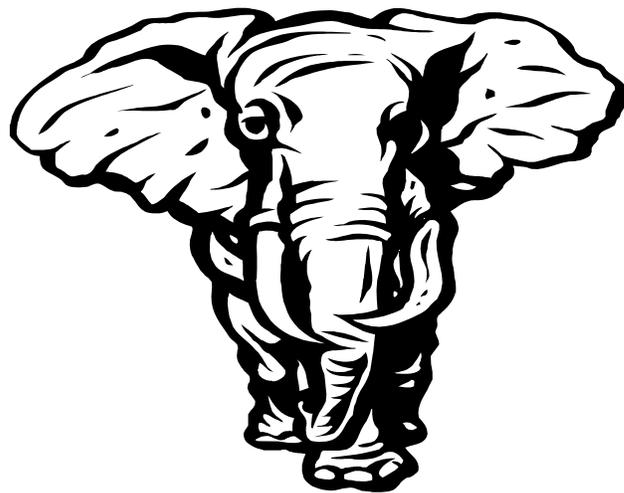


SOMERS CENTRAL SCHOOL DISTRICT



Coaches' Handbook

2019-2020

SOMERS CENTRAL SCHOOL DISTRICT

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High School Coaching

Athletics and athletic competitions are learning environments for social and cultural understanding, assimilation of cultures, integration of races, and the breaking of sexual stereotypes. Team membership and athletic competitions cross those artificial lines caused by personal finances, religious beliefs, and family background.

In Somers, 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.

Of all educators, we feel that a coach has the greatest opportunity to influence young people. A coach, in a three-hour block of time concentrated after classroom instruction has been concluded, 'teaches' an extension of the school day. The 'classroom' becomes the soccer field, the lacrosse field, basketball court or the yellow school bus carrying kids home after they've just suffered a heartrending loss. These are teaching opportunities a coach can use to help young people become better citizens and better human beings.

Code of Ethics for Coaches

At Somers 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 coach must constantly uphold the honor and dignity of the teaching profession. In all personal contact with the student-athletes, parents, 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 support and enforce school rules for the prevention of drug, alcohol and tobacco use and abuse, and under no circumstances shall allow the use of these substances.

The coach shall promote the entire interscholastic program of the school and direct his or her program in harmony with the total school program.

The coach shall be thoroughly acquainted with contest, state, league, and local rules, and is responsible for their interpretation to team members. The coach shall abide by the letter and spirit of these rules at all times.

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.

Coaching Philosophy

It is very important for all coaches to have a "philosophy" or a set of beliefs that will guide your decisions and actions. A philosophy would include beliefs about discipline, playing time, last minute plays, preparation, attitude, bus conduct, parental contact and on and on.

This is who you are and what you stand for . . .and what you will NOT stand for! This philosophy defines us as people and coaches and tells our players and those associated with your program what you are and what you are not. At clinics you can always find a seasoned coach who has been around the block a time or two preaching about the importance of philosophy . . . there is good reason!

A code or set of beliefs and a way of thinking and acting will be the backbone of your coaching routine for years to come. We have all struggled with issues and situations that come up each season, but if we look to follow our beliefs, a coach will tend to be viewed as a fair and just person. If you don't have a set of beliefs and, even more importantly, if you don't stick to those beliefs, you will find yourself getting into confrontations with players, parents and quite possibly with other coaches.

It is not hard to develop a philosophy and, if you truly believe in this philosophy, it is not difficult to act accordingly. However, it is really difficult to follow a core set of beliefs you DO NOT believe in with your heart and mind. Therefore, you must develop this philosophy based upon what you believe in and centered around core beliefs that guide your life and your coaching. The tenets of this philosophy must be your own and that you feel strongly about.

Many times we have heard wise old coaches say, "You are never too old to learn a new trick or two." This is very true in coaching. We are always looking for new and better ways to teach skills, improve our knowledge of the game, and gain an advantage over our opponents. But the secret is fitting this new methodology into your grand scheme or philosophy of things. It does you no good to use a new skill or spend time working on a part of the game if it doesn't fit your overall plans for your system. Take all the new points, skills and plays and use what you can and throw the rest out.

Head coaches are responsible for the program. The "buck" stops here! If you, as a head coach, are not comfortable with the actions of an assistant coach, for example, it is up to you to solve the conflict or problem. If you have problems with some of your athletes not representing the team or school in a positive manner then you must deal with it. Your philosophy should be the rule not the exception. Your philosophy and guidelines should be stamped all over the program!

All coaches will be tested from time to time. The test will come from players, parents, coaches or administrators. The core beliefs you have will see you through the tough times. If you do what you believe in, your heart is right, and you follow through with what you say you will do up front, then you have avoided the "mind games" that some coaches play while mentally arguing with themselves about a proper course of action. Be consistent, fair and equitable.

SOMERS CENTRAL SCHOOL DISTRICT OBJECTIVES OF PARTICIPATION

The general objectives of the athletic programs in the Somers Central School District are outlined below:

- ✓ To provide a positive image of school athletics.
- ✓ To strive for the excellence that will produce winning teams within the bounds of good sportsmanship.
- ✓ To expose students to a wide variety of social situations which will enable them to develop the positive qualities of sportsmanship, cooperation, loyalty, leadership and self-discipline.
- ✓ To develop athletic skills and abilities to their fullest potential and an appreciation for athletics and competition.
- ✓ To provide a rallying point for the student body through which it may develop pride and loyalty.
- ✓ To develop respect for coaches, teammates, opponents, and officials.
- ✓ To demonstrate the social competence of operating within a set of rules, thus gaining a respect for the rights of others, and an understanding that penalties follow rule violations.
- ✓ To stimulate a desire to maintain high scholastic standards.
- ✓ To formulate desirable habits of hygiene and sanitation.
- ✓ To develop concepts of goal attainment through hard work and rigorous self-discipline, and to provide a vehicle for the development of an interest in curricular and extra-curricular school programs and for post-secondary educational opportunities.

Coach's Professional and Personal Relationships and Expectations

There is a definite need for precise criteria to measure coaching accomplishments within the framework of the athletic program. Although each member of the coaching staff should make every effort to conduct a program that emphasizes excellence as a goal, no coach should be made to feel that their job depends strictly upon their won-lost records. Rather, competency will be evaluated on the basis of ability to teach the skills and knowledge that relate to a sport, the ability to develop positive attitudes, and the ability to properly manage or assist in the management of a sports program.

The following are major performance areas:

1. **Rapport:** A coach must be able to develop a good rapport with any number of individuals and groups: team personnel, the student body, the school staff, the community as a whole, spectators, officials, fellow coaches in the league, media representatives, college coaches and the parents. Good rapport and an image of competency are invaluable for the coach.
2. **Cooperation:** The district expects a maximum of give-and-take between all individuals associated in any degree with the athletic program. Coaches must work hand-in-hand with their athletic director, principal and other members of their staff toward the goals of the athletic department.
3. **Leadership:** Diligence, enthusiasm, honesty, and love for the game are all part of the professional pride that should be exhibited by any coach. Personal appearance, dress, physical condition – all should be exemplary. Dressing appropriately for practice, following practice schedules, and building positive attitudes are very important.
4. **Discipline:** Every facet of discipline is the coach's responsibility. Individually, the coach becomes a model of all that the program represents – observation of school codes, training rules, rules of the game, ideals of good sportsmanship, behavior of participants throughout the season – at home and away, and the conduct of the crowd – especially where the student body is concerned. A desire to do well, to win with modesty, to lose with dignity, should be emphasized. Staff, players, and spectators should be motivated toward established goals.
5. **Improvement:** A coach is encouraged to take advantage of opportunities presented for self-improvement. Attendance at rules clinics, special workshops, clinics in specific fields, and similar in-service training programs is important.

Sportsmanship

Because the high school sports program serves an educational purpose in the lives of young men and women, a key goal of the program is the development of sportsmanship.

The administrator holds the key to the issue of sportsmanship. If he/she appreciates the importance of it by insisting on good sportsmanship 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 crucial. 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. 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.

And what about the spectators? Most of them know what high-school sports are all about. But we must often deal with our occasional minority who do not exemplify good sportsmanship. The influence of the 'bad sports', we hope, will be minimized by the 'good sports' in the audience. If it isn't, then there is all the more reason for the players to present themselves well, for the coach to be above reproach at all times, and for the administrator to prepare and enforce procedures to insist upon proper spectator behavior.

As long as there exists within all of us that human drive to win, we all 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. While the quest to win must not be stifled, it must be honorable. In athletics, this 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. High school sports will live or die not by contests won or lost, but by sportsmanship - good or bad.

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 their teammates. Further, how you relate to them determines how much of your coaching/teaching really gets through and sticks. You always set the tone for teamwork by who you are, how you interact, and which of your athletes' interpersonal behaviors you condone.
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 guilt, 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 that all team members have bought into. 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. **Choose/elect your captains wisely** - Whether you handpick game captains or elect seasonal captains, be sure that their leadership qualities include a strong commitment to the team. If your captains are self-centered or oblivious to the importance of teamwork, they will engage in disruptive behaviors that will make your season a very long and unrewarding one.
12. **Preach 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.

SOMERS CENTRAL SCHOOL DISTRICT COACHING EXPECTATIONS

Coaching Skills:

- Teaching Fundamentals
- Promotes physical conditioning with specific plan in place
- Has valid first aid/CPR card or equivalent
- Teaches specific safety procedures for activity
- Maintains discipline/supervision in locker rooms, field, bus, etc.
- Knows and abides by rules of sport
- Develops team quality and character
- Prepares team for interscholastic competition
- Encourages appropriate traits of citizenship/role modeling/sportsmanship
- Provides positive leadership for students and coaching staff

Organizational Skills:

- Care of equipment and facilities
- Team supervision home and away
- Appropriate time committed during season
- Delegates responsibility to assistants when appropriate
- Organizes effective practice sessions
- Practice plans on file for season
- Ability to develop and manage budget
- Inventory of district equipment listed and on file
- Supervises student eligibility, transportation, awards
- Know school and league policies

Professional Relations:

- Communicates with fellow coaches
- Attends league pre and post season meetings
- Cooperates with building administrators
- Supports and cooperates with other sport program
- Attends clinics and other methods of coaching certification
- Meets or talks with athletes and parents to establish effective communication
- Maintains good relations with players
- Maintains professional relationships with officials
- Attends clinics

Personal Characteristics:

- Is enthusiastic and motivated
- Is fair and equitable with athletes
- Is punctual
- Maintains poise and composure during practice and contests
- Appropriate dress and appearance
- Maintains a sense of humor

Code of Ethical Conduct

The District shall implement the following listed standards of ethical conduct for each temporary, probationary, permanent, contracted employee (e.g., athletic trainer), of the District who provides supervisory and instructional services in interscholastic athletic programs and activities. Such persons providing service shall:

1. Show respect for players, parents, other coaches, and staff.
2. Respect the integrity and judgment of the game officials.
3. Establish and model fair play, sportsmanship, and proper conduct during practices/contests and in the community.
4. Establish player safety and welfare as the highest priority. If there is any question as to the extent of an injury, a physician must be consulted, and a written release obtained.
5. Provide proper supervision of student-athletes while under the coach's direction.
6. Use discretion and proper language when providing constructive criticism and when reprimanding players – use of profanity is unacceptable.
7. Understand the proper administrative chain of command and refer all requests or grievances through proper channels, i.e., equipment purchases, fundraising, program funding, eligibility, etc.
8. Consistently require all players to adhere to the established rules and standards of the game.
9. Properly instruct players in the safe use and care of equipment and uniforms.
10. Not recruit student-athletes from other schools/sports.
11. Not exert undue influence on a student/athlete's decision to enroll in a particular athletic program at a public or private post-secondary educational institution.
12. Not suggest, provide, or encourage any athlete to use non-prescriptive drugs, anabolic steroids, or any substance to increase physical development or performance that is not approved by the U.S. Food and Drug Administration, U.S. Surgeon General, or the American Medical Association.

PROCEDURES

APPOINTMENT TO A COACHING POSITION

The success of our athletic program will depend upon our ability to secure the services of highly qualified and motivated coaches. All coaching positions are yearly appointments, and there is no tenure as far as these positions are concerned. Each coach will be evaluated annually by the Athletic Director and a satisfactory evaluation will be essential for continuation in that position for the next school year.

Any Somers School District staff member may apply, in the spring, for a coaching position for the following school year. Incumbent coaches with satisfactory evaluations will, usually, continue with their assignments. All vacancies and newly created coaching positions will be posted.

Candidates who are not teaching in the Somers Public Schools must complete a professional employment application form. All candidates will be interviewed by the Athletic Director and appropriate designee. Upon selection, a candidate will be recommended to the Superintendent of Schools by the Athletic Director.

The following criteria will be used for all interscholastic athletic coaching assignments:

Mandatory:

1. First Aid/CPR/AED and personal safety certification
2. Completion of coaching course requirements for non-certified coaches

Preferred:

1. Certified physical education teacher
2. Certified teacher
3. Background and coaching experience in sport

CERTIFICATION OF COACHES

1. Coaches employed by the Somers Central School District **must** comply with the law regarding first aid (Sec. 3001-B) as follows:
 - a. Completion of a Department approved in-service program for coaches required under the Commissioner's Regulations (Sec. 135.4) which include the Health Service Unit; or
 - b. Completion of a Department approved college or university program for coaches under Regulations as stated in (A) above; or
 - c. A college or university first aid and safety course; or
 - d. A first aid and safety course approved for in-service credit by a college, school, BOCES/Section I and/or other agency; or
 - e. College university courses in such areas as athletic training and sports medicine, which include first aid and safety.

2. N.Y.S. Education Department requirements for coaching certification for all non-physical Education certified teachers.

Coaches – All non-physical education certified teachers who start coaching inter-school athletic teams in any capacity at any level in New York State Schools on or after September 1, 1974 must satisfactorily complete an approved pre-service or in-service education program for coaches within **three years of appointment as a coach** but must begin the program by taking at least one course or credit experience by the second year. Persons who were legally coaching inter-school athletic teams in New York State prior to September 1, 1974 may continue to coach any sport.

It is the responsibility of the Superintendent of Schools to ensure that all non-certified physical education teachers who are or will be coaching have satisfactorily completed the education program for coaches or will have completed such a program within three years of appointment as a coach. The personnel department is responsible for keeping permanent records on persons who have been or are coaching in the Somers Central School District, including sport coaches, period of time, capacity and date concerning the education program, if pertinent.

Somers High School Co-Curricular Eligibility Policy

All students at Somers High School are expected to behave in a manner that is consistent with the provisions of the District's *Code of Conduct* and the *Student Handbook*. These documents provide extensive descriptions of expectations, as well as prohibited conduct on school property. They should be used as a reference when students and parents wish to clarify specific illustrations of student behavior or the legal rights to which they are entitled.

The vast majority of Somers High School students participate in extracurricular activities, whether in club, athletic, or community service contexts. Representing Somers High School in extracurricular activities is a privilege. The extension of that privilege depends upon adherence to standards of behavior that reflect positively upon the individual as well as the school.

These *Standards of Behavior* extend beyond those set forth in the *Code of Conduct* and the *Student Handbook*. Students who represent Somers in sports or extracurricular activities are expected to demonstrate good citizenship in both the school and local communities. While this is true for all students, the commitment to appropriate standards of behavior is especially important for those who serve as student leaders. These expectations apply to every student involved in sports or club activities whether on or off the school premises and regardless of whether school is in session at the time of the conduct. Students who do not adhere to those standards are subject to disciplinary action by the school.

Coaches Responsibility: Coaches are required to meet with their athletes to insure they understand the spirit of the co-curricular eligibility policy (below), as well as the rules as they apply to all participants. Athletes and their parents must sign the co-curricular eligibility policy before that athlete participates in any activity. Coaches are obligated to enforce the eligibility policy, without prejudice, should an infraction come to their attention and must inform the Athletic Director immediately.

SOMERS HIGH SCHOOL CO-CURRICULAR ELIGIBILITY POLICY

Section 1: Co-Curricular Behavioral Eligibility Policy

Statement of Purpose

We believe that students who have the privilege of participating in extracurricular activities should conduct themselves as responsible representatives of the Somers Central School District. In order to ensure this conduct, coaches, advisors and administrators will enforce the Somers High School Code of Conduct and this Co-Curricular Behavioral Eligibility Policy, each of which will be issued to all students annually.

Disciplinary Action

Any student engaging in conduct that is egregious or inappropriate, whether on campus or off campus, and/or brings discredit to the Somers Central School District, may be disciplined with a penalty up to and including a suspension from activities for an entire season or beyond, depending upon the circumstances of the incident. Activities include all events associated with the school, both on and off campus.

Additionally, any student who is issued either an in-school suspension (ISS) or out-of-school suspension (OSS) will lose eligibility to participate in co-curricular activities on those days, including weekends if the suspension spans those days. Further disciplinary action may extend beyond the ISS or OSS period, depending upon the circumstances of the incident.

The decision to suspend a student's eligibility to participate in co-curricular activities, as described above, shall be made by the Athletic Director, in consultation with an advisory committee consisting of the coach or advisor and other appropriate administrative personnel as necessary.

Timeline

The "seasons" of clubs and activities will be as follows: September to November 30; December 1 to February 28/29; March 1 to end of school year.

Sports and Marching Band seasons are: Fall (August to conclusion of season); Winter (November to conclusion of season); and Spring (March to conclusion of season).

Appeal Process for Behavioral Eligibility

If a student or his/her parent disagrees with the disciplinary penalty relating to participation in extra-curricular activities, the student or his/her parent must make a written request to the building principal for review of the penalty within three school days of the penalty being imposed.

Section 2: Co-Curricular Academic Eligibility Policy

Definition

Participation in co-curricular activities is part of the educational program at Somers High School. Students' first priority should be their academic responsibilities. Students who participate in co-curricular activities are expected to maintain academic eligibility each marking period by not failing more than one subject. In addition, athletes must pass physical education.

Requirements

To be eligible to participate in high school co-curricular activities and sports, Somers High School students and Somers Middle School students:

1. Shall be taking at least 5 academic credits per semester plus physical education. (Students with special circumstances may seek a waiver from the high school Principal.)
2. Shall not be failing more than one course. (Honor societies have separate standards for induction. Once inducted, #2 applies.)
3. Shall be passing physical education, if a member of an athletic team.

Process of determining and regaining academic eligibility

1. Eligibility is determined at the end of each marking period. A two-week probationary period begins on the last day of the marking period. During the probationary period, students failing more than one subject will have two weeks to attain passing status and remain eligible to participate in co-curricular activities.
2. Fall eligibility is determined by the results of the June final course averages or summer school grades, if a course is being made up.
3. Students can improve their probationary status two weeks into the new marking period by presenting evidence that they are passing the required number of courses. Special reinstatement applications must be completed and signed by subject teachers and presented to the High School Assistant Principal for Student Services every two weeks. Failure to achieve passing status will result in ineligibility for the next two-week period.
4. During the period of ineligibility, students may continue to participate with their teams or performing groups and attend co-curricular meetings. However, participation in contests, performances, projects or activities may not resume until eligibility is reinstated.

Appeal Process for Academic Eligibility

Appeals of academic eligibility will be subject to review by the High School Principal.

Section 3: Co-Curricular Attendance Policy

Participation in co-curricular activities, such as practices, rehearsals, club/class meetings or athletic contests) is allowed only if a student attends his/her scheduled classes, including physical

education and study halls. In addition, students are expected to arrive at school by period 4. Students who miss 4 or more periods in any given day may not participate in co-curricular activities on that day. The only exceptions would be seniors who are officially scheduled for late arrival or early dismissal. Any emergency situations that would cause a student to be late for school during periods 1-3 shall be referred to the High School Assistant Principal.

The Coach and Student Attendance

School: As per school policy all student/athletes must be in attendance for 4 periods or more to participate in practice or interscholastic events with their team. If there are extenuating circumstances, such as doctor's appointments or other emergencies that arise during the course of the season, as long as the student has an excuse and has pre-arranged the absence with the attendance office, allowances are made.

If a student is unexcused or does not pre-approve the absences or does not check with the attendance office the athlete may not participate that day. Continued violations of the attendance policy may cause the student/athlete to be suspended or dropped from the team.

Sport: If an athlete is continually late to or misses practice the coach must have some policy in place to deal with these situations. An athlete who dedicates himself or herself and comes to practice every day on time and works hard is learning a key lesson of athletics. If a player does not come to practice or is often late and the coach plays them ahead of other athletes, it sends a negative message to the other athletes on your team. Have a philosophy and policy in place to deal with the athletes that are habitually tardy or have unexcused absence.

Leaving a Squad

Individuals who are dismissed from a squad, leave a squad without the coach's permission or because of an Athletic Training Rule violation forfeit all awards and may not participate on any other athletic team that same sport season and may be prohibited from playing during the next season as well. If an individual leaves the team before final cuts, he/she may try out for another team, only if permission from the team he/she is leaving and the coach of the team he/she would like to try for approve the move. Reminder, practices are sports specific and cannot count from one sport to the other. If no cuts are made for that particular team, any moves have to be approved before final team rosters are sent to the athletic office prior to the first game.

Procedure Prior to First Practice

Coaches must ensure that before practice begins:

- ✓ Every student-athlete has completed the following forms: Physical Form, and Emergency Notification Form (gold card).
- ✓ Every student-athlete is scholastically eligible. Grade reports are available in the Athletic Office once rosters have been submitted.
- ✓ Practice times and location(s) are submitted to the Athletic Director. The Athletic Director will give copies to the Administration Office.
- ✓ Conduct pre-season meetings with squad members.

Procedure Prior to First Contest

Things to do:

1. Ensure that each student-athlete has submitted the following signed form: Student Athlete/ Parent Handbook Consent. Signing of the handbook may be required prior to the first practice.
2. Issue uniforms and equipment and keep records of all assigned equipment.
3. Submit a preliminary and final roster prior to the first contest.
4. Read through Transportation Rules, and make sure all emergency forms are in your possession.

Team Selection

Coach's Responsibility

Choosing the members of athletic teams is the sole responsibility of the coach. Junior varsity and ninth grade coaches must take into consideration the policies established by the head coach in each particular program when selecting team members.

Prior to trying out, the coach shall provide the following information to all candidates for the team:

- a. Extent of the tryout period.
- b. Criteria used to select the team.
- c. Number of students to be selected.
- d. Practice commitment for those who make the team.
- e. Game commitments.

Procedure

Each candidate shall have a minimum of three practice sessions. Illness and injury to a student athlete during a tryout period must not be held against the student athlete, but the coach must make a fair judgment about time restrictions for tryouts.

Playing Time

Freshmen 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 is 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 have a role and be informed of its importance. The number of roster positions is relative to the students, 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 a six-day-a-week commitment. This commitment is often extended into vacation periods for all sport seasons. While contests and practices are rarely held on holidays or Sundays, the dedication and commitment needed to conduct a successful varsity program should be taken seriously.

Rosters

For the purposes of eligibility, for the media, for lettering, for high school, district and state programs and for tracking athletes, it is important that you, as a coach, provide the athletic office and the high school secretary an updated and current roster throughout the season. As soon as you fill your rosters, turn them in. It is embarrassing to get phone calls from parents asking why their son/daughter is not listed on any program and yet they are playing on your team. Double check numbers and spelling, etc.

These rosters should provide name of the athletes, jersey numbers, grade in school and any other pertinent information such as height, weight, or experience. This year we will have a sports website with pictures of the teams, coaches and individual players. Each coach will be required to submit post-game summaries with correct scores and win/loss records so the website can be updated quickly.

Issuing of Athletic Equipment

Each head coach is directly responsible for the care and control of all equipment used in his/her program.

1. Coaches should establish a system to distribute and collect athletic equipment.
2. Coaches should carefully select student managers and thoroughly explain their duties. These individuals are key to good equipment control and maintenance.
3. The head coach, although he/she may delegate the issuing of equipment to assistant coaches, is ultimately responsible for the issuing of equipment to all team personnel. Each coach should have the knowledge to ensure properly fitting equipment - DO NOT leave this to the student manager.
4. Coaches must instruct players in the proper use, care (cleaning), and maintenance of their equipment at the time of issue.
5. Coaches must periodically inspect and review the equipment issued to the student athletes to ensure safety. Helmets, bats, nets, supporting poles, etc., may break or deteriorate and become unsafe during the year. Replace unsafe or defective equipment. Facility hazards should be reported to the Athletic Director immediately.

Inventory

At the start of the season, the head coach will receive a form to keep all district equipment, uniforms, and supplies recorded. Any time a change is necessary, this should be updated on the inventory sheet by the coaching staff. We have lost too many uniforms and equipment over the past few years because coaches haven't followed through at the end of the season. You need to track these items and account for lost, damaged or gear that isn't turned in. If not, the athletic office will not include your sport in uniform rotation and, hence, money will come from your account to replace items lost or not recovered.

The District may hold your final payment check until all inventory is accounted for. It is a district expectation that care will be taken to keep the equipment in safe condition and record and recover it at the end of the season. Student/athletes abusing district equipment will be required to replace the item. At the end of the season, gather all equipment and uniforms from your athletes and bring it to the storeroom along with the inventory sheet. From there, we will hang the uniforms and store the equipment in the inventory room. Make sure all gear is clean and dry.

If you have players that do not turn in gear, please make a list of the names of those athletes not returning gear and the specific items/sizes/numbers of items not returned.

Practice and Participation Requirements

New York state law requires a minimum number of team and individual practices prior to entering into competition with another school. Football requirements are different from other sports and

will be explained fully by the Athletic Department to all interested candidates prior to the first practice.

Each coach will take attendance every day until the minimum number of practices required attained by each student athlete. Coaches are required to keep this attendance record on file.

After-School Practice

1. Student athletes and coaches may begin practice 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 and one-half hours, excluding time for dressing and showering.
3. Coaches and managers should be the first to arrive and the last to leave practice sessions. A coach should be in attendance if a student athlete wants to remain after practice to improve his/her skill level.
4. A student athlete may not practice if he/she is absent from school unless he/she:
 - a. Arrives at school and completes 4 consecutive periods.
 - b. Provides an acceptable parent or doctor's excuse to the Athletic Director.
 - c. Is granted permission by 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 12:00 p.m.
6. "Captain Practices" are student-led activities and are **not** monitored or endorsed by the school district.

Practice Sessions on Weekends

1. Practices are permitted on Saturdays with the prior approval of the Athletic Director
2. Sunday practices are strongly discouraged, but under specific circumstances, they will be permitted. Approval must be secured by the Athletic Director prior to scheduling Sunday practice. **FAMILY OBLIGATIONS COME FIRST. NO EXCEPTIONS.**

Practice Sessions on Holidays and Vacations

Practice sessions are permitted during holidays and regular vacations. NYSPHSAA does not allow a team to practice for 7 consecutive days during the regular season.

Practice Sessions When School is Closed for Other Reasons

1. When school is canceled because of inclement weather, practices or contests will not be scheduled unless permission is granted by the Athletic Director and/or Principal.
2. If school is canceled for reasons that are not weather related, practices or contests are canceled unless permission is granted by the Athletic Director.

Thunderstorms

Decisions regarding the suspension and resumption of practices or contests will be based on the following guidelines:

1. ALL contests and practices will be suspended during thunder and lightning storms or when the potential for such a storm exists. The key word is potential: these storms travel very quickly. The sound of thunder is an indicator of a storm. If thunder is heard and/or lightning is seen, stop play or practice immediately and move to shelter.
2. Play or practice may not resume until the potential danger of the storm has passed. Storms can bounce from hill to hill and return with little warning. A waiting period of 15 minutes should be used as a buffer once the storm has passed.
3. A contest or practice should not resume if it is still raining after the storm seems to have passed. Rain or drizzle indicates the storm is still overhead.
4. Student athletes and coaches should proceed to the nearest shelter (school building or bus). Plan ahead if the shelter is at a distance.
5. MOST IMPORTANT: The coach must keep in mind the safety of the student athletes. Weather and field conditions are the coach's main concern before he/she places the team back on the field. The contest officials are only guides, and if the coach does not agree with their judgment to resume suspended play, he/she should be cautious and not be persuaded to play.

Medical Problems Related to Practices

1. First aid is the immediate and temporary care given to an injured or ill athlete until the services of a physician or emergency medical technician can be obtained. To this end and in order to protect athletes from further injury, the following steps should be followed:
 1. **STOP** play immediately at the first indication of possible injury or illness.
 2. **LOOK** for obvious signs of injury or illness.
 3. **LISTEN** to the athlete's description of the complaint.
 4. **APPLY** appropriate first aid techniques according to your training.

2. Coaches are expected to have a fully stocked first aid kit with them during all practices and games. A first aid kit and supplies for re-stocking should be obtained from the equipment manager or athletic trainer and should be checked daily to ensure that it is fully stocked.
3. Ice or cold packs are first aid treatments for almost all injuries and should be available at all home and away games. An ice machine is located in a closet located just before the door leading to the girl's locker room.
4. Drinking water should be available at all practices and games. Each coach is responsible for securing a water cooler at the beginning of the season from the equipment manager. Coolers should be rinsed out after every use and allowed to dry. Under no circumstances should water be left in coolers overnight or should coolers be used for any other purpose.

Infection Control

The Somers Athletic Department recognizes the importance of providing an environment that enhances the health and safety of coaches and athletes. In order to reduce the risk of exposure to communicable diseases the Department has adopted the use of universal precautions. When properly implemented, universal precautions will reduce the risk of transmission of diseases such as colds, flu, hepatitis, and HIV, which are transmitted through contact with the body fluids (blood, mucous, saliva, etc.) of others.

It shall be the Athletic Director's responsibility to:

1. Provide in-service training on universal precautions.
2. Make infection control supplies available to coaches.

It shall be the coaches' responsibility to become familiar with and use universal precautions when rendering first aid and attending to the needs of their athletes. Infection control supplies are available from the equipment manager or athletic trainer, and first aid kits should be replenished regularly.

Prior to participating in practice/competition, athletes must cover any open wound. In the event a student-athlete begins to bleed during practice/competition, he/she must be removed from play and cannot return until the bleeding is stopped and the wound covered. Section 8 requires that when blood spills onto a uniform, the athlete must leave the contest and cannot return until the uniform (jersey and/or shorts) is changed. Therefore, coaches must carry an extra uniform with them at all home and away contests.

Universal Precautions – General Procedures

1. Avoid contact with body fluids.
2. Encourage athletes to clean their own injury or secretions whenever possible.
3. Use a protective barrier (e.g. disposable gloves, paper towels, gauze, and tissue) making contact with body fluids during care, treatment, and cleaning procedures.
4. Use disposable items to handle body fluids.

5. Dispose of all contaminated materials in plastic bags.
6. Plastic bags should be disposed of in trash containers.

Head injuries

One of the most dangerous injuries that a coach must properly recognize is a head injury. Serious head injuries should be considered a medical emergency since they can be life-threatening. *Early recognition and proper intervention are critical and a conservative approach must always be taken.* If there is the slightest question or doubt that a head injury is anything but a minor bump to the head, it should be treated as a Grade 1 Concussion and the athlete should be removed from all further competition/practice.

Frequently Observed Features of Concussions

1. Vacant stare (befuddled facial expression).
2. Delayed verbal and motor responses (slow to answer questions or follow instructions).
3. Confusion and inability to focus attention (easily distracted and unable to follow through with normal activities).
4. Disorientation (walking in the wrong direction, unaware of time, date and place).
5. Slurred or incoherent speech (making disjointed or incomprehensible statements).
6. Gross observable un-coordinated movement (stumbling, inability to walk tandem /straight line).
7. Emotions out of proportion to circumstances (distraught, crying for no apparent reason).
8. Memory deficits (exhibited by the athlete repeatedly asking the same question that has already been answered, or inability to memorize and recall 3 of 3 words or 3 of 3 objects in 5 minutes).
9. Any period of loss of consciousness (paralytic coma, unresponsiveness to arousal).

Sideline Evaluation

Mental Status Testing

Orientation: Time, place, person, and situation (circumstances of injury).

Concentration: Digits backward (i.e. 3-1-7, 4-6-8-2, 5-3-0-7-4). Months of the year in reverse order.

Memory: Names of teams in prior contests.
Recall of 3 words and 3 objects at 0 and 5 minutes.
Recent newsworthy events.

Details of the contest (plays, moves, strategies, etc.)

Exertion Provocative Tests

40 yard sprint
5 push-ups
5 sit-ups
5 knee-bends

Neurological Tests

Strength
Coordination and Agility
Sensation

Any appearance of associated symptoms is abnormal, e.g. headaches, dizziness, nausea, unsteadiness, photophobia, blurred or double vision, emotional lability, or mental status changes.

Heat Alert

1. During the early fall and late spring, hot and humid weather could create a condition that would subject athletes to heat stress problems. Most times serious problems can be prevented by following simple precautions. Heat related illness includes:
 - a. **Heat Cramps** – cramps or spasms of active muscles caused by intense, prolonged exercise in heat and depletion of water and electrolytes due to sweating.
 - b. **Heat Fatigue** – feelings of weakness and tiredness caused by depletion of water and electrolytes due to sweating.
 - c. **Heat Exhaustion** – extreme weakness, exhaustion, headache, dizziness, profuse sweating, and, sometimes, unconsciousness. This medical emergency is caused by extreme depletion of water and electrolytes.
 - d. **Heat Stroke** – an acute medical emergency caused by a breakdown of the body's temperature regulatory mechanism that blocks one's ability to perspire. If left untreated, this results in a dangerously high body temperature, disorientation, seizures, possible unconsciousness or coma.
2. Practices and precautions should:
 - a. provide for the gradual acclimatization to heat through a graduated conditioning program, which can produce 80-90 percent acclimatization after 7-10 days,
 - b. provide water breaks, scheduled for a minimum of 10 minutes for every half hour of strenuous exercise in heat, during which water, preferably iced water, is available in unlimited quantities. **Water should never be withheld from athletes.**
 - c. provide for water breaks and rest periods taken in shade areas. Coaches should reduce the amount of required clothing and equipment during hot and humid weather since cooling by the evaporation of perspiration is directly related to the amount of exposed skin,
 - d. schedule practices during the cooler time of day,
 - e. be on the alert for signs of trouble and obvious weight loss, and,

- f. encourage athletes to eat a well-balanced diet to ensure that the electrolytes lost through perspiration are replaced.
3. During periods of **high temperature and humidity**, it may be necessary to alter game/practice routines and, under extreme conditions, cancellation or delay may be necessary. On days when the possibility for heat stress is likely, the Athletic Director shall provide guidance on temperature and humidity, and determine which game and/or practice conditions will immediately go into effect for the following temperature humidity (^) readings:
 - 60°F – 66°F** Safe to participate but observe those athletes susceptible to heat illness.
 - 67°F – 77°F** Caution – unlimited water on the field; mandatory water and rest breaks; cool body surfaces.
 - 78°F & Above** Danger Level – starting time for practices/games delayed until temperature humidity reading falls below 78°F.
4. When a heat alert goes into effect, coaches will be advised of the condition.

Return to Play

Before an athlete can return to play after an injury a couple of things must take place. If the athlete “rolls an ankle,” for example, and walks it off and says they are “okay” to play, you need to be observant, yet, on your discretion, they may re-enter the game. While you need to monitor the injured athlete during and after the game, you do not need to fill out an incident report. If you feel the injury warrants a trip to the doctor, then advise the athlete and parents.

If an athlete misses practice time or a game due to an injury or extended illness, before that player may return to action, they must have clearance from a doctor. If they see a doctor and the recommendation is to sit out of competition, then make sure they have a note from the doctor releasing them to play. Any outside physician’s opinion is subject to final review by the school doctor. Coaches should keep the release notes in their files. It is advised to contact the parent to make sure they are aware and agree to the doctor’s note prior to releasing the athlete back into competition. This is a large risk area for the district, as well as the coach, so please do not take this responsibility lightly.

Medical Emergency at Somers High School

When a participant in an athletic activity is injured, first provide reasonable and immediate assistance -first aid - to the injured party until qualified medical help arrives. Second, initiate the emergency medical procedure. The coach is responsible for the proper and prudent care of the student athlete. At the start of each season, each coach is issued a cell phone for emergency purposes.

1. Assess the injury and provide immediate care.

2. Provide an environment that stabilizes the injured student athlete and will not cause further injury or trauma.
3. Send an individual to find the athletic trainer, if on duty.
4. Unless dismissed, remain and assist the athletic trainer.
5. If further assistance is necessary, call 911 for an ambulance.
6. If a student needs to be transported to the hospital, and another District coach is not on site, cancel practice and go with the injured person to the hospital or meet the ambulance at the hospital. A student athlete should not be at the hospital alone.
7. Have the necessary information that has been provided on the Emergency Medical Gold Card. This form is to be kept in the first-aid kit. It is extremely important that the coach call the injured athlete's parents or guardian. An assistant coach or a coach from another sport can perform this duty. This responsibility should not be given to a student.
8. Do not leave the hospital until the parents arrive.
9. When appropriate, call the Athletic Director and/or Principal.

Medical Emergency Away From Somers High School

1. Assess the injury and provide immediate care.
2. Provide an environment that stabilizes the injured student athlete and will not cause further injury or trauma.
3. Send an individual to ask for assistance from the other coach or alert him/her that further assistance may be needed. Many times parents will come from the spectator areas to assist. Unless the coach knows the background of the individual personally, he/she should not relinquish any responsibility.
4. Remain with the student athlete.
5. If further assistance is necessary, call 911 for an ambulance. If telephones are not readily available, an alternative could be the bus, two-way radio or a parent's mobile phone.
6. Place students at strategic locations to direct the police and ambulance. All gates and doors should be opened.
7. If a student needs to be transported to the hospital, cancel the contest and go with the injured person to the hospital or meet the ambulance at the hospital. A student athlete should not be at the hospital alone. This means the coach may have to bring the team to the hospital.
8. Have at hand the necessary treatment information that has been provided on the Emergency Medical Gold Card. This form is to be kept in the first-aid kit. It is extremely important that

the coach call the injured athlete's parents or guardian as soon as possible. A parent or assistant coach can perform this duty. This responsibility should not be given to a student.

9. Do not leave the hospital until the parents arrive.
10. When appropriate, call the Athletic Director and/or Principal

Athletic Training Room Information

A certified athletic trainer offers professional attention to health care and rehabilitation needs of student/athletes staffs the training room.

Medical services available to student athletes are assessment, care, prevention and rehabilitation of injuries and strengthening and flexibility programs.

Training room hours are 3:00 p.m. to 7:00 p.m.

Trainer- Kevin Mullen

Hours are flexible and may vary due to season changes and game times. The training room is located on the north side of the fitness center.

Athletic Facilities – Safety

1. The grounds maintenance and custodial staff review all the facilities on a consistent basis. It is the responsibility of the coach to check the following items every day.
2. Any and all equipment that is used for practice. Check especially any welds, frayed cables, unstable equipment goals, protective screens, and protruding wires on fences.
3. Any and all imperfections of playing surfaces, such as holes, cracked boards, glass, metal objects, protruding rocks, and unhealthy materials.

Fitness Center – Safety

The fitness center must **ALWAYS** be supervised by a coach, athletic trainer, or an adult assigned supervisor. Never leave a student athlete in the fitness center to work out unsupervised. Remind students of the following:

- Absolutely NO horseplay.
- NEVER interfere with a person who is lifting.
- Make sure the area is clear of equipment before lifting.
- Make eye contact with nearby students before lifting.
- Make sure collars are snug.
- Return weights to racks.

- Spot carefully. Concentrate on the lifter.
- Keep the center clean. Do not bring food, glass bottles, etc.
- Protect the lower back: head up, buttocks down when lifting; spread the chest; lock in lower back; use a belt.
- Help and encourage each other. Help make a friend great.

Keys

Security of the physical education facility is of utmost importance.

1. All keys to the building will be issued to the coaches by the Athletic Director. These keys will be returned to the Athletic Director at the conclusion of the season.
2. The key that the coach receives will open all doors necessary for the operation of the coach's athletic team.
3. A coach is not to give his/her key to a student athlete at any time. Student managers may use the coach's key during practice and game sessions, but may not have their own keys.

Supervision/Security of the Locker Room

1. Each coach is responsible for the actions of the student athletes on the team from the time they report to the locker room to the time they leave the building after practice.
2. It is the coach's responsibility to be present at the time that the student athletes report for practice, games, meets (home or away), and stay until the last student/athlete has left.
3. Roughhousing, banging the lockers, throwing objects, or hazing are not permitted.
4. NO GLASS containers are permitted in the locker room.
5. All spiked or cleated shoes are to be taken off outside the locker room before entering on wet or muddy days.
6. Cleats are NOT to be worn in the hallways at any time.

Procedures Prior to Pay Approval

1. All off-campus coaches must turn in all athletic keys.
2. Inventory of Equipment:
 - a. Head Varsity Coaches shall submit their athletic inventories to the Athletic Director within three weeks of the end of the season or at their post-season evaluation conference along with next year's budget request.
 - b. All uniforms shall be marked for permanent identification.

- c. Head Varsity Coaches will be responsible for the care and storage of athletic equipment and uniforms for their programs.
- d. During the season, all equipment shall be secured in the proper storage areas after each contest or practice. Within the three week inventory period at the season's end, all equipment and uniforms shall be cleaned and stored in the designated area until the following year.
- e. Charge slips on any late, damaged, or lost equipment should be filled out and submitted to the Athletic Director within the three week period at the season's end.

3. Budget

- a. All supplies and equipment will be budgeted and purchased through the Athletic Director in accordance with District policy. No Items may be purchased without approval of the Athletic Director. **At the conclusion of the season, coaches should submit a equipment requisition form to the Athletic Director. The coach and Athletic Director will discuss equipment needs and prepare budget requests.**

4. Evaluation

- a. All coaches must meet with the Athletic Director at the conclusion of the season to discuss their evaluation and to plan for future seasons.

SOMERS CENTRAL SCHOOLS COACH'S CHECKLIST

I. Pre-Season

- _____ Pre-season meeting with assistant coaches for planning and preparation
- _____ Pre-season meeting with students to explain code of behavior, tryouts, practice schedule, and other key information
- _____ Physicals – students must have physical and health office clearance prior to participating in first practice
- _____ Check inventory and equipment
- _____ Check schedules and complete if necessary
- _____ Transportation request turned in to Director
- _____ Secure necessary keys from Director
- _____ Pick up and read coach's handbook from Director
- _____ Pick up copies of **Code of Behavior letter** from the Athletic Director
- _____ Check eligibility list for students new to the district (eligibility)

II. In-Season

- _____ Physicals (check with nurse that students are cleared) - add any new students
- _____ Squad list to Director – one week after first practice
- _____ **Code of Behavior; issued, explained, and letter signed and returned by each athlete**
- _____ Squad attendance – keep daily records
- _____ Issue and record equipment and uniforms issued
- _____ Complete accident form for any student injured in practice or a game
- _____ Keep Athletic Director informed of any concerns or unusual circumstances
- _____ **Submit game results by phone or email the morning after each contest**
- _____ **Submit official rating cards to the Athletic Director**

III. Post-Season

- _____ Uniforms collected
- _____ Equipment turned in
- _____ End of season reports to the Athletic Director
- _____ Award list to the Athletic Director (no later than one week following last game)
- _____ Return all keys to the Athletic Director
- _____ Schedule end of season meeting with the Athletic Director
- _____ Submit all equipment orders on required forms
- _____ Submit letter of coaching intent at the conclusion of the season
- _____ Collect all uniforms and submit all paperwork to Athletic Managers

HEAD VARSITY COACH JOB DESCRIPTION

1. Serve as liaison between his/her staff and the Athletic Director.
2. Has a thorough knowledge of the Rules and By-Laws of the New York State Interscholastic Federation, the League, and the Somers Central School District as they pertain to his/her sport, including the clearance of all staff members and student-athletes.
3. Understands the proper administrative chain of command and refers all requests or grievances through proper channels. Is aware of all public/staff/departmental meetings that require attendance.
4. Establishes the fundamental philosophy, skills and techniques to be taught by the staff. Designs conferences, clinics and staff meetings to ensure staff awareness of the overall program.

5. Trains and informs staff and encourages professional growth by promoting clinic attendance.
6. Delegates specific duties, supervises implementation, and at season's end, analyzes staff effectiveness and evaluates all assistants.
7. Maintains discipline, mediates grievances, and works to increase morale and cooperation.
8. Assists/provides the Athletic Director in scheduling, providing transportation needs and requirements for tournaments and special sports events.
9. Assists in the necessary preparation for scheduled home sports contests or practices and adheres to scheduled facility usage times.
10. Coordinates facility needs/repairs with maintenance and school employees.
11. Provides proper safeguards for maintenance and protection of assigned equipment.
12. Recommends policy, method, or procedural changes to the Athletic Director.
13. Enforces training rules, implements the unrest plan, and publishes any other unique regulations of the sport for each athlete.
14. Monitors the grades and conduct of his/her athletes.
15. Provides assistance, guidance, and safeguards for each participant by his/her presence at all practices, games, while traveling, and when returning from off-campus.
16. Completes paperwork on all disabling athletic injuries on proper forms and submits to the Athletic Director by the next school day.
17. Directs student managers, assistants and statisticians.
18. Determines discipline, delineates procedures concerning due process when the enforcement of discipline is necessary, and contacts parents when a student is suspended, dropped or becomes ineligible.
19. Participates in the budgeting process with the Athletic Director by submitting needs for the next season.
20. Recommends/selects equipment and uniforms within budget appropriations.
21. Is accountable for all equipment in his/her program (Varsity, Frosh/Soph, and Frosh) and submits notification to the Athletic Director for any equipment lost, damaged, not returned, or returned after the due date.
22. Arranges for issuing, storing, reconditioning of equipment, and submits annual inventory.
23. Properly marks and identifies all equipment before issuing or storing.

24. Secures all doors, lights, windows, and locks and stores all equipment before leaving a building or area. Supervises locker room area before and after practice.
25. Instills in each player a respect for equipment and school property, its care and proper use.
26. Responsible for maintaining good public relations with news media, parents, officials, volunteers and fans.
27. Responsible for reporting scores and information after every home contest to the print media. Statistics required by local media or league representatives will also be the responsibility of the head coach. These duties may be delegated.
28. Works as an advocate, in conjunction with the students, parents, guidance counselor, Athletic Director and college representatives to ensure every athlete the opportunity to be recruited at a level appropriate to their academic and athletic achievement.

HEAD FROSH/, HEAD JV AND ASSISTANT COACHES’ JOB DESCRIPTION

1. Serve as liaison between his/her staff and the Head Varsity Coach.
2. Has a thorough knowledge of the Rules and By-Laws of the New York State Interscholastic Federation, the League, and the Somers Central School District as they pertain to his/her sport.
3. Understands the proper administrative chain of command and refers all student and parent requests or grievances through proper channels. Is aware of all public/staff/departamental meetings that require attendance.
4. Maintains discipline and works to increase morale and cooperation within the school sports program.
5. Assists in the necessary preparation to hold scheduled sports events or practices and adheres to scheduled facility usage times
6. Coordinates facility needs/repairs with maintenance and school employees.
7. Provides proper safeguards for maintenance and protection of assigned equipment.
8. Provides assistance, guidance, and safeguards for each participant by his/her presence at all practices, games, while traveling, and when returning from off-campus.
9. Is accountable to the Head Varsity Coach for all equipment. Assists with issuing and collecting of equipment and submits to the Head Varsity Coach an annual inventory.

10. Recommends to the Head Varsity Coach budgetary items for next year in his/her area of the program.
11. Secures all doors, lights, windows, and locks and stores all equipment before leaving areas. Supervises locker room area before and after practice.
12. Instills in each player a respect for equipment and school property, its care and proper use.
13. Assists the Head Varsity Coach in carrying out his/her responsibilities
14. Instructs team members as to changes in the rules and teaches fundamentals of the sport as outlined by the Head Coach.
15. Works within the basic framework and philosophy of the Head Varsity Coach of the sport.
16. Attends all staff meetings and carries out scouting assignments as outlined by the Head Varsity Coach.
17. Never criticizes, admonishes, or argues with the Head Varsity Coach or any staff members within ears or eyes of players and parents
18. Strives to improve skills by attending clinics and using resources made available by the Head Varsity Coach.
19. Performs other duties that are consistent with the nature of the position and that may be requested by the Head Varsity Coach.

SOMERS CENTRAL SCHOOL DISTRICT
Department of Athletics

SEASON EVALUATION

Year: _____

Coach's Name: _____ Sport Coached _____

Rating Scale:

E = Excellent
S = Satisfactory
N = Needs Improvement
NA = Not Applicable

I. PROFESSIONAL AND PERSONAL RELATIONSHIPS

1. _____ Submits team rosters, bus requests, year-end reports and program information on due dates as requested.
2. _____ Understands and follows rules and regulations as set forth by the Somers Central School District.
3. _____ Works cooperatively with Athletic Director, maintenance staff and other personnel who are part of the athletic program.
4. _____ Cooperates with news media and uses media effectively to reward the effort of team/individuals.
5. _____ Shows self-control and poise in areas related to coaching responsibilities, including sideline conduct toward game officials.
6. _____ Provides rules and expectations to team members in writing and enforces them.
7. _____ Works with team/individuals to develop appropriate goals, team spirit and unity.
8. _____ Sells program to student body to maintain appropriate participation.
9. _____ Has confidence and respect of student-athletes.
10. _____ Participates in in-service meetings and other activities to improve coaching performance.
11. _____ Advocated for students throughout the recruiting process.

II. COACHING PERFORMANCE

1. _____ Is well versed and knowledgeable in all aspects of assigned sport and can effectively teach them.
2. _____ Establishes the fundamental philosophy, skills and techniques to be taught by the staff through periodic staff meetings
3. _____ Develops a well-organized practice schedule which utilizes his/her staff and team to its maximum potential.
4. _____ Effectively utilizes practice time for both individual and team development.
5. _____ Delegates authority with responsibility while remaining accountable for such delegations.
6. _____ Develops integrity within the coaching staff, and works to make better coaches.
7. _____ Understands the medical aspects of the position, including CPR, first aid, injury policies, working with team doctor and athletic trainers.
8. _____ Provides leadership and attitudes that produce positive efforts by participants
9. _____ Team performance consistent with quality of athletes available.
10. _____ Has individual and team discipline and control.
11. _____ Develops respect by example in appearance, manners, behavior, language and conduct.
12. _____ Provides an atmosphere of cooperation in being receptive to suggestions and giving credit to those responsible for success.
13. _____ Is fair, understanding and patient with team members.
14. _____ Shows an interest in student-athletes in off-season activities and classroom efforts
15. _____ Has awareness of legal coaching responsibilities and operates within those responsibilities.

III. RELATED COACHING RESPONSIBILITIES

- 1. _____ Is concerned about the proper care of equipment.
- 2. _____ Follows proper procedure for purchase of equipment.
- 3. _____ Attends to factors which relate to athletic safety.
- 4. _____ Is cooperative in sharing facilities
- 5. _____ Provides proper supervision and security of athletic locker rooms.

Comments:

Signature: _____ Date: _____
Coach

Signature: _____ Date: _____
Athletic Director

Somers High School Co-Curricular Eligibility Policy

Purpose: The educational and co-curricular programs offered by the Somers Central School District are based on our guiding principles of trust, decency and respect. Somers students' participation in co-curricular activities is considered a privilege, not a right. If Somers High School or Somers Middle School students choose to participate in any high school co-curricular activities, they are subject to additional behavioral and academic eligibility requirements as outlined below.

Section 1: Co-curricular Behavioral Eligibility Policy

Statement of Purpose

We believe that students who have the privilege of participating in extracurricular activities should conduct themselves as responsible representatives of the Somers Central School District. In order to ensure this conduct, coaches, advisors and administrators will enforce the Somers High School Code of Conduct and this Co-Curricular Behavioral Eligibility Policy, each of which will be issued to all students annually.

Disciplinary Action

Any student engaging in conduct that is egregious or inappropriate, whether on campus or off campus, and/or brings discredit to the Somers Central School District, may be disciplined with a penalty up to and including a suspension from activities for an entire season or beyond, depending upon the circumstances of the incident. Activities include all events associated with the school, both on and off campus.

Additionally, any student who is issued either an in-school suspension (ISS) or out of school suspension (OSS) will lose eligibility to participate in co-curricular activities on those days, including weekends if the suspension spans those days. Further disciplinary action may extend beyond the ISS or OSS period, depending upon the circumstances of the incident.

The decision to suspend a student's eligibility to participate in co-curricular activities, as described above, shall be made by the Athletic Director, in consultation with an advisory committee consisting of the coach or advisor and other appropriate administrative personnel as necessary.

Timeline

The "seasons" of clubs and activities will be as follows: September to November 30; December 1 to February 28/29; March 1 to end of school year.

Sports and Marching Band seasons are: Fall (August to conclusion of season); Winter (November to conclusion of season); and Spring (March to conclusion of season).

Appeal Process for Behavioral Eligibility

If a student or his/her parent disagrees with the disciplinary penalty relating to participation in extra-curricular activities, the student or his/her parent must make a written request to the building principal for review of the penalty within three school days of the penalty being imposed.

Section 2: Co-Curricular Academic Eligibility Policy

Definition

Participation in co-curricular activities is part of the educational program at Somers High School. Students' first priority should be their academic responsibilities. Students who participate in co-curricular activities are expected to maintain academic eligibility each marking period by not failing more than one subject. In addition, athletes must pass physical education.

Requirements

To be eligible to participate in high school co-curricular activities and sports, Somers High School students and Somers Middle School students:

1. Shall be taking at least 5 academic credits per semester plus physical education. (Students with special circumstances may seek a waiver from the high school principal.)
2. Shall not be failing more than one course. (Honor societies have separate standards for induction. Once inducted, #2 applies.)
3. Shall be passing physical education, if a member of an athletic team.

Process of determining and regaining academic eligibility

1. Eligibility is determined at the end of each marking period. A two-week probationary period begins on the last day of the marking period. During the probationary period, students failing more than one subject will have two weeks to attain passing status and remain eligible to participate in co-curricular activities.
2. Fall eligibility is determined by the results of the June final course averages or summer school grades, if a course is being made up.
3. Students can improve their probationary status two weeks into the new marking period by presenting evidence that they are passing the required number of courses. Special reinstatement applications must be completed and signed by subject teachers and presented to the high school assistant principal for student services every two weeks. Failure to achieve passing status will result in ineligibility for the next two-week period.
4. During the period of ineligibility, students may continue to participate with their teams or performing groups and attend co-curricular meetings. However, participation in contests, performances, projects or activities may not resume until eligibility is reinstated.

Appeal Process for Academic Eligibility

Appeals of academic eligibility will be subject to review by the high school principal.

Section 3: School attendance

Participation in co-curricular activities, such as practices, rehearsals, club/class meetings or athletic contests) is allowed only if a student attends his/her scheduled classes, including physical education and study halls. In addition, students are expected to arrive at school by period 4. Students who miss 4 or more periods in any given day may not participate in co-curricular activities on that day. The only exceptions would be seniors who are officially scheduled for late arrival or early dismissal. Any emergency situations that would cause a student to be late for school during periods 1-3 shall be referred to the High School Assistant Principal.

Co-curricular Participation Agreement

We have read the regulations for participation in co-curricular activities at Somers High School and agree to the academic and behavioral standards.

Student Name (Please Print)

Signature of Student

Date

Signature of Parent

Date