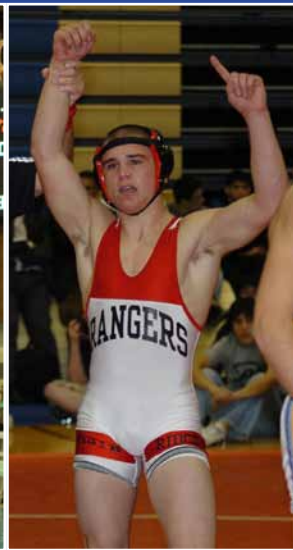


PARENT INFORMATION MANUAL

2010 • 2011



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Dear Parent or Guardian:

Welcome to the University Interscholastic League. The UIL is the governing body for 1,345 public high schools and nearly 4,000 middle and junior high schools in Texas. The UIL, which began in 1910, is the largest interschool organization of its kind in the world, offering 23 athletic activities to more than one million student-athletes.

The purpose of the UIL is to organize and properly supervise contests that assist in preparing students to become better citizens. Our aim is to provide healthy, character building, educational activities carried out under rules providing for good sportsmanship and fair play for all participants.

Contests could not exist without rules. Therefore, UIL rules are adopted and modified by public school administrators whose responsibility is the overall educational program of the local school district rather than individual contests. The superintendent ensures that contests remain strictly amateur and educational in nature.

The UIL athletic program is based on the premise that athletes are students first and that athletic participation is a privilege rather than a right. Students learn teamwork and group responsibility. They also learn to deal with success and to overcome adversity. Research shows those who participate in extra-curricular activities tend to make better grades and have fewer discipline problems than those who do not participate.

Throughout this publication you'll notice references to your "student athlete", rather than your "athlete" because we believe that your children are students first, and athletic participation is a privilege.

Here are some statistics to keep in mind:

- There are over one million high school football players and almost one million basketball players in grades 9-12 nationally. Of those numbers, about 250 make it to the NFL, and about 50 make an NBA team.
- The odds of a high school football player being selected to play for an NFL team are about 6,000 to 1.
- The odds of playing in the NBA are even greater.
- The NCAA is made up of 977 schools classified in three divisions, and less than 25,000 student athletes compete for NCAA titles annually, most of whom are not on athletic scholarships.

With this in mind, it is important to focus on your student's academic career in addition to their success on the playing field or court.

This manual is provided to assist in guiding you and your child through the UIL process. Please take time to read each section and feel free to visit our extensive web site at www.uil.utexas.edu. Of course you may also call any of our staff members for clarification of any questions you may have.

Cliff Odenwald,
UIL Director of Athletics

MISSION OF EXTRACURRICULAR SCHOOL ACTIVITIES ~

One of the missions of extracurricular school activities is to serve as an extension of the classroom. There are strong lessons to be learned in athletics. One of those lessons is to set and maintain high standards of sportsmanship, ethics and integrity in our schools and our society. It is up to us to provide the direction and constant vigilance under which good sportsmanship can prosper and have a positive impact on our children, the leaders of tomorrow, and ourselves.

We feel the need to stress the type of exemplary behavior that should be exhibited by all players and spectators at our events.

The value of the lessons learned by exhibiting good sportsmanship will last a lifetime. If we ever lose sight of that, then athletics, or any co-curricular activity, is not worth sponsoring. The positive actions of a coach, athlete or spectator at an event can influence how any school is perceived in each of our communities and the communities of those schools that meet on the field of play.

We are asking for your support in this effort by emphasizing to your son or daughter what is expected of them at an athletic event as a competitor or spectator. After all, such events are an extension of the school day, and we should expect the same type of respectful behavior exhibited in the athletic arena as we do in the classroom. We urge you to ask your children to demonstrate self-control and self-discipline and at the same time, enjoy the games.

Finally, we ask you to set a good example when in the stands at an event. It is only through these efforts that we can clearly communicate what is acceptable behavior. We hope that your positive example will help set the tone for those around you so we may all enjoy the games our athletic teams are involved in.

Some sample guidelines of what we expect from our spectators are available later in this Manual. When you purchase a ticket to an athletic event, you are given the privilege to view the action and to voice your support of our teams. We want that support to be in a positive tone, so that the educational value of these events is completely developed and clearly communicated to our students.

~ THE DEFINITION OF SPORTSMANSHIP ~

Sportsmanship is character displayed through athletic competition. People of character live by the "Six Pillars of Character," universal values that can be used to define a good person: *trustworthiness, respect, responsibility, fairness, caring and citizenship*. This code applies to the parents of all student-athletes involved in interscholastic sports.

TRUSTWORTHINESS

Always pursue victory with honor

– Demonstrate and demand scrupulous integrity— Observe and enforce the spirit and letter of rules – Don't compromise education and character-development goals – Don't engage in or tolerate dishonesty, cheating or dishonorable conduct.

RESPECT

Treat the traditions of the sport and other participants with respect – Don't engage in or tolerate disrespectful conduct including verbal abuse of opponents and officials, profane or belligerent "trash talking," taunting and unseemly celebrations – Win with grace and lose with dignity.

RESPONSIBILITY

Be a positive role model and require the same of your student athletes – Further the mental, social and moral development of athletes and teach life skills that enhance personal success and social responsibility.

FAIRNESS

Adhere to high standards of fair play – Never take unfair advantage— Be open-minded.

CARING

Assure that the academic, emotional, physical and moral well-being of athletes is always placed above desires and pressures to win.

CITIZENSHIP

Promote sportsmanship by honoring the rules and goals of the sport – Establish codes of conduct for coaches, athletes, parents and spectators – Safeguard the health of athletes and the integrity of the sport prohibiting the use of alcohol and Tabacco – Demand compliance with all laws and regulations, including those relating to gambling and the use of drugs.

~ CODE OF CONDUCT FOR THE PARENTS OF
INTERSCHOLASTIC STUDENT-ATHLETES ~

We believe that interscholastic athletic competition should demonstrate high standards of ethics and sportsmanship and promote the development of good character and other important life skills. We also believe that the highest potential of sports is achieved when participants are committed to pursuing victory with honor.

TRUSTWORTHINESS

Trustworthiness – be worthy of trust in all you do.

Integrity – live up to high ideals of ethics and sportsmanship; do what's right even when it's unpopular or personally costly.

Honesty – live and act honorable; don't allow your children to lie, cheat, steal or engage in any other dishonest or unsportsmanlike conduct.

Reliability – fulfill commitments; do what you say you will do; be on time; when you tell your children you will attend and event, be sure to do so.

RESPECT

Respect – treat people with respect all the time and require the same of your children.

Class – live and cheer with class; be gracious in victory and accept defeat with dignity; compliment extraordinary performance; and show respect for all competitors.

Disrespectful Conduct – don't engage in disrespectful conduct of any sort including profanity, obscene gestures, offensive remarks of a sexual nature, trash-talking, taunting, boastful celebrations, or other actions that demean individuals or the sport.

Respect Officials – treat contest officials with respect; don't complain about or argue with official calls or decisions during or after an athletic event.

Respect Coaches – treat coaches with respect at all times; recognize that they have team goals beyond those of your child. Don't shout instructions to players from the stands; let the coaches coach.

RESPONSIBILITY

Importance of Education – stress that student-athletes are students first. Be honest with your children about the likelihood of getting an athletic scholarship or playing on a professional level. Place the academic, emotional, physical and moral well-being of your children above desires and pressures to win.

Role-modeling – Consistently exhibit good character and conduct yourself as a role model for your children.

Self-Control – exercise self-control; don't fight or show excessive displays of anger or frustration; have the strength to overcome the temptation to demean others.

Integrity of the game

– Protect the integrity of the game; don't gamble on your children's games.

Privilege to Compete – assure that you and your child understand that participation in interscholastic sports is a privilege, not a right, and that they are expected to represent their team, school and family with honor, on and off

the field.

FAIRNESS

Be Fair – treat all competitors fairly; be open-minded; always be willing to listen and learn.

CARING

Encouragement – encourage your children regardless of their play; offer positive reinforcement. Demonstrate sincere interest in your child's play.

Concern for Others – demonstrate concern for others; never encourage the injury of any player, officials or fellow spectator.

Empathy – consider the needs and desires of your child's teammates in addition to your own; help promote the team concept by encouraging all team members, understanding that the coach is responsible for determining playing time.

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~ PARENT / COACH RELATIONSHIPS ~

Both parenting and coaching are very difficult vocations. By establishing an understanding between coaches and parents, both are better able to accept the actions of the other and provide a more positive experience for everyone. Parents have the right to know, and understand, the expectations placed on them and their children. Coaches have the right to know that if parents have a concern, they will discuss it with the coach at the appropriate time and place.

Communication parents should expect from their child's coach:

- 1) Coach's philosophy.
- 2) Expectations the coach has for your son or daughter, as well as other players on the team.
- 3) Locations and times of practices and contests.
- 4) Team requirements, i.e., fees, special equipment needed, school & team rules, off-season expectations.
- 5) Procedures that will be followed if your child becomes injured during participation.

Communication coaches expect from parents:

- 1) Concerns regarding their son or daughter expressed directly to the coach at the appropriate time and place.
- 2) Specific concerns in regard to the coach's philosophy and/or expectations.
- 3) Notification of any schedule conflicts well in advance.

As your child becomes involved in interscholastic athletics, they will experience some of the most rewarding moments of their lives. It's important to understand there may be times when things do not go the way you or your child wishes. These are the times discussion with the coach is encouraged.

Appropriate concerns to discuss with a coach:

- 1) The mental and physical treatment of your child.
- 2) What your child needs to do to improve.
- 3) Concerns about your child's behavior.

It is very difficult to accept your child is not playing as much as you may hope. Coaches make decisions based on what they believe is in the best interests of all students participating. As you can see from the list above, certain things can and should be discussed with your child's coach. Other things, such as those listed next, must be left to the discretion of the coach.

Issues NOT appropriate for discussion with your child's coach:

- 1) How much playing time each athlete is getting.
- 2) Team strategy.
- 3) Play calling.
- 4) Any situation that deals with other student-athletes.

There are situations that may require a conference between the coach and parent. These are not discouraged, as it is important for each party to have a clear understanding of the others' position. When these conferences are necessary,

the following procedure is suggested to help promote resolution to the issue.

If a parent has a concern to discuss with the coach, the following procedure should be followed:

- 1) Call the coach to set up an appointment.
- 2) If the coach cannot be reached, call the athletic director and ask him or her to set up a meeting with the coach for you.
- 3) Think about what you expect to accomplish as a result of the meeting.
- 4) Stick to discussing the facts, as you understand them.
- 5) Do not confront the coach before, during or after a practice or contest. These can be emotional times for both the parent and coach. Meetings of this nature do not promote resolution of the situation, but often escalate it.

What should a parent do if the meeting with the coach didn't provide satisfactory resolution?

- 1) Call the athletic director to set up a meeting with the athletic director, coach, and parent present.
- 2) At this meeting, an appropriate next step can be determined, if necessary.

Students' involvement in co-curricular activities has been proven to increase their chances of success later in life. We hope the information contained in this handout helps make that experience more enjoyable for everyone involved.

Information provided by the Iowa Athletic Council.

~ BEHAVIOR EXPECTATIONS OF SPECTATORS ~

Remember that you are at the contest to support and yell for your team, and to enjoy the skill and competition—not to intimidate or ridicule the other team or its fans.

Remember that school athletics are a learning experience for students and that mistakes are sometimes made. Praise student-athletes in their attempt to improve themselves as students, as athletes, and as people, just as you would praise a student working in the classroom.

A ticket is a privilege to observe the contest, not a license to verbally assault others or be generally obnoxious.

Learn the rules of the game, so that you may understand and appreciate why certain situations take place.

Show respect for the opposing players, coaches, spectators and support groups.

Respect the integrity and judgement of game officials. Understand that they are doing their best to help promote the student-athlete, and admire their willingness to participate in full view of the public.

Recognize and show appreciation for an outstanding play by either team.

Refrain from the use of any controlled substances (alcohol, drugs, etc.) before, during, and after the game on or near the site of the event (i.e. tailgating).

Use only cheers that support and uplift the teams involved.

Be a positive role model at events through your own actions and by censuring those around you whose behavior is unbecoming.

Parents and spectators should be aware that the school can (and should) remove them from the premises and can prohibit them from attending future contests due to undesirable behaviors.

Game officials can ask that school administrators have unruly fans removed from a contest facility.

There is no such thing as a “right” to attend interscholastic athletics. Interscholastic athletics are considered a “privilege” and the spectator who avails themselves of it is expected to conduct himself or herself accordingly.

Keep in mind that you are a guest of the school, and that while winning is certainly an admirable goal, it is hollow if it comes at the expense of morals, ethics, and just plain common sense.

The school is responsible for the behavior of their spectators. The school district can be and will be punished for actions of patrons in violation of UIL standards and rules.

~ PURSUING VICTORY WITH HONOR ~ Basic Philosophy

Winning Is Important

Winning is important and trying to win is essential. Without the passionate pursuit of victory much of the enjoyment, as well as the educational and spiritual value, of sports will be lost.

Honor Is More Important

Sports programs should not trivialize winning or the desire to win. To dismiss victory by saying, "It's only a game" can be disrespectful to athletes and coaches who devote their time to being the best they can be in the pursuit of individual victories, records, championships, and medals. But the greatest value of sports is its ability to enhance and uplift the character of participants and spectators.

Ethics Is Essential to True Winning

The best strategy to improve sports is not to de-emphasize winning but to more vigorously emphasize that adherence to ethical standards and sportsmanship in the honorable pursuit of victory is essential to winning in its true sense. It is one thing to be declared the winner, it is quite another to really win.

There Is No True Victory Without Honor

Cheating and bad sportsmanship are not options. They rob victory of meaning and replace the high ideals of sport with the petty values of a dog-eat-dog marketplace. Victories attained in dishonorable ways are hollow and degrade the concept of sport.

Ethics and Sportsmanship Are Ground Rules

Programs that adopt Pursuing Victory With Honor are expected to take whatever steps are necessary to assure that coaches and athletes are committed to principles of ethics and sportsmanship as ground rules governing the pursuit of victory. Their responsibilities to demonstrate and develop good character must never be subordinate to the desire to win. It is never proper to act unethically in order to win.

Benefits of Sports Come From the Competition, Not the Outcome

Quality amateur sports programs are based on the belief that vital lessons and great value of sports are learned from the honorable pursuit of victory, from the competition itself rather than the outcome.

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~ WARNING ABOUT THE INHERENT DANGERS OF ATHLETIC PARTICIPATION ~

Student athletes and parents should be aware that any athletic participation will always have inherent dangers. Although rare, death or catastrophic injury can result from participation in sports, and care should be taken by all concerned to minimize such dangers through the use of appropriate equipment, proper training methods and common sense.

The UIL encourages student athletes in all sports, and their parents, to discuss risks and risk minimization with coaches and school administrators.

~ GENERAL ELIGIBILITY RULES ~

Eligibility rules are found in Section 400 and 440 of the *Constitution and Contest Rules*. Any question regarding a student's eligibility, should be addressed to the school principal and/or superintendent. Residence requirements according to Sections 400 (d) 440, and 442 should be thoroughly investigated for any student new to school.

Students are eligible to represent their school in varsity interscholastic activities if they:

- are not 19 years of age or older on or before September 1 of the current scholastic year. (See 504 handicapped exception.)
- have not graduated from high school.
- are enrolled by the sixth class day of the current school year or have been in attendance for fifteen calendar days immediately preceding a varsity contest.
- are full-time day students in a participant high school.
- initially enrolled in the ninth grade not more than four calendar years ago.
- are meeting academic standards required by state law.
- live with their parents inside the school district attendance zone their first year of attendance. (Parent residence applies to varsity athletic eligibility only.) When the parents do not reside inside the district attendance zone the student could be eligible if: the student has been in continuous attendance for at least one calendar year and has not enrolled at another school; no inducement is given to the student to attend the school (for example: students or their parents must pay their room and board when they do not live with a relative; students driving back into the district should pay their own transportation costs); and it is not a violation of local school or TEA policies for the student to continue attending the school. Students placed by the Texas Youth Commission are covered under Custodial Residence (see Section 442 of the *Constitution and Contest Rules*).
- have observed all provisions of the Awards Rule.
- have not been recruited. (Does not apply to college recruiting as permitted by rule.)
- have not violated any provision of the summer camp rule. Incoming 10-12 grade students shall not attend a baseball, basketball, football, soccer, or volleyball camp in which a seventh through twelfth grade coach from their school district attendance zone, works with, instructs, transports or registers that student in the camp. Students who will be in grades 7, 8, and 9 may attend one baseball, one basketball, one football, one soccer, one softball, and one volleyball camp in which a coach from their school district attendance zone is employed, for no more than six consecutive days each summer in each type of sports camp. Baseball, Basketball, Football, Soccer, Softball, and Volleyball camps where school personnel work with their own students may be held in May, after the last day of school, June, July and August prior to the second Monday in August. If such camps are sponsored by school district personnel, they must be held within the boundaries of the school district and the superintendent or his designee shall approve the schedule of fees.
- have observed all provisions of the Athletic Amateur Rule. For purposes of competing in an athletic contest, a student in grades 9-12 is not an amateur if that individual, within the preceding 12 months received money or other valuable consideration for teaching or participating in a League sponsored school sport or received valuable consideration for allowing his or her name to be used in promoting a product, plan, or service related to a League contest or accepted money or other valuable consideration from school booster club funds for any non-school purpose. It is a violation of the athletic amateur rule for parents of student athletes to accept tickets to athletic contests where their children are participating. It is also a violation for parents of student athletes to accept free pass gate admission to athletic contests where their children are participating unless they are at the contest in another capacity, i.e., if the parent is an employee of the school or a board member, or working at a concession booth, etc.

If a student did not realize that accepting the valuable consideration was a violation of the amateur rule, and returns the valuable consideration within 30 days after being informed of the violation, that student may regain athletic eligibility as of the date the valuable consideration is returned. If a student fails to return it within 30 days, that student remains ineligible for one year from when he or she accepted it. During the period of time a student is in possession of valuable consideration, he or she is ineligible for varsity athletic competition in the sport for which the violation occurred. Any games or contests in which the student participated during that time would be forfeited as the minimum penalty.

This rule is sport-specific. For example if a student violates the rule in one sport, such as accepting a prize for winning a hole-in-one contest in golf, that student would be ineligible only for golf.

- did not change schools for athletic purposes.

~ UIL PARENT RESIDENCE RULE ~

Excerpt from the UIL Constitution and Contest Rules

Section 442: RESIDENCE IN SCHOOL DISTRICT AND ATTENDANCE ZONE

This section applies to the first calendar year of attendance in grades 9-12. Parent(s) in the context of this rule means parents or adoptive parents who adopted the student prior to the student's first entry in the ninth grade.

- PRESUMPTION OF RESIDENCE OF STUDENT, PARENT(S), SPOUSE. The residence of a single, divorced or widowed student is presumed to be that of the parents of the student. The residence of a married student is presumed to be that of his or her spouse.
- GUARDIAN OF PERSON. If a student's parents are alive but a guardian of his or her person was appointed by appropriate authority and recorded in the county clerk's office more than one year ago, the residence of the student is presumed to be that of the guardian if the student has continuously resided with the guardian for a calendar year or more. If no legal guardianship has been taken out, three years' residence with and support of a contestant establishes guardianship within the meaning of this rule.
- GUARDIAN. If a student's parents are dead and a guardian of his or her person has been appointed by appropriate authority, the residence of the student is presumed to be that of the guardian.
- RELATIVE; SUPPORTER. If a student's parents are dead and a guardianship of his or her person has not been appointed, the residence of the student is presumed to be that of the grandparent, aunt, uncle, adult brother or sister or other person with whom the student is living and by whom the student is supported.
- CUSTODIAL. The residence of a student assigned by appropriate authority to a foster home or a home licensed by the state as a child care boarding facility, or placed in a home by the Texas Youth Commission, is presumed to be at the home. If a student's parent(s) move the student to a foster home in another school district, the student is not eligible, but may apply for a waiver.
- DIVORCED PARENTS. The residence of a student whose parents are divorced is presumed to be that of either parent.
- SEPARATED PARENTS.
 - If a student's parents separate (and are not divorced), and if one parent remains in the attendance zone where the student has been attending school, the student's residence is presumed to be that of the parent who did not move.
 - If a student transfers to a new school with a separated (but not divorced) parent, the student is ineligible for one calendar year, but may apply for a waiver.
- CRITERIA OF RESIDENCE. The intent of this section is to insure that unless circumstances fit one of the exceptions above, any relocation of residence is a complete and permanent move for the family. The residence shall be the domicile which is a fixed, permanent and principal home for legal purposes. The residence is not bona fide under UIL rules unless it complies with all of the following criteria.
 - Does the student's parent, guardian or other person whose residence determines the student's residence own a house or condominium or rent a house, apartment or other living quarters in the school district and attendance zone? *Parents must provide documentation to verify the purchase, lease or rental of a home located in the new attendance zone. A lease agreement or rental agreement should be for a reasonable duration.*
 - Do the student and the parent or guardian have their furniture and personal effects in the district and attendance zone? *There should be no personal effects or furniture belonging to the family in the previous residence.*
 - Do the student and the parent or guardian receive their mail (other than office mail) in the district and attendance zone? *The family should have submitted a change of mailing address to the Post Office.*
 - Are the parents or guardians registered to vote in the district and attendance zone? *If either of the parents was registered to vote at the previous address, they should have applied for a new voter registration card at the new address.*
 - Do the parents or guardians regularly live in the district and attendance zone and intend to live there indefinitely? *The new residence should accommodate the entire family. The former house should be on the mar-*

ket at a reasonable market price or sold, or the lease or rental agreement terminated. All utilities and telephone service should be disconnected or no longer in the family's name. All licensed drivers in the household should have complied with DPS regulations for changing their address.

- (6) Do parents live in the district and attendance zone for the first calendar year? *If the parents of a contestant move from the district or school zone before the student has been in attendance for one year, the student loses athletic eligibility in the school district from which the parents move, and remains ineligible there for varsity athletics until a year is up.*

~ CHANGING SCHOOLS FOR ATHLETIC PURPOSES ~

Excerpt from the UIL Constitution and Contest Rules

Section 443: CHANGING SCHOOLS FOR ATHLETIC PURPOSES

- (a) **DETERMINATION BY DISTRICT EXECUTIVE COMMITTEE.** The district executive committee is to determine whether or not a student changed schools for athletic purposes, when considering each student who changed schools and has completed the eighth grade, whether or not the student has represented a school in grades nine through twelve.
- (b) **COMMON INDICATORS.** District executive committees should look closely to determine if a student is changing schools for any athletic purpose. Some common indicators committees should include in their considerations include, but are not limited to: checking to see if a student was recruited; ascertaining whether a student was in good standing in the previous school, either academically or in a sports program; determining if a student was unhappy with a coach in the previous school; determining if a student played on a non-school team and is transferring to the school where members of the non-school team attend; determining if a student played on a non-school team and is transferring to the school where the non-school team coach or a relative of the non-school team coach, is the school coach; and determining if a student received individual or team instruction from a school coach and is transferring to the school of that coach.
- (c) **INELIGIBLE.** A student who changes schools for athletic purposes is not eligible to compete in varsity League athletic contest(s) at the school to which he or she moves for at least one calendar year, even if both parents move to the new school district attendance zone. See (e) below.
- (d) **LENGTH OF INELIGIBILITY.** The district executive committee for the district into which the student moves shall determine when or if a student who moves for athletic purposes becomes eligible. See (c) above and (f) (3) below.
- (e) **PREVIOUS ATHLETIC PARTICIPATION FORM (PAPF).** An individual is presumed to have changed schools for athletic purposes if he or she participated with his or her former school in any League athletic contest or practice in grades eight through twelve during any previous school year until:
- (1) the student's parents change their residence to the new school or attendance zone; (see Section 442 (g) for a student who changes residence with a separated parent); and
 - (2) the superintendent (or designated administrator) and principal and/or coach of the previous school sign a PAPF stating that the student was not recruited to the new school and did not change schools or attendance zones for athletic purposes; and
 - (3) the superintendent (or designated administrator) of the new school signs a PAPF stating that the student was not recruited and is not changing schools for athletic purposes; and
 - (4) the parents sign a PAPF either in front of the new school's administrator or a notary public that they reside in the new school district or attendance zone and the change was not made for their child's athletic purposes; and
 - (5) the district executive committee approves the completed PAPF.
- NOTE: The district executive committee is not bound to determining only the status of students who participated at another school the previous or current year, as it relates to changing schools for athletic purposes.
- (f) **ELIGIBILITY DETERMINATION BY DISTRICT EXECUTIVE COMMITTEE.**
- (1) If the district executive committee where the student attends school finds that the student did not change schools for athletic purposes and meets all the criteria listed in Section 442, it shall declare the student eligible if he/she meets all other eligibility requirements.
 - (2) If the district executive committee where the student now attends school finds that the student did

not change schools for athletic purposes, it may declare that student eligible even though the school district from which he or she moved refused to sign the PAPF. (Extreme caution should be used in granting eligibility under this condition.)

- (3) If the district executive committee where the student now lives finds at any time that the change was made for athletic purposes, it shall declare that student ineligible to participate in athletic contests for one year. This may include a student who did not compete at the previous school. If the committee decides that the period of ineligibility should be longer than one year, the committee shall transfer the case to the State Executive Committee.
- (4) When officials from both the sending and receiving schools agree that a student changed schools for athletic purposes, the State Executive Committee will not hear or grant an appeal.
- (g) **MINIMUM PENALTY.** If a Previous Athletic Participation Form was not filed prior to competition and it was an inadvertent error and the student is actually eligible under Subchapter M of the Constitution, the district executive committee is not required to demand forfeiture or to rule the student ineligible. The committee may assess the minimum penalty of reprimand.
- (h) **NO PREVIOUS ATHLETIC PARTICIPATION FORM REQUIRED.** The Previous Athletic Participation Forms are not required if the student did not practice or participate with his or her former school in grades eight through twelve during any previous school year in any athletic activity or if the student was required to change schools because the school district or attendance zone lines were changed by the school board or other appropriate authority.

NOTE: (d) and (f) above speak to the applicability of the Previous Athletic Participation Form as it relates to students who have or have not represented another school in grades nine through twelve in either varsity or subvarsity competition. Section 440 (d) prohibits students from changing schools for athletic purposes.

~ ATHLETICS BEYOND HIGH SCHOOL ~

Estimated Probability of Competing in Athletics Beyond the High School Interscholastic Level

<i>Student-Athletes</i>	<i>Men's Basketball</i>	<i>Women's Basketball</i>	<i>Football</i>	<i>Baseball</i>	<i>Men's Ice Hockey</i>	<i>Men's Soccer</i>
High School Student-Athletes	549,500	456,900	983,600	455,300	29,900	321,400
High School Senior Student-Athletes	157,000	130,500	281,000	130,100	8,500	91,800
NCAA Student-Athletes	15,700	14,400	56,500	25,700	3,700	18,200
NCAA Freshman Roster Positions	4,500	4,100	16,200	7,300	1,100	5,200
NCAA Senior Student-Athletes	3,500	3,200	12,600	5,700	800	4,100
NCAA Student-Athletes Drafted	44	32	250	600	33	76
Percent High School to NCAA	2.9	3.1	5.8	5.6	12.9	5.7
Percent NCAA to Professional	1.3	1.0	2.0	10.5	4.1	1.9
Percent High School to Professional	0.03	0.02	0.09	0.5	0.4	0.08

Note: These percentages are based on estimated data and should be considered approximations of the actual percentages.

~ REGULATIONS FOR NON-SCHOOL PARTICIPATION/SCHOOL CAMPS ~

I. The Constitution and Contest Rules state:

Section 1209

(A) REQUIRED PARTICIPATION PROHIBITED. Students shall not be required to play on a non-school team in any sport as a prerequisite to playing on a school team.

(B) OFF-SEASON SCHOOL FACILITY USE. See Section 1206.

(C) BASEBALL, BASKETBALL, FOOTBALL, SOCCER, SOFTBALL AND VOLLEYBALL CAMPS WHERE SCHOOL PERSONNEL WORK WITH THEIR OWN STUDENTS. After the last day of the school year in May, June, July and prior to the second Monday in August, on non-school days, all students other than students who will be in their second, third or fourth year of high school may attend one camp in each team sport, held within the boundaries of their school district, in which instruction is given in that team sport, and in which a 7th-12th grade coach from their school district attendance zone works with them, under the following conditions:

(1) Number of Days. Attendance at each type of sports camp is limited to no more than six consecutive days.

(2) Prohibited Activities. Students shall not attend football camps where contact activities are permitted.

(3) Fees. The superintendent or a designee shall approve the schedule of fees prior to the announcement or release of any information about the camp. The Texas Education Code requires school districts to adopt procedures for waiving fees charged for participation if a student is unable to pay the fee, and the procedures must be made known to the public. Fees for all other students shall be paid by the students and/or their parents.

(4) School Equipment. Schools may furnish, in accordance with local school district policies, school-owned equipment, with the following restrictions:

(a) Schools may not furnish any individual baseball, basketball, football, soccer, softball or volleyball player equipment, including uniforms, shoes, caps, gloves, etc., but may furnish balls and court equipment including nets, standards, goals, etc., for volleyball, basketball and soccer camps.

(b) For football camps, schools may furnish hand dummies, stand-up dummies, passing and kicking machines and footballs. Use of any other football equipment, including contact equipment, is prohibited.

(c) For baseball and softball camps, schools may furnish balls, bats, bases, pitching and batting machines, batting helmets and catcher protective equipment. Use of any other baseball and/or softball equipment is prohibited.

(D) BONA FIDE SUMMER CAMPS. The provisions of the summer camp rules do not apply to bona fide summer camps giving an overall activity program to the participants.

(E) CHANGE OF RESIDENCE FROM OUT OF STATE. The provisions of the summer camp rules do not apply in the case of a person who attends an athletic training camp which is allowed under the rules of the state in which the student then lives, and then makes a bona fide change of residence to Texas, provided that there has been no deliberate attempt to circumvent the rule.

(F) OFF-SEASON PARTICIPATION IN NON-SCHOOL TEAM SPORTS.

(1) School coaches shall not coach 7-12 grade students from their own attendance zone on a non-school team or in a non-school camp or clinic, with the exception of their own adopted or birth children.

(2) School equipment shall not be used for non-school teams/leagues.

(G) COACHING RESTRICTIONS. For non-school competition, school coaches shall not schedule matched games for students in grades 7-12 from their attendance zone. School coaches may assist in organizing, selecting players and coaches, and may supervise school facilities for non-school league play. School coaches shall not coach or instruct 7-12 grade students from their school district attendance zone in the team sports of baseball, basketball, football, soccer, softball or volleyball. School coaches shall not supervise facilities for non-school activities on school time. See Section 1201.

(H) COLLEGE AND UNIVERSITY TRYOUTS. UIL member school facilities shall not be used for college/university tryouts. Neither schools nor coaches shall provide equipment or defray expenses for students who are attending college tryouts. Neither schools nor coaches shall provide transportation for students with any remaining eligibility in the involved sport who are attending college tryouts. Any contest at which a higher admission fee is charged to college coaches than is charged to parents or other adults is considered to be a college tryout.

II. Team Sports

Football, Volleyball, Basketball, Soccer, Baseball, Softball

In accordance to Section 1201, 1206 and 1209 regarding non-school competition (leagues, camps, clinics, clubs, tournaments, 7 on 7) coaches:

The C&CR prohibits the following:

- 1) Shall not instruct any student in 7th – 12th grade from his/her own attendance zone unless the student is his/her own biological or adopted child.
- 2) Shall not schedule matched games/scrimmages, practices, or contests.
- 3) Shall not transport students.
- 4) Shall not use school athletic equipment, school uniforms and school health/first aid supplies.
- 5) Shall not use school or booster funds for any expenses associated with the activity.
- 6) Shall not be the primary coordinator, primary director or point of contact.
- 7) Shall abstain from any practice which would bring financial gain to the coach by using a student's participation in a camp, clinic, league, or other non-school athletic event, such as a rebate for each player sent to a particular camp or from each player using a particular product (Section 1201 [b, 9]).
- 8) Shall abstain from any practice that makes a student feel pressured to participate in non-school activities (Section 1201 [b, 10]).
- 9) Should not handle any financial transactions.
- 10) Should not participate with their athletes in the athlete's sport (Section 1206 [i]).

In accordance to Section 1209 regarding non-school competition (leagues, camps, clinics, clubs, tournaments, 7 on 7) coaches or a group of coaches:

The C&CR allows the following:

- 1) Can supervise facilities.
- 2) Can assist with organization to include, but not limited to: assignment of officials, helping to secure facilities, development of schedules, scheduling of facilities, assisting with registration process, helping to secure equipment.
- 3) Can assist the primary coordinator or point of contact with the selection of coaches, but cannot assign coaches to teams.
- 4) Can assist the primary coordinator or point of contact with the selection of players, but cannot determine who can play on what teams.
- 5) Can distribute information regarding the details of the non-school event for informational purposes. Distribution of such materials should be in accordance to the policies and procedures of the local school district regarding non-school activities.

III. Individual Sports:

Individual Sports-Cross Country, Golf, Swimming, Tennis, Track and Field and Wrestling (Guidelines are also applicable to team sports)

A. Preseason Practice Regulations-Activities Outside the School Year

Pre season practice regulations for sports that begin practice prior to the school year (including summer for individual sports) are as follows:

1. Student-athletes shall not engage in more than three hours of practice activities on those days during which one practice is conducted.
2. Student-athletes shall not engage in more than five hours of practice activities on those days during which more than one practice is conducted.
3. The maximum length of any single practice session is three hours.

4. On days when more than one practice is conducted, there shall be, at a minimum, one hour of rest/recovery time between the end of one practice and the beginning of the next practice.
5. When determining how to count times spent as 'practice activities' please consult the following chart:

<i>What Counts</i>	<i>What Doesn't Count</i>
<i>Actual on field/court practice</i>	<i>Meetings</i>
<i>Sport specific skill instruction</i>	<i>Weight training</i>
<i>Mandatory conditioning</i>	<i>Film study</i>
	<i>Water breaks</i>
	<i>Rest breaks</i>
	<i>Injury treatment</i>
	<i>Voluntary conditioning</i>

In reference to the minimum one hour rest/recovery time between the end of one practice and the beginning of the next practice (on days when more than one practice is scheduled), there can be no practice activities at all during this time. This time is exclusively for students to rest/recover for the following practice session, whether that session is an actual on field/court practice or a mandatory conditioning period.

B. During the school year

1. Coaches of individual sports are allowed to work with student athletes from their attendance zone in non-school practice during the school year with limitations. Coaches should be aware that any time spent working with a student-athlete from their attendance zone in grades 7-12, whether in school or non-school practice, will count as part of the eight hours of practice allowed outside of the school day during the school week under state law.
2. Coaches should abstain from any practice which would bring financial gain to the coach by using a student's participation in a camp, clinic, league, or other non-school athletic event, such as a rebate for each player sent to a particular camp or from each player using a particular product (Section 1201 [b, 9]).
3. Coaches shall not charge a fee for private instruction to student-athletes during the school year. The restriction on charging fees for private instruction applies only to those students who are in grades 9-12, from the coach's attendance zone and participating in the sport for which the coach is responsible (Section 1201 [b, 9]).
4. Coaches should abstain from any practice that makes a student feel pressured to participate in non-school activities (Section 1201 [b, 10]).

C. Outside of the school year

1. Outside of the school year, the restrictions are somewhat reduced. Coaches are allowed to coach student-athletes from their own attendance zone.
2. The use of school funds, school equipment, school uniforms or school transportation is prohibited. Exception: School administrators may authorize the use of facilities, including scoreboards, implements, cross bars, poles, discus, shot puts, nets, etc. for school programs which are open to all students.
3. School coaches can work with students from his/her own attendance zone in summer recreational programs (i.e. They coach in meets and tournaments with permission from superintendent or superintendent's designee).
4. Coaches should abstain from any practice which would bring financial gain to the coach by using a student's participation in a camp, clinic, league, or other non-school athletic event, such as a rebate for each player sent to a particular camp or from each player using a particular product (Section 1201 [b, 9]).
5. Coaches should abstain from any practice that makes a student feel pressured to participate in non-school activities (Section 1201 [b, 10]).
6. The superintendent or superintendent's designee shall pre-approve all dates and times of summer workouts for high school individual sports conducted by any coach from the student's school attendance zone (Section 21 [j]).

7. Workout sessions, which involve meals and/or overnight lodgings, are prohibited.
8. School-sponsored practices for middle school students shall not begin prior to the first day of school.

QUESTIONS AND ANSWERS

Q: May a school coach determine on which non-school team students from their attendance zone may participate?

A: No. School coaches may recommend but not require or demand student-athletes to participate on any particular non-school team.

Q: Can a school coach serve as a facility supervisor for non-school activities?

A: Yes, provided they are there to monitor and open and close the facility.

Q: Can a school coach officiate for non-school activities?

A: Yes, however it is recommended they not officiate students in grades 7-12 from their own attendance zone.

Q: Can school sponsored camps be held for students sixth grade and below from a school's own attendance zone during the school year?

A: No. According to Section 1209, school camps can only be held after the last day of the school year in May, June, July and prior to the second Monday in August.

Q: Can student-athletes in grades 9th-12th serve as camp coaches or instructors for school sponsored camps or leagues?

A: No. Students can't receive direct instruction from their school coach.

Q: Can student-athletes in grades 9th-12th serve as volunteers for non-school sponsored camps or leagues?

A: Yes, as long as their school coaches are not involved. Students can't receive direct instruction from their school coach.

Q: Can a school coach instruct a student-athlete in his/her sport in a non-school activity if that student has no remaining eligibility in that particular sport?

A: No. According to Section 1209 (g), school coaches shall not coach or instruct any 7-12 grade students from their school attendance zone in team sports of baseball, football, soccer, softball or volleyball.

Q: Are athletes permitted to play in non-school all-star contests?

A: Yes. Student athletes who are selected for all-star teams based on participation in non-school competition may be provided lodging, meals, transportation, game jerseys, shoes, etc. in conjunction with these events. Student-athletes are responsible for protecting their own amateur status. Student athletes in grades 9-12 are prohibited from accepting anything other than symbolic awards (medals, ribbons, trophies, plaques) for winning or placing in non-school activities.

Q: May students who have completed their high school eligibility in a particular sport compete in other all-star contests such as TABC, TGCA, and THSCA?

A: Yes. Students who are selected for all-star may have items such as lodging, meals, transportation, game jerseys, and shoes provided for all-star team participation. Students who have completed eligibility in the involved sport, with school superintendent approval, may also use school individual player protective equipment in any all-star game.

Q: Can an athlete receive a scholarship or collect donations for participation in a non-school activity?

A: Yes, provided these funds are not from school funds or booster club funds.

Q: Can schools or school booster clubs contribute to any of the athlete's expenses or equipment associated with a non-school activity?

A: Schools and school boosters are prohibited from providing transportation, equipment, or funds for any

non-school activities.

Q: May schools or school booster clubs sponsor non-school all-star contests?

A: Schools and school booster clubs are prohibited from sponsoring any non-school all-star contests.

Q: Can a local business contribute to a student-athlete's expense for a non-school activity?

A: Yes, a local business can provide money to cover expenses for a non-school activity.

Q: Can coaches or school employees contribute to a student's non-school fundraiser?

A: Yes, provided the contributions are from their own personal funds and not from booster funds, activity accounts, school soft drink accounts or any other accounts associated with the school.

Q: Can an equipment company give athletic equipment or apparel to members of a school team?

A: No, but a school may accept donations of money or equipment, and the equipment may in turn be used by student-athletes. These items should be presented with the principal's knowledge (or athletic director's knowledge in multiple-high school districts). All equipment becomes school property to be used accordingly.

Q: Can student-athletes be provided with equipment by non-school organizations? (For example, equipment companies that provided tennis rackets or apparel to athletes who are ranked in a sport.)

A: Yes, if receipt of these items is based on rankings and not specifically on winning or placing in a competition. It would be a violation for an athlete to accept merchandise for winning or placing in a specific tournament or competition.

Q: What type of awards may a student in grades 9-12 receive for participation in school related activities?

A: Symbolic awards student athletes may accept include medals, trophies, plaques, certificates, etc. Student athletes may not accept T-shirts, gift certificates, equipment or other valuable consideration for participation in school sponsored athletic events. (Refer to Section 480)

Q: When may students take private instruction?

A: A student may take private a lesson anytime except during the school day, including the athletic period or during school practice sessions. Schools shall not pay for these private lessons.

Q: Can student-athletes raise funds for non-school activities?

A: Yes, provided the fundraising activities are not related to the school and the student-athletes do all of the fundraising on their own or with the assistance of their parents.

~ BOOSTER CLUB GUIDELINES ~

Role of Competition

Participation teaches that it is a privilege and an honor to represent one's school. Students learn to win without boasting and to lose without bitterness.

Self-motivation and intellectual curiosity are essential to the best academic participants. Artistic commitment and a desire to excel are traits found in music participants. Physical training and good health habits are essential to the best athletes. Interscholastic competition is a fine way to encourage youngsters to enrich their education and expand their horizons.

Leadership and citizenship experiences through interschool activities help prepare students for a useful and wholesome life. Plus, competition is fun!

Superintendent Responsible for UIL Activities

UIL rules are made by the member schools and include penalties to schools, school district personnel, and student participants. The superintendent is solely responsible for the entire UIL program. All activities, events, and personnel are under the jurisdiction of the superintendent. It is imperative that booster clubs recognize this authority and work within a framework prescribed by the school administration.

Role of Booster Clubs

Booster clubs are formed by school patrons to help enrich the school's participation in extracurricular activities. It is a violation of the UIL athletic amateur rule for booster club funds to be used for non-school purposes. The fund-raising role of booster clubs is particularly crucial in today's economic climate.

The majority of activities supported by booster clubs are related to UIL activities. Since UIL rules regulate what UIL participants, sponsors, and coaches may and may not accept, it is important that booster clubs are aware of these rules.

Relationship with the School

- The superintendent or a designee has approval authority over booster clubs and should be invited to all meetings.
- Booster clubs do not have authority to direct the duties of a school district employee. The schedule of contests, rules for participation, method of earning letters, and all other criteria dealing with interschool programs are under the jurisdiction of the local school administration.
- All meetings should be open to the public.
- Minutes should be taken at each meeting and kept on file at the school.
- School administration should keep booster clubs informed concerning all school activities.

Expenditure of Funds

- Booster club funds shall not be used to support athletic camps, clinics, private instruction, or any activity outside of the school.
- Booster groups or individuals may donate money or merchandise to the school with prior approval of the administration. These kinds of donations are often made to cover the cost of commercial transportation and to cover costs for out of town meals. It would be a violation for booster groups or individuals to pay for such costs directly.
- To avoid violation of the UIL athletic amateur rule, money given to a school cannot be earmarked for any particular expense. Booster clubs may make recommendations, but cash or other valuable consideration must be given to the school to use at its discretion.
- Coaches and directors of UIL academics, athletics and fine arts may not accept a petty cash fund or a miscellaneous discretionary fund. All funds must be given to the school administrator and spent at the discretion of the school, with the approval of the school board.
- Coaches and directors of UIL academics, athletics and fine arts may not accept more than \$500 in money, product, or service from any source in recognition of or appreciation for coaching, directing or sponsoring UIL activities. The \$500 limit is cumulative for a calendar year and is not specific to any one particular gift. The district may pay a stipend (fixed at the beginning of the year) as part of the annual employment contract.
- Booster clubs cannot give anything to students, including awards. Check with school administrators before giving anything to a student, school sponsor or coach. Schools must give prior approval for any banquet or get-together given for students.

- Individuals should be informed of the seriousness of violating the athletic amateur rule. The penalty to a student athlete is forfeiture of varsity athletic eligibility in the sport in which the violation occurred for one calendar year from the date of the violation. Student athletes are prohibited from accepting valuable consideration for participation in school athletics (anything that is not given or offered to the entire student body on the same basis that it is given or offered to an athlete). Valuable consideration is defined as tangible or intangible property or service, including anything that is wearable, useable or saleable. Saleable food items or trinkets given to athletes by students, cheerleaders, drill team members, little/big sisters, school boosters, parents of other students, teachers, or others violate this rule.
- Homemade "spirit signs" made from paper and normal supplies a student purchases for school use may be placed on students' lockers or in their yards. Trinkets and food items cannot be attached. Yard signs made of commercial quality wood, plastic, etc., must be purchased or made by the individual player's parents or returned after the season.
- For purposes of competing in an athletic contest the school may continue to provide meals in association with contests held away from the home school. If the school does not pay for meals, then individual parents need to purchase their own child's food. Parents may purchase anything they wish for their own child, but may not provide food or other items of valuable consideration for their child's teammates without school approval.
- Parties for athletes are governed by the following State Executive Committee interpretation of Section 441:

Interpretation of the UIL Athletic Amateur Rule, section 441 of the UIL Constitution and Contest Rules:

(a) VALUABLE CONSIDERATION SCHOOL TEAMS AND ATHLETES MAY ACCEPT:

1. Pre-Season. School athletic teams may be given pre-season meals, if approved by the school.
2. Post-Season. School athletic teams may be given post-season meals if approved by the school.

Banquet favors or gifts are considered valuable consideration and are subject to the Awards and Amateur Rules if they are given to a student athlete at any time.

3. Other. If approved by the school, school athletic teams and athletes may be invited to and may attend functions where free admission is offered, or where refreshments and/or meals are served. Athletes or athletic teams may be recognized at these functions, but may not accept anything, other than food items, that is not given to all other students.

(b) Additional VALUABLE CONSIDERATION THAT SCHOOL TEAMS AND ATHLETES MAY ACCEPT:

Examples of additional items deemed allowable under this interpretation if approved by the school, include but are not limited to:

1. Meals, snacks or snack foods during or after practices;
2. Parties provided by parents or other students strictly for an athletic team

Local school district superintendents continue to have the discretion to allow student athletes to accept small "goodie bags" that contain candy, cookies or other items that have no intrinsic value and are not considered valuable consideration.

Fund Raising

- Funds are to be used to support school activities. To provide such funding for non-school activities would violate UIL rules and the public trust through which funds are earned.
- Fund raising projects are subject to state law. Non-profit status may be obtained from the IRS.
- Community-wide sales campaigns should be coordinated through the school administration to minimize simultaneous sales campaigns.
- Sales campaigns should be planned carefully to insure that the projects provide dollar value for items sold, and that most of the money raised stays at home; otherwise donations are often more rewarding than letting the major part of the money go to outside promoters.
- **The UIL reserves the right to sell game and tournament programs and merchandise at all UIL state championship events. Booster Clubs are not allowed to sell programs or merchandise at these events.**

Fund raising activities should support the educational goals of the school and should not exploit students. Activities

and projects should be investigated carefully before committing the school's support.

Written Policies

Booster clubs should develop and annually review policies to cover the following areas:

- How to plan and publicize meetings.
- Methods of financing the club; compliance with tax laws; administering funds; method of bookkeeping.
- Election of officers.
- Taking, distributing and filing minutes.
- Effective communication — press releases, etc.
- Proper interaction with fine arts directors and academic and athletic coaches through the lines of authority as established by the school board.
- Sportsmanship code governing behavior of booster club members and fans at contests, treatment of officials, guests, judges, etc.
- Plans to support the school regardless of success in competition, keeping the educational goals of competition at the forefront of all policies.

What Parents and Fans Can Do

Help the school conduct fair and equitable competition: adhere to rules, uphold the law, and respect authority.

Remember that officials are human and make mistakes, and respect their decisions.

Delegate authority to the school, then back up the decisions made by the school.

Set standards by which you expect children to conduct themselves, and live by those standards yourself.

Be aware of capabilities and limitations of young people; don't have unrealistic expectations.

Let your children live their own lives — not relive your life.

Be involved in areas in which your own child is not involved, thus contributing to school unity and spirit.

Show respect to the opponents of your children.

Praise — don't criticize — all youngsters.

Be attentive to the needs of students.

Help your children and their friends develop integrity through the intensity of competitive activity.

Remember — The classroom comes first!

~ HEALTH AND SAFETY INFORMATION ~

Chemical Abuse Programs

Schools are strongly encouraged to develop alcohol and drug prevention education programs. The UIL staff will provide assistance to coaches, sponsors and administrators in developing educational programs and referral procedures.

Illegal Steroid Use and Random Anabolic Steroid Testing

- Texas state law prohibits possessing, dispensing, delivering or administering a steroid in a manner not allowed by state law.
- Texas state law also provides that body building, muscle enhancement or the increase in muscle bulk or strength through the use of a steroid by a person who is in good health is not a valid medical purpose.
- Texas state law requires that only a medical doctor may prescribe a steroid for a person.
- Any violation of state law concerning steroids is a criminal offense punishable by confinement in jail or imprisonment in the Texas Department of Criminal Justice.
- As a prerequisite to participation in UIL athletic activities, student-athletes must agree that they will not use anabolic steroids as defined in the UIL Anabolic Steroid Testing Program Protocol and that they understand that they may be asked to submit to testing for the presence of anabolic steroids in their body. Additionally, as a prerequisite to participation in UIL athletic activities, student-athletes must agree to submit to such testing and analysis by a certified laboratory if selected.

Also, as a prerequisite to participation by a student in UIL athletic activities, their parent or guardian must certify that they understand that their student must refrain from anabolic steroid use and that the student may be asked to submit to testing for the presence of anabolic steroids in his/her body. The parent or guardian also must agree to submit their child to such testing and analysis by a certified laboratory if selected.

The results of the steroid testing will only be provided to certain individuals in the student's high school as specified in the UIL Anabolic Steroid Testing Program Protocol which is available on the UIL website at www.uil.utexas.edu. Additionally, results of steroid testing will be held confidential to the extent required by law.

Health Consequences Associated with Anabolic Steroid Abuse (source: National Institute on Drug Abuse)

- *In boys and men*, reduced sperm production, shrinking of the testicles, impotence, difficulty or pain in urinating, baldness, and irreversible breast enlargement (gynecomastia).
- In girls and women, development of more masculine characteristics, such as decreased body fat and breast size, deepening of the voice, excessive growth of body hair, and loss of scalp hair.
- In adolescents of both sexes, premature termination of the adolescent growth spurt, so that for the rest of their lives, abusers remain shorter than they would have been without the drugs.
- In males and females of all ages, potentially fatal liver cysts and liver cancer; blood clotting, cholesterol changes, and hypertension, each of which can promote heart attack and stroke; and acne. Although not all scientists agree, some interpret available evidence to show that anabolic steroid abuse-particularly in high doses-promotes aggression that can manifest itself as fighting, physical and sexual abuse, armed robbery, and property crimes such as burglary and vandalism. Upon stopping anabolic steroids, some abusers experience symptoms of depressed mood, fatigue, restlessness, loss of appetite, insomnia, reduced sex drive, headache, muscle and joint pain, and the desire to take more anabolic steroids.
- In injectors, infections resulting from the use of shared needles or nonsterile equipment, including HIV/ AIDS, hepatitis B and C, and infective endocarditis, a potentially fatal inflammation of the inner lining of the heart. Bacterial infections can develop at the injection site, causing pain and abscess.

Emergency Medical Procedures

Schools should have written procedures for medical emergencies at athletic contests. All schools cannot have

physicians present. This makes it mandatory that emergency procedures be understood by administrators and coaches. Such procedures include:

1. Immediate, on-the-spot first aid by an adequately trained individual.
2. A telephone or other communication device to contact a doctor, ambulance, or emergency clinic.
3. A designated emergency vehicle. If an ambulance is not available, another suitable vehicle should be ready for quick utilization.
4. Notification of parents of injured player.
5. Proper arrangements at hospital or clinic to insure complete care of injured student.

Any plan of action should be carefully covered in advance with responsibilities of each party specified. Trainers, coaches, vehicle drivers, school administrators, and local law officers should function as an informed, effective team. Communication is the key to an effective athletic emergency care plan. Everyone - school personnel, medical professionals, transportation staff - must know exactly what is to be done in an emergency and who is responsible for each task.

If a definite procedure is adopted and followed, everyone will know that the health, safety and welfare of participants is a top priority.

Heat Stress and Athletic Participation.

Early fall football, cross country, soccer and field hockey practices are conducted in very hot and humid weather in many parts of the United States. Due to the equipment and uniform needed in football, most of the heat problems have been associated with football. There are no excuses for heatstroke if the proper precautions are taken. During hot weather conditions, the athlete is subject to the following:

Heat Cramps - Painful cramps involving abdominal muscles and extremities caused by intense, prolonged exercise in the heat and depletion of salt and water due to sweating.

Heat Syncope - Weakness, fatigue and fainting due to loss of salt and water in sweat and exercise in the heat. Predisposes to heatstroke.

Heat Exhaustion (Water Depletion) - Excessive weight loss, reduced sweating, elevated skin and core body temperature, excessive thirst, weakness, headache and sometimes unconsciousness.

Heat Exhaustion (Salt Depletion) - Exhaustion, nausea, vomiting, muscle cramps, and dizziness due to profuse sweating and inadequate replacement of body salts.

Heatstroke - An acute medical emergency related to thermoregulatory failure. Associated with nausea, seizures, disorientation, and possible unconsciousness or coma. It may occur suddenly without being preceded by any other clinical signs. The individual is usually unconscious with a high body temperature and a hot dry skin (heatstroke victims, contrary to popular belief, may sweat profusely).

It is believed that the above mentioned heat stress problems can be controlled provided certain precautions are taken. According to the American Academy of Pediatrics Committee on Sports Medicine, heat related illnesses are all preventable. (Sports Medicine: Health Care for Young Athletes, American Academy of Pediatrics, 1991). The following practices and precautions are recommended:

1. Each athlete must have a physical exam with a medical history when first entering a program and an annual health history update. History of previous heat illness and type of training activities before organized practice begins should be included. State high school association's recommendations should be followed.
2. It is clear that top physical performance can only be achieved by an athlete who is in top physical condition. Lack of physical fitness impairs the performance of an athlete who participates in high temperatures. Coaches should know the **physical condition** of their athletes and set practice schedules

accordingly.

3. Along with physical conditioning, the factor of acclimatization to heat is important. Acclimatization is the process of becoming adjusted to heat and it is essential to provide for **gradual acclimatization to hot weather**. It is necessary for an athlete to exercise in the heat if he/she is to become acclimatized to it. It is suggested that a graduated physical conditioning program be used and that 80 percent acclimatization can be expected to occur after the first seven to ten days. Final stages of acclimatization to heat are marked by increased sweating and reduced salt concentration in the sweat.
4. The old idea that water should be withheld from athletes during workouts has no scientific foundation. The most important safeguard to the health of the athlete is the replacement of water. Water must be on the field and readily available to the athletes at all times. It is recommended that a minimum of ten minutes be scheduled for a water break every half hour of heavy exercise in the heat. **Water should be available in unlimited quantities**. Check and be sure athletes are drinking the water. Cold water is preferable. Drinking ample water before practice or games has also been found to aid performance in the heat.
5. Salt should be replaced daily. Modest salting of foods after practice or games will accomplish this purpose. Salt tablets are not recommended. **Attention must be directed to replacing water -- fluid replacement is essential**.
6. Know both the **temperature and humidity**. The greater the humidity, the more difficult it is for the body to cool itself. Test the air prior to practice or game using a wet bulb, globe, temperature index (WBGT Index) which is based on the combined effects of air temperature, relative humidity, radiant heat and air movement. The following precautions are recommended when using the WBGT Index (ACSM's Guidelines for the Team Physician, 1991):

Below 64..... Unlimited activity
 65-72..... Moderate risk
 74-82..... High risk
 82 plus Very high risk

There is also a weather guide for activities that last 30 minutes or more (Fox and Mathews, 1981) which involves knowing the relative humidity and air temperature:

Air Temp	Danger Zone	Critical Zone
70 F	80 percent RH	100 percent RH
75 F	70 percent RH	100 percent RH
80 F	50 percent RH	80 percent RH
85 F	40 percent RH	68 percent RH
90 F	30 percent RH	55 percent RH
95 F	20 percent RH	40 percent RH
100 F	10 percent RH	30 percent RH

RH = Relative Humidity

One other method of measuring the relative humidity is the use of a sling psychrometer, which measures wet bulb temperature. The wet bulb temperature should be measured prior to practice and the intensity and duration of practice adjusted accordingly. Recommendations are as follows:

Under 60 F Safe but always observe athletes
 61-65 F Observe players carefully
 66-70 F Caution
 71-75 F Shorter practice sessions and more frequent water and rest breaks
 75 plus Danger level and extreme caution

7. Cooling by evaporation is proportional to the area of skin exposed. In extremely hot and humid

weather reduce the amount of clothing covering the body as much as possible. **Never use rubberized clothing.**

8. Athletes should **weigh** each day before and after practice and **weight charts checked**. Generally a three percent weight loss through sweating is considered safe and over a three percent weight loss is in the danger zone. Over a three percent weight loss the athlete should not be allowed to practice in hot and humid conditions. Observe the athletes closely under all conditions. Do not allow athletes to practice until they have adequately replaced their weight.
9. Observe athletes carefully for signs of trouble, particularly athletes who lose significant weight, and the eager athlete who constantly competes at his/her capacity. Some trouble signs are nausea, incoherence, fatigue, weakness, vomiting, cramps, weak rapid pulse, visual disturbance, and unsteadiness.
10. Teams that encounter hot weather during the season through travel or following an unseasonable cool period should be physically fit, but will not be environmentally fit. Coaches in this situation should follow the above recommendations and substitute more frequently during games.
11. Know what to do in case of emergency and have your emergency plans written with copies to all your staff. Be familiar with immediate first aid practices and prearranged procedures for obtaining medical care, including ambulance service.

Heat Stroke - This is a medical emergency. DELAY COULD BE FATAL.

Immediately cool body while waiting for transfer to a hospital. Remove clothing and place ice bags on the neck, in the axilla (armpit), and on the groin area.

Heat Exhaustion - OBTAIN MEDICAL CARE AT ONCE.

Cool body as you would for heat stroke while waiting for transfer to hospital. Give fluids if athlete is able to swallow and is conscious.

Summary - The main problem associated with exercising in the hot weather is water loss through sweating. Water loss is best replaced by allowing the athlete unrestricted access to water. Water breaks two or three times per hour are better than one break an hour. Probably the best method is to have water available at all times and to allow the athlete to drink water whenever he/she needs it. Never restrict the amount of water an athlete drinks, and be sure the athletes are drinking the water. The small amount of salt lost in sweat is adequately replaced by salting food at meals. Talk to your medical personnel concerning emergency treatment plans.

Recommendations for Hydration to Minimize the Risk for Dehydration and Heat Illness

WHAT TO DRINK DURING EXERCISES

- For most exercising athletes, the ideal fluid for pre-hydration and re-hydration is water. Water is quickly absorbed, well tolerated, an excellent thirst quencher, and cost effective.
- The use of a sports drink with appropriate carbohydrates (CHO) and sodium as described below may prove beneficial in some general situations and for some individuals.
- Traditional sports drinks with appropriate CHO and sodium may provide additional benefit in the following general situations:
 - ~ Prolonged continuous activity of greater than 45 minutes
 - ~ Extremely intense activity with risk of heat injury
 - ~ Extremely hot and humid conditions
- Traditional sports drinks with appropriate CHO and sodium may provide additional benefit for the following individual conditions:
 - ~ Poor hydration prior to participation
 - ~ Increased sweat rate

- ~ Poor caloric intake prior to participation
- ~ Poor acclimatization to heat and humidity
- A 6-8% addition of CHO to water is the maximum that should be utilized. Any greater concentration will produce slow emptying from the stomach and a bloated feeling to the athlete.
- The other ingredient that may be helpful is a low concentration (0.3 - 0.7 g/L) of sodium which may help with cramping.
- All fluids should be served cold to optimize gastric emptying.

WHAT NOT TO DRINK

- Fruit juices with greater than 8 percent carbohydrate content and soda can both result in a bloated feeling and abdominal cramping.
- Beverages containing caffeine, alcohol, and carbonation are not to be used because of the high risk of dehydration associated with excess urine production, or decreased voluntary fluid intake.
- Athletes should be aware that nutritional supplements are not limited to pills and powders; many of these new fluids contain stimulants such as caffeine and/or ephedrine.
 - ~ These stimulants may increase the risk of heart or heat illness problems when exercising.
 - ~ Many of these drinks are being produced by traditional water, soft drink, and sports drink companies and may provide confusion to the sports community. As is true with other forms of supplements these "power drinks or fluid supplements" are not regulated by the FDA. Thus, the purity and accuracy of contents on the label are not guaranteed.
 - ~ Many of these beverages, which claim to provide additional power, energy, etc., have additional ingredients that are not necessary, some that are potentially harmful, and some that actually include substances banned by such governing bodies as the NCAA and the USOC.

HYDRATION TIPS AND FLUID GUIDELINES

- In general, athletes do not voluntarily drink sufficient water to prevent dehydration during physical activity.
- Drink early, by the time you're thirsty, you're already dehydrated.
- Drink before, during, and after practices and games. Specifically, the American College of Sports Medicine recommends the following:
 - ~ Drink 16 ounces of fluid 2 hours before exercise.
 - ~ Drink another 8 to 16 ounces 15 minutes before exercise.
 - ~ During exercise, drink 4 to 16 ounces of fluid every 15 to 20 minutes.
 - ~ After exercise, drink 24 ounces of fluid for every pound lost during exercise to achieve normal fluid status within 6 hours.
- The volume and color of your urine is an excellent way of determining if you're well hydrated. Large amounts of clear urine mean you're hydrated, small amounts of dark urine mean that you need to drink more! A Urine Color Chart can be accessed at: <http://at.uwa.edu/admin/UM/urinecolorchart.doc>.
- The NFHS SMAC strongly recommends that coaches, certified athletic trainers, physicians, and other school personnel working with athletes not provide or encourage use of any beverages for hydration of these youngsters other than water and appropriate sports drinks that meet the above criteria. They should also make information on the potential harm and lack of benefit associated with many of these other beverages available to parents and athletes.

REFERENCES

Casa DJ, Armstrong LE, Hillman SK, Montain SJ, Reiff RV, Rich BSE, Roberts WO, Stone JA. National Athletic Trainers' Association Position Statement: Fluid Replacement for Athletes. *Journal of Athletic Training*. 35(2):212-224, 2000.

McKeag DB, Moeller JL. ACSM's Primary Care Sports Medicine. 2nd Ed, Philadelphia: Wolters Kluwer/ Lippincott Williams & Wilkins, 2007.

Concussion Management Protocol

According to the Constitution and Contest Rules, Section 1208 (z):

CONCUSSION MANAGEMENT PROTOCOL. At all UIL athletic activities (including practices and contests), schools will implement and follow the concussion management protocol as indicated by The Management Of Concussion In Sports Public Education Campaign, in regard to grades of concussion, management recommendations and return to play.

The UIL Legislative Council in concert with the Medical Advisory Committee has mandated the implementation of a Concussion Management Protocol for all UIL activities.

While all interested parties understand that concussion and brain injury are not the only risk associated with participation in extracurricular activities, a comprehensive and standardized plan to deal with occurrences of such injuries is a step in a positive direction for the health and safety of our participants.

A traumatic brain injury occurs when an outside force impacts the head hard enough to cause the brain to move within the skull or if the force causes the skull to break and directly hurts the brain.

A direct blow to the head can be great enough to injure the brain inside the skull. A direct force to the head can also break the skull and directly hurt the brain. This type of injury can occur from motor vehicle crashes, firearms, falls, sports, and physical violence, such as hitting or striking with an object.

A rapid acceleration and deceleration of the head can force the brain to move back and forth across the inside of the skull. The stress from the rapid movements pulls apart nerve fibers and causes damage to brain tissue.

In order to provide a consistent and safe process for dealing with possible traumatic brain injuries, the UIL has contracted with the Brain Injury Association of America to provide 25,000 Management of Concussion in Sports Palm Cards to the schools and coaches of Texas. These cards will be the protocol that must be followed by every school when dealing with possible head injuries that occur in any practice or game situation for all UIL activities. Additional cards may be purchased through the Brain Injury Association of America at www.biausa.org.

These pocket-size concussion cards are designed for sideline evaluation by coaches and/or athletic trainers. Information contained on the card includes a brief explanation on the grades of concussion, management recommendations for the coach and/or trainer, guidelines on when the athlete can return to play and sideline evaluation tests.

Concussions - "Even Mild Concussions can be Deadly"

SOME SIGNS OF CONFUSION/CONCUSSION: Confusion can be defined in many different ways and listed below are some of the signs and symptoms frequently associated with minor head trauma (a.k.a. "ding," "Bell Rung," Dazed). Most categories of impairment appear to be deficits of attention, concentration, information processing speed and memory. We also have suggested some of the means of assessing these signs and symptoms to decide whether the athlete is "clear" to return to action.

1. Thinking deficits: Tests such as the Paced Auditory Serial Addition Task (PASAT), and Trails Making A & B Test have proven to be helpful in identifying post-head-trauma residual problems with brain function.
2. Lack of sustained attention: Difficulty sustaining adequate focus to complete a task or persevere with a coherent stream of thought can be a sign of poor attention. Repeating digits forward and backward, stating the months of the year in reverse order or counting backwards by a certain interval are ways of identifying this lack of concentration ability.

3. Confused mental status: Disorientation to time, date, place, address and phone number may be helpful; however, recent studies suggest that information relating to the game such as opponent, score, quarter, play was injured on and individual assignment on the play are more relevant to identifying deficits after minor head trauma.
4. Amnesia: Retrograde amnesia usually represents a more serious deficit than post-traumatic amnesia.
5. Dazed look or vacant stare.
6. Slurred or incoherent speech.
7. Vomiting and/or nausea.
8. Slow motor and verbal responses.
9. Emotional lability: Reactions that seem out of proportion and inappropriate, as well as combative and/or aggressive behavior can be seen for a period of time after a concussion.
10. Memory deficits (short-term and delayed memory): A common manifestation is the repeated asking of the same questions over and over again. Asking for details of the contest, names of teams in prior contests, remembering three words or objects at 0 and 5 minutes and asking about significant recent news events are ways of evaluating memory status.
11. Poor coordination: A recent study indicated an individual's balance was abnormal for three to five days after a concussion even without other residual signs and symptoms. Tests of strength, coordination and agility, such as finger-to-nose testing and tandem gait observations, can be helpful in analyzing the athlete's state of coordination.
12. Dizziness.
13. Headaches: This is a very important symptom and has been one of the gold standards of clinical symptoms to help determine return to play.
14. Restlessness: Changing position frequently and having trouble resting or "finding a comfortable position" can be manifestations of post-head-trauma difficulties.
15. Neurasthenia and hyperesthesias: Neurasthenia, which is nervous weakness, exhaustion and irritability, and hyperesthesias, excessive sensitivity to various sensory stimuli such as touch, pain, light, sound, etc.

It is very important that these assessments be done both in the resting state, and if the individual appears "clear," to ask the athlete to perform many of them after sufficient exercise such as short sprints, push-ups, sit-ups and knee bends to raise the heart rate. If any abnormal signs return, the athlete should be withheld from participation.

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Cold Illness

HYPOTHERMIA. Hypothermia is a decrease in core body temperature.

1. Mild Hypothermia - shivering, cold sensation, goose bumps, numb hands.
2. Moderate Hypothermia - intense shivering, muscle incoordination, slow and labored movements, mild confusion, difficulty speaking, signs of depression, withdrawn.
3. Severe Hypothermia - shivering stops, exposed skin is bluish and puffy, inability to walk, poor muscle coordination, muscle rigidity, decrease in pulse and respiration rate, unconsciousness.

Management:

- Remove athlete from cold environment.
- Remove wet clothing and replace with dry clothing and/or blankets.

- Refer all moderate cases to the emergency room once safe to transport.
- Treat severe hypothermia as a medical emergency! Wrap the athlete in an insulated blanket and seek emergency medical care immediately.

FROSTBITE. Thermal injury to the skin caused by cold exposure.

1. Frostnip - skin appears white and waxy or gray and mottled; possible numbness and pain.
2. Superficial Frostbite - skin appears white, mottled or gray; feels hard or rubbery but deeper tissue is soft, insensitive to touch.
3. Deep Frostbite - skin is white and has a wooden feel, numbness and anesthesia.

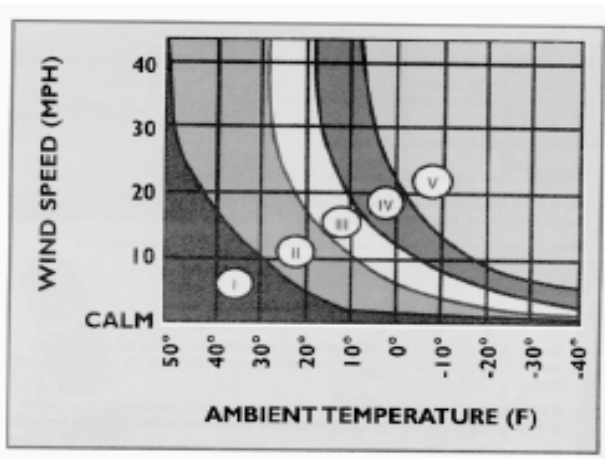
Management:

- Do not rub the area.
- Gently rewarm the area by blowing warm air onto the area, placing the area against a warm body part, or placing the affected area into warm (101° - 108° F) water for several minutes.
- If not absolutely certain that the tissue will stay warm after rewarming, do not rewarm it. Refreezing newly thawed frostbitten tissue can cause extensive tissue damage!
- If a person is also suffering from hypothermia, the first concern is core rewarming.

PREVENTION. The best method of management is prevention.

- Dress in layers.
- Cover the head to prevent excessive heat loss from the head and neck.
- Stay dry by wearing a wicking fabric next to the body and a breathable, water repellent outer layer.
- Stay adequately hydrated.
- Eat regular meals.
- Avoid alcohol, caffeine and nicotine.
- Educate participants, coaches, officials and administrators in recognition of cold-related illnesses.
- Consider cancellation of athletic events if weather conditions warrant.
- If unsure whether an athlete is hypothermic, err on the side of caution and treat accordingly.

Figure 1. Wind Chill Index



Recognition, Management and Prevention of Cold Exposure

SIGNIFICANCE: Although excessive and prolonged exposure to cold may be an infrequent problem in high school athletics, the prevention, recognition and management of cold-related conditions are still an important consideration for coaches, administrators and athletic trainers.

The human body's mechanisms of heat retention are significantly less efficient than our ability to dissipate heat. Epidemiological research suggests that even in otherwise innocuous environmental conditions, hypothermia can occur. During the day, the temperature may be moderate and the sun shining, but as the sun sets and the temperature begins to fall, when coupled with conditions of exhaustion, dehydration and

wet clothing associated with physical activity, the risk of cold-related pathology can increase.

Understanding the mechanisms of heat retention and production are essential to the prevention and management of cold-related illnesses and injuries:

- Vasoconstriction - Decreases blood flow to the periphery to prevent loss of body heat.
- Shivering - While involuntary shivering generates heat through increased muscle activity, it may also hinder an athlete's sport performance and ability to perform behavioral tasks to aid in heat retention.
- Activity increase - Increases heat production through a general increase in metabolic activity. Quick bouts of intense activity can generate incredible amounts of heat.
- Behavioral responses - Adjusting the number and type of clothing layers will result in heat regulation by controlling the amount of heat lost by the body.

There are two cold-related pathologies that coaches, administrators and athletes should be aware of: hypothermia and frostbite.

- Hypothermia is defined as a decrease in the core body temperature to at least 95 ° F. It occurs when the heat loss is greater than the metabolic and heat production. Hypothermia can be categorized in three stages: mild, moderate and severe, based on core body temperature.
- Frostbite is a thermal injury to the skin, which can result from prolonged exposure to moderate cold or brief exposure to extreme cold. The body areas most prone to frostbite are the hands, feet, nose, ears and cheeks. Frostbite can be classified into three basic categories: frostnip, superficial frostbite and deep frostbite.

Recognition of Cold-Related Issues

There are several factors influencing one's susceptibility or risk of cold related injury or illness. These factors can be additive. Thus, it is essential to appreciate each of these factors, along with the associated signs and symptoms of hypothermia and frostbite. For example, exposure to 30° - 50° temperature under wet and windy conditions can be equivalent to sub-zero temperatures with no wind or moisture.

Risk factors:

- Low air temperature - When cold exposure exceeds or overwhelms the body's ability to compensate for heat loss due to the external environment.
- Wind chill - Figure 1 provides a wind-chill index chart that identifies the risks associated with the interaction of the wind speed and air temperatures.
- Moisture - Wet skin freezes at a higher temperature than dry skin.
- Exposed skin - Heat loss occurs primarily through convection and radiation to the external environment, but may also include evaporation if the skin is moist. This is a concern for those exercising and sweating in cold environments.
- Insulation - The amount of insulation from cold and moisture significantly affects thermoregulation.
- Dehydration - Negatively influences metabolism and thermoregulation.
- Alcohol - Increases peripheral blood flow and heat loss; can also disrupt the shivering mechanism.
- Caffeine - Acts as a diuretic, causing water loss and dehydration
- Tobacco - Acts as a vasoconstrictor; increasing the risk of frostbite.

Recognition:

Coaches, athletes, officials and administrators should also be aware of the continuum of signs and symptoms associated with various classifications of cold-related pathologies: (Curtis, R. Outdoor Action Guide to Hypothermia and Cold Weather Injuries. Outdoor Action Program, Princeton University. www.princeton.edu/~oa/safety/hypocold.shtml, last updated 1995.)

Stage	Core Temperature	Signs and Symptoms
Mild Hypothermia	99° - 97° F	Normal, shivering may begin
	97° - 95° F	Cold sensation, goose bumps, unable to perform complex tasks with

		hands, shiver can be mild to severe, hands numb.
Moderate Hypothermia	95° - 93° F	Intense shivering, muscle in-coordination becomes apparent, movements slow and labored, stumbling pace, mild confusion, may appear alert.
	93° - 90° F	Violent shivering persist, difficulty speaking, sluggish thinking, amnesia starts to appear, gross muscle movements sluggish, unable to use hands, stumbles frequently, signs of depression, withdrawn.
Severe Hypothermia	90° - 86° F	Shivering stops, exposed skin blue or puffy, muscle coordination very poor, inability to walk, confusion, incoherent/irrational behavior, but may be able to maintain posture and appearance of awareness.
	86° - 82° F	Muscle rigidity, semiconscious, stupor, loss of awareness of others, pulse and respiration rate decrease, possible heart fibrillation.
	82° - 78° F	Unconscious, heart beat and respiration erratic, pulse may not be palpable.
	78° - 75° F	Pulmonary edema, cardiac and respiratory failure, death. Death may occur before this temperature is reached.

Signs and Symptoms of Frostbite

Stage	Signs and Symptoms
Frostnip	Only the outer layer of skin is frozen. Skin appears white and waxy or possibly gray or mottled. It may have sensation or may be numb. May be painful.
Superficial Frostbite	Skin appears white, mottled or gray. It feels hard or rubbery on the surface, but deeper tissue is still soft. Skin is insensitive to touch.
Deep Frostbite	Includes all the layers of the skin. Skin is white and has a "wooden" feel all the way through. There is numbness and possible anesthesia. Can include the muscle and bone.

Management

Hypothermia - The basic principles of rewarming victims of hypothermia are to conserve the heat they have, and replace the heat that they have already lost. The best method to determine the extent of core temperature loss is measurement of rectal temperature. Unfortunately, obtaining a rectal temperature reading on a moderately or severely hypothermic patient can be difficult, and may expose the athlete to further cooling. The following describes the management regimens for hypothermia relative to severity:

- Mild hypothermia - Seek dry shelter; replace wet clothing, insulate whole body and head, avoid sweating, use external warmth (bath, fire) only if core above 95° F, give warm sweet drinks and food.
- Moderate hypothermia - Avoid exercise and external warmth, gently rest, give warm sweet drinks and calories, internal warming via warm moist air, monitor pulse and breathing.
- Severe hypothermia - Medical emergency, give nothing by mouth, wrap in an insulated blanket, avoid rapid rewarming, transfer to hospital immediately.

Frostbite - It is very important to note that refreezing newly thawed frostbitten tissue can cause extensive tissue damage. If it is not absolutely certain that the tissue will stay warm after rewarming, do not rewarm it. Once the tissue is frozen, the major harm has been done. Keeping it frozen for a longer period of time will not cause significant additional damage. The following describes the management of frostbite relative to severity:

- Frostnip - Rewarm the area gently by blowing warm air onto the area or placing it against a warm body part or place in a warm (101° - 108° F) water bath for several minutes. Never rub the area. This can damage the affected tissue by increasing the friction on the ice crystals in the cell, causing tearing of the tissue.

- Superficial frostbite - If a small area is involved, it can be treated the same as indicated for frostnip; if it is a larger area, follow the management for deep frostbite.
- Deep frostbite - Rewarm by removing restrictive clothing and immersing the affected body part in a water bath of 105° - 110° F for 25-40 minutes. Refer deeply frostbitten athletes to the emergency room. Do not rewarm the tissue unless absolutely certain that it will stay warm after rewarming.

Lightning Safety

Lightning may be the most frequently encountered severe storm hazard endangering physically active people each year. Millions of lightning flashes strike the ground annually in the United States, causing nearly 100 deaths and 400 injuries. Three quarters of all lightning casualties occur between May and September, and nearly four fifths occur between 10:00 am and 7:00 pm, which coincides with the hours for most athletic events.

RECOMMENDATIONS FOR LIGHTNING SAFETY

1. Establish a chain of command that identifies who is to make the call to remove individuals from the field.
2. Name a designated weather watcher (A person who actively looks for the signs of threatening weather and notifies the chain of command if severe weather becomes dangerous).
3. Have a means of monitoring local weather forecasts and warnings.
4. Designate a safe shelter for each venue. See examples below.
5. Use the Flash-to-Bang count to determine when to go to safety. By the time the flash-to-bang count approaches thirty seconds all individuals should be already inside a safe structure. See method of determining Flash-to-Bang count below.
6. Once activities have been suspended, wait at least thirty minutes following the last sound of thunder or lightning flash prior to resuming an activity or returning outdoors.
7. Avoid being the highest point in an open field, in contact with, or proximity to the highest point, as well as being on the open water. Do not take shelter under or near trees, flagpoles, or light poles.
8. Assume that lightning safe position (crouched on the ground weight on the balls of the feet, feet together, head lowered, and ears covered) for individuals who feel their hair stand on end, skin tingle, or hear "crackling" noises. Do not lie flat on the ground.
9. Observe the following basic first aid procedures in managing victims of a lightning strike:
 - Activate local EMS
 - Lightning victims do not "carry a charge" and are safe to touch.
 - If necessary, move the victim with care to a safer location.
 - Evaluate airway, breathing, and circulation, and begin CPR if necessary.
 - Evaluate and treat for hypothermia, shock, fractures, and/or burns.
10. All individuals have the right to leave an athletic site in order to seek a safe structure if the person feels in danger of impending lightning activity, without fear of repercussions or penalty from anyone.

DEFINITIONS

Safe Shelter:

1. A safe location is any substantial, frequently inhabited building. The building should have four solid walls (not a dug out), electrical and telephone wiring, as well as plumbing, all of which aid in grounding a structure.
2. The secondary choice for a safer location from the lightning hazard is a fully enclosed vehicle with

a metal roof and the windows completely closed. It is important to not touch any part of the metal framework of the vehicle while inside it during ongoing thunderstorms.

3. It is not safe to shower, bathe, or talk on landline phones while inside of a safe shelter during thunderstorms (cell phones are ok).

Flash-to-Bang:

To use the flash-to-bang method, begin counting when sighting a lightning flash. Counting is stopped when the associated bang (thunder) is heard. Divide this count by five to determine the distance to the lightning flash (in miles). For example, a flash-to-bang count of thirty seconds equates to a distance of six miles.

Lightning has struck from as far away as 10 miles from the storm center.

Postpone or suspend activity if a thunderstorm appears imminent before or during an activity or contest (irrespective of whether lightning is seen or thunder heard) until the hazard has passed. Signs of imminent thunderstorm activity are darkening clouds, high winds, and thunder or lightning activity.



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