

**Adlai E. Stevenson High
School
Athletic Handbook**

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Stevenson Athletic Handbook

Introduction to the Stevenson Athletic Handbook

It is the intent of this handbook to make available information regarding athletics at Stevenson to all athletes who participate in our program. We ask that you and your parents review the handbook carefully and keep it throughout your participation as a Stevenson Athlete.

When you are a part of an athletic program, you are a representative of Stevenson High School, Stevenson Athletics, and your program. You are expected to demonstrate appropriate behavior at all times.

The staff and administration welcome you to the Stevenson Athletic Program. We desire to assist you in any way necessary. Good luck and enjoy your athletic participation in Stevenson's program.

Superintendent- Eric Twadell

Principal- Troy Gobble

Athletic Director- Trish Bethauser

Asst. Athletic Director - Mike Feigh

Asst. Athletic Director - Jeff Blezian

Athletic Directors Administrative Assistant- Shelley Laughunn

Athletic Office Administrative Assistant- Mindy Fitzgibbons

Athletic Equipment Manager- Barri Woolston

Head Athletic Trainer- Tom Lowe, ATC

Head Athletic Trainer- Tyler Kollmann, ATC

Athletic Trainer- Sam Lodygowski, ATC

Athletic Trainer- Sarah Pettit, ATC

The Stevenson High School Athletic Program

I. Mission Statement

Stevenson High School is an exemplary learning community. To ensure future development and growth in the Interscholastic Athletic Program, the school must have a clear sense of what the athletic program is to accomplish and the contributions that will be made by the various stakeholders. The vision and values will be based upon the fundamental purpose for the existence of the athletic program.

An exemplary high school athletic program exists in order to:

- *Enhance and support the broader educational vision and values of the school.*
- *Promote and develop the emotional, mental, physical, social growth, and personal responsibility of students within the context of a competitive environment.*

II. Vision and Values

The expectations and responsibilities for coaches, student athletes, parents, and the Administrative Leadership Team

A. Expectations and Responsibilities of the Administrative Leadership Team

1. The Administrative Leadership Team will provide the best available facilities for student athletes, ensuring safety and quality at all times by:
 - Scheduling for effective allocation and maximum utilization of facilities.
 - Prioritizing requests from coaches, staff, and buildings and grounds for maintenance and improvements.
 - Developing a strong relationship among building and grounds, maintenance, and athletic staff.
2. The Administrative Leadership Team of Stevenson High School will ensure a level of excellence in the coaching staff by:
 - Seeking out and hiring coaches with excellent qualifications, experience, and motivation.
 - Providing opportunities for continuing growth in the coaching profession (i.e. clinics, camps, etc.).
 - Hosting preseason meetings with all coaches in each sport at the beginning of each season.
 - Facilitating effective post-season performance reviews with each coach and seek their input for program improvement.
3. The Administrative Leadership Team of Stevenson High School will establish, maintain, and ensure the enforcement of an athletic code of conduct by:
 - Providing a reasonable and fair athletic code of conduct.
 - Educating students, coaches, parents, and community members as to the bylaws of the code of conduct.
4. The Administrative Leadership Team of Stevenson High School will demonstrate they value athletics and athletic endeavors by:
 - Facilitating effective collaboration between Stevenson High School athletics, co-curricular, and extra-curricular programs.
 - Enforcing the Athletic Code of Conduct.
 - Attending athletic contests of various sports and levels.
 - Attending various preseason player/parent/coach team meetings.
 - Developing rapport regarding athletics with players, coaches, parents, and the community at large.
 - Ensuring the fair recognition of athletes that supports all interscholastic sports.
5. The Administrative Leadership Team of Stevenson High School will encourage and promote good sportsmanship and community participation by:
 - Becoming role models of good sportsmanship.
 - Ensuring the Stevenson High School community will become educated in regard to IHSA Sportsmanship Bylaws.
 - Ensuring consistent enforcement of IHSA Sportsmanship Bylaws.
6. The Administrative Leadership Team of Stevenson High School will maintain an open channel of communication regarding athletic programs by:
 - Creating mechanisms for communication between each group of stakeholders in the athletic community.
 - Ensuring student athletes play in a safe and healthy environment.

SHS Vision and Values con't.

B. Expectations and Responsibilities of Coaches

1. The coaches will maintain a role of coach as professional and will keep the role of coach in proper perspective by:
 - Developing and communicating clear and specific goals for the team and individual players throughout tryouts and the season.
 - Maintaining open and honest communication with students, parents, and other coaches.
 - Developing and demonstrating a good knowledge base of best practice specific to their coaching arena.
 - Supporting and collaborating with coaches in other athletic programs.
 - Modeling and teaching skills necessary to succeed.
 - Supporting student academic expectations, responsibilities, and achievements.
 - Developing the knowledge and understanding of Stevenson policies and procedures as it applies to athletics.
 - Promoting and enforcing the student athlete code of conduct.
2. The coaches will be positive role models in personal management, appearance, ethics, and behavior by:
 - Connecting athletic experiences with life experiences.
 - Providing an atmosphere of teamwork and collaboration among coaches and players.
 - Becoming an integral part of, and developing rapport with, the Stevenson community including administration, coaches, parents, and students.
 - Modeling good sportsmanship at all times.
 - Creating and maintaining a safe and healthy environment for student athletes.
 - Understanding their leadership style and its impact on student athletes.
 - Considering important commitments of student athletes outside their sports.

C. Expectations and Responsibilities of Parents

1. The parents will communicate fairly and openly with coaches by:
 - Communicating openly, honestly, and with respect.
 - Communicating issues and concerns in a timely manner including those of physical and emotional well-being on behalf of their student.
 - Following an appropriate chain of communication such as:
 - Parent and Coach/Assistant coach
 - Parent and Athletic Director
 - Parent/Principal/Superintendent
 - Attending parent meetings and reading information disseminated by the coaches.
2. The parents will demonstrate good sportsmanship by displaying the following behaviors:
 - Providing support for coaches and officials in order to provide a positive, enjoyable experience for all student athletes.
 - Understanding the game is for the students and not for the adults.
 - Recognizing that student participation in athletics is a privilege.
 - Using good sportsmanship as a spectator and conduct themselves in a manner that reflects well on both the team and the school.
 - Promoting the team by being supportive and helpful of the school program.
 - Refraining from coaching their student from the stands or sidelines.
 - Expecting consistent student attendance at practices and games.
3. The parents will create a positive and supportive environment to promote their student/athlete's well-being by:
 - Supporting good conditioning and healthy life style habits.
 - Placing the emotional and physical well-being of their student ahead of any personal desire to win.
 - Expecting their student to play in a safe and healthy environment.
 - Supporting their student in planning how to meet their academic responsibilities given the demands of training and practice.
 - Being a role model for other parents by remaining positive at sporting events.

SHS Vision and Values con't.

D. Expectations and Responsibilities of Student Athletes

1. The student athletes of Stevenson High School will be committed to the school athletic program on and off season by:
 - Following the rules set by the coaches and the school.
 - Participating enthusiastically.
 - Making appropriate personal sacrifices for the good of the team.
 - Recognizing that student participation in athletics is a privilege.
 - Setting challenging and realistic goals.
 - Developing a winning attitude.
 - Maintaining high academic standards.
 - Being committed to skill development in their sport.
2. The student athletes of Stevenson High School will communicate openly and honestly with respect for coaches, teammates, parents, officials, and opponents by:
 - Developing a team attitude.
 - Being coachable and open to constructive feedback.
 - Sharing appropriate individual and team concerns with the coaching staff.
3. The student athletes of Stevenson High School will demonstrate good citizenship and sportsmanship by:
 - Behaving with integrity.
 - Exhibiting pride in their team and school.
 - Playing by the rules.
 - Accepting responsibility as a role model for others.
 - Supporting other sports and underlevel teams.
 - Playing with dignity and grace, regardless of winning or losing.
4. The student athletes of Stevenson High School will develop and maintain mental and physical (health) behaviors by:
 - Being alcohol and drug free.
 - Practicing self-discipline.
 - Demonstrating good personal health habits.
 - Dealing with challenges in a positive manner.



Adlai E. Stevenson High School

VISION STATEMENT

Curriculum

In order to ensure “Success for Every Student,” we will implement a guaranteed, viable and rigorous curriculum that meets the evolving needs of our students while prioritizing active engagement and reflective problem-solving. Our curriculum will encourage students to scrutinize evidence of their learning, challenge their thinking, and forge new understandings. We will help students gain confidence, discover their talents, and develop the skills they need to succeed in life.

Equity, Access, and Inclusivity

In order to ensure “Success for Every Student,” we will recognize every student as a valued individual. Students will learn in a safe, inclusive space, where they are taught to understand the value of their own experiences in relation to other, diverse perspectives. We will be relentless in removing barriers to full equity, access, and inclusivity in our curricular and co-curricular programming. We will establish high academic and behavioral expectations, and we will provide students with the supports required to help them meet or exceed those expectations.

Professional Learning Community

In order to ensure “Success for Every Student,” we will sustain a culture focused on learning, collaboration, and results. Our culture of continuous improvement will be driven by collective inquiry, innovative instructional practices, and learning-centered assessment and grading practices. We will implement impactful

intervention strategies that provide students with more time and support when needed in order to ensure learning and achievement. As a model Professional Learning Community, we will participate in state, national, and global initiatives focused on improving educational outcomes.

Culture for Learning

In order to ensure “Success for Every Student,” all decision-making processes will be based on the best interests of our students and their learning. We will promote social-emotional learning and a healthy life balance for all students as we nurture continuous improvement and growth in their curricular and co-curricular experiences. We will encourage students to set

attainable and aspirational goals, learn the value of hard work and dedication, and embrace the challenges and opportunities they will experience in high school and beyond.

Community Engagement

In order to ensure “Success for Every Student,” we will actively engage and support the Stevenson H.S. community. We value and respect our community’s diverse perspectives, and will provide opportunities for parents and others to inform and support the vision and values of our school. We will forge collaborative partnerships with those who share expertise, providing authentic and innovative student-learning experiences. We are committed to utilizing our resources and facilities to develop and implement educational and recreational opportunities as we work to connect the community and school.



Portrait of a Stevenson Graduate

Our Students Will Commit to the Following:

★ Self

- Pursue a balanced high school experience.
- Foster responsible, healthy and ethical decision-making skills.
- Develop a sense of resilience and self-awareness.
- Demonstrate self-empowered and life-ready skills.

★ Others

- Celebrate, honor, and respect diverse people and perspectives.
- Develop a sense of empathy for those around them.
- Serve local, national, and global communities.
- Engage in civic duties and responsibilities.

★ Learning

- Strive for continuous improvement.
- Foster a curious, creative and innovative mind.
- Sustain a growth mindset when facing new challenges.
- Develop problem-solving and reflective skills.
- Collaborate and learn from and with others.

Our Mission: Success For Every Student

Curriculum

In order to support our students in their overall success, **we will ...**

- A. Teach the emotional, mental, physical, social growth, and personal responsibility skills needed for students to succeed within the context of a co-curricular environment.
- B. Provide enrichment opportunities that allow students to explore and experiment with knowledge, skills, and talents cultivated in the classroom.
- C. Showcase our students' desire to represent the Stevenson High School community through competitive athletics, fine arts, and activities.

Equity, Access, and Inclusivity

In order to provide ... the necessary supports required to help every student meet or exceed our expectations, **we will...**

- A. Offer co-curricular options that meet the needs and interests of our students, evaluate programs on an annual basis, and make collaborative and informed decisions through the lens of the vision and values of Stevenson High School.
- B. State our expectations as outlined in the Co-curricular Code of Conduct and reinforce the importance these play in providing a safe environment for all participants.
- C. Develop an environment where student leaders reflect the diversity among the student body and expand their capacity to advance District 125's Collective Commitments.

Professional Learning Community

In order to promote... adult learning, **we will ...**

- A. Commit to develop leadership capacity of coaches and activity advisors through professional development and collaborative experiences.
- B. Advocate and support attendance at state and national athletic and activity conferences.
- C. Make decisions informed that guide professional development activities by analyzing qualitative and quantitative data.

Culture for Learning

In order to promote... learning as a lifelong activity, **we will ...**

- A. Celebrate moments where students demonstrate grit, resilience and growth.
- B. Inform stakeholders on the benefits of authentic learning experiences and balance.
- C. Sustain a culture where students take ownership in successes and failures embracing each with humility, dignity, and care.

Community Engagement

In order to... engage our community in meaningful ways, **we will ...**

- A. Cultivate inclusive community partnerships and relationships with parents and businesses.
- B. Provide transparency and information through timely communication.
- C. Value and seek community feedback through collaboration with parent and community organizations.
- D. Commit to providing inclusive community events by sharing resources and facilities that provide educational and recreational opportunities.

Adlai E. Stevenson High School Extracurricular/Co-curricular Code of Conduct

Philosophy:

Adlai E. Stevenson High School views participation in athletic teams, fine arts performance groups, student activities clubs, and other extracurricular/co-curricular activities as a privilege, not a right. Students who choose to participate in extracurricular/co-curricular activities accept additional responsibilities as representatives of Stevenson High School. The Board of Education, Administration, staff, and coaches of Adlai E. Stevenson High School believe that our students represent our highest standards, including our core principles: responsibility/accountability, integrity, acceptance, and empathy. Participation in extracurricular/co-curricular activities provides exceptional life-learning opportunities. This Code of Conduct specifically establishes high expectations and standards for all extracurricular/co-curricular participants. These expectations embody a total lifestyle approach with an emphasis on respect for self, others and property; loyalty to self, classmates, staff, coaches, sponsors, and school; ideals of true sportsmanship; and maturity to fully accept choices made and their consequences. The implementation and effectiveness of this Code of Conduct is dependent on a collective commitment from students, parents, and school personnel, along with a proactive approach to prevention and assistance.

Period and Scope:

The Code applies to all students who participate in voluntary, school-sponsored activities that are not part of an academic course. The Code requirements must be followed by these students on and off campus, 24 hours a day, seven days a week, 365 days per year. A student's Code record and consequences are cumulative, regardless of category, beginning with the student's and parent's/guardian's initial written/electronic acknowledgement of this Code during the registration process and continuing throughout the student's entire high school career. Students who violate the Code when their extracurricular/co-curricular activity(ies) is out of activity/season may have consequences applied during the student's next activity/season. This may also include consequences carried over and applied during the student's next school year.

The Code provides a minimum guidance when addressing certain conduct of students participating in extracurricular/co-curricular activities. It does not enumerate every situation or conduct for which discipline may be imposed on a student. A violation of the Code, and any disciplinary consequences imposed for a violation, will be determined on a case-by-case basis, considering the particular facts and circumstances and egregious nature, if any, of the violation.

Supervisors/coaches will be provided with information about any disciplinary consequences imposed on a student participating in their particular extracurricular/co-curricular activity. Each supervisor/coach may establish additional rules for the particular extracurricular/co-curricular activity regarding curfew, traveling, attendance at meetings/practices/rehearsals and performances/competitions, personal conduct, and personal appearance.

Rule enforcement will be consistent for all students who participate in extracurricular/co-curricular activities.

Extracurricular/Co-Curricular Tiers:

Adlai E. Stevenson High School recognizes the diversity and uniqueness between the numerous athletic teams, clubs, and performance groups that fall under the Code. Therefore, a tiered system has been established to differentiate consequences for expectation and rule infractions.

Tier A:	Zero-Tolerance Clubs & Honor Societies	Best Buddies, NHS*, FMP, Operation Snowball, Peer Helpers, S.P.T. TriM, Thespians. *All NHS By-laws also apply.
Tier B:	Competitive Teams & Clubs	Athletics, Bass Fishing, Business Professionals of America, Chess, Color Guard, Debate, Economics, Future Business Leaders of America, History Fair, Latino College Bowl, Math, Model UN, Scholastic Bowl, Science Olympiad, Speech and Drama, Table Tennis Team, TEAMS, Youth and Government.
Tier C:	Non-Competitive Clubs and Intramurals	Refer to the Student Co-Curricular Handbook for a complete list of activities.
Tier D:	Performance Groups	Fall Play, Musical, Freshmen/Sophomore Play, Winter Play, Spring Play, Mélange Dance Company, Repertory Dance Company, Jazz Band, Jazz Lab, Lady Jazz, Just the Guys, Baroque Ensemble, Pit Orchestra, Improv Club, Fine Arts Festivals, Auditions & Competitions, StageCrafters, Madrigals, Jazz Etc.
Tier E:	Attendees of school-sponsored dances	Homecoming, Winter Formal, Spring Fling, Turn-About Dance, Prom

Rules, Expectations & Disciplinary Consequences:

Attendance

Participation on Days of Absence: Tier B & Tier D

In order to ensure "Success for Every Student," Stevenson High School establishes high academic expectations. To assist in accomplishing this goal, students are expected to be in attendance during the school day in order to participate in an after-school competitive event or performance activity the same day. For any student absence of more than one academic period, the student must receive clearance from the Athletic or Student Activities Office before the end of that school day to participate in the competition/performance.

Out-of-School Suspension, & Alternative Day Assignment, & Saturday School Assignment:

All Tiers

If a student receives an Out-Of-School Suspension (OSS), he/she may not be on the school campus or attend any school function for any reason, including attendance at a school dance or participation in any extracurricular/co-curricular activity practice session, rehearsal, competition, or performance on the day of and/or during an OSS.

If a student receives an Alternative Day Assignment (ADA), he/she may attend, but may not participate in, any extracurricular/co-curricular activity practice session, rehearsal, competition, or performance on the day of an ADA.

A student who receives a Saturday School assignment must fulfill the obligation as scheduled. A student may participate in an extracurricular/co-curricular activity on a Saturday once all Saturday School obligations have been fulfilled.

Academic Eligibility

Violations

As a member of the Illinois High School Association (IHSA), Stevenson adheres to and enforces the IHSA policy on academic eligibility. The IHSA policy requires a student involved in competitive events &/or performance activities to be passing a minimum of five classes (where the classes are 0.5 credit courses).

In addition, a student must pass a minimum of five classes (where the classes are 0.5 credit courses) each semester to be eligible for participation in competitive events &/or performance activities in the next semester.

Details regarding the IHSA academic eligibility policy are reviewed with participating students each season by the supervisor/coach and also available in the Athletic and Student Activities Offices.

Consequences

Tier A, C, E:

Consequences will be applied according to the rules of that extracurricular/co-curricular activity.

Tier B, D:

Attend 9th Hour sessions any week he or she is not passing a minimum of five classes. The student will be able to attend practice/rehearsal if it does not conflict with 9th hour, but he or she may not compete/participate for 7 calendar days or until the academic criteria are met, whichever is longer.

Transportation

Tier B: All students must travel to and from off-campus competitions by school-sponsored transportation, except that a student may leave the competition with his or her parent(s)/ guardian(s) if the student submits written parental permission to the particular supervisor/coach. Written parental permission must be submitted to the supervisor/coach prior to the competition. Extenuating circumstances will be handled by the Director of Athletics or Student Activities. Parents/guardians should contact the applicable Director well in advance of the competition if there are any questions.

Dress Standards

All Tiers: The school general dress standards apply to all extracurricular/co-curricular activities, except for uniforms and costumes approved by the Athletic Director or Director of Student Activities.

Equipment & Uniforms

All Tiers: Any student may receive disciplinary consequences, including but not limited to a loss of privileges, and/or fees if in possession of Stevenson High School equipment, uniforms, and/or costumes not issued to him/her or who does not return equipment, uniforms, and/or costumes issued to him/her in the designated time period after the conclusion of his/her activity.

Overnight Travel & Field Trip Experiences

All Tiers: Extracurricular/co-curricular activities may involve group overnight travel experiences and field trips. Participation in these experiences is a privilege, based on, but not limited to, factors such as academic status and school attendance. Previous violations of the Co-Curricular Code of Conduct may result in loss of participation in one or more group overnight travel experiences, depending on the nature and severity of the student's violations. Any student who violates the Co-Curricular Code of Conduct during a group overnight travel experience may be removed from the overnight travel experience immediately. If removed, the student's parent/guardian will be contacted and be responsible for arranging the student's immediate return home. The student's parent/guardian will be responsible for paying any and all additional travel expenses related to the immediate return. In addition, the student's parent/guardian will not be reimbursed for any expenses paid for the student's participation in the activity or the original travel arrangements.

Behavior/Citizenship

Category 1 - First Violation Consequences

Violations	Consequences
<p>Category 1 addresses offenses of dishonesty and insubordinate and disrespectful behaviors. Examples include, but are not limited to, lying to school officials; cheating/plagiarism; and false identification.</p> <p>Note: Any image or content, including those posted online, that depicts behavior described above may be considered in assessing a Code violation.</p>	<p>Tiers A, B, C, D: Suspension up to 15% of club/activity/ competition/performance and loss of leadership position.</p> <p>During the period of suspension from the extracurricular/co-curricular activity, the student is expected to attend and participate in all required practices, rehearsals, and meetings.</p> <p>Tier E: Loss of privileges, including but not limited to denial of admittance or removal from activity. Contact parent(s)/guardian(s), depending on the nature and severity of the incident.</p>

Behavior/Citizenship

Category 2 - First Violation Consequences

Violations	Consequences
<p>Category 2 addresses aggressive behaviors. Examples include, but are not limited to, theft; fighting; bullying; harassment; hazing; fraternities, sororities, and secret societies; gang-related activities, Inappropriate Use of Personal Electronic Communication Device, Violation of Acceptable Use Guidelines.</p> <p>Note: Students who participate in extracurricular/ co-curricular activities commit to supporting, encouraging, and mentoring each other in their efforts to achieve individual and group goals within the vision and mission of District 125. Engaging in or encouraging hazing is strictly prohibited. This includes students who witness but do not report acts of hazing.</p> <p>Note: Any image or content, including those posted online that depicts behavior described above may be considered in assessing a Code violation.</p>	<p>Tier A, C: Suspension for 20 - 40% of activity and loss of leadership position.</p> <p>Tier B, D: Suspension for 20 - 40% of competitions/ performances and loss of leadership position. During the period of suspension from the activity, the student is expected to attend and participate in all required practices and meetings.</p> <p>Tier E: Loss of privileges, including but not limited to denial of admittance or removal from activity. Contact parent(s)/guardian(s), depending on the nature and severity of the incident.</p> <p>All Tiers: Student may be suspended from participation in the activity for a period up to one calendar year, depending on the nature and severity of the incident. Suspension from the activity may be reduced if the student successfully completes an appropriate corrective/education program.</p>

Behavior/Citizenship

Category 3 - First Violation Consequences

Violations	Consequences
<p>Category 3 addresses the use or possession of a weapon; possession, use, distribution, purchase, or sale of prohibited substances or related paraphernalia; and other criminal activity. Examples of prohibited substances include, but are not limited to vaping fluids, nicotine, alcoholic beverages, illegal drugs, controlled substances, any other impairing and/or intoxicating substance, and performance-enhancing substances banned by the IHSA. This prohibition also includes participation in a plan to sell, purchase, possess, use, and/or distribute, prohibited substances or related paraphernalia.</p> <p>Note: Any image or content, including those posted online that depicts behavior described above may be considered in assessing a Code violation.</p>	<p>All Tiers: Referral to Assistant Principal or Dean. Suspension for 20 - 100% of activity and loss of leadership position. Suspension from the activity may be reduced if the student successfully completes a community-based substance abuse or other corrective/education program.</p> <p>The student may be suspended from all extracurricular/co-curricular activities for a period up to one calendar year, depending on the nature and severity of the incident.</p>

Behavior/Citizenship
Categories 1 & 2 - Second Violation Consequences
<p>Tier A, C: Suspension up to 50% of activity and loss of leadership position.</p> <p>Tier B, D: Suspension up to 100% of competitions/performances and loss of leadership position.</p> <p>During the period of suspension from the activity, the student is expected to attend and participate in all required practices and meetings.</p> <p>Tier E: Removal from activity. Contact parent(s)/guardian(s).</p> <p>All Tiers: Student may be suspended from participation in the activity for a period up to one calendar year, depending on the nature and severity of the incident. Suspension from the activity may be reduced if the student successfully completes an appropriate corrective/education program.</p>

Behavior/Citizenship
Category 3 – Second Violation Consequences
<p>All Tiers: Suspension from all extracurricular/co-curricular activities for a period of up to one calendar year. Suspension from all activities may be reduced if the student successfully completes an appropriate corrective/education program.</p>

Behavior/Citizenship
Third Violation Consequences (for all Categories)
<p>All Tiers: The student may be excluded from all extracurricular/co-curricular activities for the remainder of his/her high school career. The student may submit a petition, in writing, to the respective Director for reinstatement in an extracurricular/co-curricular activity, provided that at least one calendar year of exclusion has been completed from the date of the third infraction. Any reinstated student will be considered at the second-violation level.</p>

Self-Reporting:

Students who voluntarily self-report their first violation of Categories 1,2, or 3 to the Athletic, Student Activities, or Fine Arts Directors may have their consequences reduced depending on the nature and severity of the violation and/or whether the violation interferes with, disrupts, or adversely affects the school mission, instruction, activities, discipline and/or operation, or reasonably leads school officials to anticipate such interference, disruption, or adverse effect, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; (b) endanger the health or safety of students, staff, or school property; or (c) otherwise impinge on the rights of other students. A student will not receive reduced disciplinary consequences for self-reporting if the school reasonably suspects or has already become aware of the violation by other means; the student has been arrested or cited by law enforcement for the violation; or the student does not comply with the reduced consequences to address the violation.

Due Process:

- A. A student will be advised by the Dean of Students or particular Athletic/Student Activities/Fine Arts/Dean's Office of the charges against him or her. The student will be provided with the date and time of a meeting to discuss the charges if the meeting is not held immediately.
- B. A pre-disciplinary meeting is not required and the student may be immediately suspended when the student's presence interferes with, disrupts, or adversely affects the school mission, instruction, activities, discipline, and/or operations, or is reasonably leads school officials to anticipate such interference, disruption, or adverse effect, including but not limited to conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; (b) endanger the health or safety of students, staff, or school property; or (c) otherwise impinges on the rights of other students. In such cases, the notice and conference shall follow as soon as practicable.
- C. During the scheduled meeting, the student will be given the opportunity to respond to the charges.
- D. The student and his or her parent(s)/guardian(s) will be advised in writing by the Dean or Director of any disciplinary action imposed on the student for the violation, including the Board policy, school rule, and/or Code provision that was violated, and the opportunity to appeal the disciplinary consequence.
- E. The student and his or her parent(s)/guardian(s) may appeal the disciplinary action to the Principal or designee. During the appeal process, the imposed discipline remains in effect. The Principal or designee will take any action he or she deems appropriate. The Principal's/designee's decision on appeal is final.

Self-Reporting:

Students who voluntarily self-report their first violation of Categories 2, 3, or 4 to the Athletic, Student Activities, or Fine Arts Directors may have their consequences reduced depending on the nature and severity of the violation and/or whether the violation interferes with, disrupts, or adversely affects the school mission, instruction, activities, discipline and/or operation, or reasonably leads school officials to anticipate such interference, disruption, or adverse effect, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; (b) endanger the health or safety of students, staff, or school property; or (c) otherwise impinge on the rights of other students. A student will not receive reduced disciplinary consequences for self-reporting if the school reasonably suspects or has already become aware of the violation by other means; the student has been arrested or cited by law enforcement for the violation; or the student does not comply with the reduced consequences to address the violation.

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- B. A pre-disciplinary meeting is not required and the student may be immediately suspended when the student's presence interferes with, disrupts, or adversely affects the school mission, instruction, activities, discipline, and/or operations, or is reasonably leads school officials to anticipate such interference, disruption, or adverse effect, including but not limited to conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; (b) endanger the health or safety of students, staff, or school property; or (c) otherwise impinges on the rights of other students. In such cases, the notice and conference shall follow as soon as practicable.
- C. During the scheduled meeting, the student will be given the opportunity to respond to the charges.
- D. The student and his or her parent(s)/guardian(s) will be advised in writing by the Dean or Director of any disciplinary action imposed on the student for the violation, including the Board policy, school rule, and/or Code provision that was violated, and the opportunity to appeal the disciplinary consequence.
- E. The student and his or her parent(s)/guardian(s) may appeal the disciplinary action to the Principal or designee. During the appeal process, the imposed discipline remains in effect. The Principal or designee will take any action he or she deems appropriate. The Principal's/designee's decision on appeal is final.

**NORTH SUBURBAN CONFERENCE
LAKE FOREST LAKE ZURICH
LIBERTYVILLE MUNDELEIN
STEVENSON WARREN
WAUKEGAN ZION-BENTON**

Good Sportsmanship is the attitude and behavior that exemplifies positive support for the interscholastic programs of the North Suburban Conference as well as for the individuals who participate in these programs. People involved in all facets of the interscholastic program are expected to demonstrate respect for others and display good sportsmanship. One of the goals of the North Suburban Conference for interscholastic competition is to teach important values while enriching the educational experiences of young men and women. Good sportsmanship is one of those values.

Sportsmanship Behavior Expectations

The Coach:

- ☐ Inspires in his/her athletes a love for the game and the desire to win.
- ☐ Teaches that it is better to lose fairly than to win unfairly.
- ☐ Leads players and spectators to respect officials by setting a good example.
- ☐ Is the type of person he/she wants his/her athletes to be.

The Official:

- ☐ Knows the rules.
- ☐ Is fair and firm in all decisions. Calls them as he/she sees them.
- ☐ Treats players and coaches courteously and demands the same treatment.
- ☐ Knows the game is for the athletes and lets them have the spotlight.

Participant Expectations:

- ☐ Accept and understand the seriousness of your responsibility and the privilege of representing your school and your community.
- ☐ Learn the rules of the game thoroughly and discuss them with parents, fans, and fellow students.
- ☐ Treat opponents the way you would like to be treated. Taunting will not be accepted.
- ☐ Wish opponents good luck before the game and congratulate them in victory or defeat.
- ☐ Respect the integrity and judgment of the game officials.

Spectator Expectations:

- ☐ High school athletics are learning experiences for students, and sometimes mistakes are made. Praise student athletes in their attempt to improve themselves as students, athletes, and individuals.
- ☐ A ticket is a privilege to observe the contest, not a license to verbally assault others.
- ☐ Learn the rules of the game.
- ☐ Show respect for the opposing players, coaches, spectators, and support groups.
- ☐ Respect the integrity and judgment of the game officials.
- ☐ Recognize and show appreciation for an outstanding play by either team.
- ☐ Refrain from the use of any controlled substances before and during contests.
- ☐ Use only those cheers that support and uplift the teams involved.
- ☐ Obey the rules and regulations set forth when a guest of any NSC host school.
- ☐ Shared expectations:
 - ☐ All spectators must be properly attired and must wear shirts at all times. (A sports bra is not considered a shirt.)
 - ☐ Face painting is acceptable. Spectators must be recognizable.
 - ☐ Noisemakers that disrupt the game or performance are not acceptable.
 - ☐ Signs and banners are permitted so long as they stay within the realm of good sportsmanship. Decisions regarding the above guidelines will be made at the discretion of the home event staff.

Spirit Leader Expectations:

- ☐ Understand the seriousness of your responsibility and the privilege of representing your school and your community.
- ☐ Learn the rules of the game.
- ☐ Wish opponents good luck before the game and congratulate them in victory or defeat.
- ☐ Treat opposing cheerleaders the way you would want to be treated.
- ☐ Establish standards of desirable behavior.
- ☐ Select positive cheers which support your team without antagonizing the opponent.
- ☐ Use discretion in selecting times to cheer.
- ☐ Give encouragement to all players and recognition to outstanding performances.
- ☐ Respect the integrity and judgment of the game officials.
- ☐ Encourage a positive alternative when booing or an inappropriate chant begins.
- ☐ Obey the rules and regulations set forth when a guest of any NSC host school.



Illinois High School Association Sportsmanship By-laws

Illinois High School Association Sportsmanship By-law 6.011

Any player ejected from a contest for unsportsmanlike conduct shall be ineligible for the next interscholastic contest at that level of competition, and all other interscholastic contests at any level in the interim, in addition to other penalties the IHSA or the school may assess.

Illinois High School Association Sportsmanship By-law 6.012

Any coach ejected from a contest for unsportsmanlike conduct shall be ineligible for the next interscholastic contest at that level of competition, and all other interscholastic contests at any level in the interim, in addition to other penalties the IHSA or the school may assess.

Illinois High School Association Sportsmanship By-law 2.042

IHSA member schools have the responsibility to maintain proper crowd control and enforce principles of good sportsmanship and ethics. Spectators may be asked to leave the premises for failure to comply with these stated guidelines. The IHSA Executive Director shall have the authority to investigate reported incidents of unsportsmanlike conduct

North Suburban Conference Protocol for Addressing Hate Speech at Contests

(Adopted April 18, 2018)

This Protocol for Addressing Hate Speech will be in effect at all NSC scheduled contests (exclusive of the IHSA state series) and is created to accomplish the following goals:

1. Make a clear statement that the NSC does not tolerate hate speech.
2. Demonstrate that addressing hate speech is more important than the game itself.
3. Address the situation early on so that it does not escalate into a worse incident later.
4. Demonstrate to the target and team that their concern is being heard and addressed.
5. Institute more severe consequences for an athlete who persists in using hate speech.
6. Allow time for emotions to cool down.

Hate Speech Definition and Policy Administration

Definition of Hate Speech:

Hate speech is any speech, gesture or conduct, writing, or display which is forbidden because it may incite violence or prejudicial action against or by an individual or group, or because it disparages or intimidates an individual or group. This protocol is designed to provide a consistent, rational framework for managing and dealing with situations at contests when an athlete or coach believes an opposing school's athlete or coach has used hate speech towards a member of their team. "Target" refers to the individual who heard the hate speech. "Alleged offender" refers to the individual(s) who allegedly used the hate speech. "Comment" refers to the hate speech that was used.

Administration of Policy

1. The target will inform his/her head coach of the following at the next stoppage in action after the comment was heard:
 - a. The specific comment made.
 - b. When and where the comment was made.
 - c. Identification of the alleged offender (number, position, etc.)
 - a. NOTE: if the target is unable to identify who made the comment, the target should still communicate what s/he heard to their coach and their coach should notify the official and opposing coach immediately
2. If the contest is being officiated, the head coach will immediately inform the official of the information above. The official will stop play and meet with the head coaches of both teams and host school administration (if present) and review the comment. The teams will go to their respective benches. The coach of the alleged offender, the official and an athletic administrator (if present) will meet with the alleged offender to ask the offender about the comment made.

3. If there is not an official present, the head coach of the target will inform the head coach of the alleged offender of the information above. The coach of the alleged offender and an athletic administrator (if present) will then ask the alleged offender about the comment made.
4. If the alleged offender admits to saying the comment, s/he will be ejected from the contest and suspended for the next contest and will be subject to the individual school's discipline policies and procedures for the use of hate speech.
5. If the alleged offender does not admit to saying the comment, the alleged offender will be informed by his/her coach that if the official or a coach hears any other use of hate speech from the alleged offender later in the contest, the offender will be ejected, suspended for the next contest and will be subject to the individual school's discipline policies and procedures for the use of hate speech. The coach/official will provide written documentation of what they heard to be included in the incident log.
6. The target will then be told by his/her head coach of the outcome. If the alleged offender did not admit to saying the comment, the coach will tell the target to continue informing him/her directly if hate speech is used again. Additional reports involving the same alleged offender will be shared with the official who will inform the other head coach but play will not be stopped unless the official actually hears the comment.
7. The head coaches of both teams will inform their Athletic Directors within 24 hours of ALL situations in which hate speech was suspected. The AD's will meet directly with any athlete identified as possibly using hate speech or alleging the use of hate speech.
8. If the target does not inform his/her coach about the comment until after the team has left the contest site, the coach shall inform his/her Athletic Director and that AD shall inform the other AD. Both AD's shall meet with their respective student-athletes (alleged offender and target) and then communicate back to the other AD of their findings. If the alleged offender admits to saying the comment, s/he will be suspended for the next contest and will be subject to the individual school's discipline policies and procedures for the use of hate speech.
9. The Athletic Directors will inform the NSC President of the incident who will document the incident in the NSC Hate Speech Incident Log.

Stevenson Athletic Trainers – Training Room – Injuries

Stevenson High School District 125 is fortunate to be able to provide the highest standard of medical care for our student athletes participating in 39 varsity sports, with over 2,000 athletic participations during the school year. Our staff of four certified Athletic Trainers focuses on the development of relationships with the medical community to provide our student athletes the utmost in medical care possible. This is achieved by creating a trusting relationship with the athlete, parent, coach, school administration and the medical community.

Contact Information:

- **Tom Loew**, Athletic Trainer: 847-415-4258; tloew@d125.org
- **Tyler Kollmann**, Athletic Trainer: 847-415-4238; tkollmann@d125.org
- **Sam Lodygowski**, Athletic Trainer: 847-415-4238; slodygowski@d125.org
- **Sarah Pettit**, Athletic Trainer: 847-415-4238; spettit@d125.org

The Stevenson High School Sports Medicine staff works in conjunction with area physicians, physical therapists and other allied health professionals to meet the needs of each individual athlete. Athletic Trainers are medical professionals responsible for:

- Prevention of athletic injuries
- Recognition and assessment of abnormalities resulting from physical activity
- Treatment of abnormalities resulting from physical activity
- Rehabilitation of physically active abnormalities

Athletic Injuries

- Report all injuries to your coach or the athletic trainer when they occur.
- Use only rest, ice, compression (ace wrap) and elevation to treat injuries until you consult the athletic trainer or your doctor.
- If you see a physician, get a note with a diagnosis and any restrictions and present it to an athletic trainer before returning to play.
- If you have severe swelling, severe pain, loss of joint motion or a head injury and an athletic trainer is not immediately available, see a physician.

Concussion Information Sheet

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

Symptoms may include one or more of the following:

³⁵ ₁₇ Headaches	³⁵ ₁₇ Amnesia
³⁵ ₁₇ “Pressure in head”	³⁵ ₁₇ “Don’t feel right”
³⁵ ₁₇ Nausea or vomiting	³⁵ ₁₇ Fatigue or low energy
³⁵ ₁₇ Neck pain	³⁵ ₁₇ Sadness
³⁵ ₁₇ Balance problems or dizziness	³⁵ ₁₇ Nervousness or anxiety
³⁵ ₁₇ Blurred, double, or fuzzy vision	³⁵ ₁₇ Irritability
³⁵ ₁₇ Sensitivity to light or noise	³⁵ ₁₇ More emotional
³⁵ ₁₇ Feeling sluggish or slowed down	³⁵ ₁₇ Confusion
³⁵ ₁₇ Feeling foggy or groggy	³⁵ ₁₇ Concentration or memory problems (forgetting game plays)
³⁵ ₁₇ Drowsiness	³⁵ ₁₇ Repeating the same question/comment
³⁵ ₁₇ Change in sleep patterns	

Signs observed by teammates, parents and coaches include:

³⁵ ₁₇ Appears dazed
³⁵ ₁₇ Vacant facial expression
³⁵ ₁₇ Confused about assignment
³⁵ ₁₇ Forgets plays
³⁵ ₁₇ Is unsure of game, score, or opponent
³⁵ ₁₇ Moves clumsily or displays incoordination
³⁵ ₁₇ Answers questions slowly
³⁵ ₁₇ Slurred speech
³⁵ ₁₇ Shows behavior or personality changes
³⁵ ₁₇ Can’t recall events prior to hit
³⁵ ₁₇ Can’t recall events after hit
³⁵ ₁₇ Seizures or convulsions
³⁵ ₁₇ Any change in typical behavior or personality
³⁵ ₁₇ Loses consciousness



Concussion Information Sheet (Cont.)

What can happen if my child keeps on playing with a concussion or returns too soon?

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

If you think your child has suffered a concussion

Any athlete even suspected of suffering a concussion should be removed from the game or practice immediately. No athlete may return to activity after an apparent head injury or concussion, regardless of how mild it seems or how quickly symptoms clear, without medical clearance. Close observation of the athlete should continue for several hours. IHSA Policy requires athletes to provide their school with written clearance from either a physician licensed to practice medicine in all its branches or a certified athletic trainer working in conjunction with a physician licensed to practice medicine in all its branches prior to returning to play or practice following a concussion or after being removed from an interscholastic contest due to a possible head injury or concussion and not cleared to return to that same contest. In accordance with state law, all IHSA member schools are required to follow this policy.

You should also inform your child's coach if you think that your child may have a concussion. Remember it's better to miss one game than miss the whole season. And when in doubt, the athlete sits out.

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

IHSA Performance-Enhancing Substance Testing Policy

In 2008, the IHSA Board of Directors established the association's Performance-Enhancing Substance (PES) Testing Program. Any student who participates in an IHSA-approved or sanctioned athletic event is subject to PES testing. A full copy of the testing program and other related resources can be accessed on the IHSA Sports Medicine website. Additionally, links to the PES Policy and the association's Banned Drug classes are listed below. School administrators are able to access the necessary resources used for program implementation in the IHSA Schools Center.

IHSA PES Testing Program

<http://www.ihsa.org/documents/sportsMedicine/2014-15/2014-15%20PES%20policy%20final.pdf>

IHSA Banned Drug Classes

<http://www.ihsa.org/documents/sportsMedicine/2014-15/2014-15%20IHSA%20Banned%20Drugs.pdf>

IHSA Steroid Testing Policy Consent to Random Testing

As a prerequisite to participation in IHSA athletic activities, we agree that I/our student will not use performance-enhancing substances as defined in the IHSA Performance-Enhancing Substance Testing Program Protocol. We have reviewed the policy and understand that I/our student may be asked to submit to testing for the presence of performance-enhancing substances in my/our student's body either during IHSA state series events or during the school day, and I/our student do/does hereby agree to submit to such testing and analysis by a certified laboratory. We further understand and agree that the results of the performance-enhancing substance testing may be provided to certain individuals in my/our student's high school as specified in the IHSA Performance-Enhancing Substance Testing Program Protocol which is available on the IHSA website at www.IHSA.org. We understand and agree that the results of the performance-enhancing substance testing will be held confidential to the extent required by law. We understand that failure to provide accurate and truthful information could subject me/our student to penalties as determined by IHSA.

A complete list of the current IHSA Banned Substance Classes can be accessed at

<http://www.ihsa.org/documents/sportsMedicine/2014-15/2014-15%20IHSA%20Banned%20Drugs.pdf>



IHSA Sports Medicine Acknowledgement & Consent Form

Acknowledgement and Consent

Student/Parent Consent and Acknowledgements

By signing this form, we acknowledge we have been provided information regarding concussions and the IHSA Performance-Enhancing Testing Policy. We also acknowledge that we are providing consent to be tested in accordance with the procedures outlined in the IHSA Performance-Enhancing Testing Policy.

STUDENT

Student Name (Print) _____ Grade (9-12) _____
Student Signature: _____ Date: _____

By signing the front page of this packet you agree to this form.
NO SIGNATURE REQUIRED.

PARENT or LEGAL GUARDIAN

Name (Print): _____
Signature: _____ Date: _____
Relationship to student: _____

By signing the front page of this packet you agree to this form.
NO SIGNATURE REQUIRED.

Consent to Self Administer Asthma Medication

As a patient under my care, _____, is prescribed to self-administer the following asthma medication.

Medication _____

Purpose _____

Dosage _____

Time/Special Circumstances _____

Printed Name of Physician Signature of Physician Date

I, _____, do hereby give my son/daughter, _____,
Permission to self-administer his/her asthma medication as prescribed by his/her physician during athletic competition.

Printed Name of Parent/Guardian Signature of Parent/Guardian Date

STEVENSON HIGH SCHOOL CONCUSSION MANAGEMENT



Concussion baseline testing for all SHS athletes Freshman & Junior seasons, and any transfers!

The Stevenson High school Concussion protocol can be viewed online through the Stevenson Athletics Page.



Home Athletics

[Athletic Training/Health and Safety](#)

Testing TBD with each Coach. Only one baseline is needed every 2 years regardless of how many sports an athlete plays. Please indicate season(s)

__ Fall Sport _____
__ Winter Sport _____
__ Spring Sport _____

Opting Out?

- ☐ If you would like your child to not participate in this baseline testing please simply indicate your choice to exercise the option to be excluded by checking the box and signing below and returning to the athletic office.

ID# _____
Student Name _____

Parent signature

If a concussion is suspected, the athlete is of course removed from the activity and evaluated by one of SHS' certified Athletic Trainers. If there are indeed symptoms of a concussion, the athlete will undergo a screening evaluation to understand the extent symptoms, make a provisional diagnosis and will be provided with care plan instruction to treat the concussion and optimize recovery.

This IMPACT® baselines exam quantifies the brain's performance on various types of memory and reaction time tests. These results can be compared to normative data and a post concussion exam in the event an athlete is injured. When the athlete's overt symptoms go away, another test is administered to measure brain function and help determine if the brain is truly healed and ready to begin the return-to-play progression. Under Illinois High School Association rules, this decision must be made by a Medical Doctor, Doctor of Osteopathic Medicine, or a Certified Athletic Trainer. We would like to emphasize two points:

1. While ImPACT is more accurate with a baseline, it still provides VERY useful information without it. So even if we haven't scheduled baseline testing for a given team, or a member of any team did not get in for a baseline, the post-injury test will still be used and will be helpful.
2. As with ALL services provided at the school by the Athletic Trainers, the ImPACT test will be administered to athletes from ANY team AT NO CHARGE.

Any questions, please contact one of our Head ATC's: Tom Loew 847-415-4258 or Tyler Kollmann 847-415-4238.

For More information on the test itself:



ImPACT™

Impacttest.com

Guidelines & Recommendations for Hydration & Practicing During Periods of Heat Stress

To ensure proper hydration, athletes should:

- Drink a minimum of 20 oz of water or an electrolyte drink 2-3 hours before activity. A minimum of 12 oz is again recommended 10-20 minutes just prior to activity.
- Drink a minimum of 12 oz every 10-15 minutes during exercise.
- Drink at least 20 oz of electrolyte drink and/or water per pound of weight loss following activity.
- Weigh themselves prior to and immediately following practices. Athletes losing 3% of their body weight or greater during practice may not return to practice until they are properly rehydrated.



ADLAI E. STEVENSON HIGH SCHOOL

INSURANCE

Stevenson High School requires each student athlete be covered by accident insurance. Your signature on the athletic participation form indicates that, along with your permission for your son or daughter to participate, you accept the responsibility of maintaining an insurance program to cover him or her in the event of injury.

WARNING OF PHYSICAL RISK

We, acknowledge that our son/daughter may sustain injury while participating in athletics and under the supervision of Stevenson High School and its staff even though proper and safe coaching techniques are implemented or utilized.

We understand the term “injury” includes a scope of mild, moderate, severe, and/or catastrophic physical ailments, harms, wounds, or consequences that may result from normal and natural participation in athletics.

We realize that it is necessary for our son/daughter to report promptly to the faculty sponsor any signs or symptoms of any physical distress, as well as to act in a responsible manner at all times, in order to minimize the risk of receiving any injury while participating in the athletic program.

ACADEMIC WARNING

The National Collegiate Athletic Association (NCAA) has established certain guidelines by which athletes may be rendered eligible or ineligible for athletic participation at the collegiate level. These include a set curriculum of core courses which must be completed during high school; a minimum grade point average to be achieved in these core courses; a minimum proficiency level on national college board examinations (ACT/SAT); and submission of a student release form to the NCAA Initial Eligibility Clearinghouse. Parents and athletes are encouraged to obtain and review a copy of a Guidebook For The College-Bound Patriot Athlete. Copies are available in the College Resource Center.

You should select your high school classes in consultation with your high school counselor, who has a list of Stevenson courses which are approved by the NCAA.

ALL Division I and II prospective athletes must register with the NCAA Initial Eligibility Clearinghouse. This registration must be completed prior to any recruitment by colleges or universities. It is highly recommended that athletes register with the Clearinghouse at the end of their Junior year, when ACT and/or SAT scores are available. Information packets and registration forms are available in the Registrar’s Office.

* PLEASE NOTE: The required registration applies to ALL collegiate athletes. Students who decide to “walk on” when they arrive at school often wait well into the start of the Fall season before obtaining eligibility clearance. As a participant in athletics, it is YOUR responsibility to ensure that your academic schedule in high school prepares you to meet these guidelines.

Certain courses, such as Basic or Modified level classes, may not count towards the required core curriculum. If you have any questions regarding your schedule, please contact your counselor, coach, the Athletic Director, or the College Resource Center.



Illinois High School Association

(For 2019-20 School Term)

This summary is for the purpose of assisting in the understanding of IHSA By-laws and Policies. In case of a conflict between this publication and the constitution and by-laws of the IHSA, the constitution and by-laws shall control.

Key Provisions Regarding IHSA Rules

Eligibility Rules

When you become a member of an interscholastic team at your high school, you will find that both your school and the IHSA will have rules you must follow in order to be eligible for interscholastic participation. The IHSA's rules have been adopted by the high schools which are members of IHSA as part of the Association's constitution and by-laws. They must be followed as minimum standards for all interscholastic athletic competition in any member high school. Your high school may have additional requirements, but they may not be less stringent than these statewide minimums.

The principal/official representative of your school is responsible to see that only eligible students represent the school in interscholastic competition. Any question concerning your eligibility should be referred to your principal/official representative, who has a complete copy of all IHSA eligibility rules, including the Association's due process procedure. Only the IHSA Executive Director is authorized to make formal rulings on eligibility, so if your principal/official representative has questions or wishes assistance in answering your questions, the principal/official representative should contact the IHSA Office.

Information contained here highlights some of the most important features of the IHSA by-laws regarding interscholastic eligibility. It is designed to make you aware of major requirements you must meet to be eligible to compete in interscholastic competition. The information here is only a general description of major by-law provisions and does not contain the statement of the by-laws in their entirety. You can review the by-laws at www.ihsa.org.

You may lose eligibility for interscholastic competition if you are not in compliance with IHSA by-laws. Remember, if you have any questions regarding IHSA rules, please contact your principal/official representative.

1. Attendance

- A. You may represent only the school you attend. Participation on a cooperative team of which your school is a member is acceptable.

- B. You must be enrolled and attending classes in your high school no later than the beginning of the 11th school day of the semester.
- C. If you attend school for ten (10) or more days during any one semester, it will count as one of the eight (8) semesters of high school attendance during which you may possibly have eligibility.
- D. If you have a lapse in school connection for ten (10) or more consecutive school days during a semester, you are subject to ineligibility for the rest of the semester. The specific terms of your extended absence must be reviewed by the Executive Director to determine if it is "lapse in school connection" or not.

2. Scholastic Standing

- A. You must pass twenty-five (25) credit hours of high school work per week. Generally, twenty-five (25) credit hours is the equivalent of five (5) .5 credit courses (2.5 full credits).
- B. You must have passed and received credit toward graduation for twenty-five (25) credit hours of high school work for the entire previous semester to be eligible at all during the ensuing semester.

3. Residence

Your eligibility is dependent on the location of the residence where you live full time with your parents, parent who has been assigned custody by the court, or court appointed legal guardian.

You may be eligible if you are entering high school as a freshman and:

- A. You attend the public high school in the district in which you live full time with both of your parents, custodial parent or court appointed guardian; or
- B. In the case of a multiple school district, you attend the public high school in the attendance area where you live full time with your parents, custodial parent or court appointed guardian; or
- C. You have paid tuition to attend a public school for a minimum of 7th and 8th grades in a district other than the one where you live with your parents, custodial parent or court appointed guardian and you continue to pay tuition as a high school student in that same district; or
- D. You attend a private/parochial school located within the boundaries of the public school district where you live with your parents, custodial parent or court appointed guardian; or
- E. You attend a private/parochial high school and have attended a private/parochial school for 7th and 8th grades, or for any four (4) grades from kindergarten through eighth grades; or
- F. You attend the private/parochial high school which one or both of your parents attended; or

- G. You attend a private/parochial high school located within a thirty (30) mile radius of the residence where you live with your parents, custodial parent or court appointed guardian.

4. Transfer

- A. In all transfer cases, both the principal of the school from which you transfer and the principal of the school into which you transfer must concur with the transfer in writing on a form provided by the IHSA Office. ***You cannot be eligible when you transfer until this form is fully executed and on file in the school office.***
- B. If you transfer after classes begin for the current school term, you will definitely be ineligible for thirty days from the date you start attending classes at the new high school. In addition, you will be ineligible for that entire school term in any sport in which you engaged in any team activity, including but not limited to tryouts, drills, physical practice sessions, team meetings, playing in a contest, etc. at the school from which you transferred. For example, if you were out for cross country at the school from which you transfer and transfer after **the IHSA sport season has begun**, you will be ineligible for cross country that entire school term at the new school.
- C. If you transfer attendance from one high school to another high school, you will be ineligible unless:
 1. Your transfer is in conjunction with a change in residence by both you and your parents, custodial parent or court appointed guardian from one public school district to a different public school district;
 2. Your transfer is between high schools within a public school district and both you and your parents, custodial parent or court appointed guardian change residence to the district attendance area for the school to which you transfer;
 3. Your parents are divorced or legally separated; you transfer to a new school in conjunction with a modification or other change in legal custody between your parents by action of a judge; and required court documents are on file at the school into which you transfer;
- D. If you transfer in conjunction with a change in legal guardianship, a ruling on your eligibility must be obtained from the IHSA Office.
- E. If you transfer attendance from one school to another while you are ineligible for any reason, the period of ineligibility imposed prior to your transfer or the period of ineligibility that would have been imposed had you stayed at the school, will be enforced at the school to which you transfer, even if you are otherwise in compliance with the by-laws.

- F. Any questions about your eligibility in any of these instances must be resolved by a formal ruling from the IHSA Executive Director.
- G. In all other transfer situations, a ruling by the IHSA Executive Director is necessary to determine your eligibility. This ruling must be obtained in writing by the principal/official representative of the school into which you transfer before you participate in an interscholastic athletic contest.
- H. **The IHSA Executive Director may grant limited eligibility if you transfer schools prior to the start of your sophomore year and are not otherwise in compliance with the transfer eligibility by-laws.**

5. Age

You will become ineligible on the date you become twenty (20) years of age, unless your twentieth (20th) birthday occurs during a sport season. In that case, you will become ineligible in regard to age at the beginning of the sport season during which your twentieth (20th) birthday occurs.

6. Physical Examination

You must have placed on file with your principal/official representative a certificate of physical fitness, signed by a licensed physician, physician's assistant or nurse practitioner in order to practice or participate. Your physical examination is good for 395 days from the date of the exam. The physician's report must be on file with your high school principal/official representative.

7. Amateur Status

- A. If you win or place in actual competition, you may accept a medal or trophy for that accomplishment, without limit to its cost. Your school may provide IHSA state champions with championship rings/mementoes.
- B. For participating in competition in an interscholastic sport, or for athletic honors or recognition in a sport, you may receive any type of award (except cash, check or legal tender) that does not exceed \$75 fair market value. There is no limitation on the value of your school letter.
- C. The amateur rule does not prohibit you from being paid to referee, receiving pay for teaching lessons or coaching in a little kids league, etc. It only applies to your own competition in an athletic contest.
- D. If you violate the amateur rule, you become ineligible in the sport in which you violate. You must be reinstated by the Executive Director before you may compete again.

8. Recruiting of Athletes

- A. The by-laws prohibit recruiting of high school students for athletics. If you are solicited to enroll in or transfer to a school to participate in athletics, you are being illegally recruited and your eligibility is in jeopardy.
- B. You will lose your eligibility if you enroll in or transfer to a school in response to recruiting efforts by any person or group of persons, connected with or not connected with the school, related to athletic participation.
- C. You will lose your eligibility if you receive special benefits or privileges as a prospective student-athlete which are not uniformly made available to all students who attend your school.
- D. You may not receive an "athletic scholarship" or any other special benefit from your school because you participate in athletics.
- E. It is a violation for any student-athlete to receive or be offered remuneration or any special inducement which is not made available to all applicants who apply to or enroll in the school.
- F. It is also a violation to induce or attempt to induce or encourage any prospective student to attend any member school for the purpose of participating in athletics, even when special remuneration or inducement is not given. Please remember that you may not be offered or receive any benefit, service, privilege or opportunity which is not also provided or made available to all prospective students at that school.
Note: If you are interested in finding out more information about a school, contact the principal/official representative or an administrator at the school, not a member of the coaching staff.

9. School Team Sports Seasons

- A. Each sport conducted by IHSA member schools has a starting and ending date. Your school may not organize a team, begin practice or participate in contests in a given sport until the authorized starting date. Your school may not continue to practice or participate in contests after the authorized ending date. This means that:
 - 1. During the school year, you may not participate on a non-school team coached by any member of your school's coaching staff unless it meets specific criteria established by the by-laws.
 - 2. No school coach may require you to participate in an out-of-season sport program as a requirement for being a member of a school team.
- B. Violation of the sport season by-laws will result in penalty to you and/or to your school's coaching personnel.

10. Playing in Non-School Competition

- A. During the time you are participating on a school team in a sport at your high school, you may neither play on a non-school team nor compete in non-school competition as an individual in that same sport or in any skill of that sport.
- B. If you participate in non-school competition during a sport season and subsequently wish to join the school team in the same sport, you will not be eligible.
- C. **If you wish to participate in a competition sanctioned by the National Governing Body of a sport, a junior affiliate of the National Governing Body of a sport or an official Illinois affiliate for the sport, your principal/official representative must request approval through the Schools Center prior to any such participation.**
- D. You may try out for a non-school team while you are on your school's team in that same sport, but you may not practice, receive instruction, participate in workouts, or participate in competition with a non-school team in that same sport until you cease being a member of your school's team. You cease being a member of your school's team when the team(s) of which you are a member terminates for the school term.
- E. You will become ineligible if you participate on, practice with or compete against any junior college, college or university team during your high school career.

11. All-Star Participation

- A. After you have completed your high school eligibility in the sport of football, basketball, soccer or volleyball, you may participate in three (3) all-star contests in any of these sports and still play for other school teams, provided the high school season in that sport has been completed. You may lose your eligibility for other interscholastic sports if you play in all-star competition in any of these sports under any other conditions.
- B. You are not restricted from participating in all-star competition in sports other than football, basketball, soccer or volleyball, except that you may not do so during the school season for the sport.

12. Misbehavior During Contests

- A. If you violate the ethics of competition or the principles of good sportsmanship, you may be barred from interscholastic athletic contests, either as a participant or spectator or both.
- B. If you are ejected from a contest for unsportsmanlike conduct, you will be ineligible for your team's next contest. You are also subject to other penalties.

Sports Boosters

The Stevenson Sports Boosters supports and encourages the athletic activities of Stevenson student-athletes. It also provides moral and financial support to encourage participation in intramural and athletic activities for the benefit of all students. The Sports Boosters has been responsible for facilitating the purchase of a vast array of valuable athletic equipment and most of the rehabilitation equipment in the training room.

The Stevenson Athletic Director and the coaching staff recognize the importance and value of the Sports Boosters support and commitment and encourage all parents to be a part of this organization. For additional information please feel free to visit our website at <http://www.d125.org>.

Prospective College Athletes

The Stevenson Athletic Department and NSC offer a NCAA evening for interested parents and students. You may view a video of the most recent presentation by visiting the Stevenson Athletic Department website. A brochure entitled Guide for the College Bound Student-Athlete is available as a PDF on the main athletic web page.

1. Communication with the coach is imperative. Student-athletes who have a strong desire to compete at the collegiate level should schedule an appointment with their coach to discuss this important decision.
2. The driving force behind college selection should ultimately be the academic fit. Athletic opportunities are important, yet secondary to the academic fit and opportunities.
3. Coaches and student-athletes should work in conjunction with the assigned post-high school counselor to develop a 'reality' list of potential college choices.
4. The student-athlete should create a resume that represents their overall high school experience and highlights athletic accomplishments. Coaches and counselors are available to assist if need be. The resume should be reviewed with their coach and post-high school counselor.
5. The student-athlete should create a letter of interest to be sent, along with the resume, to the coaches at these respective colleges. This letter should be reviewed with the coach and counselor before finalizing and mailing it.
6. The student-athlete should meet with their post-high school counselor to discuss the process for registering with the NCAA Eligibility Center www.eligibilitycenter.org. The counselor will also share with you key resource material from the NCAA. (NCAA Guide for the College-Bound Student-Athlete).
7. The NCAA home page is www.ncaa.org