

POSITION STATEMENTS

LHSAA MODEL TO SET STANDARDS REGARDING TOBACCO, ALCOHOL, DRUGS, ANABOLIC STEROIDS AND OTHER PERFORMANCE ENHANCING DRUGS

SECTION 1 - PHILOSOPHY AND PURPOSE

- A. **Statement of Philosophy** - It is the philosophy of the LHSAA member schools that students should be encouraged and supported in their efforts to develop and maintain a lifestyle free from tobacco, alcohol, drugs, anabolic steroids and other performance enhancing drugs.

The LHSAA member schools recognize the use of these substances as a significant health problem for students, resulting in negative effects on behavior, learning and the total development of each individual.

The LHSAA member schools believe the close contact of coaches, advisors and students in the classroom or in activity participation provides a unique opportunity to observe, identify and respond to behaviors of concern.

- B. **Statement of Purpose** - the purpose of these standards is to:
1. Underscore the importance of health and wellness for students participating in activities while emphasizing the long-term physical and emotional effects of tobacco, alcohol, drugs, anabolic steroids and other performance enhancing drugs.
 2. Promote a sense of order and discipline among students.
 3. Confirm and support existing state laws, which restrict the use of tobacco, alcohol, drugs, anabolic steroids and other performance enhancing drugs.
 4. Establish standards of conduct for those students who are leaders and standard bearers among their peers.
 5. Assist students who desire to resist peer pressure, which directs them toward the use of tobacco, alcohol, drugs, anabolic steroids and other performance enhancing drugs.
 6. Assist and support students who should be referred for assistance or evaluation regarding their use of tobacco, alcohol, drugs, anabolic steroids and other performance enhancing drugs.

SECTION 2 - DEVELOPING A CODE OF CONDUCT

- A. **Establishing a Code** - A code of conduct should be established by a member school as a set of minimum standards to assist the school in the development of their local policies.
- B. A code of conduct should incorporate the following components:
1. Philosophy: Specify the philosophy and basis for recommending a code of conduct.
 2. Purpose: State the reasons for setting standards and the educational rationale for assisting students through such standards.
 3. Rule Definition: Specify the substances to be included and the time during which the rules are in effect. A sample rule incorporating these standards could read:
"During the school year, regardless of the quantity, a student shall not: (1) use a beverage containing alcohol; (2) use tobacco products; or (3) use, consume, have in possession, buy, sell or give away any other controlled substance including anabolic steroids or other performance enhancing drugs."
 4. Consequences for Violations of the Rule
 - a. Define the activities for which the student is ineligible.
 - b. Define student's role in the process.
 - c. Clarify when parents will be informed.
 - d. Give procedures for referring student for help.

- e. Consequences for rule violations should incorporate the following standards:
 - f. Certainty: An expectation by those to be affected by the rule that it will be applied with a measure of consistency and uniformity to all involved.
 - g. Severity: An expectation that the consequences for the violation are fair for the act committed and that those affected will be encouraged to follow through with the consequences, including coaches, students and parents.
 - h. Celerity: An expectation that the due process will promptly be applied following an alleged violation.
5. Procedures for Due Process: Specify the procedures by which the school officials will investigate reported violations of the rules and apply the consequences for confirmed violations.

LHSAA GENDER EQUITY POSITION STATEMENT

One of the purposes of the LHSAA is to assure that every student-athlete has a fair opportunity to compete. That purpose can only be achieved when there is true equality of opportunity to participate in athletics. Athletic participation in an LHSAA member school is an extension of an integral part of the educational experience for those young people who become student-athletes. These educational experiences should not be reduced in scope and significance by disparities, which limit the participation of any athlete.

The LHSAA believes that gender equity is more than being in compliance with the law. It is a spirit, a personal ethic. It is commitment to do what is right and fair for all student-athletes. It means creating an atmosphere and an environment where opportunities and resources are distributed fairly to boys and girls in an atmosphere where no person experiences discrimination of the basis of gender.

The LHSAA encourages its member schools to monitor their athletic programs to ensure that athletic offerings are equitable and meet the interests and abilities of student-athletes.

While the LHSAA does not have the authority to provide specific interpretations or to rule on compliance issues regarding Title IX, it does believe that all concerned should take steps to be sure that the spirit and intent of gender equity are met.

As part of the Gender Equity Statement, the LHSAA has adopted a position on Gender Identity Participation. While this adopted position of Gender Identification is not LHSAA policy, it is intended to serve as a guideline to help direct the member schools and the LHSAA administration regarding student participation regardless of their gender identity under certain conditions.

A student-athlete shall compete in the gender of their birth certificate unless they have undergone sex reassignment.

A student-athlete who has undergone sex reassignment must go through the hardship appeal process to become eligible for interscholastic competition. The Hardship Committee shall consider all of the facts of the situation and shall rule the student-athlete eligible to compete in the reassigned gender when:

1. The student-athlete has undergone sex reassignment before puberty, OR
2. The student-athlete has undergone sex reassignment after puberty under all of the following conditions:
 - a. Surgical anatomical changes have been completed, including external genitalia changes and gonadectomy.
 - b. All legal recognition of the sex reassignment has been conferred with all the proper governmental agencies (Driver's license, voter registration, etc.)
 - c. Hormonal therapy appropriate for the assigned sex has been administered in a verifiable manner and for sufficient length of time to minimize gender-related advantages in sports competition.
 - d. Athletic eligibility in the reassigned gender can begin no sooner than two years after all surgical and anatomical changes have been completed.

GLOSSARY OF TERMS AND ACRONYMS

1. **BESE** shall mean Louisiana Board of Elementary and Secondary Education.
2. **Dual Curriculum High School:** A dual-curriculum high school offers both a magnet curriculum, that draws students from more than one high school attendance zone, and a regular curriculum, that draws students from one school board assigned attendance zone.
3. **Household** shall mean the people who live together in a single home.
4. **LDE** shall mean the Louisiana State Department of Education.
5. **LEA** shall mean the Local Education Authority.
6. **LHSAA** shall mean the Louisiana High School Athletic Association.
7. **LHSCA** shall mean the Louisiana High School Coaches' Association.
8. **LHSOA** shall mean the Louisiana High School Officials' Association.
9. **LHSPLA** shall mean the Louisiana High School Power Lifting Association.
10. **Magnet High School:** A magnet high school is within a parish or city school system and draws students from more than one school board's traditional school attendance zone. A magnet high school program is a school board assigned curriculum, offering one or more disciplines, housed in a traditional school that draws students from more than one high school attendance zone. A school system consisting of one high school shall not designate that high school a magnet school for athletic eligibility purposes.
11. **Magnet Middle or Junior High School:** A magnet middle/junior high school is designated by the school board as containing a curriculum other than the basic curriculum and is allowed to draw students from more than one attendance zone that is normally assigned to a middle/junior high school.
12. **NFHS** shall mean the National Federation of High School Athletic Associations.
13. **NWCA** shall mean the National Wrestling Coaches' Association.
14. **Public School** shall mean a school owned and operated, and/or maintained by the State of Louisiana or an agency or political subdivision of the State, or a school chartered by the State, a State agency, or a political subdivision of the State. Public schools shall include schools owned, operated, and/or maintained by the local city or parish school boards, the DOE, and university lab schools operated by a state college or university and charter schools.
15. **Non-public School** is a school owned, operated, and/or maintained by a private individual or entity, whether that entity is a profit or non-profit entity. Non-public schools include religious schools, and schools owned, operated, and/or maintained by private secular organization. Non-public schools do not include university lab schools operated by public colleges or universities and do not include charter schools.
16. **Recovery School District (RSD) Public High Schools:** A RSD is a public high school that has come under the authority and/or direct oversight of the DOE and is subject to the guidelines set forth in Revised Statute: 17:1990.
17. **Register** shall mean adding new students to a school's master list on the LHSAA Member Website and must include the student's correct date of birth and last four digits of his/her social security number.
18. **Relatives** shall mean one related to another by kinship through birth, marriage, or adoption.

19. **Showcase** shall be defined as any camp, clinic, game, or event where higher level collegiate or professional coaches, scouts, or other official evaluating personnel are in a setting where players may display their ability to their best advantage in order to pursue higher level scholarships or participations
20. **Submitting** shall be when a school principal, using his/her assigned user name and password for the LHSAA Member Website, selects eligible, registered students for a particular sport, certifies the information of each student, and submits them to the LHSAA. A student must be re-submitted for each sport that he/she participates in each school year.
21. **Traditional High School:** A traditional high school offers only the basic curriculum normally required for acceptance by the State Department of Education in accordance with the curriculum as mandated in Bulletin 741.
22. **Traditional Middle or Junior High School:** A traditional middle/junior high school offers only the basic curriculum normally required for acceptance by the State Department of Education in accordance with the curriculum as mandated in Bulletin 741.