

Trumansburg Central School District

Coach Code of Conduct

A prime goal of secondary (grades 7-12) athletic programs is to provide sporting programs that lead to the development of skilled, ethical, well-rounded student-athletes. It is recognized that the coach, as leader, is central to the achievement of this standard. To that end the coach should recognize and be given the opportunity to properly lead the student-athlete in a program that embodies far more than the “win/loss” record of seasonal competition. The coach should always display civility to all athletes, officials, media, spectators and other coaches. The coach serves as an educator and role model for student-athletes by displaying the following attributes in their coaching styles:

1) **Supporting the Overall Academic Mission** – The prime focus of the public school is academics. A strong connection between the classroom and athletic field should exist if the ultimate goal of developing an educated youngster is to be achieved. The coach should do his/her best to monitor the academic progress of all athletes on the team and communicate with teachers and parents so the players know that a partnership exists within these groups. The coach should recognize the need to balance family time, school work, athletics and other extracurricular activities. The desired goal is to not place the athlete in the position of trying to please two adults at the same time when a conflict in scheduling arises. It is the coach who imparts a sense of worth and merit, in understanding the larger picture and proper perspective of athletic participation as the student-athlete develops and matures through adolescence into adulthood.

2) **Implementing a Sound Participation Philosophy** – To help each athlete have a positive experience in the athletic program, a hierarchy is established for each level (modified, junior varsity, varsity) within the athletic program. The coach should always strive for a good balance between learning, participation and winning the contest. As ranked priorities, the following is desired:

At the Modified level: Fun, playing time, skill development and being competitive.

At the Junior Varsity level: Fun, further skill development, playing time and striving to be more competitive.

At the Varsity level: Fun, refined skill development, winning competitions and playing time.

3) **Using Good Behavior Management and Disciplinary Techniques** – The coach should lead athletes in the development of self-discipline through the use of proper behavior management techniques. The coach will set a tone that is positive and develop suitable behavior goals for the individual athlete and the team as a whole. These should be appropriate to the age and maturity level of the athlete/team. Physical conditioning and playing time in games could be used in a progressive disciplinary model. Physical or verbal acts that berate, intimidate or humiliate the athlete are not examples of good management techniques.

- 4) **Developing Sportsmanship** – The coach should impart a sense of sportsmanship by demonstrating and encouraging “modesty in victory and graciousness in defeat”. This is accomplished by displaying proper respect to teammates, opponents, officials and spectators prior to, during and after the contest.
- 5) **Demonstrating Appropriate Behavior** – Whether in practice or in the spirit of the contest, the coach should be in control of emotions, showing respect for players in word and deed. The coach should focus on the positive in their players with the use of praise in public and providing constructive criticism in private.
- 6) **Using Appropriate Language** – When communicating desires, the coach should use age appropriate, unambiguous and non-offensive language. There is no place in the TCSO athletic program for obscene, crass or sarcastic words when dealing with athletes. Words that convey seriousness of intent and encourage athletes to reach a new level of performance are desirable.
- 7) **Supervising Athletes** – To foster a safe and healthy environment, the coach will be diligent in the supervision of athletes throughout practices and contests. Specifically, the coach must maintain a strong presence in the locker room, weight room, gym foyer, practice areas and game sites.
- 8) **Building Individual and Team Leadership** – The development of leadership is desirable in the athletic program. As such, the selection of team captains is an area demanding considerable forethought by the coach. If the coach wishes to foster the establishment of a captain(s) for the team, criteria should be developed and shared with the team as to the function of that role and should include the selection process. Input from the team is valuable in the selection process but the coach should not relegate this decision to the athletes without providing oversight and guidance. The coach should meet frequently with captain(s) to review the success of the role and its effectiveness with the initially stated criteria. The coach should always show care and caution that those who may be selected for this leadership role are still maturing youngsters and should not be used as an “assistant” to the coach.
- 9) **Encouraging Helpful Community Involvement** – The coach should be aware of the relationship between the athlete, the team, the school and the wider community. Every effort should be made to assure that these components are aligned in positive ways to meet the needs of those who participate and those who watch the participants. The coach can and should develop activities that help to show our athletes that they can give back to our community. This will help the athletes understand what it means to be a positive contributing member of our community.
- 10) **Fostering Professional Development** – The coach should be involved with educational programs that will keep him/her current with latest trends. Any professional development program or opportunity must be in balance with the tenets of this Code of Conduct.