

# Scituate High School



# Coaches' Handbook 2018-2019

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# Scituate High School Coaches Handbook



The athletic teams of Scituate High School are governed by the rules of the Massachusetts Interscholastic Athletic Association (MIAA) and the rules and policies set forth by the Scituate Public Schools. It is important for each coach to understand these rules. If the coach understands what is expected, the students at Scituate High will receive the best coaching and have experienced the best athletic program possible.

Scituate High School and the MIAA believe that educational athletics is an extension of the classroom. Athletics makes our athletes better physically, mentally and morally. Success, whether in studies, business, or athletics does not just happen, it is the culmination of hours of dedicated work. Coaches need to make sure that each of your players understands this. You, the coach, are to show your players that it is important to be successful, often despite obstacles may cause them to stumble. It takes a special kind of person to be successful, and it also takes more than mere talent, it takes hard work. If hard work is presented properly, it can also be fun.

Athletics is a means to accomplish the socialization goals of education. The interaction among individuals in the arena of sport teaches students the value of teamwork, while developing the proper competitive spirit, combined with a sense of fair play and sportsmanship. School sports programs teach sportsmanship and fair play and do it in an atmosphere of mutual respect. The athletic program at Scituate High School seeks to provide its student athletes an outlet to pursue their athletic interests. When combined with academic accomplishments, it reflects the Ancient Greek premise that a sound body and mind are essential to a prosperous and happy life.

## **Mission Statement:**

### **Scituate High School Mission/Statement of Purpose**

#### **Statement of Purpose**

Scituate High School strives to provide an environment conducive to the fullest possible development of each student. Our programs endeavor to meet the needs of students with diverse learning styles and a wide range of abilities and goals. The ongoing renewal of those programs is sustained by the belief that enabling students in the present is helping them build lives as contributing adults. Our graduation requirements encourage students to participate in a program where they are exposed to a variety of courses, activities, and instructional approaches.

#### **Student Expectations**

In accordance with the Massachusetts Curriculum Frameworks, the members of the faculty of Scituate High School offer to every student the opportunity:

- To be an effective reader
- To be an effective writer
- To be an effective speaker/presenter/performer
- To be an effective problem solver
- To be an effective information seeker/organizer
- To contribute to the community at large

### **Scituate High School Athletic Mission Statement**

Athletics are an integral part of the educational program and a means to accomplish the goals of education. The athletic program exists for the welfare of students and the contributions it makes to their educational experience. The interaction between individuals on the fields of sport teaches students the value of teamwork, while developing the proper competitive spirit, combined with a sense of fairness. Sportsmanship and fair play, in an atmosphere of mutual respect, are developed.

Athletics are an American way of life, “the other half of education,” and an “extension of the classroom.” Participation in the interscholastic program is a privilege available to all students whose greatest rewards are the satisfactions of attainment derived by participants.

### **MIAA Handbook**

All coaches are subject to the rules included in the MIAA handbook in addition to the provisions of this Coaches' Handbook. A copy of the complete MIAA handbook can be found on line at [http://www.miaa.net/gen/miaa\\_generated\\_bin/documents/basic\\_module/MIAAHandbook1517.pdf](http://www.miaa.net/gen/miaa_generated_bin/documents/basic_module/MIAAHandbook1517.pdf) . It is the coach's responsibility to read the MIAA handbook and familiarize yourself with the rules and regulations. If you have any questions, please see the Assistant Principal for Student Life.

## **MIAA Coaches' Code of Ethics**

Each high school coach is first a TEACHER. The student-athlete is participating within the school's activity program because he or she desires to do so. Consequently, that student is often more attentive to a coach's lessons than to those offered by teachers in required courses.

The function of an interscholastic coach is to educate students in "LIFE LESSONS," through their participation in educational athletics. Every student athlete should be treated as though they were the coach's own children. Their welfare must be uppermost at all times. The following abridged guidelines for coaches have been adopted by the NFICA Board of Directors.

1. The coach must be aware that he or she has a tremendous influence, either for good or bad, in the education of the student athlete and, thus, shall never place the value of winning above the value of instilling the highest desirable ideals of character.
2. In all personal contact with student athletes, officials, athletic directors, school administrators, the state high school athletic association, the media, and the public, the coach shall strive to set an example of the highest ethical and moral conduct.
3. The coach shall take an active role in the prevention of drug, alcohol, and tobacco abuse, and under no circumstances should authorize their use.
4. The coach shall promote the entire interscholastic program of the school and direct his or her program in harmony with the total school program.
5. The coach shall be thoroughly acquainted with the contest rules and is responsible for their interpretation to team members. The spirit and letter of rules should be regarded as mutual agreements. The coach shall not try to seek an advantage by circumvention of the spirit or letter of the rules.
6. Coaches shall actively use their influence to enhance sportsmanship in the broadest possible manner.
7. Contest officials shall have the respect and support of the coach. The coach shall not indulge in conduct, which will incite players or spectators against the officials. Public criticism of officials or players is unethical.
8. A coach shall not exert pressure on faculty members to give student athletes special consideration.

## Coaches Obligation

Fourteen (14) duties that have been identified as absolute requirements for interscholastic coaches. Please note that these standards have evolved as a result of various case law proceedings and legal judgments against individuals and school districts

**1. *Duty to plan:***

Develop a season plan using progression appropriate for your athletes  
Develop written practice plans  
Test/ evaluate players to determine their physical capacity and skill level for your sport  
Keep all records of your planning & testing

**2. *Duty to supervise:***

**MIAA Policy # 3 *Adult Representation /Coach***

The principal, headmaster, or director of the school in all cases is responsible to the Association for the acts of school teams and other school organizations. All teams and individual participants must have adult representation present and responsible for them at all times. Such adult representation must be an employee or a designated representative of the school district. If the representative is not the coach of record, then the designee must provide written introduction on school letterhead, signed by the principal, or the student(s) will not be permitted to participate.

Maintain supervision of your athletes at all times, (before , during , & after) all practices and games.

Know your sport so well that you can anticipate potentially dangerous situations and be positioned to prevent them from occurring.

**3. *Duty to provide a safe environment:***

Check playing & practices areas.  
Give & post specific rules for using facilities.

**4. *Duty to evaluate Injury/ Incapacity:***

Provide evidence that athletes have a current up to date participation physical.  
Determine if an illness or injury during practice or competition is sufficiently threatening that participation should stop.  
Must insure that an injured athlete is ready to return to play.

**5. *Duty to provide safe equipment:***

Inspect equipment regularly.  
Warn players of potential dangers.  
Ensure proper fitting of equipment.

**6. *Duty to teach properly:***

Keep abreast of current instructional standards for your sport.  
Teach skills, strategies and rules in accordance with customary methods of your sport and the developmental level of your athletes.  
Make instruction clear, complete, and consistent. Provide feedback.

**7. *Duty to Condition Properly:***

Use appropriate conditioning and training methods.  
Take into consideration climate conditions, practice plan, seasonal goals, pace & tempo.  
Readiness to progress.  
What system needs to be conditioned for the sport you are coaching.  
Rest & recovery should be built into and conditioning program.

**8. *Duty to Warn:***

Warn your athletes of the inherent risk of the sport so they know, understand, and appreciate them.

Use written notices, releases, videos, and repeated warnings to make certain your athletes understand the risk and are mindful of them.

**9. Duty to provide emergency care:**

- Activate emergency plan.
- Protect athlete from further harm.
- Provide appropriate first aid.
- Be current in CPR & AED training.

**10. Duty to design an emergency response plan:**

- Important phone numbers, EMS, Police, Fire, Athletic Trainer.
- Access to venue.
- Who will do what?
- Parent contact info.

**11. Duty to select, train and supervise coaches:**

- Preseason planning
- Staff Members Roles & Responsibilities
- Coach the coaches on skills & teaching techniques
- Attend instruction clinics

**12. Duty to match/equate athletes:**

- Match players in size, maturity, skill and experience, as well as age
- Modify drills or practice structure when mismatches in ability cannot be easily corrected
- Minimize situations where your athletes may be at such a disadvantage that their risk of injury is increased.

**13. Duty to provide safe transportation:**

- Players & staff travel to and from contests on transportation provided for by the school district.
- With prior approval of school administration and under extremely unusual circumstance student athletes may be transported by their parent or guardian

**14. Duty to provide insurance disclosure:**

- Coaches need to explain that the insurance that the school provides is a secondary insurance.
- This coverage will pick up where the family insurance leaves off.

### **Coaches Evaluation Process**

Coaches will be evaluated by the Assistant Principal for Student Life during the season. Evaluations will take place at meetings, practices and/or games. There will be a final evaluation meeting held at the end of the season where the coach will be given their Final Evaluation Report. All coaching positions are one year appointments.

## Coaches' Check List

The following is check list is designed to help the coach with planning and organization throughout the year.

### ***Preseason:***

- Confirm schedules with APSL
- Practice planning
- Schedule equipment & uniform distribution
- Sign up meeting for all candidates for their program
- Preseason sign up list for eligibility review
- Meet with sub varsity/freshmen coach(s)
- Team planning meeting with captains & Friends of Group
- Meet with parents of all athletes to review expectations, team rules, role of parents, team selection criteria, schedules of both games and practices.
- Coaches Education – Regional & National Clinics
- Attend MIAA Coaches Training sessions (if applicable)
- Attend SHS Preseason coaches' meeting
- Attend League Meetings

### ***In Season:***

- Practice Planning
- Supervise sub- varsity coaches
- Share rosters with SHS staff to assist with academic, behavior & attendance monitoring
- Report scores after every contest, (newspaper, APSL office)
- Submit MIAA Tournament Forms to SHS APSL.

### ***Post Season:***

- Return of uniforms & issued equipment
- Player evaluation
- Break up meeting with players for feedback
- Attend league post season meeting
- Attend State/ Regional Meeting (s) (if applicable)
- Return keys & list of equipment needs
- Coach evaluation

## **General Information:**

### **Captain Selection Process:**

The selection of a team captain is not an easy task. There are many criteria that go into defining a captain of a high school sports team. Captains must be student athletes that the rest of their team, the adults in the school community and the community at large will respect and support. On the same hand, captains in turn must respect and support their teammates at all times. Captains or leaders must never put themselves above the team. Captains must understand that they are subject to the same rules and consequences as every other member of the team. The process of selecting captains during in season and out of season is the same.

#### **Selection Process**

- Nominations must come from current team members
- Verification of eligibility by head coach and assistant principal
- Vote by secret ballot of current team members
- Each team shall have at least two and not more than four captains

#### **Qualifications**

- Overall grade point average must be 2.5 or higher
- Attendance and tardy record of 90% or better
- Must have lettered or had significant playing time in the sport the previous year
- A record of no major disciplinary actions from school
- Must have demonstrated a commitment to the sport, attends all practices on time and leads by example

#### **Selection Time Line**

##### *In Season*

- At least one week after pre-season practice has begun and before the first game

##### *Out of Season*

- At most two weeks after the last game of the season

#### **Exceptions**

- Any exceptions to this process must be approved by the Principal and the Director of Athletics prior to the selection of captains

### **Team Cuts:**

If you must make cuts you are required to meet with your athlete about your decision. This can often be the hardest part of your job. Be strong in your conviction about your decision and explain it to the athlete. He or she will probably not agree with you, as you should understand that for most of these athletes high school is their last opportunity to be on a competitive team. When you make your cuts you cannot use name lists. You must tell each athlete why he or she did not make it! Meetings should take place at the high school, in an office, after school hours.

### **Communication**

This is the most important element of coaching! Please keep the Assistant Principal for Student Life informed at all times. Please note that a discussion between a coach, parent, and/or child about concerns must never hinder a student athlete's playing time or the quality of his or her athletic experience. You are responsible for the entire program, freshmen through varsity. It is your responsibility to communicate information to athletes and parents at all levels.

1. **Guidelines for student-athlete communication with coaches.** Coaches should foster communication with the athletes by encouraging the athlete to discuss the following concerns:
  - a. Issues appropriate for the athlete to discuss with the coaches.
    - 1) The athlete's treatment, mentally and physically
    - 2) Behavioral concerns
    - 3) Academic concerns
    - 4) Playing time
    - 5) Team strategy
    - 6) Play calling
    - 7) Other student athletes
  - b. Issues that concern the athlete that he or she does not feel comfortable speaking to the coach about could be brought to the attention of the team captains or Assistant Principal for Student Life.
  - c. If potentially volatile, use common sense and the 24 hour rule.
  - d. Direct communication with the coach is always the best, if this is not possible then the use of email are appropriate ways to make your concern know if you are unable to speak directly with the coach.
2. **Guidelines for parental communication with coaches.** Coaches should make clear at the preseason parents' meeting and otherwise as appropriate that communication between parent and coaches should follow certain guidelines.
  - a. Issues that are appropriate for a parent to discuss with the coaches
    - 1) The treatment of the athlete, mentally and physically
    - 2) Concerns about their athlete's behavior
    - 3) Concerns about their athlete's academic functioning
  - b. Issues that are not appropriate to discuss with coaches
    - 1) Playing time
    - 2) Team strategy
    - 3) Play calling
    - 4) Other student athletes
  - c. Remind parents that if he or she is potentially volatile , that he or she should use common sense and wait for 24 hours before contacting the coach
  - d. Email and or via phone are appropriate ways to make parent's concerns known
  - e. Communication with the coach either before or after a game and or practice is inappropriate.
  - f. Meet with staff, parent and child to discuss your concern.
3. **Communication with the Assistant Principal for Student Life or Principal should occur only after these steps are achieved.** The coach will be notified of this contact.
4. Phone Chain, Email Addresses & Mailboxes
 

Coaches should establish means to effectively and quickly communicate with all team members. To accomplish this, coaches should establish both email distribution list and a phone chains.
5. Reporting of Scores
  - a. It is the duty of the coach to promote their athletes as much as possible. This is not only good for the student but also for the program, school & community.
  - b. All results both Home & Away should be called into the local press.
  - c. Game reports for all levels should be submitted to the Director of Athletics no later than the following morning of each contest.

### **Promote School Unity**

Promote the entire interscholastic program of the school and direct your program in harmony with the total school program. Bring your teams to watch other school athletic events at the end of practices to support other student athletes that have worked just as hard as your team has to represent the school. Encourage your athletes to be three sport athletes. Our programs will all succeed if student play more than one sport. Other skills and abilities will improve and develop playing multiple sports. It's about the student athlete and their experience in the athletic program and all the teams, it's not about one team. We are all working together and supporting each other.

### **Equipment & Uniforms**

You will be asked for your next year's budget items at the end of the season. These items will go out to bid at the beginning of July. All equipment and uniforms must be approved by the Assistant Principal for Student Life. Anything that is being supplemented by a booster club should be approved by the Assistant Principal for Student Life. Please remember our school colors are royal blue and white. These colors should be the primary uniform colors when presenting an order to the APSL.

### **Player Eligibility**

In order for a student to be eligible he/she must meet all the MIAA & Scituate High School rules and regulations. A student who is ineligible may not participate in any part of an extracurricular activity.

#### **Age:**

Student athletes cannot be 19 years of age before September 1<sup>st</sup>.

**Academics:** In order for a student to participate in an activity, he/she must earn a grade of "C-" or better in at least five full-time courses during the last marking period preceding the contest (e.g. second quarter marks and not semester grades determine third quarter eligibility). (a course is considered to be full-time if it meets five times within the seven day rotating schedule, regardless of its status as a year-long, semester or quarter course.) A student cannot at any time represent a school unless that student is taking at least 5 classes. If a student does not meet the requirements of C- "or better in at least five full-time courses but meets the MIAA requirement (a passing grade, and full credit, in the equivalent of four traditional year-long major English courses.) the student will be on a probation/waiver for the marking period. This allows the student to participate in their club/activity and will be offered supports to assist the student in improve grades to meet Scituate High School standards. This probation/waiver can only be used one time in the years of eligibility at Scituate High School.

Academic eligibility of all students shall be considered as official and determined on the published date when the report cards for that ranking period are to be issued to the parents of all students within a particular class. Incomplete grades may not be counted toward eligibility until they are made up following school policy. No special privileges such as extra examinations, delayed marks, makeup opportunities, or other opportunities not granted to every student in the school are to be granted to athletes.

Participants are excused for being late to meetings, practice and games if they have been receiving extra help from a teacher or are making up work. Each student should bring a note from the teacher to his/her coach.

**Attendance:**

Participants must attend school all day on the day of the activity. Participants must check into first block no later than 8:10 am (which is the start of the school day). Participants must attend all scheduled classes. If a student is absent on Friday, s/he may not participate in weekend school activities. In addition, students are expected to be in school on time the morning following a school sponsored activity or forfeit the right to participation in the next scheduled event. For teams that do not practice every day, students must be in first block no later than 8:10 on non practice/game days in order to participate in the next scheduled event for that team.

**Discipline:**

Serving assigned teacher or office detention takes precedence over any meeting, practice or game. If a student is suspended from school for any reason, he/she will be ineligible to participate in any aspect of after school activities from the end of school on the day the suspension is given until the day he/she returns to school from suspension. This time period includes weekends.

**Physical:**

All students must pass a physical examination prior to participation in High School Athletics. A physical exam covers the student for 13 months from the exam date. A student's eligibility will terminate once a physical has reached the 13 month limit.

Physical examinations must be performed by a duly registered Licensed Physician, Physician's Assistant or Nurse Practitioner.

**Parental Permission:**

Each athlete's parent needs to sign a written consent to participate in the specific sport.

**Athletic Fee:**

Students who participate on an athletic team must pay the athletic fee of \$300.00 with a family cap of \$900.00 per year. The checks for the activity should be made out to Scituate High School. Students who do not pay the athletic fee will not be allowed to participate in any extracurricular activity.

**School Accounts Settled:**

All previously issued clothing, books and supplies, which must either be returned or paid for.

**Concussion Education:**

Student athletes must have on file a Concussion Education form. Student athlete must also complete and have on file Concussion history forms and a ImPact Baseline test on file with the school nurse.

**LOSS OF ELIGIBILITY DUE TO CHEMICAL HEALTH, ALCOHOL, DRUGS TOBACCO**

***The MIAA Handbook set forth the following rules:*** "From the earliest fall practice date, to the conclusion of the academic year or final athletic event (whichever is latest), a student shall not, regardless of the quantity, use or consume, possess, buy/sell or give away any beverage containing alcohol; any tobacco product; marijuana; steroids; or any controlled substance." Scituate High School students in the presence of others who are using, selling, distributing, or in open possession of these substances will be subject to disciplinary action up to and including the full application of this policy.

It is not a violation for a student to be in possession of a legally defined drug specifically prescribed for the student's own use by his/her doctor. If a student in violation of this rule is unable to participate in interscholastic sports due to injury or academics, the penalty will not take effect until that student is able to participate again.

Consequences for violating the alcohol/controlled substance policy are listed below. The following are only the consequences related strictly to a student athlete's eligibility to participate in extracurricular activities.

**A) The MIAA Handbooks establishes the following minimum penalties:**

**First violation:** When the Principal confirms, following an opportunity for the student to be heard, that a violation occurred, the student shall lose eligibility for the next consecutive interscholastic contests totaling 25% of all interscholastic contests in that sport. No exception is permitted for a student who becomes a participant in a treatment program. It is recommended that the student be allowed to remain at practice for the purpose of rehabilitation. All decimal part of an event will be truncated i.e. All fractional part of an event will be dropped when calculating the 25% of the season.

**However, the Principal reserves the right to evaluate this privilege on a case-by-case basis.** Students must take the responsibility to set up an appointment with the Principal to discuss the issue.

**Second and subsequent violations:** When the Principal confirms, following an opportunity for the student to be heard, that a violation occurred, the student shall lose eligibility for the next consecutive interscholastic contests totaling 60% of all interscholastic contests in that sport. All decimal part of an event will be truncated i.e. All fractional part of an event will be dropped when calculating the 60% of the season.

If after the second or subsequent violations the student of his/her own volition becomes a participant in an approved chemical dependency program or treatment program, the student may be certified for reinstatement in MIAA activities after a minimum of 40% of events provided the student was fully engaged in the program throughout that penalty period. The high school principal in collaboration with a Chemical Dependency Program or Treatment Program must certify that student is attending or issue a certificate of completion. If student does not complete program, penalty reverts back to 60% of the season. All decimal part of an event will be truncated i.e. All fractional part of an event will be dropped when calculating the 40% of the season.

Penalties shall be cumulative each academic year, but serving the penalty could carry over for one year. Or, if the penalty period is not completed during the season of violation, the penalty shall carry over to the student's next season of actual participation, which may affect the eligibility status of the student during the next academic year. (e.g. A student plays only football: he violates the rule in winter and/or the spring of same academic year: he would serve the penalty [ies] during the fall season of the next academic year).

During practice or competition, a coach shall not use any tobacco product (**penalty: same as students'**).

**Steroid Use** - Anabolic androgenic steroid use at the high school level is of grave concern. Steroids are used by some athletes, and the seriousness of the problem has been well documented. High school coaches may not be able to prevent the use of steroids altogether, but they can clearly and forcefully discourage their use. Coaches should take a proactive role, learning about steroids, and then providing this information to their athletes.

Steroids can, with proper diet and weight training, increase muscle development; however, as is typical with most "get-rich-quick" schemes, steroid use has serious short and long term consequences.

Normal and equal musculature development can occur without steroid use. Although the natural process takes longer, muscle tone will last longer and does not carry the harmful side effects of steroids.

Most coaches would not promote steroid use intentionally. Total silence by coaches however condones use in some young people's minds. Even though steroids may not be mentioned when it is suggested to an athlete that

his/her success is limited only by a lack of weight and/or strength, without a disclaimer the statement can be a motivation to use steroids. The pervasiveness of the drugs that allow for development of increased weight under the aforementioned circumstances is a coercive power that is difficult for young athletes to resist without knowing what the side effects of the drugs may be.

The issue goes beyond protecting the integrity of sport. The use of steroids in sports is cheating. We must oppose the use of steroids for both health and ethical reasons.

### **Schedules, Scrimmages, Bus Policy**

1. Head coaches must give practice time information to the Assistant Principal for Student Life before schedules are made. Where facilities are shared by different programs, the Assistant Principal for Student Life will work with Head coaches to devise a fair and equitable facilities usage schedule for all programs. The Assistant Principal for Student Life will have the final say on any proposed facilities schedule.
2. Senior Night should be scheduled at the beginning of the season. All seniors are expected to participate in the athletic event during senior night.
3. When school is canceled or there is an unscheduled early dismissal, no contests or practice will take place.
4. When possible, practices should not start till 3:00 to allow students to receive extra help for classes from teachers.
5. Length of practice should not exceed 2 ½ hours per session.
6. Practices should be schedule Monday thru Saturday. Sunday practices need prior approval of the Assistant Principal for Student Life and are not the norm. Practices and games should not be scheduled over school vacation unless approved. The school is closed during these times and you will not be able to access the building.
7. Scrimmage information needs to be submitted to the Assistant Principal for Student Life prior to the start date of each season.
8. Overnight travel requires School Committee & Superintendent approval and must be done in accordance with the School District policy and the time frame out lined for such.
9. All team members are expected to ride to and from a sporting event on the bus provided for them. Exceptions must be approved by the administration during school hours prior to the game. A note from the parent(s) must state the reason for the request. Notes will only be approved for extenuating circumstances such as injuries requiring medical attention, funerals, family emergencies and other circumstances deemed appropriate by the administration.
10. A coach must be present with student athletes till everyone on the team is picked up or leaves the campus after they arrive back to Scituate High School from an away event.

### **Banquets**

The purpose of a banquet is for the recognition of student athletes at the end of a season. The coach is responsible for having the banquet at Scituate High School. Banquets should be held prior to the start of the next athletic season in order to prevent conflicts between the end of season banquet and the incoming season's tryout/practice. These dates can be found on the MIAA website or ask the athletic director.

### **Scituate Anti-Hazing Policy:**

In accordance with Massachusetts General Laws, Chapter 536 of the Acts of 1985, the School Committee hereby deems that no student, employee or school organization under the control of the School Committee shall engage in the activity of hazing a student while on or off school property, or at a school sponsored event regardless of

the location. No organization that uses the facilities or grounds under the control of the School Committee shall engage in the activity of hazing any person while on school property.

Any student who observes what appears to them to be the activity of hazing another student or person should report such information to the Principal including the time, date, location, names of identifiable participants and the types of behavior exhibited. Students and employees of the District are obligated by law to report incidents of hazing to the police department.

Any student who is present at a hazing has the obligation to report such an incident. Failure to do so may result in disciplinary action by the school against that student and could involve suspension from school for up to three days.

Any student who participates in the hazing of another student or other person may, upon the approval of the Superintendent of Schools, be suspended from school for up to ten (10) school days.

Any student determined by the Principal to be the organizer of a hazing activity may be recommended for expulsion from school but will receive no less disciplinary action than that of a participant.

In all cases relating to hazing, students will receive procedural due process.

### **Crime of Hazing, Definition, Penalty**

Mass General Law Chapter 269, section 17-19

The term hazing refers to any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Massachusetts General Laws, Chapter 269, ss. 17 – 19 are reprinted below.

#### **Chapter 269, Section 17 – Crime of Hazing, Definition, Penalty**

Whoever is a principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment. The term "hazing", as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to affect adversely the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation. Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.

#### **Chapter 269, Section 18 – Duty to Report Hazing**

Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars.

**Chapter 269, Section 19 – Hazing Statutes to be Provided, Statement of Compliance, and Discipline Policy Required**

Each institution of secondary education and each public and private institution of post secondary education shall issue to every student group, student team, or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, teams, or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams, or organizations. Each such group, team, or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, pledges, or applicants for membership. It shall be the duty of each such group, team, or organization, acting through its designated officer, to deliver annually to the institution an attested acknowledgement stating that such group, team, or organization has received a copy of this section and said sections seventeen and eighteen, that each of its members, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen, and that such group, team, or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post secondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a fulltime student in such institution a copy of this section and sections seventeen and eighteen. Each institution of secondary education and each public or private institution of post secondary education shall file, at least annually, a report with the regents of higher education and in the case of secondary schools, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams, or organizations and to notify each full-time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating the institution's policies to education shall promulgate regulations governing the content and frequency of such reports and shall forthwith report to the attorney general any such institution that fails to make such report.

**Discrimination and Harassment Policy**

**Introduction**

The Scituate Public Schools have a commitment to maintaining an educational environment and workplace where bigotry and intolerance, including discrimination on the basis of race, color, national origin, sex, sexual orientation, religious beliefs, disability or age are not tolerated and where any form of intimidation, threat, coercion and/or harassment that insults the dignity of others and interferes with their freedom to learn or work is unacceptable.

The Scituate Public Schools strictly enforce a prohibition against harassment and discrimination, sexual or otherwise, of any of its students or employees by anyone, including any fellow student, teacher, supervisor, co-worker, vendor, or other third party, as such conduct is contrary to the mission of the Scituate Public Schools and its commitment to equal opportunity in education and employment.

Discrimination and harassment consists of unwelcome conduct, whether verbal or physical, that is based on a characteristic protected by law, such as sex, race, color, ancestry, national origin, religion, age, disability, marital status, or sexual orientation. The Scituate Public Schools will not tolerate harassing or discriminatory conduct that affects employment or educational conditions, that interferes unreasonably with an individual's school or work

performance, or that creates an intimidating, hostile, or offensive work or school environment. Discrimination and/or harassment of employees or students occurring in the schools or workplace are prohibited by law and will not be tolerated by the Scituate Public Schools. For purposes of this policy, “workplace” or “school” includes school--sponsored social events, trips, sports events, work related travel or similar events connected with school or employment. Further, any retaliation against an individual who has complained about discrimination, harassment or retaliation; or any retaliation against any individual who has cooperated with an investigation of a discrimination, harassment or retaliation complaint is similarly unlawful and will not be tolerated.

The Scituate Public Schools takes allegations of discrimination and harassment seriously and will respond promptly to complaints. Where it is determined that inappropriate conduct has occurred, the Scituate Public Schools will act promptly to eliminate the conduct and will impose corrective action as necessary, including disciplinary action where appropriate, which may include termination of employment or school--related discipline.

### **Definition of Discrimination and Harassment**

“Discrimination” and “Harassment” are defined as unwelcome conduct, whether verbal or physical, that is based on race, national origin, sex, sexual orientation, religious beliefs, disability or age. Discrimination and/or harassment includes, but is not limited to:

- Display or circulation of written materials or pictures that are degrading to a person or group described above.
- Verbal abuse or insults about, directed at, or made in the presence of an individual or group described above.
- Any action or speech that contributes to, promotes to, promotes or results in a hostile or discriminatory environment to an individual or group described above
- Any action or speech that is sufficiently severe, pervasive or persistent that it either (i) interferes with or limits the ability of an individual or group (as described above) to participate in or benefit from employment or a program or activity of the Scituate Public Schools; or (ii) creates an intimidating, threatening or abusive educational or working environment.

Many forms of harassment and discrimination have been recognized as violations of the civil rights laws (including Section 504 of the Rehabilitation Act of 1973, Title VI, Title IX, Chapter 622 of the Acts of 1971 (M.G.L. c.76, §5) and Chapter 15 1B of the General Laws)by federal courts, state courts, the U.S. Equal Employment Opportunity Commission, the U.S. Department of Education, Office for Civil Rights and the Massachusetts Commission Against Discrimination.

“Sexual harassment” is defined as sexual advances, requests for sexual favors, and verbal or physical conduct of a sexual nature when:

Submission to or rejection of such advances, requests, or conduct is made either explicitly or implicitly as a term or condition of employment, academic standing, school--related opportunities or as a basis for employment decisions.

Such advances, requests, or conduct have the purpose or effect of unreasonably interfering with an individual’s academic or work performance by creating an Intimidating, hostile, humiliating, or sexually offensive work or educational environment.

Under the definition stated above, direct or implied requests by a teacher, supervisor or any individual in a position of work or school authority for sexual favors in exchange for actual or promised job or school benefits such as favorable reviews, salary increases, promotions, increased benefits, continued employment, better grades, recommendations or other advantages constitutes sexual harassment.

While it is not possible to list all circumstances that may be considered sexual harassment, the following are examples of conduct that are inappropriate and that, if unwelcome, may constitute sexual harassment. In each

case, such a determination will depend upon the totality of the circumstances, including the severity of the conduct and its pervasiveness. Sexual harassment includes, but is not limited to:

- Unwelcome sexual advances, whether they involve physical touching or not.
- Unwelcome leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments.
- Sexual epithets, jokes, written or verbal references to sexual conduct, comments about an individual's body, comments about an individual's sexual activity, deficiencies, or prowess.
- Discussions of one's own sexual activities or inquiries into others' sexual experiences. Displaying sexually suggestive objects, pictures, cartoons.

The definitions of discrimination, harassment and sexual harassment are broad. In addition to the above examples, other unwelcome conduct, whether intended or not, that has the effect of creating a school or work environment that is hostile, offensive, intimidating, or humiliating to either male or female students or workers also may constitute discrimination, harassment and/or sexual harassment.

### **Reporting Procedures**

If any Scituate Public Schools student or employee believes, in good faith, that he or she has been subjected to sexual harassment or any other form of harassment or discrimination described above, the individual has a right to file a complaint with the Scituate Public Schools through the Assistant Superintendent. This may be done verbally or in writing. Teachers or other staff members who observe incidents of harassment involving students should report such incidents immediately to the student's Principal or Assistant Principal. Administrators aware of harassment involving any employee should report such incidents to the Assistant Superintendent.

If you wish to file a complaint, you may do so by contacting your immediate supervisor or the Assistant Superintendent in the case of employees; and your teacher, Principal, Assistant Principal or Assistant Superintendent in the case of students.

### **POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION**

To support efforts to respond promptly and effectively to bullying and retaliation, the Scituate Public Schools has put in place policies and procedures for receiving and responding to reports of bullying or retaliation. These policies and procedures will ensure that members of the school community, students, parents, and staff know what will happen when incidents of bullying occur.

**Reporting bullying or retaliation.** Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. A school or district staff member is required to report immediately to the principal or designee any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other individuals who are not school or district staff members, may be made anonymously. An incident reporting form can be found on the school website and in the main office. Reports can be filed by calling the main office or by submitting a reporting form. The form can be submitted anonymously.

Use of an Incident Reporting Form is not required as a condition of making a report. The school or district will: 1) include a copy of the Incident Reporting Form in the beginning of the year packets for students and parents or guardians; 2) make it available in the school's main office, the counseling office, the school nurse's office, and other locations determined by the principal or designee; and 3) post it on the school's website. The Incident

Reporting Form will be made available in the most prevalent language(s) of origin of students and parents or guardians.

At the beginning of each school year, the Scituate Public Schools provides the school community, including administrators, staff, students, and parents or guardians, with written notice of its policies for reporting acts of bullying and retaliation. A description of the reporting procedures and resources, including the name and contact information of the principal or designee, will be incorporated in student and staff handbooks, on the school or district website, and in information about the Plan that is made available to parents or guardians.

### **Reporting by Staff**

A staff member will report immediately to the principal or designee when he/she witnesses or becomes aware of conduct that may be bullying or retaliation. The requirement to report to the principal or designee does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school or district policies and procedures for behavior management and discipline.

### **Reporting by Students, Parents or Guardians, and Others**

The school or district expects students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the principal or designee. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a staff member to complete a written report.

Students will be provided practical, safe, private and age--- appropriate ways to report and discuss an incident of bullying with a staff member, or with the principal or designee.

### **Responding to a report of bullying or retaliation**

#### **Safety**

Before fully investigating the allegations of bullying or retaliation, the principal or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a "safe person" for the target; and altering the aggressor's schedule and access to the target. The principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary.

The principal or designee will implement appropriate strategies for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation.

### **Obligations to Notify Others**

- *Notice to parents or guardians.* Upon determining that bullying or retaliation has occurred the principal or designee will promptly notify the parents or guardians of the target and the aggressor of this, and of the procedures for responding to it. There may be circumstances in which the principal or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.
- *Notice to another School or District.* If the reported incident involves students from more than one school district, charter school, non---public school, approved private special education day or residential school, or collaborative school, the principal or designee first informed of the incident will promptly notify by

telephone the principal or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations and 603 CMR 49.00.

- *Notice to Law Enforcement.* At any point after receiving a report of bullying or retaliation, including after an investigation, if the principal or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the principal will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the principal or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the aggressor. In making this determination, the principal will, consistent with the Plan and with Scituate School and District policies and procedures consult with individuals the principal or designee deems appropriate.

### **Investigation**

The principal or designee will investigate promptly all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved.

During the investigation the principal or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The principal or designee (or whoever is conducting the investigation) will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action.

Interviews may be conducted by the principal or designee, other staff members as determined by the principal or designee, and in consultation with the school counselor, as appropriate. To the extent practicable, and given his/her obligation to investigate and address the matter, the principal or designee will maintain confidentiality during the investigative process. The principal or designee will maintain a written record of the investigation.

Procedures for investigating reports of bullying and retaliation will be consistent with Scituate policies and procedures for investigations. If necessary, the principal or designee will consult with legal counsel about the investigation.

### **Determinations**

The principal or designee will make a determination based upon all of the facts and circumstances. If after investigation, bullying or retaliation is substantiated; the principal or designee will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. The principal or designee will: 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary.

Depending upon the circumstances, the principal or designee may choose to consult with the students' teacher(s) and/or school counselor and the targets or aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development.

The principal or designee will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notice to parents must comply with applicable state and federal privacy laws and

regulations. Because of the legal requirements regarding the confidentiality of student records, the principal or designee cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

The principal or designee shall inform the parent or guardian of the target about the Department of Elementary and Secondary Education's problem resolution system and the process for accessing that system, regardless of the outcome of the bullying determination.

### **Responses to Bullying**

The following strategies will be utilized by the Scituate Public Schools to build skills and prevent bullying and retaliation.

### **Teaching Appropriate Behavior Through Skills---building**

Upon the principal or designee determining that bullying or retaliation has occurred, a range of responses that balance the need for accountability with the need to teach appropriate behavior will be utilized. M.G.L. c. 71, § 370(d)(v). Skill---building approaches that the principal or designee may consider include:

- offering individualized skill---building sessions based on the Scituate's anti--- bullying curricula;
- providing relevant educational activities for individual students or groups of students, in consultation with guidance counselors and other appropriate school personnel; implementing a range of academic and nonacademic positive behavioral supports to help students understand pro---social ways to achieve their goals;
- meeting with parents and guardians to engage parental support and to reinforce the anti--- bullying curricula and social skills building activities at home;
- adopting behavioral plans to include a focus on developing specific social skills; and making a referral for evaluation.

### **Taking Disciplinary Action**

If the principal or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the principal or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Plan and with Scituate's code of conduct.

Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA), which should be read in cooperation with state laws regarding student discipline.

If the principal or designee determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action.

### **Promoting Safety for the Target and Others**

The principal or designee will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. One strategy that the principal or designee may use is to increase adult supervision at transition times and in locations where bullying is known to have occurred or is likely to occur.

Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the principal or designee will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the principal or designee will work with appropriate school staff to implement them immediately.

### **COLLABORATION WITH FAMILIES**

In order to increase our capacity to prevent and respond to bullying, the Scituate Public Schools Bullying Prevention and Intervention Plan includes strategies to engage and collaborate with students' families. Resources for families and communication with them are essential aspects of effective collaboration. Parents or guardians of students in the Scituate Public Schools will be informed about the bullying prevention and intervention curricula used including: (i) how parents and guardians can reinforce the curricula at home and support the Scituate plan; (ii) the dynamics of bullying; and (iii) online safety and cyberbullying.

#### **Parent education and resources**

Scituate Public Schools will offer education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula and any social competency curricula used by the district or school. The programs will be offered in collaboration with the PTO, School Councils, Special Education and Parent Advisory Council, along with SHORE, SEA and CORSE.

#### **Notification requirements**

Each year the Scituate Public Schools will inform parents or guardians of enrolled students about the anti-bullying curricula that are being used. This notice will include information about the dynamics of bullying, including cyberbullying and online safety. Scituate Public Schools will send parents written notice each year about the student-related sections of the Plan and our Internet safety policy. All notices and information made available to parents or guardians will be in hard copy and electronic formats, and will be available in the language(s) most prevalent among parents or guardians. Scituate Public Schools will post the Plan and related information on its website.

### **PROHIBITION AGAINST BULLYING AND RETALIATION**

Acts of bullying, which include cyberbullying, are prohibited:

- on school grounds and property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school; or through the use of technology or an electronic device owned, leased, or used by a school district or school, and
- at a location, activity, function, or program that is not school-related through the use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying is also prohibited.

As stated in M.G.L. c. 71, § 370, nothing in this Plan requires Scituate Public Schools to staff any non-school related activities, functions, or programs.

### **PROBLEM RESOLUTION SYSTEM:**

Chapter 86 of the Acts of 2014 amended Section 370 of chapter 71 of the General Laws to include

(g) (v): The Plan shall inform parents or guardians of the target about the Department's problem resolution system and the process for seeking assistance or filing a claim through the problem resolution system. This information will be made available in both hard copy and electronic formats.

Any parent wishing to file a claim/concern or seeking assistance outside of the district may do so with the Department of Elementary and Secondary Education Program Resolution System (PRS). That information can be found at: <http://www.doe.mass.edu/pqa>, emails can be sent to [compliance@doe.mass.edu](mailto:compliance@doe.mass.edu) or individuals can call 781---338---3700. Hard copies of this information are also available at the Superintendent's office.

## DEFINITIONS

Several of the following definitions are copied directly from M G.L. c. 71, § 370, as noted below.

**Aggressor** is a student who engages in bullying, cyberbullying, or retaliation.

**Bullying** is the repeated use by one or more students of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that: (i) causes physical or emotional harm to the victim or damage to the victim's property; (ii) places the victim in reasonable fear of harm to himself or of damage to his property; (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. Bullying may include conduct such as physical intimidation or assault, including intimidating an individual into taking an action against his/her will; oral or written threats; teasing; putdowns; name---calling; stalking; threatening looks, gestures, or actions; cruel rumors; false accusations; and social isolation.

**Cyberbullying** is bullying through the use of technology or any electronic communication. which shall include, but not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyber---bullying shall also include (i) the creation of a web page or blog in which the creator assumes the identity of another person or (ii) the knowing impersonation of another person as the author of posted content or messages, If the creation or impersonation creates any of the conditions enumerated above in clauses (i) to (v), inclusive, of the definition of bullying. Cyber---bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated above in clauses (i) to (v), inclusive, of the definition of bullying. Cyber---bullying may include conduct such as sending derogatory, harassing or threatening email messages, instant messages, or text messages; creating websites that ridicule, humiliate, or intimidate others; and posting on websites or disseminating embarrassing or inappropriate pictures or images of others.

**Hostile Environment:** A hostile environment is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule or insult that is sufficiently severe or pervasive to alter the conditions of the student's education.

**Retaliation:** Retaliation is any form of intimidation, reprisal, or harassment against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

**Staff** includes, but is not limited to. educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.

**Target** is a student against whom bullying, cyberbullying, or retaliation has been perpetrated.

### **RELATIONSHIP TO OTHER LAWS**

Consistent with state and federal laws, and the policies of the Scituate Public Schools, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, sex, religion, national origin, or sexual orientation. Nothing in this plan prevents Scituate Public Schools from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school or district policies

### **HEAD INJURIES AND CONCUSSIONS**

The Commonwealth of Massachusetts Executive Office of Health and Human Services now require that all schools subject to the Massachusetts Interscholastic Athletic Association (MIAA) rules adhere to the following law. This law requires that public schools and, in addition, any other schools subject to the Massachusetts Interscholastic Athletic Association (MIAA) rules make sure that student athletes and their parents, coaches, athletic directors, school nurses and physicians and others learn about the consequences of head injuries and concussions through training programs and written materials. The law requires that athletes and their parents inform their coaches about prior head injuries at the beginning of the season. If a student athlete becomes unconscious or suffers a known or suspected concussion during a game or practice, the law mandates removing the student from play or practice, and requires written certification from a licensed medical professional for “return to play”. The law also requires that a parent or guardian completes a Report of Head Injury during Sports Season form for a child that has a head injury outside of school related extracurricular activities.

This policy is aligned with the Commonwealth of Massachusetts Regulation (CMR 201.000) for the purpose of protecting the health and safety of our students who incur head injuries while involved in extracurricular activities. This is accomplished by providing a comprehensive, standardized treatment paradigm by which all head injuries are managed.

Medical management of sports---related concussion is evolving due to a significant amount of research in the area of brain function. We now know that a concussion is not a structural injury and therefore is not visible on x---ray imaging. Scituate has established a policy and procedure to provide concussion education for administration, faculty, athletic department staff, parents and students. This document defines procedures for staff to follow in managing head injuries, and outlines school policy as it pertains to return both to academics and to athletic play after concussion.

Scituate Public Schools seek to provide a safe return to activity for all athletes after injury, particularly after a concussion. Procedures have been developed to aid in insuring that concussed athletes are managed appropriately. These include identification of concussed athletes, appropriate medical referral

for treatment and follow-up, academic assistance, and insuring full recovery prior to return to athletic activity and full academic load.

The superintendent designates the athletic director as the person who is responsible for the implementation of the sports related concussion policy and procedure. The athletic director oversees the collection, by his staff, of the SHS Athletics Emergency Information Sheet that includes a pre participation concussion/head injury history.

The superintendent designates the school nurse as the person responsible for ensuring appropriate medical documentation of the annual physical examination (performed within the last 13 months), as required by the MIAA. Students may not participate in any sport, including practices, without said documentation.

Training Program Mandated annual training of persons specified in CMR 201.008 in the prevention and recognition of a sports-related head injury, including second impact syndrome, and documentation of each person's completion of such training. Those persons include:

- Coaches
- Certified athletic trainer
- Volunteers
- School physician
- School nurses
- Athletic director
- Referees/umpires who are school employees
- Participating students
- Parents of participating students

Mandated online trainings approved by the Massachusetts Department of Public Health are as follows:

The National Federation of High Schools (NFHS) [www.nfhs.org](http://www.nfhs.org) or

The Center of Disease Control (CDC) [www.cdc.gov/concussion](http://www.cdc.gov/concussion)

At the completion of one of the above courses a printed certificate is awarded. This certificate will be submitted to the office of the athletic director.

**Contents of training will include the following:**

- Recognition of concussion
- Management and referral guidelines for staff
- Guidelines and procedures for coaches
- Follow-up care during the school day
- Return to play procedure

**Recognition of Concussion**

1. Signs (observed by others):

- Athlete appears dazed or stunned
  - Confusion (about assignment, plays, etc.)
  - Forgets plays
  - Unsure about game, score, opponent
  - Moves clumsily (altered coordination)
  - Balance problems
  - Personality change
  - Responds slowly to questions
  - Forgets events prior to hit
  - Forgets events after the hit
  - Loss of consciousness (any duration)
2. Symptoms (reported by athlete):
- Headache
  - Fatigue
  - Nausea or vomiting
  - Double vision, blurry vision
  - Sensitive to light or noise
  - Feels sluggish
  - Feels “foggy”
  - Problems concentrating
  - Problems remembering
3. Cognitive impairment as determined by ImPACT testing
- Baseline testing (high school)
  - Post---concussion testing as ordered by physician

### **Management and referral guidelines for staff**

- The immediate removal of student who sustains a head injury or suspected concussion from practice or competition.
- Emergency medical transport is provided when indicated.
- That student may not return to practice or compete the same day.
- Parents must be promptly notified of any suspected head injury or concussion.
- Coaches will complete a Report of Head Injury Form (Appendix B) if a student is removed from play due to a suspected head injury.
- All Report of Head Injury forms will be submitted to the Assistant Principal for Student Life with a copy to the school nurse and athletic trainer.

### **Parent Responsibility**

- If a head injury occurs outside of school related extracurricular athletic activity, the parent/guardian is required to complete and submit this form.

- All Report of Head Injury forms will be submitted to the Assistant Principal for Student Life with a copy to the school nurse and athletic trainer.

**Indications for emergency transport** include but are not limited to the following:

- Witnessed loss of consciousness of any duration
- Deterioration of neurologic function
- Decrease or irregularity in respirations
- Decrease or irregularity in pulse
- Unequal, dilated, or unreactive pupils
- Mental status changes
- Seizure activity

**Medical clearance and authorization for return to play** for any student with a suspected head injury must occur prior to resuming the extracurricular athletic activity. Such clearance and authorization must be written and can be provided by:

- A duly licensed physician
- A certified athletic trainer in consultation with a licensed physician
- A nurse practitioner in consultation with a licensed physician
- A neuropsychologist after the student has been examined and cleared by a licensed physician

**Academic support** is provided in the form of a graduated academic re-entry plan directed by a team comprised of the physician, school nurse, guidance, teachers, parents and the student. Neurocognitive function can be significantly impaired following concussion hindering students from fully engaging in the academic process. The Return to Academics Plan (Appendix C), developed by Scituate's Department Chairs and Dr. David Morin of Scituate Pediatrics, outlines four color coded stages of recovery with guidance for teachers, students and parents to assist the student during recovery.

### **HeadSmart Post Concussion Color Stages of Recovery**

#### Red Stage

- Students typically do not attend school
- Strict limits on screen time/use of electronics/reading
- Parent/guardian: Inform school of injury and request a Team Captain
- No sports/rough housing
- REST

#### Orange Stage

- Attend school half to full days
- REST at home
- Continue limits on screen time/use of electronics/reading
- Avoid school bus and heavy backpacks
- Work with school Team Captain regarding school accommodations
- No tests in school
- No sports, band, chorus, PE •REST

#### Yellow Stage

- Attend school full-time if possible

- Work with your teachers regarding homework deadlines ("self advocate")
- See school nurse for pain management or if rest is needed
- Limit one quiz/test per day — consider un-timed testing
- Work in 15 minute blocks, complete as much homework as possible
- No sports
- Decide with your team about band, chorus, PE

#### Green Stage

- Attend school full-time
- Self-advocate at school (staggered due dates for assignments, tutor if needed)
- Resume your normal activities
- Resume sports once school work is back on track and symptom free and cleared by a physician

### **MIAA Rule 33. Coaches' Education**

The MIAA rule regarding coaches' education is as follows:

1. All coaches (stipend or volunteer) first serving as an interscholastic coach after July 1, 2005 must complete an MIAA sponsored or approved coaches' education course of study. The approved course will consist of the National Federation of High Schools (NFHS) Coaches' Principles Course (must be passed prior to coaching a second year) and the NFHS Sports First Aid course (must be passed prior to coaching a third year).
2. All coaches (stipend or volunteer) first serving as an interscholastic coach after July 1, 2007 must complete the NFHS Coaches' Principles Course, the NFHS Sports First Aid course and the NFHS Sport Specific Technical and Tactical Skills Course in the sport they are coaching (must be completed prior to coaching a third year). Note: The sport-specific requirement will begin on July 1, 2007 or when the particular sport-specific course becomes available, if after this date.
3. The NFHS Coaching Principles Course requirement must be met through attending an MIAA sponsored Coaching Principles Clinic. The NFHS Sports First Aid and Sport Specific requirement may be met by completing on-line courses <http://www.nfhslearn.com..>

### **MIAA Rule 40. Out-of-Season Coach-Athlete Contact Limitations**

**40.1** Unless otherwise permitted in this rule, between seasons a coach may conduct a meeting(s) with team candidates only to elect captains, collect equipment, issue equipment, to provide for physical examinations, to conduct legitimate fund-raising events, or to offer wellness workshops or activities.

**40.2** A coach is defined as any paid or volunteer member of the athletic staff.

**40.3** The MIAA considers the last coach of record as holding that position until replaced by the principal.

**40.4** A coach may not directly or indirectly require an athlete to participate in a sport or a training program outside of the MIAA defined sport season. Voluntary conditioning sessions open equally to all students in a school and which are entirely devoid of sports-specific activity may be conducted between seasons provided no candidate is either required to participate or penalized for not doing so.

A "candidate" is defined as:

**40.4.1** A varsity or sub-varsity athlete who participated in a high school program at some level the previous year and has eligibility remaining; or

**40.4.2** A middle school student "selected" to participate in an out-of-season program.

40.4.3 A sixth grade student in a 7-12 high school or an eighth grade student in a 9-12 high school.

40.5 A high school coach may be employed by a park or recreation department or other organization or may volunteer for such a group to teach his/her sport out-of-season provided the following conditions exist:

40.5.1 No candidate may either be required to attend or be penalized for not attending.

40.5.2 school funds are not used.

40.5.3 A coach's high school candidates must constitute the minority of those taking part in any out-of-season sport's program, and competing on any team at any moment (e.g. no more than two basketball candidates could be on the court, on the same team, at any point during a game). In sports that are individual in nature, or where competition involves a series of scoring events, candidates of that high school coach must be fewer than 50% of those participating in the overall competition or program.

40.5.4 High School Coaches (paid or volunteer) of one sport may be involved in out-of-season activity of another sport during the summer only.

40.6 A program is deemed to be an intramural rather than an out-of season program provided that:

40.6.1 The program is available to all high school students on an indiscriminate basis, and a representative number of non candidates are regular participants.

40.6.2 No participants may receive any attention not offered to all other participants.

40.6.3 Candidates in that intramural sport must constitute a minority of those taking part in the program and of any team actually playing or competing at any one time. (Example: Basketball is made up of five members; therefore two would be a minority.)

40.6.4 The program must be a direct offering of the high school involved.

40.7 Fall coaches may address eighth grade students once after June 1st during an advertised meeting for the singular purpose of providing organizational information about physicals and practice schedules for their fall season.

**PENALTY:** Because these standards are designed to protect young people from unfair and inequitable scenarios, any coach who violates, or does not prevent violations, of these standards will be rendered ineligible to participate or be present at any MIAA approved or sponsored interscholastic competition in that sport for one year from the date of determination of a rule violation. If a violation is inadvertent or relatively minor, this penalty may be reduced by the Board of Directors, or its designee.

#### **MIAA Rule 41. Subsidizing Out-of-Season Activities:**

A school or a member of that school's coaching staff may not subsidize or support students who might attend any sports-related activity outside of the authorized seasonal limits for that sport. In addition, a coach may not provide transportation for candidates of his/her team to an out-of-season athletic activity/camp. Student participation in out-of-season activities may not be funded in any way by booster clubs or organizations. Schools may issue equipment (but not uniforms) during the out-of-season period, but school districts should review any liability issues that could arise from such issuance. Students may not wear school uniforms, or be identified as a school team, out of season and/or during non-school events.

#### **MIAA Rule 45. Loyalty to the High School Team: Bona Fide Team Members**

A bona fide member of the school team is a student who is consistently present for, and actively participates in, all high school team sessions (e.g. practices, tryouts, competitions). Bona fide members of a school team are precluded from missing a high school practice or competition in order to participate in a non-school athletic activity/event in any sport recognized by the MIAA. First Offense: Student athlete is suspended for 25% of the

season (see chart on Rule 62). Second Offense: Student athlete is suspended for an additional 25% of the season, and is ineligible for tournament play immediately upon confirmation of the violation. See Rule 96 for additional tournament restriction and Rule 86 for waiver guidelines.

**MIAA Rule 46. Only One School Sport Per Season is Permitted**

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

46.1 Exception: If a licensed physician recommends that an athlete terminate participation in a sport for medical reasons after the first contest, the athlete will be permitted to join another team if he/she receives the written approval of a licensed physician.

46.2 Exception: A school may approve a varsity or sub varsity request to join a second varsity or sub varsity team after terminating his/her membership with the first varsity or sub varsity team, providing written approval is received from the principal, athletic director, and both coaches involved with the change, and it happens within the first ½ of the season.

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

**MIAA Rule 47. Amateurism -- Definitions and Loss of Amateur Standing**

47.1 A student who represents a school in an interscholastic sport shall be an amateur in that sport. An athlete forfeits amateur status in a sport by:

47.1.1 Competing for money or other monetary compensation (MIAA pre-approved travel, meals, and lodging expenses may be accepted);

47.1.2 Receiving any award or prize of monetary value which has not been approved in advance by the MIAA;

47.1.3 Capitalizing on athletic fame by receiving money or gifts of monetary value (scholarships to institutions of higher learning are specifically exempted); or

47.1.4 Signing a professional playing contract in that sport.

47.2 Accepting a nominal standard fee or salary for instructing or officiating in an organized sports program or recreation, playground or camp activity shall not jeopardize amateur status. "Organized youth sports program" includes both school and non-school programs. Compensation for giving private lessons is permissible if approved in advance by MIAA. A high school student who loses amateur status may apply to the MIAA for reinstatement after a waiting period of one calendar year.

47.3 Only awards of no intrinsic value and approved by MIAA may be accepted by a high school student-athlete as a result of participation in school or non-school competition in any sport recognized by the Association. Individual interscholastic athletic awards and similar mementos to athletes shall be limited to those approved and administered by the institutions, league, or MIAA in keeping with traditional school requirements as to what constitutes an acceptable award.

47.4 Participating under an assumed name in any athletic contest shall make the student ineligible for one year.

## **MIAA Rule 48. Sportsmanship: Taunting**

- 48.1 Taunting includes any actions or comments by coaches, players, or spectators which are intended to bait, anger, embarrass, ridicule, or demean others, whether or not the deeds or words are vulgar or racist. Included is conduct that berates, needles, intimidates, or threatens based on race, gender, ethnic origin or background, and conduct that attacks religious beliefs, size, economic status, speech, family, special needs, or personal characteristics. Examples of taunting include but are not limited to: "trash talk", defined as verbal communication of a personal nature directed by a competitor to an opponent by ridiculing his/her skills, efforts, sexual orientation, or lack of success, which is likely to provoke an altercation or physical response; and physical intimidation outside the spirit of the game, including "in the face" confrontation by one player to another, standing over/straddling a tackled or fallen player, etc.
- 48.2 Athletic participants may wear sun glare black only under their eyes.
- 48.3 In all sports, officials are to consider taunting a flagrant unsportsmanlike offense that disqualifies the offending bench personnel or contestant from that contest/day of competition. In addition, the offender shall be subject to all existing MIAA Disqualification Rules. A review of the MIAA taunting policy and a warning shall be given to both teams by game officials prior to each contest.
- 48.4 At all MIAA contest sites and tournament venues, contest management may give spectators one warning for taunting. Thereafter, spectators who taunt players, coaches, game officials, or other spectators should be ejected.

## **Staff Information/Paperwork**

ALL coaching staff need to be CORI checked and fingerprinted. They also need to follow MIAA Rule 33 Coaches' Education.

Forms may be found on the SHS website on the Staff tab under Human Resources:

<http://www.scituate.k12.ma.us/index.php/new-hire-coaches>

## **Forms**

- CORI Form
- Fingerprinting Directions
- Scituate Public Schools Data Sheet
- Student Athletics Emergency Information Sheet
- Parent Permission
- Concussion Education Form
- Coaches Evaluation
- Emergency Medical Kit info
- Coaches Handbook Signature Page



**Scituate Public Schools  
Athletic Coaches' Handbook**



To: All Coaches  
From: Bill Luetze, Assistant Principal for Student Life  
Re: **2016 / 17 Coaches Handbook**

Please sign and return this sheet to the Assistant Principal for Student Life prior to the start of your season.

I have been issued a copy of the Coaches' Handbook and understand it is my responsibility to familiarize myself with it.

Coach's Signature \_\_\_\_\_ Date \_\_\_\_\_

Please Print Name: \_\_\_\_\_