>
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<td>Transportation</td>
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<td>XIII.</td>
<td>After-School Program for Middle School Athletics and Preliminary Interest Form</td>
<td>54</td>
</tr>
</tbody>
</table>
I. Introduction

Middle school students have unique developmental characteristics. Through current understanding of child development, sixth grade is seen as a very appropriate age for children to have the opportunity to learn to work together as teammates. This age group has such a wide range of intellectual, physical, psychological, social, and ethical systems developing that the transition from childhood to young adulthood becomes very complex. It is this very important transition, often challenging, that makes so many middle school students to appear very self-absorbed and often confused or even depressed. This document addresses how we the adults can assist in this transition and delineates characteristics of quality instruction that meet the needs of students with diverse developmental characteristics and needs (Lund, Albers, Hichwa, Buck, Thompson & Dunn, 2001).

II. Mission Statement

The mission of the School’s after-school sports program is to create an activity environment that stimulates student participation, supplements and reinforces academic progress, and promotes physical and social development. It is expected that all student-athletes display a spirit of engagement, exhibit good sportsmanship, and maintain exemplary character throughout the year (Fall River Public School, n.d.).

III. Statement of Philosophy

The after-school athletic program at the School will provide equal opportunity for all students, regardless of personal skill level, to acquire knowledge and physical skills in the areas of their sports interests. Participation in athletics can provide students with the opportunity for personal growth. Teamwork, the mental and physical challenges of training and competition, and the experiences both of winning and of losing with grace and respect are important life lessons that will serve students well in their future. Emphasis will be placed on the enjoyment of the sport, the development of self-esteem, the formation of character, and the acquisition of physical skills. All participants will be members of a team and will have an opportunity to apply those skills in competition commensurate with their level of achievement (Fall River Public School, n.d.).

IV. Purpose

Our sports program opens the opportunity for students to participate in team sports, to work together to understand the meaning of teamwork, and to learn the importance of discipline, respect and sportsmanship, especially in the face of adversity. It gives the athletes a healthy regimen of physical exercise to balance the challenges of their daily academic work (Gomes, Kilcollins, Ansel & Degman, 2011).
V. Applicable District and School Board Policies

- BP (xxxx)- Extracurricular and Co-Curricular Activities
- AP (xxxx)- Extracurricular and Co-Curricular Activities
- BP (xxxx)- Temporary Athletic Team Coaches
- AP (xxxx)- Temporary Athletic Team Coaches
VI. To the Parents

This handbook is being provided for you because your son or daughter has indicated a desire to participate in the after-school sports program, and you have expressed your willingness to permit him/her to compete. Your interest in this school program is important. We believe that participation in sports provides a wealth of opportunities and experiences which will assist your son/daughter in personal adjustments and development. It is our hope that the after-school program for middle school will be strong in purpose and will further each student’s educational experience.

A student who is participating in athletics is making a choice to participate fully and cooperate with the coaches. Failure to comply with the coaches’ rules of training may lead to expulsion or suspension from the team. Each coach has the responsibility to recognize the rights of the individuals within the objectives and rules of the team. Participation in the after-school sports program for middle school requires discipline, both mentally and physically.

When your son/daughter agreed to participate in after-school sports program for middle school, he/she can be assured of the following: 1) adequate equipment and facilities will be provided; 2) well-trained adults will be coaching his/her team; 3) contests with skilled officials will be provided; 4) supervised transportation to and from competitions will be provided, either through parent drivers or through use of school vehicles.

Similarly, we feel that you and your child have assumed certain responsibilities and obligations as a result of participation in the after-school sports program. We would like to take this opportunity to acquaint you with the following eight problems that could be detrimental to a well-organized after-school sports program; each will be discussed separately:

- Student Academic standing
- Parent/Coaching Relationship
- Communication from the coach
- Communication from parents
- Appropriate concerns to discuss with coaches
- Issues which are NOT appropriate to discuss with coaches
- What parents can do if the meeting with the coach did not provide a satisfactory resolution
- Issues with game officials

Your Student’s Academic Standing and the Academic Mentoring Program

The most important aspect of your student’s involvement in school is his/her academic achievement. The after-school sports program is an extension of this responsibility. In support of your student’s academic achievement, the after-school sports program includes an academic mentoring component. This occurs each practice day during the 30 minutes between the end of
the school day and the start of practice. It is open to all student athletes and is a requirement for those students whose grades fall below 2.0 on a 4.0 scale. There are two supports to this mentoring program: 1) a member of the teaching staff to guide the attendees; and 2) peer tutors who are seeking community service hours by helping out in the mentoring program.

**Parent/Coach Relationship:**

Both parenting and coaching can be extremely challenging. By establishing an understanding of each position, we are better able to accept the actions of each other and provide the greater benefit to children who become involved in the after-school sports program. You have a right to understand what the expectations are that your child will be faced with. This begins with open communication between coaches, parents, and student athletes.

**Communication from the coach:**

You can expect the following from your child’s coach during the pre-season team meeting:

1) Philosophy of the coach
2) Expectations of your child as well as others players on the team
3) Location and times of all practices and contests
4) Team requirements, such as special equipment (if needed), conditioning, etc.
5) Procedures which will be followed should your child be injured during practice or a contest
6) Discipline or consequences for failure to comply with team rules

**Communication from parents:**

The coach can expect the following from parents:

1) Concerns that parents express directly to the coach at appropriate time and place and discussed below
2) Notifications of any schedule conflicts well in advance
3) Specific concerns in regard to coach’s philosophy and/or expectations, presented at the pre-season team meeting.

It is our hope and desire that your child’s participation in the after-school sports program for the middle school will be a rewarding and valuable experience. However, it is important to understand that there are times when things do not go as expected for you and your child. When this occurs, discussion with the coaches in a respectful, courteous manner is encouraged. Coaches are advised that they do not need to tolerate any disrespectful or discourteous or untimely behavior from student athletes or their parents.

**Appropriate concerns to discuss with coaches:**

1) Ways to help the child improve
2) Concerns about your child’s behavior
3) Treatment of your child, both mentally and physically

Coaches are professionals. Coaches make judgment decisions based on what they believe to be the best for the team and for the individual student athletes involved. As you can see from the list above, there are certain issues which are appropriate to discuss with your child’s coach. However, other decisions must be left to the discretion of the coach(es).

Issues which are NOT appropriate to discuss with coaches:

1) Playing time
2) Team strategy
3) Calling plays
4) Other student athletes

There are situations that may require a conference between the coach and the parents. These are encouraged. It is important that all parties involved have a clear understanding of each other’s position. When the need for a conference is apparent, the following procedure should be followed to help promote a resolution to the issues of concern:

1) Call to set up an appointment
2) Please **DO NOT** attempt to confront a coach before or after a contest or practice. These can be emotional times for the parent, coaches and student athlete. Meetings of this nature are rarely productive and are often destructive in nature.

It can be very difficult to accept when your athlete is not playing as much as you may have hoped. Coaches make decisions based on what they believe to be in the best interest of the team. The coach must take into account all members of the team—not just one individual. As noted in the above lists, certain concerns should be discussed with the coach. Other decisions, like the examples on the list of “Inappropriate Concerns” must be left to the discretion of the coach (Schmidt & Chase, n.d.).

Procedures for discussing concerns with coaches

If you have a concern to discuss with the coach, please follow the procedures below:

Step 1

Call the coach at school and set up an appointment. Ask for the coach by name. If the coach is a JV coach and is not a staff member, leave a message with the Varsity coach of that sport. If the Varsity coach is not a staff member, ask for his/her voicemail and call the Athletic Director to leave a message. Please do not attempt to confront a coach before or after a contest. This can be an emotional time for both the parent and the coach. Confrontations of this nature do not promote positive resolutions.
If a satisfactory resolution between the parent and coach does not take place after the initial communication, then:

**Step 2**

Contact the Athletic Coordinator who will set up a meeting with the parent, coach and possibly the student-athlete. The Athletic Coordinator will attempt to mediate a resolution. If a satisfactory resolution is not reached at the meeting, contact the school site Assistant Principal in charge of Athletics, who will try to mediate a resolution.

**Step 3**

If the above mediation fails, contact the principal for a meeting and resolution.
VII. To the Student Athlete

Being a member of an after-school sports program is a very fulfilling experience. There are some expectations and standards for the student-athlete to follow.

The most important of these responsibilities is to broaden yourself and develop strength of character. You owe it to yourself to put forth the greatest amount of effort to make your middle school experience the best it can be. Your studies, your participation in other extracurricular activities, as well as sports, prepare you for your life as a middle school student, high school student, and beyond.

**Attendance at school**
Students must attend all classes the entire school day on the day of a competition to participate. The exceptions to this rule are as follows:

- a family-arranged medical appointment which would allow for the student to attend classes before the scheduled appointment and/or return to classes before the end of the regular school day
- the observance of a religious holiday (unless observance of the religious holiday itself also prohibits participating in the competition)
- a family emergency
- a planned absence for a personal or educational purpose which has been approved in advance by the school and the Coach
- a field trip or other school-related activity.

**Attendance at practice**
All participants are to be on time for practices. Student-athletes are expected to be in attendance at all weekday practices and contests. If an absence is expected, a note is to be supplied from a parent/guardian to a coach in advance of the planned absence. When a student athlete is involved in other programs outside of the after-school sports program at the middle school, it will be necessary to adjust the schedule to accommodate the after-school sports program at the middle school for all practices and games. If a student athlete misses a practice without a valid reason, the student will not be allowed to participate in the next contest. After the third such absence, the student will be removed from the team roster for that sport for the remainder of the season.

Practices held on non-school or vacation days are not mandatory. If a student needs individual attention from the coach, he/she should be at practice 15 minutes before the scheduled start time. If the student is being mentored for academic purposes by the Athletic Coordinator, than the student will be excused from any time missed, without fear of being penalized.

**Quitting one team to join another.**
A student athlete who elects not to complete the season on a team once the season has started, cannot join another team during the same season. If a student athlete leaves the team due to an injury or illness on a physician’s recommendation and later is certified as capable to participate
in athletics, such a student athlete may rejoin the team, or another team if mutually agreed upon by the coaches of both teams and by the athletic coordinator.

**Code of Standards**

1. Each team is an individual situation and could have its own standards that are more restrictive than district or school policy. Violating team standards will result in disciplinary action and possible removal at the discretion of the coach and the school administration.

2. If a student is suspended from school; he/she is suspended from all group activities until reinstated to classes.

3. **Students shall not:**
   a. Smoke or be in possession of tobacco (including chewing tobacco) (Ed. Code 48900, 48901)
   b. Drink or be in the possession of alcoholic beverages (Ed. Code 48900, HS Code 11-53)
   c. Use or be in the possession of non-prescription drugs (Ed. Code 48900, HS Code 11053)

4. **Students shall:**
   a) Maintain a 2.0 GPA
   b) Maintain a mark of satisfactory of higher on progress reports and report cards.
   c) Respect school personnel and property.

**Consequences When Standards Are Violated**

A. Any member of a team apprehended with or under the influence of alcohol or other controlled substances (drugs) will be automatically suspended from school and his or her privilege of participation taken away for the remainder of that sport’s season.

B. Second time offenders will lose 12 months of eligibility from the day of the infraction. Some infractions may result in possible expulsion from the school under school and district disciplinary procedures.

C. Reinstatement after a suspension can be attained as follows:
   - The student must initiate a request for a hearing with the Athletic Review board.
   - The Athletic Review board shall consist of an Assistant Principal/Athletic Coordinator, and the athlete's coaches and parents.
   - The review board may or may not grant reinstatement. Final appeal of the decision may be made to the Principal.

D. Less severe violations will result in an Athletic or Activity Review for disposition. The athlete’s Coach or the Athletic Coordinator will conduct this review.
Athletic/Extra-Curricular Pledge

Membership as a student-athlete on an after-school sports team is an honor that carries certain responsibilities to the team itself and to the school and community that the team represents. Student-Athletes are required to read and sign off on the following pledge.

The Student-Athlete Pledge

I. I will study hard, complete my assignments and make every effort to earn a better than average academic grade.

II. I will attend, if directed, the after-school sports Academic Mentoring Program.

III. I will abide by the training rules at all times because of my desire to realize 100% of my potential and not because of fear of punishment.

IV. I will attend all practice sessions, meetings and contest. If for any reason I must miss a practice, meeting, or contest, I will contact my coach or advisor in advance.

V. I will be punctual at all meeting and practices, and at school for all classes.

VI. I will put forth 100% effort at all times.

VII. I realize I will be subject to school-imposed discipline, including possible removal from my team, for off campus involvement in drugs, alcohol, tobacco, anabolic steroids or criminal offenses.

VIII. I will use clean language to show respect for my parents, coaches, school and opponents.

IX. I will respect my teammates, their abilities, weaknesses and rights. The team will come before the individual.

X. I will be neat in appearance.

XI. I will respect my equipment as if it were my own. I will pay for all issued items which are damaged or not returned. I realize I will not be allowed to participate on any team until previous athletic debts have been paid.

XII. If I participate on an outside team in a different sport, my first obligation is to my sport at school. I am not allowed to participate in the same sport on an off campus team during the high school season.

XIII. I understand that bullying of any kind is not allowed. This includes mental, verbal, and physical acts. I further understand that I will report any acts of bullying that I see to a coach or administrator.
VIII. Permission for Treatment

I hereby grant permission to the team physicians and those professional personnel designated by school site and/or school district to treat my child in the event of an injury. In the event of a serious injury, if I am unable to give my consent at the time, this consent is to include any and all emergency procedures deemed necessary by the attending emergency personnel. I also understand that in the event of injury, every reasonable attempt will be made to contact me prior to securing medical treatment beyond basic first-aid.

<table>
<thead>
<tr>
<th>Parent/Guardian signature</th>
<th>Home phone</th>
<th>Work phone</th>
<th>Cell phone</th>
</tr>
</thead>
</table>
IX. Insurance and Physical

Proof of Insurance

1. In compliance with California Education Code 32221, I certify that there is in effect at this time insurance coverage for medical expenses resulting from bodily injury of at least $5,000 for my son/daughter, and that this coverage will remain in effect throughout the time that he/she participates in sports. I also give my permission for the above named student to participate in sports, including regularly scheduled trips by supervised school transportation.

_______________________ ________________ ______________
Parent/Guardian signature      Insurance Carrier     Policy number
X. Medical History Questionnaire

1. Have you ever been hospitalized overnight? ........................................... ☐ Yes ☐ No

   Have you ever had surgery? .............................................................. ☐ Yes ☐ No

2. Are you currently taking medication? .................................................. ☐ Yes ☐ No

3. Do you have any allergies (medicines, pollen, bees)? ........................... ☐ Yes ☐ No

   List allergies: ______________________________________________________

4. Have you ever passed out during exercise? (Not from heat) ..................... ☐ Yes ☐ No

   Have you ever been dizzy during exercise? (Not from heat) .................... ☐ Yes ☐ No

   Have you ever had chest pain? ........................................................... ☐ Yes ☐ No

   Do you tire more quickly than your friends during exercise? .................... ☐ Yes ☐ No

   Have you ever had high blood pressure? .............................................. ☐ Yes ☐ No

   Have you ever been told you have a heart murmur? .............................. ☐ Yes ☐ No

   Have you ever had racing of your heart or skipped beats? ....................... ☐ Yes ☐ No

   Has anyone in your family died of heart problems or died suddenly before the age of 40? ................................................................. ☐ Yes ☐ No

   Does anyone in your family have Marfan’s Syndrome? .......................... ☐ Yes ☐ No

5. Do you have any skin problems (itching, rashes, breaking out)? ............ ☐ Yes ☐ No

6. Have you ever had a head injury? .......................................................... ☐ Yes ☐ No

   Have you ever been knocked out? ....................................................... ☐ Yes ☐ No

   Have you ever had a seizure? ............................................................. ☐ Yes ☐ No

   Have you ever had pain from neck into arm? ........................................ ☐ Yes ☐ No

7. Have you ever had heat cramps? ............................................................ ☐ Yes ☐ No

   Have you ever been dizzy or passed out in the heat? .............................. ☐ Yes ☐ No

8. Do you use special pads or braces? ...................................................... ☐ Yes ☐ No

9. Have you ever injured (broken/fractured, sprained, or dislocated) your (check all that apply):

   ___ hand/fingers ___ shoulder ___ hip ___ shin/calf ___ wrist/forearm

   ___ neck ___ thigh ___ elbow ___ chest/ribs ___ knee

   ___ ankle ___ upper arm ___ back ___ stress fracture

10. Have you ever had (check all that apply):

    ___ mononucleosis ___ diabetes ___ measles ___ hernia
11. When was your last tetanus shot? ___________________

12. About your weight; do you think you are:  ____ just right    ____ too heavy/fat    ___ too light/thin

13. Do you like to drink dairy (milk) products?  ................................................. ☐ Yes  ☐ No

14. For Females:
   When was your 1st period and how old were you? ______________________
   When was your last period? _________________

15. Please feel free to ask the doctor to address any questions/concerns that you have

On the lines below please explain all “Yes” responses in items 1 - 15:

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
X. Cuestionario de Historial Médico

1. ¿Alguna vez ha sido hospitalizado durante la noche? ........................................ □ Sí □ No
   ¿Alguna vez ha tenido una cirugía? ................................................................. □ Sí □ No

2. ¿Está tomando medicamentos? ................................................................. □ Sí □ No

3. ¿Tiene alguna alergia (medicinas, polen, abejas)? ........................................ □ Sí □ No
   Lista de las alergias: _____________________________________________________

4. ¿Alguna vez se ha desmayado durante el ejercicio? ..................... (No de calor) □ Sí □ No
   ¿Alguna vez se ha sentido mareado durante el ejercicio? ............. (No de calor) □ Sí □ No
   ¿Alguna vez has tenido dolor en el pecho? ................................................. □ Sí □ No
   No te cansas más rápido que tus amigos durante el ejercicio? ........... □ Sí □ No
   ¿Alguna vez ha tenido la presión alta? ......................................................... □ Sí □ No
   ¿Le han dicho alguna vez que tiene un soplo en el corazón? ............... □ Sí □ No
   ¿Alguna vez ha tenido las carreras de su corazón o latidos omitidos? ........ □ Sí □ No
   Alguien en su familia ha muerto de problemas del corazón o murió repentinamente antes de los 40 años? .......................................................... □ Sí □ No
   ¿Alguien en su familia tiene el síndrome de Marfan? ........................... □ Sí □ No

5. ¿Tiene algún problema de la piel (picor, erupciones, estallando)? ........ □ Sí □ No

6. ¿Alguna vez has tenido una lesión en la cabeza? .................................. □ Sí □ No
   ¿Alguna vez fue noqueado? ................................................................. □ Sí □ No
   ¿Alguna vez ha tenido una convulsión? ................................................... □ Sí □ No
   ¿Alguna vez has tenido dolor de cuello en el brazo? ........................... □ Sí □ No

7. ¿Alguna vez has tenido calambres por el calor? .............................. □ Sí □ No
   ¿Alguna vez se ha sentido mareado o desmayado por el calor? ........... □ Sí □ No

8. ¿Utiliza almohadillas o soportes especiales? ...................................... □ Sí □ No
9. ¿Alguna vez ha lesionado (roto / fracturado, esguince o luxación) su (marque todo lo que corresponda):

___ hand / dedos ___ hombro ___ hip ___ shin / ternero ___ muñeca / antebrazo
___ neck ___ muslo ___ codo ___ / costillas torácicas ___ rodilla
___ ankle ___ brazo ___ espalda ___ fractura por estrés

10. ¿Ha tenido (marque todo lo que corresponda):

___ mononucleosis ___ diabetes ___ sarampión ___ hernia

rasgo de células ___ sickle / enfermedad ___ Dolores de cabeza frecuentes ___ úlceras ___ hepatitis

___ asthma ___ lesiones oculares / ___ tuberculosis

11. ¿Cuándo fue su última vacuna contra el tétanos? ___________________

12. Acerca de su peso; Qué te crees que eres:

___ justo ___ demasiado pesado / grasa ___ demasiado ligero / fina

13. ¿Le gusta beber productos lácteos (leche)? ........................................................ □ Sí  □ No

14. para las mujeres:

¿Cuándo fue su primera época y ¿qué edad tenías? __________________________  

¿Cuándo fue su última menstruación? __________________

15. No dude en preguntar al médico para tratar cualquier preguntas / preocupaciones que usted tiene

En las siguientes líneas explique todas las respuestas "Sí" en artículos 1 a 15:

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
XI. Athletic Screening History & Physical Examination

Explanation of Screening Physical

I realize that the medical evaluations performed are only screens in order to evaluate general health, to disclose existing problems, and to determine my son/daughter’s dynamic ability to participate in a given sport so that obvious condition which might be damaged or aggravated by competitive sports can be found, evaluated and treated so as to prevent further injury.

Awareness of Risk

Student and Parent: I am aware that playing/practicing sports can be a dangerous activity involving many risks of injury. I understand that the risks of participation include, but are not limited to, serious internal injury to virtually any internal organs, bones, joints, muscles, tendons, or any other aspect of the skeletal system, and serious injury or impairment to other aspects of my body, general health and well-being. I understand that the risks of participation may result not only in serious injury, or death but in impairment of my future ability to earn a living, to engage in other business, social and recreational activities, and generally to enjoy a good life. I understand the importance of Shared responsibility for sport safety and agree to obey all coaching instructions.

Effective May 4, 2011, screenings may only be performed by a licensed MD, DO, PAC, and NP. Also, screening must be performed AFTER May 25th, 2014 for 2014-2015 school year participation.
XII. Concussion Information Sheet

A concussion is a brain injury and all brain injuries are serious. They are caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. They can range from mild to severe and can disrupt the way the brain normally works. Even though most concussions are mild, all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly. In other words, even a “ding” or a bump on the head can be serious. You can’t see a concussion and most sports concussions occur without loss of consciousness. Signs and symptoms of concussion may show up right after the injury or can take hours or days to fully appear. If your child reports any symptoms of concussion, or if you notice the symptoms or signs of concussion yourself, seek medical attention right away.

**Symptoms may include one or more of the following:**

- Headaches
- “Pressure in head”
- Nausea or vomiting
- Neck pain
- Balance problems or dizziness
- Blurred, double, or fuzzy vision
- Sensitivity to light or noise
- Feeling sluggish or slowed down
- Feeling foggy or groggy
- Drowsiness
- Change in sleep patterns
- Amnesia
- “Don’t feel right”
- Fatigue or low energy
- Sadness
- Nervousness or anxiety
- Irritability
- More emotional
- Confusion
- Concentration or memory problems (forgetting game plays)
- Repeating the same question/comment

**Signs observed by teammates, parents and coaches include:**

- Appears dazed
- Vacant facial expression
- Confused about assignment
- Forgets plays
- Is unsure of game, score, or opponent
- Moves clumsily or displays incoordination
• Answers questions slowly
• Slurred speech
• Shows behavior or personality changes
• Can’t recall events prior to hit
• Can’t recall events after hit
• Seizures or convulsions
• Any change in typical behavior or personality
• Loses consciousness

What can happen if my child keeps on playing with a concussion or returns to soon?
Athletes with the signs and symptoms of concussion should be removed from play immediately. Continuing to play with the signs and symptoms of a concussion leaves the young athlete especially vulnerable to greater injury. There is an increased risk of significant damage from a concussion for a period of time after that concussion occurs, particularly if the athlete suffers another concussion before completely recovering from the first one. This can lead to prolonged recovery, or even to severe brain swelling (second impact syndrome) with devastating and even fatal consequences. It is well known that adolescent or teenage athlete will often under report symptoms of injuries. And concussions are no different. As a result, education of administrators, coaches, parents and students is the key for student-athlete’s safety.

If you think your child has suffered a concussion: Any athlete even suspected of suffering a concussion should be removed from the game or practice immediately. No athlete may return to activity after an apparent head injury or concussion, regardless of how mild it seems or how quickly symptoms clear, without medical clearance. Close observation of the athlete should continue for several hours. You should also inform your child’s coach if you think that your child may have a concussion Remember it’s better to miss one game than miss the whole season. And when in doubt, the athlete sits out.

For current and up-to-date information on concussions you can go to:
http://www.cdc.gov/ConcussionInYouthSports/

_________________________    _____________________________  _________
Student-athlete Name Printed   Student-athlete Signature  Date signed

___________________________       _____________________________  _________
Parent or Legal Guardian Printed     Parent or Legal Guardian Signature    Date
XIII. PARENT AUTHORIZATION FOR STUDENT PARTICIPATION IN A ONE-DAY OR SEASONAL ACTIVITY

I, the undersigned, authorize my son/daughter ________________________________ to participate in extra-curricular activities for the Middle School for the 2014-2015 school year.

I understand that California law (Education Code 35330) provides that any person making a field trip or excursion waives all claims against the school district and the State of California for injury, accident, illness, or death occurring during or by reason of the field trip or excursion. Accordingly, I hereby waive all claims which I/we might have against the school district or the State of California, their officers agents and employees for injury, accident, illness, or death occurring during or by reason of the above described activity.

Date                          (Signature of parent or guardian)
XVI. Parent/Student Authorization
for Use of Private Vehicles for Student Transportation

I/We understand that participation in the above-listed field trip or school activity will on occasion require transportation by bus or private vehicle. These vehicles may be driven by bus drivers, staff members, parents or students themselves. I certify that when bussing to the activity is not made available, I will be responsible for transporting my daughter/son to the designated activity site. I accept the fact that my child may be released from school prior to the standard release time in order to be transported to the activity on a timely basis.

When transportation is not provided, I take full responsibility for arranging transportation of my son/daughter to and from the designated activity site. This may include arrangements with other adult drivers, my son/daughter driving themselves and driving with other licensed minors, as allowed by law (students). I understand and accept that school administration will not be responsible for supervising transportation once my child is released from school. I waive all claims against the District and State of California for any injury accident, illness or death occurring during or be reason of the transportation arrangement that I have made to and from the school activity. I certify that my daughter/son will be transported by a licensed driver, with State of California required insurance coverage, and in a safe and legal manner.

__________________________
Type or Print student’s name

__________________________  ________________________
Parent/Guardian Signature                             Date Signed

__________________________
Type or Print Parent/Guardian’s Name
XV. Transportation

The Athletic Department policy regarding transportation states that student-athletes are expected to travel to and from athletic competition in school-approved transportation. We realize that emergencies and extenuating circumstances sometimes require other arrangements. These must be discussed in advance of game day with the coach and/or athletic director. At **NO** time will we allow students to ride with anyone other than their parents to and from an athletic event without advance approval of the Athletic Coordinator or Assistant Principal. Parents must receive a signed waiver from the office to transport their child either to or from an athletic contest.

**Transportation Donations:**
If you would like to assist the team’s transportation costs to athletic events through a voluntary Athletic Transportation Donations, this would be greatly welcomed and helpful. Please indicate below the amount of your donation. Make all checks out to SMUSD and indicate on the front of the check your student’s school-issued ID number and sport on the memo line. You may also visit the SEMS website and donate to transportation using the web-store.

_________

Yes, I would like to make the following voluntary Athletic Transportation Donation.

☐ $40.00 ☐ $50.00 ☐ $80.00 ☐ Other $ __________

☐ Donation being provided by my check number __________

☐ Donation being made through the SEMS website through the web-store.

______________________________________________

Parent name
XVI. After-School Program for Middle School Athletics
Preliminary Interest Form

Please Complete and Return this Form: Athletic Coordinator - John Livingston

Indicate below your student’s interest (no more than one sport per season):

3 Fall Sports:  
(September to end of November)  
- Flag-Football  
- Cross Country  
- Girls Volleyball

1 Winter Sport:  
(December to end of February)  
- Boys Basketball

3 Fall Sports:  
(September to end of November)  
- Girls Basketball  
- Co-ed Soccer  
- Track & Field

No athlete will be allowed to try out or to participate without athletic clearance.

Student Name: _______________________  Student ID #: ____________  Gender: ____
Not included in the handbook is the discussion of the program costs/budget as well as the expectations, responsibilities, and job descriptions for the coaching positions.

**Budget.** Although LCFF opens the possibility to establish a sports program, funding continues to be restricted. A proposed budget worksheet appears in Appendix D.

A first-year budget will bear the extra start-up costs for the equipment. Equipment costs are anticipated to be lower in subsequent years. For the first year, equipment is estimated at $5,000.

Personnel costs (i.e. coaching stipends projected in Appendix D) will be the largest category of expenses. For the first year this category is estimated to be $39,870 - $59,598. The estimated range derives from two variables: base pay of the teacher selected to coach and a percentage factor for years of coaching experiences. These variables will likely result in moderate future increases for coaching stipends.

Referees must be provided by the site hosting the competitive game. An initial estimate of $3,000.00 is being used for this project.

Transportation to away games is also being provided by the school, at a projected cost of $10,000.00.

**Coaches.** All coaches are expected to be familiar with the contents of the after-school programs athletic handbook and review the athletic code of standards for student behavior with their athletes. Coaches’ expectations and responsibilities are as follows:

**Expectations, responsibilities and accountability for coaches.** This governance document details the site administration’s requirements for head coaches and assistant coaches. The document is comprehensive, covering not only coaching techniques and behaviors but also interpersonal standards of conduct between coaches and student-athletes, among coaches.
themselves, and between coaches and the teaching staff. It also covers coaches’ responsibilities for equipment and the site’s physical plant. While most of the interaction between coaches and student-athletes will occur during the after-school program hours, there is also duty for the coaches at other times of the school day since many of them will also be among the student-athletes’ classroom teachers. This document must be signed by each coach and will be kept on file. It becomes an essential document if in future there is any personnel/performance matters pertaining to the conduct of the employee in his/her role as coach. The document is located at Appendix G.

Summary

The research question sets out to examine the feasibility of establishing an after-school athletic program at one middle school site and considers the impact of sports on academic achievement. The literature on academic achievement is very promising and the feasibility of establishing the program is great. The next chapter presents the conclusion to the study and considers future implications.
Chapter 5: Recommendation what I learned/Implications

Introduction

This project set out to consider the feasibility of establishing an after-school athletic program at a middle school within the context of its impact on student academic achievement. Summarizing the results is an obvious next step, but beyond the immediate discussion there is the possibility of a future use of this project results. The project will therefore be considered not only in the context of the targeted school, but in terms of the possibilities beyond one school. Most project studies have some limitations and the ones identified here will be considered in terms of future research to overcome the limitations.

Project Summary

The examination of existing research show great promise for projecting useful links between an after-school sports program at the middle school level and the emphasis on student academic achievement in the context of newly implemented core state standards in California and nationally. Clinical research utilizing MRI technology found that physical activity stimulates the brain in ways that ameliorate efforts for retaining learning. Other research found links between sports and positive social and health outcomes, both of which bode well for the learning components of the school day.

The design of the proposed after-school sports program includes a specific academic mentoring component that utilizes the site’s existing RtI process to redirect student-athletes when deficiencies are observed. At the policy level, other programs reviewed did not describe this mentoring component thereby allowing the reasonable assumption that this element of the project is not very common and may be completely unique.
Future Plans for Use of Project

This project will have immediate application. The targeted site is in a district where the board of trustees has been considering the feasibility of establishing an after-school sports program at its middle schools. For such an effort to be successful, the data compiled for this master’s project will be invaluable for preparing the necessary administrative precursors and organizing the actual initial implementation steps, all of which have been presented in appendices to this report.

Local School Context and Global Implications for Other Schools

In view of the interest of the school district’s governing body to implement such a project, there will be the immediate opportunity to test the proposed program design. Middle schools nationwide have much in common and there have been past efforts at identifying and improving the commonalities (McEwin & Swaim, 2008). A successful outcome at this site could well become a model for implementation at schools in other regions and states.

Humility – Limitation Subsection

As with most project endeavors some limitations to the effort and the outcome exist at the onset or emerge during the work. One of the limitations noted during analysis of the archived data was the design of, and participation levels in, the survey of student interest. Sports programs cannot be allowed to see themselves in isolation from the larger community of the school. Therefore data limited to student-only responses leaves out other important community stakeholders: teachers, school administrators and parents. These stakeholders are not readily available during the summer, so comparable data collection was not designed or undertaken for this project.
Much of the available literature provides only qualitative approaches for analysis which presents a limitation for generalizability. Other limitations derive from these circumstances: undertaking a project in my own school; my own sports background; and my personal interest in the outcome. This is a familiar place; I know many of the participants if the project were to be implemented; my commitment to the topic is a potential source for advocacy to the point of possible bias. I monitor my research and analysis to guard against expectations that might be absent in a different and/or unfamiliar setting, or in a topic about which I am less personally invested.

Comments on Future Research and Projects

If the project is implemented, it will be important to conduct data gathering and analysis for baseline on participating students and which will serve, to develop benchmarks and action interventions (using current RTI program and building clear links to common core elements and after-school program). Additional longitudinal research track students in grades 4 – 9 would help to determine what alterations to include in the program that will enhance student achievement both academically and socially.

Conclusion

This project has identified the elements necessary to establish an after-school sports program for one middle school. Drawing on existing research and reports in the literature on the relationship between sports/physical activity and student achievement, this project has also been designed with a unique mentoring component aimed at strengthening and supporting those links for student participants. The necessary governance documents address the roles of the stakeholders; students, parents, and coaches, these documents set standards for student-athletes to maintain their eligibility for participation. Changes in the state’s budgeting process, giving more local
control to districts are resulting in funding decisions at the school level that will help to maintain
the program during its first year.
References


McEwin, C.K., & Greene, M. W. (2011). *The status of programs and practices in America’s middle schools: Results from two national studies*. Westerville, OH: Association for Middle Level Education.


Appendix A

What Key Proponents are saying about the Common Core.

“Common education standards are essential for producing the educated work force America needs to remain globally competitive. This voluntary state-lead effort will help ensure that all students can receive the college- and career-ready, world-class education they deserve, no matter where they live. I applaud the states’ efforts that got us here today and the work of NGA, CCSSO and Achieve in supporting this important achievement.”
- Craig Barrett, Former CEO and Chairman of the Board, Intel Corporation

“The K-12 standards work recognized that student in the United States are now competing in an international environment and will need to meet international benchmarks to remain relevant in today’s workplace. We are pleased that both college and career readiness have been considered as the standards were developed and view this work as foundational in the effort to address the full range of academic, employability and technical skills that students need to be successful. ACTE looks forward to working with NGA, CCSSO and states as the K-12 standards are implemented.”
- Janet B. Bray, CAE, Executive Director, Association for Career and Technical Education

“The K-12 Common Core State Standards represent a major advance in standards for Mathematics and English Language Arts. They are grounded in evidence about what it takes for high school graduates to be ready for college and careers and build on the finest state and international standards. Importantly, they provide teachers, administrators, parents and students with the information they need for student success. Achieve encourages every state to adopt and fully implement the Common Core Standards.”
- Michael Cohen, President, Achieve

“With the states’ release today of a set of clear consistent academic standards, our nation is one step closer to supporting effective teaching in every classroom, charting a path to college and careers for all students, and developing the tools to help all children stay motivated and engaged in their own education. The more states that adopt these college and career based standards, the closer we will be to sharing innovation across state borders and becoming more competitive as a country.”
- Bill Gates, Co-Chair, The Bill & Melinda Gates Foundation

“Common standards ensure that every child across the country is getting the best possible education, no matter where a child lives or what background is. The common standards will provide an accessible roadmap for schools, teacher, parents and students, with clear and realistic goals.”
- Gov. Roy Romer, Senior Advisor, The College Board

“The Common Core mathematics standards succeed in being both mathematically coherent and grade level appropriate. Overall, they are the best standards that I have seen in the past twenty years. If we can design a professional development program of the same caliber to go with these
“State Farm is pleased to support the Common Core State Standards Initiative. State by State adoption of these standards is an important step towards our country’s competitive edge. With a skilled and prepared workforce, the business community will be better prepared to face the challenges of the international marketplace.”

-Edward B. Rust Jr., Chairman and CEO, State Farm Insurance Companies

Excerpted from www.corestandards.org/assets/Quotes-from-Supporters.pdf
## Appendix B

**Student Demographics for target middle school (2013-14)**

<table>
<thead>
<tr>
<th>Race</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>139</td>
<td>10%</td>
</tr>
<tr>
<td>Black</td>
<td>53</td>
<td>3.97%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>283</td>
<td>21.20%</td>
</tr>
<tr>
<td>Multiple Race</td>
<td>9</td>
<td>0.67%</td>
</tr>
<tr>
<td>Native American</td>
<td>11</td>
<td>0.82%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>11</td>
<td>0.82%</td>
</tr>
<tr>
<td>White</td>
<td>829</td>
<td>62.10%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Female</strong></td>
<td>645</td>
<td>48%</td>
</tr>
<tr>
<td><strong>Male</strong></td>
<td>690</td>
<td>52%</td>
</tr>
</tbody>
</table>

![Pie chart of student demographics](chart1.png)

![Pie chart of gender distribution](chart2.png)
Appendix C

**School Archived Data: Sports Interest Survey Questionnaire**

Would you be interested if San Marcos Unified School District had after school sports?
YES
NO

Would you like to compete against other middle schools in North County, San Diego?
YES
NO

Would you attend an after-school game in the Gym or Field?
Gym
Field

How committed are you to after school sports (on a scale of 1-10, 10 being the highest level of commitment).
1-lowest
2
3
4
5-average interest
6
7
8
9
10-highest interest

Will club/Pop Warner/Travel team sports interfere with school sport?
Yes
No

Why do you participate in athletics? (Check all that apply)
Being around my friends
Enjoying the competitive aspect
Being part of a team
I like representing my school
Exercise
Other, please specify.

Which category best describes your involvement in sport(s)? (Check all that apply)
Recreational Participator
Competitive Participator
Leader
Team Player
Individual
Other, please specify ______________

How much time do you participate in sports per week?
0-1  1-2  2- 5  5 or more

Will participating in sports affect your grades negatively?
Yes
No

Have you played any non-school sponsored sports this year? (i.e., gymnastics, golf, tennis, etc.)?
If so what ________________________________.

What is your gender?
Male
Female

What grade are you in?
6th
7th
8th
Appendix D

Proposed Budget to Establish After-School Sports Program

<table>
<thead>
<tr>
<th>Sports/Activity</th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
<th>Total Cost per Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Track and Field</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Long Jump</td>
<td>5.28</td>
<td>8.80</td>
<td>12.32</td>
<td>$4,357</td>
</tr>
<tr>
<td>High Jump</td>
<td>3.96</td>
<td>6.33</td>
<td>9.69</td>
<td>$3,937</td>
</tr>
<tr>
<td>Shot Put</td>
<td>4.02</td>
<td>6.26</td>
<td>9.54</td>
<td>$4,047</td>
</tr>
<tr>
<td>Discus</td>
<td>4.87</td>
<td>7.80</td>
<td>11.63</td>
<td>$4,779</td>
</tr>
<tr>
<td>Javelin</td>
<td>5.45</td>
<td>8.39</td>
<td>12.40</td>
<td>$5,452</td>
</tr>
<tr>
<td><strong>Total Track and Field</strong></td>
<td>28.55</td>
<td>43.39</td>
<td>61.03</td>
<td></td>
</tr>
<tr>
<td><strong>Softball</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Batting</td>
<td>2.70</td>
<td>4.21</td>
<td>6.51</td>
<td>$2,686</td>
</tr>
<tr>
<td>Pitching</td>
<td>3.39</td>
<td>5.29</td>
<td>7.47</td>
<td>$3,391</td>
</tr>
<tr>
<td><strong>Total Softball</strong></td>
<td>6.09</td>
<td>9.50</td>
<td>13.98</td>
<td></td>
</tr>
</tbody>
</table>

**Total Cost per Year:** $22,932
Appendix E

Coaching Expectations and Responsibilities

I. Coaches’ Professional and Personal Relationships and Expectations

The need for precise job description and job specification is becoming obvious with the stronger emphasis on credibility and accountability in coaching. There is a definite need for precise criteria to measure coaching accomplishments within the framework of the XXX XXXXXXXX School District objectives for their activity programs. Coaches need to fully understand and be committed to the requirements of their job description and the Handbook for Middle School Athletics. The following five major performance areas stand out above others:

A. Rapport
A coach must be able to develop a good rapport with any number of individuals and groups: team personnel, the student body, the professional staff (faculty, administration, maintenance, etc.), the community as a whole, spectators, officials, fellow coaches in the league, media representatives and the parents of his/her players. Good rapport and an image of competency are invaluable for the coach.

B. Cooperation
The district expects a maximum of positive give and take between all individuals associated in any degree with the comprehensive program. Coaches must work hand in hand with their athletic director, principal and other members of their staff.

C. Leadership
Diligence, enthusiasm, honesty and a love for the game are all part of a professional pride that should be exhibited by any coach. Personal appearance, dress, physical condition - all should be exemplary. Dressing appropriately for practice, following practice schedules and building positive attitudes are very important.

D. Discipline
Every facet of discipline is the coach's responsibility. Individually, the coach becomes a model of all that the program represents - observation of school codes, training rules, rules of the game, ideals of good sportsmanship, behavior of participants throughout the season - at home and away, and the conduct of the crowd - especially where the student body is concerned. The desire to do well, to win well, to lose well, should be emphasized. Staff, players and spectators should be motivated toward established goals.

E. Improvement
A coach must constantly take advantage of opportunities presented for self-improvement. Attendance at district meetings, rules clinics, special workshops and clinics in specific fields and similar in-service training programs is a must.
Membership should be maintained in professional organizations, coaches' associations, and similar groups whose programs are geared toward greater achievement and fuller performance. Keeping abreast of current literature in professional journals, newspapers and magazines, and utilizing enrichment material available in other media forms is also expected.

II. Coaching Techniques

A. Use sound and acceptable teaching practices.

B. Run well-organized practice sessions.

C. Complete pre-season planning well in advance of starting date.

D. Adhere to highly efficient and technically sound program of injury prevention. When injuries do occur, follow a prescribed routine and maintain good communications with patient, trainer, doctor and parents.

E. Construct a well-organized game plan.

F. Develop a sound system for equipment accountability, including seasonal inventory, repair, reconditioning and replacement. All purchasing should be accomplished through the allocated budget.

G. Keep assistant coaches, student managers and statisticians well informed as to what is expected. Cooperate fully with maintenance staff, transportation people and others similarly involved in the overall program.

III. Coaches' Responsibilities

A. To the players on the team

The main reason for having athletic teams within the school is to help provide opportunities for young men and women to develop their respective capabilities to the fullest extent. Development of positive attitudes is an important means to accomplishing this aim. We must promote and teach only clean, aggressive and fair play, while stressing good sportsmanship at all times. The coach must be the leader and set the example.

The coach should be fair and unprejudiced with players, considering their individual differences, needs, interests, temperament, aptitudes and environments.

Players have a right to expect coaches to have a genuine and up-to-date knowledge of that which they propose to teach.

The safety and welfare of players should always be uppermost in the coaches' minds.
The coach's primary responsibility is to the individual boy or girl. The athlete's family must not be ignored, however, since consideration must be given to the family and to their requests.

B. To the school district

As a coach, you are a frequent topic of conversation at various community locations: at homes, at work places, and at meetings of many civic organizations. Your profession, as well as your reputation as a coach, is constantly under scrutiny. Your actions and statements should always reflect confidence and respect for the school site and district. Much can be done by the coach in public contacts to build and maintain a high level of confidence in the athletic program and the school district.

C. To the school

A coach owes to the school his/her efforts and loyalty at all times and must constantly strive for excellence in all areas of the school.

To be effective, a coach must be respected. To be respected, good personal habits and neat appearance are important; but most important are the examples set by the coach.

Being respected is much more important than being well liked. Treat the faculty, the players, and the general students with the same honor and respect that you desire to be shown you. Private, firm, fair and constant discipline must be maintained.

The work of the coach must be an integral part of the educational program of the school. The coach should show mastery of the principles of education and consequent improvement in teaching and coaching.

The coach should give support to all endorsed activities of the school. At every opportunity, the coach should urge the student body to be polite, courteous and fair to the visiting team.

D. To the profession

A coach in this school district should continue professional growth in both the academic teaching area and the athletic coaching area.

E. To fellow coaches

The makeup of a coaching staff is basically a quasi-autocratic society. The head coach must always be in command. Despite this position of authority, the wise head coach will encourage independent thought on the part of the staff. An important factor
is human relations skills which provide for an open exchange of ideas in a courteous, thoughtful manner.

A wise head coach will praise the assistants and award recognition whenever possible. Misunderstandings between coaches should be discussed as soon as possible and in an appropriate location away from the athletes and other people not concerned with the program.

The head coach expects all staff to contribute a full measure of time, effort, thought and energy to the program.

The assistant coaches must be willing and able to do things that they may not wish to do, or even like to do. They must fulfill the responsibility to the head coach, to the boys and girls, and to the sport itself.

It is most difficult to be a good assistant coach; however, the success of the school, the team, and the coaching staff is dependent upon the quality and effort of the assistant coaches.

F. To other coaches in your school

A coach must always bear in mind that his or her sport is not the only sport; it is only part of the total athletic educational program and of the school. Therefore, it is important to support, promote and cooperate with all the other coaches and activity sponsors for the well-being of the total program.

A coach should support and serve fellow coaches whenever possible. All remarks should reflect confidence in one's fellow coaches. A strong, harmonious, interpersonal relationship must exist among coaches and other faculty members.

G. To faculty members

A coach is responsible for cooperating with every facility member on the staff. If the coach cooperates with the teachers of academic subjects by allowing an athlete to make up a test on practice time, he/she can be certain that cooperation and help will be returned twofold in efforts by other faculty members to keep the athletes eligible and to get that extra helping hand when the going gets tough.

A unique aspect of the after-school sports program at this school is its absolute emphasis on student academic achievement, including maintaining a sports program mentoring session. In the Message to Parents contained in the Handbook for Middle School Athletics, the first commitment to the parents is the academic standing of their student (page xx). In the student’s Athletic/Extra-Curricular Pledge (in the Handbook at page xx), the first two commitments are to earn a better than average academic grade and to attend, if directed, the after-school sports program mentoring sessions.
H. Physical plant

Pride in the equipment and facilities are of primary importance to all athletes and coaches. Each coach is responsible for the following:

1. Keeping practice areas and locker rooms in order.
2. Storing equipment neatly and using equipment properly.
3. Keeping storage areas locked.
Appendix F

Coaches’ Handbook

Purpose

The purpose of this Athletic Handbook is to establish a uniform procedure in the administration of athletic rules and regulations. Although we believe individual coaches should be allowed freedom in techniques and methods of coaching, all coaches must follow the regulations set forth in this handbook. This will allow us to administer a strong, consistent, and fair middle school athletic program.

All coaches are expected to be familiar with the contents of this book and review the athletic code of student behavior with their athletes. Any changes should be filed in the handbook.

Philosophy

The athletic program is built upon PRIDE. Pride that will not allow any athlete to give less than 100%. It is our belief that the athletic field is the best laboratory exercise a student can experience. An experience, that if properly conducted, will engender in the athlete, a feeling of personal worth, excellence of performance, self-respect and positive growth and development.

Goals

The athletic program has the following goals:
1. To work with others. In our society, a person must develop self-discipline, respect for authority, and the spirit of hard work and sacrifice. The team and its objectives must be placed about the personal desires.
2. To be successful. Our society is very competitive. You do not always win, but we succeed when we continually strive to do so. You learn to accept defeat only by striving to win with earnest dedication. Develop a desire to excel and always give your best effort.
3. To develop sportsmanship. To accept any defeat like a true sportsman, knowing we have done our best, we must learn to treat others, as we would have others treat us. We need to develop desirable social traits, including fair play, emotional control, honesty, cooperation, dependability, and respect.
4. To improve. Striving for improvement is essential to good citizenship. As an athlete, you must establish a goal and you must constantly try to reach that goal.
5. To enjoy athletics. It is necessary for athletes to enjoy participation, to acknowledge all of the personal rewards to be derived from athletics and to give sufficiently of themselves in order to preserve and improve the program.
6. To develop desirable personal health habits. To be an active, contributing citizen, it is important to obtain a high degree of physical fitness through exercise and good health habits, and to develop the desire to maintain this level of physical fitness after formal competition had been completed.
7. To encourage good scholarship.

**Job Description for Middle School Coach**

The principles outlined below are essential to support a well-organized, productive, and healthy after-school sports program at a Middle School.

To be of maximum effectiveness, the coach will:

1. Obtain proper certification as mandated by California State Law, which includes first aid, CPR, injury prevention, and drug awareness.
2. Review the athletic code of student conduct prior to discussion with the team.
3. Implement all drug prevention programs adopted by the school and district. Discuss with the team the dangers of drug use including anabolic steroids.
4. Make the welfare of the student his main consideration.
5. Be aware of the direct and significant influence that a coach wields with the team members and work to keep this influence positive for the athlete.
6. Understand that winning can become an obsession to the extent that the very ideals the coach strives to teach, and for which athletics are supposed to stand, are suppressed and lost.
7. Respect and support the referees at all times.
8. Keep control of your team at all times and do not permit any squad member to engage in unSportsmanlike behavior.
9. Set an example of good sportsmanship for players and spectators.
10. Be aware that the coach is responsible for the behavior of team players traveling to and from, and during, all contests and be prepared to take actions necessary to control any undesirable outbursts as quickly as possible.
11. Match your athletes by maturity, skill and experience.
12. Ensure that proper skills are being taught by documenting and maintaining all practice plans and instructions.

**Additional Specific Job Responsibilities**

1. Turn in to the Athletic Director:
   a) Clearance cards – DO NOT LET ANY ATHLETE PRACTICE WITHOUT ONE.
   b) Team rosters which have been typed and alphabetized. Include grade level, position of play, and phone numbers. If possible, turn in on electronic media. A copy of the roster needs to be given to the ASB director and to all teachers and staff.
   c) Bus requests – filled out completely including street address of the school or location of the contest if it is off campus.
   d) Athletic schedule – include the date, day, opponent, site, release time from class, bus departure time and game time. If possible, turn in on disk. Submit final schedule to Assignment Secretary as per timeline.
2. Keys may be obtained from the Assistant Principal’s secretary and need to be returned at the end of the season.
3. Coaches keep the following on file:
   a) Uniform inventory
   b) Emergency cards (must be taken to away contests)
c) Team roster and phone numbers

d) Official’s payment cards

e) Copy of coaches’ handbook
Scheduling

1. All Athletic contests not scheduled by the league coordinator must be in written contract form. The contest will not be considered final until the other school returns the signed contract. (The district has a 300 mile rule that requires board approval.) The Athletic Coordinator will prepare league schedule packages, which will be given to head coaches. Coaches should complete the schedule (use proper form) and return to the Athletic Coordinator prior to the end of school. If the contest is played at a site other than the middle school, be sure it is on your schedule.

2. Fall schedules are printed during the Fall and there will be no additions after school has begun.

3. When a contest needs rescheduling, you must:
   a) Notify the Athletic Coordinator and get approval.
   b) Place an announcement in the daily bulletin.
   c) Notify Transportation and the Receptionist
Student Eligibility

1. Clearance is required in the following areas to be eligible:
   a) Grades
   b) Insurance
   c) Physical Examination and Medical Card
   d) Parent consent

2. Eligibility clearance forms are acquired from the Athletic Coordinator or Financial Secretary and are returned to the Financial Secretary when complete. When necessary requirements have been met, the athlete is issued a Clearance Card, which is given to the coach.

3. All rules set down by the District are mandatory. Students are eligible for athletics if they have a 2.0 GPA for the last grading period. Students will take part in the mentoring program if their GPA is between 1.75 – 1.99.

4. No student will be issued equipment or be allowed to practice or compete with the team until he/she gives a completed Clearance Card to the coach.
**Code of Standards**

1. Each team is an individual situation and could have its own standards that are more restrictive than district or school policy. Violating team standards will result in disciplinary action and possible removal at the discretion of the coach and the school administration.

2. If a student is suspended from school; he/she is suspended from all group activities until reinstated to classes.

3. Students shall not:
   a) Smoke or be in possession of tobacco (including chewing tobacco). (Ed. Code 48900, 48901)
   b) Drink or be in the possession of alcoholic beverages. (Ed. Code 48900, HS Code 11-53)
   c) Use or be in the possession of dangerous drugs. (Ed. Code 48900, HS Code 11053)
   d) Use or be in possession of anabolic steroids.

32050 – Hazing is defined as bodily danger, physical harm or personal degradation or disgrace resulting in physical harm or mental harm to any student.

   Activities that involve student hazing are strictly forbidden. Those activities include, but are not limited to the following: initiations, induction’s, pranks, acts of violence, unwanted physical touching, ridicule, verbal abuse, and sexual battery. It is our responsibility as coaches to build leadership traits in our players, so our older athletes are role models and lead our younger athletes by positive example. Acts of hazing should be immediately reported to the coach, Athletic Coordinator, Counselor or Assistant Principal.
Medical and Insurance
1. All students must have a medical examination completed before beginning practice for a sport.
2. All student athletes must have medical insurance coverage before they can begin practice.
3. In the event a student cannot afford a physical or insurance, see the Athletic Coordinator.
Transportation
1. When school transportation is provided, all athletes will travel to the contest by bus only. Students should also return on the bus unless they are released to their parents. Under no circumstances will a student be allowed to return by any method except the school bus or the student’s own parent. Any deviation from the above requires written approval from the Athletic Coordinator.

2. The following regulations apply on school buses and are enforced by the coach:
   a) All passengers must keep their hands, arms, head and feet inside the bus.
   b) Unnecessary noise such as loud talking, shouting and singing will not be permitted.
   c) Eating, drinking, or chewing gum will not be permitted.
   d) Passengers must obey the driver at all times. The driver needs and appreciates the courteous behavior of all riders.
   e) Use of profane language and obscene gestures are forbidden.
   f) Any type of footwear with cleats or spikes SHALL NOT be worn on the bus.
   g) Special stops en route may be pre-arranged at the discretion of the driver.
   h) Do not bring children or family members on the bus. (district policy)

3. Be sure to contact transportation if you:
   a) Cancel a contest/cancel a bus
   b) Give a time for a previous TBA stated on your schedule before your contest.
   c) Confirm day of contest even though the Athletic Coordinator confirms buses on Monday.
**Injuries**

1. Emphasize to your athletes that they must report all injuries to you.
2. All injuries must be reported to the Athletic Coordinator and Coach. This should be done the same day of the injury whenever possible or the very next day.
3. If there is any doubt about the ability of the injured athlete to get home safely, call his/her parents or guardian. It is better to be safe than sorry. Your concern will be greatly appreciated by the parents.
4. If a doctor restricts an athlete because of an injury, be sure the doctor clears him in writing before the athlete is allowed to participate.
Out of Season Sports
1. If a student is out for a team sport, no other coach is allowed to use the student for athletic activities unless both coaches agree to share attendance at practices.
2. It would be best not to approach a student about a matter of this nature until his/her coach has given his/her consent.
3. A student may not participate on an outside team of the same sport during his season of middle school competition.
Equipment and Supplies
Control of equipment is a major responsibility of each coach. To maintain the maximum control of equipment and supplies, the following regulations will be followed:

1. It is the responsibility of each coach to arrange for the issue and collection of uniforms and equipment for his/her team.

2. Individual athletes will be signed out with the equipment. If a student fails to return his/her equipment, he/she will not be allowed to participate in another sport until the equipment is returned or paid for. A graduating eighth grader will not be allowed to participate in promotion until the equipment is returned.

3. At the close of the season, each head coach will work with Athletic Coordinator for an accurate inventory.

4. In an effort to cut cost and eliminate waste, training supplies will be handled only by the Coach.

5. Neither the middle school nor school district is responsible for lost or stolen items.


**Locker Room Procedure**

1. Each coach or designated adult supervisor will supervise his/her athletes in the locker room before and after practice. The coach will not leave the locker room area until all athletes under his/her supervision are out.
2. Supervision of the locker room is the responsibility of the Coach.
3. Before leaving for the day, each coach will insure that the locker room is orderly.
4. After practice, students are to remove shoes before entering the locker room.
5. The gymnasium is to be entered only through the foyer. Neither the middle school nor school district is responsible for lost or stolen items.
Miscellaneous
1. All coaches are to contact the newspapers to provide information and scores of your contest. (List of phone numbers provided)
2. It is the coaches’ responsibility to follow through on requests from the Athletic Coordinator within the requested time frame (i.e., schedules, bus requests, budget requests, etc.)
3. The head coaches must clear all assistant coaches (paid or unpaid) with the Athletic Coordinator. They must meet certification policy.

Coaches are responsible for obtaining their own substitutes when an away contest requires your early dismissal. If you have a problem finding someone to cover your class, let the Athletic Coordinator know.


### Finances

1. Under no circumstances will coaches make any purchase without a properly authorized Purchase Order form, which has been processed through the Athletic Coordinator.
2. If a coach has site team funds (student raised money), which are not under the Athletic Department, ASB regulations apply to the expenditure of these funds.
3. Any individual sport requests to ASB will come from the Athletic Coordinator.
4. Failure to follow financial procedures may result in the coach being financially responsible for the items purchased.
End of Season Reports
1. At the conclusion of a season, the coach will provide the Athletic Coordinator with:
   a) Varsity, and JV season ending statistic information (available at award’s ceremony)
   b) Newly set records (individual and team) so the record boards can be updated.
      (Varsity only)
   c) List of certificate winners, and trophy award winners. The list is confidential.
2. At the conclusion of the season, coaches should see the Athletic Coordinator for final season
   clearance signature and then sign the Extra Duty Pay form available from the Athletic
   Coordinator.
3. Coaches need to return all coaching keys to the Athletic Coordinator.
4. Head Varsity coaches are to set a date for a season ending conference with the Athletic
   Coordinator to discuss their program, JV staffing, and equipment inventory. Prior to this
   meeting, the head coach should have met with his lower level coaches to aid in their
   evaluation and growth.
Awards and Banquets

1. To be arranged with the Athletic Coordinator.
California Education Code
44923 – Termination of Extra Assignment of Full-time Permanent Employee
In the event a permanent employee of a school district has tenure as a full-time employee of the
district, any assignment or employment of such employee in addition to his full-time assignment
may be terminated by the governing board of the district at any time.

44924 – Waiver of Benefits Agreement Null and Void
Except as provided in Sections 44937 and 44956, any contract or agreement, express or implied,
made by any employee to waive the benefits of this chapter or any part thereof is null and void.

Notwithstanding provisions of this or any other section of this code, governing boards of school
districts may employ persons in positions requiring certification qualifications on less than a full-
time basis.
Pursuing Victory with Honor

Six Pillars of Character

Trustworthiness, Respect, Responsibility, Fairness, Caring, Good Citizenship

Sixteen Principles of Pursuing Victory with Honor

1. The essential elements of character building and ethics in sports are embodied in the concept of sportsmanship and six core principles: trustworthiness, respect, responsibility, fairness, caring and good citizenship. The highest potential of sports is achieved when competition reflects these “six pillars of character.”

2. It’s the duty of School Boards, superintendents, school administrators, parents and school sports leadership—foster good character by teaching, enforcing, advocating, and modeling these “six pillars of character.”

3. To promote sportsmanship and foster the development of good character, school sports programs must be conducted in a manner that enhances the academic, emotional, social, physical, and ethical development of student-athletes and teaches them positive life skills that will help them become personally successful and socially responsible.

4. Participation in school sports programs is a privilege, not a right. To earn that privilege, student-athletes must abide by the rules and they must conduct themselves, on and off the field, as positive role models who exemplify good character.

5. School Boards, superintendents, school administrators, parents and school sports leadership shall establish standards for participation by adopting and enforcing codes of conduct for coaches, athletes, parents, and spectators.

6. All participants in high school sports must consistently demonstrate and demand scrupulous integrity and observe and enforce the spirit as well as the letter of the rules.

7. The importance of character, ethics, and sportsmanship should be emphasized in all communications directed to student-athletes and their parents.

8. School Boards, superintendents, school administrators, parents and school sports leadership must ensure that the first priority of their student athletes is a serious commitment to getting an education and developing the academic skills and character to succeed.

9. School Boards, superintendents, principals, school administrations, and everyone involved at any level of governance must maintain ultimate responsibility for the quality and integrity of programs. Such individuals must assure that education and character development responsibilities are not compromised to achieve sports performance goals and that the academic, social, emotional, physical, and ethical well-being of student athletes is always placed above desires and the pressure to win.

10. All employees of member school must be directly involved and committed to the academic success of student athletes and the character building goals of the school.

11. Everyone involved in competition including parents, spectators, associated student body leaders, and all auxiliary groups have a duty to honor the traditions of the sport and treat other participants with respect. Coaches have a special responsibility to model respectful behavior and the duty to demand that their student athlete’s refrain from disrespectful conduct including verbal abuse of opponents and officials profane or belligerent trash-
talking, taunting, and inappropriate celebrations.

12. School Boards, superintendents, and school administrators of middle schools must ensure that coaches, whether paid, and are competent to coach. Training or experience may determine minimal competence. These competencies include basic knowledge of 1) The character building aspects of sports, including techniques and methods of teaching and reinforcing the core values comprising sportsmanship and good character. 2) The physical capabilities and limitations of the age group coached as well as first aid and CPR. 3) Coaching principles and the rules and strategies of the sport.

13. Because of the powerful potential of sports as a vehicle for positive personal growth, a broad spectrum of school sports experiences should be made available to all of our diverse communities.

14. To safeguard the health of athletes and the integrity of the sport, school sports programs must actively prohibit the use of alcohol, tobacco, drugs, and performance enhancing substances, as well as demand compliance with all laws and regulation, including those related to gambling and the use of drugs.

15. Schools that offer athletic programs must safeguard the integrity of their program. Commercial relationships should be continually monitored to ensure against inappropriate exploitation of the school’s name or reputation. There should be no undue interference or influence of commercial interest. In addition, sports programs must be prudent, avoiding undue financial dependency on particular companies or sponsors.

16. The profession of coaching is a profession of teaching. In addition to teaching the mental and physical dimension of their sport, coaches, through words and example, must also strive to build the character of their athletes by teaching them to be trustworthy, respectful, responsible, fair, caring and good citizens.
Appendix G

Proposed Measures of Program Effectiveness

The first level of measuring effectiveness examines general academic and social progress/standing using a comparison of baseline point/end point data.

**Baseline data** taken at start of each season from existing school reporting system:

**Fall Season Sep-Nov** 1st progress report of 1st Semester (10/03/14).

**Winter Season Dec-Feb** 2nd progress report of 1st Semester (11/14/14).

**Spring Season Mar-Apr** 1st Semester report card (01/30/15).

**End point data** taken at end of each season from existing school reporting system:

**Fall Season Sep-Nov** 2nd progress report of 1st Semester (11/14/14).

**Winter Season Dec-Feb** 1st progress report of 2nd Semester (03/13/15).

**Spring Season Mar-Apr** 2nd progress report of 2nd Semester (05/01/15).

Comparison is made between the baseline data and the endpoint data to observe if any change occurred and to make administrative decisions regarding eligibility to continue participation in the next season. The hypothesis would be that the comparison shows at least no decline, or some improvement. If decline is observed, then further review should be undertaken to determine contributing factors to include addition to/despite the participation in the program.

The second level of measuring effectiveness is to look for outcomes of the individual students referred to the Athletic Mentoring Program. The same baseline/end point data is used. In addition, the student-athlete is referred to the mentoring component of the after-school sports program. Here the student encounters a regimen of weekly documentation designed to engage the student in regular interaction with all of the student’s teachers. The student is required to have at least two interactions per week with each of the student’s teachers. The focus of the first
student/teacher interaction is on what the student needs to be attending to during the week ahead 
in order to achieve improvement; the second interaction of the week has the teacher providing 
feedback on how the student did for that week. This cycle is repeated each week that the student 
is being directed to participate in the Athletic Mentoring Program. Below is the proposed form 
for these weekly interactions.
ATHLETIC MENTORING PROGRAM
WEEKLY TRACKING FORM

Name of Student: _______________________________ Date Issued: ______________ 

Season: ____ FALL ____ WINTER ____ SPRING 

Sport: _________________________________________________________________ 

Most recent grade: _____ 

Issued (check one):  □ 1st progress report  □ 1st progress report 
                      □ 2nd progress report  □ 2nd progress report 
                      □ First Semester Report Card  □ Second Semester Report Card 

This form is for the week of _______________ - _______________. 

Dear Teacher: 

I am participating in the after-school sport listed above and am wanting to make sure my academic and social progress are consistent with the standards for me to continue participating in the sport program. Please discuss the things you want for me to focus on for this coming week in order to demonstrate my desire to improve. I will write these on the other side, and then check in with you on Friday to see how I am doing. Thank you very much for this additional intention to help me to be successful. 

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