

Uxbridge High School Coaches Handbook

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The Uxbridge High School Athletic Department Coaches Handbook is designed as a guide for personnel to ensure that the athletic program functions under standards consistent with the accepted goals for interscholastic competition. Each member of the Uxbridge High School Athletic Department has the professional responsibility to adhere to the policies and procedures contained herein.

PURPOSE AND PHILOSOPHY OF THE INTERSCHOLASTIC ATHLETIC PROGRAM

The Uxbridge High School Interscholastic Athletic Program is an extension of the high school curriculum that provides activities for the growth and development of our students. At Uxbridge High School, we believe that the Interscholastic Athletic Program contributes significantly to preparing our students for becoming productive, contributing citizens of our community and society. A comprehensive program of athletic activities expresses our commitment to ensure the development of physical fitness and personal health, the acquisition of competent performances, and the achievement of excellence in the student's chosen sport.

In addition, our aim is to develop a student with an improved self-image, the ability to learn a new skill, and an intrinsic motivation for growth and development. We want to see a student who will demonstrate a willingness to accept responsibility for his/her actions, measure him/herself against standards of quality, express ideas and solutions to problems, and value fair play, honesty, and cooperation. We wish to excel in athletics, just as we desire to excel in all activities and functions in the name of the school.

UXBRIDGE HIGH SCHOOL COACHING PHILOSOPHY

At Uxbridge High School, coaching is defined as a teaching situation. This implies that teacher responsibility for supervision, preparation, and training is as essential in coaching as it is in the classroom, especially if we are to justify our interscholastic program on a sound educational philosophy. Therefore, we must assume that the individual coach will apply him/herself to athletic assignments in the same professional manner displayed in a formal classroom situation.

Coaches have a tremendous opportunity to influence young people. Athletics are an extension of the school day and the coach is the "teacher". The "classroom" becomes the soccer field, the baseball/softball field, basketball court or the yellow school bus carrying student-athletes home after they've just suffered a heart wrenching loss or emotionally thrilling last second victory. These are teaching opportunities a coach can use to help young people become better citizens and better human beings.

QUALIFICATIONS OF COACHES

Uxbridge High School seeks to hire the most qualified individuals available for its coaching positions. The athletic director shall post and advertise all coaching vacancies.

In order to coach a sports team at any level (varsity, junior varsity, junior high), it's considered desirable that the individual should have played that sport in high school and preferably college and/or have previous coaching experience. Preference will be given to an Uxbridge faculty member when two equally qualified applicants vie for a coaching vacancy.

CODE OF ETHICS FOR COACHES [As Stated in the *MIAA Handbook July 1, 2005 – June 30, 2007*]

Each high school coach is first a TEACHER. The student-athlete is participating within the

school's activity program because he or she desires to do so. Consequently, that student is often more attentive to a coach's lessons than to those offered by teachers in required courses. At Uxbridge High School each student-athlete should be treated as an individual whose welfare shall be primary at all times. The coach must be aware that he/she serves as a model in the education of the student-athlete and, therefore, shall never place the value of winning above the value of character building.

The function of an interscholastic coach is to educate students in "LIFE LESSONS," through participation in interscholastic competition. The interscholastic program is designed to enhance academic achievement and should never interfere with opportunities for academic success. Every young person should be treated as though they were the coach's own and their safety/welfare has to be paramount at all times. The following abridged guidelines for coaches have been adopted by the NFICA Board of Directors.

The coach has to be aware that he or she has a tremendous influence in the education of the student athlete and, thus, shall never place the value of winning above the value of instilling the highest desirable ideals of character.

The coach shall be thoroughly acquainted with the Uxbridge High School policies, Uxbridge Athletic department policies, Southern Worcester County League policies, M.I.A.A. state rules and regulations, as well as contest rules and is responsible for their interpretation to team members and parents. The spirit and letter of rules and policies should be regarded as a mutual agreement. The coach shall not try to seek an advantage by circumvention of the spirit or letter of the rules.

In all personal contact with student athletes, officials, athletic directors, school administrators, the state high school athletic association, the media, and the public, the coach shall strive to set an example of the highest ethical and moral conduct.

The coach shall take an active role in the prevention of drug, alcohol, and tobacco abuse, and under no circumstances should authorize their use.

The coach shall promote the entire interscholastic program of the school and direct his or her program in harmony with the school's vision, mission, and goals.

A coach shall not exert pressure on faculty members to give student athletes special consideration. Rather, coaching staff members should promote the concept of the importance of scholastic achievement and continuously support all efforts of the classroom teacher in the educational process.

Coaches shall actively use their influence to promote sportsmanship by working closely with parents, athletes, cheerleaders and administrators.

Contest officials shall have the respect and support of the coach. The coach shall not indulge in conduct which will incite players or spectators against the officials or against each other. Public criticism of officials or players is unethical (p.11).

COACHING DUTIES

Unless excused by the principal or athletic director, the coach is expected to be in attendance at every game during the season.

The Coach will foster teamwork and camaraderie.

The Coach will provide instruction and encouragement for each athlete to realize his or her individual potential.

The Coach will supervise the athletes in the locker room before and after practices or games.

The Coach is responsible for issuing and collecting all school uniforms and equipment.

The Coach will ensure that players do not leave equipment, water bottles, clothing, trash, etc. on the playing field or court after a practice or game.

The Coach will be required to report any injury occurring to a player to the athletic director and school nurse.

ATHLETIC INJURY AND ACCIDENT REPORTS

Injuries to student athletes will occur. Proper and immediate care will help reduce the amount of time a student athlete will miss from team participation. At the conclusion of a practice or contest and prior to leaving for home, the injured student/athlete must check in with the coach. A phone call home may be necessary to alert and inform parents. Under no circumstances should a student drive a vehicle with any type of suspected head or neck injury. A follow-up phone call is a good practice.

If a student athlete is injured, an Accident Report Form must be submitted within 24 hours to the school nurse. The coach should keep a copy of records on file.

If the injury requires an examination by a physician, the student athlete may not return to practice or competition without written permission from the physician. The coach must record the physician's permission and the verification of return must be recorded by the Athletic Director.

If a student athlete does not practice or compete for five consecutive days or longer due to illness or injury, the student/athlete must have permission to re-enter competition from his/her personal physician or approval by the school medical doctors. A student should not participate in a contest until the coach has an opportunity to evaluate the student's skill and conditioning levels.

ATHLETIC TEAM SELECTION

In accordance with our philosophy of athletics and our desire to see as many students as possible participate in the athletic program at Uxbridge High School, we encourage coaches to select as many students as they can without compromising the integrity of their sport. Obviously, time,

space, facilities, equipment, athletic ability and other factors will place limitations on the most effective squad size for any particular sport. However, when developing procedure in this regard, coaches should strive to maximize the opportunities for student athletes without diluting the quality of the programs.

PLAYING TIME

- Freshman Teams

At this level, students become accustomed to interscholastic practice and play. For many it is their first introduction to competitive sports, different from recreation in its demands and philosophy. Gaining experience through training and play should be paramount, not the win/loss record. At this level of play, the focus is on learning athletic skills and game rules, fundamentals of team play, social-emotional growth, physiologically appropriate demands on the adolescent body, and healthy competition. All players will receive playing time, as safety and positive participation in practice allow.

- Junior Varsity Teams

This level of competition has an increased emphasis upon team play, physical conditioning, and refinement of basic skills. Although being successful on the J.V. level is important, winning is not the sole objective. This is the level at which the athlete displays his/her readiness for the execution of skills at game speed. Athletic abilities, commitments, and positive attitudes will be rewarded and tested in competitive game situations. An attempt will be made to allow as many participants as possible to play but not all will play equally. At the J.V. level, playing time will be based on the degree of effort, skill improvement, ability to compete and execution of skills at game speed demonstrated by the student athlete in practice and during games.

- Varsity Teams

Varsity competition represents the culmination of each sport program. Normally, juniors and seniors make up the majority of the roster. Occasionally, a sophomore and, infrequently, a freshman may be included on the team, provided that evidence of advanced levels of physical development, athletic skill, and appropriate social-emotional development are demonstrated. Squad size at the varsity level is limited. The number of participants on any given team is a function of the number needed to conduct an effective and meaningful practice and to play the contest. It is vital that each team member has a role and is informed of its importance. The number of roster positions is relative to the student's acceptance of their individual roles in pursuit of the team's goals. While contest participation over the course of a season is desirable, a specified amount of playing time at the varsity level is never guaranteed. It is the coach's responsibility to make clear to the student athlete what his/her role is on the team. A sound attitude and advanced level of skill are prerequisites for a position on a varsity team as is the realization that a varsity sport requires full commitment. The dedication and commitment needed to be successful on a varsity team should be taken seriously.

PROCEDURE FOR SELECTING TEAM ROSTERS

One of the most exciting times of the season for many of our student-athletes is the tryout period. For coaches at all levels, this is often an extremely difficult task. Prospective student-athletes need to feel they are being given a fair and honest evaluation as they tryout for a team. Athletes should be made aware of the skills criteria you are looking for when selecting your team. All Varsity coaches need to assist with Junior Varsity and Freshmen coaches in this process. Always remember, as a head

coach you are responsible for the entire program. Listed below are some procedures that should be followed to help make the tryout period less stressful, fair, and meaningful.

1. Have a specific written criteria for selecting a team, this criteria should be posted and verbally communicated to all candidates.
2. Have a well thought out series of practice plans that will allow players to demonstrate their knowledge and skills.
3. Ample time needs to be given to all candidates as they compete for a spot on a team roster.
4. Any player not selected to be part of the program needs to be spoken to on a one-on-one basis with the coach communicating to the player his or her rationale for the decision.
5. Sometimes selection between Varsity and JV rosters is determined by program need. If student athletes have questions regarding their placement on a team level, they should be encouraged to come back and speak to the coach after practice.

ATHLETIC ELIGIBILITY

The violation of any eligibility rule may result in forfeiture of a game won. A mistake could spoil a good season record. If, in your opinion, there is any doubts concerning your eligibility you should consult with the athletic director or the principal. The following MIAA rules are those that should be especially understood:

1. If a student becomes 19 years old before September 1, he/she is no longer eligible.
2. A STUDENT IS ELIGIBLE FOR NO MORE THAN EIGHT (8) CONSECUTIVE SEMESTERS BEYOND GRADE 8. A STUDENT MAY NOT PARTICIPATE FOR MORE THAN FOUR SEASONS OF ANY SPORT AFTER THE COMPLETION OF GRADE 8.

ACADEMIC ELIGIBILITY

No student is eligible to participate in interscholastic athletics as Uxbridge High School unless they have received a passing grade in four, 2-credit courses during the previous marking period. The fall season is based on a student's final grades at the end of the previous school year. To be eligible in the fall season, a student must have passed eight of the ten courses taken during the academic year.

1. No student will be allowed to try out for a team or participate in practice sessions unless they are academically eligible at the beginning of the season. Exception to this is a team that did not make cuts. In this case, a student could join the team should he/she become eligible once the next report cards are distributed to the student body.
2. If a student becomes ineligible during the season, e.g. grades came out in the middle of the season, and he/she does not pass four courses, the student is not allowed to practice or play until the next marking term.
3. Students will not be allowed to try out or join a team if they become eligible after tryouts.

4. A student who repeats a course upon which he/she has once received credit cannot count that course a second time for eligibility, exception to this would be courses which are required each year for all students.

5. A student cannot count for eligibility any subject taken during the summer vacation, unless that subject has previously been pursued and failed.

If in your opinion, there is any doubt concerning your eligibility, you should consult the Director of Athletics or the Principal of Uxbridge High School.

OTHER EXPECTATIONS

1. Is covered by school insurance of insurance comparable to school insurance
2. Will wear whatever protective equipment is supplied by the Uxbridge School District and is required to be worn.
3. Has permission to travel to and from games only by school provided transportation. Student athletes are required to ride the team buses to and from all athletic events. Special permission needs to be given for an exception to this rule.
4. Will uphold all rules and regulations outlined in the Student Athletic handbook.
5. I also give consent and authorize the school to obtain through an E.M.T. or physician of its choice such medical care as is reasonable necessary for the welfare of the student if he/she is injured in the course of school athletic activities.

AFTER-SCHOOL PRACTICE/STUDENT ATTENDANCE

1. Student athletes and coaches may begin practice directly after school. It is the responsibility of the student athlete to inform the coach at least a day in advance if he/she plans to miss or be late to a practice.
2. Practice sessions should be well planned, well structured, and should not exceed two hours, excluding time for dressing and showering.
3. Coaches and managers should be the first to arrive and the last to leave practice sessions.
4. A student athlete may not practice if he/she is absent from school unless he/she:
 - a. Arrives at school by 8:30 a.m.
 - b. Provides an acceptable parent or doctor's excuse to the Principal or Assistant Principal.
5. If practice is going to be canceled by the coach, notification must be given to the Athletic Director by 1:00 p.m.

A COACH'S GUIDE TO DEVELOPING TEAMWORK

It's not the best team that wins, but the team that plays or works best together. Having a group of tremendously talented athletes won't give you a winning team if these individuals don't get along and refuse to support each other to work toward a common goal. Similarly, a team of average athletes will perform far above average for you if they work as one and mutually support each other. Peak performance and teamwork always go hand in hand. Follow these general guidelines to develop a winning team.

1. BUILD SOLID RELATIONSHIPS WITH YOUR ATHLETES

Teamwork starts and ends with you. How you treat your athletes as individuals significantly affects how they'll treat each other and get along. Consistently show them respect, and they'll come to value that and show respect for themselves, their teammates and others. Further, how you relate to them determines how much of your coaching/teaching really gets through and sticks. And as a role model, you set the tone for teamwork by who you are, how you interact, and what social norms you require.

2. WALK THE TALK

Direct modeling by you is one of the keys to successful team building. How you act always speaks much louder than what you say. If you are "selling" mutual respect and team effort verbally to your athletes, are you modeling these behaviors? If you want your athletes to be open and honest with you, they have to see you model this behavior in your interactions with them and with your staff. To create a winning team, you must consistently model the behaviors you want. You must walk the talk that says "TEAM" (together everyone achieves more) every day.

3. BE FAIR

One of the biggest reasons athletes drop out of organized sports is because of unfair treatment by coaches. Your athletes are really sensitive to and aware of preferential treatment given to more talented teammates. You will not build a winning team by being more interested in and excited about a "superstar" at the expense of your other athletes. You will only develop undesirable characteristics within the team such as jealousy, and resentment in your athletes and their parents. Be fair. Be honest. Be genuinely interested in everyone. Make your team rules team rules that apply to everyone.

4. TREAT EACH MEMBER AS AN INDIVIDUAL

Every athlete on your team is put together in his/her own unique way. Each responds differently to your coaching style, comments, jokes, and casual remarks. Be flexible. Be aware of what works best for each athlete and try not to treat everyone the same. Raising your voice may get one athlete moving and bring a second athlete to a screeching halt. Be open to examining your behavior with each athlete and when you don't get what you want, change your behavior or words until you find a way that works. Recognize and respect individual differences.

5. BUILD SELF-ESTEEM EVERY OPPORTUNITY THAT YOU HAVE

Individual and team self-esteem is directly linked to quality of performance. Build it and you'll enhance performance. Cut it down and you'll create performance problems. Help an athlete feel good about him/herself, and he/she will become expansive, and share those

good feelings with teammates. Demean, humiliate, or otherwise assault your athletes' self-esteem, and they will automatically change their behavior on the team to protect themselves at the possible expense of their teammates. This protective behavior to rebuild the self-esteem you knocked down includes scapegoating, jealousy, talking behind teammates backs, acting out, resentment, etc.

6. ESTABLISH A COMMON MISSION EARLY

Nothing fosters team cohesion quite like a common mission. Encourage your athletes to participate in the process of setting up meaningful team goals. Then challenge them to come together to accomplish these. Groups with a common mission/purpose bind tightly together under stress to produce an uncommon effort.

7. FOSTER COOPERATION AND HEALTHY COMPETITION

Healthy competition on a team entails a 'seeking together,' a win-win mentality. The better one athlete gets, the more opportunities his teammates have to improve. There is not room for petty jealousies and resentments of others' success on a winning team. Do not collude with or ignore this kind of team-disrupting behavior. Teach your athletes to compete with, not against their teammates; to celebrate a peer's success and use it to get motivated rather than as an excuse to feel bad.

8. CREATE ROLES/PARTNERS

Teams function best together when all members are assigned roles and/or given special identities. For example, pairing veterans with rookies and having them work together gives both athletes a special role and function. The veteran may get to show the younger athlete the ropes while the rookie gets to help/support the senior athlete in various ways. This kind of partnering not only helps make new team members feel accepted but also breaks up the formation of destructive cliques. Consistently using a co-op learning model where you train each athlete to coach teammates on specific skill execution during practice increases skill acquisition for everyone involved and greatly contributes to a sense of team.

9. FOSTER OPEN COMMUNICATION

Nothing disrupts team cohesion faster than unexpressed feelings and/or resentments. Encourage your athletes to appropriately express their feelings and deal with conflicts as soon as they arise. Teach them to take their problems directly to the individual involved rather than sharing them with everyone else. Provide a safe atmosphere for doing this that protects them from retaliation. Schedule weekly team meetings for just this purpose: to air problems for the good of the whole team. Remember, how you communicate with your players will determine how well they'll communicate with each other. Model effective communication; Listen to your athletes. Let them know you understand.

10. CREATE A SAFE ATMOSPHERE TO 'GO FOR IT'

A winning team is made up of athletes who feel comfortable taking risks. This means the athlete is not distracted by the consequences of possible failure. When athletes risk and fail, they need support and encouragement rather than anger and humiliation from their teammates. On a winning team, this kind of mutual support is present.

11. EMPHASIZE “TEAM” EVERYDAY

Remind your athletes every day that $2 + 2 = 5$, that the whole is always greater than the sum of its parts. If you make teamwork a priority, you will develop a winning team.

SPORT CAPTAINS

Coaches are responsible for the selection of team captains. Coaches will determine the process for selection. The final decision for selection of the captain(s) will be made by the coach and his or her staff.

Standards and expectations need to be spelled out for team captains. Players need to know what is expected of them in this important leadership role. If these standards are not upheld, the captaincy can be taken away. Once an individual has been selected as a captain and is then involved in an MIAA chemical health rule violation, the role of captaincy will be removed.

THE LEADERSHIP QUALITIES OF A TEAM CAPTAIN

- Role Model – Hardworking, committed, dedicated, humble, leader by example, positive attitude, shows respect for coaches, teachers, adults and peers.
- Exhibits good citizenship, is dependable, loyal, trustworthy, unselfish and has a great deal of pride in the team, school and community.
- Committed to be alcohol and drug free – shows social confidence.
- Has a strong self-image, mature, motivated, good communication skills
- Good school behavior – Acceptable academic progress
- Willingness to follow team rules and act as a liaison between teammates, coaches and athletic director.

PRINCIPLES OF LEADERSHIP

1. KNOW YOUR JOB

Knowledge not only gains the respect and confidence of your teammates but also gives you confidence in yourself. The more informed, however, the better you will be able to act in any situation, which demands a decision on your part.

2. EXERCISE GOOD JUDGEMENT

Anyone with common sense can exercise good judgment. This good judgment should not only be exercised during the season or on the field but throughout the year. This means in the classroom, with the faculty, the student body, and your community.

3. USE TACT

This is the ability to direct people without causing ill feeling or giving offense. Individuals think differently, and act differently. Consequently to secure the best cooperation from the people, they must be dealt with accordingly. Be alert never to belittle or embarrass your teammates and do not discuss the merits of your teammates with anyone but your coaching staff.

4. DEVELOP ENDURANCE

A leader must have physical and mental endurance to command respect.

5. DEMONSTRATE INITIATIVE

A leader accepts responsibility, sees what needs to be done, makes a decision and takes action without hesitation. He/she does not need to be told what to do or when to do it.

This initiative must be taken off the field as well as on, in practice and in a game.

6. BE COURAGEOUS

There is moral courage, and there is physical courage. Have the moral courage to stand up for your own convictions. It takes courage to deny an invitation to go out the night before a ball game, to cut a class, to skip a practice session, etc. Be firm in your stand and you will gain respect and admiration.

7. BE DEPENDABLE

A dependable captain is loyal to his school and to his team. Your dependability exhibits itself in many ways: school attendance, getting to practice on time, knowing your assignments and a host of other things. Coaches are reluctant to play someone who cannot be depended upon regardless of his/her ability. You as a captain must be dependable and you must enlighten the coaches with those who are not, for the good of the team's success.

8. DISPLAY ENTHUSIASM

You can contribute to the development of team spirit by your display of sincere enthusiasm. YOU are the example. Hustle, hustle, hustle. Avoid criticizing and complaining about your teammates, coaches, or school. Discourage this type of conduct on the part of the team members. If you have a person on the team, who is a constant complainer, have a talk with him/her and explain how it hurts the team. If he/she doesn't change, talk it over with the coach.

9. KNOW YOURSELF AND SEEK SELF IMPROVEMENT

You as a team captain must evaluate yourself and recognize your strengths and weaknesses. You must emphasize your strong points and develop your weak points. Are you out of physical condition? Are you temperamental? Take a good look at yourself in the mirror. Are you worthy to be captain? Your teammates and coaches thought so. Don't prove them wrong.

With these nine items firmly entrenched in your mind you must look at the ways and means to present these items to the squad. These are basic leadership techniques that a captain can employ to help present him/her to the team as a genuine leader.

A WORD ABOUT SPORTSMANSHIP

We have a constant challenge that a high school sports program serves an educational purpose in the lives of young men and women.

The administrator holds the key to the issue of sportsmanship. If he/she appreciates the importance of it by insisting that sportsmanship be good at any cost, then the school cannot go

wrong. If he/she realizes the value of sportsmanship but fails to implement its good practice, then the school cannot help but run into problems.

The coach is the standard-bearer of sportsmanship. His/her role is a crucial one. He/she has the challenge of either making a contest a real showcase for education or turning it into a meaningless exercise in winning or losing. He/she can help players and spectators do the right thing through self-control and dignity; or can incite either or both to act contrary to the aims and objectives of school athletics.

The players generally mirror the coach in exhibiting sportsmanship. Many, of course, do not need the coach's direction; they know that how you play the game is the number one priority. The players are neither puppets nor mature individuals and are, therefore, susceptible to inconsistent sportsmanship. But the coach, the good coach, knows how to handle difficult situations even in front of spectators.

The MIAA makes clear in its Handbook for academic years 2005-2007 that,

“Contest officials shall have the respect and support of the coach. The coach shall not indulge in conduct, which will incite players or spectators against the officials. Public criticism of officials or players is unethical (p. 11).”

As a result, it is imperative for coaches to realize that their behavior and the behaviors of the spectators are linked and inappropriate or unacceptable acts or behaviors on the part of either can result in a penalty, or ejection of the coach. Therefore, it is imperative for the coach to act in the best possible light on behalf of themselves, their teams, and the spectators; and to conduct themselves in a manner befitting an Uxbridge Public Schools employee.

As long as there exists within all of us that human drive to win, we will have to be concerned about sportsmanship. The desire to win is not bad by itself. On the contrary, it is good. It is the proper attitude with which to approach any endeavor. To do otherwise would be to opt for failure instead of success. But while the quest to win must not be stifled, it must be honorable. In athletics, the quest must carry with it the realization that somebody is not going to win. In high-school sports, winning cannot be the 'only thing.' Handling loss is equally as educational, therefore equally as important as winning. Remember, high-school sports will live or die not by contests won or lost, but by sportsmanship - good or bad.

COACHES PERFORMANCE REVIEW (C.P.R.)

Coaches are often the objects of public judgment and criticism. After all, the playing field is the only classroom that the public is allowed to enter. Despite this pressure, coaches at Uxbridge High School care about kids. They work countless hours to provide a positive experience for every athlete.

Effective coaching varies with age, ability, and the interests of our student athletes. No checklist can define good coaching, nor is it desirable to encourage a single coaching style for all.

Just as it is important for our teachers to have a professional performance review system, it is important for our coaches to have an evaluation process.

FEEDBACK FROM STUDENT ATHLETES AND PARENTS

In this Coaches' Handbook we stress the importance of clear, frequent, supportive, constructive communication. That works both ways. Although the responsibility for evaluating coaches resides with the Athletic Director, feedback for coaches from team members and their parents is important.

We encourage student athletes to communicate their needs, satisfactions, frustrations, and problems directly to the coach. Team captains are also resources for communication with the coach.

We take seriously both positive and negative feedback about our coaches and expect from them serious responses to reasonable concerns.

COMMUNICATION PROCEDURE FOR PARENTS AND COACHES

It is important to have good communication between coaching staff members, parents and athletes. **If there is an issue or concern, parents should follow the following athletic department three-step process.**

1. If appropriate, talk with your son or daughter about your concern. What is the student-athlete's perspective? Can he/she solve the problem on his or her own?
2. Set up a meeting with the coach if you still have questions. This should be an informal meeting where you ask questions, listen, and have a discussion. Remember that the coach makes decisions for the good of the team based on practice, ability and chemistry.
3. If questions remain, set up a meeting with the athletic director, coach and yourself.

If a meeting is to occur, the following guidelines should be adhered to:

1. Conversation must be in a professional manner with regard to both language and conduct.
2. Everyone gets a chance to talk, but everyone must listen as well.
3. Emotional control by all parties is imperative.
4. School policy does not allow meetings to occur on game days, but rather by appointment.

PERFORMANCE REVIEW CRITERIA PROCEDURE

1. Preseason - Athletic Director and coach will:
 - a. Review Coaches' Handbook
 - b. Review Coaches' Checklist (Attached)
 - c. Review and Sign Coaches' Agreement (Attached)
2. In season - Athletic Director will observe the team at practice(s) and competition(s).
3. Postseason - Coach will have a formal evaluation interview with Athletic Director to review the past season and future program expectations.

MIAA RULES

LOYALTY TO HIGH SCHOOL TEAM: BONA FIDE TEAM MEMBERS

A bona fide team member of the school team is a student who is regularly present for, and actively participates in, all team practices and competitions. Bona fide members of a school team are precluded from missing a high school practice or competition in order to practice or compete with an out-of-school team. Any student who violates this standard is ineligible for the next two contests or two weeks (whichever is greater) immediately upon confirmation of the violation (See MIAA rule 97.2.1 for additional tournament penalty).

ONLY ONE SCHOOL SPORT PER SEASON IS PERMITTED

A student-athlete shall participate in only one *MIAA interscholastic* sport in any defined MIAA sport season (Fall, Winter or Spring), including tournaments and/or championships in that season. A student-athlete officially becomes a member of his/her team for the sport season on the date of that school's first regular season contest in the sport.

PENALTIES – If a student-athlete violates this rule, he/she will be ineligible for that season, and all contests in which he/she participated in both sports must be forfeited.

GOOD CITIZENS RULE

Student-athletes may not represent their school if they are on in-house or out-of-house disciplinary suspension. A suspended student is ineligible for practice or competition for at least the number of days (or partial days) equal to the number of days of the suspension. Local policies will determine the actual days of ineligibility. (The Board of Directors suggests that policies be included in local Student Handbooks.)

CHEMICAL HEALTH

During the season of practice or play, a student shall not, regardless of the quantity, use, consume, possess, buy/sell, or give away any beverage containing alcohol; any tobacco product; marijuana; steroids; or any controlled substance. It is not a violation for a student to be in possession of a legally defined drug specifically prescribed for the student's own use by his/her doctor.

During practice or competition, a coach shall not use any tobacco product.

Member schools are alerted that this rule represents only a minimum standard upon which schools could develop more stringent requirements. This MIAA statewide minimum standard is not intended to be interpreted as guilt by association. Example: All student athletes who were present at a party where a few violated that standards.

Please Note: If a student in violation of Rule 64.1 is unable to participate in interscholastic sports due to injury, academics, or otherwise, the penalty will not take effect until that student is able to participate again.

The MINIMUM PENALTIES are:

First Violation: When the Principal confirms, following an opportunity for the student to be heard, that a violation occurred, the student shall lose eligibility for the next consecutive interscholastic contests totaling 25% of all interscholastic contests in that

sport. For the student, these penalties will be determined by the season the violation occurs. No exception is permitted for a student who becomes a participant in a treatment program. It is recommended that the student be allowed to remain at practice for the purpose of rehabilitation. All decimal part of an event will be truncated i.e. All fractional part of an event will be dropped when calculating the 25% of the season.

Second And Subsequent Violations: When the Principal confirms, following an opportunity for the student to be heard, that a violation occurred, the student shall lose eligibility for the next consecutive interscholastic contests totaling 60% of all interscholastic contests in that sport. For the student, these penalties will be determined by the season the violation occurs. All decimal part of an event will be truncated i.e. All fractional part of an event will be dropped when calculating the 60% of the season.

If after the second or subsequent violations the student of his/her own volition becomes a participant in an approved chemical dependency program or treatment program, the student may be certified for reinstatement in MIAA activities after a minimum of 40% of events. The director or a counselor of a chemical dependency treatment center must issue such certification. All decimal part of an event will be truncated i.e. All fractional part of an event will be dropped when calculating the 40% of the season.

Penalties shall be cumulative each academic year, but a penalty period will extend into the next academic year, (e.g. if the penalty period is not completed during the season of violation, the penalty shall carry over to the student's next season of actual participation, which may affect the eligibility status of the student during the next academic year).

See MIAA expansion of this rule at www.MIAA.net

TAUNTING POLICY

The Board of Director of the MIAA adopted the following policy on November of 1994.

“Sportsmanship: Taunting

48.1 Taunting includes any actions or comments by coaches, players, or spectators which are intended to bait, anger, embarrass, ridicule, or demean others, whether or not the deeds or words are vulgar or racist. Included is conduct that berates, needles, intimidates, or threatens based on race, gender, ethnic origin or background, and conduct that attacks religious beliefs, size, economic status, speech, family, special needs, or personal characteristics.

Examples of taunting include but are not limited to: "trash talk", defined as verbal communication of a personal nature directed by a competitor to an opponent by ridiculing his/her skills, efforts, sexual orientation, or lack of success, which is likely to provoke an altercation or physical response; and physical intimidation outside the spirit of the game, including "in the face" confrontation by one player to another, standing over/straddling a tackled or fallen player, etc.

48.2 Athletic participants may wear sun glare black only under their eyes.

48.3 In all sports, officials are to consider taunting a flagrant unsportsmanlike offense that disqualifies the offending bench personnel or contestant from that contest/day of competition. In addition, the offender shall be subject to all existing MIAA Disqualification Rules. A review of the MIAA taunting policy and a warning shall be given to both teams by game officials prior to each contest.

48.4 At all MIAA contest sites and tournament venues, contest management may give spectators one warning for taunting. Thereafter, spectators who taunt players, coaches, game officials, or other spectators should be ejected” (*MIAA Handbook*, p. 42).

HAZING POLICY

Massachusetts General Law – Chapter 269, Section 17

“Hazing is defined as any conduct or method of initiation into any student organization whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or person. Such conduct shall include but not be limited to whipping, beating, branding, forced calisthenics, exposure to weather, forced consumption of any food, liquor, beverage, drug, or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical safety of any such student or their person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.”

Incidents of hazing have to be reported to the appropriate law enforcement officials as soon as reasonably practical.

JUNIOR OPERATORS LICENSE

At times, practices or competitions may be held in Uxbridge at an off-campus location (such as golf at Blissful Meadows). Coaches should have parents/guardians sign off in acknowledgment that they are aware of this Massachusetts law:

“Any motor vehicle operator or motorcyclist between the ages of 16 ½ and 18 is considered a Junior Operator.” Junior Operators “may not operate a motor vehicle within the first 6 months after receiving your JOL while any person under age 18 is in the vehicle (other than you or an immediate family member), unless you are accompanied by a person who is at least 21 years old, had at least 1 year of driving experience, holds a valid driver’s license from Massachusetts or another state, and is occupying a seat beside you. As the holder of a JOL, you may not operate a motor vehicle between 12:00 a.m. and 5:00 a.m. unless you are accompanied by one of your parents or your legal guardian.”

Uxbridge High School

Coach's Checklist

Name: _____

Date: _____

Pre-Season

- _____ 1. Attend SWCL Coaches Meeting
- _____ 2. Academic eligibility form submitted
- _____ 3. All physicals on file with School Nurse
- _____ 4. Submit parent permission forms
- _____ 5. Review attendance – Tardy – 8:30 A.M. policy
- _____ 6. Copy of team rules distributed to team
- _____ 7. Review awards criteria
- _____ 8. Review chemical health rule
- _____ 9. Team roster submitted with players uniform numbers
- _____ 10. Review Bona Fide Team member rule
- _____ 11. Review Hazing Policy with team
- _____ 12. Explain sportsmanship expectations
- _____ 13. Check all pertinent MIAA eligibility- age, grades

Season

- _____ 1. Official paysheets – due 7:45 A.M. the following day of contest
- _____ 2. Score sheets – due 7:45 A.M. the following day of contest
- _____ 3. File report for injuries or behavioral problems – due the following day
- _____ 4. Application for District Tournament – due as indicated in the MIAA form
- _____ 5. Award recipient list
- _____ 6. Report league, overall, and in-season statistics each Monday morning for Worcester Telegram & Gazette

Post- Season

- _____ 1. Inventory
- _____ 2. Awards list
- _____ 3. Keys
- _____ 4. Missing uniforms/equipment
- _____ 5. Double check Team Awards
- _____ 6. Store uniforms & equipment
- _____ 7. Attend Athletic Awards Program
- _____ 8. Attend SWCL All-Star Selection meeting

***Uxbridge High School
Coaches Agreement***

Name: _____ Home Phone: () _____ - _____

Address: _____ Cell Phone: () _____ - _____

_____ Electronic Mail: _____

Coaching Position: _____

I, _____, have received and read the Uxbridge High
(Coaches' Name)

School Coaches Handbook and agree to abide by the Coaches Code of Ethics and all of

the terms and conditions of the policies and procedures contained therein.

(Coaches Signature)

(Date of Signature)

