

American Legion Baseball



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Coach's Manual



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Dear Team Managers and Coaches:

USA Baseball provided this Coach's Manual to us as part of their on going Coaches Development Program. USA Baseball is the National Governing Body for amateur baseball in the United States. This manual has been modified with permission from USA Baseball to better meet the needs of our Legion coaches. The purpose of this manual is to provide amateur baseball coaches with information on coach's ethics; information on our operating structure as well as additional information resources that may be helpful to those coaches involved with American Legion Baseball.

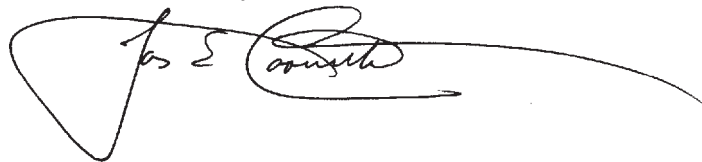
Since 1925 The American Legion has sponsored a baseball program to help kids grow into mature adults. This can only happen with your involvement and the involvement of Legionnaires, parents, and sponsors who also make The American Legion Baseball program so successful.

American Legion Baseball has many success stories. Countless former American Legion Baseball players, many of whom have been inducted into the National Baseball Hall of Fame, are appreciative for the opportunity we have given them. In the past seven and a half decades, hundreds of thousands of young players have received college scholarships or have been given an opportunity to be members of the USA Olympic Baseball team.

The American Legion is proud to have played a key role in the success stories of these individuals. Indeed, The American Legion is proud of all the youth programs we sponsor such as American Legion Boys State and Boys Nation, The American Legion High School Oratorical Contest and the Junior Shooting Sports Program. All of these programs help develop better citizens and provide a positive influence on America's youth.

Our heartfelt appreciation goes out to all of the coaches, managers, Legionnaires, parents and sponsors for their continuing support. As you coach your American Legion Baseball team, please remember the game of baseball is much more fun for the players, parents and umpires when everyone makes sportsmanship their top priority.

Sincerely,

A handwritten signature in black ink, appearing to read "Joe Caouette", with a long horizontal flourish extending to the right.

Joe Caouette, Chairman

National Americanism Commission

SECTION 1

Coaching Ethics Code

Introduction

The Ethics Code is intended to provide standards of ethical conduct that can be applied in American Legion Baseball. Compliance with or violation of the Ethics Code may be admissible as evidence in some legal proceedings, depending on the circumstances.

This Code is intended to provide both the general principles and the decision rules to cover most situations encountered by coaches. It has as its primary goals the welfare and protection of the individuals and groups with whom Coaches and Team Managers work. The Code also provides a common set of values. It is the individual responsibility of each coach to aspire to the highest possible standards of conduct. Coaches and Team Managers should respect and protect human civil rights, and should not knowingly participate in or condone unfair discriminatory practices.

General Principles

Principle A: Competence

Coaches and Team Managers should strive to maintain high standards of excellence in their work. They recognize the boundaries of their particular competencies and the limitations of their expertise. They provide only those services and use only those techniques for which they are qualified by education, training or experience. Coaches need to recognize the need for ongoing education. Coaches and Team Managers should make appropriate use of scientific, professional, technical and administrative resources and referrals.

Principle B: Integrity

Coaches and Team Managers should promote integrity in the practice of coaching. Coaches and Team Managers are honest, fair and respectful of others. In describing their qualifications, services, products or fees, they do not make statements that are false, misleading or deceptive. Coaches and Team Managers are to avoid improper and potentially harmful dual relationships and conflicts of interest.

Principle C: Responsibility

Coaches and Team Managers should uphold standards of conduct, clarify their roles and obligations, accept appropriate responsibility for their behavior, and adapt their methods to the needs of different athletes. Coaches and Team Managers consult with, refer to, or cooperate with other coaches, professional scouts, and college coaches to the extent needed to serve the best interest of their athletes, or other recipients of their services. Coaches and Team Managers should be concerned about the ethical conduct of their colleagues. When appropriate, they should consult with their colleagues in order to prevent or avoid unethical conduct.

Principle D: Respect for Participant's Dignity

Coaches and Team Managers should respect the fundamental rights, dignity and worth of all participants. Coaches and Team Managers are aware of cultural, individual and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status. Coaches and Team Managers try to eliminate the effect of biases on their work, and they do not knowingly participate in or condone unfair discriminatory practices.

Principle E: Concern for Others' Welfare

In their actions, Coaches and Team Managers are to consider the welfare and rights of their athletes and other participants. When conflicts occur among coaches' obligations or concerns, they

attempt to resolve these conflicts and to perform their roles in a responsible fashion that avoids or minimizes harm. Coaches and Team Managers are sensitive to differences in power between themselves and others, and they do not exploit or mislead people during or after their coaching relationships.

Principle F: Responsible Coaching

Coaches and Team Managers are aware of their ethical responsibilities to the community and the society, in which they work and live. They apply and make public their knowledge of sport in order to contribute to human welfare. Coaches and Team Managers try to avoid misuse of their work. Coaches and Team Managers comply with the law and encourage the development of law and policies that serve the interest of sport.

Ethical Standards

A. GENERAL STANDARDS

These General Standards are applicable to the activities of all coaches.

1. THE APPLICABILITY OF THE ETHICS CODE

While many aspects of personal behavior and private activities seem far removed from official duties of coaching, all Coaches and Team Managers should be sensitive to their positions as role models for their athletes. Private activities perceived as immoral or illegal can influence the coaching environment, and Coaches and Team Managers are expected to uphold standards of this Ethics Code consistently.

2. BOUNDARIES OF COMPETENCE

Coaches and Team Managers should provide services only within the boundaries of their competence based on education, experience, study, training, supervision, and/or consultation from persons within American Legion Baseball.

3. MAINTAINING EXPERTISE

Coaches and Team Managers maintain a reasonable level of awareness of related coaching information and undertake ongoing efforts to maintain competence in the skills they use.

4. BASIS FOR PROFESSIONAL JUDGMENTS

Coaches and Team Managers rely on scientifically and professionally desired knowledge when making judgments or when engaging in coaching endeavors.

5. DESCRIBING THE NATURE OF COACHING SERVICES

When Coaches and Team Managers provide services or information to an individual, a group, or an organization, they use language that is reasonably understandable and appropriate to the recipient of those services and information that is always current and true.

6. RESPECTING OTHERS

Coaches and Team Managers respect the rights of others to hold values, attitudes, engage in or condone opinions that differ from their own, but will actively discourage discriminatory behavior.

7. NONDISCRIMINATION

Coaches and Team Managers do not engage in discrimination based on age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, socioeconomic status, or any basis prescribed by law.

8. HARASSMENT

Coaches and Team Managers do not engage in or condone behavior that is harassing or demeaning to persons with whom they interact in their work including, but not limited to, the following factors: a person's age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language or socioeconomic status. Coaches and Team Managers will actively discourage harassing behavior in others.

9. PERSONAL PROBLEMS AND CONFLICTS

Coaches and Team Managers recognize that their personal problems and conflicts may interfere with their effectiveness. Accordingly, they refrain from undertaking an activity when they know or should know that their personal problems are likely to harm athletes or other participants.

Coaches and Team Managers have an obligation to be alert to signs for, and to obtain assistance for, their personal problems at an early stage, in order to prevent significantly impaired performance.

When Coaches and Team Managers become aware of personal problems that may interfere with their performing work-related duties adequately, they take appropriate measures, such as obtaining professional consultation or assistance, and determine whether they should limit, suspend, or terminate their work-related duties.

10. AVOIDING HARM

Coaches and Team Managers take reasonable steps to avoid harming their athletes or other participants, and to minimize harm where it is foreseeable and unavoidable.

11. MISUSE OF COACHES' INFLUENCE

Because coaches' judgments and actions may affect the lives of others, they are alert to guard against personal, financial, social, organizational, or political factors that might lead to misuse of their influence.

12. MULTIPLE RELATIONSHIPS

In many communities and situations, it may not be feasible or reasonable for Coaches and Team Managers to avoid social or other non-coaching contacts with athletes and other participants. Coaches and Team Managers must always be sensitive to the potential harmful effects or other contacts on their work and on those persons with whom they deal. A coach refrains from entering into or promising a personal, professional, financial, or other type of relationship with such persons if it appears likely that such a relationship might impair the coach's objectivity or otherwise interfere with the coach effectively performing his or her function, or might harm or exploit the other party.

Likewise, when feasible, a coach refrains from taking on obligations when preexisting relationships would create a significant risk of harm.

If a coach finds that, due to unforeseen factors, a potentially harmful multiple relationship has arisen, the coach should then attempt to resolve it with due regard for the best interests of the affected person and compliant with the Ethics Code.

13. EXPLOITATIVE RELATIONSHIPS

Coaches and Team Managers do not exploit athletes or others over whom they have supervisory, evaluative or other authority.

Coaches and Team Managers do not engage in sexual/romantic relationships with athletes or others over whom the coach has evaluative, direct, or indirect authority, because such relationships are likely to impair judgment or be exploitative.

14. DELEGATION TO AND SUPERVISION OF SUBORDINATES

Coaches' delegate to their assistants or substitutes only those responsibilities that such persons can reasonably be expected to perform competently, on the basis of their education, training or experience, either independently or with the level of supervision being provided.

Coaches and Team Managers provide proper training and supervision to their assistants or substitutes, as well as take reasonable steps to see that such persons perform services responsibly, competently and ethically.

15. CONSULTATIONS AND REFERRALS

When indicated and appropriate, Coaches and Team Managers cooperate with other coaches, professional scouts, and college coaches in order to serve their athletes or other participants effectively and appropriately.

16. GAME CONDUCT

The coach must be aware that he or she has tremendous influence, either for good or bad, in the development of the baseball player and, thus, shall never place the value of winning above the value of instilling the highest desirable ideals of character.

The coach must constantly uphold the honor and dignity of the profession. In all personal contact with the umpires, officials, administrators, the state and national organizations, the media and the public, the coach shall strive to set an example of the highest ethical and moral conduct.

The coach shall be thoroughly acquainted with 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. Players should be taught to respect the dignity of the game, umpires and opponents.

Coaches and Team Managers should confine their discussions to the rules and not challenge umpire decisions involving judgment.

Coaches and Team Managers shall actively use their influence to enhance sportsmanship by their athletes, team personnel and spectators.

Contest umpires shall be treated with respect and support by the coach. The coach shall not indulge in conduct, which will incite players or spectators against the umpires. Public criticism of umpires or players is unethical.

Coaches and Team Managers should expect from the umpires courteous and dignified attitudes towards themselves and players.

B. PUBLIC STATEMENTS

1. AVOIDANCE OF FALSE OR DECEPTIVE STATEMENTS

Coaches and Team Managers do not make statements that are false, deceptive, misleading, or fraudulent (either due to what they state, convey or suggest, or because of what they omit) concerning their work activities or those of persons or organizations with which they are affiliated. As examples (and not limitations) of this standard, Coaches and Team Managers do not make false or deceptive statements concerning:

- a) training, experience, or competence
- b) academic degrees
- c) credentials
- d) institutional or association affiliations
- e) services
- f) the basis for, or results or degree of success of their services
- g) criminal record
- h) fees

2. MEDIA PRESENTATIONS

When Coaches and Team Managers provide advice or comment by means of public lectures, demonstrations, radio or television programs, prerecorded tapes, printed articles, mailed material, or other media, they take reasonable precautions to ensure that the statements are consistent with the Ethics Code.

3. TESTIMONIALS

Coaches and Team Managers do not solicit testimonials from athletes or others who, because of their particular circumstances, are vulnerable to undue influence.

C. TRAINING ATHLETES

1. STRUCTURING THE RELATIONSHIP

Coaches and Team Managers discuss with athletes, as early as it is feasible, appropriate issues such as the nature and anticipated course of training, fees and confidentiality.

When the coach's work with athletes will be supervised, the above discussion includes that fact, and the name of the supervisor.

Coaches and Team Managers make reasonable efforts to answer athletes' questions and to avoid apparent misunderstandings about training. Whenever possible, Coaches and Team Managers provide oral and/or written information, using language that is reasonably understandable to the athlete.

2. COACH/PARENT RELATIONSHIP

When a coach agrees to provide services to several persons who have a relationship (such as parents and children), the coach attempts to clarify at the outset the relationship they will have with each person. This clarification includes the role of the coach and the probable uses of the services provided.

As soon as it becomes apparent that the coach may be called on to perform conflicting roles (such as mediator between parents and children or sibling teammates), the coach attempts to clarify and adjust or withdraw from roles appropriately.

3. DRUG-FREE SPORT

Coaches and Team Managers do not tolerate the use of performance-enhancing drugs and support athletes' efforts to be drug free.

4. ALCOHOL, TOBACCO AND GAMBLING

Coaches and Team Managers discourage the use of alcohol and tobacco in conjunction with athletic events or victory celebrations at playing sites and forbid the use of alcohol and tobacco by minors.

Coaches and Team Managers refrain from using tobacco and alcohol while coaching, and in the presence of their athletes.

Coaches and Team Managers prohibit gambling in conjunction with athletic events, on playing sites and trips, and when coaching, refrain from gambling themselves.

5. PORNOGRAPHY

Coaches and Team Managers discourage the use of pornographic material.

Coaches and Team Managers refrain from the use of pornography while they are coaching and will avoid pornography while in the presence of their athletes.

Coaches and Team Managers do not engage in illicit behavior or activities with athletes or other participants over who the coach has direct or indirect authority.

D. TRAINING SUPERVISION

1. DESIGN OF TRAINING PROGRAMS

Coaches and Team Managers who are responsible for training programs for other Coaches and Team Managers seek to ensure that the programs are competently designed, provide the proper experiences and meet the requirements for coaching education, certification or other goals for which claims are made by the program.

2. DESCRIPTIONS OF TRAINING PROGRAMS

Coaches and Team Managers responsible for training programs for other Coaches and Team Managers seek to ensure that there is a current and accurate description of the program content, training goals and objectives, and requirements that must be met for satisfactory completion of the program. This information must be readily available to all interested parties.

Coaches and Team Managers seek to ensure that statements concerning their training programs are accurate and not misleading.

3. ACCURACY AND OBJECTIVITY IN COACHING

When engaged in coaching, Coaches and Team Managers present information accurately and with a reasonable degree of objectivity.

When engaged in coaching, Coaches and Team Managers recognize the power they hold over athletes and therefore make reasonable efforts to avoid engaging in conduct that is personally demeaning to athletes and other participants.

4. HONORING COMMITMENTS

Coaches and Team Managers take reasonable measures to honor all commitments they have made to all participants.

E. RECRUITING

1. TEAM / PLAYER SELECTION

Coaches and Team Managers perform evaluation or team selection in a manner consistent with the Ethical Code AND consistent with American Legion Baseball Recruiting Rules.

2. ASSESSING ATHLETIC PERFORMANCE

In coach-athlete relationships, Coaches and Team Managers establish an appropriate process for providing feedback to athletes.

Coaches and Team Managers evaluate athletes on the basis of actual performance and established program requirements.

Coaches' assessments, recommendations, report and evaluative statements used to select team members are based on information and techniques sufficient to support their finding.

F. RESOLVING ETHICAL ISSUES

1. FAMILIARITY WITH ETHICS CODE

Coaches and Team Managers have an obligation to be familiar with this Ethics Code (or as it may be amended from time to time), other applicable ethics codes and their application to the coach's work. Lack of awareness or misunderstanding of an ethical standard is not itself a defense to a charge of unethical conduct.

2. CONFRONTING ETHICAL ISSUES

When a coach is uncertain whether a particular situation or course of action would violate the Ethics Code, the coach ordinarily contacts the Post Athletic Officer or Post Commander to seek additional instruction from the Department (State) Baseball Chairman.

3. INFORMAL RESOLUTION OF ETHICAL VIOLATIONS

When participant(s) believe that there may have been an ethical violation by a coach, or anyone associated with the team, they attempt to resolve the issue by bringing it to the attention of that individual in an informal manner.

4. REPORTING ETHICAL VIOLATIONS

If an apparent ethical violation is not appropriate for informal handling, the participants are to contact the Post Athletic Officer or Post Commander to investigate and resolve any violations.

Participant:

- a) Contacting the team's sponsoring Post Commander/Athletic Officer or in cases of an outside sponsored team the Association President or appropriate designee.
- b) Confirm with the coach's sponsoring Post Commander/Athletic Officer or Association President if there was an attempt for an informal resolution.
- c) A written complaint is to be filed with the sponsoring American Legion Post or in cases of outside sponsorship the Association President or designee.

Local American Legion Post or Sponsoring Organization is to:

- a) Review the written complaint and using appropriate due process procedures as outlined in American Legion Post by-laws or operating manual.
- b) Give a copy of the written complaint to the coach in question seven (7) days prior to review and or hearing.
- c) Keep a written report on all reviews and actions.

6. COOPERATING WITH ETHICS COMMITTEES

Coaches and Team Managers will cooperate with any ethics investigations, proceedings by the sponsoring American Legion Post and or the Department (State) Baseball Committee or sponsoring outside organization. Failure to cooperate is itself an ethics violation.

7. IMPROPER COMPLAINTS

Participants do not file or encourage the filing of ethics complaints that are frivolous and are intended to harm the respondent.

8. PROCESS RELATING TO VIOLATION OF CODE

The Coach acknowledges that this Ethics Code is administered under the authority of American Legion Baseball, and that a violation of the Code subjects the coach to the discipline of the sponsoring American Legion and possibly the Department Baseball Committee.

In the event that a violation of the Ethics Code occurs during non-Legion activity, however, such a violation would reflect negatively on the Legion Baseball program, the Coach and or Team Manager must understand that the local Legion Post and or Department Baseball Committee may take action separate and independent in order to protect its interests and those of athletes, and The American Legion,

In the event that a coach is found to have violated the Ethics Code, such action is separate and apart from any legal consequences, which may occur as a result of the act.

SECTION 2

Sports Safety Training

There is a basic safety-training course available from The Red Cross. Please check your local telephone book. The course is 2.5 hours long and costs \$15. The purpose of the American Red Cross Basic Safety Training course is to provide course participants with the knowledge and skills necessary to help provide a safe environment for athletes. It also provides procedures in an emergency, to help sustain life and minimize the consequences of injury or sudden illness until medical help arrives.

The course content and activities will help participants identify and eliminate potentially hazardous conditions, recognize emergencies, and make appropriate decisions for first aid care. The course teaches first aid skills that Coaches and Team Managers and other participants need to perform as the first link in the Emergency Medical Services (EMS) system.

Course Objectives

At the conclusion of this course, participants should be able to:

- Understand and explain how the EMS system works and the coach's role in the EMS system, including how and when to call EMS personnel.
- Recognize the coach's safety responsibilities and how they impact injury prevention for athletes.
- Identify and eliminate or minimize potential hazardous conditions that may place athletes, coaches, officials and spectators at risk of injury.
- Identify the signals of breathing emergencies, including choking, and demonstrate how to provide rescue breathing and first aid for choking.
- Identify the major risk factors for cardiovascular disease, and describe how to minimize them.
- Recognize the signals of a possible heart attack, and describe how to care for someone who is experiencing persistent chest pain.
- Identify the signals of cardiac arrest, and demonstrate how to provide cardiopulmonary resuscitation (CPR) until emergency medical personnel arrive.
- Identify life threatening bleeding and demonstrate how to control it.
- Identify the signals of shock and describe how to minimize its effects.
- Identify the signals of various soft tissue and musculoskeletal injuries and demonstrate how to care for them.
- Identify the signals of sudden illness, including poisoning, bites and stings, and heat-related and cold-related emergencies, and describe how to care for them.
- Describe when and how to move a victim in an emergency situation.
- Authorized American Red Cross instructors may award course completion certificates to participants who meet the course completion requirements.

SECTION 3

Coaches, Managers and Player Competencies

The following statements of competencies have been developed by the **USA BASEBALL** Coaches and Team Managers. The Americanism Commission believes that all players who aspire to succeed in baseball should have a personal and systematic plan to acquire each of these competencies.

Our purpose in collecting and listing all of these areas of competency is to help Coaches, Team Managers and players understand level of skills and abilities that are required to take young players to their next competitive level. This list has been broken down into age categories for junior age players (age 15-16), senior age players (age 17-19) and college bound players (age 18-19).

Since young baseball players mature at different rates, the development of their baseball skills will not always fit neatly into an age category. We would suggest that you use the age groupings as a guide rather than an absolute standard for their skill development.

Finally, we urge all young players to develop a practical working ability in the majority of these competencies as they strive for success as competitive baseball players.

Authors: Bernie Walter, Member USA Baseball; Team Manager, 1990 National Championship Legion Team, Mayo, MD

Tom Hicks, Member USA Baseball; Former American Legion Player

Junior Age Players – Age 15-16

Player Competencies

At the junior age level, players should continue focusing on the following competencies:

Goal Setting

Players should:

1. Establish specific and measurable performance goals that are written, shared with Coaches and Team Managers and revised on a regular basis to promote development and accountability.

Example: To develop control of your fastball to be able to throw 7 out of ten pitches for a strike.

2. Divide performance goals into three broad categories based on time needed to accomplish the goal: long term, intermediate and short term. Daily tasks should then be planned based on the goals set.

Example:

- *Long-term* *1 year*
- *Intermediate* *4-6 months*
- *Short term* *1-3 months*

3. Be able to engage in evaluation of play after game and readjust daily tasks or short-term goals based on evaluation.

4. Set goals that encompass all of the various areas of their development including technique, strategy and tactics, fitness and mental toughness.

5. Develop some outcome goals that target development and championships. Strive to achieve outcome goals while understanding results are not totally player controlled.
6. Demonstrate intrinsic motivation.

Example:

- *Show intensity in practice*
- *Be attentive and dedicated to physical training*
- *Show evidence of independence as a player*

7. Have a written plan to demonstrate a systematic approach to training and scheduling as it relates to periodization. Practice good habits in nutrition and overall good health.

Periodization

Players should:

1. Develop a schedule which clearly identifies the level of competition where they hope to peak as well as provide appropriate time for preparation, games and physical and psychological recovery.
2. Participate in a fitness program, which includes training for both aerobic and anaerobic energy systems as well as muscular training.

Maximizing Practice Times

Players should:

1. Be actively involved in planning practices together with a coach or teammate.
2. Practice the way they hope to play in a game using proper technique and skills with sound strategy.
3. Understand and use the nine basic components in the following sequence of every practice.

Nine Basic Components of Practice:

- Warm-up and stretching
 - On-field warm-up
 - Review of previously learned skills
 - Learn new skills
 - Practice game situations
 - Play game or modified game
 - Conditioning
 - Cool-down and stretching
 - Evaluate practice
4. Learn new skills in the first half of practice and do hard physical training near the end of practice so as not to impair fine motor control due to fatigue.
 5. Practice with the same intensity as in the game.
 6. Develop one or two specific cues that help concentration and the ability to stay focused on the task at hand during each practice.

Example: Cheerleading practice is disturbing your practice, the coach shouts to bring the players focus back into attention.

7. Use drills to isolate work on baseball skills and techniques. After the initial learning stages, emphasis should be on live game-like drills to insure maximum transfer to playing situations.
8. Be able to set specific performance goals for each practice.

Example: During batting practice I will hit 10 hard balls or line drives rather than I will work on my hitting.

9. Devote a significant amount of practice time to develop strategies as well as time to improve weaknesses.

Strategies

The standards and strategies that Coaches and Team Managers should teach the junior age player include:

1. Begin specialization of players (i.e.: 5 positions) based on athlete's tools (i.e.: running speed and arm strength).
2. Develop a system of defense that allows for creating versatile athletes.
3. Keep improvement and learning as a major goal.
4. Expand on team skills and concepts.
5. Advanced offensive and defensive base running concepts are introduced (i.e.: leads, holding runner on, and running out missed 3rd strikes).
6. Individual and team practices on a regular basis.
7. Self-esteem is imperative.
8. A greater emphasis on the rules of the game.
9. Be able to do a post-game self-analysis of which tactics and strategies worked well and which ones did not. Be able to discuss the game with a coach and turn it into a positive learning experience.
10. Choose a team whose style of play, temperament and playing strengths will compliment their own.
11. Show an understanding of percentage baseball by making wise decisions based on the following factors:
 - Score, outs, innings, ball and strike count
 - Field conditions
 - Playing conditions
 - Team's strengths and weaknesses
 - Opponent's strengths and weaknesses.
12. Have a clear understanding of the responsibilities of each of the nine defensive positions. Be able to execute all the plays to each selected position with skill and confidence.
13. Have the variety and flexibility that allows a change in tactics when the game is not going well.

Skills

The skill areas to teach the junior age players include:

1. Base running
 - a. Rounding the bases with tighter turns
 - b. Batter-Runner to 1st Base
 - First 4 steps
 - Avoiding interference
 - c. Running at 1st Base
 - Leads
 - Breaks
 - Steals
 - d. Running in the “1st & 3rd” situation
 - Straight double steal
 - e. Running at 2nd Base
 - Leads
 - Breaks
 - Steals
 - Rules on batted balls
 - f. Running at 3rd Base
 - Leads
 - Introduce squeeze play
 - g. Sprinting technique
 - h. Continue to refine headfirst slide
2. Sprinting
 - Form running
3. Throwing/Catching
 - Long toss is emphasized
4. Defense
 - a. Run down
 - b. Sacrifice bunt defense
 - c. Pick-offs
 - Basic daylight play
 - Basic catcher pick-off
 - Introduce 1st and 3rd defense
 - Wild pitch or passed ball

- Re-emphasize fly ball communication (protocol)
- Solidify basic cut-off plays
- Introduce double relay plays
- Backing-up bases

5. Catchers

- a. Basic signals
- b. Stance
- c. Receiving the pitch
- d. Introduce blocking balls
- e. Tag play
- f. Fielding pop flies
- g. Introduce fielding bunts
- h. Introduce throwing out baserunner attempting to steal

6. Infielders

- a. Mental preparation before the pitch
- b. Positioning on the field
- c. Develop proficiency in fielding ground balls
- d. Develop proficiency in catching pop flies
- e. Teach sound mechanics of the double play

7. Outfielders

- a. Mental preparation before the pitch
- b. Positioning on the field
- c. Develop proficiency in catching fly balls
- d. Develop proficiency in fielding ground balls
- e. Throwing
 - Techniques for relay play
 - Become more proficient in throwing to cut-off

8. Hitting

- a. Proper bat selection
- b. Proper position in the batters box to gain advantage
- c. Re-emphasize correct grip
- d. Sound mechanics
 - Stance
 - Swing
 - Follow through

- Introduce various mental aspects of hitting
 - Two strike hitting
 - Anticipation of pitch selection
- f. Develop proficiency of hit and run
- g. Bunting
- Develop proficiency of sacrifice bunt
 - Introduce bunting for a hit
9. Signs
- Verbal and/or physical
 - Bunt
 - Steal
 - Take
 - Run/Hit
 - Wipe off
 - Squeeze play
 - Verification
10. Pitching
- a. Proper warm-up routine
- 3 minute cardiovascular exercise
 - Proper stretch
 - Soft toss to long toss
 - Warm-up each pitch specifically
- b. Introduce set position
- c. Introduce curveball
- d. Fielding your position
- Fielding bunts
 - Fielding batted balls
- e. Develop proficiency of covering 1st base on ground balls
- f. Maintain sound pitching mechanics
- g. Limit specific pitches per outing

Fitness Testing and Training

Players should:

1. Take standardized physical fitness tests several times a year to compare results and analyze progress.
2. Take baseball-specific tests several times per year to compare results and analyze progress.

3. Understand the importance of knowing how to properly warm-up and stretch prior to and cool-down and stretch after every practice and competition and do it.
4. Understand what each fitness test and baseball-specific test measures and how their results compare with other players of the same age group and playing ability.
5. Set realistic yet challenging goals for improvement in weak areas.
6. Recognize the significance of aerobic and anaerobic conditioning and include this training in their periodization schedule.
7. Understand the importance of foot skills and movement in baseball and be able to use on- and off-field drills to improve movement.

Injury Prevention

Players should:

1. Understand that warming-up, stretching and cooling down on a daily basis helps prevent injury.

2. Understand the concept of **P.R.I.C.E.S.** for treating acute injuries.

P Protection

R Rest

I Ice

C Compression

E Elevation

S Support

3. Understand the 5 levels of pain, what treatment to seek, and how much play is safe at each level.

Level of Pain Signs

One	Discomfort or mild pain but resolves with warm-up or continued playing.
Two	Mild pain during play not resolved with warm-up or play that resolves within 24 hours.
Three	Mild to moderate pain during and after play that exceeds 48 hours.
Four	Mild to moderate pain that continues during play, after play and does not respond to specific warm-up activities.
Five	Moderate to severe pain that alters baseball technique.

Nutrition

Players should:

1. Understand the importance of, and practice proper hydration before, during and after practices and games.

2. Be able to identify the appropriate amounts and types of food from the different nutrient groups in the food pyramid that comprise a healthful diet.

3. Recognize the importance of selecting foods from all nutrient groups in the food pyramid when working toward, or maintaining optimal body weight.

4. Be able to make wise decisions about what to eat before, during and after a game.

5. Be able to devise and follow a daily eating plan that consists of sound nutritional choices to enhance athletic performance.

Sports Psychology

Players should:

1. Develop an offensive and defensive routine before each pitch.
2. Conduct yourself on the baseball field with an air of confidence, good body posture and appear in emotional control at all times.
3. Understand the difference in being relaxed and tense.
4. Understand that mistakes are part of the game. Focus on things they can control such as executing a game plan and giving 100% effort at all times when competing.
5. Understand the benefits and the use of positive reinforcement. Realize that positive comments help reduce stress, enhance self-image, enhance the team's image, and increase the enjoyment of games and practice.
6. Understand the damage that negative self-talk can do both to the mind and the body. Realize that negative conversations can contribute to low self-esteem and sabotage the enjoyment of the game.
7. Be able to visibly control their breathing patterns at difficult and tense moments during a game.

Media Skills

Players should:

1. Speak positively about opponents -- being respectful of their playing ability and personal attributes.
2. Be aware of posture and make eye contact with fans and on-field personnel.

Sportsmanship/Character Development

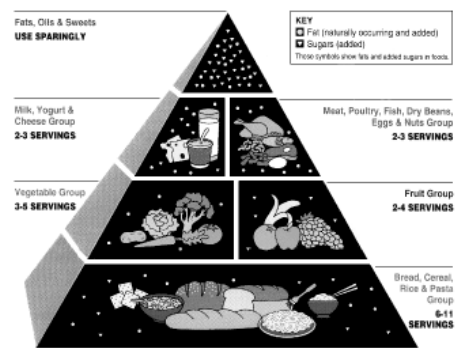
Players should:

1. Realize the importance of honesty and integrity on the field.
2. Develop a sense of responsibility for your actions, on-and off-the field.
3. Demonstrate high levels of sportsmanship.
4. Have respect for teammates, coaches, opponents, officials and parents.
5. Have the ability to balance school, social activities, sports and family.
6. Develop a sense of team commitment.

Parent Education:

Coaches and Team Managers should:

1. Enable parents to understand the objectives of the program.
2. Allow parents to become acquainted with you, the person responsible with their son or daughter.
3. Inform parents about the nature of the sport and its potential risks.
4. Explain team rules, regulations and procedures.



5. Let parents know what is expected of them.
6. Enable you to understand parents' concerns.
7. Establish clear lines of communication between you and the parents.
8. Obtain help from parents in conducting the season's activities.
9. Expect punctuality and regular attendance at practice and games.

Senior Age Player – Age 17-19

Player Competencies

At the senior level, players should start focusing on the following new competencies.

Goal Setting

Players should:

1. Establish specific and measurable performance goals that are written, shared with Coaches and Team Managers and revised on a regular basis to promote development and accountability.

Example: To develop hitting skills necessary to strike out less than 8% of the at bats.

2. Develop performance goals into three broad categories based on time needed to accomplish the goal: long-term, intermediate and short-term. Daily tasks should then be planned based on the goals set.

Example:

- *Long-term* *1 year*
- *Intermediate* *4-6 months*
- *Short-term* *1-3 months*

3. Be able to engage in evaluation of play after a game and readjust daily tasks and short-term goals based on that evaluation.
4. Set goals that encompass all of the various areas of their development including technique, strategy and tactics, fitness and mental toughness.
5. Develop some outcome goals that target development and championships. Strive to achieve outcome goals while understanding results are not entirely player controlled.
6. Demonstrate intrinsic motivation.

Example:

- *Show intensity in practice*
 - *Be attentive and dedicated to physical training*
 - *Show evidence of independence as a player*
7. Have a written plan to demonstrate a systematic approach to training and scheduling as it relates to periodization. Practice good habits in nutrition and overall good health.

Periodization

Players should:

1. Develop a schedule, which clearly identifies the level of competition where they hope to peak as well as provide appropriate time for preparation, practices, games, and physical and psychological recovery.
2. Participate in a fitness program, which includes training for both aerobic and anaerobic energy systems as well as muscular training.
3. Be able to construct a yearly schedule of games played, practice and rest. Use periodization concepts so that a long-term plan is designed to control volume, intensity and frequency of training and maximize performance at desired times.
4. Consider the following when planning their schedule:
 - Results of fitness training
 - Development of goals both mechanical and competitive
 - Variables such as age and gender
 - Recommendations of coaches.
5. Have their fitness programs include:
 - Ample time for development of an aerobic base
 - General and baseball specific anaerobic training
 - Specific training drills while on the road and during in-season play
 - Recovery time.
6. Have a strength-training program, which demonstrates an understanding of reaching a physiological peak. The program should include:
 - Time to develop a muscular base
 - Training at an increased intensity level
 - An in-season strength training maintenance program.

Maximizing Practice Time

Players should:

1. Be actively involved in planning practices together with a coach or teammate.
2. Practice the way they hope to play in a game using proper technique and skills with sound strategy.
3. Understand and use the nine basic components in the following sequence at every practice.

The Nine Basic Components of Practice:

- Warm-up and stretching
- On-field warm-up
- Review of previously learned skills
- Learn new skills
- Practice game situations
- Play games or modified games

- Conditioning
 - Cool-down and stretching
 - Evaluate practice
4. Learn new skills in the first half of practice and do hard physical training near the end so as not to impair fine motor control due to fatigue.
 5. Practice with the same intensity as in the game.
 6. Develop one or two specific cues that help concentration and the ability to stay focused on the task at hand during each practice.
 7. Use drills to isolate work on baseball skills and techniques. After the initial learning stages, emphasis should be on live game-like drills to insure maximum transfer to playing situations.
 8. Be able to set specific performance goals for each practice such as:
During balling practice, I will hit 10 hard balls or line drives rather than I will work on my hitting.
 9. Devote a significant amount of practice time to develop strengths as well as time to improve weaknesses.

Strategies

The standards and strategies that Coaches and Team Managers should teach the senior age level include:

1. Refine the specialization of players (i.e. 3 positions) based upon the athlete's tools (i.e. hitting, hitting with power, fielding skill, arm strength and running speed).
2. Create a system that allows a continued variety of specialization.
3. Keep improvement and learning as a major goal.
4. Expand on team skills and concepts.
5. Advanced offensive and defensive concepts must be fully developed (i.e. position specific skills).
6. Individual and team practice on a daily basis.
7. Self-esteem is imperative.
8. A greater emphasis on the details of the rules of the game.
9. Be able to do a post-game self-analysis of which tactics and strategies worked well and which ones did not. Be able to discuss the game with a coach and turn it into a positive learning experience.
10. Choose a team whose style of play, temperament and playing strengths will compliment their own.

11. Show an understanding of percentage baseball by making wise decisions based on the following factors:

- Score, outs, innings, ball and strike count
- Field conditions
- Playing conditions
- Team's strengths and weaknesses
- Opponent's strengths and weaknesses.

12. Have a clear understanding of the responsibilities of each of the nine defensive positions. Be able to execute all the plays to each selected position with skill and confidence.

13. Have the variety and flexibility that allows change when the game is not going well.

14. Work with a coach to devise a game plan that will take advantage of their team's strengths and capitalize on the weaknesses of their opponents.

15. Keep a record or diary of every practice session and game. Include a brief scouting report on each opponent for future games and a summary of their own performance.

Skills

The skill areas to teach the senior age players include:

1. Base running

- a. Understand that in-dugout observations regarding the opponent's strategies and individual idiosyncrasies can be transferred into better base running (i.e. pitcher's pick-off moves to bases).
- b. Continue to observe and solidify observations made in the dugout.
- c. Batter-Runner to 1st base
 - Develop proficiency leaving the batters box (i.e. first 4 steps)
 - Have sound mechanics on running through first base on ground ball to the infield and be mentally alert to the overthrow
 - Have the ability to steal second base given a specific set of circumstances (i.e. straight steal, delay, first move).
- d. Have sound mechanics on rounding the bases
 - Aggressively taking the extra base
 - Ball in the vision of the baserunner (i.e. he is on his own)
 - Ball out of the vision of the runner (i.e. use of the base coach).
- e. Running from 1st base
 - Constantly execute a variety of leads
 - Consistently execute a variety of breaks (i.e. batted balls, balls in the dirt, steals).
- f. Running in the "1st and 3rd" situation
 - Consistently execute a variety of offensive plays (i.e. double steals, two-out situation, early break).

- g. Running from 2nd base
 - Consistently execute a variety of leads in coordination with the base coach
 - Consistently execute the guidelines on batted ground balls and fly balls, consistent with conventional baseball theory
 - Have the ability to steal third base given a specific set of circumstances.
 - h. Running from 3rd base
 - Consistently execute a variety of leads
 - Consistently execute a variety of breaks (i.e. fly ball, line drive and on-contact play)
 - In coordination with the batter, consistently demonstrate the ability to execute a variety of squeeze plays (i.e. suicide squeeze and safety squeeze).
 - i. Understand conventional base running strategy and techniques in the following situations:
 - first and second
 - second and third
 - bases loaded.
2. Sprinting
- a. Able to demonstrate proper sprinting technique (i.e. hip-torso action, arm action, hand action, leg action)
 - b. Begin advanced training techniques such as interval training and plyometrics.
3. Throwing/Catching
- a. Able to demonstrate proper throwing and catching techniques.
 - b. Begin advanced training techniques such as specific weight training exercises to improve throwing.
4. Team Defense
- a. Demonstrate the ability to execute the “one throw” rundown.
 - b. Consistently execute conventional bunt defenses in a variety of game situations.
 - c. Consistently execute an extensive variety of pick-off plays (i.e. daylight plays, timed plays, catcher pick-offs and specialty pick-offs).
 - d. Consistently execute “1st and 3rd defense” with a variety of techniques to combat any and all game situations.
 - e. Consistently execute wild pitch and passed ball defenses in a total team concept.
 - f. Consistently execute fly ball protocol with an emphasis on communication that will succeed in various playing environments.
 - g. Master individual techniques and team tactics for all cut-off situations
 - Nobody on base, single to all fields (i.e. ball to left field, center field and right field).
 - Man on first base, single to the outfield (i.e. ball to left field, center field and right field).
 - Man on second base, single to the outfield (i.e. center field and right field).

- Man on third base or first and third (i.e. sacrifice fly or single to the outfield).
 - Nobody on base, long single or possible double.
- h. Master individual techniques and team tactics for all double relay plays
- Nobody on base, sure double (i.e. ball down the line or ball in the alley).
 - Man on first base, sure double (i.e. ball down the lines or ball in the alley).
- i. Demonstrate the ability to execute a variety of team tactics to defend “hit and run” (i.e. pitch-outs, switching coverages and deeks).
5. Catchers
- a. Develop a system of signals for the pitches and team defensive plays.
 - b. Develop a fundamentally sound catching stance that can be easily adjusted to consistently receive the ball, block pitches and throw to infielders.
 - c. Consistently demonstrate several techniques to handle a variety of pitches to best utilize the strike zone (i.e. framing, low ball, backhand).
 - d. Consistently block the ball in the dirt.
 - e. Consistently demonstrate the ability to execute the tag play in a variety of game situations.
 - f. Demonstrate the ability to field batted balls (i.e. bunts and pop flies).
 - g. Demonstrate sound throwing mechanics to handle a variety of base stealing situations.
 - h. Demonstrate good mechanics in handling the Home to 1st double play.
6. Infielders
- a. Refine the mental preparation and verbal communication before the pitch.
 - b. Understand that game situations affect positioning on the field and may lead to more situational positioning.
 - c. Refine proficiency in fielding ground balls in regard to various game situations (i.e. backhand, slow roller, diving catches)
 - charge the ball
 - footwork to maximize range
 - develop proficient glove skills so as not to “turn the glove over”
 - understand and develop the proper angle to the ball.
 - d. Maintain proficiency in catching pop-flies while increasing their range of coverage and ability to deal with environmental factors (i.e. sunglasses and ranging into the outfield).
 - e. Refine their proficiency of performing the conventional double plays and understand various unique double play opportunities that might occur in game situations.
 - f. Develop more advanced and varied techniques in the execution of the tag play and covering bases.
 - g. Develop proficiency in holding base runners close to the base.
7. First Baseman
- a. Refine proficiency in arriving to first base to receive a throw (i.e. distance from 1st

base depending on the team defense).

- b. Develop the skill of getting into athletic position to receive the throw and be able to move the feet to handle a variety of throws.
- c. Develop advanced stretch techniques to receive a variety of throws (i.e. low throws, in the dirt, high throws).
- d. Develop advanced techniques on a variety of tag plays (i.e. pick-off attempts, batter-runner on throws up the line).
- e. Refine proficiency of breaking off the base to a fielding position, when holding a runner on first base.
- f. Demonstrate proficiency of individual responsibilities and techniques of various bunt defenses (i.e. fielding bunts with accurate throws to all bases).
- g. Demonstrate proficiency of individual responsibilities and techniques of various cut-off plays.
- h. Demonstrate proficiency of individual responsibilities and techniques of various double-play situations.
- i. Refine proficiency in catching pop-flys near a fence or dugout.

8. Second Baseman

- a. Develop a variety of advanced techniques to “feed the shortstop” (throw) on the double play.
- b. Develop a variety of advanced techniques to execute the double play.
 - footwork
 - glove skills
 - throws
- c. Demonstrate proficiency of individual responsibilities and techniques of various bunt defenses.
- d. Demonstrate proficiency of covering the proper base on various cut-off plays.
- e. Demonstrate proficiency of various relay plays (i.e. be a target, catch and throw accurately).

9. Shortstop

- a. Develop a variety of advanced techniques to “feed the second baseman” (throw) on the double play.
- b. Develop a variety of advanced techniques to execute the double play.
 - footwork
 - glove skills
 - throws
- c. Demonstrate proficiency of individual responsibilities and techniques of various bunt defenses.
- d. Demonstrate proficiency of individual responsibilities of various cut-off plays (i.e. cut-off man or cover proper base).
- e. Demonstrate proficiency of various relay plays (i.e. be a target, catch and throw ac-

curately).

10. Third Baseman

- a. Develop a variety of advanced techniques to “feed the second baseman” (throw) on the double play.
- b. Demonstrate proficiency of individual responsibilities and techniques of various bunt defenses (i.e. fielding bunts with accurate throws to all bases).
- c. Demonstrate proficiency of individual responsibilities of various cut-off plays (i.e. cut-off man or cover proper base).
- d. Assertively cut-off ground balls in front of the shortstop.
- e. Refine proficiency in catching pop-flys near a fence or dugout.

11. Outfielders

- a. During pre-game preparations learn how the ball rebounds off the fence and plays out of the comers.
- b. Demonstrate proficiency in “going back” on the fly ball (i.e. drop-step and proper angle of pursuit).
- c. Refine proficiency in fielding fly balls (i.e. proper technique and ball curving towards the line).
- d. Demonstrate proficiency of a variety of catches (i.e. sliding and diving).
- e. Refine proficiency in fielding ground balls in regards to various game situations (i.e. block and catch, infield technique and “all or none” play).
- f. Demonstrate proficiency of accurately throwing to cut-off and/or relay man.
- g. Properly demonstrate fielding a baseball stopped at the outfield fence.
- h. Demonstrate proficiency of backing up bases and infielders in various situations.
- i. Refine proficiency of throwing over-hand using full arm extension and with a four seam grip.

12. Pitchers Fielding their Position

- a. Refine proficiency in fielding ground balls.
- b. Develop proficiency in fielding balls bunted down the first base line, straight at pitcher and down the third base line.
- c. Develop proficiency in fielding bunts and throwing to second base.
- d. Develop proficiency in fielding bunts and throwing to third base.
- e. Develop proficiency in covering first base.
- f. Develop proficiency in throwing to second base for a double play.
- g. Develop proficiency in covering home plate on wild pitches and passed balls.
- h. Develop proficiency on backing up bases.

- i. Develop proficiency for holding runners on base.
- j. Develop proficiency with a variety of pick-off moves.

13. Pitching

- a. Develop a pitching specific warm-up routine in the bullpen to maximize performance.
- b. Develop the ability to throw a variety of pitches including: two-seam fastball, four-seam fastball, slider, curveball, change-up and/or a specialty pitch.
- c. Develop command of all pitches (i.e. location and rotation).
- d. Display knowledge of tactics and strategies to exploit hitter's weaknesses.
- e. Learn to map out and execute a specific game plan that maximizes their strengths and exposes opponent's weaknesses.
- f. Demonstrate an understanding of "percentage" baseball by making wise, tactical pitching decisions based on the following factors:
 - staying ahead of the hitter
 - have hitters hit your pitch
 - know the game situation
 - know the importance of outs and the runner on base (i.e. tying and winning runs).
- g. Maintain composure at all times (i.e. defensive errors and umpire calls).
- h. Consistently execute proper pitching mechanics to protect the throwing arm and maximize performance.
 - refine pitching from the wind-up position
 - refine pitching from the set position

14. Hitting

- a. To have a clear understanding that the purpose of hitting is to hit the ball hard every time, to hit line drives, hard ground balls and to be mentally ready to hit every pitch in every at-bat.
- b. Develop a hitting specific routine prior to the at-bat in the dugout and on-deck circle to maximize performance.
- c. Demonstrate an understanding of "percentage" baseball by making wise, tactical hitting decisions based on the following factors:
 - location in the batter's box
 - anticipate pitch based on the count
 - offensive situation
 - playing conditions.
- d. Display knowledge of tactics and strategies to exploit pitcher's weaknesses.
- e. Consistently execute proper hitting mechanics to maximize performance.
- f. Develop the ability to hit a variety of pitches (i.e. location and/or type of pitch).
- g. Learn to map out and execute specific game plan that maximizes their strengths and exposes opponent's weaknesses (i.e. hit to all fields).

- h. Understand that they never waste a time at bat because at-bats are so precious.
- i. Introduce and develop the visual component of hitting to maximize performance:
 - learn to pick up the ball
 - learn to cue the pitcher's action to tip pitches.

15. Bunting

- a. Develop proficiency of the sacrifice bunt.
- b. Develop proficiency of a variety of squeeze plays (i.e. suicide squeeze, safety squeeze, shadow squeeze).
- c. Refine proficiency of bunting for a base hit to upset the defense, to help the team, to improve batting average and prevent a slump:
 - drag bunt
 - push bunt
 - slash bunt.

16. Signs

- a. Coach to Player offensive signs
- b. Coach to Player defensive signs
- c. Player to Player offensive signs
- d. Player to Player defensive signs

Fitness Testing and Training

Players should:

1. Take standardized physical fitness tests several times a year to compare results and analyze progress.
2. Take baseball-specific tests several times per year to compare results and analyze progress.
3. Understand the importance of knowing how to properly warm-up and stretch prior to and cool-down and stretch after every practice and competition and do it.
4. Understand what each fitness test and baseball-specific test measures and how their results compare with other players of the same age group and playing ability.
5. Set realistic yet challenging goals for improvement in weak areas.
6. Recognize the significance of aerobic and anaerobic conditioning and include this training in their periodization schedule.
7. Understand the importance of foot skills and movement in baseball and be able to use on- and off-field drills to improve movement.
8. Recognize the importance of flexibility training and include it in daily training regimen.
9. Recognize the importance of strength training and include it in daily training regimen.
10. Recognize the importance of speed training and include it in daily training regimen.
11. Be able to apply the principles of periodization when designing a fitness-training regimen.

Injury Prevention

Players should:

1. Understand that warming-up, stretching and cooling down on a daily basis helps prevent injury.
2. Understand the concept of **P.R.I.C.E.S.** for treating acute injuries.

P	Protection
R	Rest
I	Ice
C	Compression
E	Elevation
S	Support

3. Understand the 5 levels of pain, treatment to seek and how much play is safe at each level.

Level of Pain Signs

One	Discomfort or mild pain but resolves with warm-up or continued playing.
Two	Mild pain during play but resolved with warm-up or play that revolves within 24 hours.
Three	Mild to moderate pain during and after play that exceeds 48 hours.
Four	Mild to moderate pain that continues during play, after play and does not respond to specific warm-up activities.
Five	Moderate to severe pain that alters hitting or pitching techniques.

4. Know that strength training is a key element in preventing injuries as well as improving performance.

Nutrition

Players should:

1. Understand the importance of and practice proper hydration before, during and after practices and games.
2. Be able to identify the appropriate amounts and types of foods from the different nutrient groups in the food pyramid that comprise a healthful diet.
3. Recognize the importance of selecting foods from all nutrient groups in the food pyramid when working toward or maintaining optimal body weight.
4. Be able to make wise decisions about what to eat before, during and after a game.
5. Be able to devise and follow a daily eating plan that consists of sound nutritional choices to enhance athletic performance.
6. Be able to make educational food choices when traveling in the United States and internationally.

Sports Psychology

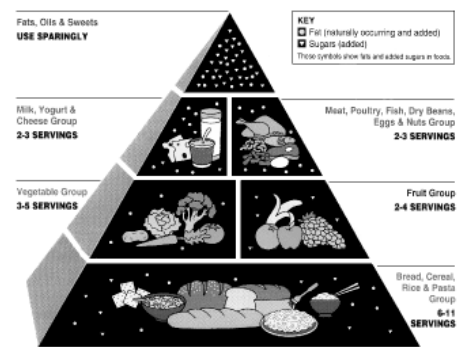
Players should:

1. Develop a ritual or routine before each pitch, both offensively and defensively.
2. Run onto the field with an air of confidence, good body posture and appear in emotional control at all times.
3. Understand the benefits of and use of positive self-talk on the field. Realize that positive comments help reduce stress, enhance self-image and can increase the enjoyment of competition and practice.
4. Understand the damage negative self-talk can do both to the mind and the body. Realize that negative conversation can contribute to low self-esteem and sabotage the enjoyment of the game.
5. Be able to visibly control their breathing patterns at difficult and tense moments during the game.
6. Understand that mistakes are a part of the game. Focus on things they can control such as executing a game plan AND giving 100% effort at all times when competing.
7. Learn and practice relaxation exercises.
8. Understand and use imagery and breathing regulation techniques to calm down the mind and relax the body.
9. Be able to concentrate on the field. Be aware that the natural tendency is for eyes to wander outside the field between pitches. Two techniques to help with attention control are to focus (between pitches) on the rawhide of the glove or the grain of the bat.
10. Understand the importance of keeping competition in the proper perspective. Reframe situations of perceived pressure in a more relaxed and realistic light.

Media Skills:

Players should:

1. Be able to successfully give a post-game speech to a crowd after winning or losing a game. Thank the sponsors, tournament director, staff, umpires and fans.
2. Speak positively about opponents being respectful of their playing ability and personal attributes.
3. Be aware of posture and make eye contact with fans and on-field personnel.
4. Be able to successfully use media skills in speeches to large groups with an emphasis on posture, making eye contact, and speaking slowly and succinctly.
5. Always appear to be friendly, considerate, and easy-going with reporters. Try to remember names and always be polite and patient with reporters who may not have an understanding of baseball terminology.
6. Always speak to and look directly at the interviewer when answering questions. Resist the temptation to look at the ground or the sky.
7. Make the effort to reveal a good personality during an interview. Be enthusiastic and animated in interviews after a win or loss. Understand that it is acceptable to talk about issues other than baseball (i.e. music, politics, world events).



Sportsmanship/Character Development

Players should:

1. Realize the importance of honesty and integrity of the game on- and off- the field.
2. Learn coping skills to deal with stress.
3. Learn to balance school, social activity, baseball and family.
4. Develop a sense of independence and responsibility for actions as an individual and as a competitor.
5. Develop a sense of team commitment.
6. Continue competencies listed above for Junior Legion (age 15 to 16).
7. Learn not to abuse alcohol or controlled substances, and to participate in anti-drug programs.
8. Appreciate the benefits received from baseball and be willing to give back to the game, particularly to younger players and fans.

Parent Education

1. Continue competencies in Parent Education as listed in junior age (age 15 to 16).
2. It is necessary for parents to acquire, complete and submit the NCAA Clearinghouse Forms for their son/daughter to be eligible for competition at NCAA Division I or Division II institutions. (WWW.NCAA.ORG)
3. Parents need to familiarize themselves with the rules and regulations of the various collegiate organizations (i.e. NCAA, NAIA, and NJCAA).
4. Parents of potential drafted players need to familiarize themselves with the rules and regulations of Professional Baseball.
5. Drafted players, as well as their parents, need to be aware that engaging the services of an agent can potentially endanger the athlete's college eligibility.

College Bound or Drafted Players – 18 and over

Player Competencies

At the College Bound / Elite level, players should continue to work on the competencies suggested for the junior age and senior age but start focusing on the following new competencies.

Goal Setting

Players should:

1. Establish specific and measurable performance goals that are written, shared with their Coaches and Team Managers and revised on a regular basis to promote development and accountability.

Example: Learn to throw first pitch strikes with a variety of pitches. Be able to execute 7 out of 9 first strike pitches in a game and game-like conditions.

2. Develop performance goals into three broad categories based on time needed to accomplish the goal: long-term, intermediate and short-term. Daily tasks should then be planned based on the goals set.

Example:

- *Long-term* *1 year*
- *Intermediate* *4-6 months*
- *Short-term* *1-3 months*

3. Be able to engage in evaluation of play after a game and readjust daily tasks or short-term goals based on that evaluation.
4. Set goals that encompass the various areas of their development including technique strategy and tactics, fitness and mental toughness.
5. Develop some outcome goals that target high levels of play and championships. Strive to achieve outcome goals while understanding results are not totally player controlled.
6. Demonstrate intrinsic motivation.

Example:

- *Show intensity in practice*
- *Be attentive and dedicated to physical training*
- *Show evidence of independence as a player*

7. Have a written plan to demonstrate a systematic approach to training and scheduling as it relates to periodization. Practice good habits in nutrition and overall good health.
8. Develop a schedule that clearly identifies the level of competitions where they hope to peak as well as provide appropriate time for preparation, practice, games and physical and psychological recovery.
9. Participate in a fitness program, which includes training for both aerobic and anaerobic energy systems as well as muscular training.

Periodization

Players should:

1. Develop a schedule, which clearly identifies the levels of competition where they hope to peak as well as provide appropriate time for preparation, practice, games, and physical and psychological recovery.
2. Participate in a fitness program, which includes training for aerobic and anaerobic energy systems as well as muscular training.
3. Be able to construct a yearly schedule of games played, practice and rest. Use periodization concepts so that a long-term plan is designed to control volume, intensity and frequency of training and maximize performance at desired times.
4. Consider the following when planning their schedule:
 - Results of fitness training
 - Developmental goals both mechanical and competitive
 - Variables such as age and gender
 - Recommendations of team and national coaches.

5. Have their fitness programs include the following components:
 - Ample time for development of an aerobic base
 - General and baseball-specific anaerobic training
 - Specific training drills while on the road and during competition
 - Recovery time.
6. Have a strength-training program, which demonstrates an understanding of reaching a physiological peak. The program should include:
 - Time to develop a muscular base
 - Training at an increased intensity level
 - A competition strength training maintenance program.
7. Develop a year-round system of training that includes physical training, psychological training, technical development and strategic development.
8. Have a clear understanding of the purpose of each training phase prior to implementing them to avoid both physical and psychological over-training. Training phases:
 - Preparation
 - Pre-season
 - In-season
 - Active rest.

Maximizing Practice Time

Players should:

1. Be actively involved in planning practices together with a coach or teammates.
2. Practice the way they hope to play in a game using proper technique and skills with sound strategy.
3. Understand and use the nine basic components in the following sequence at every practice.

Nine Basic Components of Practice:

- Warm-up and stretching
 - On-field warm-up
 - Review of previously learned skills
 - Learn new skills
 - Practice game situations
 - Play games or modified games
 - Conditioning
 - Cool-down and stretching
 - Evaluate practice
4. Learn new skills in the first half of practice and do hard physical training near the end so as not to impair fine motor control due to fatigue.

5. Practice with the same intensity as in the game.
6. Develop one or two specific cues that help concentration and the ability to stay focused on the task at hand during each practice.
7. Use drills to isolate work on baseball skills and techniques. After the initial learning stages, emphasis should be on game-like drills to insure maximum transfer to actual playing situations.
8. Be able to set specific performance goals for each practice such as: During batting practice, I will hit 10 hard balls or line drives to the opposite field rather than I will work on my hitting.”
9. Devote a significant amount of practice time to develop their strengths as well as time to improve on weaknesses.
10. Continue competencies listed for Junior Legion and Senior Legion.
11. Organize practice sessions into short, intensive work periods of 15-45 minute duration followed by short breaks for relaxation, hydration and refocusing. Total practice time on a daily basis should be between 2 to 6 hours depending on each player’s periodization schedule.

Strategies:

The standards and strategies that Coaches and Team Managers should teach the Elite level include:

1. Refine the specialization of players (i.e. 1 position) based upon their qualifications and athletic tools (i.e. hitting, hitting with power, fielding skill, arm strength and running speed).
 - a. Categories of athlete’s physical tools in order of importance by position:

Positions	1st	2nd	3rd	4th	5th
First Baseman	Power	Hitting	Fielding	Arm	Speed
Second Baseman	Fielding	Speed	Arm	Hitting	Power
Third Baseman	Hitting	Power	Fielding	Arm	Speed
Shortstop	Fielding	Arm	Speed	Hitting	Power
Catcher	Fielding	Arm	Hitting	Power	Speed
Pitcher	Velocity	Movement	Breaking	Control	
Left Fielder	Power	Hitting	Fielding	Arm	Speed
Center Fielder	Fielding	Hitting	Speed	Arm	Power
Right Fielder	Power	Arm	Fielding	Hitting	Speed

2. Create a system that allows a continued variety of specialization.
3. Keep improvement and learning as a major goal.
4. Expand on team skills and concepts.
5. Advanced offensive and defensive concepts must continue to be fully developed.
6. Individual and team practice on a daily basis.
7. Self-esteem is imperative.
8. A greater emphasis on the details of the rules of the game.

9. Be able to do a post-game self-analysis of which tactics and strategies worked well and which ones did not. Be able to discuss the game with a coach and turn it into a positive learning experience.
10. Choose a team whose style of play, temperament and playing strengths will compliment their own.
11. Show an understanding of percentage baseball by making wise decisions based on the following factors:
 - Score, outs, innings, ball and strike count
 - Field conditions
 - Playing conditions
 - Team's strengths and weaknesses
 - Opponents strengths and weaknesses.
12. Have a clear understanding of the responsibilities of each of the nine defensive positions. Be able to execute all the plays to each selected position with skill and confidence.
13. Have the variety and flexibility that allows change when the game is not going well.
14. Work with a coach to devise a game plan that will take advantage of their team's strengths and capitalize on the weaknesses of their opponents.
15. Keep a record or diary of every practice session and game. Include a brief scouting report on each opponent for future games and a summary of their own performance.
16. Have the ability to take command and dominate an opponent (i.e. possess self-control, consistency, power, accuracy, variety and finesse).

Skills

Players should:

1. Understand the skills identified at the Senior Legion level are the same skills that the Elite athlete needs.
2. Need to continue to develop and improve those skills based upon:
 - a. Consistency (frequency of performance level).
 - b. Performance (level of success)

Example: The winning type of athlete will tend to win when odds are against them.

 - c. Physical Tools (strength, speed and power)

Example: Professional Baseball Grading System.

Rating	Radar Gun	Time to 1B	60 Yds	Pitcher's Release*	Catcher's Release**	Steals
8 – Outstanding	94-96	4.0/3.9	6.4	0.8	1.6	3.00
7 – Very Good	92-93	4.1/4.0	6.6	1.0	1.8	3.10
6 – Above Average	89-91	4.2/4.1	6.8	1.2	1.9	3.15
5 – Average	85-88	4.3/4.2	7.0	1.3	2.0	3.25
4 – Below Average	81-84	4.4/4.3	7.3	1.4	2.1	3.30
3 – Well Below	76-80	4.5/4.4	7.5	1.6	2.3	3.40
2 – Poor	72-75	4.6/4.5	7.7	1.8	2.5	3.50

* Timing starts the moment the baseball leaves the pitcher hand until it hits the catcher's glove.

** Timing starts the moment the baseball hits the catcher glove until it hits the second baseman's glove.

3. Develop all aspects of Sports Psychology to enhance their performance. These mental aspects are as follows:

- a. Drive - wants to be a winner
- b. Self-confidence - sure of himself/herself and his/her ability
- c. Aggressive - hard worker and asserts himself/herself
- d. Coachability - willing to accept coaching
- e. Determination - sticks with it
- f. Emotions - can handle his feelings well
- g. Conscientious - does things as correctly as possible
- h. Trust - accepts people at face value
- i. Responsibility – accepts responsibility and fame
- j. Leadership - wants to be in charge of others
- k. Mental Toughness - faces difficult tasks and successfully copes with them

Fitness Testing and Training

Players should:

1. Take standardized physical fitness tests several times a year to compare results and analyze progress.
2. Take baseball-specific tests several times a year to compare results and analyze progress.
3. Understand the importance of knowing how to properly warm-up and stretch prior to and cool-down and stretch after every practice and competition and do it.
4. Understand what each fitness test and baseball-specific test measures and how their results compare with other players of the same age group and playing ability.
5. Set realistic yet challenging goals for improvement in weak areas.
6. Recognize the significance of aerobic and anaerobic conditioning and include this training in their periodization schedule.

7. Understand the importance of foot skills and movement in baseball and be able to use on- and off-field drills to improve movement.
8. Recognize the importance of flexibility training and include it in daily training regimen.
9. Recognize the importance of strength training and include it in daily training regimen.
10. Recognize the importance of speed training and include it in daily training regimen.
11. Be able to apply the principles of periodization when designing a fitness-training regimen.

Injury Prevention

Players should:

1. Understand that warming-up, stretching and cooling down on a daily basis helps prevent injury.
2. Understand the concept of **P.R.I.C.E.S.** for treating acute injuries.

- P** Protection
- R** Rest
- I** Ice
- C** Compression
- E** Elevation
- S** Support

3. Understand the 5 levels of pain, treatment to seek and how much play is safe at each level.

Level of Pain Signs

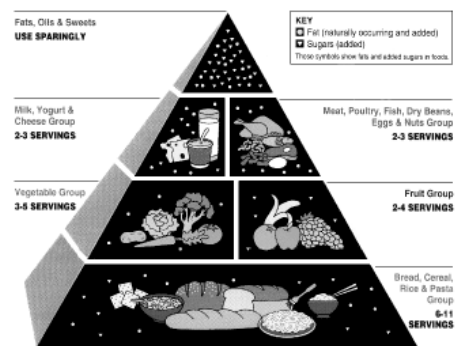
- | | |
|-------|---|
| One | Discomfort or mild pain but resolves with warm-up or continued playing. |
| Two | Mild pain during play but resolved with warm-up or play that resolves within 24 hours. |
| Three | Mild to moderate pain during and after play that exceeds 48 hours. |
| Four | Mild to moderate pain that continues during play, after play and does not respond to specific warm-up activities. |
| Five | Moderate to severe pain that alters hitting or pitching techniques. |

4. Know that strength training is a key element in preventing injuries as well as improving performance.

Nutrition

Players should:

1. Understand the importance of and practicing proper hydration before, during and after practices and games.
2. Be able to identify the appropriate amounts and types of foods from the different nutrient groups in the food pyramid that comprise a healthful diet.
3. Recognize the importance of selecting foods from all nutrient groups in the food pyramid when working toward or maintaining optimal body weight.



4. Be able to make wise decisions about what to eat before, during and after a game.
5. Be able to devise and follow a daily eating plan that consists of sound nutritional choices to enhance athletic performance.
6. Be able to make educational food choices when traveling in the United States and internationally.

Sports Psychology

Players should:

1. Develop a ritual or routine before each pitch.
2. Run onto the field with an air of confidence, good body posture and appear in emotional control at all times.
3. Understand the benefits of and use of positive self-talk on the field. Realize that positive comments help reduce stress, enhance self-image and can increase the enjoyment of competition and practice.
4. Understand the damage negative self-talk can do both to the mind and the body. Realize that negative conversation can contribute to low self-esteem and sabotage the enjoyment of the game.
5. Be able to visibly control their breathing patterns at difficult and tense moments during the game.
6. Understand that mistakes are a part of the game. Focus on things they can control such as executing a game plan AND giving 100% effort at all times when competing.
7. Learn and practice relaxation exercises.
8. Understand and use imagery and breathing regulation techniques to calm down the mind and relax the body.
9. Be able to concentrate on the field. Be aware that the natural tendency is for eyes to wander outside the field between pitches. Two techniques to help with attention control are to focus (between pitches) on the rawhide of the glove or the grain of the bat.
10. Understand the importance of keeping competition in the proper perspective. Reframe situations of perceived pressure in a more relaxed and realistic light.
11. Use visualization to rehearse motor skills and/or game tactics before undertaking the activity.

Media Skills

Players should:

1. Be able to successfully give a post-game speech to a crowd after winning or losing a game. Thank the sponsors, tournament director, staff, umpires and fans.
2. Speak positively about opponents -- being respectful of their playing ability and personal attributes.
3. Be aware of posture and make eye contact with fans and on-field personnel.
4. Be able to successfully use media skills in speeches to large groups with an emphasis on posture, making eye contact, and speaking slowly and succinctly.
5. Always appear to be friendly, considerate, and easy-going with reporters. Try to remember names and always be polite and patient with reporters who may not have an understanding of baseball terminology.

6. Always speak to and look directly at the interviewer when answering questions. Resist the temptation to look at the ground or the sky.
7. Make the effort to reveal a good personality during an interview. Be enthusiastic and animated in interviews after a win or loss. Understand that it is acceptable to talk about issues other than baseball (i.e. music, politics, world events).
8. Recognize that questions of a personal nature do not have to be answered. Be aware that nothing is “off the record.” Anything said to a reporter may be printed in the newspaper the next day or be on television that night.
9. Understand the importance of personal appearance and dress appropriately for all situations. Make sure personal and team sponsor’s logos and products are visible.

Sportsmanship/Character Development

Players should:

1. Realize the importance of honesty and integrity of the game on- and off- the field.
2. Learn coping skills to deal with stress.
3. Learn to balance school, social activity, baseball and family.
4. Develop a sense of independence and responsibility for actions as an individual and as a competitor.
5. Develop a sense of team commitment.
6. Continue competencies listed above for Junior and Senior Legion.
7. Learn not to abuse alcohol or controlled substances, and to participate in anti-drug programs.
8. Appreciate the benefits received from baseball and be willing to give back to the game, particularly to younger players and fans.

Parent Education

1. Continue competencies in Parent Education as listed in Senior Legion.
2. It is necessary for parents to acquire, complete and submit the NCAA Clearinghouse Forms for their son/daughter to be eligible for competition at NCAA Division I or Division II institutions.
3. Parents need to familiarize themselves with the rules and regulations of the various collegiate organizations (i.e. NCAA, NAIA, NJCAA).
4. Parents of potential drafted players need to familiarize themselves with the rules and regulations of Professional Baseball.
5. Drafted players, as well as their parents, need to be aware that engaging the services of an agent can potentially endanger the athlete’s college eligibility.

SECTION 4

Resource Material

- The Complete Baseball Handbook; Alston, Walter Allyn and Bacon, Inc. Boston, MA 1984, Second Edition
- You Can Teach Hitting; Baker, Dusty Bittinger Book, Inc. Carmel, IN 1993
- Fit To Pitch House, Tom Human Kinetics Champaign, IL 1996
- Science of Coaching Baseball. Science of Coaching Series Kindall, Jerry Leisure Press Champaign, IL 1992
- Successful Coaching; Martens, Rainier Leisure Press Champaign, IL NFICEP Edition - 1990
- Baseball Coaches' Survival Guide Weinstein, Jerry Parker Publishing West Nyack, NY 1998
- Coaching Youth Baseball; American Sports Education Program
- Human Kinetics; Champaign, IL 1993
- Sports Illustrated Baseball "Play the Winning Way" Kendall, Jerry Madison Books, Inc. Lanham, MD 1988, third edition

APPENDIX

Characteristics of Effective Baseball Programs:

1. Baseball player's progress is effectively monitored.
2. Coaches and Team Managers consistently support an athlete's code of behavior and ethics.
3. Learning is the chief priority.
4. A variety of opportunities for leadership are provided for athletes.
5. The expectations of players and Coaches and Team Managers exist that all will learn.
6. Evaluation data is used to improve coaching and learning.
7. The head coach is viewed as an expert instructor at that specific level of competency.
8. High expectations of achievement exist for Coaches and Team Managers and players.
9. Rewards are stressed rather than punishment.
10. Coaches and Team Managers visit other programs in order to observe their exemplary schemes, methods and systems.
11. A pleasant, orderly atmosphere exists with coach-directed activities.
12. Adequate time is provided for review and practice.
13. The entire coaching staff annually and honestly self-evaluates to find strengths and weaknesses.

Coach's Code of Ethics

Baseball is a game played at numerous levels including professional, collegiate, interscholastic, community, and recreational from the local to international levels of competition. The function of all players, coaches, umpires, officials and workers is to abide by only the highest level of sportsmanship and conduct.

The coach must be aware that he or she has tremendous influence, either good or bad, in the development of the baseball player, and thus, shall never place the value of winning above instilling the highest desirable ideals of character.

The coach must constantly uphold the honor and dignity of the game. In all personal contact with the athletes, umpires, officials, administrators, state and national organizations, the media, and the public, the coach shall strive to set an example of the highest ethical and moral conduct.

- 1) "Bench jockeying" will not be allowed.
Coaches are to prohibit bench jockeying, which would include personal and malicious remarks, cursing and obscene language towards opponents, umpires or spectators.
- 2) The coach shall take an active role in the prevention of drug, alcohol and tobacco abuse and under no circumstances should authorize their use.
- 3) The coach shall not use alcohol or tobacco products when in contact with players.
- 4) Coaches shall not make statements that are false, deceptive, misleading, or fraudulent concerning work activities, personal and organization affiliations.
- 5) The coach shall be thoroughly acquainted with American Legion Baseball rules and is responsible for their interpretation to team members.
 - a) The spirit and letter of rules should be regarded as mutual agreements.
 - b) The coach shall not try to seek an advantage by circumvention of the spirit or letter of the rules.
 - c) Coaches shall not permit ineligible player(s) to participate, practice or be a part of any team function without first discussing eligibility with a previous Legion coach or with the State Baseball Chairman, and without securing permission, in writing, the proper forms from the State Baseball Chairman.
 - d) Players should be taught to respect the dignity of the game, umpires and opponents.
- 6) Coaches should confine their discussion to the rules and not challenge umpire decisions involving judgment.
- 7) Coaches shall actively use their influence to enhance sportsmanship by their athletes and spectators.
Before and after contests, rival coaches should meet and exchange friendly greetings in order to set the correct tone for the game.
- 8) Contest umpires will be treated with respect and supported by the coach.
 - a) The coach shall not indulge in conduct which will incite players or spectators against the umpires.
 - b) Public criticism of umpires or players is unethical.
- 9) Coaches should expect from the umpires a courteous and dignified attitude towards themselves and the players.
- 10) Coaches do not engage in sexual harassment, abuse, or any other harassment.
- 11) Coaches should develop and promote a spirit of cooperation among the baseball family, including sponsors and any person connected with the program.

Baseball is a game of fun, designed for enjoyment of youngsters, not to be a hobby for adults coaching them.

I recognize the responsibility placed upon me to model ethical behavior. I pledge myself to observe, practice and maintain this code of ethics.

Coach's Signature

Signed Coach's Code of Ethics Form to be given to athletic officer or post commander.

Pyramid of Achievement

By Bernie Walter, Coach – Manager, 1990 American Legion World Series Championship Team

For many years, I admired the wisdom of the great basketball coach John Wooden of UCLA. His famous Pyramid of Success always made me think, but it never quite fit my beliefs.

Most recently, I decided to make a contemporary and relevant document. Building on Wooden’s wonderful work, I called upon my personal resources. These resources include but are not limited to my background as a certified physical educator and health education teacher, NFICEP certified instructor, and membership as an USA BASEBALL representative to the USOC Coaching Education Committee dealing with ethics, health and safety, and coach/player competencies. But mostly it comes from my experience on the baseball diamond as a coach of elite athletes.



Chain of Command

Every non-profit organization utilizes an operating structure, a typical Chain of Command. Many organizations such as an Elks or Lions Club or the local school board uses a similar organizational structure. The American Legion also uses a similar operating structure or “chain of command” **Chart A**.

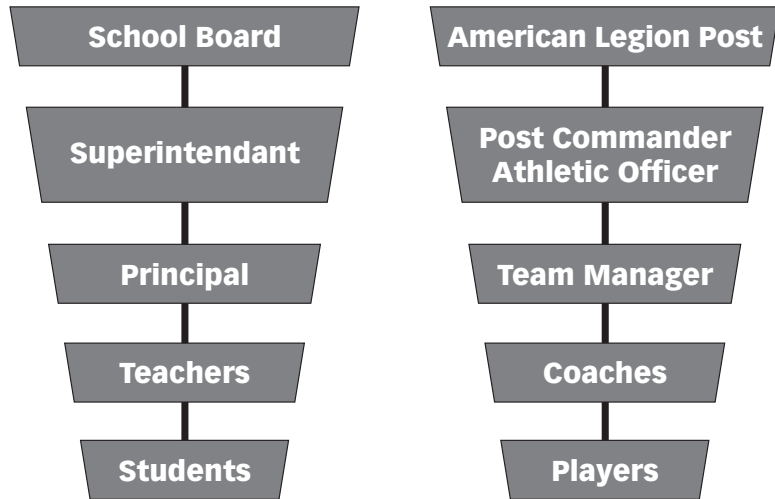


Chart A

The American Legion operating structure or “Chain of Command” is very similar to **Chart B** to the right. The members of a local Post elect an individual as Post Commander. As the highest elected officer the Post Commander is Chief Executive Officer and as the CEO he/she is responsible to appoint an athletic officer. The Post Athletic officer is the liaison between the Legion Baseball team and the members of The American Legion. The specific duties of the Post Athletic officer will vary from Post to Post.

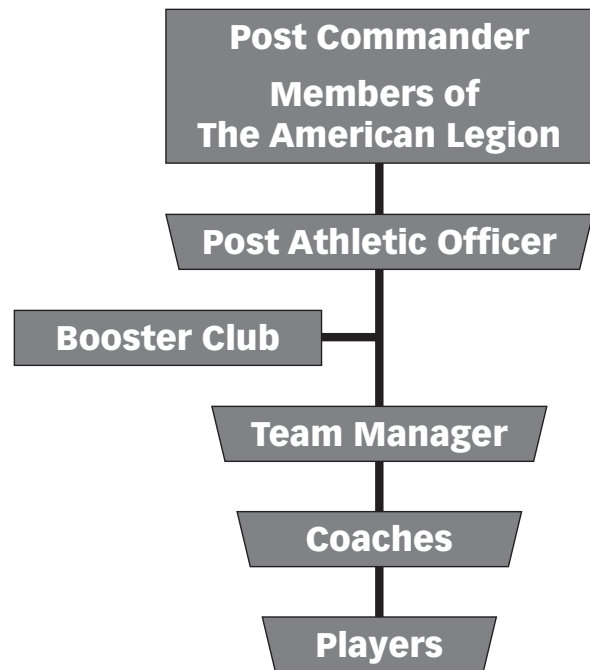


Chart B

Chart C is another illustration to help demonstrate The American Legion Chain of Command. It is important to understand authority within the Chain of Command. For example NCAA provided the rules and regulation for colleges that wish to participate within the NCAA organization. The NCAA, as does The American Legion, sets up procedures that lead to crowning a national championship team. The NCAA sets up rules, tournament procedures and protest procedures leading up to the College World Series. The NCAA does not instruct the college who it will hire as a coach. The decision who to appoint or hire as the University Baseball College coach falls under the jurisdiction of the University Athletic Director. The same example can be used to understand that neither the state nor the national organization of The American Legion hire or appoint coaches. The responsibility of the state and national organization is to set up procedures leading up to The American Legion World Series.

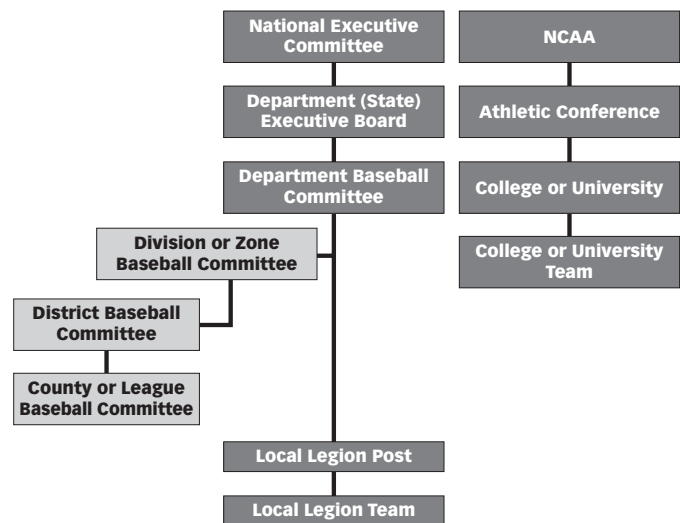


Chart C

As a Legion Baseball team competes they will follow the rules and regulations of various levels of the organization, such as league or county/district competition.

As a Legion team experiences success, the team may compete in District or Zone tournament as well as in a State Tournament. The state organization is responsible to establish and operation tournaments within their jurisdiction. Those teams that win a Department (state) tournament and qualify for a National American Legion Baseball Tournament will follow the rules and regulations established by The American Legion.

The illustration, **Chart D**, demonstrates the chain of command and operating structure of most American Legion Posts. As with any non-profit organization, the members have the ultimate say as to funds spent, projects they wish to sponsor and the duties or policies of any program they wish to sponsor. For example, a Post has the final authority to hire and or appoint the coaching staff, or they can delegate that authority to the Post Commander and/or the Post Athletic Officer. The Post has final authority to limit players. For example a Post may vote to only permit players whose parent's domicile is located within the city limits thereby prohibiting the coaching staff from recruiting players outside. The Post also has the final authority over budget matters and game schedule.

This is a typical American Legion Post Operating Structure that outlines some of the basic duties and responsibility for the coaching staff, team manager as well as for the Legionnaires of the Post.

In order for a Post to successfully sponsor a team, it is important for the coaching staff and legionnaire to work together and to share the various duties and responsibilities.

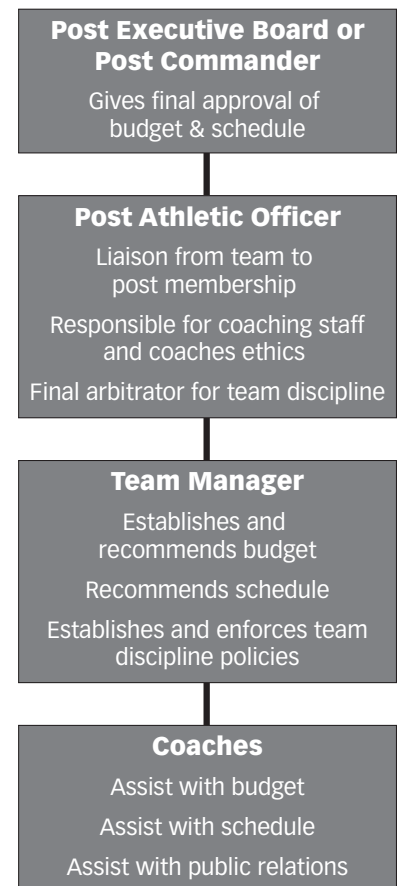


Chart D

Player Information Sheet

Primary Position	<input type="text"/>				
Bats	<input type="checkbox"/> Lft	<input type="checkbox"/> Rgt	Throws	<input type="checkbox"/> Lft	<input type="checkbox"/> Rgt

Name HT WT
 First Middle Last

Home Address
 Street or P.O. Box City State Zip

Home Telephone Birthdate

GPA ACT Score SAT Score

Date Of Class Graduation

Brief History Of Injuries

Eye-Wear Glasses Contacts None

Notes

**Attention:
American Legion Baseball Fans**

All persons entering the ball park assumes all risk and danger incidental to the game of baseball. Whether occurring prior to, during, or subsequent to the actual playing of the game, including specifically (but not exclusively) the danger of being injured by thrown bats, and thrown or batted balls, and agrees the participating teams, players, and team officials are not liable for injuries resulting from such causes.



The American Legion
National Americanism Commission
Indianapolis, Indiana

American Legion Baseball – Tournament Rules and Policies

INTRODUCTION

Since 1925, The American Legion has sponsored baseball as a national program for the primary purpose of teaching good sportsmanship (win or lose), teamwork and good citizenship, while providing supervised recreation. Listed on the next several pages are various tournament rules and policies of The American Legion. These policies and rules are reviewed and approved annually by the National Americanism Commission. The Americanism Commission is a group of American Legion volunteers from many different Departments (states) who give of their time and service to supervise the youth programs of The American Legion.

It is important that the coaching staff read and understands these instructions, tournament rules and policies. There are many policies, which are designed to provide for the safety of the players and a level playing field. Again, it is essential that the coaches have read and understand these tournament rules.

All national tournaments will be played under the supervision of the National Americanism Commission. The National Commander shall refer all disputes and questions to the on site National Tournament Director appointed. Any situation not specifically covered by national rules or our tournament regulations will be referred to the National Americanism and Children & Youth Division, whose decision shall be final.

PLAYER ELIGIBILITY PROTESTS

Eligibility protests of players involved in national tournaments must bear written proof of ineligibility and must be filed with the National Tournament Director at each such tournament no later than 9:00 a.m., local time on the first day of the tournament involved, except on the discovery of fraud. When fraud is discovered, the eligibility protest and a written description of the alleged fraud must be filed immediately.

All other protests concerning game situations shall be filed as specified in the Official Baseball Rules published by The Sporting News, and National Rule #1.

GAME PROTESTS

Each tournament shall have at least a three person **Tournament Rules and Protest Committee**. The Tournament Rules and Protest Committee shall consist of the Tournament Director and two individuals, not affiliated with any team on the field, appointed by him. The Tournament Director will be in charge of the Rules and Protest Committee. Protests will be handled and settled by the Tournament Rules and Protest Committee at the time they are lodged.

TOURNAMENT RULES

- 1) All tournaments supervised by the National Americanism Commission will be eight team double elimination tournaments.
- 2) Regional competition will include the host team and seven (7) teams determined by state playoffs. The World Series shall consist of eight Regional Championship Teams.
- 3) A daily coin-flip to determine home team for all games. Third base dugout is designated as the home team dugout. However if there is a host team in the tournament, the host team shall have the right to use their dugout regardless if they are home or visitors for that game.
- 4) No team shall be required to play more than two games in one day.
- 5) Playing days may begin after 8:00 AM, local time.
- 6) No tournament game shall start after 11:00 PM, local time.
- 7) All District, State, Regional and World Series games are nine (9) innings, unless extreme weather conditions dictate the modification of this rule.

- 8) All games shall be played in accordance with Rule #1 of The American Legion Rulebook.
- 9) The American League DH rule will be used in tournament play as provided for in the official rules of baseball as published by The Sporting News.
- 10) The American Legion does NOT permit any type of re-entry rule.
- 11) The American Legion does NOT permit courtesy runners.
- 12) Suspended games will be completed from the point of suspension.
 - a. Games suspended on one day and completed the following day – the pitching records shall be charged as played the previous day.
 - b. The Pitcher will be charged for innings pitched on the first day. Innings pitched on the next day will also be charged to the first day. One appearance will be charged - unless pitchers change.
 - c. A suspended game completed on a second day will not count toward two (2) games in One-Day Rule - these teams can still play an additional two (2) full games.
- 13) In case of rain - games may be shifted to other fields at the determination of the Tournament Director on site. Tournaments have a time limit. Tournament Directors must make all efforts to finish on time.
- 14) The Pitching Rule will be observed throughout the tournaments (District, State, Regional and World Series). For the winning team going to the next level of play, the 3-Day Pitching Rule applies during travel time.
- 15) Teams will either dress in the hotel, unless dressing rooms are provided or at home. No team shall dress at the ballpark.
- 16) Any player or coach ejected from a game must leave the park and may not return as long as the game is in progress. Tournament Director and umpire shall file ejection report to the National Office.
- 17) Players removed from game (other than ejection by an umpire) may be used as Base Coaches.
- 18) The Tournament Director must approve all batboys or batgirls.
- 19) At Regional and World Series competition, the National Headquarters appoints the Official Scorekeeper. **No team is permitted to have a scorekeeper in dugout unless that person is in uniform and listed on the National Form #1.**

The only non-uniform personnel permitted in the dugouts are a certified medical trainer. Tournament Directors may, at their discretion, require a copy of certification of medical trainer.
- 20) All coaches not listed on the National Form #1 must identify themselves to the Tournament Director. All players and coaches must be in a like uniform in order to go onto the field or sit in the dugout.
- 21) All teams housed in a hotel/motel are required to have a housing deposit of \$200. The hotel will collect these funds (check, cash, or charge card) and if any damage is reported or any rooms are determined to be dirty and require housekeeping staff extra work to clean, the deposit will be forfeited.
- 22) The American Legion is not responsible for miscellaneous hotel charges such as movies, phone calls, meals, roll-a-way beds, etc. Each team shall be responsible for miscellaneous charges.

PITCHING RULES

- 1) No Player may pitch more than 12 innings during any consecutive three (3) day period.
- 2) No player may make more than four (4) appearances as a pitcher during any consecutive three (3) day period.

For all levels - Should a double or triple play cause a pitcher to exceed the permitted 12 innings in three consecutive days; that action in and of itself shall not be construed as a violation of this rule. The official scorekeeper for the purpose of this rule violation must record 12 and 1/3 innings.

- 3) Any player may be removed from the pitching position and remain in the game at another position. However, a pitcher will be automatically removed when a coach makes two trips to the mound in the same inning and that player cannot return as a pitcher in that game. Penalty for violating this rule: Forfeiture of the game if a protest is filed with the umpire in chief before the last out of the game.

NATIONAL TOURNAMENT - ON FIELD CONDUCT

- 1) Our umpiring staff will be instructed to monitor, promote and enforce the following:
 - i) One on-deck batter only, other personnel are to remain in the dugout, bullpen or coaches' box.
 - ii) Keep players off the dirt after a home run.
- 2) Except for lengthy delays, the pitcher will be limited to five (5) warm-up throws between innings.
- 3) When warming up a pitcher in the bullpen, the catcher must wear a mask and a third player must protect the bullpen from line drives and foul balls.
- 4) Shirttails are to be tucked in.
- 5) Do not "charge" an umpire.
- 6) List the last names and uniform numbers of all your players including non-starters on your line-up cards.
- 7) The umpires are expected to keep the games moving at all times, so expect verbal encouragement from them.
- 8) Any player, coach, manager or party accompanying a team may be suspended for the remainder of the game from the time of the rule infraction if they:
 - i) Use profane language in any manner
 - ii) Make any unnecessary gestures in protesting an umpire's decision. (Only the team manager or coach may ask for a clarification of a rule, but never argue.)
 - iii) Throw bats or any other equipment.
 - iv) Make unnecessary gestures to fans, opposing players or coaches.
- 9) If an umpire ejects a player or a coach from the game, they shall be suspended for the remainder of the tournament, unless reinstated by the Tournament Director.

NATIONAL TOURNAMENT - CONDUCT OFF THE FIELD

- 1) All persons traveling with an American Legion Baseball team are expected to conduct themselves in a manner that will, at all times, reflect credit on their community, state and The American Legion Baseball Program. Any player, manager or team official, whose conduct may be considered detrimental or injurious to others or the program, may be suspended for the remainder of the tournament and returned home by means of the first available transportation. A parent, coach or other team official will escort players under 18 years of age home. The Department Chairman will be notified of such action.
- 2) Team managers and coaches are responsible for player conduct at all times. Pushing, shoving or unnecessary playfulness in hotels, restaurants and other public areas will not be tolerated.
- 3) Teams will be required to place a hotel security deposit of \$200.00 with the Tournament Director. (A check or credit card is necessary.) Any damage or unclean rooms will cause that deposit to be forfeited. Hotel rooms are inspected prior to a team's arrival. A check of all rooms for damages and cleanliness is made prior to the team's departure. Discrepancies will be brought to the attention of the team manager.
- 4) Curfew will be 12:00 midnight, unless the team is involved in a late game, in which the team will have two (2) hours after the final game. Any player missing curfew, AND at the discretion of the Tournament Director, may be sent home on the next available transportation. Players must be accounted for at all times. Any player not with the team OR any player that must leave the immediate area must obtain permission from the Tournament Director. (Teams must stay together and under coaches supervision.) The team will travel as a group. A release/waiver form must be completed and filed with the Tournament Director if a player wishes to arrive or depart the tournament early or separate from the team.
- 5) Once American Legion Baseball tournaments begin (District play through World Series play):
 - i) Any player that participates in another amateur baseball program (UNLESS that program has been sanctioned by The American Legion) will not be permitted to participate in any District, Department or National Tournament.

TEAM TRAVEL

The National Headquarters will arrange transportation for teams traveling to and from an American Legion National Tournament.

- 1) The local host is required to provide local transportation. Questions concerning local transportation need to be directed to the local host committee.
- 2) Several teams in the South, Midwest, Southern and Western United States will be required to fly to Regional Tournament sites by commercial airline service. Due to Federal Aviation Administration security alert, team members shall be required to show and present a PHOTO ID at check in. School ID or driver's licenses are acceptable.

Each year, The American Legion purchases 600 airline tickets to fly players and coaches to Regional and World Series Tournaments. These airline tickets are nonrefundable. Unfortunately, The American Legion National Headquarters has purchased airline tickets for players, who chose not to attend the tournament. **The American Legion will no longer absorb this cost. Any team that orders airline tickets will be responsible to reimburse The American Legion for any unused ticket.**

PERSONAL APPEARANCE

- 1) While in uniform, team members are expected to keep as neat as possible. Shirts will be buttoned, zipped and tucked in at waistline.
- 2) At the team orientation, each certified player and two coaches are given a souvenir polo shirt **(Extra coaches, batboys may purchase an extra shirt for \$25 from Tournament Director.)**

- a) BANQUET DRESS CODE - Players and coaches are required to wear this shirt to the banquet. Players and coaches are required to wear a pair of dress slacks and shoes. (NO blue jeans or tennis shoes or sandals.)
 - b) The American Legion requires the team to look sharp for the banquet.
 - c) Any player/team failing to adhere to this banquet dress code shall forfeit their meal money for the tournament, those teams that fail to abide by our dress code shall, at the discretion of the tournament director, forfeit their meal money.
- 3) While in street clothes, players are encouraged to dress in a manner that would reflect credit upon the team, their community and The American Legion Baseball Program.

AMERICAN LEGION FINANCIAL RESPONSIBILITY

1. The National Americanism Commission will only arrange and be financially responsible for the certified players listed on the National Form #1 (not to exceed eighteen {18} players and two {2} adults traveling to and from National Tournaments).
 - a. National Headquarters will be responsible for housing and meals while at the National Tournament.
 - b. No substitutions of coaches are allowed, unless authorized by the National Office. Any substitute players, batboys, official scorekeepers, or extra coaches traveling, collecting meal monies or being housed at The American Legion expense, will disqualify your team from further competition.
 - c. Teams are responsible for arranging additional accommodations, travel, and banquet tickets for the extra coaches, trainers, equipment managers, official scorers, batboys or batgirls, etc.
2. Participating teams that live within 50 miles of the Regional or World Series Tournament site will not be authorized housing and will be required to provide their own transportation.

The Tournament Director shall reimburse any team in excess of 50 miles from site or airport at \$1.00 per mile, round trip mileage.
3. Participating teams that are required to fly to a national tournament must provide their own transportation to the airport.
 - a. Any team within a 50-mile radius of the airport shall provide their own transportation to and from the airport.
 - The team will not be reimbursed for mileage.
 - b. Any team outside of a 50-mile radius of the airport shall provide their own transportation; however, the Tournament Director shall reimburse the team for mileage at \$1.00 per mile for a single round trip.
4. The National Office shall determine the nearest airport for departure. Because of the high cost of airline tickets flying from small Regional Airports, The National Office shall determine the most economical airport for transporting teams to and from a national tournament.
5. The National Office will utilize commercial buses for transportation onto the national tournament sites. Any team that wishes to use their own team bus shall be reimbursed at \$2.00 per mile for a single round trip, if authorized by the National Office.
6. Each year, a few players must report directly to college from a national tournament. The American Legion CANNOT provide transportation to college. The American Legion will make arrangement to fly the player back home. It is the parent's responsibility to make transportation arrangement onto college.

7. National Headquarters is NOT responsible for team meals while in route to the national tournament site or the return home.

8. Meal allowances, while at a national tournament will be:

Breakfast.....\$6.00

Lunch.....\$6.00

Dinner.....\$6.00

9. Our liability insurance will not permit us to transport unauthorized team personnel. Only personnel listed on the National Form #1, or who have been cleared by the National Headquarters, are permitted to be transported to the tournament site. Extra coaches, parents, batboys or batgirls, local Legion Officers, sponsors, official scorekeepers, and wives, etc., must make their own travel, housing and meal arrangements. National Headquarters will not be financially obligated for any unauthorized personnel.

NATIONAL TOURNAMENT CERTIFICATION

The **Team Manager and the Department Chairman** are responsible for ensuring the following items are **FEDEX** (or overnight expressed) to the local tournament chairman immediately following the Department Tournament.

1. (2) Two Team Photographs – black & white or color – 5 X 7 minimum size. If a digital photo is used, the original file (diskette) must also be provided. The American Legion needs a high quality photo, which will be used in the newspaper and souvenir program.
2. Official Certification of Department Champion, Form 12 & 18
3. A copy of the National Form #1.
4. Tournament Housing Form #25

It is critical these items reach the local chairman immediately following your Department Tournament. **(Paperwork must be an OVERNIGHT DELIVERY to tournament site.)** The photographs and rosters will be printed in local souvenir programs. Housing forms are needed by hotel staff.

The Team Managers **will hand carry** and personally deliver to the Tournament Director the following forms:

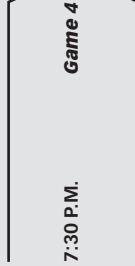
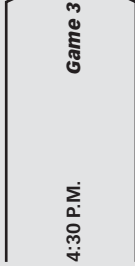
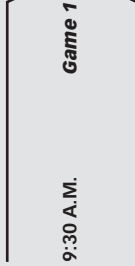
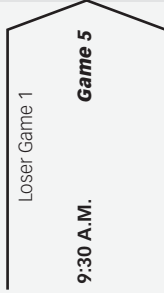
1. A photocopy of the Team Certification of Entry (Form # 1).
2. Original or State Certified Birth Certificates.
3. Signed copies of Player's Emergency Information (Form # 2).
4. Copies of team liability and medical insurance from S. A. Van Dyk.

Failure to deliver the proper paperwork can eliminate a player and/or the team from competing in the Regional Tournament. The Department Baseball Chairman has additional instructions for mailing and delivering team certification paperwork.

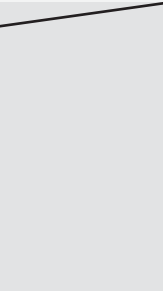
Day 1

Day 2

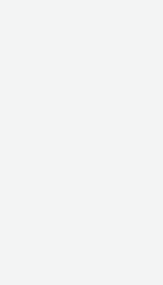
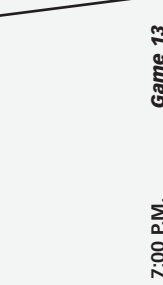
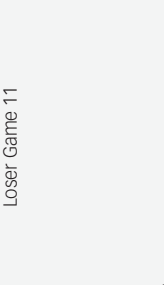
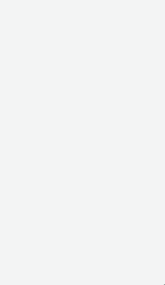
Losers' Bracket



Day 3



Day 4



Day 5



AMERICAN LEGION BASEBALL

8 Team

TOURNAMENT

NOTE: All start times listed are suggested start times only.

Game 12 – Winner Game 9 vs. Loser Game 11 (see **NOTE 1** to right)

Game 13 – Winner Game 10 vs. Winner Game 11 (see **NOTE 1** to right)

Game 14 – Winner Game 12 vs. Winner Game 13 (see **NOTE 2** to right)

Game 15 – (If necessary) fifteen games will be needed if Winner Game 11 loses Game 13 or Winner Game 12 wins Game 14

NOTE 1: Pairing for Game 12 and 13 will not match previous opponents against each other unless absolutely necessary. (National Representative has further instructions – see Explanation on back of this page.)

NOTE 2: If three teams remain after Game 13, the winner of Game 11 automatically draws the bye in Game 14.

American Legion Baseball

Explanation of Note 1 for Eight-Team Tournament

Winner of Game 11 will always be undefeated.

- 1) Winner Game 9 has not previously played Loser Game 11 and Winner Game 10 has not previously played Winner Game 11. Therefore, Winner Game 9 faces Loser Game 11 in Game 12 while Winner Game 10 is paired against Winner Game 11 in Game 14 just as the printed schedule indicates.
- 2) Winner Game 9 has previously played Loser Game 11 and Winner Game 10 has previously played Winner Game 11 but the opposite is not true. Therefore, Winner Game 10 plays Loser Game 11 in Game 12 and Winner 9 plays Winner Game 11 in Game 13.
- 3) Neither Winner Game 9 nor Winner Game 10 has previously played Loser Game 11, but Winner Game 10 has previously played Winner Game 11. Winner Game 9 has not previously played Winner Game 11. Therefore, Winner Game 10 plays Loser Game 11 in Game 12 and Winner Game 9 plays Winner Game 11 in Game 13.
- 4) Winner Game 9 has previously played Loser Game 11 but Winner Game 10 has not previously played Loser Game 11. Neither Winner Game 9 nor Winner Game 10 has previously played Winner Game 11. Therefore, Winner Game 10 plays Loser Game 11 in Game 12 and Winner Game 9 plays Winner game 11 in Game 13.
- 5) Both Winner Game 9 and Winner Game 10 have previously played Loser Game 11 and one of them has previously played Winner Game 11. Therefore whichever team has not previously played Winner Game 11 plays Winner Game 11 in Game 13 and the other team plays Loser Game 11 in Game 12.
- 6) Loser Game 11 has previously played both Winner Game 9 and Winner Game 10 but Winner Game 11 has not previously played either Winner Game 9 or Winner Game 10. Therefore, Loser Game 11 plays the team it first played in the tournament in Game 12 and Winner Game 11 plays the other team in Game 13.
- 7) Loser Game 11 has not previously played either Winner Game 9 or Winner game 10, but Winner Game 11 has previously played both Winner Game 9 and Winner Game 10. Therefore, Winner Game 11 plays the team it first played in the tournament in Game 13 and Loser Game 11 plays the other team in Game 12.

Suggested Team Rules

Three very successful American Legion Baseball Team Managers assisted us to compile these suggest team rules. The Americanism Commission encourages each Post and their American Legion coaching staff to review, and modify these rules according to the team's requirements. A written copy should be provided to every American Legion player and their parents.



American Legion Baseball is the oldest and best disciplined amateur baseball program in the country. The American Legion, an organization comprised of veterans, believes operating a well-disciplined baseball program. Legionnaires have always emphasized on sportsmanship, team loyalty and the highest level of sportsmanship and individual leadership. Our coaches will insist on these positive qualities throughout the season.

There are several rules all players are required to follow in order to be considered eligible for Post # _____ competition. Conduct is expected to be positive and becoming.

Here is a list of our Team Rules:

1. The purchase, distribution or use of alcohol, tobacco or any other drug by a player without written consent of a licensed, practicing physician is prohibited.
2. Foul language on or off the field is prohibited. Violation may result in sitting out a game.
3. Throwing and/or abuse of equipment is prohibited. In the event that equipment is thrown/abused and damaged, the player will be expected to reimburse Post # _____ for replacement costs.
4. Haircuts are expected to be neat, clean and tasteful.
5. Shoes must be shined before each game. Necessary supplies (polish, saddle soap, cloths) will be provided by the team.
6. No earrings or jewelry are allowed at practice or during games.
7. Uniforms should be kept clean, in good repair, and always tucked in when applicable; from calisthenics until the game is completed, uniforms should be worn correctly.
8. Hats should be worn correctly (i.e. straightforward) when applicable. Rally caps are acceptable when appropriate.
9. Players will sprint to and from their positions. Players will run at full speed on all ground balls and fly balls, no matter how "inevitable" a putout might appear.
10. No outside food or drink is allowed in the dugout during a game. Ice water and/or Gatorade® will be provided by the team. "Game" is defined from the time team calisthenics begin.
11. No spectators are allowed in the dugout during a game. This includes: parents, family members, friends, girlfriends, scouts, etc., nor is any non-player allowed to visit with you during a game.
12. Players are only allowed to leave the dugout during a game for the following reasons: to retrieve a foul ball, go to the bathroom, warm up/stretch/throw, or in a medical or weather related emergency. Players are expected to perform the necessary function and return to the dugout without incident. Any other request to leave the dugout should be discussed with and approved by a member of the coaching staff.

13. When traveling to and from contests, the team will meet at a designated location. It is acceptable for players to travel to and from games with parents, but it is mandatory that a member of the coaching staff be informed of your intentions. When returning home after a road trip, all players traveling with the team will meet at the drop off point prior to dismissal. No one should leave until the coaches have returned and all are accounted for. Volunteer parent/guardian drivers to and from games are appreciated.
14. When traveling with the team and multiple vehicles are used, we will use a procession, lead by a member of the coaching staff; all other vehicles being used will fall behind, and another vehicle driven by a member of the coaching staff and/or a designated parent's vehicle will be at the rear. Unsafe driving techniques (weaving, excessive speed, reckless driving, etc.) will not be tolerated. Parents/players who are asked to drive rostered team members to a game, will be reimbursed for their fuel expenses. Those who receive a traffic ticket are responsible for their own fine, fees and applicable court costs. At no time should any object be thrown from or at another vehicle in the procession. Player's head, arms, hands, legs and feet will remain in the vehicle at all times.
15. Any player who commits a misdemeanor criminal offense will be suspended indefinitely from the team and faces possible dismissal from the team. The only exclusion from this policy noted is that of a traffic ticket with proper court/legal supervision. The commission of a felony offense by a player will result in immediate expulsion from the team. It should be noted that theft of any kind will not be tolerated and will result in immediate expulsion from the team.
16. Occasionally, the team will travel out of town and stay overnight at a motel or hotel. Room assignments for players will be designated. Rooms are expected to be kept neat and clean. Any damage to a room is the financial responsibility of the player and his guardian. Players involved in such a situation will be sent home and dismissed from the team immediately. Under no circumstance whatsoever will a female guest be permitted in a player's room while unchaperoned by an adult, coach or parent. Any player violating this rule will be dismissed.
17. When traveling and when applicable, players will receive \$___.00 for breakfast, \$___.00 for lunch and \$___.00 for dinner. No player should ever have more than \$20.00 of personal monies in his possession while participating, unless an extended (3+ day) stay is anticipated.
18. All players are required to help carry equipment at practices and at games.
19. Altercations between team players or opposing players are discouraged and prohibited. While tempers can flare unexpectedly, any fighting will be disciplined by immediate suspension and probable dismissal from the team. Applicable city curfews will be followed by all players, especially on nights prior to competition.
20. All players/guardians are expected to call a member of the coaching staff in the event a practice or game is to be missed. If a player is late for a practice or a game without a proper excuse, the penalty is one lap around the outfield fence for every minute tardy. If a player is absent without permission, the minimum penalty is an immediate suspension with a maximum penalty of dismissal from the team. As an easy reminder, any player/guardian can call (____) ____-____, ext. ____ for current game day/practice information or to leave a message relative to a player's whereabouts. This voice mailbox is time and date stamped.
21. All rostered players must submit a raised seal, certified birth certificate from the county/state recorder of deeds/vital statistics office prior to the first game of the season. Hospital certificates and/or photocopies are not allowed. These records will be returned to each player at the conclusion of the season. Any player who fails to submit a proper birth certificate is automatically ineligible for competition.

22. For those athletes who compete in more than one sport, which requires additional summer camps/training, the following applies: The player must understand that for each game missed, the player will be benched the same number of games. (If you attend a football camp for 7 day and miss four games, you will not be allowed to play in the next four games. No players will be allowed to miss any practices or games during the week(s) of the Legion post season (District Tournament, Divisional Tournament, Department Tournament, Regional Tournament or World Series). During the aforementioned times, the program assumes that American Legion Baseball is your priority. If you know there is an unavoidable conflict between a summer camp or training commitment and the Legion post-season, please do not try-out. You will not be rostered. In fairness to all who wish to compete, open try-outs are held annually. No roster position will be held for any player, returning or non-returning.
23. Players are expected to uphold the American Legion Baseball Code of Sportsmanship at all times. In short: players will keep their temper regardless of victory or defeat, be good sportsmen and never heckle opposing players, umpires or spectators. The penalties for any of the aforementioned rule violations may result (at a minimum) in an immediate suspension of practice/playing privileges, and a maximum penalty of dismissal from the team. The coaching staff will decide the severity of the penalty(ies) to be imposed for any rule(s) violated and/or inappropriate behavior. All coaching staff disciplinary decisions are final.
24. No parent, family member or friends are permitted to heckle, harass or use derogator, profane or vulgar remarks or gestures towards the opposing team, coaches or umpires. Again, the members of Post # ____ believe in sportsmanship. Any parent, family member, friends or fans that violate this rule will be asked to leave the ballpark immediately. A second violation of the rule will result in banishment from the park and other team functions.
25. Post # ___ has liability and medical insurance coverage policies for all rostered players and coaches. A copy of the policies and claim forms will be made available upon request.

These are rules we will live by!

Coach/Team Manager Signature

Post Commander or Post Athletic Officer Signature

REQUEST FOR DUAL PARTICIPATION

Request must be made one (1) week prior to Dual Participation Event

I, the undersigned, hereby agree and confirm that I want to also play baseball for _____ team during the period _____ at my cost and risk. I understand and agree that I am not entitled to any expenses, compensation, salary or remuneration of any nature whatsoever as a condition to play for the aforementioned team. I furthermore agree and understand that in consideration for The American Legion granting me permission to dual participate, certain risks are associated with such activities, which I hereby irrevocably and unconditionally release and waive all claims of any nature now or hereafter existing, whether known or unknown, against The American Legion and all of its employees, officers, partners, directors, shareholders, owners and/or affiliates resulting in whole or in part from my participation in such activities, INCLUDING ANY AND ALL CLAIMS THAT MAY ARISE IN WHOLE OR PART DUE TO THE NEGLIGENCE OF ANY OF THE RELEASED PARTIES, to the fullest extent permissible by applicable law.

I understand that when The American Legion District/Zone/State tournaments begin that I must terminate my dual participation, or I will not be eligible to play for The American Legion.

I have carefully read the foregoing waiver and release, understand its content, meaning, and purpose, and agree to all the terms with full knowledge and understanding and without any coercion or duress.

<input type="text"/>	<input type="text"/>
PRINT name of American Legion Baseball Manager	signature
<input type="text"/>	<input type="text"/>
PRINT name of Player requesting release	signature
<input type="text"/>	<input type="text"/>
PRINT name of Parent/Guardian	signature
<input type="text"/>	<input type="text"/>
Date	signature of Department Baseball Chairman

Mail or Fax to:
Department Baseball Chairman

