

BRANHAM HIGH SCHOOL ATHLETIC DEPARTMENT

GENERAL INFORMATION

Fall Sports

Boys/Girls Cross Country
Field Hockey
Football
Girls Tennis
Girls Volleyball

Winter Sports

Boys/Girls Basketball
Boys/Girls Soccer
Wrestling

Spring Sports

Baseball
Golf
Softball
Boys/Girls Swimming
Boys/Girls Track & Field
Boys Tennis
Boys Volleyball

What is Expected of You As An Athlete

- *Commitment to the sport...hard work, long hours of practice, and respect for the game*
- *Good grades & citizenship, positive attitude and a role model to others*

Philosophy

Branham High School attempts to provide a well-rounded program of interscholastic athletics for both young men and women. Our athletic program is an integral part of the educational program and is meant to provide a positive learning experience for students who participate. It should assist in developing habits, attitudes, and ideals necessary for ethical competition and cooperation in our society. It should also provide our students with the unique opportunities for self-discipline, self-sacrifice, and loyalty to the team, the school and to the community.

Interscholastic athletics is a voluntary program. Thus, competition is a privilege and not a right. Furthermore, with that privilege is the responsibility to conform to standards established for the athletic teams. This privilege may be revoked when the athlete fails or refuses to comply with the rules.

OBJECTIVES OF PARTICIPANTS

- To develop knowledge, appreciation and respect for the sport.
- To formulate desirable conditioning and health habits.
- To teach and develop skills to the greatest possible potential.
- To expose players to a variety of social situations which enable them to develop sportsmanship, team cooperation, group loyalty, courtesy, and self control.
- To stimulate a desire to uphold scholastic standards.
- To represent the team, school and community in a wholesome manner.
- To uphold the integrity of the sport.

ATHLETIC GOALS AND OBJECTIVES

- To meet the needs and abilities of the students, consistent with available facilities, equipment, and quality staff.
- To satisfy both the competitive as well as recreational needs of the students.
- To provide equal opportunity for all students.
- To promote the physical well-being and desirable attitudes in leadership and sportsmanship for both the participants and spectators.
- To be an integral part of the educational program.

SPECIFIC OBJECTIVES

The student-athlete shall learn teamwork. To work with others in a democratic society, a person must develop self-discipline, respect for authority, and the spirit of hard work and sacrifice. *Athletes must place the team and its objectives higher than personal desires.*

- To have fun—The main reason people participate in sports and games.
- To be successful—Our society is very competitive. We do not always win, but we succeed when we continually strive to do so. You can learn to accept defeat only by striving to win with earnest dedication. Develop a desire to excel.
- Sportsmanship—To accept success and defeat like a true sportsman, knowing you have done your best. We must learn to treat others as we would have others treat us. We need to develop desirable social traits, including emotional control, honesty, cooperation, and dependability.
- To improve—Continual improvement is essential to good citizenship. As an athlete, you must establish a goal and constantly try to reach that goal.
- 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 a desire to maintain this level of physical fitness after formal competition has been completed.

EXPECTATIONS OF ATHLETES

Participation

Athletics is voluntary. Participation is not required for graduation and thus, being on a sports team is a privilege, which must be earned, and not a right. With that privilege come responsibilities to maintain the established standards created by the Campbell Union High School District and CIF CCS bylaws.

Athletics as Part of the Educational Program

Athletics are just one of many parts of the educational program that is provided to students. The purpose of a student being in school is to learn and therefore academics will always come first. Maintaining academic eligibility is the student's responsibility, not that of

coaches or teachers. Eligibility can also be lost because of poor attendance or citizenship. Participation in athletics and being on a team may mean sacrifices. The commitment an athlete makes to his/her team and coach requires that choices be made and priorities kept.

Being Part of a Team

Athletes learn many skills to play their chosen sport, but the most important skill that must be learned is teamwork. To be successful, every member of the team must work together to make the whole greater than the sum of the parts.

Coming Ready to Play

Athletes should come to practice on time, ready to listen and ready to learn. Athletes should be prepared physically and mentally for the season. This includes training in the preseason and taking care of your body and mind during the season.

Conduct On and Off the Field

On the field: Athletes are respectful towards their teammates, coaches, opponents, fans and officials. They play by all the rules of the game at all times.

On Campus: Athletes set an example of good citizenship. They help promote school spirit and they should strive to be positive leaders in school activities.

In the classroom: Athletes show respect for teachers and fellow students.

At all times: Athletes represent their team, school and community. Athletes should be conscious of their appearance and manners at all times.

Sportsmanship

Athletics mean more than competition between individuals or teams representing different schools. It is a means of learning the lessons of life. Winning and losing are a part of competition and should be done with modesty in victory and graciousness in defeat.

EXPECTATIONS OF PARENTS

Keeping Athletics in Perspective

Emphasize that academics always come first. Assist the student to structure time wisely so that athletics do not interfere with academics. Use athletics as a way to teach our students how to react and interact with other people during tense situations. Help your athlete understand that athletic ability varies with body maturity and that effort is just as important as natural ability.

Supporting Your Student Athlete

Encourage participation by both boys and girls. Allow the student to select the sport based on his/her perceived ability and likes. Provide a pressure free environment regarding

scholarship expectations. Be supportive of your athlete; see that his/her medical needs are met; see that he/she has proper equipment; attend as many of your athlete's contests as possible. Stress the importance of the complete athlete, both mental and physical preparation. Do not emphasize "quitting" as the best way to solve problems, but rather perseverance.

Supporting the Program

Be supportive of the coaching staff. Go to all meetings requested by the coaching staff. Being on a successful team is important to your athlete. Support the coaches' preparation plan. Talk to your athlete frequently about how things are going with his/her sport. Make arrangements to talk to the coaches privately and early about perceived problems. Keep negative comments about the program between you and the coach and reviewed in a professional setting not on the playing field, social event, etc. During the season, take into consideration non-league games when planning family events. Understand the needs of the particular sports. Some take more equipment, some take more time, and others may call for some form of year-round preparation. Support the district policy of no profanity, alcohol, illegal drugs, or tobacco. Model positive behavior towards everyone involved in the event.

EXPECTATIONS OF COACHES

Role Modeling

Because coaches' lives are open to public scrutiny, coaches should use good judgment in conducting their private and public lives. It should be remembered that our athletes are very impressionable and very often imitate the actions they see. Because of this, coaches should model exemplary behavior on and off the field, and encourage their athletes to do the same. Coaches should instill in their athletes that they are representing not only their school, but also their families and community as well.

Professionalism

Coaches' behavior on and off the field should exemplify leadership, composure, discipline and integrity. Coaches should allow every student a fair and equal opportunity to try out for the team without prejudice based on prior experiences. Coaches should not exert undue influence on athletes either to play one sport at the expense of another or to play on a club team.

Communication with Athletes

Coaches should communicate in a mostly positive manner even when correcting or criticizing an athlete. Coaches should emphasize team loyalty and effort, stressing the value of each individual's contribution toward the success of the team. Coaches should assist students in setting realistic goals, then achieving them, one at a time. Coaches should help each athlete achieve his/her own personal best.

Communication with Parents

Coaches should have a meeting prior to the season: to inform parents, orally and in writing, of practice hours and the schedule of games and tournaments. To discuss with parents the various roles they might play in assisting their student's success. Coaches should be open and available to discuss an athlete's progress.

Teaching Skill and Conditioning

Coaches should be knowledgeable of and well trained in the teaching of skills of the sport. Coaches should physically condition their athletes before each season and teach techniques to enhance an athlete's safety. Coaches should stress the necessity of athletes to be in their best physical condition as a responsibility to themselves as well as their team.

Priorities of Life

Coaches should remember that athletics are only part of a student's life and must be kept in a realistic balance with the demands of academics and one's family. Coaches should teach the athletes to win with a sense of accomplishment and with humility and to lose without excuses.

Creating a Successful Environment

Coaches should prepare themselves as students of the game. They should develop a program that will attract students to the sport and make the sport competitively fun.

ELIGIBILITY

Academics

In order to emphasize the importance of academic achievement, the following constitute minimum requirements for student's participation in athletics:

- Current enrollment in five classes for a minimum of 25 units
- Passing grades in 20 or more credits of course work
- G.P.A. of 2.0 in the previous grading period
- Should an individual fall below the above requirement a probationary period may be applied for, once during fresh/soph years and once during junior/senior years, as long as G.P.A. is not below 1.75
- Transfer students from within the district must meet all eligibility guidelines

Becoming Re-eligible

- Students are not declared re-eligible or off probation until the computer printout is issued (approximately one week after each grading period)
- Summer school grades may not necessarily improve eligibility. The following factors are to be considered:
 - A summer class can replace a failed semester class only when the class is an exact duplicate. This could affect G.P.A
 - A summer class will be added to the semester classes if it is not a duplicate. This would affect G.P.A

Attendance

Students shall be in attendance 2 out of the 3 periods daily in order to be eligible for athletic contests. If a student-athlete is absent from school for “unexcused reasons,” he/she is not eligible to participate in athletics for that day. Student-athletes who are excused early for a game are responsible for class assignments, notes, etc. that are missed. Student-athletes should use morning tutorial to make-up missed work, making up work after school is not an excuse to miss practice. This will result in disciplinary action by the coach. If work needs to be completed after school due to not enough time for completion in morning, the student-athlete must communicate with their coach prior to missing practice.

Quitting a Sport

A player who quits a team after making the team, will not be eligible for another team until the following season is over. Players must understand that they have made a commitment and should honor that commitment.

CIF ELGIBILITY RULES

Residential Eligibility

A student has residential eligibility upon enrollment in:

1. The ninth grade of any CIF high school or;
2. Tenth grade of any CIF high school from ninth grade of a junior high school or;
3. Any CIF school as a member of an approved foreign exchange program as outlined by by-law 212.

Changing Schools-Transfers

A student may have transfer eligibility provided the student is compelled to move from any school to a CIF school due to:

1. A bona fide change of residence from one school attendance to attendance area of the new school by the parent(s), legal guardian(s) or care giver with whom the student was living when the student established residential eligibility at the prior school or;

2. A ruling by the Board of Education of a school district, which has two or more high schools, provided the change of school is not the result of disciplinary actions.
3. Students living with caregivers are not automatically athletically eligible.

Changing Schools-Open Enrollment

Any student transferring under provisions of an open enrollment policy, public or private, will be restricted from VARSITY competition for one year upon transfer from school A to school B. A Hardship Appeal may be submitted for 1)214 transfer rule, 2)205 C 20-semester unit requirement, or 3) 204 change of a semester of attendance.

1. The transfer must be completed during the first 15 days of the new academic year at school B.
2. The transfer must not be the result of disciplinary action.
3. The receiving school B must certify that no consideration was given to the athletic performance of the student accepting the transfer.

Age Limitations

No student whose nineteenth birthday is attained prior to June 15, shall participate or practice on any team.

Competition On An Outside Team

A student on a high school team becomes ineligible if the student competes in a contest on an “outside” team in the same sport, during the student’s high school season of sport.

GRIEVANCE PROCEDURE

The grievance process is intended to be a process whereby concerns of alleged unfair treatment of athletes can be addressed in a timely manner. It is the Athletic Department’s belief that a quick and honest discussion between all parties will result in the positive resolution of concerns and an improvement of the atmosphere for both athletes and coaches. The list below of legitimate and non-legitimate grievances are intended to be guidelines, not an all inclusive list.

Legitimate grievances:

1. Failure to provide due process in disciplinary action.
2. Failure to provide a fair opportunity to compete to make the team (cut-off).
3. Mistreatment of athletes: *Foul, inappropriate language.*
4. Any violation of an adopted code: ethics, conduct, and expectations.

Non-legitimate grievances:

1. Athlete not given enough playing time.
2. Athlete not playing right position.
3. Strategies used by the coach.
4. Win/loss record of the team or coach.

It is the intent that problems be resolved before coming to the formal grievance process. When a problem or concern develops between a student/parent and the coach and a meeting or discussion has been held but resolution was not achieved, the following procedure and time line should be followed. At the request of the student/parent, a meeting shall be held involving the student/parent, coach and athletic director.

This meeting should take place within five working days of the statement that a problem exists which requires intervention. It is hoped that an acceptable solution will be agreed upon. Whether or not agreement is reached, an outcome of the meeting should be the clarification of:

1. The nature of the problem-what part of code was violated.
2. Reason(s) for the problem.
3. Prior communication that has taken place, from either or both parties.
4. Efforts that have been made to correct the situation.
5. Acceptable solution(s) for/or exception of each party.

If the problem is resolved to everyone's satisfaction, a written statement of the conference should be generated by the athletic director and kept on file. If the problem is not resolved, and the student/parent decides to pursue the grievance process, a written summary of the student/parent concern and a summary of the conference are to be submitted by the athletic director and student/parent to the site principal for further consideration. The principal shall conduct a meeting as soon as possible and a summary of the conference will be kept on record.

DISCIPLINARY ACTIONS

We believe that student-athletes should be role-models for the rest of our student body to follow. Because of this we believe that they should demonstrate exemplary behavior to be followed by the rest of the student body. If a student-athlete does not demonstrate model behavior they will face disciplinary action for their actions.

Violation of Alcohol/Drug/Tobacco Policy

Any student-athlete caught in violation of school alcohol/drug/tobacco either on campus or off campus will face the following disciplinary actions:

- First offense will result in a suspension of 25% of the team's season plus the taking and completion of an alcohol/drug awareness class.
- Second offense will result in being dismissed from the team.

Assault/Fighting

Any student-athlete involved in an assault/fight either on campus or off will face the following disciplinary actions:

- First offense will result in a suspension of 25% of the team's season plus the taking and completion of an anger management course.
- Second offense will result in being dismissed from the team

Suspension

Any student-athlete who is suspended for defiance of authority or any action not mentioned above will face the following disciplinary actions:

- First offense will result in being suspended from the team for the amount of days missed for suspension, plus sitting out one game.
- Second offense will result in being dismissed from the team.

Referral

Any student-athlete receiving a referral for violating school/class rules will face the following disciplinary actions:

- First offense will result in a disciplinary action left up to the coach. Possible actions may be: extra conditioning, campus beautification, assisting a teacher, etc.
- Second offense will result in a one game suspension.
- Third offense will result in completing 3 community service hours.
- Fourth offense will result in being dismissed from the team.

Participation Cost

In order to keep up with the rising costs of transportation, officials, field maintenance and equipment, \$50 participation cost will be applied to each sport played. For three sport student-athletes or large families this cost will be capped at \$125. A scholarship program is available for those families in need of assistance.

I have read the Branham High School Athletic Handbook and understand the responsibilities to myself, my teammates, the coaches and to Branham High School and the community. I agree to abide by the provisions of this handbook.

Student Signature _____ **Date** _____

Printed Name _____

Sports _____

I have read and discussed with (Son/Daughter Name) _____ the Branham High School Athletic expectations and authorize him/her to participate in the Branham High School athletics program under provisions of this handbook.

Parent/ Guardian Signature _____

Date _____

