

WARING SCHOOL **Coaches Handbook**

The Waring School Coaches Handbook is the primary written depository of the Waring School Athletics Mission Statement, how athletics excellence at Waring is defined, and the baseline athletics department policies and guidelines.

The Coaches Handbook is a source document for the Athletic Director, coaches, parents, student/athletes and faculty/administrators. Maintenance and updating of the Coaches Handbook is the responsibility of the Waring School Athletic Director.

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WARING SCHOOL **Coaches Handbook**

- **Athletics Mission Statement**

Rationale: Guiding Assumptions for Athletics

The Waring School is rooted in the tradition of the liberal and fine arts, promoting scholarship, achievement, creative self-discovery and productive membership in the community. Organized athletics are a critical ingredient in developing intellectual and social competencies.

Waring competes with a variety of middle and secondary schools, public and private-independent, to attract a balanced pool of highly motivated academically talented students. In the potential applicant pool many of the best students expect that serious athletics, offering opportunities for universal participation and meaningful achievement, will be included in a school's program. A respected and sustained athletics program, therefore, is important for Waring to attract its fair share of the best candidates to achieve its goals for a multi-talented diverse student body.

Athletics Mission Statement

The Waring School athletics program fosters the development of moral character and personal responsibility through teamwork, sportsmanship and mastery of athletic skills. As an integral part of Waring's educational mission, athletics promotes the leadership and interpersonal skills necessary to create a community built on respect, camaraderie, stewardship, sacrifice, discovery and pride in individual accomplishment.

The athletics program cultivates habits for life long health, enhances mental alertness and emotional stability and allows every student to participate and excel to the best of their athletic potential. The Waring community is committed to supporting and recognizing its scholar-athletes for their athletic accomplishments and contributions to the Waring experience.

Enabling Principles for Realizing the Athletics Mission at Waring

- Integrate with academic framework and learning culture
- Secure placement within the Waring unique value proposition
- Secure structural, financial and community support
- Facilitate a sustainable, competitive, and respected program for interscholastic teams and other independent athletic activities

- **Excellence defined at Waring**

Excellence in athletics at Waring has three main dimensions: 1) using the Waring learning culture, applied teaching and imaginative use of limited resources to achieve sustained competitiveness; 2) creating expectations of success and being recognized while maintaining a healthy respect for the competition and displaying sportsmanship and fair play; 3) delivering a rewarding experience for athletes in the areas of leadership, skills attainment, teamwork, comradeship and accomplishment of meaningful goals.

Athletic programs at Waring should provide opportunities for more talented and dedicated athletes to find fulfillment, for more modestly skilled or casual athletes to participate at a higher everyday level in interscholastic play than otherwise might be available at other schools and to encourage even the less athletically talented students or those having limited interests in athletics to join in structured sports activities that are inclusive, challenging and can promote the self-esteem of achievement.

To paraphrase a former president of a top 20 university, "It is no shame for an academic institution to have a winning tradition in athletics. Likewise there is no virtue in accepting mediocrity. If a school shall elect to participate in competitive athletics, its search for distinction and high achievement should be no less than its aspirations for everything else it undertakes."

- **Sexual Harassment**

Sexual harassment and sexual relationships with athletes violate ethical boundaries.

Sexual harassment is a form of prohibited sex discrimination under Title IX of the Education Amendments of 1972 (Title IX).

Two types of conduct constitute sexual harassment:

1. **Quid Pro Quo Harassment** - Occurs when a school employee causes a student to believe that he or she must submit to unwelcome sexual conduct (sexual advances; requests for sexual favors; or other verbal, non-verbal, or physical conduct that is sexual in nature) in order to participate in a school program or activity, regardless of whether the student submits to the demands.
2. **Hostile Environment Harassment** - Occurs when the unwelcome sexual conduct is so severe, persistent, or pervasive, that it affects a student's ability to participate in the educational program or activity. Sexual and/or romantic relationships should not be tolerated between coaches and athletes. Such relationships are unprofessional and represent an abuse of professional status and power. Coaches cannot absolve themselves of the responsibility of avoiding intimate sexual relationship with athletes simply because the intimacy may be initiated by the athlete. Because of the superior subordinate relationship, the coach must realize that the subordinate is not in a position of taking responsibility for eliminating the sexual harassment, especially if the athlete is a minor. The nature of the coach/athlete relationship requires that the coach is always responsible for maintaining the professional relationship. Intimacy initiated by the subordinate must be anticipated, discouraged, and avoided by the coach.

Dealing with Sexual Harassment

Coaches and Athletic Directors:

- Use discretion when alone with an athlete, and when coaching students, try to have another coach or supervisor present.
- Don't touch an athlete outside of physical contact necessary to teach a skill.
- Don't drive alone with an athlete.
- Educate your athletes about sexual harassment and encourage them to talk to you if anyone makes them uncomfortable.
- Document any behavior by students directed toward you which is sexual in nature. Include witnesses, how you dealt with the situation, and who you talked to about the situation.
- Tell your athletic director or head master about any accusations.
- Educate students/players about what sexual harassment is, providing quality examples, and about who the dedicated Title IX person is that they should contact in such case.

Students - If you believe you are being sexually harassed:

- Tell someone - seek support from a friend, colleague, or counselor. Tell your parent, athletic director, headmaster, or a teacher that you are being harassed.
- Keep records - keep a written record of what happened and when. Include the date, time, place, names of people involved, witnesses, and who said or did what to whom.
- Say "No" to the harasser - tell the harasser verbally and non-verbally, his or her behavior is unwelcome and you want it to stop. Be as direct as you can.
- Take personal action - report the harassment to the Athletic Director, Dean of Students or Headmaster.
- Be confident - nobody deserves to be the target of sexual harassment. Take necessary steps to eliminate the abuse and seek guidance from school or governmental officials.

- **Interaction with Parents:**

- Coaches are encouraged to introduce themselves to parents and make themselves accessible to answer questions about the program, practice routines, goals of the team and any discipline issues that need to be addressed.

Parent night presentations are an ideal opportunity for coaches to present both information about the sport, but also his/her philosophy, methods and approaches to coaching and goals for the team during the upcoming season.

- Parents are expected to defer coaching decisions to the coach. Concerns about playing time, teaching methods or specific interactions should be discussed in a private setting with the coach.
- Parents are usually enthusiastic and vocal supporters of the Waring teams. Parents should not allow their enthusiasm to stretch the boundaries of fair play and good taste in taunting opposing teams or coaches or verbally harassing game referees or officials.

- **Sports Medicine – First Responder Capability – Liability-Injuries**

Coaches are expected to acquire the fundamental skills to administer first aid-first responder treatment for typical sports injuries that may be encountered, sprains, bruises and minor lacerations. The Athletic Director should provide training opportunities and information on how sports injuries may be reduced, including techniques to reduce de-hydration and cramping, stretching and warm-ups to minimize the occurrence of sprains and/or dislocations and availability and proper use of protective equipment that may include shoes, braces, mouth guards and helmets.

See Appendix I for guide to Sports Medicine.

- **Expectations of Coaches' Conduct**

The personal conduct of coaches needs to be of the highest caliber. Cumulative hours of contact among coaches and athletes is higher in sports than in any other single academic discipline at Waring. Coaches are in a unique position to be role models for fair play, sportsmanship, leadership, team dynamics, and personal responsibility.

- The use of drugs and alcohol are strictly forbidden. Any coach suspected of substance abuse may be separated from Waring based upon the sole discretion and decision of the head master.
- Coaches suspected of encouraging or prescribing performance enhancing drugs such as anabolic steroids will be separated from Waring and referred for criminal prosecution under state or federal statutes. In turn, coaches are expected to be on the lookout for athletes who may be using illegal performance enhancing substances and report any such suspicions to the Athletic Director for suitable investigation and follow-up.
- Hazing and/or abusive language have no place at Waring in athletics or any other activity. It is strictly forbidden.
- Coaches **are expected to** maintain respect of student-athletes and preserve their dignity whenever they are interacting with athletes in practice settings, game situations, half-time speeches and the like.

- **Equipment and facilities**

Coaches are expected to be faithful stewards of the game apparatus and equipment under their sport. Coaches are expected to enforce rules for equipment use, keeping track of balls, helmets, sticks keeping locker rooms in good and hygienic order and monitor the proper footwear needed for using the Waring gym. Coaches must bring and return all game equipment – scoreboard, medical kit, water, balls, medical release book – to the field either personally or ensure that it is done by a team captain.

- **Coaches annual evaluation**

The Athletic Director will provide a performance expectations in writing to each coach and the coach and the AD will agree on goals, conduct and direction sufficiently in advance of the upcoming season—in no event any later than two weeks before the beginning of practice. Mid-season performance discussions should be initiated by the Athletic Director. End of season evaluations should be conducted with a written report no later than four weeks following the end of the season.

- Player evaluation and development is the responsibility of the coach. Within each coach’s particular style the following aspects of player development and assessment need to be incorporated:

- Balance winning line up with participation and motivation
- Adaptability to skills available
- Continuous improvement
- Optimize use of resources – practice time
- Integration with academic demands at Waring
- “Bill of Rights” for player/athletes

- **Student/Athlete “Bill of Rights” ***

- Coaches should be familiar with and communicate the following player/athlete “Bill of Rights”: While neither guarantees nor contractual obligations, the following “rights” are essentially reasonable prospects that Waring students and parents should look for from Waring athletics.

- 1) Right to participate in sports at a level commensurate with each child’s level of skill and maturity.
- 2) Right to have qualified adult leadership.
- 3) Right to be on a team having expectations of success.
- 4) Right to play as a teenager and not as an adult.
- 5) Right of student-athletes to share in the leadership and have input into decision-making of their sport participation.
- 6) Right to participate in a safe and healthy environment.
- 7) Right to proper preparation for participation in sports including training to avoid injuries.
- 8) Right to be treated with dignity.
- 9) Right to learn and practice team values.
- 10) Right to an equal opportunity to strive for success.

- Adapted from Dr. Vern Seefeldt and Dr. Rainier Martens – Institute of Youth Sports, Michigan State University 1979

- **League relations**

- Oposing Teams

Coaches are expected to maintain cordial, respectful and professional relations with opposing team coaches. Game day complaints that may be directed to the other team coaches should be discussed with game day referees and/or officials. Confrontations are counterproductive, unprofessional, and unseemly and should be avoided.

- Game Officials

Coaches should develop a healthy and professional rapport with league officials and game day referees. Coaches are expected to comply with game officials and set a good example for their team. Coaches need to demonstrate good sportsmanship.

Disputed calls or other disagreements with referees' decisions must be handled professionally. Poor refereeing can be overcome with superior play. Chronic concerns should be referred to the Athletic Director. Coaches need to maintain self-control and composure even in situations that are obviously disadvantageous to the Waring team.

- **Coaching methods**

- Team management is the responsibility of the coach. It is the coach's decision as to the starting line-up, rotation, and substitution patterns, playing time style of play, game day tactics, practice routines and discipline. While coaches should be given the freedom to succeed or fail using his/her own methods under the broader guidelines and philosophies of Waring athletics, there may be situations that require intervention by the Athletic Director or headmaster. A general discussion of how such conditions might come about should be fully discussed between the AD and the coach before the season begins.
 - Technical skills training - Coaches are expected to possess an adequate skills inventory and teaching modes capable of adapting to a broad range of student/athlete talents and aptitudes. The mark of a good coach is the ability to be imaginative and resourceful in fitting a style of play to a particular group of athletes and their range of abilities. Throughout the season it is reasonable to expect that Waring teams will be competitive, will demonstrate continuous improvement and be in a position to develop and sustain a successful tradition.

- **Coaches extra responsibilities include:**

- Game score call in to news media. See Appendix III.
 - End of season player evaluations are to be provided by the coaches. Coaches in consultation with the AD should have standards of participation and achievement established at the beginning of the season for player evaluation. Players who fail expectations should be given "no credit" consistent with other Waring School assessment procedures.
 - Coaches should be aware of Waring requirements for athletics participation – see Appendix II.

Athletic Director will report game scores to league commissioner and Nepsac officials.

SPORTS MEDICINE FOR COACHES

(Or some tips on how to avoid injury
and
wisdom on a smattering of sports common injuries.)

**Injury in sports will happen.
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Injury in sports will happen.**

Our goal is to understand how they happen and some basic ways to avoid injury.

ERRORS IN TRAINING

The most common cause of injury in sports is for an athlete to go from a low level of exercise to a higher level too quickly. Increasing any or all of the following too quickly can cause problems: intensity, duration, overuse or frequency. This applies to all our team sports.

A typical Waring student, who has done very little off- season training and then jumps enthusiastically into intense training to prepare for the game season, is particularly at risk.

Students need to be strongly advised to exercise three times a week before the season begins. Early cross training helps the athlete build endurance while avoiding any injury that comes from specialized training midseason.

BASIC TIPS ON AVOIDING INJURY

1) HYDRATION

This is the single most important factor in preventing injury.

Dehydration causes a decrease in performance and muscle efficiency.
A decrease in circulating fluid (blood volume) decreases the amount of oxygen and glucose available to feed the muscles and brain.

Sweating cools the body and its overheated organs through evaporation. Less fluid decreases the body's ability to sweat and cool itself.
With less circulating fluid, mental sharpness decreases, muscle efficiency decreases, and the body becomes sloppy.

Ask your team to drink throughout the day. This will have untold benefits to your athletes.

At half time, allow your players to drink. The worst that can happen is that they will get nauseated. Benefits outweigh the costs.

2) CALORIE INTAKE

Also extremely important.

Athletes should eat a full meal two – three hours before a game/event with carbohydrate and protein (greasy food not a good idea). This suits our schedule, as games tend to be about 3-4 hours after lunch.

Eat Breakfast If a student only drinks OJ in the morning, body's insulin will surge to make glucose available to the muscles followed by a severe drop in blood glucose, causing low blood sugar.

Signs and Symptoms (S&S) of Low blood sugar:

- Light-headedness
- Nausea
- Difficulty concentrating
- Confusion
- Sleepiness
- Less glucose (energy) to muscles

3) WARMING UP-STRETCHING:

The current approach to stretching is called dynamic stretching. The idea is to stretch an already warmed up muscle. A light run/aerobic activity will warm the muscles i.e., circulate oxygenated blood to the muscle. A warm muscle benefits from stretching more than a cold muscle. (Imagine trying to bend a cold Frisbee vs. bending a warm one.)

Stretching after the game/run is also important. (See appendix 1A for specific stretches.)

4) WEIGHT TRAINING AND CORE STRENGTH TRAINING

While Waring doesn't offer a weight program as part of team sports preparation, it is a good idea for athletes to work on weights and flexible balls to increase muscular support of bones and core muscle support for back injury prevention. There are great benefits for students who work out on their own time to help support their practice/games fitness level.

INJURIES

Evaluate the Injury:

Take a History: What, where, when and how.

Complaints; what are the S&S of pain?

Training pattern- what did athlete do differently from the normal routine?

Terrain

Re-injury of an old injury?

1) KNEE:

The knee is a common site of soft tissue injury due to:

a) INTERNAL VARIATIONS

Leg asymmetry:

*Pronation

(Normal pronation provides cushioning for proper function. Too much causes knee problems.

RX: Orthotics

*Flat arch

Causes too much torque on the knee and stress on posterior tibial tendon.

RX Orthotics

*High Arch (Supination)

Causes less rotation of knee and therefore less absorption of impact on knee.

RX Increase shock absorption with softer terrain and inserts in shoes.

b) EXTERNAL VARIATIONS:

Terrain (left side of road running, running in sand (BAD), hard surface)

Shoes (Motion control)

ITB (Ileotibial Band Syndrome)

S&S

Pain increases with downhill (lateral aspect of knee)

Pain decreases after run

Lateral wear in shoe.

Lateral pain in knee

RX

Decrease training course, change surface (sand is BAD to run in- makes knee rotate)

Good shoes

Rest

PT

Meds Ibuprofen

2) STRESS FRACTURE

A stress fracture is a small break in the bone often from increased mileage and frequency, often in the tibia.

S&S

Pain is insidious until it hurts too much to use.

Pain is persistent after running

Finally, athlete is unable to run

RX

Rest and ice.

If you are two weeks pain free, (and this can take up to six weeks), you can start again with low mileage.

3) TENDONITIS-

Soft tissue inflammation of tissue that connects muscle to bone.

S&S

Pain in inflamed tissue can resolve in 10 days with complete rest.

Can last more than six weeks.

RX:

Surgery if S&S last more than six months.

4) ANKLE INJURY

In Basketball, rolling an ankle comes with the territory.

The more you roll an ankle, the weaker or less elastic the tendon, the more you roll. These athletes should tape before they play.

Anecdotally, when basketball players wore high tops in the 60's and 70's, MD's saw fewer roll over ankle injuries than today.

5) CONCUSSION

A concussion is an injury to the brain caused by a blow to the head. Most of the time it doesn't involve a loss of consciousness.

What are the signs of a concussion?

- Headache
- Dizziness
- Confusion
- Ringing ears
- Nausea
- Vision disturbance
- Loss of balance
- Memory loss (amnesia)
- Difficulty concentrating

Athlete should be seen by a doctor. Any information you or teammates can provide is very helpful, especially if the athlete is confused or has lost any memory of the injury. Serious injury may require an x-ray or CT scan

The treatment for concussion is rest. Athlete can take Tylenol for headache. The athlete must check with the doctor before taking any medicine after a concussion.

What the coach should look for:

- Stiff neck
- Severe headache
- Repeated vomiting
- Confusion that gets worse
- Difficulty walking, speaking or using your arms
- Convulsions
- Unusual sleepiness

Returning to sports

A player should never return to play if he/she has any signs of concussion, like headache or dizziness. With a mild concussion, a player may return to the field after 15 or 20 minutes. An athlete with memory loss or loss of consciousness should not return for one to two weeks. After a severe concussion, the player should stay out for a month. If this is a repeat concussion, return to play may take even longer.

A player returning too early could suffer from "second impact syndrome," which may be fatal. This problem is caused by a loss of the automatic control of blood vessels to the brain. A doctor must clear a player before returning to sports. Most people get better after a concussion without any permanent damage. Signs of concussion may last for weeks to months. Repeated concussions could cause permanent damage.

ISSUES

1) Should Waring have a trainer?

It would be great for assessing and taping injuries. A school of our size, however, with a very small number of trainer-necessary injuries, would have a very hard time justifying the expense of a full time trainer.

We have the ability to assess generally and treat with basic aid and pack off to hospital. Or to send to orthopedic specialist directly and bypass the 3 hour wait.

2) Are athletes who do two sports in one season more vulnerable to injury?

Given Waring's moderate (3-4 days a week) practice/game schedule, it shouldn't be a problem. It is a real problem for athletes who practice 6-7 days a week for their school and then go to soccer practice.

And remember:

A SPRAINED ANKLE ALMOST ALWAYS NEEDS TO BE X-RAYED.

SURGERY IS RARELY INDICATED FOR A RUNNING INJURY

RUNNING DOES NOT CAUSE ARTHRITIS.

AGING AND ARTHRITIS MAKE RUNNING MORE PAINFUL.

SOURCES:

American Academy of family Physicians

Interview with Dr John Boyle, orthopedic surgeon, ultra marathoner

Sports injury clinic, John Zimmer, MD, orthopedic surgeon, John Boyle MD

Brendan Malay, PT

Stretching Exercises

Warming Up Stretches

Hip Crossover (lying down)
Backward Lunge (with twist)
Forward Lunge: (forearm to instep)

Hamstring Stretch

Sumo Squat to Stand
Lateral Lunge
Hip Circles
Dynamic hip flexor stretch (6-10 times q side)

Strength Training:

Incorporate as many muscle groups as possible.
If the sport is unstable, challenge the body's stability in training.

Strength:

Forward lunge
Lateral Squat
Single leg – stiff leg deadlift
Slide board

Bridge progression
Hip rotation
One arm one leg dumbbell row.
Pullup- chinu

Sport Participation Requirements For Waring

Organized athletics is a critical ingredient in developing intellectual, social, and physical skills. Waring's sports participation requirements are an expression of the Waring philosophy and the mission statement of the athletics program. Specifically the program seeks to fulfill its mission by emphasizing two values, exposure and participation in interscholastic team sport for all Waring students, and participation in sport during a student's entire career at Waring.

"The Waring School athletics program fosters the development of moral character and personal responsibility, through teamwork, sportsmanship, and mastery of athletic skills."* Team sport teaches students that they are dependent, and that they need to be dependable. Competitive sport uniquely emphasizes the importance of the group and the need of the individual to think about the good of the group. Sport gives competition a formal framework. This safe, regulated, structuring helps students develop the skills they need to deal with the competitive world they live in. Students participating in sport see each other and themselves in new ways. They learn that they have strengths and weaknesses that they were unaware of. They come to know a more complete version of themselves, and their peers, because they see elements of themselves, and others, which may not be revealed in other areas of the program.

The second major value that underpins these participation requirements is the value of health. As the athletics' mission statement says, "The athletics program cultivates habits for life long health, enhances mental alertness, and emotional stability." Participating in sport throughout a student's entire career at Waring helps them to deal mentally with the stress of school while preparing them to take care of their bodies for the rest of their lives.

*Athletics Mission Statement

Waring offers three interscholastic sports: soccer in the fall, basketball in the winter, and lacrosse in the spring. The interscholastic sports requirements are as follows.

- 1) Entering sixth graders: three years of Waring soccer and lacrosse
- 2) Entering seventh graders: two years of Waring soccer and lacrosse.
- 3) Entering eighth graders: one year of Waring soccer and lacrosse.
- 4) Entering ninth graders: one year of Waring soccer or running and lacrosse or running.
- 5) Entering tenth grade and above: no team requirements.

After completing these requirements, students may participate in interscholastic sports or may choose from an array of other sports offerings. The primary non-interscholastic sport offering is the running team. Other options may be available, such as: dance, yoga, YMCA, tennis, and theatre. Students may choose theatre for up to two seasons per year. All students must participate in one of the above offerings every season, except as provided below. Core students have the option of going home during the winter season (see the Core Handbook for details). Core students who are not on JV may also leave early on Wednesdays during the Soccer and Lacrosse seasons. Seniors who have received Credit for their sports participation during their high school years at Waring may choose to opt out of one season. Seniors wishing to exercise this option must petition the faculty through their tutor stating how they intend to use this time. It is not acceptable to use senior option merely to go home early.

Seniors who fail to receive credit in sports at any time in their high school years lose the opportunity for Senior Option.

Media Coverage and Varsity Team Coaches

Scores should be reported to the Athletic Director after each game at jlindsay@waringschool.org so she can send them along to league commissioners.

Also, please call these newspapers:

Boston Globe:

800-232-2860

800-232-3235

Boston Herald:

617-619-6651

617-426-3000

Salem News:

978-338-2663

978-744-0600

978-922-1234 X350

Phil Stacey or Bob Albright

Salem News is our best PR outlet. They ask for highlights that our coaches are best equipped to talk about.

If you can't call these in, ask Jan to do it. It has to get done the very same day of the game or it won't be published.