

2023 Hoya Football



Player-Parent Handbook

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Hoya family,

On behalf of our coaches and players, thank you for ALL you do! We believe that everything and everyone matters and your role on our team is so valuable to us. We could not do what we do without your support. We want to thank our Principal, Mrs. Ashlynn Campbell, and our Athletic Director, Mr. Wes Ellis, for setting the stage here at Harrison High School for both academic and athletic excellence. We also want to thank our community for setting high standards, having great sportsmanship, and for providing an enthusiastic atmosphere during our games. Finally, we believe that we have the greatest student section, band, and fan-following in Cobb County!

Our purpose is to utilize football as a distinctive tool to model and explain the purpose of life through Whole Person Development creating excellence and collaboration within the individuals of the program. The foundation for our program is to develop student-athletes who become “**RESPONSIBLE** for their role”, “**ACCOUNTABLE** to their team”, and **UNCOMMON** young men. We believe that if our players learn to be responsible for their role and accountable to those who are depending on them, whether in football or life, they will become productive members of society while also becoming the very best versions of themselves they can be. We believe that Harrison Football is not something we do; it is someone we become. Again, thank you for your continued support and encouragement.

Make a GREAT day and Go Hoyas!

A handwritten signature in black ink that reads "Joshua Cassidy". The signature is written in a cursive, flowing style.

Joshua Cassidy, Ed.D.

VARSITY SCHEDULE

'23

FIND
A
WAY

SPRING GAME

FALL SCRIMMAGE

HOMECOMING

FALL BREAK

HOME AWAY

*INDICATES
REGION GAME

MAY 19

AUG 11

AUG 18

AUG 25

SEPT 1

SEPT 8

SEPT 15

SEPT 22

SEPT 29

OCT 6

OCT 13

OCT 20

OCT 27

NOV 3

NORTH COBB

AT EAST PAULDING

AT SOUTH PAULDING

AT SOUTH FORSYTH

PAULDING COUNTY

DENMARK

KENNESAW MTN.

AT PEBBLEBROOK

BYE

AT MCEACHERN*

NORTH PAULDING*

AT HILLGROVE*

MARIETTA*

BYE



9TH & JV SCHEDULE

'23

FIND
A
WAY

9TH

| | |
|---------|-------------------|
| AUG 24 | CARTERSVILLE |
| AUG 31 | AT WALTON |
| SEPT 7 | MARIETTA |
| SEPT 14 | NORTH COBB |
| SEPT 21 | AT NORTH PAULDING |
| SEPT 28 | BYE |
| OCT 5 | AT HILLGROVE |
| OCT 12 | MCEACHERN |

JV

| |
|-----------------|
| AT CARTERSVILLE |
| WALTON |
| AT MARIETTA |
| AT NORTH COBB |
| NORTH PAULDING |
| BYE |
| HILLGROVE |
| AT MCEACHERN |

HOME AWAY





Coaching Staff



- Bobby Thompson – Offensive Coordinator
- CJ Turner –
- Travis Farmer –
- Jeff Meese – Wide Receivers
- Matt Dickmann –
 - Billy Swanson –
 - Caleb Williamson – Defensive Coordinator Linebackers & Running Backs
 - Jason Walker – Defensive Backs/Wide Receivers
 - Wayne Adams – Offensive & Defensive Line
- Fran Mahan – Defensive Coordinator
- Nick Williamson –
- Braeden Langford – Defensive Line
- Emmett Hill Sr. – Corners
- Josh Cassidy –



Purpose



Our purpose at HARRISON is to utilize football as a distinctive tool to model and explain the purpose of life through **Whole Person Development (WPD)** creating excellence and collaboration within the individuals of the program.

We believe that HARRISON Football is not something you do; it is someone you become.



Developmental Plan



- Recent research provides many theoretical perspectives on development (Lerner, Lerner et al., 2015). A common theme among those perspectives is the idea that **development is encouraged by conflict and the ways in which conflict is resolved.**
- Our program is structured to develop the whole student-athlete by **LOVING** them with patience, kindness, generosity, humility, and will forgive, honor, protect, and trust them as they encounter day-to-day conflicts.

We believe that HARRISON Football is not something you do; it is someone you become.

5 Components of WPD





Cognitive Development



Our staff will foster each student-athlete in the following areas of Cognitive development:

Thought and reasoning processes

- a. **Higher Level Thinking** (Encourage them to think & learn independently)
- b. **Reasoning** (Based on morality, fairness, & core values)
- c. **Rational Decision Making** (Weigh the dangers & benefits, consider their strengths & weaknesses, follow through)
- d. **Competency** (Stimulate them to develop & share their own ideas)
- e. **Effective Communication** (Solicit discussions about a variety of topics)
- f. **Goal Setting** (Short and long term)

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Social Development



Our staff will foster each student-athlete in the following areas of Social development:

Establishing identity

- a. **Peer Relationships** (Through the program, we will create an atmosphere for positivity)
- b. **Family Relationships** (1 out of 3 American children live in Father absent homes)
- c. **School Relationships** (Make sure our student athletes are treated fairly)
- d. **Community Relationships** (Characteristics of an adolescents' community has a profound impact on their development)

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Spiritual Development



Our staff will foster each student-athlete in the following areas of Spiritual development:

- a. **Transcendence** (Developing purpose beyond themselves)
- b. **Fidelity** (Confirming their beliefs and commitments)
- c. **Faith** (Believing, Obeying, Giving, Persisting, Trusting)
- d. **Morals** (Model altruistic and caring behavior daily)
- e. **Golden Rule** (Treat others the way you want to be treated)
- f. **Positive Behavior** (Becoming productive members of society)

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Emotional Development



Our staff will foster each student-athlete in the following areas of Emotional development:

Awareness of feelings and how to respond

- a. **Personal Identity** (Identifying their self-concept and self-esteem)
- b. **Relationship Skills** (sensitive and effective in relating to other people)
- c. **Self-Awareness** (label their feelings accurately and pay conscious attention to them)
- d. **Stress Management** (Identify the source of their feelings and take a positive approach)
- e. **Empathy** (Recognizing their emotions while taking the feelings of others into account)
- f. **Cooperation** (Require our student athletes to rely upon one another to learn the game)

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Physical Development



Our staff will foster each student-athlete in the following areas of Physical development:

Fine and gross motor skills

- a. **Physical Activity** (Year-round strength and conditioning program)
- b. **Diet and Nutrition** (Balanced diet based on the food guide pyramid)
- c. **Rest and Recovery** (8 hours of sleep per night and regular sessions with Athletic Trainer)

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Strength Plan



Our strength and conditioning program is based on the application of the following foundational training principles: **1.** Specificity, **2.** Overload, and **3.** Progression

- 1. Specificity** refers to training in a specific manner to produce a specific adaptation or training outcome. We will use resistance training exercises that mimic the movement patterns of football to increase the likelihood that muscles involved in football will be recruited.
- 2. Overload** refers to developing a program that emphasis greater intensity than the student-athlete is accustomed to. We will utilize a resistance training program that increases the loads assigned in the exercises to stress our student-athletes at higher levels than they are used to.
- 3. Progression** refers to adapting training exercises according to the individual student-athlete and is a key aspect to overload. We will use a progressive and methodical application of overload for our student-athletes to provide them with the stimuli and desirable recovery to produce optimal results.

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Strength Plan



Underpinned by the foundational principles of specificity, overload, and progression, our strength and conditioning program will build its framework on the following seven resistance training program design variables: **1.** Needs analysis, **2.** Exercise selection, **3.** Training frequency, **4.** Exercise order, **5.** Training load and repetitions, **6.** Volume, and **7.** Rest periods.

1. Our initial task will be to perform a **needs analysis** to include an assessment for each student-athlete. To do so, we will use the first 2 weeks of our off-season (December – May) strength and conditioning program to establish a one-repetition prediction (1RP) for our bench and squat max, the first 3 weeks to establish a 1RP for our power clean and dead lift max, and the first 4 weeks to establish a 1RP for our clean & jerk max. On week 3, we will complete our 1st one-repetition max (1RM) for the bench and squat, week 4, our 1st 1RM for the power clean and dead lift, and week 5 our 1st 1RM for the clean & jerk.

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Strength Plan



2. The **exercise selection** for the core (e.g., flat bench press, incline bench press, close grip bench press), assistance (e.g., bicep curls, tricep extensions, neck, abdominals, calves), structural (e.g., back squat, front squat, dead lift), power (e.g., power clean, clean & jerk), and sport-specific (i.e., back squat, power clean, dead lift, glute hamstring) exercises we use will be based on the movements and muscular requirements for high school football, the experience and technique of our student-athletes, and the amount of equipment, space, and time available.
3. The **training frequency** for our strength and conditioning program will be four days per week using a split routine to train different muscle groups on different days (e.g., upper body on day one and three, and lower body on day two and four).

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Strength Plan



4. In an attempt to develop strength, power, and explosiveness in our student-athletes while reducing the risk for injury, the **exercise order** for our strength and conditioning program will consist of power and structural exercises completed first, followed by core, assistance, and sport-specific exercises. Power exercises require the highest level of skill and concentration of all the exercises and are most affected by fatigue.
5. **Training load** is most simply referred to as the amount of weight assigned to an exercise set and is often characterized as the most critical aspect of a resistance training program. Training for muscular strength involves lifting heavy loads for fewer repetitions. Based on student-athlete assessments conducted during our needs analysis, the **training load** will be based on the 1RM completed by each student-athlete, **and repetitions** will eventually be lower for all student-athletes.

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Strength Plan



- 6. Volume**, the total amount of weight lifted during a workout, is identified by the repetition-volume (i.e., total number of repetitions performed), and load-volume (i.e., total number of sets multiplied by the number of repetitions then multiplied by the weight) and is related to intensity or the quality of work. Training volume is directly based on the athlete's resistance training goal. The resistance training goal for our student-athletes will be to increase their muscular strength, power, and explosiveness using anywhere from two to six sets of six repetitions for strength training, and three to five sets of one to five repetitions for power training. More specifically, to promote the greatest increase in muscular strength, power, and explosiveness in our student-athletes, for our core exercises (e.g., flat bench press, incline bench press, close grip bench press) we will complete three to four sets; for our assistance exercises (e.g., bicep curls, tricep extensions, neck, abdominals, calves) one to three sets; for our structural (e.g., back squat, front squat, dead lift), and power (e.g., power clean, clean & jerk) exercises three to four sets with repetitions varying based on the student-athlete's current progress.

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Strength Plan



7. The seventh and final program design variable, **rest period**, is the time devoted to recovery between sets and exercises. The amount of rest between sets is strongly related to load; the heavier the loads lifted, the longer the rest periods the athlete will need between sets. Training percentages used for developing strength and power range from 75-90% of the student-athletes 1RM (table 1), and rest periods for strength and power range from two to five minutes (table 2). Our rest periods will range from two to five minutes when our exercises are 75-95% of our student-athletes 1RM. More specifically, for percentages ranging from 75-80%, a minimum of two minutes rest, percentages ranging from 81-90% a minimum of three minutes rest, percentages ranging from 91-95% a minimum of four minutes rest, and percentages from 96- \geq 100% a minimum of five minutes rest.

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Strength Plan



Table 1

Load and Repetition Assignments Based on the Training Goal

| Training Goal | Load (%1RM) | Goal Repetitions |
|-------------------------------|-------------|------------------|
| Strength | ≥ 85 | ≤ 6 |
| Power: Single-effort event | 80-90 | 1-2 |
| Multiple-effort event | 75-85 | 3-5 |
| Hypertrophy | 67-85 | 6-12 |
| Muscular endurance | ≤ 67 | ≥ 12 |

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Strength Plan



Table 2

Rest Period Length Assignments Based on the Training Goal

| Training Goal | Rest period length |
|-------------------------------|--------------------|
| Strength | 2-5 minutes |
| Power: Single-effort event | 2-5 minutes |
| Multiple-effort event | 2-5 minutes |
| Hypertrophy | 30-90 seconds |
| Muscular endurance | ≤30 seconds |

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Strength Plan



Within our strength and conditioning program, we will emphasize and educate our student-athletes on the appropriate levels of caloric intake, proper nutrition, balancing their diet, supplement use, proper hydration, sleep habits, and sports injury rehabilitation. Our year-round strength and conditioning program will be an individualized program that is focused on the current and developing strength and conditioning of the student-athlete and will include football specific strength, speed, power, agility, reaction, quickness, flexibility, and injury prevention training based on the foundational principles of **specificity**, **overload**, and **progression** during each step of the program design (i.e., **Needs analysis**, **Exercise selection**, **Training frequency**, **Exercise order**, **Training load and repetitions**, **Volume**, **Rest periods**).

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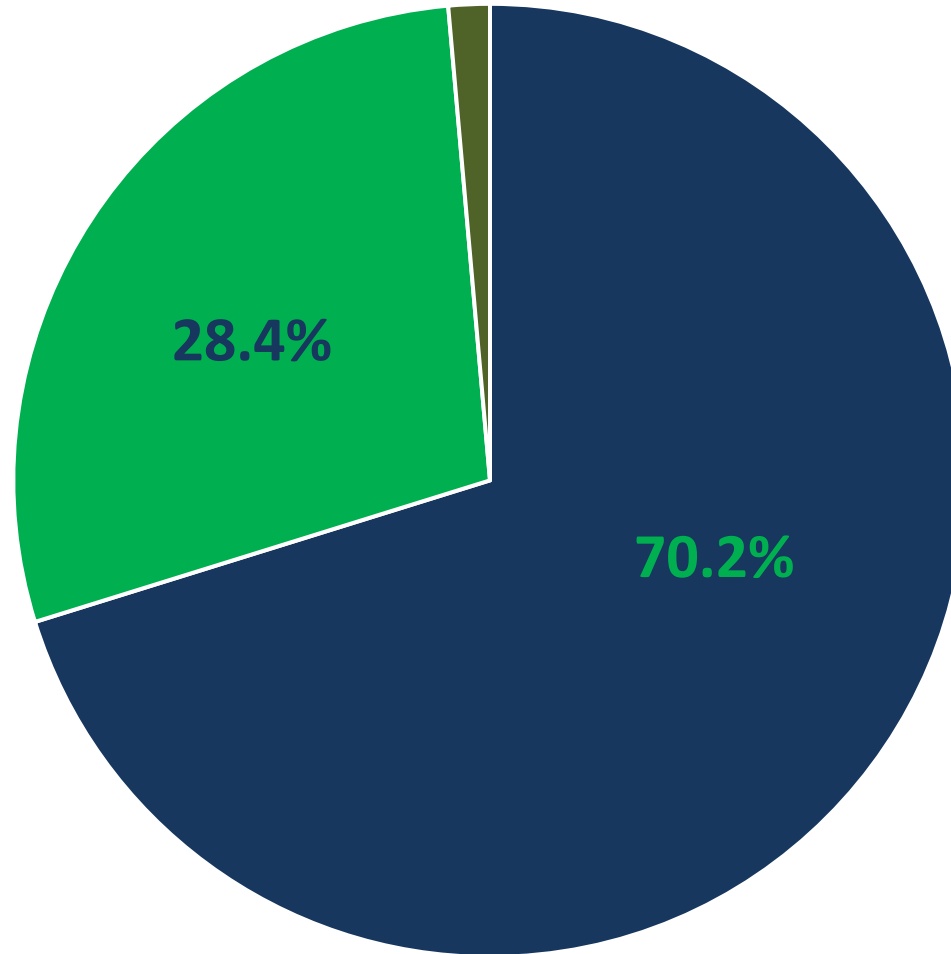
Strength Plan



- **Time is our greatest asset!** What we choose to do with the time we have available to us will define who we are and what we achieve in life.
- **Game time:** 1.4% of our time is devoted to the game.
- **Practice time:** 28.4% of our time is devoted to practicing.
- **Weight room time:** 70.2% of our time is devoted to our strength and condition program.

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Annual Program Time Percentages



■ Weight Room 70.2% ■ Practice 28.4% ■ Game 1.4%



Strength Plan



Weight Room

1. **WE LIFT 4 DAYS A WEEK REGARDLESS OF THE WEEK YEAR ROUND**
2. Attend LIFTING dressed and ready for TO LIFT, if not you will be considered late. Late for meetings/lifting:
 - 1st time – 75 squat thrusts
 - 2nd time – 150 squat thrusts
 - 3rd time – 300 squat thrusts & **Loss of playing time.**
3. All players, regardless of physical or mental condition, will dress for lifting.
4. All players to be taped must be on the trainers list or be approved by a coach.
5. **EXCUSED** Practice- examples: Death, doctor note, family emergency, football related injury. Players must make up running. ALL missed lifting must be pre-approved by the head coach!
6. **UNEXCUSED** MISS OF Weight room – 300 squat thrusts, and 1 QUARTER.



Strength Plan



Weight Room

1. During the **school year**, our student-athletes will either have 1st or 4th block strength training
2. During **holidays in season**, the weight room is mandatory
3. During **holidays out of season**, the weight room will be open for those who will be in town
4. During the **summer**, our student-athletes will either have strength training at the 8:00am or 9:15am start Monday – Thursday during on non GHSA mandated dead weeks. Regarding absences and for the safety of our players, during the summer they will be required to make up their running before they will be allowed to play.



Practice Plan



Practice/Meetings

1. **WE PRACTICE EVERYDAY REGARDLESS OF THE WEATHER.**
2. Attend meetings dressed and ready for practice, if not you will be considered late. Late for meeting/practice:
 - 1st time – 75 squat thrusts
 - 2nd time – 150 squat thrusts
 - 3rd time – 300 squat thrusts & **Loss of playing time.**
3. All players, regardless of physical or mental condition, will dress for practice.
4. Spring/Fall football practices override 7 on 7 practice
5. Spring/Fall football practices are GHSA sanctioned events and override non GHSA events (any travel sport)
6. **EXCUSED** Practice- examples: Death, doctor note, family emergency, football related injury. Players must make up running. ALL missed practices must be pre-approved by the head coach!
7. **UNEXCUSED** MISS OF PRACTICE/ Weight room – 300 squat thrusts, make up running and 1 QUARTER.



Foundation



Our program is structured so that our student-athletes are **RESPONSIBLE** for their role and held **ACCOUNTABLE** for fulfilling their role as key participants in their own development towards becoming **UNCOMMON**.



Our Motto



I hear what you're saying but I trust what
you do.

Be **RESPONSIBLE** for your role

Be **ACCOUNTABLE** to your team

Be **UNCOMMON**



Expectations of the Head Coach



Love our players.

Develop the best program possible by clearly communicating with ALL stakeholders



Expectations of the Head Coach



- **Be GREAT at . . .**

- Self-Discipline
- Relationships
- Communicating
- Organization
- Prioritizing
- Preparation
- Planning
- Motivating

- **Character traits**

- Responsible
- Accountable
- Uncommon
- Trustworthy
- Adaptable
- Knowledgeable
- Mentally tough
- Consistent
- Intentional
- Credible
- Authentic
- Innovative

Develop the best program possible by clearly communicating with ALL stakeholders



Expectations of the Head Coach



- **Be a Great Leader**
 - Have clear and demanding expectations of coaches, players, and support staff.
 - Treat everyone in the program with honesty and respect.
 - Delegate responsibility and authority when appropriate.
 - Open door policy for all aspects of the program.
 - Conduct all hiring and firing of coaches and support staff.
 - Develop excellent assistant coaches. A head coach is only as good as his staff.
 - Motivate the young men to want to play for the program

Develop the best program possible by clearly communicating with ALL stakeholders



Expectations of the Head Coach



- **Model the way**
 - Clarify values by finding our voice and affirming shared values.
 - Set the example by aligning actions with shared values.
- **Inspire a shared vision**
 - Envision the future by imagining exciting and ennobling possibilities.
 - Enlist others in a common vision by appealing to shared aspirations.

Develop the best program possible by clearly communicating with ALL stakeholders



Expectations of the Head Coach



- **Challenge the process**

- Search for opportunities by seizing the initiative and looking outward for innovative ways to improve.
- Experiment and take risks by consistently generating small wins and learning from experience.

- **Enable others to act**

- Foster collaboration by building trust and facilitating relationships.
- Strengthen others by increasing self-determination and developing competence.

Develop the best program possible by clearly communicating with ALL stakeholders



Expectations of the Head Coach



- **Encourage the heart**
 - Recognize contributions by showing appreciation for individual excellence.
 - Celebrate the values and victories by creating a spirit of community.
- **Serve**
 - Empower and develop through humility and authenticity.
 - Provide direction through interpersonal acceptance and stewardship.

Develop the best program possible by clearly communicating with ALL stakeholders



Academic Plan



- **Players are student-athletes, not athlete-students.**
- **At the high school level, grades are mostly determined by attendance, following directions, and hard work.** If a student fails a class, it is because they failed at least one of these three things.
- To help **support our student-athlete's** academic efforts, we will provide our players with study skills, graduation requirements, GHSA eligibility, NCAA eligibility, SAT/ACT/PSAT 4-year plan, and conduct grade evaluations 2 weeks prior to every 6-week grading period.



Academic Plan



Study Skills

Make studying a part of your everyday school routine and don't be limited to 'cramming' for exams and tests.

1. Establish a routine. Set aside a particular time each day for study and revision and stick to it.
2. Create a study environment. This should be away from interruptions and household noise, such as the television. Ensure there is adequate lighting and ventilation, a comfortable chair and appropriate desk.
3. Set a timetable. With a timetable you can plan to cover all your subjects in an organized way, allotting the appropriate time for each without becoming overwhelmed.
4. Look after yourself. Drink plenty of fluids, especially water, and eat healthy foods. Keep sugary foods to a minimum. Make sure you get enough sleep each night. Regular physical exercise makes you feel great, boosts your energy and helps you relax. So, try to keep up regular sporting activities or at least fit in some regular exercise as often as you can.
5. Reward yourself for studying. Watch your favorite television program, spend time with your friends, walk to the park and play sport throughout the week.



Academic Plan



Study Skills

6. Have variety in your study program. Study different subjects each day and do different types of work and revision in each study session.
7. Avoid interrupting your concentration. Have all the appropriate materials with you before you start a session of study to minimize distractions.
8. Test yourself on what you have studied. Ask your parents or family members to quiz you on what you have learnt, use draft questions from books, past assessments or major exam papers.
9. Don't panic at exam time. If you have followed a study routine and have been revising your class work, there should be no need to worry. Try to keep yourself calm, positive and confident.
10. Ask your teachers for guidance. Especially if you're having trouble - whether it's grasping a new concept or understanding something you learnt earlier in the year. They will be happy to help.



Academic Plan



Graduation Requirements

- HHS Counseling [Harrison High Graduation Requirements](#)

Georgia High School Association (GHSA) Eligibility

- GHSA Eligibility p. 14-19 By-Laws 1.10 – 1.59 [GHSA Constitution and By-Laws](#)

National Collegiate Athletic Association (NCAA) Eligibility

- NCAA DI Eligibility [NCAA DI Academic Requirements](#)
- NCAA DII Eligibility [NCAA DII Academic Requirements](#)
- NCAA DIII Eligibility [NCAA DIII Academic Requirements](#)



Academic Plan



SAT/ACT/PSAT Plan

Freshman Year – Create a Calendar of SAT Subject Tests

Get on College Board's website and check out the list of SAT subject tests. Start thinking about your strengths and the tests you might take in a few years.

Sophomore Year – Start Taking SAT Subject Tests

If you are taking a class during your sophomore year that coincides with one of the subject tests (e.g., world history) it is in your best interest to take that test this year



Academic Plan



SAT/ACT/PSAT Plan

Junior Year – Balance SAT Subject Tests with SAT/ACT/PSAT

The spring of your junior year should be considered “peak standardized testing time”. This is usually when you take the SAT, SAT subject tests, and the ACT (if taking both tests). Keep in mind that you may also have the PSAT in your junior year.

Senior Year – Evaluate and Possibly Re-Take SAT/ACT, and SAT Subject Tests

Use this year to retake any SAT subject tests that you’ve previously taken, but have now completed additional courses for (e.g., language tests). If you’re planning on taking the SAT or ACT again, space them out.

SAT Resources

- SAT link [SAT Information](#)

ACT Resources

- ACT link [ACT Information](#)

PSAT Resources

- HHS PSAT Information [Harrison PSAT](#)



Academic Plan



Grade Evaluations

Conducted 2 weeks prior to every 6-week grading period

- 1st D or F – 75 squat thrusts
- 2nd D or F – 150 squat thrusts
- 3rd D or F – 225 squat thrusts

HARRISON GRADING SYSTEM

A = 90 - 100

B = 80 - 89

C = 74 - 79

D = 70 - 73

F = Below 70

2022-2023 School Year Dates

- 9/9/22 1st 6 weeks – Eval on 8/26/22
- 10/28/22 2nd 6 weeks – Eval on 10/14/22
- 12/16/22 3rd 6 weeks – Eval on 12/2/22
- 2/17/23 4th 6 weeks – Eval on 2/3/23
- 4/12/23 5th 6 weeks – Eval on 3/29/23
- 5/24/23 6th 6 weeks – Eval on 5/5/23



Academic Plan



High School Eligibility Rules

Cobb County School District (CCSD) Resources

- CCSD Physical [ATHLETIC PARTICIPATION, WAIVER, INSURANCE, AND CONSENT FORM](#)
- CCSD Code of Conduct [IDF-R Interscholastic Activities](#)
- CCSD Sportsmanship [IDFB-R Sportsmanship](#)

Harrison High School (HHS) Resources

- HHS Eligibility p. 26 [2022-2023 Student Handbook](#)

Georgia High School Association (GHSA) Resources

- GHSA Eligibility p. 14-19 **By-Laws 1.10 – 1.59** [GHSA Constitution and By-Laws](#)
- GHSA School Service Areas/Transfer/Migrant Student p. 19-22 **By-Laws 1.60 – 1.69** [GHSA Constitution and By-Laws](#)
- GHSA Transfer – Form B [TRANSFER STUDENT ELIGIBILITY - FORM B](#)



Recruiting Plan



My role as your Head Coach

As the head football coach, it is a priority of mine to provide all of our student-athletes with the necessary resources for them to make an educated decision about what they will do once they graduate our program. Whether they choose to become a student-athlete, student, join the military or enter the work force, I will work relentlessly to advise them on that next season in their lives. As the head football coach, I will also involve our student-athletes and their parents in the process and make certain they understand the importance of their roles.



Recruiting Plan continued



As your head coach, and as it relates to recruiting, I will:

- Maintain an up-to-date recruitment sheet equipped with our players contact information, measurables, position, highlight link, GPA, SAT, & ACT scores.
- Work with the counseling department to be able to access a student's up-to-date transcripts.
- Hold informational meetings with parents to educate them of the recruiting process.
- Educate our student-athletes on how to communicate with college recruiters in person, over the phone, through email, and social media.
- Contact college coaches at the appropriate level and encourage them to recruit our players. Provide honest information on strengths and weaknesses. In my experience, this is a critical step because when a high school coach is not honest or is ignorant about a player's relative ability level, they lose all credibility with those college coaches in the future.
- Send current highlight links. Although the video may not result in a scholarship offer initially, it might motivate the coach to want to evaluate our players in person.
- Email or call those coaches on our player's list after evaluations and ask for an honest assessment.



Recruiting Plan continued



As stakeholders, parents and players should understand the steps to the recruiting process

- **Step 1: Generating Initial Interest through Letters, Questionnaires and Camp Invites**

Player Responsibility: Take the time to respond to every letter or invite received from a college. Make sure you have emailed the coach, called them and filled out the recruiting questionnaire (where available).



Recruiting Plan Camps



- Compete at the Camp
- If you don't run the 40 at camps
 - Coaches think you are slow
 - Coaches think you are scared to compete
- If you are asked by an assistant coach of a DI Football Bowl Subdivision (FBS) Power 5 (ACC, B1G, Big 12, Pac 12, SEC), Group of 5 (AAC, C-USA, MAC, MWC, SBC), Football Championship Subdivision (FCS) program to attend a camp, GO!
- If you are asked by an assistant coach of a DII, DIII, or NAIA program to attend the camp, GO!
- If you aren't asked by a coach to attend, you will not be evaluated properly.
- Be cautious of emails and “letters” from DII, DIII, or NAIA programs. For example . . .

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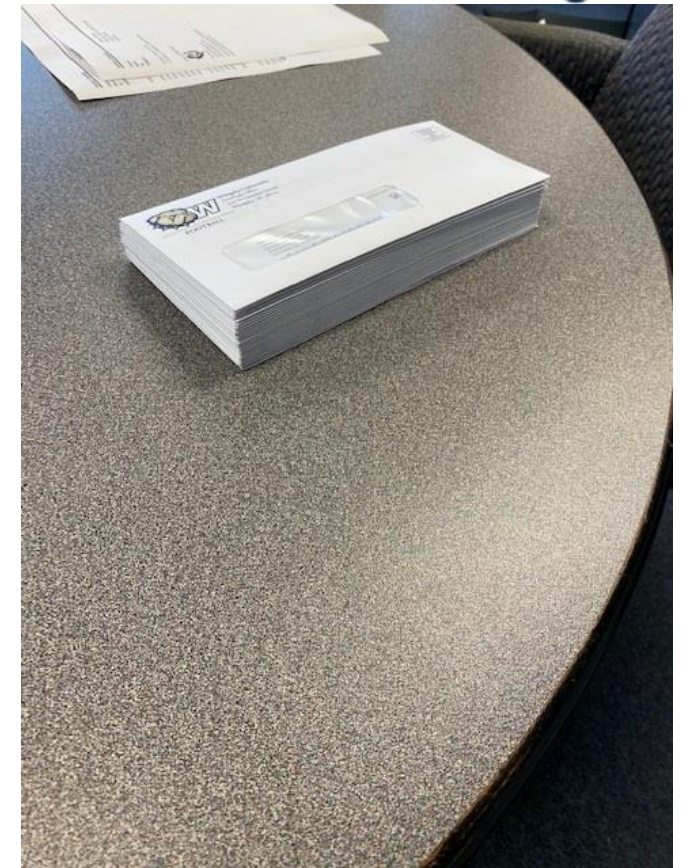
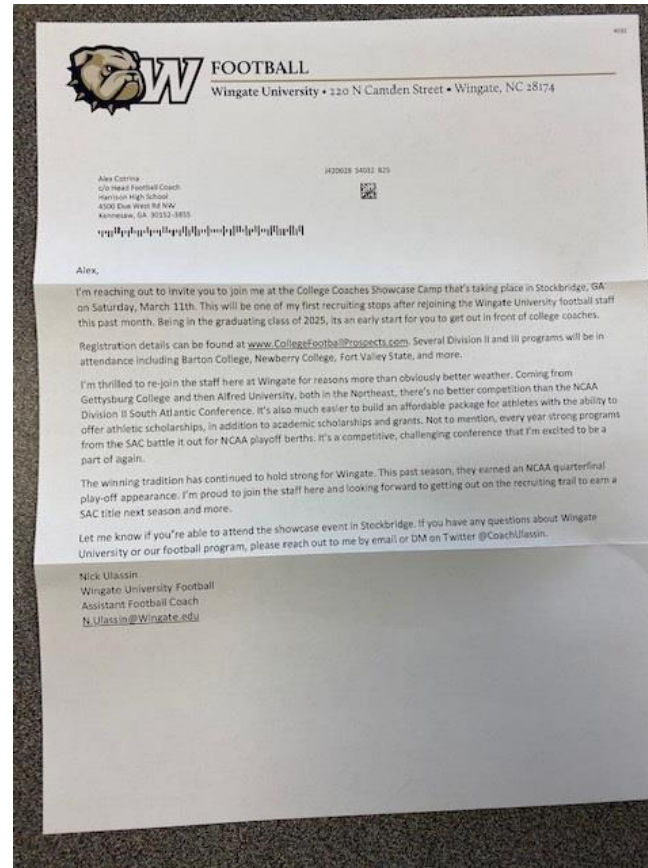
Recruiting Plan Camps to avoid:



- Money Makers
- UWG camp story

Mailing Lists

Players who quit 2 years prior



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Recruiting Plan Camps to avoid:



Hello William,

As I am preparing to get on the road to travel to the Atlanta area (Stockbridge, GA), I wanted to touch base with you again and remind you that registration for College Coaches Showcase Camp is filling up quickly. This showcase will take place on Saturday, March 11th. Or the alternative would be to make the trip down to Birmingham, AL for the same type of event on Saturday, March 4th. We'll be happy to see you at either one.

If you haven't had the opportunity to check out the website, you can do so by visiting www.CollegeFootballProspects.com. We cannot wait to see you out there working with us and the other college coaches.

If you have already registered, then there is nothing more you need to do. I look forward to meeting you and seeing what skills you bring to the field. If you haven't registered, talk it over with your family and let me know what you decide.

Todd Varn
Assistant Football Coach
todd.varn@newberry.edu

We believe that HARRISON Football is not something you do; it is someone you become



Recruiting Plan

Camps to attend:



BRIAN BOHANNON
 WHO'S HUNGRY
 MEGA CAMP
 JUNE 7TH & 8TH

BRIANBOHANNONFOOTBALLCAMPS
 CAMPS ARE OPEN TO ANY AND ALL PARTICIPANTS. (LIMITED ONLY BY NUMBER, AGE, GRADE LEVEL, AND/OR GENDER)

BRIAN BOHANNON

BRIAN BOHANNON FOOTBALL CAMPS
2023 SCHEDULE

| MEGA CAMP | 7 ON 7 CAMP | ELITE PROSPECT CAMP |
|-----------|-------------|---------------------|
| JUNE 6 | JULY 11 | JULY 15 |
| JUNE 7 | JULY 13 | |

@COACHBOFB CAMPS **USA**

ALL CAMPS ARE OPEN TO ANY AND ALL PARTICIPANTS. LIMITED ONLY BY NUMBER, AGE, GRADE LEVEL, AND/OR GENDER

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Recruiting Plan Camps to attend:



MEGA CAMPS
REGISTER AT DREWCRONICFOOTBALLCAMPS.COM

JUNE 1 RAISE THE BAR
JUNE 3 TOTAL EXPOSURE

A grid of 24 college logos arranged in three rows and eight columns. The logos include: Row 1: AU, M, CU, M, N, KU, E; Row 2: Marshall, FAU, LU, MT, Husky, WKU, G, Blue Devil; Row 3: M, Bull, B, C, C, UWG, Eagle, and another logo.

REGISTER NOW!

DREW CRONIC CAMPS AND CLINICS ARE OPEN TO ANY AND ALL ENTRANTS (LIMITED ONLY BY NUMBER, AGE, GRADE LEVEL AND/OR GENDER)

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Recruiting Plan Camps to attend:



Ivy League Schools

Brown

Columbia

Cornell

Dartmouth

Princeton

Penn

Yale

Patriot League Schools

Fordham

Georgetown

Lehigh

Lafayette

BERRY FOOTBALL

ELITE

CAMPS

SKILL #1

JUNE 8TH
3:00 PM - 6:30 PM
QB, RB, WR, TE, LB, & DB

BIG MAN

JUNE 9TH
8:00 AM - 11:30 AM
OL/DL

SKILL #2

JUNE 9TH
3:00 PM - 6:30 PM
QB, RB, WR, TE, LB, & DB

FEATURING COACHES FROM

BROWN BUCKNELL COLUMBIA CORNELL

DARTMOUTH GEORGETOWN LAFAYETTE

LEHIGH PENN PRINCETON

\$70 REGISTRATION BEFORE MAY 25TH
\$80 REGISTRATION AFTER MAY 25TH
REGISTER AT BERRYFOOTBALLCAMPS.COM

REGISTRATION IS OPEN TO
RISING SOPHOMORES,
JUNIORS, AND SENIORS




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Recruiting Plan continued



As stakeholders, parents and players should understand the steps to the recruiting process

- **Step 2: Making Initial Evaluations**

Player Responsibility: This is where having all of your athletic and academic information organized can really help coaches. Because coaches are looking at so many recruits, they don't have patience for poorly formatted highlight videos or athletes who can't gather the basic info they need. Be prepared to get coaches your video, verifiable results and academic information in an organized packet or online profile.



Recruiting Plan Highlight Videos



- College coaches will know after the first few clips
- Position coaches must review final copy
- Must be updated on a weekly basis in season
- Must be updated one week after the end of the season
- The first 10 clips should showcase ALL of your abilities so put the very best up front
- No Slow Motion
- Do Not Speed Up the Film
- No Pictures
- No Special Effects
- You do not have to make the play in the clip
- Endzone Clips for Offensive and Defensive Lineman Only

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Recruiting Plan continued



As stakeholders, parents and players should understand the steps to the recruiting process

- **Step 3: Secondary Evaluations: Contacting the Family and Hosting Visits**

Player Responsibility: As a recruit, this is your opportunity to get to know the program as much as they are getting to know you. Make sure you are engaged, asking the coach questions about how they run their program and what type of role they see for you. Coach's move quickly after evaluations in locking up the athletes they want. Not preparing at this stage will lead to more anxiety at the next step when scholarship offers are being made



Recruiting Plan continued



As stakeholders, parents and players should understand the steps to the recruiting process

- **Step 4: Extending Verbal Offers and Getting Commitments**

Player Responsibility: There isn't much you can do outside of being prepared to decide. This is where the research and conversations you've had with the coach earlier will pay off.



Recruiting Plan Offers/Committing



Unfortunately, in today's recruiting climate, the lines between a committable offer and simply being a recruitable athlete are blurred

There are 3 different types of offers:

- Committable Offer
- Camp Offer
- Offer to Recruit and Manage

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Recruiting Plan Offers/Committing



Committable offer

- If you try to commit to a school, they will accept your commitment

Camp offer

- You have received an offer, but before they will take your offer, they will have to see you perform in camp

Offer to Recruit and Manage

- This happens when a prospect has many offers. Just in order to be able to recruit the prospect, schools will offer. It is up to the assistant coach to manage the prospect and not let him commit until the head coach is ready to take it

If you want to find out if an offer is real or not, try to commit to the coach and see what happens

We believe that HARRISON Football is not something you do; it is someone you become



Recruiting Plan Offers/Committing



When do I commit?

- If you know where you want to go, commit and get it over with!
- Biggest decision of a young man's life to date
- Pick a school and not a coach, 88 of the 130 FBS schools have changed head coaches since 2017. Chances are the coach that is there when you sign won't be there when you leave

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Recruiting Plan continued



As stakeholders, parents and players should understand the steps to the recruiting process

- **Step 5: Signing New Athletes**

Player Responsibility: You can't do anything about losing your scholarship due to injury or coaching change, but you can stay out of trouble and keep your grades up. Don't relax and think you are done with recruiting when you make a verbal commitment. Be aware of what is expected of you from the time you commit to the time you sign for your scholarship. Make sure you have a clear set of expectations between you and the coach and that you are staying in regular contact. You are still in a competition for playing time and your future role on the team.



Recruiting Plan

Recruiting Resources



National Collegiate Athletic Association (NCAA) Resources

- NCAA Compliance [NCAA Recruiting](#)
- NCAA DI FBS Recruiting Calendar [2022-2023 DI FBS NCAA Recruiting Calendar](#)
- NCAA DI FBS Schools [Division I-FBS Football Institutions](#)
- NCAA DI FCS Recruiting Calendar [2022-2023 DI FCS Recruiting Calendar](#)
- NCAA DI FCS Schools [Division I-FCS Football Institutions](#)
- NCAA DI Football Recruiting Guide [2022-2023 NCAA DI Football Recruiting Guide](#)



Recruiting Plan

Recruiting Resources



National Collegiate Athletic Association (NCAA) Resources

- NCAA DII FBS Recruiting Calendar [2022-2023 NCAA DII FBS Recruiting Calendar](#)
- NCAA DII Schools [Division II Football Institutions](#)
- NCAA DII Football Recruiting Guide [2022-2023 NCAA DII Football Recruiting Guide](#)
- NCAA DIII Rules [NCAA DIII Recruiting Rules](#)
- NCAA DIII Schools [Division III Football Institutions](#)



Recruiting Plan

Recruiting Resources



National Association of Intercollegiate Athletics (NAIA) Resources

- NAIA Compliance [NAIA Recruiting](#)
- NAIA Rules [NAIA Recruiting Rules](#)
- NAIA Schools [NAIA Football Institutions](#)

****NCAA Division 3 and NAIA football recruiting rules****

- D3 and NAIA colleges are generally left to create their own recruiting rules and schedules. They don't have limits on when coaches can contact recruits. The only standardized rule for D3 schools is that coaches are not allowed to meet with recruits or their families off-campus until the athlete has completed their sophomore year of high school.



Recruiting Plan Recruiting Resources



National Junior College Athletic Association (NJCAA) Resources

- NJCAA Compliance [NJCAA Recruiting](#)
- NJCAA Rules [NJCAA Recruiting Rules](#)
- NJCAA Schools [NJCAA Football Institutions](#)



Recruiting Plan Recruiting Resources



Next College Student Athlete (NCSA) Resources

DON'T PAY FOR ANYTHING

- NCSA Recruiting [NCSA Football Recruiting Guide](#)
- NCSA Offer FAQ [NCSA Verbal Offers and Commitments FAQ](#).



Recruiting Plan Recruiting Resources



Name, Image, and Likeness (NIL)

Next College Student Athlete (NCSA) Resources

- NCSA NIL [NCSA NIL Information](#)

Atlanta Journal-Constitution (AJC) Resources

- Recent AJC Article [NIL Article](#)



Recruiting Plan Recruiting Resources



GHSA (Dr. Hines) Comment regarding NIL

“When I spoke about it the first time [to the board of trustees in January], I received a lot of feedback from coaches and member schools who were under the impression you’re paying someone to play high school sports,” Hines said.

“That’s not the case. From most states that have adopted NIL rules, they keep amateur rules in place. They recognize that individuals own their own name, image and likeness and can endorse products on their own as long as they don’t include the intellectual property of the school or the state association.”



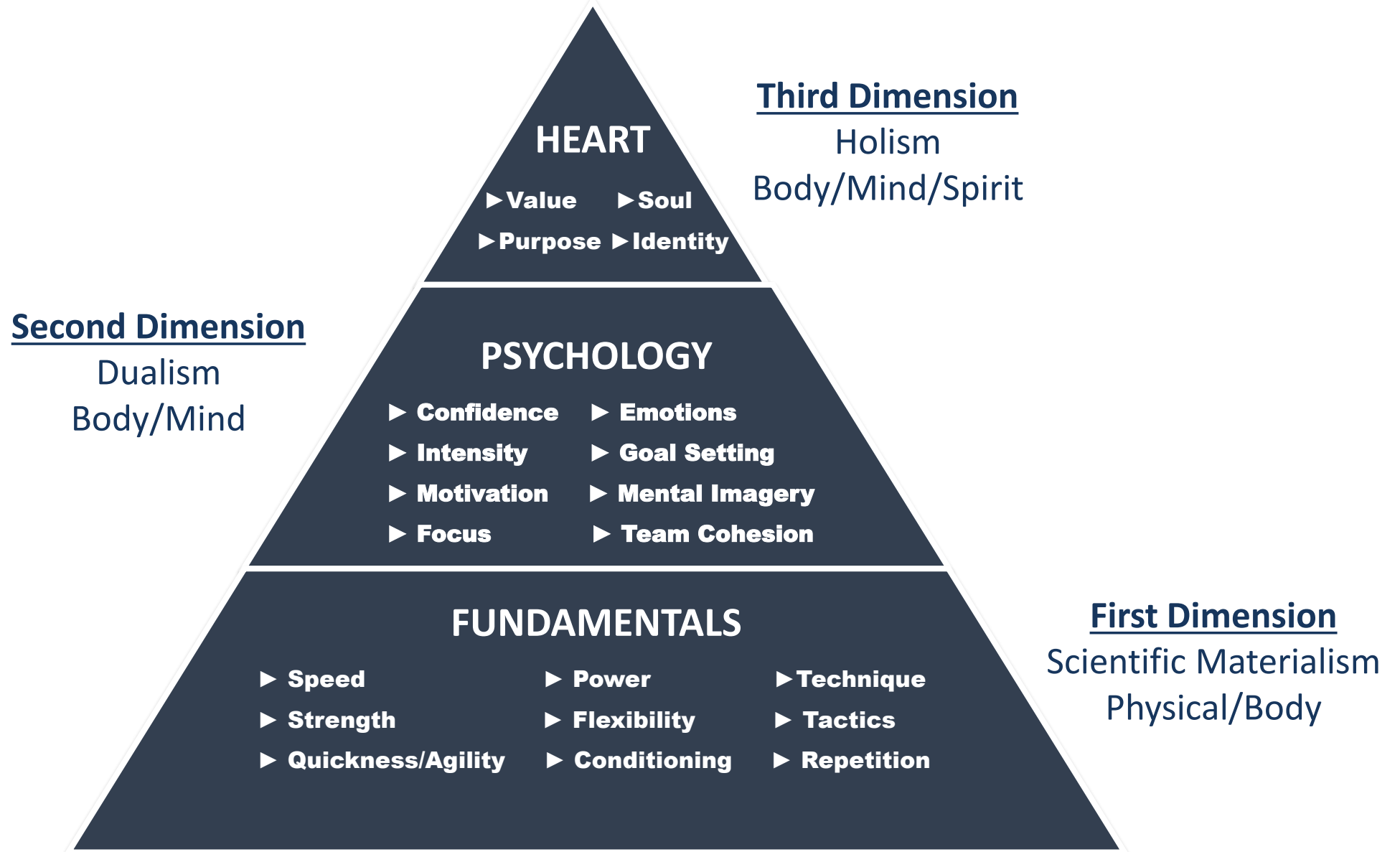
Staff Plan



Our program will seek to retain, hire and develop coaches who seek to capture the heart of the student-athlete by:

1. Becoming three dimensional coaches.
2. Understanding that student-athletes perform at their highest levels when they feel safe, secure, and significant.
3. Assessing them based on knowledge of performance/process to help them get to a level that they cannot get to by themselves.

1. Three-Dimensional Coach



2. Safe, Secure, & Significant

Our coaches will create an atmosphere for our student-athletes that:

- ✓ Is **SAFE** from personal attacks and blame.
- ✓ Provides **SECURITY** in their relationships with the coaching staff.
- ✓ Develops an understanding that whatever their role is, it is **SIGNIFICANT** and important to the team.

3. Performance/Process Assessment

- ✓ Our coaches will be knowledge of performance/process coaches, not knowledge of results coaches.
- ✓ Anyone can tell a student-athlete what they already know: “Make the tackle”, “Catch the ball”, “You fumbled”, etc.
- ✓ By understanding the performance and the process, our coaches can assess the student-athlete and take him where he would not go on his own.



Equipment Plan



1. What mandatory football equipment does the Harrison High School Football program provide?

5 Star Rated Riddell Helmets, 5 Star Rated Riddell Chin Straps, Riddell Practice Pants, Riddell Practice Jerseys, Practice Belts, Mouthpiece, & Knee Pads

2. What mandatory football equipment does the Harrison High School Football program NOT provide?

Girdles (Must include hip, thigh, and butt pads)

Cleats

3. When I purchase a girdle for my student-athlete, what colors should I purchase?

The only colors allowed will be white or grey.



Equipment Plan



4. When I purchase cleats for my student-athlete, what colors should I purchase?

The only colors allowed will be 1. Solid White, 2. Solid Hoya Navy, 3. Solid Hoya Kelly Green, OR 4. A combination of colors 1-3

5. What football equipment does the Harrison High School Football program *suggest* for purchase?

Keep in mind that when purchasing braces, you should always consult our Licensed Athletic Trainer

- Offensive Lineman – Two pair of padded offensive lineman gloves (Solid White for home games, and Solid Navy/Dark for away games)
- Offensive Lineman – Knee Braces [DONJOY Knee Braces](#)
- Offensive Lineman – Knee Braces [Omples Hinged Knee Brace](#)
- By position – Ankle Braces [DONJOY Ankle Braces](#)
- By position – Ankle Braces [ASO Ankle Braces](#)



Equipment Plan



6. **If I choose to purchase my student-athlete gloves for positions other than offensive line, what colors should I purchase?**
The only colors allowed will be 1. Solid White, 2. Solid Hoya Navy, 3. Solid Hoya Kelly Green, OR 4. A combination of colors 1-3
7. **If I choose to purchase my student-athlete a visor, what color should I purchase?**
First, we advise against visors. However, if you choose to purchase one, they must be clear according to GHSA & NFHS
8. **If I choose to purchase my student-athlete a mouthpiece, what are the guidelines?**
The mouthpiece must be navy & attached to the facemask – nothing outside the mouth



Equipment Plan



9. If I choose to purchase my student-athlete a helmet, what are the guidelines?

- If a player or parent chooses to purchase their own helmet, or other equipment, they must follow the standards set forth by the GHSA, NFHS, & NOCSAE
- NOCSAE Standards [NOCSAE Helmet Standards](#)
- GHSA [GHSA Contact](#)
- NFHS [NFHS Contact](#)
- If a player or parent chooses to purchase their own helmet, it must be painted Navy with Texas Flake
- If a player or parent chooses to purchase their own helmet, it must be reconditioned at the conclusion of the season
- NAERA Reconditioning/Recertification [NAERA Information and Recommendations](#)

Referees will require a list of all players who have not been fully equipped (helmet & shoulder pads) by the high school to check for the proper equipment and recertification – All players who are found with the incorrect equipment will not be allowed to play



Equipment Plan



10. If I choose to purchase my student-athlete a pair of shoulder pads, what are the guidelines?

- If a player or parent chooses to purchase their own shoulder pads, or other equipment, they must follow the standards set forth by the GHSA, NFHS, & NOCSAE
- NOCSAE [NOCSAE FAQ's](#)
- GHSA [GHSA Contact](#)
- NFHS [NFHS Contact](#)
- NAERA Reconditioning/Recertification [NAERA Information and Recommendations](#)

Referees will require a list of all players who have not been fully equipped (helmet & shoulder pads) by the high school to check for the proper equipment and recertification – All players who are found with the incorrect equipment will not be allowed to play.



Equipment Plan



****Spring Season for current 8th grade players****

11. Do I have to provide a combination lock for the first day of spring football?

Yes. It must be a combination lock and not a key lock. In the past we have had issues with players losing their key. Using a combination lock is mandatory so that our staff can keep a record of the combination in the event that your son forgets the combination. Please use this site for an example of the combination lock you can purchase: [Master Lock](#)

12. Will my student-athlete be allowed to wear the helmet he wore during the junior program season?

No. A youth/junior program football helmet is NOT approved.

If you choose to purchase your own helmet, please refer to item number 9 above

13. Will my student-athlete be allowed to wear the shoulder pads he wore during the junior program season?

No. A youth/junior program shoulder pad is NOT approved.

If you choose to purchase your own shoulder pads, please refer to item number 10 above



Equipment Plan



Hoya Football Equipment Agreement

By signing this form, you agree to return all the items received. If you do not return them, this form and the total amount owed will be sent to the Harrison High School bookkeeper for collection. Until the uniform fee is paid in full, no student-athlete will be able to receive their official transcript. Here are the costs: Helmet = \$400.00, Chin Strap = \$25.00, Shoulder Pads = \$250.00, Practice Pants = \$25.00, Practice Belts = \$5.00, Practice Jersey = \$20.00, Knee Pads: \$10.00, Thigh Pads: \$10.00, Girdle: \$40.00

Name: _____ **Fall Grade:** _____

Class: _____

Helmet Size & Type: _____ **Chin Strap:** _____

Shoulder Pad Size & Type: _____

Practice Pant Size: _____ **Practice Belt:** _____

Practice Jersey #: _____ **Knee Pads:** _____

Thigh Pads: _____ **Girdle:** _____

Signature: _____ **Date:** _____



Varsity Lettering Plan



- **Lettering**

1. A letter will be awarded if a varsity player has perfect attendance (regardless of playing time) throughout the spring, summer, & fall season – Saturday film included.
2. A letter will be awarded to a player who has played in our Varsity football games (must be determined a contributor by coaching staff).
3. A letter will be awarded to all seniors regardless of playing time.
4. A letter will be awarded to all players who complete their 10th & 11th grade seasons regardless of playing time.

We believe that HARRISON Football is not something you do; it is someone you become.



Varsity Lettering Plan



- **Lettering**

4. For the players who are lettering for the first time in football, if they lettered in a spring sport prior to the current season, they would receive a football icon. If they did not letter in a spring sport, they would receive a letter and football icon.
5. For those players who already received a letter in football, they will receive a bar.
6. The scholar athlete patch requirements are as follows:
 - I. Must play varsity football, be in 10th grade or higher, and have a 3.8 GPA or higher.
 - II. For those players eligible for a scholar athlete patch, they must be a first-time recipient. Scholar athlete patches are only awarded one time – there are no other bars or patches awarded after receiving the patch.



Supervision Plan



The prevention of hazing, bullying, harassment, or other inappropriate behaviors in addition to physical harm caused by horseplay, can be lessened by following some fundamental strategies outlined below:

Field House Monitoring & Behavior Expectations:

- Implement and communicate expectations regarding field house behavior and decorum as part of the routine planning process.
- Clearly explain the rules and expectations for players (included in this document).
- Clearly explain the rules and expectations of the field house monitor (included in this document), including the corrective action that will be taken if necessary (Athletic Director will be notified immediately, player could be benched, or suspended).
- Ensure players and parents understand the field house monitor is there to help ensure there is a safe environment for all members of the team.



Supervision Plan



Field House Monitoring & Behavior Expectations Continued:

- Whenever players are present in the field house, there must be at least two CCSD approved coaches present in the field house frequently checking and communicating with the players, so they understand they are being monitored.
- Be visible and be a presence throughout the lockers.
- Be vocal and define the expectations for student-athlete behavior while supervising.
- Listen carefully and this means being aware of what is going on in the field house.
- Liken our field house to your classroom. Teachers should not leave students alone in a classroom, so it should not be permissible in a field house.
- Demonstrate foresight and leadership in order to limit the risks in the field house.
- Be responsible for knowing what is happening with our team, regardless of supervision policies.
- Seek assistance from me if you are struggling with the process.



Supervision Plan



Opening and Use of Field House:

- Institute an “all-in and all-out” plan (see field house supervision) in the field house supervision process requiring all student-athletes to enter and exit the field house all at the same time with the coaching staff.
- Ideally, the designated locker room will only be opened once players arrive.
- If a single player is present, the locker room will be monitored by at least two CCSD approved coaches adults until additional players arrive.
- If there is only one adult present, they should wait for multiple players to arrive before allowing access to the field house.
- Limit the time the players are in the locker room to the amount of time necessary for them to get ready for their game or practice.
- The field house must be monitored for any team event, regardless of location (not just games, and not just at home).



Supervision Plan



Tips and Techniques for Monitor:

- Circulate and scan the field house in an irregular pattern in an attempt to see and hear what is going on. An irregular pattern will make it more difficult for student-athletes to try to hide something.
- The physical presence of an adult(s) is far more effective in deterring and stopping misbehavior, and also enables the adult(s) to visually monitor the behavior of the individual players and to intercede prior to an incident getting out of hand. Additionally, it affords the opportunity to ensure that players are not using their electronic devices inappropriately.
- Supervise the field house similarly as the building principal would do for other areas of the school.



Supervision Plan



If an issue arises:

- Monitors need to be respectful and keep their own emotions in check.
- Speaking quietly and calmly to a player, to help avoid embarrassment, may be best. However, it may be appropriate and necessary to use a strong verbal command to stop misbehavior.
- If the attempt to intercede is ignored, or the problem persists, and there is no immediate threat of potential harm, the monitor/supervisor should seek assistance from another adult to remove the misbehaving player from the locker room and address the issue separate from the rest of the team. If the player's parent(s) are present, they should be engaged immediately.
- Situations where misbehavior could lead to the threat of immediate harm are very rare (especially with monitors present); however, if a situation arises, it may become necessary to intercede to stop the problem (examples include fighting, wrestling, hitting with sticks, throwing items, dangerous use of skates, etc.). If you are uncomfortable directly engaging to separate players in these circumstances, send someone for help and continue to calmly attempt to deescalate the situation until it can be resolved. However, with an adult in the field house, none of these potential scenarios should occur.
- Immediately report any misbehavior occurring in the field house to me.
- Identify as best you can both the participants as well as anyone who closely witnessed the incident and the actions of those involved.



Supervision Plan



Harrison High School Football Field House Supervision – Fall Schedule

Monday – Thursday

- 3:00pm – 3:45pm – Josh Cassidy on Varsity & JV Side
- 6:20pm – 7:00pm – Cleanup Crew Coach on Varsity JV Side

Friday – Home game times listed below, Away game times will be shorter, and ALL coaches will supervise from start to finish on away games

- 2:00pm – 3:45pm – Josh Cassidy on Varsity & JV Side
- 4:20pm – 6:10pm – OL Coach on Varsity Side & DB Coach on JV Side
- 4:20pm – 5:20pm – DL Coach in Weight Room



Supervision Plan



Harrison High School Football Field House Supervision – Summer Schedule

- Monday First Group – Offensive focus
- Monday Second Group – Offensive focus
- Tuesday First Group – 7 on 7 focus – DL
- Tuesday Second Group – 7 on 7 focus – DL
- Wednesday First Group – Defensive focus
- Wednesday Second Group – Defensive focus
- Thursday First Group – 7 on 7 focus – OL
- Thursday Second Group – 7 on 7 focus – OL



Discipline Plan



One of the most important tasks our staff will have is preparing our student-athletes to thrive in a world full of rules and expectations. How is this accomplished?

Through discipline. To understand how best to discipline effectively it is helpful to understand the word discipline itself. Discipline shares the root with the word “disciple.” **It does not mean to control or punish.** In keeping with the word “disciple,” we believe discipline **means “to teach” or “to guide”**, in a loving way.

Discipline should shape behavior, not impose control. As the head football coach at HARRISON high school, I intend on having a balanced style of coaching when it comes to discipline. I aim to offer both love and rules.



Discipline Plan



School Rules

Call from a teacher, misconduct, ISS, OSS, etc.

- 1st incident – 75 squat thrusts
- 2nd incident – 150 squat thrusts
- 3rd incident and any additional – BIG 21, Loss of playing time.

Lying/Deceit/Stealing

Player to Player, Player to Coach, Player to Teacher, etc.

- 1st incident – BIG 21, Loss of playing time
- 2nd incident – Player contract
- 3rd incident and any additional – Dismissal from team



Discipline Plan



Grade Evaluations

Conducted 2 weeks prior to every 6-week grading period

- 1st D or F – 75 squat thrusts
- 2nd D or F – 150 squat thrusts
- 3rd D or F – 225 squat thrusts

Disrespect to a Teammate

- 1st time – 150 squat thrusts & Loss of playing time
- 2nd time – 150 squat thrusts & sit out 1 game
- 3rd time – Dismissal from the team

Disrespect to a Coach

- 1st time – 150 squat thrusts & Loss of playing time
- 2nd time – Dismissal from the team.



Discipline Plan



Tobacco Use (Vape) – COBB COUNTY SCHOOL DISTRICT RULES followed by Coaches discretion

Alcohol Use – COBB COUNTY SCHOOL DISTRICT RULES followed by Coaches discretion

Drugs Use – COBB COUNTY SCHOOL DISTRICT RULES followed by Coaches discretion

Cobb County School District (CCSD) Resources

- CCSD Code of Conduct [IDF-R Interscholastic Activities](#)

Players who use tobacco, alcohol, or drugs during the season will forfeit their right to be selected too ALL-REGION.



Discipline Plan



Playing time

- Will not be awarded until ALL squat thrusts & make-up running has been completed

**HABITUAL BEHAVIOR PROBLEMS OR RULE VIOLATIONS
WILL LEAD TO DISMISSAL FROM THE TEAM**



Expectations of Players



BAD TEAMS – NO ONE LEADS

GOOD TEAMS – COACHES LEAD

CHAMPIONSHIP TEAMS – PLAYERS LEAD

We believe that HARRISON Football is not something you do; it is someone you become.



Expectations of Players



Be **RESPONSIBLE** for your role

Be **ACCOUNTABLE** to your team

Be **UNCOMMON**

We believe that HARRISON Football is not something you do; it is someone you become.



Expectations of Players



Become the Best Man You Can Possibly Be

"What I said was that wearing the uniform did not entitle them to anything, but it obligated them to be always aware of what they were doing and how it reflected on our team. I meant every word...**we should demand that our kids strive to achieve a level of excellence on and off the field, grades, behavior, community service, etc.**" – Jason Skidmore

We believe that HARRISON Football is not something you do; it is someone you become.



Expectations of Players



- **Treat EVERYONE with Respect**

The best thing a young man can learn is how to treat everyone with respect. Each and every person has the right to be treated with respect at all times. Players will treat their teammates, classmates, coaches, teachers, administrators, and their parents with respect at all times.

- **Succeed in the Classroom**

We are not a football vocational school. Players are here to get a great education. The level of their education is completely their responsibility. The teachers are here to help. The administrators, coaches, and support staff are here to help. Football is a privilege that they earn through hard work and success in the classroom. Their schoolwork is more important than football.

We believe that HARRISON Football is not something you do; it is someone you become.



Expectations of Players



- **Develop Mental and Physical Toughness**

Learning how to succeed through mental and emotional distress will make them winners in both football and life.

They will be taught to not let anybody be tougher than them.

- **Work Hard & Smart to Improve in All Aspects of Your Life**

Football is a tool that can guide a player to be a better student, son, brother, and person. The purpose of our program is to develop great young men, not just great football players. They will be encouraged to strive to be the best men they can be.

We believe that HARRISON Football is not something you do; it is someone you become.



Expectations of Players



- **Quitting**

We are not If a student-athlete decides to quit, there must be a face-to-face conversation with the position coach, and head coach to discuss the situation and provide next steps

- **Player Concerns**

Player concerns (i.e., playing time, position change, etc.) – 1st speak with position coach, 2nd speak with head coach (9th, JV, Varsity).

Players must learn to advocate for themselves, and parents need to encourage that

- **Injuries**

If a player is injured, they must be at every practice to dress or stand on the sidelines on Thursday/Friday night. Also, players must stay with the team on Fridays, they are not allowed to go home and then show up at game time with their jersey

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Expectations of Parents



The role parents play in the relationship with their high school football player and coach is a **supportive** one. By providing **support and encouragement** for their child's role in their own development, and the coach's role in helping to develop their child, the student-athlete's confidence may grow, opening them up to be more trusting of those who are in a position of leadership over them. By partnering with high school football coaches who are committed to the overall development of their children, parents can **confirm and support** the teachings of the coach and provide additional opportunities for the development of their child.

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Expectations of Parents



- **Be Supportive of the Program**

The goal of the program is to make each of the young men a better person and to become the best they can be. Each and every member of the program should be completely supportive of that aspect of the program. **The coaches, parents and support staff should help each other in the positive development of the young men in the program.**

We believe that HARRISON Football is not something you do; it is someone you become.



Expectations of Parents



- **Be an Encouragement to the Program**

All the student-athletes, coaches, teachers, administrators, and volunteers work tirelessly to organize and run this program. Please appreciate and respect the staff who spend their time and energy to create a meaningful and fulfilling experience for our athletes. **Focus on the positive.**

We believe that HARRISON Football is not something you do; it is someone you become.



Expectations of Parents



- **Be Involved in the Program**

A common thread in each successful program is strong parent involvement. There is much that needs to be done to run a successful program, so the more people involved in the program, the better. The larger the involvement of parents, the more meaningful experience the players have with the support staff. **Many hands make for light work.**

We believe that HARRISON Football is not something you do; it is someone you become.



Expectations of Parents



- **Understand the Role of Parents**

The role of a parent in a program is to cheer for their son and contribute to the positive development of the student-athlete cognitively, socially, spiritually, emotionally, and physically.

This does not include speaking negatively about other players in the program, coaches in the program, play calling, or game planning.

Too often, parents think that it is part of their responsibility to “coach from the stands.” Any parent who feels as if they would like to help with the coaching aspect of the program is more than welcome to apply to become a coach in the program.

We believe that HARRISON Football is not something you do; it is someone you become.



Expectations of Parents



- **Guidelines for Parent Communication**
 - All meetings must be scheduled by appointment.
 - No meetings, conversations, or communications on game day.
 - All communication must be professional and respectful

We believe that HARRISON Football is not something you do; it is someone you become.



Expectations of Parents



- **Guidelines for Parent Communication Continued**

The following items may be discussed:

- Treatment of their child
- Safety of their child
- Work habits of their child
- Improvement of their child
- Opportunities for their child
- Attitude and behavior of their child
- Academics of their child

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Expectations of Parents



- **Guidelines for Parent Communication Continued**

The following items may not be discussed:

- Playing time
- Game strategy
- Play calling
- Other players

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Program Expectations



As a program, we can't expect championship results with part time effort.

It takes ALL of us fulling our roles for our program







2023 Harrison Hoya Football Important Date to Remember

SPRING & SUMMER – SUBJECT TO CHANGE



| Date | Event |
|--------------------|--|
| 01/11 | Pre-Test Combine at Harrison High School 9am – 11am |
| 01/28 | Team Development – Dinner & Harrison Hoya Basketball Game 5 – 9 |
| 02/2 | Signing Day in performing arts center (PAC) at Harrison High School |
| 02/10 | End of 4 th 6 Weeks |
| 02/20 – 2/23 | Winter Break – Weight Room is open from 9:00am – 10:30am |
| 03/25 | Hoya Football Community Service Day 8:30am – 12:00am – <i>Current 9th – 11th grades</i> |
| 03/27 | Spring Lift-a-thon begins |
| 04/03 – 04/06 | Spring Break – Weight Room is open from 9:00am – 10:30am |
| 04/10 | Rising Varsity & 4 th period equipment handout during class and after school |
| 04/11 | Rising JV & 1 st period equipment handout during class and after school |
| 04/11 | Rising 9 th – 12 th grade MANDATORY Parent & Player Meeting to discuss Spring, Summer, & Fall expectations in PAC at Harrison High School 6:30pm |
| 04/12 | End of 5 th 6 Weeks |
| 04/12 | Rising 9 th grade equipment handout after school 4:30 – 6:00 |
| 04-17 – 04/20 | Rising 9 th grade practice 5:00pm – 7:15pm |
| 04/24 – 04/27 | Rising 9 th grade practice 5:00pm – 7:15pm |
| 04/27 | Rising 9 th grade intra-squad scrimmage 6:00pm Location TBA |
| 04/28 | Post-Test Combine – During 1 st & 4 th & after school |
| 05/01 – 05/06 | Rising 10 th – 12 th grade practice Time TBA |
| 05/8 – 05/12 | Rising 10 th – 12 th grade practice Time TBA |
| 05/10 | Rising 9 th – 12 th Spring Lift-a-thon Addresses & Stamps Due during 1 st & 4 th period |
| 05/15 – 05/18 | Rising 10 th – 12 th grade practice Time TBA |
| 05/19 | Rising 10 th – 12 th Spring Game versus North Cobb 7:30pm @ Harrison |
| 05/23 – 05/24 | Final Exams – Last day of school – End of 6 th 6 Weeks |
| 05/25 – 05/26 | We will be lifting Thursday and Friday from 7:00 – 9:00am |
| 05/29 – 06/02 | Dead Week – FAMILY VACATIONS ENCOURAGED THIS WEEK |
| 06/05 – 06/29 | Summer Strength & Conditioning (conditioning & injury prevention) – MUST HAVE A PHYSICAL TO PARTICIPATE – Monday thru Thursday 8am – 12pm |
| 06/6, 06/13, 06/20 | 7 on 7 Competition @ Harrison High School – Invitation only 10:00 – 12:00 |
| 06/08 | 7 on 7 Competition @ Rome High School – Invitation only 9:00 – 12:00 |
| 06/9 | 9 th Grade Offensive Camp @ Harrison 7:30am – 12 – TBD |
| 06/22 | 7 on 7 & OL/DL Tournament @ UGA – Invitation Only 6:00am – 9:00pm |
| 06/23 | Team Development @ Stars & Strikes Grades 9-12 11:00am – 3:00pm |
| 06/26 – 06/29 | Youth Camp (K – 5 th) 5:00pm – 8:00pm |
| 06/29 | Padded Camp @ Milton High school 9:00am – 1:00pm – Invitation only |
| 07/03 – 07/07 | Dead Week – FAMILY VACATIONS ENCOURAGED THIS WEEK |
| 07/10 – 07/20 | Summer Strength & Conditioning Continues (conditioning & injury prevention) – MUST HAVE A PHYSICAL TO PARTICIPATE – Monday thru Thursday 8am – 12pm |
| 07/13 – 07/15 | University of West Georgia FCA Camp – Invitation Only |
| 07/17 – 07/20 | Junior Program Camp (6 th – 8 th) 5:30pm – 8:30pm |
| 07/24 | First official day of 2023 Fall Practice beginning at 5:30am – Football Rules & Regulations apply for all missed practices, excused & unexcused |
| 07/29 | Picture Day – Varsity & JV arrive by 6:30am. 9 th Grade arrive by 8:00am. |



2023 Harrison Hoya Football Important Date to Remember

FALL – SUBJECT TO CHANGE



| Date | Event |
|----------------|--|
| 08/01 | First day of school |
| 08/11 | Harrison @ East Paulding – Scrimmage |
| 08/08 | Potluck Dinner @ 6:30pm – MANDATORY – Location TBD |
| 08/12 | Blitz Day for Hoya Cards after film – Time TBA – Clean-up day |
| 08/18 | Harrison @ South Paulding |
| 08/25 | Harrison @ South Forsyth |
| 09/01 | Harrison versus Paulding County |
| 09/04 | Labor Day – No School – Varsity & JV Practice – Lift 8am – 9am; Practice 9:40 – 12:10 – Hoya Football Rules & Regulations apply for all missed practices, both excused & unexcused |
| 09/08 | Harrison versus Denmark |
| 09/15 | Harrison versus Kennesaw Mountain |
| 09/22 | Harrison @ Pebblebrook |
| 09/25 – 09/29 | Fall Break – No School – Varsity & JV Practice Mon - Thur – Lift 8am – 9am; Practice 9:40 – 12:10 – Hoya Football Rules & Regulations apply for all missed practices, both excused & unexcused |
| 10/06 | Harrison @ McEachern |
| 10/13 | Harrison versus North Paulding |
| 10/20 | Harrison @ Hillgrove |
| 10/25 | Senior Pig Roast – Immediately after practice – TBD |
| 10/27 | Harrison versus Marietta |
| 10/30 – 11/02 | Bye – Practice Mon – Thur 3:50 – 6:20 |
| 11/07 | Election Day – No School – Varsity & JV Practice – Lift 8am – 9am; Practice 9:40 – 12:10 – Hoya Football Rules & Regulations apply for all missed practices, both excused & unexcused |
| 11/10* | First Round |
| 11/17* | Second Round |
| 11/20 – 11/24* | Third Round – Thanksgiving Break – No School – Varsity & JV Practice – Mon - Wed – Lift 8am – 9am; Practice 9:40 – 12:10, Thur Practice 9am – 10:30am – Hoya Football Rules & Regulations apply for all missed practices, both excused & unexcused |
| 12/01* | Fourth Round |
| Date TBD | State Championship **12/13/23 or 12/14/23 Depends on Thursday night Falcons** |

*GHSA Playoff Schedule

Rising 9th grade practice locations



Communication

- Coach Cassidy
 - Cell number: 678-458-2302
 - DO NOT Reply to Booster club email
 - Email: Joshua.Cassidy@cobbk12.org
 - Twitter: @hshoyafotball
 - Twitter: @hoyafbreruit
 - Twitter: @TheCoachCassidy
- Booster Club E Mails
 - Read through & reply as instructed
- Remind.com
 - Sign up for the year your son will graduate
- Harrisonhoyafotball.com
 - Paperwork, updates, important information



Booster Club



- Booster Club Registration to receive email communication
 - Send request for communication to President@harrisonhoyafootball.com
- Booster Club Registration & Fees must be completed by ASAP to participate in the fall
 - Registration opened on 4/1/23 with full payment due by 6/30/23 to receive a free registration hoodie. No exceptions will be made after June 30th.
 - Questions or concerns, please email membership@harrisonhoyafootball.com



Sports Medicine Plan



- **Physicals**

Once you complete the **CCSD Physical** [ATHLETIC PARTICIPATION, WAIVER, INSURANCE, AND CONSENT FORM](#)

1. Upload the entire physical to the CCSD Athletic Registration portal through parent vue
2. Send Coach Cassidy the following:

DO NOT SEND AN ELECTRONIC COPY OF THE ENTIRE PHYSICAL

ONLY SEND AN ELECTRONIC COPY OF THE FOLLOWING PAGES

- 5 (physical examination form)
- 6 (medical eligibility form)
- 8 (concussion awareness), and
- 9 (sudden cardiac arrest awareness)

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Sports Medicine Plan



■ PREPARTICIPATION PHYSICAL EVALUATION

PHYSICAL EXAMINATION FORM

Name: _____ Date of birth: _____

PHYSICIAN REMINDERS

- Consider additional questions on more-sensitive issues.
 - Do you feel stressed out or under a lot of pressure?
 - Do you ever feel sad, hopeless, depressed, or anxious?
 - Do you feel safe at your home or residence?
 - Have you ever tried cigarettes, e-cigarettes, chewing tobacco, snuff, or dip?
 - During the past 30 days, did you use chewing tobacco, snuff, or dip?
 - Do you drink alcohol or use any other drugs?
 - Have you ever taken anabolic steroids or used any other performance-enhancing supplement?
 - Have you ever taken any supplements to help you gain or lose weight or improve your performance?
 - Do you wear a seat belt, use a helmet, and use condoms?
- Consider reviewing questions on cardiovascular symptoms (Q4-Q13 of History Form).

| EXAMINATION | | |
|--|--------------------------|--|
| Height: _____ | Weight: _____ | |
| BP: _____ / _____ | Pulse: _____ | Vision: R 20/____ L 20/____ Corrected: <input type="checkbox"/> Y <input type="checkbox"/> N |
| MEDICAL | NORMAL | ABNORMAL FINDINGS |
| Appearance • Marfan stigmata (kyphoscoliosis, high-arched palate, pectus excavatum, arachnodactyly, hyperlaxity, myopia, mitral valve prolapse [MVP], and aortic insufficiency) | <input type="checkbox"/> | |
| Eyes, ears, nose, and throat • Pupils equal • Hearing | <input type="checkbox"/> | |
| Lymph nodes | <input type="checkbox"/> | |
| Heart* • Murmurs (auscultation standing, auscultation supine, and ± Valsalva maneuver) | <input type="checkbox"/> | |
| Lungs | <input type="checkbox"/> | |
| Abdomen | <input type="checkbox"/> | |
| Skin • Herpes simplex virus (HSV), lesions suggestive of methicillin-resistant Staphylococcus aureus (MRSA), or linea corporis | <input type="checkbox"/> | |
| Neurological | <input type="checkbox"/> | |
| MUSCULOSKELETAL | NORMAL | ABNORMAL FINDINGS |
| Neck | <input type="checkbox"/> | |
| Back | <input type="checkbox"/> | |
| Shoulder and arm | <input type="checkbox"/> | |
| Elbow and forearm | <input type="checkbox"/> | |
| Wrist, hand, and fingers | <input type="checkbox"/> | |
| Hip and thigh | <input type="checkbox"/> | |
| Knee | <input type="checkbox"/> | |
| Leg and ankle | <input type="checkbox"/> | |
| Foot and toes | <input type="checkbox"/> | |
| Functional • Double-leg squat test, single-leg squat test, and box drop or step drop test | <input type="checkbox"/> | |

* Consider electrocardiography (ECG), echocardiography, referral to a cardiologist for abnormal cardiac history or examination findings, or a combination of those.

Name of health care professional (print or type): _____ Date: _____

Address: _____ Phone: _____

Signature of health care professional: _____, MD, DO, NP, or PA

■ PREPARTICIPATION PHYSICAL EVALUATION

MEDICAL ELIGIBILITY FORM

Name: _____ Date of birth: _____

- Medically eligible for all sports without restriction
- Medically eligible for all sports without restriction with recommendations for further evaluation or treatment
- _____
- Medically eligible for certain sports
- _____
- Not medically eligible pending further evaluation
- Not medically eligible for any sports

Recommendations: _____

I have examined the student named on this form and completed the preparticipation physical evaluation. The athlete does not have apparent clinical contraindications to practice and can participate in the sport(s) as outlined on this form. A copy of the physical examination findings are on record in my office and can be made available to the school at the request of the parents. If conditions arise after the athlete has been cleared for participation, the physician may rescind the medical eligibility until the problem is resolved and the potential consequences are completely explained to the athlete (and parents or guardians).

Name of health care professional (print or type): _____ Date: _____

Address: _____ Phone: _____

Signature of health care professional: _____, MD, DO, NP, or PA

SHARED EMERGENCY INFORMATION

Allergies: _____

Medications: _____

Other information: _____

Emergency contacts: _____



Sports Medicine Plan



Georgia High School Association Student/Parent Concussion Awareness Form

SCHOOL: _____

DANGERS OF CONCUSSION

Concussions at all levels of sports have received a great deal of attention and a state law has been passed to address this issue. Adolescent athletes are particularly vulnerable to the effects of concussion. Once considered little more than a minor "ding" to the head, it is now understood that a concussion has the potential to result in death, or changes in brain function (either short-term or long-term). A concussion is a brain injury that results in a temporary disruption of normal brain function. A concussion occurs when the brain is violently rocked back and forth or twisted inside the skull as a result of a blow to the head or body. Continued participation in any sport following a concussion can lead to worsening concussion symptoms, as well as increased risk for further injury to the brain, and even death.

Player and parental education in this area is crucial – that is the reason for this document. Refer to it regularly. This form must be signed by a parent or guardian of each student who wishes to participate in GHSA athletics. One copy needs to be returned to the school, and one retained at home.

COMMON SIGNS AND SYMPTOMS OF CONCUSSION

- Headache, dizziness, poor balance, moves clumsily, reduced energy level/tiredness
- Nausea or vomiting
- Blurred vision, sensitivity to light and sounds
- Fogginess of memory, difficulty concentrating, slowed thought processes, confused about surroundings or game assignments
- Unexplained changes in behavior and personality
- Loss of consciousness (NOTE: This does not occur in all concussion episodes.)

BY-LAW 2.68: GHSA CONCUSSION POLICY: In accordance with Georgia law and national playing rules published by the National Federation of State High School Associations, any athlete who exhibits signs, symptoms, or behaviors consistent with a concussion shall be immediately removed from the practice or contest and shall not return to play until an appropriate health care professional has determined that no concussion has occurred. (NOTE: An appropriate health care professional may include licensed physician (MD/DO) or another licensed individual under the supervision of a licensed physician, such as a nurse practitioner, physician assistant, or certified athletic trainer who has received training in concussion evaluation and management.)

a) No athlete is allowed to return to a game or a practice on the same day that a concussion (a) has been diagnosed, OR (b) cannot be ruled out.

b) Any athlete diagnosed with a concussion shall be cleared medically by an appropriate health care professional prior to resuming participation in any future practice or contest. The formulation of a gradual return to play protocol shall be a part of the medical clearance.

By signing this concussion form, I give _____ High School permission to transfer this concussion form to the other sports that my child may play. I am aware of the dangers of concussion and this signed concussion form will represent myself and my child during the 2022-2023 school year. This form will be stored with the athletic physical form and other accompanying forms required by the _____ School System.

I HAVE READ THIS FORM AND I UNDERSTAND THE FACTS PRESENTED IN IT.

| | | |
|---------------------------------|--------------------------------|---------------|
| _____ Student Name (Printed) | _____ Student Name (Signed) | _____ Date |
| _____ Parent Name (Printed) | _____ Parent Name (Signed) | _____ Date |

(Revised: 2/19)

Georgia High School Association Student/Parent Sudden Cardiac Arrest Awareness Form

SCHOOL: _____

1: Learn the Early Warning Signs

If you or your child has had one or more of these signs, see your primary care physician:

- Fainting suddenly and without warning, especially during exercise or in response to loud sounds like doorbells, alarm clocks or ringing phones
- Unusual chest pain or shortness of breath during exercise
- Family members who had sudden, unexplained and unexpected death before age 50
- Family members who have been diagnosed with a condition that can cause sudden cardiac death, such as hypertrophic cardiomyopathy (HCM) or Long QT syndrome
- A seizure suddenly and without warning, especially during exercise or in response to loud sounds like doorbells, alarm clocks or ringing phones

2: Learn to Recognize Sudden Cardiac Arrest

If you see someone collapse, assume he has experienced sudden cardiac arrest and respond quickly. This victim will be unresponsive, gasping or not breathing normally, and may have some jerking (Seizure like activity). Send for help and start CPR. You cannot hurt him.

3: Learn Hands-Only CPR

Effective CPR saves lives by circulating blood to the brain and other vital organs until rescue teams arrive. It is one of the most important life skills you can learn – and it's easier than ever.

- Call 911 (or ask bystanders to call 911 and get an AED)
- Push hard and fast in the center of the chest. Kneel at the victim's side, place your hands on the lower half of the breastbone, one on top of the other, elbows straight and locked. Push down 2 inches, then up 2 inches, at a rate of 100 times/minute, to the beat of the song "Stayin' Alive."
- If an Automated External Defibrillator (AED) is available, open it and follow the voice prompts. It will lead you step-by-step through the process, and will never shock a victim that does not need a shock.

By signing this sudden cardiac arrest form, I give _____ High School permission to transfer this sudden cardiac arrest form to the other sports that my child may play. I am aware of the dangers of sudden cardiac arrest and this signed sudden cardiac arrest form will represent myself and my child during the 2022-2023 school year. This form will be stored with the athletic physical form and other accompanying forms required by the _____ School System.

I HAVE READ THIS FORM AND I UNDERSTAND THE FACTS PRESENTED IN IT.

| | | |
|---------------------------------|--------------------------------|---------------|
| _____ Student Name (Printed) | _____ Student Name (Signed) | _____ Date |
| _____ Parent Name (Printed) | _____ Parent Name (Signed) | _____ Date |

(Revised: 5/19)



Sports Medicine Plan



- **Sports Medicine**

Cobb County School District (CCSD) Resources

- **CCSD Concussion Management** [JGFGB Concussion Management](#)

Georgia High School Association (GHSA) Resources

- **GHSA Practice Policy for Heat and Humidity p. 31-32 By-Law 2.67** [GHSA Constitution and By-Laws](#)

1. In Season Athletic Training Room Hours

- I. Monday & Wednesday 2:40 begin tape/rehab
- II. Tuesday & Thursday 2:50 begin tape/rehab
- III. The athletic training room will only be open on Saturdays when prearranged with the coaching staff, or when there are home contests. 8:40

We believe that HARRISON Football is not something you do; it is someone you become.



Sports Medicine Plan



2. Off Season Athletic Training Room located in school – Room 702

- I. Monday – Friday After school 3:30 – 4:00

3. Athletic Training Room Rules

- I. No student athletes are to be in the athletic training room without permission from the athletic trainer.
- II. No supplies or equipment will be removed from the athletic training room unless in emergency situations
- III. Swearing, derogatory language, and insults will not be tolerated.
- IV. No cleats should be worn in the athletic training room.
- V. No shoes of any type will be worn on the treatment tables.

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Sports Medicine Plan



4. Injury Treatment

- I. ALL injuries must be reported to the Head Athletic Trainer
- II. ALL players on the injury report must report to Head Athletic Trainer daily (those who do not report will be placed on the accountability list)
- III. Treatment and rehabilitation will be given after school or at a previously scheduled time.
- IV. If you see a doctor on your own without consulting our Head Athletic Trainer, you must bring a note from the Doctor with specific instructions

5. Documentation

- I. The athletic trainer will be responsible for documenting all injury evaluations and treatments into an electronic medical records system.
- II. Confidentiality of the student athletes' medical records must be maintained.

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Sports Medicine Plan



6. Referrals

- I. When appropriate the athletic trainer may recommend further evaluation by a health care provider
- II. The head athletic trainer will have final clearance of all athletes for all injuries.
 - A. The head athletic trainer will communicate with student athlete's parent/guardian
 - B. The head athletic trainer or parent/guardian will communicate with student athlete's PCP when referral is needed
- III. The head athletic trainer will have final clearance of all athletes for all injuries.

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PHYSICAL THERAPY



Sports Medicine

- Injury Prevention and Recognition
- Clinical Evaluation and Diagnosis
- Immediate and Emergency Care
- Treatment and Rehabilitation
- Concussion Evaluation
- Education and Counseling
- MD/PT Facilitation



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PHYSICAL THERAPY



\$20 Sports Physicals



Saturday
April 15th 2023
10am-11am

Location:

Pinnacle Orthopedics
300 Tower Rd, Suite 200
Marietta, GA 30060



Contact



Liam Buckley,
LAT, ATC

liam.buckley@cobbk12.org



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Questions?