



High School Athletics

Handbook 2019-20

canterburyschool.org

Athletics, while encouraged and accessible to all, is a privilege that carries with it certain responsibilities and expectations. The overall success of the programs is directly tied to the level of commitment given by all involved throughout the year, and the *Athletic Handbook* provides a set of guidelines for student-athletes, coaches, spectators, and parents. The handbook includes general information, school and team policies, and expectations, and is used to provide direction to the Athletic Department throughout the year.

Philosophy of Athletics

Athletics are an integral part of the educational program at Canterbury School and athletic experiences are considered an extension of the educational environment. Athletics promotes a sense of school community and pride, as well as character traits important to personal development. These include maximizing one's talents to the highest level of performance; embracing the discipline needed to reach life's successes; learning to work with others as a team in pursuit of a common goal; and adhering to codes of honor and respect. The interscholastic sports program encourages individual participation and achievement by providing an opportunity to learn and play sports competitively to every student who possesses a sincere desire to do so.

Goals

Athletics complement and enrich the academic experience and school mission – teamwork / leadership / self-discipline / respect.

The goals of the Athletic Program are to:

- Define athletics as broader than just traditional team sports
- Provide the opportunity to participate
- Develop lifelong skills and abilities
- Strive for competitive excellence
 - In High School to compete for sectional, regional, and state championships
 - In Middle School to strive for successful records within the area while meeting our goals of inclusion
- Assist students with admission to targeted colleges

Every Student an Athlete

With a firm belief in the benefits of lifelong fitness and a commitment to a healthy lifestyle, the Athletic Department works in cooperation with the Physical Education/Health Department to encourage every student to be an active member of the school community. In addition to the formal athletic program offerings described below, alternative opportunities for fitness, as well as exposure to a wide range of information regarding nutrition and overall health are made available in various presentations throughout the school year.

Athletic Program Information

IHSAA

Canterbury High School is a member of the Indiana High School Athletic Association (IHSAA). All sports that are sanctioned by the IHSAA must be conducted according to the guidelines of that association. The following is a list of all sports offered at Canterbury High School. Student involvement dictates the number of teams and levels of play available within each sport.

Girls

Fall: Volleyball, Soccer, Cross Country, Golf

Winter: Basketball, Swimming, Cheer

Spring: Tennis, Softball, Track

Boys

Fall: Soccer, Cross Country, Tennis

Winter: Basketball, Swimming

Spring: Baseball, Golf, Track

Positive Coaching Alliance

Canterbury School is a partner school with the Positive Coaching Alliance (PCA). Based at Stanford University, the PCA is a national organization and has the intent of transforming youth sport in a positive way. The PCA “Vision Statement for Youth Sport” is a model of the youth sport environment. Canterbury furthermore has adopted the PCA models of the “Double Goals Coach” and the “Second Goal Parent”, with the goal of creating the best possible culture for our student athletes to train and compete. The expectation at Canterbury is for everyone involved in sport, whether participant, coach, or spectator, to “Honor the Game.”

Toward this end of promoting a positive environment once created, parents are encouraged to review these materials prior to each season. Upon completion of every season of competition in which a student participates, parents are asked to submit a completed coaches’ evaluation form. This direct input allows for maximum participation for all as Canterbury commits itself to the important goals set out in these documents.

Coaches

Canterbury strives at all times to employ the top coaches available. Among the qualities sought in coaches are a firm belief in and adherence to a positive coaching philosophy; a high level of knowledge both in general coaching methodology and sport-specific fundamentals and strategies; a desire for continuing development; a strong ability to communicate among all necessary constituencies, including players, parents, and colleagues; and a willingness to be a positive and active member of the school community beyond the basic demands of a single sport season.

Policies and Practices for Athletics

Inclusion/Participation Policy

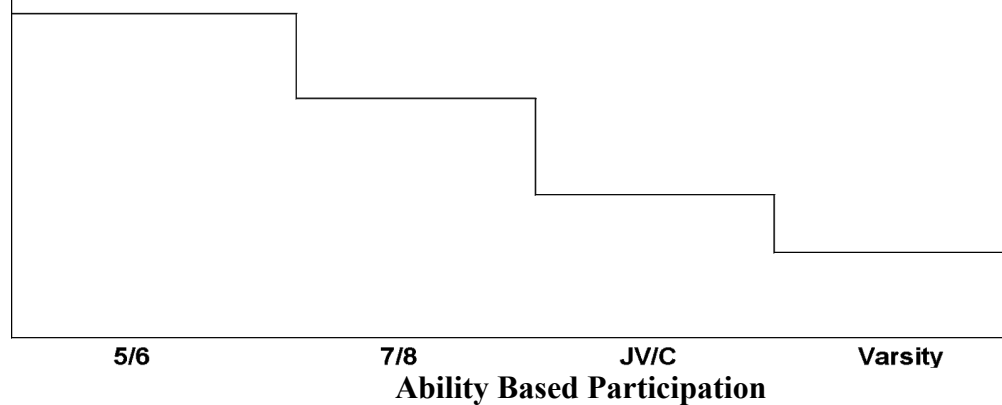
Canterbury differs from most schools in that we promote a “policy of Inclusion.” This policy is at the core of Canterbury athletics and confirms the school’s belief that involvement in athletics is a valuable experience – one that should be accessible to the vast majority of its students. In exchange for this commitment from the school to provide a roster spot, a student **EARNs** a roster spot through:

- **Effort** – give your best effort always
- **Attitude** – positive in every situation
- **Respect** – for coaches, teammates, officials, opponents, spectators
- **No Nonsense** – follow rules and guidelines
- **Sincerity** – genuine desire to be part of the team

Athletes who fail to live up to these expectations receive reduced playing time and, in extreme cases, may cause themselves to be excluded from team membership. Although every student earns a roster spot through adherence to these expectations, specific team placement is dependent upon factors outlined below under “Inclusion Further Defined” and is determined by team coaches in each sport.

Opportunity for All

Graduated scale of ability vs participation based on grade level / roster placement.



Inclusion further Defined

- 5/6 Effort and attendance = nearly equal playing time (game specific)
All players who demonstrate a genuine interest are afforded an opportunity to play
- 7/8 Effort + attendance + ability = playing time over the course of a season
- JV/C Ability determines roster placement
Effort + ability + attendance = playing time over the course of a season
- V Ability + effort + desire to win = playing time

Definition of JV and C Teams

In Junior Varsity athletics, the emphasis is on the potential to develop and contribute at the Varsity Level. C Teams are created when the numbers of genuinely interested students exceed available JV slots.

Academic Expectations of the Student-Athlete

It is a privilege to compete in interscholastic athletics at Canterbury. If an individual student-athlete cannot perform up to expectations in the classroom, he/she loses eligibility to compete in a sport. In addition to following the basic eligibility guidelines of the IHSAA, Canterbury students are expected to maintain an average of 3 or higher in effort marks, and the student must be passing all classes at the midterm and end of quarter. A failing grade in the preceding quarter could impact athletic participation in the season that starts in a new quarter. If expectations are not being met at these critical points in the school year, the student-athlete, his/her parent(s) or guardian(s), coach, the Athletic Director, Advisor, and High School Director meet to determine the timelines the student is placed on to get himself/herself into good standing academically, and how much of the season he/she will miss in order to do so.

Any time a student falls below this minimum, a strategy involving the student-athlete, Division Director, teachers, parents, and coaches is created to enable the student to get back to an acceptable level of performance. Once the standard is met, eligibility may be regained.

Admission to Contests

It is the hope that students, parents, and friends of the school will support the various teams with their attendance at games. With that goal in mind, no Canterbury family is charged admission to any regular game hosted at Canterbury School throughout the year. Occasionally, the school hosts a special invitational or an IHSAA tournament that leads to additional expenses required for operation. These events are clearly publicized and, in the interest of covering those additional costs, there is a minimal admission charge for Canterbury families.

Drug/Alcohol Policy

While participation on an athletic team is an experience to which all students should have access, it is nonetheless one that brings with it responsibilities additional to those expected of other Canterbury students. With that statement in mind, the school has developed the following policy regarding drug and alcohol use:

As members of the High School student body, student-athletes acknowledge the importance of a healthy lifestyle that is drug- and alcohol-free. Furthermore, representing Canterbury on a team brings added responsibility to live up to high expectations in this area. Any incident involving a violation of drug and/or alcohol policies as outlined by the school while a student is under school jurisdiction will be dealt with by the High School administration according to the guidelines set out in the *High School Student/Parent Handbook*. The Athletic Department has the full discretion to impose direct consequences regarding athletic participation as outlined in the *Athletics Handbook* at any time during an athletic season (whether under school jurisdiction or not). To this end, every member of a High School athletic team agrees to The Athlete's Pledge (available

in the *Athletic Handbook*) during each season of participation. This pledge confirms a personal commitment not to use drugs, alcohol, or prescription medication in a manner not consistent with the prescription at any time during that season, including items when not under the direct jurisdiction of the school.

Drug/Alcohol Violation – Response

A student-athlete who uses or possesses alcohol will be suspended from participation on a team for a period of 30% of the total competitions for that season. Should the suspension occur with less than 30% of competitions remaining in a season, the portion left will carry into the next sports season in which the student participates. During the time of suspension, the student participates in all required practices and attends, but does not participate in, games under the direct supervision of coaching staff.

Students who receive legal consequences for drug or alcohol use or possession off campus are subject to the same suspension guidelines outlined above.

This suspension includes the student-athlete's being referred to the appropriate school personnel for counseling. A student-athlete will not be cleared for future competitions of any kind until the recommendations of the counselor have been satisfied and the High School Director has been notified by the counselor.

Should a student-athlete elect to initiate a program with an outside, non-school counselor to seek help with an alcohol problem in the wake of an incident, the will recognize this positive step. Upon receipt of documentation that a program has begun, the athletic suspension outlined above may be reduced by 50%. Such a reduction will occur not more than once during a student's career.

A violation of the Athlete's Code of Conduct during the course of a specific sports season renders an athlete ineligible for all team awards for that season. In addition, a violation may impact a student's opportunities for recognition and awards from outside organizations as well as end-of-year school awards.

Attendance

It is self-evident that school attendance is a prerequisite for athletic participation. Except for pre-approved absences, students must be in attendance at school by 10:00 am to be eligible to participate that day. It is also crucial for athletes to be in attendance at daily team practices. Any absence from a schedule practice or contest should be for legitimate reasons only and needs to be cleared directly with the team coach or Athletic Director in person in advance of the absence. Failure to follow this procedure results in a loss of playing time.

Awards

The award system at Canterbury fundamentally is designed to encourage participation and develop pride in the athletic program. Every student-athlete who successfully participates in an athletic season is eligible for an athletic award. Upon completion of each season, coaches recommend for awards athletes who have finished that season in good athletic and academic standing. Satisfactory participation at any level qualifies an athlete for a Certificate of

Participation, whereas athletes who have made a varsity-level roster qualify for an additional award, as outlined below. The Athletic Director then distributes awards according to the following plan:

- First season of varsity participation: Year of graduation numerals
- Second season of varsity participation: Letter (Canterbury “C”)
- Second season of varsity participation in the same sport: a sport pin for that sport
- Third season of varsity participation and beyond: Chevron for each season completed

At the end of each season (fall, winter, spring), each team fathers to celebrate the season, recognize athletes, and distribute awards. Award winners are named for “Most Valuable,” “Most Improved,” “Most Valuable Teammate,” and “Leadership.” Winners from each team receive an individual award as well as receive a nameplate added to the long-term athletic award plaques.

In recognition of outstanding academic work, the athletic department awards a “Student-Athlete” certificate. Any junior or senior student-athlete who maintains a grade of “B” or higher in all courses for the duration of an athletic season is so recognized.

Any team that wins a section, regional, or state title has a team picture placed on the wall outside the gym. Further, students on that team are presented special recognition patches for display on letter jackets. Banners for each team are displayed in the gym and are updated to reflect tournament successes.

At the end of the year, an evening gathering is held to celebrate Canterbury Athletics as a whole.

In addition to presenting a Canterbury stadium blanket to the outstanding male and female athletes, and recognizing outstanding sportsmanship, students who have distinguished themselves in a number of areas of growth are recognized and given certificates of commendation.

Beyond these school awards, Canterbury athletes may be recognized or awarded various honors by coaches’ organizations, medial, or other outside entities. Canterbury coaches are as active as possible in seeking appropriate outside recognition for school athletes.

Early Dismissal

In general, athletes are not released early from school for athletic participation. In the event that a conflict in scheduling necessitates an early dismissal, Athletic Director will notify all faculty members in advance of the early dismissal. It is understood that each student is responsible for any work that may be missed during an absence.

Facilities/Equipment

Every attempt has been made to provide the finest athletic facilities and equipment at Canterbury. Students are expected to treat the facilities with respect and do their part to see that damage is not done to them. The intended use of the school’s facilities is primarily for school-sponsored teams. Students are welcome to use facilities at times other than regular team events when under the direct supervision of a qualified adult, and with prior approval of the Athletic

Director.

Mandatory Meetings

In the interest of clarity in distribution of necessary information, mandatory meetings will be held at the beginning of each sport season. It is the responsibility of parents/guardians to be present for these meetings prior to participation for that season. Expectations regarding behavior, attitude, and overall representation of the team and school are covered at this meeting. It is understood that the first responsibility for guiding students in making good choices regarding behavior and attitude rests with parents. The school aims to support the role of parents in supervising the growth and development of student-athletes. At the mandatory meetings, and as part of the expectation of a student being a participant on a team, parents are asked to confirm their support of specific Athletic Department goals for student conduct through singing the Athlete's Pledge.

Parent Support

In addition to the direct support of their own child's participation, parents are encouraged to lend support to the overall success of a season by volunteering in a variety of ways. Each team at the High School has a parent representative who helps coordinate the efforts of team parents on behalf of the team. Opportunities to volunteer may include: working concessions/admissions, fire ups for lockers, and team meals/snacks. Families should be involved in these opportunities to the extent they are able, knowing that all their efforts are appreciated.

Physicals

The IHSAA mandates that all High School students participating in athletics have a physical exam during the course of each school year. The completed, timely physical must be on file in the athletic office prior to any participation. All necessary forms are available at any time in the athletic office.

School Vacation Periods

Canterbury acknowledges the need for time away for family travel and vacation. Therefore, with the exception of the necessary practices in the two weeks preceding fall classes, the Athletic Department does not expect mandatory participation during the regularly-scheduled vacation periods throughout the year. (Note: a three-day weekend does not necessarily fall under the category of "Vacation" and thus teams may have scheduled activities during those times.) Individual teams may offer practices during vacation times and those students not involved with family travel are highly encouraged to participate. Director communication with coaches regarding vacation plans is highly recommended.

Semester Exams

The Athletic Department recognizes the importance of exams to the overall academic success of students. Thus, the schedules for athletic teams during the High School exam period reflect a reduced level of commitment from the student-athlete. Practices may be shortened or cancelled and travel is curtailed. However, there must be some consideration given to the need for a continuation of the season, as well as the commitment each individual has made to the team.

Sportsmanship

Canterbury has a Sportsmanship Statement that clearly defines the expectations of its student-athletes. It is the responsibility of each student, coach, parents, and spectator to uphold the terms of that statement and to represent Canterbury School well at all times. In recognition of good sportsmanship at the end of a season, each coach selects one member of each class represented on that team as a sportsmanship nominee. At the end of school award program, a sportsmanship award is presented to a senior boy and a senior girl. This award is given in recognition of good sportsmanship over the course of an entire career at Canterbury, based on coaches' nominations throughout. In addition to the winners, students receiving multiple nominations by coaches receive a certificate of commendation.

Student Participation in Other Activities

Canterbury encourages students to become involved in a variety of activities throughout the year, both school-sponsored and external. While the Athletic Department supports students' ability to become involved in these various activities, it also realizes that schedule conflicts arise as a result. As it is impossible to create athletic schedules that are mutually exclusive of all other activities, individual students must bear the responsibility of resolving conflicts as they arise. Student-initiated communication among all affected parties is crucial. Excessive absence from team activities because of conflicts may adversely affect a student's position on that team.

Further, on rare occasions a student may be presented an opportunity to participate in a special outside athletic event that necessitates time away during regular school hours. Although Canterbury and the IHSAA highly discourage missing classes for athletic events, should a student have such an athletic opportunity, permission and formal arrangement should be made, well in advance of the event, in direct conversation with the High School Director.

Travel

When a student-athlete represents a Canterbury team for an away contest, appropriate dress, language, and behavior are expected of team members throughout the entire course of the trip. Each team coach outlines expectations at the start of a season.

Students are expected to travel with the team to and from contests. Any exceptions to this policy must be requested in writing and approved in advance by the Athletic Director or the team coach.

Uniforms

Uniforms are at all times the property of the school and students are expected to treat them properly, washing and caring for them according to instructions. Team uniforms are exclusively for use during team contests or activities. Students are not to wear uniform items in other circumstances nor allow use by others. Students are responsible for returning any equipment and uniforms issued to them at the completion of a season and are responsible financially for any damage. Any equipment or uniform that has not been returned to the coach within one week of the completion of a season results in a charge, equal to the full replacement value of missing items, that will be billed directly to parents.

Suspected Child Abuse

- By Indiana law all persons have a duty to immediately report if they have “reason to believe that a child is a victim of child abuse or neglect.” The report should be made to the Child Abuse hotline – 1-800-800-5556.
- Any person who makes a report (other than “a person accused of child abuse or neglect”) is “immune from any civil or criminal liability that might otherwise be imposed because of such action,” unless the reporting person “has acted maliciously or in bad faith.”
- The School does not make a written report; the child protection service makes a written report and informs the report source if the report will be sent for further assessment.
- Within 30 days of the oral report, the child protection service must send a report to the “principal of the School” (to be updated within 90 days) setting forth details of the investigation and the status of the child. This report is confidential.
- Failure of a staff member to report to the person in charge of the School and failure to make an oral report to the child protection service are both Class B misdemeanors. If the Division Director makes a report, the staff member does not have to make a report. However, the staff member should follow-up with the Division Director to ensure the report was made.
- The School should make no attempt to investigate suspected child abuse, nor should the School inform parents of suspicions, or that a report has been made. In addition, if the physical location of the alleged incident of child abuse is located on school grounds, it should be secured.
- Periodic faculty training is conducted to educate faculty about the subject of child abuse and the procedures required for reporting.

Legal Definitions

- “Reason to believe” (noted above) – people of similar background and training would believe the child was abused or neglected.
- “Child abuse or neglect” – the child’s mental or physical condition is “seriously impaired or endangered” due to injury by action or omission. (Parents may reasonably use corporal punishment.)

Policy against Harassment

In order to provide an environment of mutual respect, tolerance and sensitivity, it is important that every member of the community recognize certain guidelines for appropriate behavior. Inappropriate behavior, either verbal (spoken or written) or physical, that disregards the self-esteem of others is unacceptable. Such behavior includes unwelcome physical advances, unwarranted verbal (spoken or written) remarks, derogatory statements or discriminatory comments, and can occur between any two individuals or groups of individuals. Canterbury’s Harassment Policy also applies fully to interactions that take place on the School’s voice mail, e-mail, and computer systems.

Listed are some examples of inappropriate behavior:

- Uninvited pressure for sexual activity, whether explicit or implicit
- Display of explicit, offensive, or demeaning materials
- Hazing, threats, threatening language (written or spoken)

- Comments that are demeaning with respect to race, religion, ethnic origin, gender, disability, age, or sexual orientation

If an employee believes that he/she has been subject to harassment or discrimination, the following procedure should be followed. Faculty and staff are to be assured that the concern and response will be treated with appropriate confidentiality:

- If the employee feels comfortable, he/she should let the offending person or people know that he/she wants the behavior to stop. The employee should keep a record of when, where, and how he/she has been mistreated. Include witnesses, direct quotes, actions, evidence, and any written communication.
- If the employee does not feel comfortable confronting the person, he/she should promptly contact someone at school to whom he/she or the offending party reports, either directly or indirectly. This may include the Head of School, Division Heads, the Business Manager, or Department Chairs. The response will include an investigation by the Business Manager into the concern and the facts of the situation, and appropriate formal action if harassment or discrimination is found to have occurred.
- If an employee believes that he/she or someone else has been harassed or discriminated against, the employee has a duty to report it.
- Individuals who report harassment or discrimination will not be retaliated against in any way.
- In addition, an open door policy exists for all administrators or school leaders to hear any concerns at any time.

Every person at Canterbury School has the right to participate fully in the life of the School without harassment.

Facilities Requests

Faculty and/or staff who are responsible for planning a meeting or other event that has previously been approved by a member of the Leadership Team must complete a Facilities Request Form (Appendix B) at least 30 days prior to the meeting/event. This form is to be submitted to the individuals who coordinate events for each division, which is listed on the form.

Please note that submission of the form after the requested 30-day lead time may not provide a sufficient window of opportunity to fulfill the request. In such instances, the School reserves the right to deny a late request form.

APPENDIX A

IHSAA Requirements

To Students

Your high school years will provide some of the most memorable and enjoyable moments you will ever experience. Competition in interschool athletics is a once-in-a-lifetime experience, which will influence you forever. Your participation in high school athletics is dependent on your eligibility. Keep that eligibility. Read the following summary of Indiana High School Athletic Association rules which govern your participation. Review the rules with your parents/guardians. Ask questions of your principal, athletic director/s and coaches.

To Parents

The value of participating in athletics has been well documented. Participants earn better grades, have better attendance and have a greater chance for success in later life than non-participants. Students must meet certain standards in order to maintain the privileges of competition. Review the following rules with your son or daughter. Your role in stressing and supporting the value of following these rules cannot be emphasized enough.

From the IHSAA

The Indiana High School Athletic Association has been the governing body of high school athletics in our state since 1903. Your school is a voluntary member of the IHSAA and has agreed to follow its rules. Both your school and the IHSAA believe in equal competition among schools and the close relationship between academics and athletics. The IHSAA rules listed in this brochure are only a summary of some of the regulations affecting student eligibility. All rules are found in the IHSAA By-Laws and Articles of Incorporation publication. Your principal and athletic director/s have copies. An on-line version also is located on our website: www.ihsaa.org

You are ineligible if:

Age

- You are 20 years of age prior to or on the scheduled date of the IHSAA State Finals tournament in a sport.

Amateurism

- You play under an assumed name.
- You accept money or merchandise directly or indirectly from athletic participation.
- You sign a professional contract in that sport.

Awards and Gifts

- You receive in recognition for your athletic ability any award not approved by your high school principal or the IHSAA.
- You use or accept merchandise as an award, prize, gift or loan or purchase such for a token sum.

- You accept awards, medals, recognitions, gifts and honors from colleges/universities or their alumni.

Conduct and Character

- You conduct yourself in or out of school in a way which reflects discredit on your school or the IHSAA.
- You create a disruptive influence on the discipline, good order, moral and educational environment in your school.

Enrollment

- You did not enroll in school during the first 15 days of a semester.
- You have been enrolled more than four consecutive years, or the equivalent (e.g. 8 semesters or 12 trimesters, etc.), beginning with grade 9.
- You have represented a high school in a sport for more than four years.

Illness and Injury

- You are absent five or more consecutive school days due to illness or injury and do not
- present to your principal written verification from a physician licensed to practice medicine
- stating that you may resume participation.

Participation

During Contest Season

- You participate in try-outs or demonstrations of athletic ability in that sport as a prospective post-secondary school student-athlete.
- You participate in a practice with or against players not belonging to your school.
- You participate as an individual on any team other than your school team.
- You participate as an individual without following the criteria for the outstanding student-athlete.
- You attend a non-school camp.
- You attend and participate in a student-clinic.

During School Year Out-of-Season

- You participate in a team sport contest as a member of a non-school team where there are more than the following number of students listed below in each sport, who have participated the previous year in a contest as a member of their school team in that sport.

Basketball - 3 Baseball - 5 Football - 6
Volleyball - 3 Softball - 5 Soccer - 6

- You receive instruction in team sports from individuals who are members of your high school coaching staff (Exception: open facility).

During Summer

- You attend a non-school fall sports camp and/or clinic after Monday of Week 4 (See your athletic director for specific dates).
- You attend any other non-school camp and/or clinic after Monday of Week 5 (See your athletic director for specific dates).

Practice

- You have not completed the required number of separate days of organized practice in your sport under the direct supervision of the high school coaching staff in your preceding participation in a contest.

Scholarship

- You did not pass 70% of the full credit subjects or the equivalent that a student can take in your previous grading period. Semester grades take precedence.
- You are not currently passing 70% of the full credit subjects or the equivalent that a student can take.

Consent and Release Certificate

- You do not have the completed certificate on file with your principal each school year, between May 1 and your first practice.
- You accept money or merchandise directly or indirectly from athletic participation.
- You sign a professional contract in that sport.

Transfer

- You transfer from one school to another primarily for athletic reasons.
- You were not enrolled in your present high school your last semester or at a junior high school from which your high school receives its students unless:
 - You are entering the 9th grade for the first time.
 - You are transferring from a school district or territory with a bona fide move by your parents.
 - You are a ward of the court.
 - You are an orphan.
 - You transfer to reside with a parent.
 - Your former school closed.
 - Your former school is not an IHSAA member school and is not accredited by the state accrediting agency in the state where the school is located.

- Your transfer was pursuant to school board mandate for redistricting.
- You enrolled and/or attended, in error, a wrong school.
- You transferred from a correctional school.
- You are emancipated.
- You did not participate in any contests as a representative of another school during the preceding 365 days.
- You return to an IHSAA member school from a non-member school and reside with the same parent/s or guardian/s.
- You transfer to a member boarding school with a corresponding move from the residence of your parent/s or you transfer from a member boarding school with a corresponding move to the residence of your parent/s.
- You are a qualified foreign exchange student attending under an approved CSIET program, who has attended a member school for less than one year.

Undue Influence

- You have been influenced by any person to retain or secure you as a student or one or both parents or guardians as residents.

10-Point Checklist for Student Eligibility

If you cannot check all 10 items, see your principal or athletic director.

- You will not or have not turned 20 before or on the scheduled date of the IHSAA State Finals
- in a sport.
- You are currently enrolled and currently passing 70% of the full credit subjects or the equivalent that a student can take.
- You have had a physical examination between May 1 and your first practice each year.
- You have filed with your principal the Consent and Release Certificate which has been signed by your parent/s or legal guardian/s.
- You have not changed schools without a corresponding move by your parent/s or guardian/s.
- You have not participated in non-school contests in your sport after the designated date for the first authorized contest in that sport.
- You have never dropped out of school.
- You have had the required number of practices in your sport preceding participation in a contest.
- You enrolled in your school during the first 15 days of a semester.
- You have never received money or merchandise directly or indirectly for your athletic participation.

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 Indianapolis, IN 46240-0650
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 Web: www.ihsaa.org

APPENDIX B
IHSAA Calendars

Available: <http://www.ihsaa.org/dnn/Calendar/DownloadCalendars/tabid/598/Default.aspx>

APPENDIX C

Sportsmanship Statement

Good sportsmanship should be incorporated into all aspects of behavior and certainly is reflected in the following:

- A good sportsman competes with the opponent within the rules of the game.
- A good sportsman is respectful toward the officials.
- A good sportsman is attentive to the coach and follows instructions.
- A good sportsman supports teammates and is willing to put the team before self.
- A good sportsman appreciates the spectators' right to watch and cheer.
- A good sportsman treats equipment with care and respect.
- A good sportsman displays behavior that is appropriate at all times and in all places.

APPENDIX D

Canterbury School / Positive Coaching Alliance

In March 2000, 50 youth sports leaders came together at the first annual Against the Grain Forum convened by Positive Coaching Alliance based at Stanford University and the Center for Sport, Character & Culture at the University of Notre Dame. Canterbury School athletics department endorses the statement below which emerged from that event.

A Vision of a Positive Youth Sports Culture

We talk to one another and nod our heads and say that we need to create a positive culture around youth sports, but what do we really mean? Before we can take steps toward it, we must clearly define "a positive culture in youth sports."

What a Positive Culture Looks Like

Bottom line, we want to create a culture where kids love to play the game. They look forward to practices and games as times when they will have fun. The joy they find in playing will last a lifetime.

In a positive youth sports culture, all resources do not flow to the elite level. Athletes have options determined by their ability and interest. Elite athletes compete in "meritocratic" environments in which a place on the team and playing time are determined by ability, performance and effort. Less talented or skilled athletes, or simply athletes who want a different kind of experience, have the option to play in developmental or recreational programs in which they are guaranteed the right to play at least a part of every game.

At every level, players are proud to have their families and friends see them play. Knowing that they are an important part of the team contributes to this proud feeling; their coaches are supportive and do not embarrass them in front of those watching; they are confident that their parents are supportive and will not confront the officials over questionable calls; and ultimately, they know that those watching are proud of them whether or not they win the game.

All involved in youth sports (players, coaches, parents, officials, and fans) realize what a special time this is. They look at their involvement as a privilege that they never want to dishonor. They realize that sports provide a time when they get to interact with people they do not see on a regular basis, and they come to cherish this time. Players know that this is a time when they can learn from each other (as well as from the coach), and the coach sees how much can be learned from the players. Players look forward to playing challenging opponents because they push them to perform to their highest potential.

Coaches feel the responsibility not only to teach their players the skills and strategy behind the game, but also a respect for the tradition of the game and for all who are involved (teammates, opponents, officials, and fans). Learning to honor the game contributes to a growing sense of responsibility and maturing moral reasoning that helps athletes prepare to become contributing citizens of the larger community.

Coaches realize that what they are teaching their players carries far beyond the field into the classroom, the home, and even into future jobs. Coaches have their players (and team as a whole) focus on their effort and personal improvement, rather than simply on the results of the game. They help players recognize that mistakes are an inevitable and important part of the learning process and that a key to success is being able to rebound from mistakes with renewed determination. This way, players gain a sense of control over their own development and confidence in their ability to succeed, in life as well as in sports.

Players have an important voice in creating this positive culture, and there are multiple and ongoing opportunities for them to shape their own environment. During team discussions players speak and contribute. When decisions are being made that affect the entire team/league, coaches and league organizers make a concerted effort to be approachable and players' ideas are sought out and considered. Having this voice increases players' sense of internal motivation, and they feel a stronger sense of control over their surroundings.

This positive culture encourages athletes to play multiple sports and never pressures players to specialize in one sport too early in their careers. Coaches resist the urge to pressure their players to give up other sports besides their own, realizing that what might give them the best winning percentage is not always the same as what is in their players' best interest.

The Challenge

When a game is on the line, can we really live up to this description of a positive culture? Can we really expect coaches, players, fans, and parents to uphold this positive culture if it might result in losing the game? The answer has to be, "Yes!" All involved must realize that winning cannot be the only goal. Maintaining a positive culture where positive character traits are developed in our players must come first. When the game is on the line and tensions are running high, it can take a high level of moral courage to keep our focus on what is really important, but if we can do that, we will teach our children an invaluable lesson. We must believe that maintaining this positive culture is so vital that we are willing to stand up to others that are putting it in danger. Our **vision** needs to stretch far beyond winning a specific game to making a lasting impact on the lives of our players.

APPENDIX E

The Double Goal Coach

Double-Goal Coach® Job Description

TO: All Coaches

DATE: _____

FROM: _____

RE: What We Expect of You



You are the most important person in our organization. You determine the kind of experience our athletes have with sports. We are committed to the principles of Positive Coaching. We expect our coaches to be "Double-Goal Coaches" who want to win and help players learn "life lessons" and positive character traits from sports. The following is what we expect from you during the coming the season.

1 Model and teach your players to Honor the Game. Teach the elements of ROOTS – Respect for: Rules, Opponents, Officials, Teammates, and one's Self.

- Appoint a parent to be "Culture Keeper" for the team.
- Share with your players' parents your desire for them to Honor the Game.
- Drill Honoring the Game in practice.
- Seize teachable moments to talk with players about Honoring the Game.

2 Help players Redefine what it means to be a "Winner" in terms of Mastery, not just the Scoreboard:

- Teach players the ELM Tree of Mastery (Effort, Learning, and bouncing back from Mistakes).
- Use a "Team Mistake Ritual" (like "Flushing Mistakes") to help players quickly rebound from mistakes.
- Reward effort, not just good outcomes. Look to recognize players for unsuccessful effort.
- Encourage players to set "Effort Goals" that are tied to how hard they try.
- Use Targeted Symbolic Rewards to reinforce effort and team play.

3 Fill your players' Emotional Tanks.

- Use encouragement and positive reinforcement as your primary method of motivating.
- Strive to achieve the 5:1 "Magic Ratio" of 5 positive reinforcements to each criticism/correction.
- Schedule "fun activities" for practices, so players will enjoy their sport.
- Use the "Buddy System" to teach players to fill each other's Emotional Tanks.
- Develop "player coaches" by asking for player input and asking rather than telling them what to do
- Learn to give "Kid-Friendly Criticism" so players will be able to hear it. Criticize in private, "Ask Permission," use the Criticism Sandwich, avoid giving criticism in non-teachable moments.

4 Have Conversations during Team Meetings with your players at every practice and every game.

- Review Honoring the Game, the ELM Tree and the Emotional Tank throughout the season.
- Remind players about these three concepts before and after every game.
- Ask questions and encourage players to speak and contribute during team meetings.
- Use the Winner's Circle after a game to reinforce the positive things players did.

At the end of the season we will survey your players and their parents to give you feedback on how you did at implementing these Positive Coaching principles during the season. We will share the results with you. Thank you for all your time and effort!

I agree

COACH SIGNATURE _____

DATE _____

APPENDIX

APPENDIX F

The Canterbury School Second Goal Parent

Goal One: Win the game! (“small picture”)

- Coaches and players ONLY have the responsibility and the ability to influence the outcome of a game.

Goal Two: Life Lessons! (“big picture”)

- Parents, given NO ROLE in the winning/losing of a game, have the luxury of worrying solely about the “big picture”!

Beware the confusion that results from having belief that a sports moment is more than it really is:

- That success in a contest relates to later success: “my son hit the last second shot to win that 5th grade game, he’s certain to be a great doctor!”
- That sporting skills are a reflection of parenting skills: “my daughter can dribble best thus I must be doing a better job as a parent...”
- That a sports situation defines personal worth: “my son missed that final free throw, what’s wrong with him?” or “what’s wrong with me?”

The parent challenge: develop and foster those relationships that will best lead to supporting the “big picture” throughout.

- Relationship One: Be there for your child.
 - Unconditional;
 - Non-judgmental;
 - Non-critical;
 - Have proper conversations.
- Relationship Two: Create a partnership with the coach.
 - Acknowledge the commitment that coach has made to your child and the team (often at the expense of time with her OWN family!);
 - Support the collective effort/needs of the team;
 - Create positive connections and interactions;
 - Allow the coach to coach: don’t confuse your child with conflicting information;
 - Keep your child out of the middle—discuss legitimate differences privately and rationally with the coach;
- Relationship Three: Manage Yourself!
 - Targeted Cheering: great effort, supportive behavior, determination;
 - Cheer for ALL (even the opponents if appropriate!!)
 - Be vigilant that you are always supporting Goal Two, “big picture;”

Remember, the process is a marathon, not a sprint; enjoy it while it lasts (97% of athletes are finished with organized sports after high school), and keep the BIG picture in mind.

12. Created and developed good team dynamic. 1-2-3-4-5-6-7-8-9-10 _____

Overall I would enjoy playing for this coach again. Yes No

Your Name:

(optional, but may provide more insight for coaches)

***Feel free to share additional comments on the back of the sheet.

APPENDIX H
The Athlete's Pledge

Student's Name _____

As a member of a Canterbury athletic team, and as a *public representative* of Canterbury School, I recognize the special responsibilities that I bear for maintaining appropriate standards of behavior. In particular, I recognize that my overall conduct and support of training conditions are an important part of a team's success, and that my adherence to expectations for conduct during this season at all times, including when I am under the direct jurisdiction of the school and when I am not under the direct jurisdiction of the school, represents a statement of my commitment to that team.

Accordingly, I am confirming that I will abide by the rules of conduct as outlined in the Parent and Student Handbook and Athletics Handbook at all times during this athletic season.

I understand that I may be suspended or dismissed from the team in accordance with the consequences outlined in the Athletics Handbook in the event that I fail to follow these rules of conduct.

Student Signature

Date

Parents are asked to acknowledge their student's commitment.

Parent(s) Signature

Coaches acknowledge receipt of this commitment.

Coach's Signature

APPENDIX I

Canterbury School Athlete Advisory Committee

Mission Statement

The Canterbury High School Student Athlete Advisory Committee (SAAC) is an athletics department organization that seeks to develop students as leaders through athletics experiences. The SAAC seeks to enhance the student athlete experience by providing opportunities for leadership while fostering a positive student athlete image as representatives of the Canterbury School community, the IHSAA and the city of Fort Wayne.

Goals

In line with the mission statement, the Canterbury High School SAAC exists in order to:

- Identify, challenge and develop leaders in the area of athletics
- Prepare students to be positive role models for younger students, and positive representatives of Canterbury in the community, in athletics pursuits and otherwise
- Support fellow athletes in all sports regardless of “popular” interest
- Serve as a sounding board for coaches, teachers and administrators for issues relating to athletics
- Engender school spirit and camaraderie *across divisions* (Lower, Middle, High Schools)
- Create channels for effective communication between athletes and parents