



Central Coast Section

Sportsmanship “Tool Kit”

Sportsmanship (n.) *the practice of playing fair, of taking a loss or defeat without complaint, or a victory without gloating, and treating opponents with fairness, courtesy and respect.*

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CIF'S 16 OPERATING PRINCIPLES OF "PURSUING VICTORY WITH HONOR"

(CIF Constitution Article 1., Section 12)

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-athletes 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 study 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 special responsibility to model respectful behavior and the duty to demand that their student-athletes 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 the 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 program 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 influence of commercial interests. In addition, sports programs must be prudent, avoiding undue dependency on particular companies or sponsors.
16. The profession of coaching is a profession of teaching. Along with the mental and physical 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.

THE "SIX PILLARS OF CHARACTER"

TRUSTWORTHINES:

Deserving trust from others; confidence in a person because of his/her qualities

RESPECT

Special esteem or consideration in which one holds another person or thing

RESPONSIBILITY

Fit to be placed in control of something; capable of acting rationally

FAIRNESS

According to the rules

CARING

Serious attention, watchfulness, caution, protection; to look after

GOOD CITIZENSHIP

Rights & duties; embodies all other pillars



CIF/CENTRAL COAST SECTION
6830 Via Del Oro, Suite 103,
San Jose CA 95119
408-224-2994 / 408-224-0476 (FAX)
www.cifccs.org

CIF/CENTRAL COAST SECTION SPORTSMANSHIP POLICY

The member schools of the CIF-Central Coast Section are committed to providing a sportsmanlike environment for students, coaches and spectators. To that end, the CIF-Central Coast Section has adopted the following sportsmanship and crowd-control recommendations. Each member-school is requested to commit itself to implementing these recommendations and completing the enclosed Sportsmanship Contract.

SPORTSMANSHIP DEFINITION: The practice of taking a loss or defeat without complaint, or victory without gloating, and treating one's opponents with fairness, courtesy and respect.

1. The following are expected to be role models demonstrating sportsmanship at all times:
 - a. Principal/administrative staff;
 - b. Athletic Directors;
 - c. Coaches, players and cheerleaders;
 - d. Faculty members;
 - e. Booster club members; and
 - f. Band members and Band Director.
2. Coaches, players and spectators will respect the integrity and judgment of sports officials.
 - a. No coach, player or spectator shall enter the playing area, or delay the normal continuation of play, of any contest to question an official's decision without first employing the appropriate procedure for such action, as outlined in the pertinent National Federation Rule Book. If such procedure is not followed, the offender shall be considered to have exhibited "Unsportsmanlike Conduct," and will therefore be subject to the appropriate portions of the aforesaid-mentioned Rule Book that address such conduct, which may include possible ejection from the contest and contest site.
3. The conduct of coaches, players and cheerleaders generally sets the tone for CIF/CCS school contests. They will be expected to maintain the highest level of decorum at all CCS/CIF school contests.
4. The following behavior is unacceptable at all CIF/CCS high school contests:
 - a. Berating an opponent's school or mascot;
 - b. Berating opposing players;
 - c. Obscene cheers or gestures;
 - d. Negative signs;
 - e. Artificial noise-makers;
 - f. Complaining about officials' calls (either verbally or by gestures);
 - g. Removal, or partial removal, of what a reasonable person would consider to be normal clothing; and,
 - h. "Body-painting" that either would or would not necessitate the removal, or partial removal, of what a reasonable person would consider to be normal clothing (this prohibition does not include "face-painting").

5. The following action plans are recommended for implementation at all CIF/CCS school contests.
- a. A script should be provided to the announcer including:
 1. Welcome Statement;
 2. Sportsmanship Expectations;
 3. Acknowledgment and introduction of game officials;
NOTE: There should be a short statement endorsing the officials as neutral persons who have been certified as officials by the appropriate officials association.
 4. Introduction of players; and
 5. Sponsorship recognition (when appropriate).
 - b. Include the “*CIF Six Pillars of Character*” and/or “*CIF 16 Operating Principles*” (found in the *CIF Constitution & Bylaws*) in the game programs.
- c. Each participating school’s administration is expected to emphasize sportsmanlike behavior at all CIF/CCS school contests.
1. This shall be directed to coaches, players, cheerleaders and spectators on the day(s) prior to the contest.
 2. Rallies, team meetings, faculty meetings, spirit club meetings, school bulletins and PA announcements are all appropriate venues.
 3. Contact the principal or administrator-in-charge of the opponent’s school at least one (1) day prior to contests, as appropriate, to promote practical applications of sportsmanship and to ensure the proper environment for the contest.
- d. It is the responsibility of the administration of each participating school to designate an administrative representative who will:
1. Check in with the site manager 30 minutes prior to the game time and establish where he/she will be throughout the contest;
 2. Enforce the highest standards of sportsmanship within his/her own student body; and
 3. Contact the administrative representative of the opponent’s school to report any violations of sportsmanship by either school’s supporters.

CIF-CENTRAL COAST SECTION

SPORTSMANSHIP PROCEDURES CHECK-LIST PROGRAM PLANNING CHECK-LIST

ADMINISTRATION -A summary of administrative concerns and questions each school needs to address:

1. Has a planning group, composed of administrators, coaches, student-athletes and other activity participants, parents, and others, been established to develop a sportsmanship policy and program?
2. Has a policy been developed and approved that identifies the role of the school in preventing unsportsmanlike conduct on the part of coaches, players, and spectators?
 - A. Is this policy consistent with CIF, CCS, and local school board sportsmanship policies?
 - B. Is the policy printed in a handbook or other materials provided to all students and other activity participants?
 - C. Is the policy printed in a handbook or other materials provided to all coaches and other school activities staff?
 - D. Was this policy ever presented or discussed at athletic department or other school activities staff orientation program or meeting?
3. Have athletic department and other school activities staff persons been identified to be responsible for integrating sportsmanship efforts into ongoing education of coaches, advisors, activity directors, parents, student-athletes, and other activity participants?
4. Has a plan been developed, including instructions, directions, and supervision, for players, coaches, pep squads, bands, mascots, etc.?

EFFECTIVE GAME MANAGEMENT -Physical supervision of all athletic contests is the responsibility of the school site administrator:

1. Has the site administrator who provides physical supervision of the athletic contest identified himself/herself to the visiting site administrator prior to each contest?
2. Have the home and visiting site administrators been introduced to the game officials prior to the start of the contest?
3. Has adequate staffing been provided, relative to the magnitude of the contest; adult supervision will be used?
4. Have the dressing facilities to be utilized by the visiting team been designated, and will they be adequately supervised?
5. Public Address Announcer:
 - A. Has the public address announcer been informed of his/her duties to inform, in an impartial manner, necessary game details and public announcements?
 - B. Has the game site administrator been encouraged to use the public address announcer to enhance sportsmanship, crowd control measures, and crowd convenience items, such as restrooms, concessions, etc.?
6. Handling Roguish Fans:
 - A. Inform fans of behavior guidelines.
 - B. Identify culprits when they step over those lines and eject them.
 - C. Site administrator makes first contact with unruly fans; if problems persist, security is then summoned.
7. Create an environment of hospitality for the visitors:
 - A. Educate security personnel of their specific duties and deploy them close to the visitor's bench and along paths leading to and from the visitor's and officials' locker rooms.
 - B. Close ticket-selling operations after half-time.

PREVENTION ACTIVITIES -Even if your school has a program, it needs to be more than a series of isolated statements. It must have some authority behind it to make it real.

1. At the beginning of each sport season, the administration needs to make it clear that sportsmanship is more than a word. The athletes, coaches, parents, other fans, and officials must know that the administration will not only be observing, but commenting on and rewarding effective sportsmanship. In addition, lack of sportsmanship will be equally noticed and pointed out.
2. Making sportsmanship a part of the school's publicity agenda can make the policies more binding. A mention of this area in the local and school newspapers, in newsletters to parents, and on TV and radio programs can remind the community, school, athletes, coaches, and officials that sportsmanship is a high priority with this school.
3. Some suggestions that have proven effective in promoting sportsmanship at all school athletic contests:
 - A. **Players**
 - (1) Have team captain(s) and athletic directors welcome visiting players' bus on arrival.
 - (2) Have positive welcome signs up in the visiting team's locker room.
 - (3) Handshake before game by players.
 - (4) Post the CIF Code of Ethics in locker rooms, hallways, and gymnasium.
 - (5) Have a welcome sign at gym or stadium.
 - (6) Common courtesy—follow bus out of town after contest.
 - B. **Bands**
 - (1) Have band instructor or drum major meet the visiting band.
 - (2) Coordinate so that each band has equal playing time.
 - (3) Counsel band instructor on the "proper" times to play and not to play.
 - (4) Inform band personnel that instruments are not to be used as "noise-makers."
 - C. **Spirit Squads**
 - (1) Have the host spirit squads meet the visiting spirit squads when they arrive.
 - (2) Have the host spirit squads introduce the visiting spirit squads.
 - (3) Combine both groups with a cheer and routine on both sides.
 - (4) Counsel spirit squads on avoiding negative cheers and helping to restrain crowd from same.
 - D. **Spectators**
 - (1) Set aside parking for visiting spectators.
 - (2) Set aside seating for visiting spectators.
 - (3) Provide adequate police/security protection.
 - (4) Have PA announce sportsmanship statement before, during, and after the contest.
 - E. **Boosters**
 - (1) Involve boosters in all aspects of the contest.
 - (2) Have president of boosters make sportsmanship announcements.
 - (3) Have a positive sign made by booster club for both sides.
 - F. **Students**
 - (1) Host school provides adequate police and administrative supervision.
 - (2) Have designated seating for visiting school, with positive signs.
 - (3) Pre-arranged parking for visiting school vehicles.
 - (4) Weekly bulletin reminders on sportsmanship.
 - (5) Exchange students on day of game.
 - G. **Officials**
 - (1) Have team captain and athletic director meet officials to show them to their dressing room.
 - (2) Have parking spaces set aside for officials.
 - (3) Make refreshments available at half-time and after the game.
 - (4) Follow officials to their cars.

DEVELOP A PRO-ACTIVE COMPREHENSIVE PREVENTION PROGRAM DESIGN

1. **Administrative Support - League level policies:**

- A. Process to deal with spectator conduct;
- B. Process to deal with coach/player ejection and subsequent suspension.

2. **Orientation of Officials:**

- A. Orientation on new policy;
- B. Discuss officials' role in prevention of verbal and other forms of taunting or baiting;
- C. Pre-game responsibilities;
- D. Require vigorous application of penalties for unsportsmanlike conduct;
- E. Process for contacting opposing coaches that an incident has occurred.

3. **Orientation of Coaches:**

- A. Discuss provisions of new policy;
- B. Discuss coaches' role in controlling and educating players;
- C. The need to involve officials in preventing unacceptable behavior;
- D. Discuss coaches' responsibility for instructing players concerning acceptable behavior standards and methods for responding to harassment;
- E. How to contact contest officials or supervisors that an incident has occurred.

4. **Orientation of Players:**

- A. Instruct on acceptable conduct standards;
- B. Stress reporting incidents to coaches at the first opportunity.

5. **Orientation of Parents/Boosters**

- A. Develop a comprehensive parent education program that includes:
 - (1) Parent host/hostess at contests;
 - (2) Game monitoring;
 - (3) Pre-game and post-game hospitality;
- B. Educate parents through:
 - (1) Newsletters;
 - (2) Pre-game announcements;
 - (3) Special events;
 - (4) Communications - letters, etc. Provide simple "to do" lists to the schools. Sportsmanship checklist could be created. Training aids: Posters, videos, community message boards, broadcast rights, exchange PSA's, booster clubs.

6. **Orientation of Media:**

- A. Promote acts of good sportsmanship by players, fans, coaches, spirit squads, etc.;
- B. Publish League expectations.

7. **Orientation of Spirit Squads:**

- A. Discuss spirit squads' role in prevention;
- B. Discuss League philosophy and policies;
- C. Report incidents - discuss procedures.

8. **Orientation of General Student Body:**

- A. Discuss school/League expectations;
- B. Discuss policies;
- C. Develop sportsmanship awards.

CIF-CENTRAL COAST SECTION

SPORTSMANSHIP PROCEDURES CHECK-LIST

"QUICK-CHECK"

(Refer to attached Program Planning Check-list for more detailed description of "quick-check" items.)

ADMINISTRATION	YES	NO	ACTION NEEDED
1. Sportsmanship planning group formed?			
2. Policy developed and approved?			
A. Consistent w/ CIF, CCS, and local policies?			
B. Printed policy provided to students?			
C. Printed policy provided to staff?			
D. Policy presented to athletic dep't./activities staff for discussion?			
3. Identify Staff responsible for integrating efforts into ongoing education?			
4. Plan developed for directing and supervising players, coaches, spirit squads, etc.?			

EFFECTIVE GAME MANAGEMENT	YES	NO	ACTION NEEDED
1. Home site administrator identified to visiting site administrator prior to contest?			
2. Home/Visitor administrators introduced to game officials prior to contest?			
3. Adequate adult supervision assigned?			
4. Visitors' dressing room designated and adequate supervision provided?			
5. Public Address Announcer:			
A. Informed of duties, impartiality, PA's?			
B. Site administrator encouraged to use to enhance sportsmanship, crowd control and crowd convenience info.?			
6. Handling Roguish Fans:			
A. Inform fans of behavior guidelines.			
B. Identify and deal with culprits			
C. Site administrator makes first contact, then "security."			
7. Create environment of hospitality for visitors			
A. Educate security and deploy near visitors' & officials' areas			
B. Ticket-selling closed after half-time			

PREVENTION ACTIVITIES	YES	NO	ACTION NEEDED
1. Administrator makes known to all the commitment to good sportsmanship			
2. Make good sportsmanship a regular part of school's publicity agenda			
3. Suggestions for promoting sportsmanship:			
A. Players			
(1) Welcome visiting team bus			
(2) Welcome sign in visitors locker room			
(3) Pre-game handshake			
(4) CIF Code of Ethics posted			
(5) Welcome sign in gym/stadium			
(6) Follow bus out of town			
B. Bands			
(1) Meet visiting band			
(2) Coordinate equal playing time			
(3) Counsel on when/when not to play			
(4) Inform that instrument are not "noise-makers"			
C. Spirit Squads			
(1) Meet visiting spirit squads			
(2) Host spirit squad introducevisiting spirit squad			
(3) Combine both in group cheer/routine			
(4) Counsel on avoiding negative cheering/helping restrain crowd			
D. Spectators			
(1) Parking for visitors			
(2) Seating for visitors			
(3) Adequate police/supervision			
(4) Sportsmanship statement over PA			
E. Boosters			
(1) Involve in game duties			
(2) President make sportsmanship announcements			
(3) Make positive signs for both sides			
F. Students			
(1) Adequate police/administration			
(2) Designated seating, w/signs			
(3) Pre-arranged parking for visitors			
(4) Bulletin reminders on sportsmanship			
(5) Exchange students on game-day			
G. Officials			
(1) Meet officials/show dressing room			
(2) Set aside parking area for officials			
(3) Refreshments at half-time/after game			
(4) Follow officials to cars			

PREVENTION PROGRAMS DESIGN	YES	NO	ACTION NEEDED
1. Administrative Support - Lg. level policies:			
A. Process to deal w/ spectator conduct			
B. Process to deal w/ ejections/suspension			
2. Orientation of Officials:			
A. Orientation on new policy			
B. Role in preventing taunting/baiting			
C. Pre-game responsibilities			
D. Vigorous application of rules			
E. Process for notifying coaches of incident			
3. Orientation of Coaches:			
A. Discuss new policy			
B. Role in controlling players			
C. Involve officials in preventing unsportsmanlike behavior			
D. Role in instructing players			
E. Notifying officials/supervisors of incident			
4. Orientation of Players:			
A. Instruct on acceptable conduct			
B. Stress immediate reporting to coach			
5. Orientation of Parents/Boosters:			
A. Develop parent education program			
(1) Host at contests			
(2) Game monitoring			
(3) Pre-/Post-game hospitality			
B. Educate parents through:			
(1) Newsletters			
(2) Pre-game announcements			
(3) Special events			
(4) Communications - letters, etc			
6. Orientation of Media:			
A. Promote acts of good sportsmanship			
B. Publish League expectations			
7. Orientation of Spirit Squads:			
A. Role in prevention			
B. League philosophy/policies			
C. Reporting incidents			
8. Orientation of General Student Body:			
A. School/League expectations			
B. Policies			
C. Develop "Sportsmanship" awards			

OTHER:

Pursuing Victory With Honor
Ideas for Athletic Directors

1. Make it clear to all coaches that they must ensure that the schools' athletic program emphasizes the importance and essential elements of the six core principles of Pursuing Victory with Honor: trustworthiness, respect, responsibility, fairness, caring and good citizenship.
2. Ensure that the athletic program enhances the academic, emotional, social, physical and ethical development of the student-athletes.
3. Demand scrupulous integrity and observe and enforce the spirit as well as the letter of the rule from all coaches, members of the athletic department and students-athletes.
4. Communicate to their student-athletes and parents that athletic participation is a privilege, not a right. To earn that privilege, student-athletes must abide by the rules and conduct themselves, on and off the field, as role models who exemplify good character.
5. Enforce with coaches, athletes, parents and spectators the district-approved codes of conducts for coaches, athletes, parents and spectators. If the district hasn't adopted such codes, urge that this be done.
6. Emphasize in all communications directed to student-athletes and parents the importance of character, ethics and sportsmanship.
7. Ensure the "message" that is communicated to all coaches, student-athletes, parents and the community is that the first priority of the student-athletes is a serious commitment to getting an education and developing the academic skills and character to succeed.
8. Ensure that the desire to achieve sport performance goals and the pressure to win is not placed above education, character development, academic, social, emotional, physical and ethical well-being of the student-athlete. Athletic Directors shall not allow any staff member to compromise the school or the character development, and ethical well being of the student-athletes in order to win.
9. Plan pre-season meetings for coaches, parents and students wherein the school's educational philosophy and expectations regarding athletics, academics, character, ethics and sportsmanship are communicated clearly to all.
10. Demand brief, pre-game, meetings with team captains, coaches and officials wherein playing with honor is the message and its clear that taunting and trash-talking are not to be tolerated.
11. Ensure that all coaches, whether paid or voluntary, gain the skills to be a competent coach. These minimum competencies must 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 capacities and limitations of the age group coached, as well as first aid; and 3) coaching principles related to educational philosophy, adolescent psychology, nutrition, risk management and the rules and strategies of the sport.
12. Ensure that coaches and all members of the athletic department model respectful behavior and demand that their athletes refrain from disrespectful conduct, including verbal abuse of opponents and officials, profane and belligerent trash-talking, taunting and inappropriate celebrations.

13. Safeguard the integrity of the athletic program by continually monitoring to ensure that no undue interference or influence of commercial interest or inappropriate exploitation of the school name or reputation. This should include avoiding undue financial dependency on particular companies or sponsors.
14. Always remember that the profession of coaching is a profession of teaching. Ensure that in addition to teaching the mental and physical dimensions of their sport, coaches shall through words and examples; strive to build character of their student-athletes by teaching them to be trustworthy, respectful, responsible, fair, caring and good citizens.

TOP 10 THINGS ATHLETIC DIRECTORS CAN DO TO HELP BUILD CHARACTER IN SPORTS

- 10 Ask prospective coaches tough questions regarding philosophy, situational ethics, and how they teach character. Only hire individuals to coach that place the benefits and values of educational athletics first and winning second.
- 9 Use the CIF Coaching Education program materials that are available to all schools: “Coaching Principles,” “Citizenship through Sports,” “Coaching for Character – Pursuing Victory with Honor.” All of these classes teach coaches that character, sportsmanship and academics comes before winning.
- 8 Demand scrupulous integrity and **observe and enforce the spirit as well as the letter of the rule** from all coaches, members of the athletic department and student-athletes.
- 7 Emphasize, in all communications directed to student-athletes and parents, the importance of character, ethics and sportsmanship. Constantly advocate that “educational athletics” is about teaching students positive life skills.
- 6 Model appropriate behavior at athletic contests. This would include supporting officials and opposing teams. Be a fan, not a fanatic.
- 5 Communicate to student-athletes and parents that athletic participation is a privilege, not a right. To earn that privilege, student-athletes must abide by the rules and conduct themselves, on and off the field, as role models who exemplify good character.
- 4 Set high expectations and standards of conduct for all staff. Clearly define the standards in writing and initiate staff meetings to review and hold all staff accountable to those standards.
- 3 Ensure that the desire to win and the pressure to win is not placed above education, character development, academic, social, emotional, physical and ethical well-being of the student-athlete.
- 2 Remind coaches, student-athletes and fans that more than 6.5 million students participated in high school sports last year. Less than two percent of those students will go on to participate at the next level. High school sports are the last chance for 98 percent of the participants to learn life long skills through sports.
- 1 Always remember that the profession of coaching is the profession of teaching.

By Roger Blake, Athletic Director, Lake Elsinore School District

Pursuing Victory With Honor

Ideas for Activities Directors

1. Work with the student body leadership to ensure that the schools' activities and athletic programs emphasize the importance and essential elements of the six core principles of Pursuing Victory with Honor: trustworthiness, respect, responsibility, fairness, caring and good citizenship.
2. Promote sportsmanship and foster good character by Teaching, Enforcing, Advocating and Modeling the six core principles.
3. Communicate to all students and parents that athletic participation is a privilege, not a right. To earn that privilege, all students, especially student-athletes must abide by the rules and conduct themselves, on and off the field, as role models who exemplify good character.
4. Help enforce district-approved codes of conducts for parents and spectators. If the school, or district, doesn't have such codes, urge development of such codes. Support having pre-season meetings for coaches, players and parents wherein values and expectations of the district and school are "spelled out."
5. Emphasize in all communications directed to students and parents the importance of character, ethics and sportsmanship.
6. Ensure that the "message" communicated to all students, parents and the community is that the first priority of the student-athletes is a serious commitment to getting an education and developing the academic skills and character to succeed.
7. Ensure that the pressure to win is not placed above education, character development, academic, social, emotional, physical and ethical well-being of the student-athlete. No one should be allowed to compromise the character development, and ethical well being of the student-athletes in order to win.
8. Ensure that the student body model respectful behavior and demand that students refrain from disrespectful conduct, including verbal abuse of opponents and officials, profane and belligerent trash-talking, taunting and inappropriate celebrations at athletic contests.
9. Safeguard the integrity of the school by continually monitoring to ensure that no undue interference or influence of commercial interest or inappropriate exploitation of the school's name or reputation. This should include avoiding undue financial dependency on particular companies or sponsors.
10. Always reinforce that the profession of coaching is a profession of teaching. Ensure that in addition to teaching the mental and physical dimensions of their sports and activities, all staff members shall through words and examples; strive to build character of their students by teaching them to be trustworthy, respectful, responsible, fair, caring and good citizens. Seek ways to honor and reinforce good coaching. (It's a hard job with little recognition - sometime!)

Pursuing Victory With Honor

Possible Action Steps for School Site Principals

1. Make it clear that you expect all coaches and athletic staff to promote sportsmanship and foster good character by Teaching, Enforcing, Advocating and Modeling the six pillars of character.
2. Think about requiring pre-season meetings of parents, coaches and players wherein your expectations are spelled out, codes of conduct are discussed and parents are given direction on their role in relation to the coach and players. Also include an emphasis on the role athletics can play in the full education of students and in developing character.
3. Ensure that the athletic program enhances the academic, emotional, social, physical and ethical development of the student-athletes.
4. Demand scrupulous integrity of all coaches and athletic staff. Observe and enforce the spirit as well as the letter of the rules.
5. Communicate to all stakeholders that athletic participation is a privilege, not a right. To earn that privilege, student-athletes must abide by the rules and conduct themselves, on and off the field, as role models who exemplify good character.
6. Enforce with coaches, athletes, parents and spectators the district-approved codes of conduct. If your district hasn't adopted codes, urge their adoption. Look at ways to honor coaches, athletes and others who are good examples for all and exemplify the best in following those codes.
7. Emphasize in all communications directed to student-athletes and parents the importance of character, ethics and sportsmanship.
8. Ensure the "message" is communicated to all stakeholders is that the first priority of the student-athletes is a serious commitment to getting the best education possible, succeeding in the classroom and developing the academic skills and character to succeed.
9. Make it clear that the desire to achieve sport performance goals and the pressure to win is not placed above education, character development, academic, social, emotional, physical and ethical well-being of the student-athlete. No one should compromise the character development and ethical well being of the student-athletes in order to win.

Some suggestions that have worked for fellow CCS Member-Schools

Before Contests:

- ✓ Hang banners in or outside your school/sporting facility stating that good sportsmanship is an expectation and encouraging the spectators to be positive.
- ✓ Hold a meeting for all parents and players of your more troublesome sports to discuss sportsmanship. Make meeting mandatory, with students not allowed to practice or play unless parents attend.
- ✓ Read sportsmanship statements during breaks of sporting events.
- ✓ Welcome arriving Visiting Team buses with an administrator or other athletic supervisor.
- ✓ Distribute a checklist of “What Parents Can Expect from Their School” to all student-athletes’ parents. Include:
 - Appropriate concerns that can be discussed with the coach, as well as issues that are not appropriate;
 - Any communications the parent(s) should expect from their child’s coach;
 - A Parent/Guardian Code of Ethical Conduct & Expectations.
- ✓ Host a pre-season BBQ at your home site and invite schools from your League so that student-athletes from different schools can meet.

During Contests:

- ✓ Place sportsmanship statement on back of rosters handed out at home games.
- ✓ Read sportsmanship statements during breaks of sporting events.
- ✓ Use yellow reminder cards for spectators if they get to a point where they might need a reminder.

After Contests:

- ✓ Award a Sportsmanship Player-of-the-Game to one player from each team at all of your home contests. The administrative supervisor can notify the officials before the contest that this is going to take place and ask for him/her to nominate a player, one from each team. Present both players with a pen or keychain, representing the sportsmanship award. Make sure to announce names of award winners over PA system.
- ✓ Incorporate shaking hands at the end of each contest, rather than escaping to the locker rooms right after event.

Throughout the Year:

- ✓ Insert one of the CIF 16 Operating Principles at the top of weekly sports schedules for your staff/faculty. Post on your athletic bulletin boards weekly so your school is constantly reading them.
- ✓ Remind student-athletes of code of conduct and have them sign a sportsmanship contract before they start practicing or playing with team.
- ✓ Include “Pursuing Victory with Honor” materials in staff sign-off forms.
- ✓ Have coaches sign a code of conduct to be eligible for post-season play.
- ✓ Have a once-a-month meeting with all sports’ captains to encourage sportsmanlike leadership.
- ✓ Use daily bulletin for sportsmanship statements.
- ✓ Make preemptory call to parents who need additional reminders of sportsmanship.
- ✓ Schedule a standing meeting the same time every week with your principal and/or athletic director to review logistics, policy implementation and various issues/problems. Promote a positive working relationship.

CIF/CCS – “name of school”

Code of Conduct for Interscholastic Coaches

Preface

We, in the California Interscholastic Federation/ Central Coast Section, believe that high school athletic competition should be fun but that it must also be a significant part of a sound educational program. We believe that those who coach student-athletes are, first and foremost, teachers who have a duty to assure that their sports programs **promote important life skills and the development of good character**. We believe that the essential elements of character building are embodied in the concept of sportsmanship and six core ethical values: trustworthiness, respect, responsibility, fairness, caring, and good citizenship (the "Six Pillars of Character_{sm}"). We believe, further, that the highest potential of sports is achieved when teacher-coaches consciously Teach, Enforce, Advocate and Model (T.E.A.M.) these values and are committed to the ideal of pursuing victory with honor. Finally, we believe that sincere and good faith efforts to honor the words and spirit of this Code will improve the quality of our programs and the well being of our student-athletes. This Code of Conduct applies to all fulltime and part-time coaches involved in interscholastic sports.

I understand that in my position as a coach, I must act in accord with the following code:

TRUSTWORTHINESS

1. *Trustworthiness*: be worthy of trust in all I do and teach student-athletes the importance of integrity, honesty, reliability and loyalty.

- *Integrity*: model high ideals of ethics and sportsmanship and always pursue victory with honor; teach, advocate and model the importance of honor and good character by doing the right thing even when it's unpopular or personally costly.
- *Honesty*: don't lie, cheat, steal or engage in or permit dishonest or unsportsmanlike conduct.
- *Reliability*: *fulfill* commitments; I will do what I say I will do; be on time.
- *Loyalty*: be loyal to my school and team; put the team above personal glory.

2. *Primacy of Educational Goals*: be faithful to the educational and character development missions of the school and assure that these objectives are not compromised to achieve sports performance goals; always place the academic, emotional, physical and moral well being of athletes above desires and pressures to win.

3. *Counseling*: be candid with student-athletes and their parents about the likelihood of getting an athletic scholarship or playing on a professional level. Counsel them about the requirement of many colleges preventing recruitment of 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.

4. *College Recruiters*: be honest and candid with college recruiters about the character and academic abilities and interest of student-athletes.

RESPECT

5. *Respect*: treat all people with respect all the time and require the same of student-athletes

6. *Class*: be a good sport, teach and model class, be gracious in victory and accept defeat with dignity; encourage student-athletes to give fallen opponents a hand, compliment extraordinary performance, and show sincere respect in pre- and post game rituals.

7. *Taunting*: don't engage in or allow trash talking, taunting, boastful celebrations, or other actions that demean individuals or the sport.

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

9. *Respect Parents*: treat the parents of student-athletes with respect; be clear about your expectations, goals and policies and maintain open lines of communication.

10. *Profanity*: don't engage in or permit profanity or obscene gestures during practices, sporting events, on team buses, or any other situation where the behavior could reflect badly on the school or the sports program.

11. *Positive Coaching*: use positive coaching methods to make the experience enjoyable, increase self esteem and foster a love and appreciation for the sport. Refrain from physical or psychological intimidation, verbal abuse, and conduct that is demeaning to student-athletes or others.

12. *Effort and Teamwork*: encourage student-athletes to pursue victory with honor, to think and play as a team, to do their best and continually improve through personal effort and discipline. Discourage selfishness and put less emphasis on the final outcome of the contest, than upon effort, improvement, teamwork, and winning with character.

13. *Professional Relationships*: maintain appropriate, professional relationships with student athletes and respect proper teacher-student boundaries. Sexual or romantic contact with students is strictly forbidden as is verbal or physical conduct of a sexual nature directed to or in view of student-athletes.

RESPONSIBILITY

14. *Life Skills*: always strive to enhance the physical, mental, social and moral development of student-athletes and teach them positive life skills that will help them become well-rounded, successful and socially responsible.

15. *Advocate Education*: advocate the importance of education beyond basic athletic eligibility standards and work with faculty and parents to help student-athletes set and achieve the highest academic goals possible for them.

16. *Advocate Honor*: prominently discuss the importance of character, ethics and sportsmanship in materials about the athletic program and vigorously advocate the concept of pursuing victory with honor in all communications.

17. *Good Character*: foster the development of good character by teaching, enforcing, advocating and modeling (T.E.A.M.) high standards of ethics and sportsmanship and the six pillars of character.

18. *Role-Modeling*: be a worthy role-model, always be mindful of the high visibility and great influence you have as a teacher-coach and consistently conduct myself in private and coaching situations in a manner that exemplifies all I want my student-athletes to be.

19. *Personal Conduct*: refrain from profanity, disrespectful conduct, and the use of alcohol or tobacco in front of student-athletes or other situations where my conduct could undermine my positive impact as a role model.

20. *Competence*: strive to improve coaching competence and acquire increasing proficiency in coaching principles and current strategies, character building techniques, and first aid and safety.

21. *Knowledge of Rules:* maintain a thorough knowledge of current game and competition rules and assure that my student-athletes know and understand the rules.
22. *Positive Environment:* strive to provide a challenging, safe, enjoyable, and successful experiences for the athletes by maintaining a sports environment that is physically and emotionally safe.
23. *Safety and Health:* be informed about basic first aid principles and the physical capacities and limitations of the age-group coached.
24. *Unhealthy Substances:* educate student-athletes about the dangers and prohibit the use of unhealthy and illegal substances including alcohol, tobacco and recreational or performance enhancing drugs.
25. *Eating Disorders:* counsel students about the dangers of and be vigilant for signs of eating disorders or unhealthy techniques to gain, lose or maintain weight.
26. *Physician's Advice:* seek and follow the advice of a physician when determining whether an injured student-athlete is ready to play.
27. *Privilege to Compete:* assure that student-athletes understand that participation in interscholastic sports programs is a privilege, not a right and that they are expected to represent their school, team and teammates with honor, on and off the field. Require student-athletes to consistently exhibit good character and conduct themselves as positive role models.
28. *Self-Control:* control my ego and emotions; avoid displays of anger and frustration; don't retaliate.
29. *Integrity of the Game:* protect the integrity of the game; don't gamble. Play the game according to the rules.
30. *Enforcing Rule:* enforce this Code of Conduct consistently in all sports-related activities and venues even when the consequences are high.
31. *Protect Athletes:* put the well being of student-athletes above other considerations and take appropriate steps to protect them from inappropriate conduct.
32. *Access:* help make your sport accessible to all diverse communities.
33. *Improper Commercialism:* be sensitive to and avoid unwholesome commercialism including inappropriate exploitation of my name or the name of the school and undue financial dependence on corporate entities. Make sure any affiliation or association with a corporate entity is approved by school and district officials.

FAIRNESS

34. *Fair and Open:* be fair in competitive situations, selecting a team, disciplinary issues and all other matters; and be open-minded and willing to listen and learn.

CARING

35. *Safe Competition:* put safety and health considerations above the desire to win; never permit student-athletes to intentionally injure any player or engage in reckless behavior that might cause injury to themselves or others.
36. *Caring Environment:* consistently demonstrate concern for student-athletes as individuals and encourage them to look out for one another and think and act as a team

CITIZENSHIP

37. *Honor the Spirit of Rules*: observe and require student-athletes to observe the spirit and the letter of all rules including the rules of the game and those relating to eligibility, recruitment, transfers, practices and other provisions regulating interscholastic competition.

38. *Improper Gamesmanship*: promote sportsmanship over gamesmanship; don't cheat. Resist temptations to gain competitive advantage through strategies or techniques (such as devious rule violations, alteration of equipment or the field of play or tactics designed primarily to induce injury or fear of injury) that violate the rules, disrespect the highest traditions of the sport or change the nature of competition by practices that negate or diminish the impact of the core athletic skills that define the sport.

I have read and understand the requirements of this Code of Conduct. I will act in accord with this code. I understand that school (and district) officials as well as league and section officials will and should expect that I will follow this code.

Teacher-Coach Signature

Date

Pursuing Victory With Honor

CIF/CCS Expectations For Coaches

1. Sign and follow the district's or CIF/CCS's coaches' code of conduct.
2. Use "teachable moments" on a daily basis to emphasize the importance and essential elements of the six core principles of Pursuing Victory with Honor: trustworthiness, respect, responsibility, fairness, caring and good citizenship.
3. Promote sportsmanship and foster good character by Teaching, Enforcing, Advocating and Modeling the six principles above.
4. Ensure that their program enhances the academic, emotional, social, physical and ethical development of the student-athletes.
5. Demand scrupulous integrity and observe and enforce the spirit as well as the letter of the rules from their student-athletes by teaching the history and traditions of the sport.
6. Communicate to their student-athletes and parents that athletic participation is a privilege, not a right. To earn that privilege, student-athletes must abide by the rules and conduct themselves, on and off the field, as role models who exemplify good character.
7. Enforce, with student-athletes, the district-approved codes of conduct for student-athletes.
8. Emphasize in all communications directed to student-athletes and parents the importance of character, ethics and sportsmanship. Coaches should hold a student and parent pre-season meeting to communicate their educational philosophy regarding athletics, academics, character, ethics and sportsmanship. At this meeting the coach should clearly define the expectation that coaches have for student and parent behavior and the repercussion of not meeting those expectations.
9. Emphasize to the student-athlete and their parents that the first priority of the student-athletes is a serious commitment to getting the best education possible and developing the academic skills and character to succeed. Success in the classroom should be the first priority of any student-athlete.
10. Ensure that pressure to win is not placed above education, character development, academic, social, emotional, physical and ethical well-being of the student-athlete.
11. Whether paid or voluntary, gain the skills to be a competent coach. These minimum competencies must 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 capacities and limitations of the age group coached, as well as first aid; and 3) coaching principles related to educational philosophy, adolescent psychology, nutrition, risk management, and the rules and strategies of the sport.
12. Model respectful behavior and demand that their athletes refrain from disrespectful conduct, including verbal abuse of opponents and officials, profane and belligerent trash-talking, taunting and inappropriate celebrations.
13. Safeguard the integrity of their programs by continually monitoring to ensure that no undue interference or influence of commercial interest or inappropriate exploitation of the school name or reputation. This should include avoiding undue financial dependency on particular companies or sponsors.
14. Always remember that profession of coaching is a profession of teaching. In addition to teaching the mental and physical dimensions of their sport, coaches shall through words and example, strive to build character of their student-athletes by teaching them to be trustworthy, respectful, responsible, fair, caring and good citizens.
15. Urge and play a leadership role in planning and implementing pre-season meetings with parents, players, your athletic director, and if possible, the principal wherein the values and expectations of the district and the school principal are spelled out as they relate to athletics, its' place in education, the character building potential of athletics and the conduct and behavior of all involved in athletics.

CIF/CCS – “name of school”

Code of Conduct for Interscholastic Student-Athletes

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 Charactersm"). This Code 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:

TRUSTWORTHINESS

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.

RESPECT

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.

RESPONSIBILITY

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.

FAIRNESS

11. *Be Fair*: live up to high standards of fair play; be open-minded; always be willing to listen and learn.

CARING

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.

CITIZENSHIP

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.

I have read and understand the requirements of this Code of Conduct. 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

GUIDELINES FOR CHEERLEADERS

Objectives

As a cheerleader you should have some major objectives:

- To promote the type of sportsmanship that will help students to acquire the basic attributes of good citizenship.
- To develop a wholesome school spirit.
- To develop loyalty to your school and team regardless of the outcome of the game.
- To promote a cooperative spirit among the student body, the faculty and the school administration.
- To help your school achieve the most worthwhile objectives of its interscholastic athletic activities
- To promote good pep rallies.

Helpful Hints

The most important thing for you to remember about sportsmanship is to always cheer positively. It is never appropriate to cheer against the other team or to cheer an opposing player's mistake; it is much more effective to cheer for your own team.

Some people feel that the first yell at every game should be a "welcome yell." If you have exchange yells, encourage students from your own school to welcome the opposing cheerleaders and to cooperate with them. You will be a strong influence in the success of such an exchange.

It is a good idea to make an agreement with cheerleaders from the opposing school on when to cheer. A suggestion is for one school to have the privilege of cheering first during the time-outs for first and third quarters, the other school going first during time-outs of the second and fourth quarters.

When to Cheer

- As your team comes on the floor or field.
- When your own team or a player makes an exceptionally fine play.
- When a substitution is made on your team. (Cheer outgoing player and incoming player.)
- As a tribute and encouragement to an injured player of either team.
- When an opponent, who has played spectacularly, leaves the game. Such a cheer would be recognition of a fine exhibition and a concrete example of good sportsmanship.
- As encouragement to your won team in its drive for a score.
- As encouragement to your own team in defense of its goal.

When Not to Cheer

- As team signals are being called.
- When an opposing player makes a mistake or the opposing team is being penalized—this is poor sportsmanship.
- When an opposing player is injured. (Any expression of pleasure or joy over the injury of an opponent is bad taste and will reflect poorly on you and your school).
- If opposing rooting section has already started a cheer or the opposing school band is playing. (A pre-game conference of opposing cheerleaders can help to avoid conflict with each other's effort.)
- As important announcements are being made over the public address system such as the giving of lineups, etc.

Action Steps for Cheerleaders

Since the cheerleaders are the chosen representatives of the student body, they have an unusual opportunity and a significant responsibility for promoting sportsmanship. Cheerleaders should be chosen who are respected by fellow students. The most aggressive and vocal individual does not necessarily make the best cheerleader. By setting a good example, the cheerleaders can influence and help control the reactions of student spectators.

Cheerleaders need to:

- Establish standards of desirable behavior for the "rooting sections."
- Select positive cheers, which praise their own team without antagonizing their opponents.
- Use discretion in selecting when to cheer. Give the opposing team's cheerleaders equal opportunity to execute their cheers.
- Give encouragement to injured athletes and recognition to outstanding performances for either team.
- Serve as hosts to the visiting cheerleaders. Meet them upon arrival.
- Hold a series of well-planned spirit meetings in which students are reminded that the reputation of the school depends largely upon the behavior of its students at athletic contests. It should be emphasized that no derogatory remarks or booing should be made at any time.
- For desired spectator response, cheers should be executed with precision and ease.
- Develop a large repertoire of desirable and timely cheers, which may be called upon at appropriate moments.
- Always maintain enthusiasm and composure, especially in trying circumstances, remembering your responsibilities for leadership.

Pursuing Victory With Honor

SAMPLES: YELLOW CARDS, SPECTATOR NOTICES, ETC.

FANS YELLOW CARD

This Yellow Card has been given to you as a warning that your behavior may not be appropriate for this educational setting. Please realize that your admittance is a privilege to observe a contest and support high school activities, not a license to verbally assault players, coaches or officials. Our student-athletes wrote the following message for you:

"It's not your game -- it's ours, the athletes that are competing. We hope spectators will watch, enjoy, encourage and be proud of us, win or lose. We need your support and enthusiasm, not your yelling and criticism! Thank you."

Sportsmanship Codes

Fans, athletes and coaches are expected to behave appropriately at athletic events. It is unacceptable to make rude or obscene comments or gestures to athletes, coaches or officials. It is also unacceptable to criticize officials' calls.

Violators will be warned and, if necessary, asked to leave. Repeated or serious offenders may be banned from attending athletic contests.

_____HS SPORTSMANSHIP POLICY

Parents and fans attending _____HS sporting events are expected to:

1. Respect the integrity and judgment of officials;
2. To respect all coaches, players and school staff members;
3. To show courtesy to visiting teams;
4. To recognize that an athletic contest is only a game, the purpose of which is to promote the physical and emotional well-being of the individual athletes.

Please understand that it is a **privilege** to attend and observe a contest and support high school activities, **not a license to verbally assault players, coaches, officials, staff members or other fans.**

ANY PARENT OR FAN THAT VIOLATES ANY OF THE ABOVE MAY BE ASKED TO LEAVE THE GAME AND MAY BE BANNED FROM ATTENDING FUTURE ATHLETIC CONTESTS.

WELCOME TO THIS EVENING'S CONTEST!

Your paid or complimentary admission to this event entitles you to enjoy an exhibition of skills developed by our students in an educational setting. Please give these students your positive encouragement and support. Also take the time to applaud the talent of all players.

Booing, taunting or intimidating the officials and opponents is unfriendly and unacceptable. Please be an example to those around you.

Pursuing Victory With Honor

SAMPLE OUTLINE FOR PRE-GAME SPORTSMANSHIP MEETING

(Attendees: Participating school's principal/administrator, athletic director, coach, team captain(s), and game officials.)

1. **Welcome** to all *(by school, administrator, athletic director, administrative designee or game official - according to the policy of the school, league or section).*
2. **Operational items:**
 - Location of administrators or administrative designees during the game
 - Proper conduct during warm-ups
 - Team introductions by announcer - conduct of players
3. **To principals/administrators**
 - Duties/responsibilities
 - Crowd control
4. **To coaches**
 - Thank you for your service to your student athletes and your school
 - Expectations - bench decorum
 - Demeanor pre and post game
5. **To Team Captains**
 - Welcome
 - Leadership role
 - Reminder...team represents school, families, community, (league, section)
 - Expectations - player demeanor on the court and on the bench
 - Taunting, trash-talking and any unsportsmanlike conduct are absolutely inappropriate and will not be tolerated
6. **To Officials**
 - Welcome and thank you
 - Location of school administrators if needed
7. **Closing Remarks**
 - Remember...
 - Only one team will emerge as winner tonight...but **everyone involved in this game has an opportunity to act like a winner.**
 - Good luck!

Pursuing Victory With Honor

Sample Letter to Parents

The role of the parent in the education of a student is vital. The support shown in the home is often manifested in the ability of the student to accept the opportunities presented at school and in life.

There is a value system - established in the home, nurtured in the school - that young people are developing. Their involvement in classroom and other activities contributes to that development. Trustworthiness, citizenship, caring, fairness and respect are lifetime values taught through athletics. These are the principles of good sportsmanship and character. With them, the spirit of competition thrives, fueled by honest rivalry, courteous relations and graceful acceptance of the results.

As a parent of a student-athletes at our school, your goals should include:

- Realize that athletics are part of the educational experience, and the benefits of involvement go beyond the final score of a game;
- Encourage our students to perform their best, just as we would urge them on with their classwork;
- Participate in positive cheers that encourage our student-athletes; and discouraging any cheers that would redirect that focus - including those that taunt and intimidate opponents, their fans and officials;
- Learn, understand, and respect the rules of the game, the officials who administer them and their decisions;
- Respect the task of our coaches face as teachers; and support them as they strive to educate our youth;
- Respect our opponents as student-athletes, and acknowledge them for striving to do their best; and
- Develop a sense of dignity and civility under all circumstances.

You can have a major influence on your student's attitude about academics and athletics. The leadership role you take will help influence your child, and our community, for years to come.

We look forward to serving you in the year ahead, and appreciate your continued support.

Sincerely,

CONTRIBUTORS & ADDITIONAL REFERENCES

**Thanks to the following current and past Administration and Staff
of our CCS member-schools for their positive contributions
and continuing hard work!**

Randy Bangs, Soledad HS
Barbara Beard, BVAL Commissioner
Carol Blackerby, Piedmont Hills HS
Gary Capurro, El Camino HS
Augie Caresani, No. Salinas HS
Steve Clayton, Palma HS
Fabienne Esparza, Notre Dame (Salinas) HS
Meave Fallon, Mercy (Burlingame) HS
Doc Iverson, Del Mar HS
Jeff Lamb, Milpitas HS
Jim Long, MBL/MTAL/TCAL Commissioner
Lars Lund, Serra HS
Keith Mathews, Archbishop Mitty HS
Chuck Noroian, Alvarez HS
Karl Pallastrini, Carmel HS
Ed Ravenscroft, WCAL Commissioner
Murray Schneider, Jefferson HS
Angie Scott, Wilcox HS
Mark Stogner, Woodside Priory
Doug Thompson, Mid-Peninsula HS

CCS SPORTSMANSHIP COMMITTEE

Terry Ward, Bellarmine Prep – Chairperson
K.C. Adams, Anchorpoint Christian HS
Dan Burns – Alisal HS
Scott Calvin, Peninsula Sports Management
Dave Grissom, Santa Clara HS
Tim McCarthy, MBL/MTAL/TCAL Commissioner
Jan Mullen, St. Ignatius Prep
Michael Pilawski, St. Francis HS
Barbara Uchiyama, Santa Teresa HS
Jeff Young, Stevenson School
CCS Staff – Duane Morgan, Ass't. Commissioner
CCS Staff – Steve Filios, Ass't Commissioner

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Section!

Additional References

- ✓ Central Coast Section – www.cifccs.org
(Constitution, Bylaws & Directory; Tournament Guide)
- ✓ Blossom Valley Athletic League – www.bval.org
(“Honor the Game” Program)
- ✓ California Interscholastic Federation – www.cifstate.org
(Game Management Guidelines; “Pursuing Victory With Honor” Program)
- ✓ Stanford University Department of Athletics – www.positivecoach.org
(Positive Coaching Alliance)

If you have additional ideas to contribute, please contact:

CCS Ass't. Commissioners Duane Morgan or Steve Filios, at 408-224-2994;

or

e-mail to dmorgan@cifccs.org; or sfilios@cifccs.org

or

mail to CCS Office, 6830 Via Del Oro, Suite 103, San Jose, CA 95119