

Western Sierra Collegiate Academy

Athletic Handbook
2022-2023



Home of the Wolves

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Department of Athletics

Zach Logue
Athletic Director
916-778-4544 ext. 730

Jennifer Hill
Principal
916-778-4544 ext. 708

High School Sports

Fall Sports

Cheer
Cross-Country
Dance
Football
Soccer (boys)
Volleyball (girls)

Winter Sports

Basketball (boys and girls)
Cheer
Dance

Spring Sports

Baseball
Softball
Track
Soccer (girls)
Swim
Volleyball (boys)
Stunt

Middle School Sports

Fall Sports

Basketball (girls)
Cheer
Cross-Country
Dance
Flag Football

Winter Sports

Basketball (boys)
Cheer
Dance
Soccer (girls)

Spring Sports

Soccer (boys)
Track
Volleyball (girls)

Philosophy

The athletic program of Western Sierra Collegiate Academy (WSCA) will be a dynamic, integral part of the whole educational experience. At all times, the athletic program will be conducted in a way that is complementary and supportive of the academic program. In addition, it will provide meaningful learning opportunities not otherwise offered in the school classroom curriculum. It will assist in developing habits, attitudes, and ideals necessary for the ethical competition and cooperation in our society. The balance between cooperation and competition is fostered by a well-conducted athletic program under competent leadership. Furthermore, the athletic program will provide our students with lifelong lessons for personal growth such as sportsmanship, teamwork, ethical behavior, perseverance, commitment, loyalty, self-discipline, pride, responsibility, and leadership skills.

Interscholastic athletics should be enjoyable with the purpose of benefiting students rather than the institution. A wide variety of wholesome activities will be available and tailored to the physical, mental, and emotional maturity level of the participants. The best possible staff and facilities available will be of concern to those in charge of programs servicing our youth. Students will be encouraged to explore a particular sport of his/her interest regardless of ability level.

Sportsmanship will be the top priority of interscholastic athletics. Commitment to fair play, integrity, and genuine empathy for others must be taught and practiced if we are to make a difference. Athletics should assist in the development of fellowship and goodwill, and encourage the qualities of good citizenship. It plays an important role in developing a healthy self-image as well as a healthy body. Athletics also contribute to school/community spirit and pride.

Interscholastic athletics is a voluntary program. Thus, participation is a **privilege** and **not a right**. Along with that privilege comes the responsibility to conform to standards established for the high school athletic teams. This privilege may be revoked when the athlete fails or refuses to comply with the rules. In order to provide the greatest benefit to participants, WSCA will provide adult role models who exemplify the kind of behavior and leadership to be developed from the program.

The ultimate goal of high school athletics should be to foster the value of participation without over-emphasizing the importance of winning and to improve positive citizenship traits among the program's participants. The program will constantly strive to develop well-rounded individuals capable of taking their place in society.

Sportsmanship

As the people out front, coaches and students have a unique opportunity to impact the future of athletics. Many of you are aware that in the past, California Interscholastic Federation (CIF) has reported violence associated with player vs. player, player vs. official, coach vs. coach, coach vs. official, spectator vs. spectator, spectator vs. official, etc. Thus, before it happens here, **we are asking each of you to make Sportsmanship a personal goal**. No contest's outcome is worth an ugly incident due to some spur-of-the-moment action. We realize that in spite of all our efforts, an incident may occur. But, if we have not practiced sportsmanship, we must shoulder the blame of the action. We can create an environment that is conducive to a higher goal than a

win-at-all-costs environment. If we are successful in this, we will have attained a more lasting mark than any championship could possibly bring.

Governing Body for Athletics

High school athletics shall be governed by the California Interscholastic Federation Constitution and By-Laws, Sac-Joaquin Section Constitution and By-Laws, League Constitution and By-Laws and the WSCA Athletic Handbook. Athletes shall be directly responsible to the head coach and his/her assistants. It is assumed that participation in a sport is a **privilege**.

Information, Rules & Expectations

Transportation

Athletic transportation to and from events is not provided by the Rocklin Academy Family of Schools (RAFOS). Parents and athletes are responsible for arranging transportation on an individual basis to practice and games. Student athletes will be released from class at the designated time and responsible for transporting themselves to and from the visiting school. Students are required to check out with the attendance office when being released from school for an athletic event. Release times from school will be given by the coach and/or school for all away athletic competitions. Under no circumstances may a student drive another student to an event. Any parents or guardians transporting students (other than their child) to athletic events must be cleared by the Charter School consistent with the RAFOS [Volunteer Policy](#).

Conduct and Behavior

As athletes, you are representing your team, school, community, parents, and most importantly - *yourself*. It is important to remember to behave respectfully and appropriately. Athletes will show respect for all coaches, teachers, officials, spectators, school facilities, equipment and opponents at all times. All RAFOS discipline and behavior policies will be enforced to, from, and at all athletic events.

Appearance & Language

You must be proud of your appearance. You are expected to dress neatly and keep well-groomed. When traveling to other schools or activities, keep in mind you are a representative of WSCA. Profanity will not be tolerated. You are expected to use proper language on/off the playing field.

Valuables

WSCA is not responsible for personal property.

CIF Eligibility Rules

[Constitution and Bylaws](#)

How to Protect Your Athletic Eligibility

Your high school years will be highlighted by your participation in interscholastic athletics. These will prove to be some of the most enjoyable years of your young life. The CIF Sac-Joaquin Section

has standards that you must meet in order to be eligible to compete at the high school level. You are urged to study these carefully.

Residential Eligibility

A student has residential eligibility upon initial enrollment in:

1. The ninth grade of any CIF high school, a CIF junior high school, or junior high school pursuant to certain provisions of the CIF Bylaws; or
2. The tenth grade of any CIF high school from ninth grade of a junior high school in the United States.

Note: If a student completes a valid change of residence, the student may not be eligible to participate at the varsity level if there is evidence the move was athletically motivated or the student enrolled in that school in whole or in part for athletic reasons

Changing Schools----Transfers

If a student transfers from another school to WSCA, they should contact the Athletic Director for eligibility questions. Students are not automatically eligible. For complete details, go to www.cifsjs.org under "Eligibility Requirements."

Age Limitations

A student whose nineteenth birthday is on June 14, or before, is ineligible for participation or practice on any team in the following school year.

Scholastic Eligibility

A student is scholastically eligible if:

1. The student achieved an unweighted 2.0 grade point average (GPA), on a 4.0 scale, in enrolled courses at the conclusion of the previous grading period.
2. The student is currently enrolled in at least 20 semester units of work.
3. The student was passing in the equivalent of at least 20 semester units of work at the completion of the most recent grading period.
4. The student is maintaining minimum progress toward meeting the high school graduation requirements as prescribed by the governing board.
5. The student has maintained during the previous grading period a minimum unweighted 2.0 GPA or a 4.0 scale, in all enrolled courses.

Semesters of Attendance

A student who first enters the ninth grade of any school following the student's completion of the eighth grade in any school may be eligible for athletic competition during a maximum period of time that is not to exceed eight (8) consecutive semesters following the initial enrollment in the ninth grade of any school and/or in any classes taken subsequent to the completion of the eighth grade, whether or not the student is enrolled in school, whether or not the student is academically or otherwise eligible and whether or not the student avails themselves of the opportunity to

participate in interscholastic sports during this time. Eligibility is only available during the student's first eight consecutive semesters of enrollment in high school (grades 9-12).

Falsifying Information

If it is discovered that any parent(s)/guardian(s)/caregiver or student has provided incorrect, inaccurate, incomplete or false information in regards to any aspect of their eligibility status on behalf of a student, that student is subject to immediate ineligibility for CIF competition at any level in any sport for a period of no less than 12 months and up to 24 calendar months from the date the determination was made that incorrect, inaccurate, incomplete or false information was provided.

Undue Influence----Recruitment of Athletes

The use of undue influence by any person or persons to secure or retain a student or their parents, guardians or caregiver as residents may cause the student to be ineligible for high school athletics for a period of one (1) calendar year and shall jeopardize the standing of the high school in the CIF.

Competition on a Club Team

A student on a high school team becomes ineligible if the student has competed in a club or alternative school team in the same sport, within the same 12-month period.

Student Participation-----Conduct Penalty

Student participation in athletic contests is a **privilege**. As a student athlete, you are expected to conduct yourself in an exemplary manner at all times. Any player ejected or any player who leaves the confines of the bench or team area during a fight that may break out or has broken out shall be disqualified from participating in the remainder of the game and will be ineligible for the team's next contest. ***Any student who physically assaults the person of a game or event official shall be banned from interscholastic athletics for the remainder of the student's eligibility.***

General Rules

The following are general responsibilities of the athlete.

Applicability

Prior to participation, a student/athlete must complete the proper athletic clearance procedures available on the Athletics tab of our website, which include:

1. Completed Pre-Participation Physical Evaluation Form (high school only)
2. Completed Emergency contact information/Proof of Insurance Form
3. Signed Student Transportation Policy acknowledgment
4. Signed CIF Concussion Information Sheet
5. Signed Sudden Cardiac Arrest Information Sheet
6. Signed Heat Illness Information Sheet
7. Signed Opioid Factsheet
8. COVID 19 Athletic Waiver (as applicable under state and local health orders)

9. Signed Athletic Handbook page

These signed forms should be returned to the coaching staff before beginning any school sports activities or practices. Athletes shall follow all team rules set forth by the coach and the WSCA Athletic Handbook.

Academic Eligibility Standards

1. Have earned an unweighted 2.0 GPA for the grading period prior to their participation and for each succeeding grading period during participation. For 7th grade students, a grade check will be processed by the administration. In calculating GPA, CIF regulations state that an Incomplete, NC, or NM must be factored as a "0" on a 4-point scale as these are not passing grades. GPA will be determined by dividing the total number of grade points by total number of courses (A=4, B=3, C=2, I/NC/NM=0)
2. A student must meet CIF, League, and RAFOS eligibility requirements. For the purposes of CIF and their requirement which states: *"The student is maintaining minimum progress toward meeting the high school graduation requirements as prescribed by the governing board,"* the minimum progress towards graduation for Rocklin Academy Family of Schools is defined as follows:
 - a. Incoming 9th grader will be starting the high school transcript
 - i. Second semester 9th graders will need 25 units passed
 - b. Incoming 10th grader will need 50 units passed
 - i. Second semester 10th grader will need 75 units passed
 - c. Incoming 11th grader will need 105 units passed
 - i. Second semester 11th grader will need 130 units passed
 - d. Incoming 12th grader will need 160 units passed
 - i. Second semester 12th grader will need 190 units passed

For the purpose of clarification, the following terms will be used to determine academic eligibility:

- Grades of Progress (Progress Reports): PowerSchool generated grades assigned to a student, but not officially recorded on a transcript.
- Grades of Record (Quarter/Semester Report Cards): PowerSchool generated grades assigned to a student and officially recorded on a transcript (recorded on the student's transcript at the end of the term/semester).

Initial Eligibility

All students who wish to participate must have earned a minimum 2.0 GPA based on grades of record for the grading period immediately prior to their participation. Credits earned will be a factor in computing the GPA.

Continuing Eligibility

All students who wish to continue participating in any athletic activities remain eligible if:

1. All students must have earned a minimum 2.0 GPA. Students may only have one “I” per quarter and may not receive consecutive “I’s” in the same class per quarter. If the student has less than a 2.0 GPA, has more than one “I,” or consecutive “I’s”, the student is ineligible beginning the Monday after grades are published or the first school day after a holiday. That student becomes eligible as soon as he/she returns a grade clearance form to the Athletic Director, signed by the teacher, signifying that the student is now earning a passing grade.
 - Grade of Progress (Point in Time Grades): These grades are pulled at approximately the 5th and 13th weeks of the fall and spring semesters.
 - Quarter Grades: These grades are pulled at approximately the 9th week of the fall and spring semesters.
 - Specific dates are posted under the athletic tab on the school website.

Summer Session/School to Affect Athletic Eligibility

Summer Session: This work leads to grades that replace an ‘NC’ for the second semester. This will be taken into account for eligibility.

Credit Recovery Summer School: Students have the option of seeking course work outside of WSCA to affect their athletic eligibility. In selecting summer school course work for this purpose, the student must repeat the same course(s) in which grade(s) from the preceding grading period caused the ineligibility. In the event identical courses are not available, the student may substitute other course work at the same or higher level of difficulty. All substitute course work must have the prior approval of the school site’s counselor, and final approval of the school site principal before the student enrolls in the summer.

Incoming Freshmen

All entering freshman student/athletes from any junior high must have a 2.0 GPA on their last 8th grade report card. Students entering WSCA with less than a 2.0 GPA may practice but will not be allowed to participate in a contest until the fourth Friday of the school year. On the fourth Friday of the school year, a grade check will be administered. If the GPA is below a 2.0, the student/athlete may be released from the team for the remainder of that season.

Tryout

Student athletes may participate in tryouts even if their overall GPA is below a 2.0. Once final cuts are made and rosters are posted, all student athletes must have the 2.0 GPA. Coaches may generate a “reserve list” pending minimum academic eligibility standards for those picked for the final roster.

Coaches Obligation

Coaches may set standards of behavior and expectations for their sport which, **if violated**, may result in the participant being **suspended or dismissed** from the team for the remainder of the season. Each coach shall furnish the participant with a copy of their team rules and expectations at the beginning of the season. Additional team rules must be approved in advance by the Athletic Director or Principal. Violations that result in the suspension or dismissal from a team are subject to the student's right to appeal, as described below.

Dedication

An athlete must be willing to dedicate himself/herself to sports. The athlete should be aware that nothing worthwhile is accomplished without hard work and a sincere desire to succeed. The athlete must also realize that he/she must work out of season as well as during the season. He/she must also be willing to sacrifice his/her own desires for the good of the team.

Lettering Policy

Athletes who have completed, in good standing, an entire season of sport will be eligible for all special awards and will receive an athletic certificate and felt interlocking WS letter.

Letters

Varsity – WS Navy/Gold Letter

Icons

Varsity - Felt by sport

Scholar Athlete Recognition

A student who maintains high academic marks during their season of sport will receive scholar athlete honors at the conclusion of the season. Students who maintain a 3.67 - 3.99 will receive honors. Students who maintain a 4.0 and above will receive distinguished honors. The following grades of record will be used for each of their respective seasons: Fall - Quarter 1, Winter - Semester 1, Spring - Quarter 3

Quitting a Sport

Any athlete who quits a team without permission of the coach after the team's first league contest or is removed from a sport **will not** be eligible to participate in another sport until the completion of the season of the sport that the athlete quit.

Failure to Participate

If a student/athlete fails to participate without justifiable cause or drops out of a sport after the team's **first league contest**, the student /athlete **will not** be allowed to participate in any other sport until the season of the dropped sport is completed.

Responsibility for Equipment

Athletes shall assume responsibility for all athletic equipment issued to them. If equipment assigned to an athlete is lost, misplaced, stolen, or destroyed due to misuse, the athlete will be

expected to reimburse RAFOS for the value of the equipment at the time of its loss.

Violations

Behavioral and Substance Abuse Infractions

Any student athlete subject to School disciplinary action shall be subject to any or all of the following disciplinary actions:

- **Suspension from practice and/or games**
- **Removal from team**
- **Removal from all athletic programs for a period of time**
- **Other appropriate actions**

Self-Disclosure: Students who voluntarily disclose substance abuse dependency to School personnel/parents and who involve themselves in an assessment and treatment program will not be penalized under this policy. The recommendations of the assessor may be shared with the School principal in order that he/she may monitor adherence to the program.

Attendance

1. A student/athlete **must** attend school for the **full regular school** day to be eligible to practice.
2. A student/athlete **must** be in attendance for the **full regular school day of a contest** to be eligible to participate in a game, match, or meet.
3. A student/athlete must be in attendance the last regular school day prior to a contest scheduled on a weekend or holiday to be eligible to participate.
4. Pending prior approval by the Principal/designee, exceptions may be made for a student/athlete not in attendance for the full regular school day due to an excused absence in alignment with the School's attendance policy.

SOCIAL MEDIA POLICY:

"Social media" refers to internet-based applications designed to create and share user-generated content. Any form of digital magazines, internet forums, weblogs, podcasts, photographs, video, rating, and social bookmarking found on websites or applications such as Twitter, Facebook, Instagram, Tumblr, or TeamSnap that is open to public viewing is considered to be "social media."

This is a rapidly changing network as we move into the 21st Century. Many more networks not mentioned will arise, which are also included in the [Social Media Policy #114](#). Violations of this policy are subject to investigation and sanctions and are also subject to review by state and federal law enforcement. These fall under Level 2 Infractions. Any and all disciplinary measures may apply depending on the severity of the infraction.

WSCA student athletes are expected to conduct themselves in a respectable manner as a member of their team and our Athletic program. As a student athlete, you are responsible for your social media use. Any malicious use of social media platforms shall not be tolerated.

Malicious use may include, but not be limited to:

1. Derogatory language or remarks regarding fellow athletes, students, coaches, administrators, faculty, and staff of WSCA or other high schools.
2. Demeaning or bullying statements or threats that endanger the safety of another person.
3. Incriminating photos or statements regarding illegal criminal behavior, underage drinking, and use of illegal drugs, sexual harassment or violence.

Athletic Standing

Students/athletes who are not members of the team at the close of the season will forfeit team awards and all-league honors. (Season is defined as that period of time which includes all scheduled games, post-season contests, and awards banquets.)

Travel/Uniform During Suspension

Students suspended from competition may travel with the team only if (1) they do not miss classes to do so, and (2) the coach approves such travel. During home games, students suspended from competition may, at the discretion of the coach, be required to sit with the team, but not in their athletic uniform.

Duration

The policies outlined within this Athletic Handbook shall remain in force for the academic year in which a student/athlete is involved in interscholastic competition. Should insufficient school days remain in a given academic year to satisfy the disciplinary aspects of this policy, the remaining days required will be carried over into the next season of sport, as defined by the CIF.

Jurisdiction

The policies outlined within this Athletic Handbook shall govern the actions of students/athletes, both on and off campus, and traveling to and from school and school activities during the academic year.

Verification of Infractions

The Principal/designee will conduct a reasonable investigation of alleged violations by the student/athlete and make appropriate determinations relative to continued eligibility in terms of this policy. Before any student is suspended or dismissed from a team, the student shall receive due process, including notification of the infraction and an opportunity to be heard. Violations that result in the suspension or dismissal from a team are subject to the student's right to appeal, as described below.

Practice

Missing scheduled practices and/or games without approved medical reasons, or having made prior arrangements with the person in charge, is prohibited.

Students having three (3) unexcused absences from practice may be suspended from the activity for a period of up to the remainder of the season.

Game Day School Attendance

Western Sierra staff and coaches recognize the importance of school attendance and expect student athletes to establish good attendance patterns:

- Student athletes must attend 50% of the school day to participate in either practice or competition on that day. Excused absences cleared by 3:20pm will count as periods of attendance for the purpose of this requirement.

Appeals

The School Principal/designee is charged with the interpretation and enforcement of the policies outlined within this Athletic Handbook. Should a student, a parent, or guardian wish to appeal decisions of the School Principal, they have the right to bring this matter to the attention of the Executive Director/Superintendent for resolution. Should the matter remain unresolved to the satisfaction of all concerned, a second appeal may be made to the Board of Trustees. During the appeal process, the student shall not practice or compete on the team.

Citizenship / Respect

At the very core of citizenship is respect-----respect for self and respect for others.

Respect is the lifeblood of citizenship that provides motivation and a sense of responsibility. Without respect for self and others, there can be no citizenship, because the foundation of citizenship is built upon the desire to respect the rights and preferences of others.

Courtesy is a quality of respect. On the other hand, discourtesy, ridicule, and dishonor define disrespect. Respect is often a difficult idea to portray to young students. So much of what they see on television or in the movies reflects in-your-face lack of respect that is the direct opposite of citizenship. Taunting, wild celebrations, and a general lack of regard for the efforts of others have become a common denominator. Classic examples are at sporting events, movies, television, and other media spheres.

Responsibilities of Athletes

Participation

1. Participation in athletics is voluntary. Participation is not required for graduation and, thus, being on a sports team is a privilege that must be earned and not a right.
2. With that privilege come responsibilities to maintain the established standards of conduct of RAFOS as defined in the Activity Code, Code of Ethics, and the CIF Code of Ethics, both on and off the field.
- 3.

Athletics as a Part of the Educational Program

1. Athletics are just one of many parts of the education program that is provided to students. The reason students are in school is to learn, and therefore academics will always come first.

2. Maintaining academic eligibility is the student's responsibility, not that of coaches or teachers.
3. Eligibility can also be lost because of poor attendance or citizenship.
4. Participating in athletics and being on a team may mean sacrifices. The commitment an athlete makes to the team and coach requires that choices be made and priorities kept.

Being a Part of the Team

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

Arriving Ready to Play

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

Conduct On and Off the Field

1. On the field: Athletes are respectful towards their teammates, coaches, opponents, fans, and officials. They play by all the rules of the game all the time.
2. On campus: Athletes set an example of good citizenship. They help promote school spirit and they should strive to be positive leaders in school activities.
3. In the classroom: Athletes show respect for teachers and fellow students.
4. At all times: Athletes represent their team, school and community. Athletes should be conscious of their appearance and manners at all times.

Sportsmanship

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

Responsibilities of Parents

Keeping Athletics in Perspective

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

Supporting your Student Athlete

1. Encourage participation by both girls and boys. Allow the student to select the sport based

on his/her perceived ability and likes. Provide a pressure-free environment regarding scholarship expectations.

2. Be supportive of your athlete: see that his/her medical needs are met; see that he/she utilizes proper equipment; attend as many of your child's contests as possible. If a parent is unable to provide this support, please contact the coach, Athletic Director, or school Principal for assistance.
3. Stress the importance of the complete athlete, both mental and physical preparation.
4. Emphasize perseverance, not quitting, as the best way to solve problems.

Supporting the Program

1. Be supportive of the coaching staff. Go to all meetings requested by coaches. Being on a successful team is important to your athlete. Support the coaches' preparation plan. Talk to your athlete frequently about how things are going with his/her sport. Make arrangements to talk to the coaches privately and early about perceived problems.
2. During the season, take into consideration practice and games when planning family events.
3. Understand the needs of the particular sports. Some take more equipment, some take more time, and others may call for some form of year-round preparation.
4. Support the policy of no profanity, alcohol, illegal drugs, tobacco, steroids, or performance-enhancing drugs.
5. Model positive behavior towards everyone involved in the event, as described in the Code of Ethics below. For example, if a parent fails to model positive behavior on team social media accounts, they will be removed from the platform.

Responsibilities of Coaches

Role Modeling

1. Because coaches' lives are open to public scrutiny, coaches should use good judgment in conducting their private and public lives.
2. Because impressionable youths many times imitate the actions of their coaches, these coaches should model exemplary behavior on and off the field and encourage their athletes to do the same.
3. Coaches should instill in their athletes that they are all representing not only their school, but also their families and community as well.

Professionalism

1. Coaches' behavior on and off the field should exemplify leadership, composure, discipline, and integrity.
2. Coaches should allow every student a fair and equal opportunity to try out for the team without prejudice based on prior experiences.
3. Coaches should use caution and common sense in any physical contact with their athletes.

4. Coaches should not exert undue influence on athletes either to play one sport at the expense of another or to play on a club team.

Communication with Athletes

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

Communication with Parents

1. Coaches should have a meeting prior to the season to inform parents, orally and in writing, of practice hours and the schedule of games and tournaments.
2. Coaches should discuss with parents the various roles they might play in assisting in their student's success.
3. Coaches should be open and available to discuss a student's progress with his/her parent(s).

Teaching Skills and Conditioning

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

Priorities of Life

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

Creating a Successful Environment

1. Coaches should prepare themselves as students of the game.
2. Coaches should be positive and enthusiastic. Coaches should develop a program that will attract students to the sport. Coaches should make the sport competitively fun.

WSCA Code of Ethics

Policy Statement

WSCA, as a member of the Sac-Joaquin Section, CIF, is committed to the exhibition of sportsmanlike and ethical behaviors in and around all athletic events. All contests must be safe, controlled, fair, courteous and orderly for all athletes and fans.

It is the intent of WSCA and CIF that violence in any form will not be tolerated. In order to enforce this policy, WSCA has adopted rules and regulations which set forth the manner of enforcement of this policy and the penalties incurred when a violation of the policy occurs.

WSCA, in accordance with Sac-Joaquin Section CIF, as recommended by the State CIF Federated Council, require that the following Code of Ethics be issued to each athlete each year and will require signing by student-athletes, parents/guardians and coaches each year prior to participation.

Code of Ethics

It is the duty of all concerned with high school athletics:

1. To emphasize the proper ideals of sportsmanship, ethical conduct and fair play.
2. To eliminate all possibilities which tend to destroy the best values of the game.
3. To stress the values derived from playing the game fairly.
4. To show cordial courtesy to visiting teams and officials.
5. To establish a happy relationship between visitors and hosts.
6. To respect integrity and judgment of sports officials.
7. To achieve a thorough understanding and acceptance of rules of the game and the standards of eligibility.
8. To encourage leadership, use of initiative, and good judgment by the players on a team.
9. To recognize that the purpose of athletics is to promote the physical, mental, moral, social, and emotional well-being of the individual players.
10. To remember that an athletic contest is only a game - not a matter of life and death for player, coach, school, officials, fan, community, state, or nation.

Principles of Pursuing Victory with Honor

The Operating Beliefs and Principles of the CIF

At its best, athletic competition can hold intrinsic values for our society. It is a symbol of a great ideal: pursuing victory with honor. The love of sports is deeply embedded in our nation's consciousness. The value of millions of participants and spectators are directly and dramatically influenced by the values and actions conveyed by organized sports. In the belief that the impact of sports can and should enhance the character and uplift the ethics of our students across the state, we have established a framework of principles and a set of common values that must be adopted and practiced widely.

On November 5, 1999, nearly 50 interscholastic sports and educational leaders representing California's 1263 high schools voted as part of the CIF Federated Council to unanimously adopt and endorse "Pursuing Victory with Honor" as operating beliefs and principles of the California Interscholastic Federation (CIF). "Pursuing Victory with Honor" is the result of a conference convened on May 12-14, 1999, in Scottsdale, Arizona, by the Josephson Institute of Ethics, CHARACTER COUNTS! Coalition and the United States Olympic Committee.

16 Principles of Pursuing Victory with Honor

1. The essential elements of character building and ethics in CIF sports are embodied in the concept of sportsmanship and six core principles: trustworthiness, respect, responsibility, fairness, caring, and good citizenship. The highest potential of sports is achieved when competition reflects these “six pillars of character.”
2. It’s the duty of School Boards, superintendents, school administrators, parents and school sports leadership – including coaches, athletic administrators, program directors, and game officials – to promote sportsmanship and foster good character by teaching, enforcing, advocating and modeling these “six pillars of character.”
3. To promote sportsmanship and foster the development of good character, school sports programs must be conducted in a manner that enhances the academic, emotional, social, physical, and ethical development of student-athletes and teaches them positive life skills that will help them become personally successful and socially responsible.
4. Participation in school sports programs is a privilege, not a right. To earn that privilege, student-athletes must abide by the rules, and they must conduct themselves, on and off the field, as positive role models who exemplify good character.
5. School Boards, superintendents, school administrators, parents, and school sports leadership shall establish standards for participation by adopting and enforcing codes of conduct for coaches, athletes, parents, and spectators.
6. All participants in high school sports must consistently demonstrate and demand scrupulous integrity and observe and enforce the spirit as well as the letter of the rules.
7. The importance of character, ethics, and sportsmanship should be emphasized in all communications directed to student-athletes and their parents.
8. School Boards, superintendents, school administrators, parents, and school sports leadership must ensure that the first priority of their student-athlete is a serious commitment to getting an education and developing the academic skills and character to succeed.
9. School Boards, superintendents, principals, school administrators, and everyone involved at any level of governance in the CIF must maintain ultimate responsibility for the quality and integrity of CIF programs. Such individuals must assure that education and character development responsibilities are not compromised to achieve sports performance goals and that the academic, social, emotional, physical, and ethical well-being of student-athletes is always placed above desires and pressures to win.
10. All employees of member schools must be directly involved and committed to the academic success of student-athletes and the character-building goals of the school.

11. Everyone involved in competition, including parents, spectators, associated student body leaders, and all auxiliary groups have a duty to honor the traditions of the sport and to treat other participants with respect. Coaches have a social responsibility to model respectful behavior and the duty to demand that their student-athlete refrain from disrespectful conduct, including verbal abuse of opponents and officials, profane or belligerent trash-talking, taunting and inappropriate celebrations.
12. School Boards, superintendents, and school administrators of CIF-member schools must ensure that coaches, whether paid or voluntary, are competent to coach. Training or experience may determine minimal competence. These competencies include basic knowledge of: 1) The character building aspects of sports, including techniques and methods of teaching and reinforcing the core values comprising sportsmanship and good character; 2) The physical capabilities and limitations of the age group coached as well as first aid; 3) Coaching principles and the rules and strategies of the sport.
13. Because of the powerful potential of sports as a vehicle for positive personal growth, a broad spectrum of school sports experiences should be made available to all of our diverse communities.
14. To safeguard the health of athletes and the integrity of the sport, school sports programs must actively prohibit the use of alcohol, tobacco, drugs, and performance-enhancing substances, as well as demand compliance with all laws and regulations, including those related to gambling and the use of drugs.
15. Schools that offer athletic programs must safeguard the integrity of their programs. Commercial relationships should be continually monitored to ensure against inappropriate exploitation of the school's name or reputation. There should be no undue interference or influence of commercial interests. In addition, sports programs must be prudent, avoiding undue financial dependency on particular companies or sponsors.
16. The profession of coaching is a profession of teaching the mental and physical and dimensions of their sport, coaches, through words and example, must also strive to build the character of their athletes by teaching them to be trustworthy, respectful, responsible, fair, caring and good citizens.

WSCA Code of Conduct

Interscholastic athletic competition should demonstrate high standards of ethics and sportsmanship and promote the development of good character and other important life skills. The highest potential of sports is achieved when participants are committed to pursuing victory with honor according to six core principles: trustworthiness, respect, responsibility, fairness, caring, and good citizenship (the "Six Pillars of Character"). This Code of Conduct applies to all student-athletes involved in interscholastic sports in California. I understand that, in order to participate in high school athletics, I must act in accord with the following:

1. **Trustworthiness** - be worthy of trust in all I do.
 - Integrity – live up to high ideals of ethics and sportsmanship and always pursue victory with honor; do what’s right even when it’s unpopular or personally costly.
 - Honesty – live and compete honorably; don’t lie, cheat, steal, or engage in any other dishonest or unsportsmanlike conduct.
 - Reliability – fulfill commitments; do what I say I will do; be on time to practices and games.
 - Loyalty – be loyal to my school and team; put the team above personal glory.
2. **Respect** - treat all people with respect all the time and require the same of other student-athletes.
3. **Class** – live and play with class; be a good sport; be gracious in victory and accept defeat with dignity; give fallen opponents help, compliment extraordinary performance, show sincere respect in pre- and post-game rituals.
4. **Disrespectful Conduct** – don’t engage in disrespectful conduct of any sort including profanity, obscene gestures, offensive remarks of a sexual or racial nature, trash-talking, taunting, boastful celebrations, or other actions that demean individuals or the sport.
5. **Respect Officials** – treat contest officials with respect; don’t complain about or argue with official calls or decisions during or after an athletic event.
6. **Importance of Education** – be a student first and commit to getting the best education I can. Be honest with myself about the likelihood of getting an athletic scholarship or playing on a professional level and remember that many universities will not recruit student-athletes that do not have a serious commitment to their education, the ability to succeed academically or the character to represent their institution honorably
7. **Role Modeling** – Remember, participation in sports is a privilege, not a right and that I am expected to represent my school, coach, and teammates with honor, on and off the field. Consistently exhibit good character and conduct yourself as a positive role model. Suspension or termination of the participation privilege is within the sole discretion of the school administration.
8. **Self-Control** – exercise self-control; don’t fight or show excessive displays of anger or frustration; have the strength to overcome the temptation to retaliate.
9. **Healthy Lifestyle** – safeguard your health; don’t use any illegal or unhealthy substances, including alcohol, tobacco, and drugs, or engage in any unhealthy techniques to gain, lose, or maintain weight.
10. **Integrity of the Game** – protect the integrity of the game; don’t gamble. Play the game according to the rules.

11. **Be Fair** - live up to high standards of fair play; be open-minded; always be willing to listen and learn.
12. **Concern for Others** - demonstrate concern for others; never intentionally injure any player or engage in reckless behavior that might cause injury to myself or others.
13. **Teammates** - help promote the well-being of teammates by positive counseling and encouragement or by reporting any unhealthy or dangerous conduct to coaches.
14. **Play by the Rules** - maintain a thorough knowledge of and abide by all applicable game and competition rules.
15. **Spirit of Rules** - honor the spirit and the letter of rules; avoid temptations to gain competitive advantage through improper gamesmanship techniques that violate the highest traditions of sportsmanship.

Western Sierra Collegiate Academy

Notice of Student use of Anabolic Steroids or Other Performance Enhancing Drugs

WSCA prohibits the use of androgenic / anabolic steroids or any dietary supplement banned by the U.S. Anti-Doping Agency as well as the substance synephrine, without a written prescription from a licensed health care practitioner to treat a medical condition. Student use of alcohol, marijuana, and/or any other drug remains a concern and has been addressed on other school policies and the code of conduct.

Identification

1. Any student suspected of using or having used anabolic steroids or a performance-enhancing drug is to be reported to the administration. Teachers, coaches, or other school officials are expected to report any known users and/or names of any students suspected of use.
2. An investigation will be conducted by the administration and/or coaching staff to determine whether or not there is reasonable suspicion that the individual in question may be currently using or has used a performance-enhancing drug. Conferences and interviews will be scheduled as deemed necessary, and parents will be notified if there is evidence of a potential problem or if questions remain unanswered.

Reasonable Suspicion or Admitted Use

As determined by the School administration, if there is reasonable suspicion based on specific articulable facts that the individual in question may be using, or has used anabolic steroids or any other performance-enhancing drug:

1. The student will be removed from the athletic program as stated in the Athletic Handbook.
2. The student may be asked to participate in a voluntary drug test, at his or her own expense, in order to continue athletic participation. If a student tests positive, then the student must test, at their own expense, negative on a second voluntary drug test prior to participation in any other WSCA athletic program.

Grievance Procedure

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

Legitimate grievances:

1. Failure to provide due process in disciplinary action.
2. Failure to provide a fair opportunity to compete to make the team (cut-off).
3. Mistreatment of athletes by coaches or athletes: *Putting students down or using foul, inappropriate language*
4. Any violation of an adopted code: ethics, conduct, expectations, etc.
5. Discrimination on the basis of any protected class.

illegitimate grievances:

1. Athlete not given enough playing time, other than for reasons stated above.
2. Athlete not playing the right position, other than reasons stated above.
3. Strategies used by the coach, other than as stated above.
4. Win/loss record of the team or coach.

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

Step 1:

At the request of the student/parent, a meeting shall be held involving the student/parent, coach and the Athletic Director. This meeting should take place within five (5) school days of the statement that a problem exists which requires intervention. It is hoped that an acceptable solution will be agreed upon. As a result of the meeting, the Athletic Director will produce a written summary, including an explanation of each of the following:

1. The nature of the problem - what part of which code was violated.
2. Reason(s) for the problem.
3. Prior communication that has taken place, from either or both parties.

4. Efforts that have been made to correct the situation.
5. Acceptable solutions for or exception of each party.

Step 2:

If the problem is not resolved, the student/parent may elect to pursue the grievance process. The student/parent must submit a written summary of the student/parent concern, and the summary of the conference shall be submitted by the Athletic Director no later than five (5) school days after the decision of the Athletic Director, to the School Principal.

The Principal/designee shall conduct a meeting as soon as possible, but no later than seven (7) school days from the receipt of the grievance, with the student/parent, coach, Athletic Director, and other personnel deemed necessary. Whatever the determination of the Principal, a written summary of the conference will be developed by the Principal. If agreement is reached and the problem is resolved, no further action is necessary.

Step 3:

If the problem is not resolved to the student/parent's satisfaction, the student/parent may submit a second written appeal no later than five (5) school days after the decision of the Principal, to the Superintendent/designee. Upon receipt of the appeal, the Superintendent will hold a meeting to finalize the decision.

As a school, we welcome calls and/or conferences with parents and community members at large who have concerns about our policies or practices. It is imperative that we know when and what concerns students and parents have. Adjustments/changes in our policies or regulations will, to some degree, reflect the concerns expressed. However, grievances and appeals about our athletic policy and regulations must be based on violations of section(s) of the adopted codes of conduct, expectations, or ethics.

Signatures

I have read and understand the requirements of this Western Sierra Collegiate Academy Athletic Handbook. I understand that I'm expected to perform according to this code and I understand that there may be sanctions or penalties if I do not.

Student-Athlete Signature: _____ Date: _____

I have read and understand the requirements of the Western Sierra Collegiate Academy Athletic Handbook. My student and I agree to abide by these requirements and understand that there may be sanctions or penalties if these requirements are not followed.

Parent/Guardian Signature: _____ Date: _____