

# Parent Information Manual

2006-2007



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**Dear Parent or Guardian:**

Welcome to the University Interscholastic League. The UIL is the governing body for 1,303 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 insures 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](http://www.uil.utexas.edu). Of course you may also call any of our staff members for clarification of any questions you may have.

Best of luck this year as we begin the 96th year of UIL competition.

Dr. Charles Breithaupt,  
UIL Director of Athletics

## ~ 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.

## ~ 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.*

**~ 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 represented a college in a contest.
- 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.

### ~ CHANGING SCHOOLS FOR ATHLETIC PURPOSES ~

#### 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 has changed schools for athletic purposes, when considering each transfer student.
- (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.

### ~ UIL PARENT RESIDENCE RULE ~

#### 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.

- (a) 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.
- (b) 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.
- (c) 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.
- (d) 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.
- (e) 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.
- (f) DIVORCED PARENTS. The residence of a student whose parents are divorced is presumed to be that of either parent.
- (g) SEPARATED PARENTS.
  - (1) 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.
  - (2) 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.
- (h) 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.
  - (1) 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.*
  - (2) 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.*
  - (3) 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.*
  - (4) 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.*

- (5) 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 market 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.*

## ~ 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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## ~ 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 an 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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### ~ 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.

**~ SCHOLARSHIP INFORMATION ~**

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.

**~ BOOSTER CLUB GUIDELINES ~**

***Why have interschool activities?***

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. And it's fun to compete!

***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 provide meals for out of town trips only. 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.
- Parties for athletes are governed by the following State Executive Committee interpretation of Section 441:

#### VALUABLE CONSIDERATION SCHOOL TEAMS AND ATHLETES MAY ACCEPT:

1. *Pre-Season.* School athletic teams may be given no more than one pre-season meal, per sport, per school year, such as a fish fry, ice cream supper, etc., provided it is approved by the school and given by a non-profit organization (usually the booster club) before the team plays in its first contest. It may be given after a scrimmage.
2. *Post-Season.* School athletic teams are limited to no more than one post-season meal or banquet per sport, per school year, and it must be given by a non-profit organization and approved by the school. Banquet favors or gifts are considered valuable consideration and are a violation if they are given to a student athlete at any time.

3. *Other.* At any time 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, provided all students from that high school are invited to attend for the same fee and on the same basis as the athletes or the athletic team. Athletes or athletic teams may be recognized at these functions, but may not accept anything that is not given to all other students.

VALUABLE CONSIDERATION SCHOOL TEAMS AND ATHLETES CANNOT ACCEPT: Parties provided by parents or other students strictly for an athletic team, or anything that is not given, or offered, to the entire student body on the same basis that it is given to or offered to an athlete.

**Local school district superintendents have the discretion to allow student athletes to accept, from their fellow students, small ‘goodie bags’ that contain candy, cookies or other items that have no intrinsic value and are not considered valuable consideration.**

Gatherings of school athletes at parents’ or patrons’ homes require each athlete to contribute equally to any food or refreshment. The burden of proof will be on the athletes if these occasions are questioned. Certainly, no sports instruction or practice is permitted during these gatherings.

### ***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.
- 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!

## ~ REGULATIONS FOR NON-SCHOOL PARTICIPATION ~

UIL rules restrict school coaches in grades 7-12 from interacting with student-athletes in grades 7-12 from their attendance zone in team sport non school activities. School coaches are prohibited from providing transportation for student-athletes to non-school activities, or from providing instruction during the off-season except for allowable off-season programs during the school day. No school funds (including booster club funds), equipment or transportation can be used for non-school activities. Coaches shall not be involved in any activity which would bring financial gain to the coach by using a student's participation in a camp or clinic, such as a rebate for each player sent to a particular camp or from each player using a particular product.

**Student athletes are allowed to participate in non school competitions, camps and clinics at any time during the school year and summer, unless prohibited by local school district policies.**

**Non-School Participation Not Required.** School coaches shall not require student-athletes to participate in non-school activities. School coaches and personnel should make every effort to insure that student-athletes realize that participation in non-school activities is strictly voluntary and never required. Participation in non-school activities shall not be a prerequisite for trying out for a school team.

### Private Instruction

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

**Private Instruction- Individual Sports.** 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 1) are in grades 9-12; 2) are from the coach's attendance zone; and 3) participate in the sport for which the coach is responsible.

**Private Instruction- Team Sports.** UIL rules prohibit school coaches in grades 7-12 from working with student athletes in grades 7-12 from their own attendance zone in team sports in the off season and during the summer. It would be a violation for a school coach in grades 7-12 to provide instruction to a student athlete in grades 7-12 from his/her attendance zone who participates in a team sport.

### Amateur Rule

Student athletes in grades 9-12 may only accept symbolic awards for participation in school related activities. 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 activities. Participation in activities not sponsored by the UIL (bowling, rodeo, archery, gymnastics, etc.) is not subject to the UIL Athletic Amateur Rule.

Student-athletes shall be in compliance with the Athletic Amateur Rule from the first day of attendance in the ninth grade through their last day of UIL athletic competition in grade twelve. This includes during school and during non-school time and applies to all UIL competition and to non-school participation in the same sports sponsored by the UIL. Participation in activities not sponsored by the UIL (bowling, rodeo, archery, gymnastics, etc.) is not subject to the UIL Athletic Amateur Rule.

Students may accept a medal, trophy, patch, or other symbolic award for participating in competitions, if the award is given by the organization conducting the competition.

It would not be a violation for student athletes to raise funds for non school participation. No school funds (including booster club funds), equipment or transportation could be involved in non school activities.

The non school fundraiser could not be related to the school and the student athletes must do it all on their own or with the assistance of their parents.

Students may participate in all-star contests provided they do not receive any valuable consideration. Students who are selected for all-star teams based on non-school competition may have lodging, meals and transportation provided by the non-school league for subsequent all-star team participation. Team coaches or league sponsors should disburse funds for these allowable expenses. All non-school groups should be structured to protect the amateur status of students in grades 9-12. Financial records should be maintained. UIL member schools may not participate in sponsoring all-star contests.

**If an athlete receives a scholarship for an activity or collects donations to go, can that athlete receive a tee-shirt or pair of shoes given to all who participate in that activity?** Yes. The rule is not intended to cause athletes to be treated any differently than other students whose parents have paid their expenses

**If the sponsor of the activity provides an athlete with apparel for use in the camp, league, etc., may the athlete keep the used apparel after the activity?**

Yes, provided all participants in the activity will keep the clothing, and provided that the apparel is nothing more than individual player uniforms, shoes, etc. The receipt of additional items of clothing, balls, gloves, bats, etc., not used by the individual during the activity could be deemed a violation.

## ~ SAFETY AND HEALTH INFORMATION ~

### HEAD INJURIES

#### Signs and Symptoms of Mild Head Injury

Parents need to be aware of the observable signs and symptoms of a concussion:

Headache	Feeling “foggy” or “not sharp”
Nausea	Change in sleep pattern
Balance problems or dizziness	Concentration or memory problems
Double or fuzzy vision	Irritability
Sensitivity to light or noise	Sadness
Feeling slowed down	Feeling more emotional

#### Post-concussion Syndrome

Following a mild head injury, athletes may suffer a number of lingering symptoms for varying lengths of time. If any of the following list of post-concussive symptoms are noted, the athlete should not be allowed to return to participation and should be referred for physician evaluation if symptoms persist.

Depression	Feeling “in fog”
Numbness/tingling	Sensitivity to light
Dizziness	Headache
Poor balance	Sensitivity to noise
Drowsiness	Irritability
Poor concentration	Trouble falling asleep
Excess sleep	Memory problems
Ringing in the ears	Vomiting
Fatigue	Nausea
Sadness	Nervousness

#### Second-Impact Syndrome

Second-impact syndrome is a rare event, which poses a significant concern for athletes who return too soon after suffering a previous concussion. Second-impact syndrome is characterized by an autoregulatory dysfunction that causes rapid and fatal brain swelling, and can result in death in as little as two to five minutes. It is particularly important to note that virtually all of the second-impact syndrome cases that have been reported have occurred in adolescent athletes. The progressive signs of second-impact syndrome are as follows:

- \* Previous history of concussion
- \* Visual, motor or sensory changes
- \* Difficulty with memory and/or thought process
- \* Collapse into coma
- \* Signs of cranial nerve and brainstem pressure

#### Cumulative Effects of Repeated Concussions

At this time, there is little known about the cumulative effect of concussions. However, early research suggests that athletes who have sustained at least one mild head injury (MHI) have a greater risk for repeated MHI and that the severity of subsequent MHI may be increased. Until research can further illuminate the potential cumulative effects of concussion, it is recommended that athletes sustaining more than one concussion should be referred for follow up evaluation and assessment to determine any residual effects that might preclude participation in contact or collision sports.

Reference:

#### NATIONAL FEDERATION OF STATE HIGH SCHOOL ASSOCIATIONS

PO Box 690

Indianapolis, Indiana 46260

Phone: 317-972-6900, Fax: 317.822.5700

[www.nfhs.org](http://www.nfhs.org)

Prepared by Vito Perriello, M.D., a member of the NFHS Sports Medicine Advisory Committee.

## CONCUSSION MANAGEMENT PROTOCOL

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 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 were included with the Football Coaches Manual that was mailed to the school. 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.**

**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.**

## STEROIDS

**(Source: Drug Enforcement Administration, and the National Federation of State High School Associations)**

### What are anabolic steroids?

Anabolic steroids are synthetically produced variants of the naturally occurring male hormone testosterone. Both males and females have testosterone produced in their bodies: males in the testes, and females in the ovaries and other tissues. The full name for this class of drugs is androgenic (promoting masculine characteristics) anabolic (tissue building) steroids (the class of drugs). Some of the common street (slang) names for anabolic steroids include arnolds, gym candy, pumpers, roids, stackers, weight trainers, and juice.

### Why do young people misuse steroids?

Anabolic steroids are primarily used by those who claim steroids give them a competitive advantage and/or improve their physical performance. Steroids are purported to increase lean body mass, strength and aggressiveness. As a result, young people take steroids to increase their muscle size and strength, which they believe improves personal appearance. For some young people appearance is the key to life. However, no anabolic, androgenic steroid is purely anabolic. In other words, the use of steroids won't lead to muscle growth without also leading to other unintended, undesirable side effects.

**Are all steroids illegal?**

Doctors may prescribe steroids to patients for legitimate medical purposes such as loss of function of testicles, breast cancer, low red blood cell count, delayed puberty and debilitated states resulting from surgery or sickness. Veterinarians administer steroids to animals (e.g. cats, cattle, dogs, and horses) for legitimate purposes such as to promote feed efficiency, and to improve weight gain, vigor, and hair coat. They are also used in veterinary practice to treat anemia and counteract tissue breakdown during illness and trauma. For purposes of illegal use there are several sources; the most common illegal source is from smuggling steroids into the United States from other countries such as Mexico and European countries. Smuggling from these areas is easier because a prescription is not required for the purchase of steroids. Less often steroids found in the illicit market are diverted from legitimate sources (e.g. thefts or inappropriate prescribing) or produced in clandestine laboratories. **The possession or sale of anabolic steroids in the United States without a prescription is illegal.**

**How are steroids taken?**

Anabolic steroids dispensed for legitimate medical purposes are administered several ways including injection into the muscles or under the skin, by mouth, pellet implantation under the skin and by application to the skin (e.g. gels or patches). These same routes are used for purposes of abusing steroids, with injection and oral administration being the most common. The length of time that steroids stay in the body varies from a couple of days to more than 12 months.

**Physical & Psychological dangers**

Steroid users are vulnerable to physical and psychological side effects, many of which are irreversible in women. The short-term adverse physical effects of anabolic steroid abuse are fairly well known. However, the long-term adverse physical effects of anabolic steroid abuse have not been studied, and as such, are not known.

**FOR GUYS**

- Baldness
- Development of breasts
- Shrinkage of testicles
- Loss of function of testicles

**FOR GIRLS**

- Growth of facial and body hair
- Deepened voice
- Breast reduction
- Menstrual irregularities

**FOR BOTH**

- Acne
- Thick, oily skin
- Jaundice (yellowing of the skin)
- Swelling – Fluid retention
- Stunted growth (close the growth plates in the long bones and permanently stunt their growth)
- Increase in bad cholesterol levels
- Decrease in good cholesterol levels
- Mood swings
- Increase in feelings of hostility
- Increase in aggressive behavior

**Laws and penalties for anabolic steroid abuse**

Federal law placed anabolic steroids in Schedule III of the Controlled Substances Act (CSA) as of February 27, 1991. The possession or sale of anabolic steroids without a valid prescription is illegal. Simple possession of illicitly obtained anabolic steroids carries a maximum penalty of one year in prison and a minimum \$1,000 fine if this is an individual's first drug offense. The maximum penalty for trafficking is five years in prison and a fine of \$250,000 if this is the individual's first felony drug offense. If this is the second felony drug offense, the maximum period of imprisonment and the maximum fine both double. While the above listed penalties are for federal offenses, individual states have also implemented fines and penalties for illegal use of anabolic steroids.

The International Olympic Committee (IOC), National Collegiate Athletic Association (NCAA), and many professional sports leagues (e.g. Major League Baseball, National Basketball Association, National Football League (NFL), and National Hockey League) have banned the use of steroids by athletes, both because of their potential dangerous side effects and because they give the user an unfair advantage. The IOC, NCAA, and NFL have also banned the use of steroid precursors (e.g. androstenedione) by athletes for the same reason steroids were banned. The IOC and professional sports leagues use urine testing to detect steroid use both in and out of competition.

#### **What can you do to help a friend who is abusing steroids?**

The most important aspect to curtailing abuse is education concerning dangerous and harmful side effects, and symptoms of abuse. Athletes and others must understand that they can excel in sports and have a great body without steroids. They should focus on getting proper diet, rest, and good overall mental and physical health. These things are all factors in how the body is shaped and conditioned. Millions of people have excelled in sports and look great without steroids.

#### **Nutritional/Dietary Supplements Information (Source: NCAA Sports Medicine Handbook)**

Nutritional and dietary supplements are marketed to student athletes to improve performance, recovery time, and muscle-building capability. These items are marketed in this regard despite the lack of proof of effectiveness. In addition, such substances can be expensive and may potentially be harmful to health or performance. Of greater concern is the lack of regulation and safety in the manufacture of dietary supplements. Many compounds obtained from specialty “nutrition” stores and mail order businesses may not be subject to the strict regulations set by the United States Food and Drug Administration. Therefore, contents of many of these compounds are not represented accurately on the list of ingredients and may contain impurities. Therefore, student-athletes should be instructed to consult with their family physician before taking ANY nutritional supplement.

Protein and amino acid supplements are popular with strength-training student-athletes. Although protein is needed to repair and build muscles after strenuous training, most studies have shown that student-athletes ingest a sufficient amount without supplements. The recommended amount of protein in the diet should be 12-15 percent of total energy intake (about 1.4-1.6 gm/kg of body weight) for all types of student-athletes. Although selected amino acid supplements are purported to increase the production of anabolic hormones, studies using manufacturer-recommended amounts have not found increases in growth hormone or muscle mass.

Creatine has been found in some laboratory studies to enhance short-term, high-intensity exercise capability, delay fatigue on repeated bouts of such exercise and increase strength. Several studies have contradicted these claims, and, moreover, the safety of creatine supplements has not been verified. Some weight gains have been found in creatine users, but the cause is unclear, and some scientists believe the gains to be a result of fluid retention only. Many other “high-tech” nutritional or dietary supplements may seem to be effective at first, but this is likely a placebo effect — if student-athletes believe these substances will enhance performance, they may train harder or work more efficiently.

Student-athletes should be aware that nutritional supplements are not limited to pills and powders; “energy” drinks that contain stimulants are popular. Many of these contain large amounts of either caffeine or other stimulants. In addition, the use of stimulants while exercising can increase the risk of heat illness. Student-athletes should be provided accurate and sound information on nutritional supplements. It is not worth risking safety for products that have not been scientifically proven to improve performance.

**Androstenedione**  
(Source: Food and Drug Administration)

**Summary:**

Androstenedione and related molecules, if given in sufficient quantities and for sufficient duration, are likely to cause androgenic (promoting masculine characteristics) (and thus anabolic (tissue building)) or estrogenic (promoting feminine characteristics) effects in humans. Although these compounds possess at most weak intrinsic androgenic activity, they are pro-hormones for both androgens (testosterone) and estrogens. The biochemical evidence supporting the effect of androstenedione to raise circulating levels of testosterone and estrogens is strong. This, in conjunction with the known potential for site-of-action direct conversion of androstenedione to testosterone, leads to a conclusion of a direct relationship between risk of androgenic or estrogenic effects of treatment and dose and duration of treatment. In particular, androstenedione and related molecules consumed in sufficient quantities to have any anabolic (tissue building) effects will confer androgenic and estrogenic risks, although risks may also be present with consumption that is not sufficient to produce obvious anabolic effects.

Children and adolescents are particularly vulnerable to irreversible effects of androstenedione via its conversion to active sex steroids. These effects include disruption of normal sexual development, specifically virilization in girls associated with severe acne, excessive body and facial hair, deepening of the voice, disruption of the menstrual cycle, and infertility. The conversion to estrogens can cause feminization of boys, with breast enlargement and testicular atrophy. In girls, exposure to excess estrogens may confer long-term increased risk for breast and uterine cancer. Finally, in boys and girls, the combined effects of excessive androgens and estrogens can induce premature puberty, early closure of the growth plates of long bones, resulting in significant compromise of adult stature.

**Steroid hormone metabolism and actions of androgens and estrogens**

Androstenedione ("andro") and its derivatives are believed to possess little intrinsic activity as hormones, but andro and its derivatives can be readily converted to active androgens (male hormones, possessing anabolic activity) and estrogens (female hormones). After ingestion and absorption into the blood stream, they may be metabolized (converted) in liver and, perhaps more importantly, at peripheral sites of action (like muscle) to testosterone and subsequently aromatized (another metabolic conversion) to estradiol (potent estrogen) in adipose (fat) tissue. These molecules may thus be considered pro-hormones of both potent androgens and estrogens. That is, consumption of these intermediate molecules can "drive" production of active sex hormones and thereby effect desired (i.e., muscle growth) and undesired (see below) changes in those ingesting them.

**Potential adverse effects of 'Andro':**

The following lists the well-known adverse effects of excess androgens (male hormones) and estrogens (female hormones). These adverse effects will occur to varying degrees based on potency of the administered hormone, dose, and duration of exposure. It is important to note that not all effects, be they deemed primarily cosmetic or serious health consequences, are fully or even partially reversible.

**Androgenic**

- Acne/seborrhea (oily skin)
- Hirsutism (excessive hairiness, particularly on the face and trunk, i.e., male-pattern)
- Male pattern baldness
- Deepening of the voice due to laryngeal hypertrophy
- Weight gain, altered fat:muscle ratios
- Loss of female body contour
- Altered menstrual cycling
- Testicular atrophy
- Reduction in HDL-C, potentially increasing risk of atherosclerosis
- Alterations in coagulation
- Edema (swelling of soft tissue of the extremities due to abnormal retention of fluid)
- Erythrocytosis (increased red cell production, thickening the blood)
- Obstructive sleep apnea (periodic slowing or cessation of breathing during sleep, a risk for combined heart and lung disease and death)
- Fetal effects via transplacental transfer
- Liver disease (a known problem with 17-alkylated anabolic steroids) including cancer
- Increased aggressiveness

**Estrogenic effects**

Gynecomastia (breast enlargement in males)

Testicular atrophy

Impotence

Abnormal menstrual cycling

Endometrial hyperplasia (abnormal growth of the lining of the uterus, a risk for uterine cancer)

Blood clots

Glucose intolerance/diabetes

Hypertriglyceridemia (elevated fats in the blood, a risk for heart disease and pancreatic injury)

**Effects of sex hormones generally (not restricted to androgens or estrogens)**

Sex hormone related epilepsy

Migraine headache

Premature closure of growth plates of bone with reduction in height (mostly an estrogenic effect)

Precocious (early) puberty

**Conclusion:**

Those taking sufficient quantities of these pro-hormones to effect anabolism (the goal of the athlete in training) are by definition at risk for androgenic as well as estrogenic effects, all as a result of metabolic conversion of the precursor hormones to active sex steroids. However, even some of those not taking sufficient quantities for sufficient durations to provide obvious performance enhancement or muscle growth may still be at risk for adverse effects of androgen and/or estrogen excess, regardless of age or gender.

Parents, coaches and administrators should be aware of Texas state law as well. According to Section 38.011 of the Texas Education Code:

**§ 38.011. Dietary Supplements**

(a) A school district employee may not:

(1) knowingly sell, market, or distribute a dietary supplement that contains performance enhancing compounds to a primary or secondary education student with whom the employee has contact as part of the employee's school district duties; or

(2) knowingly endorse or suggest the ingestion, intranasal application, or inhalation of a dietary supplement that contains performance enhancing compounds by a primary or secondary education student with whom the employee has contact as part of the employee's school district duties.

(b) This section does not prohibit a school district employee from:

(1) providing or endorsing a dietary supplement that contains performance enhancing compounds to, or suggesting the ingestion, intranasal application, or inhalation of a dietary supplement that contains performance enhancing compounds by, the employee's child; or

(2) selling, marketing, or distributing a dietary supplement that contains performance enhancing compounds to, or endorsing or suggesting the ingestion, intranasal application, or inhalation of a dietary supplement that contains performance enhancing compounds by, a primary or secondary education student as part of activities that:

(A) do not occur on school property or at a school-related function;

(B) are entirely separate from any aspect of the employee's employment with the school district; and

(C) do not in any way involve information about or contacts with students that the employee has had access to, directly or indirectly, through any aspect of the employee's employment with the school district.

(c) A person who violates this section commits an offense. An offense under this section is a Class C misdemeanor.

(d) In this section:

(1) "Dietary supplement" has the meaning assigned by 21 U.S.C. Section 321 and its subsequent amendments.

(2) "Performance enhancing compound" means a manufactured product for oral ingestion, intranasal application, or inhalation that:

(A) contains a stimulant, amino acid, hormone precursor, herb or other botanical, or any other substance other than an essential vitamin or mineral; and

(B) is intended to increase athletic or intellectual performance, promote muscle growth, or increase an individual's endurance or capacity for exercise.

Added by Acts 1999, 76th Leg., ch. 1086, § 1, eff. Sept. 1, 1999.

## HEAT RELATED ISSUES

### Dehydration, Its Effects on Performance, and its Relationship to Heat Illness

1. Dehydration can affect an athlete's performance in less than an hour of exercise — sooner if the athlete begins the session dehydrated.
2. Dehydration of just one to two percent of body weight (only 1.5-3 lb. for a 150-pound athlete) can negatively influence performance.
3. Dehydration of greater than three percent of body weight increases an athlete's risk of heat illness (heat cramps, heat exhaustion, heat stroke).
4. High-body-fat athletes can have a harder time with exercise and can become dehydrated faster than lower-body-fat athletes working out under the same environmental conditions.
5. Poor acclimatization/fitness levels can greatly contribute to an athlete's dehydration problems.
6. Medications/fevers greatly affect an athlete's dehydration problems.
7. Environmental temperature and humidity both contribute to dehydration and heat illnesses.
8. Clothing, such as dark, bulky, or rubber protective equipment can drastically increase the chance of heat illness and dehydration.
9. Wear light-weight and light-colored clothing.

### Recommendations for Hydration to prevent heat illness.

#### *TYPES OF SPORTS DRINKS*

##### Fluid Replacers

- Examples: Water, Gatorade, etc.
- These drinks are absorbed as quickly as water and typically are used for activities lasting less than 2 hours.

##### Carbohydrate Loaders

- Examples: Gatorade, Exceed High, Carboplex
- These drinks replace more muscle glycogen to enhance greater endurance.
- They should be used after ultra-endurance events to increase muscle glycogen resynthesis after exercise.

##### Nutrition Supplements

- Examples: Gatorpro, Exceed Sports, Ultra Energy
- These supplements are fortified with vitamins and minerals and they help athletes maintain a balanced diet.
- They can be used as a meal replacement supplement for athletes who wish to skip a high fat meal, or as extra calories for athletes who wish to gain weight.

#### *WHAT NOT TO DRINK*

- Drinks with Carbohydrate (CHO) concentrations of greater than eight percent should be avoided.
- Fruit juices, CHO gels, sodas, and sports drinks that have a CHO greater than six to eight percent are not recommended during exercise as sole beverages.
- 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.

#### *HYDRATION TIPS AND FLUID GUIDELINES*

- Drink according to a schedule based on individual fluid needs.
- Drink before, during and after practices and games.
- Drink 17-20 ounces of water or sports drinks with six to eight percent CHO, two to three hours before exercise.
- Drink another 7-10 ounces of water or sport drink 10 to 20 minutes before exercise.
- Drink early — By the time you're thirsty, you're already dehydrated.
- In general, every 10-20 minutes drink at least 7-10 ounces of water or sports drink to maintain hydration, and remember to drink beyond your thirst.
- Drink fluids based on the amount of sweat and urine loss.
- Within two hours, drink enough to replace any weight loss from exercise.
- Drink approximately 20-24 ounces of sports drink per pound of weight loss.
- Dehydration usually occurs with a weight loss of two percent of body weight or more.

#### WHAT TO DRINK DURING EXERCISE

- If exercise lasts more than 45-50 minutes or is intense, a sports drink should be provided during the session.
- The carbohydrate concentration in the ideal fluid replacement solution should be in the range of six to eight percent CHO.
- During events when a high rate of fluid intake is necessary to sustain hydration, sports drinks with less than seven percent CHO should be used to optimize fluid delivery. These sports drinks have a faster gastric emptying rate and thus aid in hydration.
- Sports drinks with a CHO content of 10 percent have a slow gastric emptying rate and contribute to dehydration and should be avoided during exercise.
- Fluids with salt (sodium chloride) are beneficial to increasing thirst and voluntary fluid intake as well as offsetting the amount of fluid lost with sweat.
- Salt should never be added to drinks, and salt tablets should be avoided.
- Cool beverages at temperatures between 50 to 59 degrees Fahrenheit are recommended for best results with fluid replacement.

## EATING DISORDERS

Athletes and parents should be educated on the maintenance of healthy weight through sound eating behaviors and appropriate exercise.

Athletes who demonstrate unhealthy weight-control practices should be referred to the proper professional.

Athletes who intend to gain or lose weight should do so under the direction of a physician and follow the established principals for healthy weight reduction or gain.

Athletes should be routinely monitored for changes in menstrual function, growth, diet, weight and body composition during the course of a season.

## PREVENTION

To maintain proper weight control and optimal body composition, a lifetime commitment to proper diet and regular physical activity is required.

Discourage the use of rubber suits, steam rooms, hot boxes, saunas, laxatives and diuretics.

Educate coaches, athletes, administrators and parents about the adverse consequences of prolonged fasting and dehydration on performance and health.

Educate coaches, athletes, administrators and parents regarding adequate nutrition needed to maintain normal growth and development.

Emphasize the need for daily caloric intake from a balanced diet high in carbohydrates, low in fat, with adequate protein.

Recommended weight loss should not exceed one kilogram (approximately two pounds) per week.

#### resources

*AAP.Promotion of healthy Weight-Control Practices in Young Athletes. Pediatrics. 1996; 97:752-753.*

*ACSM. Weight loss in wrestlers. Medicine and Science in Sports and Exercise. 1996;28=:ix-xii.*

## SUDDEN CARDIAC DEATH

Is my child at risk of dying while playing sports?  
Arnold L. Fenrich, M.D.

1. What is Sudden Cardiac Death?
  - a) Sudden cardiac death is an abrupt occurrence where the heart ceases to function and results in death within minutes.
  - b) It is not a heart attack.
  - c) It is usually due to a malfunction of the heart's electrical system that coordinates the heart muscle contraction to pump blood through the body. The lower chambers (ventricles) of the heart go into fibrillation (ventricular fibrillation) – a fast and disorganized contraction. The ventricles spasm or quiver and can no longer pump blood to the body. The heart cannot recover from ventricular fibrillation on its own.
  - d) Sudden cardiac death in athletes is usually caused by a previously unsuspected heart disease or disorder.
  - e) The occurrence of sudden cardiac death is thought to be in the range of 1 out of 100,000 to 1 out of 300,000 high school age athletes. So it is very rare.
2. What are the possible causes of Sudden Cardiac Death?
  - a) Hypertrophic Cardiomyopathy – a condition where the muscle mass in the left ventricle “hypertrophies”. The thickened heart muscle can block blood flow out of the heart and can increase the risk of ventricular fibrillation. In over half of the cases, this heart disorder is hereditary and is most common in young adults. This is the most common cause for sudden cardiac death in athletes in the United States.
  - b) Coronary Artery Abnormalities – an abnormality of the blood vessels that supply blood into the heart muscle. This is present from birth, but can be silent for years until very vigorous exercise is performed. During exercise, blood flow to the heart muscle can be impaired and result in ventricular fibrillation.
  - c) Commotio Cordis – a concussion of the heart that can occur when someone is hit in the chest in the area of the heart. Objects such as a baseball, softball, hockey puck, lacrosse ball, or even a fist can cause ventricular fibrillation upon striking the chest. These injuries are rare.
  - d) Marfan Syndrome – an inherited abnormality of the connective tissue (ligaments and tendons) in the body. Often these people are tall and thin with long arms, legs, fingers and toes. The wall of the aorta, the main artery from the heart, can become weak and rupture, especially during exercise.
  - e) Wolff-Parkinson-White Syndrome – an extra conduction fiber in the heart that can allow for rapid heart beat episodes and in some cases ventricular fibrillation can occur.
  - f) Long QT Syndrome – an inherited abnormality of the heart's electrical system. Episodes of rapid heartbeat can occur in the bottom chambers of the heart (ventricles) and ventricular fibrillation can result.
  - g) Recreational Drug Use – even someone with a completely normal heart can develop ventricular fibrillation and die suddenly due to drug use.
3. What are the Warning Signs to be aware of?
  - a) Palpitations – feeling fast or skipped heart beats.
  - b) Dizziness – feeling lightheaded.
  - c) Chest pain or chest tightness with exercise.
  - d) Shortness of breath.
  - e) Syncope – fainting or passing out.

*ANY of the above symptoms that occur while exercising is a warning sign for sudden cardiac death and warrants further evaluation before participating in any more exercise or sports.*

~ DEAR PARENTS ~

The following is an excerpt from an article written by Charles Breithaupt, UIL Director of Athletics, in the April 2001 UIL publication The Leaguer.

Dear Parents,

Another school year has flown quickly past. We thought it would be a good time to tell you some thoughts we had about this past year and get you prepared for next season.

Most of you were very supportive of our teams this year. You were anxious and excited in the pre-season about the prospects of the team. But, you were realistic at the same time about our chances. You recognized we were young and inexperienced with the loss to graduation of our great seniors from a year ago.

As the scrimmages and non-district games began approaching we all watched with hope the progress of our team. We could all agree at that time we would probably have some rough stretches during the year. But, we felt if we could just hang in, the team would jell, and we could make a run during district play, and perhaps even in the playoffs.

You started off so supportive. The team really enjoyed the pre-season meal. It was a great bonding experience for all of us. Of course some of you got carried away. We like chocolate cake, but not everyday! Just a thought, don't over do the food thing next year. Maybe it's better we are a little "hungry" next season.

The yard signs and locker decorations were super. Thanks to all who contributed to the spirit of the tradition of the team and the school. I know the players appreciated the attention you gave to them even though they may not have said so. A special thanks for including the manager and trainers in your efforts. They are a big part of our team.

Thanks even more for being in attendance at each of the games. We loved your support even when we were on the road. You packed 'em in at home giving us a great advantage against our opponents. Your cheers and shouts of encouragement were special to all involved.

We loved the celebrations following our big victories. We will always cherish those special moments following a huge victory especially those over our big rivals. But thanks even more for being there after our bitter defeats. When we were hurting you picked us up and encouraged each of us.

It was truly an incredible year. Even though we didn't make the playoffs, we showed much improvement. Without the injuries and the unfortunate ineligibility of two key players we might have won the district.

We had a great time at the athletic banquet. Each player got an award and all were recognized for their accomplishments. It was a first class experience.

Before next season begins I would like to make a few suggestions.

1. Remember – these are children. Encourage them to have some fun this summer. Help make their time away from school enjoyable. Non-school participation is great – but we want them to return to school hungry for our instruction, not worn out mentally and physically from non-school play.
2. Encourage them to stay in good condition, but again don't be a fanatic. Weight lifting and conditioning are important but don't overdo your exhortations. Maintain proper balance in all things.
3. When practice begins don't place too much pressure on your child. We place enough on them each day. Support them when they get discouraged.
4. Support the decisions of the coaches as well. Don't agree with every criticism an athlete has about a coach. Coaches have the best interest of the team and the athlete at heart.
5. Remember the coach wants to win probably more than anyone. Do you really think a coach would jeopardize a chance to win by playing favorites?
6. Think in human terms. Coaches are human, players are human, officials are human...treat them as such.
7. Speaking of officials..... There is a real shortage. Please quit yelling at them or better yet buy a whistle and join a chapter.
8. Don't think we need to eat after every game and every practice. Kids very rarely go hungry. Back off!
9. If you come to watch practice, remember this is our classroom. Keep your comments to yourself and try to see the big picture.
10. Keep in mind that athletic scholarships are rare. Only 2% of all high school athletics get scholarships. Do the math. There are 1238 high schools in Texas. There are only 300 Division I colleges. Your child has a better chance of getting an academic scholarship.
11. The best scholarship opportunity you have for your child is in your own bank account. Save those exorbitant fees you are paying for private lessons, camps, clinics, personal trainers, elite traveling teams, etc., put the money in a money market account and you can probably send your child to Harvard.
12. We love your children and we love your support. We don't make a great deal of money doing what we do, but we are professionals. We work 70-80 hours each week for your children. Save your criticism. We will do the best we can.

Have a great summer,

The coaching staff



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