

Ballard School District

Coach's Handbook

2022-23



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CHAPTER 1 - INTRODUCTION

The purpose of this handbook is to aid the Ballard Middle School and High School coaches in their administrative functions. The standardization of forms and procedures should bring about a more efficient operation of the interscholastic athletic programs.

Each coach should read the contents of this handbook carefully. It will answer many questions related to athletic policy as established by this department, the administration, and the Ballard School Board.

VISION STATEMENT

The Ballard School District recognizes that the program is complementary to the academic program, and is where the athletes acquire significant life skills, attitudes and habits of heart, mind and body in preparation for becoming positive and productive members of our society.

ATHLETIC MISSION STATEMENT

It is our responsibility to provide student-athletes the opportunity to participate in a rich variety of sports; to be coached by knowledgeable and caring individuals; to learn the value of hard work, competition, team play, individual effort and sportsmanship; and to ensure each athlete an enjoyable and rewarding experience.

MIDDLE SCHOOL PHILOSOPHY

Participation, performance, and competition in the athletic program will focus on the opportunity for students to develop and exhibit skills to the best of their abilities. All athletic squads will be treated with equality. Team and individual performance will be developed and recognized.

HIGH SCHOOL PHILOSOPHY

We believe that the opportunity to participate in a wide variety of activities is an important part of a student's educational experience. This participation is a privilege but the activities offered are intended to achieve good sportsmanship, develop great leadership, and teach student-athletes to be committed to one another.

OBJECTIVES

- To give the Ballard student body a variety of opportunities to experience the benefits of participation in athletics and to be meaningfully engaged after school hours.
- To ensure that student-athletes are exposed to positive role models in both coaches and teammates.
 - To maintain a consistency of effort and expectation throughout the entire athletic program.
- To develop life skills in student athletes including self-discipline, work ethic, motivation, leadership, time management, sportsmanship, responsibility, self-esteem, and an understanding of the relationship between individual effort and team success.
- To enhance the possibilities for student-athletes to go on post-secondary education.
- To contribute positively to school spirit and community pride.
- To help student athletes learn and master the skills and knowledge necessary to competitively engage in the sport in which they are participating.
- To teach student athletes the benefits derived and lessons learned from both winning and losing.
- To ensure that the student athlete is enjoying the experience that participation brings.

INDICATORS OF A SUCCESSFUL ATHLETIC PROGRAM

At the end of each school year, the success of the athletic program should be evident. Each coach has an important role in the success of the athletic program. Desired attributes of the Ballard athletic program include:

- A wide variety of athletic teams that provide opportunities for all Ballard students.
- All athletic teams are staffed with the best available coaches.
- Coaches and athletic department staff are excellent role models for other students;
 - *Good grades
 - *Good behavior in and out of school
 - *Motivated to continue as a role model after high school and as a positive member of our community
- Athletic program consistently supports the development of student-athletes and their teams to be the best that they can be.
- Students freely encourage younger student-athletes to participate in the athletic program.
- A significant number of students participate in the sports programs.
- Issues are addressed and resolved in a timely manner.

CHAPTER 2 – COACHING ROLES AND RESPONSIBILITIES

2.1 BALLARD COMMUNITY SCHOOL DISTRICT CONTRACT

Each coach must be approved by the school board and sign a contract prior to assuming coaching responsibilities and activities. The contract is in effect for the duration of the applicable sport's season. Each coach must be in compliance with the following:

- State Of Iowa Coaching Authorization and/or K-12 Athletic Coach
- NFHS Concussion Sports Course Management
- Annual Ballard Coach's Meeting Conducted by the Activities Director
- CPR Certification
- First Aid Certification

2.2 COACH'S CODE OF ETHICS

The Coach's Code of Ethics is a document that states the athletic program's expectations for each coach. Each coach is expected to abide by these ethics. Similar ethics are presented to student-athletes and their parents for their compliance. (*See Appendix*)

2.3 COACH'S MEETING

The activities director conducts a mandatory coach's meeting at the beginning of each new school year. Each coach must attend this session. The purpose of the meeting is to inform new coaches and update returning coaches regarding the athletic program. Topics covered include but are not limited to:

Athletic Program Review

- *Philosophy of the Athletic Program/Ballard School District
- *Chain of Command
- *School District Policies Regarding Athletics
- *Budget Development
- *IHSAA and IGHS AU Updates

Review Athletic Handbook

Review Coach's Handbook

Reinforce Proper Planning

- *Setting Goals
- *Season Planning
- *Practice Plans

Communication

- *Team
- *Individual
- *Parent
- *Athletic Director

Season Evaluation

- *Coach - *Team

2.4 COACH RESPONSIBILITIES

Report To: High school sub-varsity and assistant coaches report to the varsity head coach for their respective sport. Middle school coaches report to the varsity head coach in their respective sports. All head coaches report directly to the activities director.

Job Descriptions: To help participating student-athletes achieve a high level of skill, an appreciation for the values of discipline and sportsmanship, and an increased level of self-esteem.

Responsibilities:

1. Have and continuously improve current skills and knowledge of the assigned sport, demonstrate knowledge of the competition strategies, proper conditioning techniques, effective teaching skills, sound competition preparation, and prevention and care of injuries.
2. Demonstrate enthusiasm for working with student-athletes, athletic and academic staff members, and the sport.
3. Establish discipline that is firm, fair, and consistent, in accordance with school rules and school district policies and is respectful of student athletes.
4. Effectively communicates with individual student-athletes, the team as a whole, with other coaches and faculty, with parents, with the administration, and with the media.
5. Head coaches are expected to conduct at least one pre-season parent's meeting to discuss team policies, goals, responsibilities, and disciplinary expectations and consequences.
6. Provides direction to:
 - a. Care for equipment: issues, inventory, cleaning, keys, etc.
 - b. Utilize all involved staff
 - c. Plan and organize practices
 - d. Ensure adherence to district and school procedures, athletic department rules and objectives and school board policies.
 - e. Meet public relations responsibilities
 - f. Effectively supervise student-athletes, assistant coaches, and sub-varsity coaches.
7. Adhere to the Coaches' Code of Ethics in terms of trustworthiness, respect, responsibility, fairness, caring, and citizenship.

8. Adhere to the procedures outlined in the coaches' handbook for preseason, in-season, and end of season checklists.
9. Oversee the safety conditions of the facility or areas in which the assigned sport is conducted at all times those student-athletes are present.
10. Notify the activities director of all serious injuries and major discipline problems.
11. All coaches that are Ballard faculty members, unless otherwise excused, must attend all meetings called by the activities director.
12. Act as a liaison to the booster club and attend one meeting annually.
13. Attends Raccoon River Conference meeting (ie. All-Conference Voting)
14. Maintain individual and team statistics applicable to the sport and provides a copy of the statistics to the athletic director at the end of the season.
15. Complete preseason, in-season, and postseason checklist. (*See Appendix*)

2.5 PRESEASON CHECKLIST

COACHES' PRESEASON CHECKLIST	✓
1. Review the current version of the IHSAA/IGHSAU on-line rules meeting for your specific sport from the IHSAA/IGHSAU websites.	
2. Work with the activities director in scheduling scrimmages. (if applicable)	
3. Plan and develop a practice schedule for your entire season. Provide a copy to the activities director.	
4. Develop a handbook for distribution to parents at the preseason meeting that contains goals, expectations, practice and games schedules and any other pertinent information. The preseason meeting should be open to your athletes and their parents.	
5. Provide the activities office with a roster of athletes.	
6. Provide activities office with updated roster changes throughout the season as changes occur.	
7. Check the transportation schedule. Verify the schedule and if there are any problems or concerns, please address this with the activities director.	
8. Coaches must report all student athletes' injuries that require medical attention outside the school to the activities director, school nurse, and athletic trainer using the online accident report form.	

2.6 IN-SEASON CHECKLIST

COACHES' IN-SEASON CHECKLIST	✓
1. Student athletes are supervised at all times.	
2. Student athletes are ready promptly for away games.	
3. All injuries are reported to the trainer.	
4. All coaches are present at the school, at least, one-half hour before the departure time for away games.	
5. All coaches and student-athletes appear neat and well-groomed for all trips.	
6. All trips leave as scheduled. Any person(s) not on the bus ready to leave on schedule is to be left behind.	
7. All student-athletes must ride to an event on transportation approved by the school.	
8. Report Scores of All Contests: → Activities Director by 8 AM next school day (Away contests only) → Bound Website	
9. Coaches must report all student athletes' injuries that require medical attention outside the school to the activities director, school nurse, and athletic trainer using the online accident report form.	
10. Disciplinary action involving suspension of a team member must be reported to the activities director.	
11. All coaches, who are on the teaching staff, must attend meetings called by the activities director.	

2.7 END OF SEASON CHECKLIST

COACHES' END OF SEASON CHECKLIST	✓
1. At the close of each season, the coach must list the names of all athletes who have satisfactorily completed the season and indicated if whether the athlete has earned a letter, certificate, etc. This list must be given to the activities office.	
2. All uniforms and equipment must be collected. An inventory list must be given to the activities director at the evaluation.	
3. All keys (non-school employees) issued for the season are to be returned to the activities director.	
4. Submit end of season individual and team statistics to the activities director.	
5. Schedule an appointment with the activities director for the purpose of evaluation.	
6. Inform the team about and promote the end of season banquet.	
7. Recommend the purchase of equipment, supplies, and any other pertinent information.	

2.8 EVALUATION PROCESS

All coaches are evaluated based on the Ballard coaches' evaluation process.

All head coaches are evaluated annually at the end of each season. The evaluations are based primarily on the activity director's observations in conjunction with the coach's self-assessment, but may also include feedback from assistant coaches, student athletes, and parents.

All assistant coaches are evaluated biennial at the end of each season. The evaluations are based primarily on the head coach in the particular sport's observations in conjunction with the coach's self-assessment, but may also include feedback from the activities director, student athletes, and parents.

The activities director may develop an improvement plan for a coach if there are indications that improvements are needed. The activities director would evaluate the coach based on this plan until competence is demonstrated. The school district's decision to not renew a coach's contract may be independent of the coach's satisfactory completion of this plan.

Each coach is responsible for completing his/her self-assessment and scheduling an evaluation meeting with the activities director no later than two weeks after the season has ended.

The types of evaluation include:

→ **Head Coach's Evaluation** – The activities director evaluates each coach based on his observations, the self-assessment completed by the coach, the feedback from the assistant coaches, student-athletes and/or parents as determined by the activities director.

→ **Assistant Coach's Evaluation** - The head coach evaluates each coach in their program based on his/her observations, the self-assessment completed by the coach, the feedback from the assistant coaches, student-athletes and/or parents as determined by the activities director.

→ **Student Athlete Program Survey** – Each student-athlete is asked to provide feedback regarding his or her season. The student forms are distributed electronically and data is collected by the activities director. Student feedback is summarized and reviewed by the activities director. The activities director keeps the student's feedback forms confidential.

2.9 HIRING PROCESS

In filling the positions of coaches, the Activities Director will solicit input from the coaching staff, particularly the head coach in the perspective sport. The Activities

Director will make all recommendations to the School Board for approval. Coaches shall be hired in accordance with following criteria of priority:

A. EXPERIENCE

- CPR Certification and First Aid Training
- Coaching Experience
- Playing Experience
- Certification
- Courses, Clinics, and Workshops Attended
- References

B. COACHING PHILOSOPHY

- Development of Whole Person
- Tolerance of Diversity
- Organizational Ability

2.10 COACH CERTIFICATIONS

All coaches under contract by the Ballard School District must have current certifications for minimum coaching skills before they begin conducting practices with student-athletes. The following certifications are required for any coach employed by the Ballard School District.

- K-12 Athletic Coach and/or
- Coaching Authorization
- Completed the NFHS Concussion in Sports Course
- Background Check
- AEA Right to Know
- AEA Bloodborne Pathogens
- AEA Mandatory report (\$25.00 Fee – Not refunded by district.)
- AEA Chapter 103 Seclusion and restraint
- AEA Bullying Prevention
- AEA Ethics For Iowa Educators
- AEA Suicide Prevention

CHAPTER 3 – ACTIVITIES DEPARTMENT

3.1 ACTIVITIES DEPARTMENT

The Ballard School District's Activities Program is managed by the Activities Department, headed by the Activities Director, and is responsible for the interscholastic athletic teams at both the high school and middle school.

The key contacts for the Activities Department are:

Activities Director	Nate Boock	515.597.2971 ext. 2139
Activities Administrative Assistant	Jenny Horness	515.597.2971 ext. 2138
Transportation Director	Nathan Renz	515.597.2979
Athletic Trainer	Jordan Hayes	641.202.2089

The key school administration contacts are:

Superintendent	Ottie Maxey	515.597.2811 ext. 1012
High School Principal	Chris Deason	515.597.2971 ext. 2171
Middle School Principal	Tom Maher	515.597.2815 ext. 3201

All coaches may be contacted through the activities administrative assistant.

3.2 ACTIVITIES DEPARTMENT CHAIN OF COMMAND AND ISSUE RESOLUTION

The goal of the activities program is to resolve issues at the level at which the problem occurs. Coaches should notify the Head Coach and the Activities Director of any issues where the coach is not able to resolve the issue at their level or if the coach would like help in resolving an issue.

Coach to Student-Athlete: Coaches are expected to communicate their expectations to student-athletes and their parents clearly and consistently. It is recommended that coaches document their expectations and place a copy on file in the Activity Director's office. Coaches should encourage student-athletes to approach them if they have any issue about their experience on an interscholastic team. The athletic experience that the Ballard School District provides the opportunity for young people to develop communication skills with adults and those in positions of authority. The student-athlete and coach must develop a mutual respect and understanding that allows them to discuss issues openly and honestly while striving to gain a better understanding of each other's roles, responsibilities, and perspectives.

Coach to Parent: Coaches are expected to communicate with parents. Coaches should encourage parents to schedule meetings or phone calls to discuss important matters to enable each person to be prepared for the discussion.

Do not dismiss parents' involvement in their child's actions. As a head coach particularly, do not completely avoid these conversations. That may put you and your entire coaching staff in a place that is worse than having a conversation in the first place. Have a clearly thought-out plan of communication in how to engage in these conversations

- **24 Hour Expectation** – Parents that want to have a meeting with a coach are asked to wait 24 hours before requesting a meeting. This allows both parties time to compose themselves and the meeting to involve reasoned discussion. It also moves an emotional and confrontational discussion away from the presence of players.
- The coach has the right to ask in what regards the meeting is being requested for.
- Coaches are asked to have flexibility if the matter is urgent and address it in an appropriate timely manner.

Note: If a meeting is being requested outside of these suggested guidelines, a coach may consult with the activities director on how to navigate the parent(s) request.

Topics That Are Appropriate to Discuss with Parents

- Concerns regarding your child's mental and physical status.
- Ways to help your child improve in the activity.
- Concerns about your child's behavior or academic status.

Topics That Are Not Appropriate to Discuss with Parents

- Playing Time
- Team Strategy
- Play Calling
- Other Student Athletes
- Coach's Skill and Knowledge of the Game
- Selection of Players

Unsolved issues should be appealed based on the established Chain of Command.

CHAIN OF COMMAND

COMMUNICATION ORDER	HIGH SCHOOL	MIDDLE SCHOOL
1.	Sub-Varsity Coaches (Freshman – Junior Varsity)	Team Coaches
2.	Head Coach	Head Coach
3.	Activities Director	Activities Director

4.	Principal	Principal
5.	Superintendent	Superintendent
6.	School Board	School Board

3.3 ACTIVITIES COMMITTEE

The Activities Committee is an advisory group to assist the Activities Director in organizing and supervising the entire interscholastic athletic program. The Activities Director may from time to time convene a committee consisting of the high school and or middle school principal and coaches of interscholastic teams for the following purpose:

- To review organization and policy and make appropriate recommendations to the Superintendent and/or school board.
- To serve as a sounding board for all recommendations of any school personnel concerning interscholastic athletics and to make recommendations to the principal regarding the same.
- To review and update the Coaches' Handbook.

3.4 ACTIVITIES DEPARTMENT ROLES AND RESPONSIBILITIES

3.4.1 ACTIVITIES DIRECTOR	REPORTS TO PRINCIPAL - SUPERINTENDENT
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Responsibilities:

1. Organize and administer the overall program of co-curricular activities for the school district.
2. Provide leadership in the selection, assignment, and evaluation of athletic coaches.
3. Foster good school-community relations by keeping the community aware of and responsive to the athletic program.
4. Assume responsibility for the organization and scheduling of all interscholastic athletic events.
5. Hire officials and assume general responsibility for the proper supervision of home games.
6. Arrange transportation for athletic contest participants.
7. Attend and participate in regional or state meetings and conferences related to interscholastic athletics and scheduling.
8. Develop and place into operation appropriate rules and regulations governing the conduct of athletic activities.
9. Organize a method of determining all eligibility connected with interscholastic athletics and supervises the proper administration of these methods and verifies each athlete's eligibility.
10. Prepare and administer the athletic program budget.
11. Requisition program supplies and equipment.

12. Supervise all ticket sales and fund-raising events of the athletic program, and assume responsibility for proper handling of funds.
13. Arrange all the details of visiting teams' needs, as appropriate.
14. Make arrangements for non-school use of playing field and facilities.
15. Arrange fields and gymnasium practice schedules.
16. Ensure the completion of the physical examination and heads up concussion forms of all athletes prior to the beginning of each athletic season.
17. Keep records of the results of all school athletic contests, and maintain a record file of all award winners, stating the date and type of award, including athletic scholarships.
18. Evaluate each coach in accordance with the approved evaluation program.
19. Ensure that each varsity coach participates in the evaluation of sub-varsity coaches in that sport as per the approved evaluation program.

3.4.2 ACTIVITIES ADMINISTRATIVE ASSISTANT	REPORTS TO: ACTIVITIES DIRECTOR
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Responsibilities:

1. Perform the usual office routines and practices associated with a busy, productive and efficient office.
2. Refrain from revealing to the public, other employees, student-athletes, family and social acquaintances all information that is confidential, subject to the rights of privacy, could be a detrimental to a person's reputation, or could render a decision ineffective.
3. Type a variety of reports, notices, and correspondences to the Superintendent, school board, Principal, equipment companies, recreation department, colleges, IHSA, IGHS, coaches, coaching applications, custodians, police, and community.
4. Confirm bus and game times with the transportation company.
5. Update the calendar of events.
6. Send game contracts to officials and opposing schools.
7. Maintain a ledger of all expenditures including transportation, officials, equipment, supplies, repairs and replacements by sport.
8. File all records of award recipients, student athlete physicals, parent permission forms, proof of insurance forms, eligibility lists, loss of equipment lists, etc.
9. Type the proposed budget, coaching recommendations and evaluations.

10. Take messages and makes telephone calls in the absence of the Athletic Director.

3.4.3 ATHLETIC TRAINER	REPORTS TO: ACTIVITIES DIRECTOR
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Job Description: To provide for the care and prevention of injuries for all interscholastic athletic teams of the Ballard School District.

Responsibilities:

1. Prevention and care of athletic injuries sustained at practice sessions and games. The trainer will be available to supervise and handle all sports activities beginning with pre-season practice until the final game of the school year.
2. In the event of an emergency, to directly notify the parents or guardians of any student-athlete transported to a physician or to a hospital.
3. If a physician diagnoses an injury, the trainer will carry out the physician's orders relating to treatment. No student-athlete will be allowed to resume play or practice unless written approval of the physician has been obtained.
4. If the trainer diagnoses an injury, the trainer will have the final approval as to whether an injured student-athlete may continue in the practice session or game.
5. Establish and maintain records of all athletic injuries, particularly the date of the accident, diagnosis, recommended treatment, and the physician's recommendation concerning the date of return to the athletic team.
6. Ensure that appropriate medical and insurance forms are completed accurately on all athletic injuries and that the forms are submitted to the appropriate channels.
7. Establish and maintain an inventory and inventory control of all training room supplies with all containers properly labeled while keeping the training room areas clean at all times.
9. In cooperation with the head coach, check the cleanliness of the locker room and shower areas, the safety of the game and practice areas and the cleanliness and safety of personal equipment worn by the players. Discrepancies are go be reported to the Activities Director.
10. Prepare a list of needed supplies for the next fiscal year during the preparation of the annual budget.

CHAPTER 4 – GENERAL DISCIPLINE STATEMENT

4.1 GENERAL DISCIPLINE STATEMENT

All student athletes in Ballard High School and Ballard Middle School will abide by the school policies and regulations regardless of age, when on school property or when participating in any school approved activity including field trips and excursions.

The Ballard School Board has adopted a discipline policy that is described in both the student's and activities handbooks. All student-athletes are subject to this policy at all times while on school property, at a school-sponsored event or representing the school.

Furthermore, all student athletes and their parents are expected to sign and abide by activity/athletic commitment pledge in order to consistently apply common sense, self-discipline, and understanding for the benefit of the athletic program.

4.2 ACTIVITIES DISCIPLINE EXPECTATIONS

For all athletic teams:

1. Benching of a student-athlete by a coach for disciplinary reasons.
 - Benching of a student-athlete is interpreted as allowing a player to dress in a uniform for a game but not being allowed to participate in the game for disciplinary reasons.
 - Prior to the game, it is the responsibility of the coach to inform the student-athlete of the benching and the reason.
 - It is the coach's prerogative to bench a student-athlete for one game.
 - If a student-athlete is to be benched for more than one game, then the coach must notify the Activities Director of the reason and the duration of the benching.
2. Suspension of a student athlete. (Student-athlete not dressed for one or more than one game.)
 - A one game suspension is the prerogative of the coach. All suspensions must be reported to the Activities Director and to the parents or guardians of the student-athlete by the coach, stating the reason(s) and duration of the suspension.
 - The Activities Director must approve suspensions of longer than one game.
3. Suspension of a student-athlete for the remainder of the season.

→ The coach recommends in writing to the Activities Director the suspension of a student-athlete for an indefinite period of time and states the facts and reason(s) concerning the recommendation.

→ The Activities Director will send written notice of the indefinite suspension to the parents or guardians.

CHAPTER 5 – ATHLETIC ASSOCIATIONS

5.1 IOWA GIRL’S HIGH SCHOOL ATHLETIC UNION – IOWA HIGH SCHOOL ATHLETIC ASSOCIATION

Ballard High School is an active member of the Iowa Girl’s High School Athletic Union (IGHSAU) and the Iowa High School Athletic Association (IHSAA). The basic purpose of the IGHSAU and the IHSAA, as organizations of schools, is to serve the interests of, and to act for the member school of the union and association in all matters pertaining to interscholastic athletics and activities.

5.1.1 IGHSAU – IHSAA HANDBOOKS

The IGHSAU and IHSAA handbooks are issued yearly and is the reference in which all activities are listed with specific guidelines regarding player eligibility, non-school competition, requests for eligibility rulings, new programs, protest procedures, classification of schools, starting and ending dates, tournament requirements and formats, games and practice limitations, sanctioning procedures for athletic competitions, and much more.

Copies are available and pertinent information is reviewed at the annual coach’s meeting. If you have any questions regarding any aspects of the union or association and you do not have a handbook, copies are available in the offices of the Athletic Director and the High School Principal. You may also visit the union and association websites at:

Iowa Girl’s High School Athletic Union - <http://www.ighsau.org>

Iowa High School Athletic Association - <http://www.iahsaa.org>

5.1.2 NATIONAL FEDERATION

The IGHSAU and the IHSAA are members of the National Federation of High School Athletic Associations whose rules govern the various sports.

5.1.3 FEDERATION RULEBOOKS

Federation rulebooks are distributed to the varsity and sub-varsity coaches. Additional copies may be purchased at the IGHSAU and IHSAA offices.

CHAPTER 6 – REGULATIONS, PROCEDURES, AND GUIDELINES

6.1 ANNOUNCEMENTS

Results of games should be sent (email, text) to the Activities Director by the following morning but preferably the night of the event. The Activities Director will record all game results.

6.2 AWARDS AND LETTERS

Varsity coaches establish the awards and letters criteria for each varsity sport. This criterion is communicated to student-athletes at the beginning of each season. Student-athletes who do not complete the season because of disciplinary action or quitting the team are not eligible for an award or letter.

1. **Certificates of Participation** will be awarded to participants who complete their sports season.

2. **Varsity Letters** are awarded based on criteria established by the varsity coaches at the beginning of each season. This criteria includes:

→ Varsity managers and statisticians who have served loyally for one complete season are eligible for a varsity letter.

→ Student-athletes who have completed a full season in good standing.

→ Varsity Letters:

→ 1st Year – Chenille “B”

→ 2nd, 3rd, and 4th Year – Gold bar indicating the years of participation.

3. The **season-ending banquet** is held at the end of the varsity sports season for all athletes (9-12) in that sport. At that time, each coach will reflect on their seasons and discuss their athletes. Awards and letters will be given at this time.

6.3 ELIGIBILITY FOR PRACTICE OR GAME PARTICIPATION

To participate in school activities, the student must:

→ Be in good standing regarding grades and not on suspension,

→ Be present on the day of the practice or activity for at least four periods,

→ And if the activity is on a Saturday, be present in school on the preceding Friday.

Student-athletes excused from school (medical appointment, etc.) on the day of an activity must return to school prior to the close of the school day in order to be eligible for participation in school activities on that day.

Student-athletes are encouraged to plan college visits at times that do not interfere with practice or games. If a college visit during a practice or game is unavoidable and the student-athlete notifies the coach in advance, the student's absence should be treated as an excused absence.

6.4 EQUIPMENT AND SUPPLIES

The coach of each sport is responsible for requesting all the equipment and supplies for that sport. The coach will provide to the Activities Director the necessary information with this request (quantity, sizes, colors, price, manufacturer, and order numbers with complete description).

At the end of the season, the coach will check equipment and give an inventory list to the Activities Director.

No athletic equipment issued to student-athletes may be worn in physical education classes or worn outside of practice or game situations unless an exception is made such as for a pep rally, Homecoming, etc. Coaches must instruct their student-athletes of this regulation.

Any student-athlete failing to return or pay for any equipment or uniform issued will not be eligible for any athletic activity until the equipment or uniform is returned or paid for.

6.5 FUNDRAISING

Any and all fundraising activities must have the approval of the Activities Director. A product, activity, or service is recommended. Direct solicitation for money is discouraged.

Exceptions to this policy shall be:

- Sale of tickets to scheduled athletic events, fine arts events, and school dramatic and musical performances.
- The sale of advertising space in school publications.

No money collections of any kind may be held in the school without the specific approval of the building principal or superintendent.

For approved fundraising:

→ Funds collected will be deposited through the Activity Director's office and will be placed in an appropriately designated account. ALL MONIES COLLECTED MUST BE DEPOSITED.

→ A financial statement will be maintained on all fundraising activities by the school bookkeeper for the Activities Director.

→ Any anticipated expenses on the day(s) of the fundraiser must be paid by check through the office of the Activities Director and will be charged to the account that is fundraising.

6.6 SEASON START AND END DATES

The dates for the start of practice, first game, and end of the season for each sport are found in the IGHS AU and IHSAA handbooks.

6.7 QUALIFYING FOR STATE TOURNAMENTS

In the event individuals from a team qualify or a team qualifies for a state tournament competition, the following guidelines will apply.

1. Hotels will not be provided by the school district in most situations. The distance to state tournament sites from the Ballard School District is minimal and teams should be able to travel to the tournament site and back. Some exceptions will be made for certain situations. The activities director will determine those exceptions.

2. Transportation will be arranged through the activities director who will arrange it with the Ballard transportation department.

6.8 PRACTICES AND SUNDAY PARTICIPATION

Coaches will create a schedule of practice dates and times. The schedule should be communicated to parents and athletes prior to the beginning of the season. It should be understood that circumstances could require a change in a scheduled practice. Students must be at school for at least four periods of the day to be eligible that day for practice. (*See Days of Contest*)

Exemption: Students enrolled in less than 4 credits. (i.e. Home School)

CHURCH NIGHT

High School practices on Wednesday night are to conclude so that all athletes are out of the building by 6:00 PM. Most athletic competitions will not be scheduled on Wednesday evenings during the school year. Postseason games held by the Iowa High School Athletic Association and Iowa Girl's High School Athletic Union would be one of the exceptions.

SCHOOL CANCELLATION

When school is canceled as a result of inclement weather, the following guidelines will apply and decided by the 7-12 administration.

1. The general procedure will be if school is canceled or dismissed early there will be **no practices**. Special circumstances would be that if school were called off but conditions were improving, coaches could call an **optional** practice, especially if an upcoming contest would warrant the need. The approval of the practice must be made to the activities director.
2. If an optional practice is called, it will be stressed to the athletes that a practice scheduled under these circumstances is **optional** and will not jeopardize an athlete's position on the team.

SUNDAY PRACTICES

Sunday practices are allowed under the following conditions:

1. Sunday practices are allowed only to prepare for sectional, district, regional, or state tournament play that is scheduled for Monday or Tuesday of the following week.
2. Any practice session held on Sunday may not begin before 1:00 PM.
3. Request for any Sunday practice must be made by the head coach to the activities director as soon as the need for the practice has been determined.

6.9 PRESS RELEASES

All press releases, except the reporting of game scores, should be made through the office of the Activities Director.

6.10 PUBLIC RELATIONS

You as the coach must make yourself available to the media for information concerning your sport and the student-athletes who play for you.

The following guidelines are suggested in dealing with the media:

- Always try to promote athletics and the programs of Ballard Middle School and High School.
- Always be positive in your approach. Being negative helps no one.
- Promote your particular sport. You, more than anyone else, know what you are trying to do, how you hope to accomplish this, and who will make it possible.
- Never say anything detrimental about a student-athlete, another school, team, or an official. If you can't say anything positive, remain silent.
- Encourage your student-athletes to support other Ballard teams and activities.
- Establish good relations with your parents or guardians of your student-athletes and the booster club.

- All coaches should give their student-athletes the benefit of available publicity.
- Communicate all game results to:
 - Tri-County Times jrandleman@nevada-iowa-journal.com
 - Ames Tribune jrandleman@nevada-iowa-journal.com
 - Iowa Girl's High School Athletic Union and Iowa High School Athletic Association Websites

6.11 SCHEDULING

The Activities Director will schedule all interscholastic athletic contests. Any schedule changes requested by a coach will be given consideration. No coach is to reschedule an athletic contest without prior approval of the Activities Director.

6.12 LOCKER ROOMS AND SHOWERS

The following will be expected:

- The in-season sports teams have the priority use of the locker room and shower facilities.
- The coach's office is off-limits to unauthorized personnel. This includes all student-athletes and team managers unless invited there for counseling or special instruction.
- The use of tobacco products (including vaping) by coaches is not allowed in or on school property.
- Coaches must be present and provide supervision as long as members of their teams are still present in the building. If parents are aware of the time that practice ends, they can be expected to be prompt and, therefore, cause no more than minor inconveniences.
- The coach, being the last person usually to leave the building or area, must make sure that the following has been accomplished:
 - All showers are turned off.
 - All lights have been turned off.
 - The locker room and gymnasium are in proper order and neat.
 - All doors are locked including the locker room, gymnasium, and outside doors.

6.13 USE OF OPPONENTS' LOCKER ROOM/DRESSING FACILITIES

Coaches should discuss with team members the appropriate conduct when using the locker room/dressing facility of their opponents. Note the general condition of the room upon arrival and departure of forestall vandalism. It may be necessary at times to hold a bag inspection after returning from a trip to check against 'souvenirs' taken by the student-athletes. Coaches should ask to have their room locked during the team's absence. Carrying out these procedures may save the school some unfavorable publicity.

6.14 TRAINING ROOM

Each sport will be supplied a medical kit at the start of the season. Only a coach or a school trainer should go into these kits for supplies. This is a liability issue. If you need additional supplies or start to run out of things, please let the Athletic Trainer or the activities director know and they will replenish your kit.

6.15 STUDENT-ATHLETE PROGRAM SURVEY

Student-athletes are encouraged to provide feedback regarding their coach at the end of each season. Student athlete's feedback is important to the coach evaluation process and the individual student forms are confidential.

The process for providing student-athlete coach feedback is:

1. Activities Director shares form with participating student-athletes.
2. Students complete form electronically and submit.
3. Rating and comments summarized by Activities Director.
4. Information from feedback summary is shared with the coach.

6.16 TRANSPORTATION

The Activities Director will arrange all buses. A list of bus trips will be distributed to coaches to indicate the time that they would like to leave the school.

Coaches are responsible for communicating bus departure times and return times so student-athletes may arrange for transportation drop-off and pick-up times. Coaches are not responsible for transporting student athletes to or from events unless approved by the Activities Director.

It is the responsibility of the coaches to have their teams ready to board the buses at the designated times. Student-athletes not riding the bus in school-approved transportation may be ineligible for participation in that event. Coaches have the discretion to release a student to ride home with their parents or legal guardian from an event provided a release form is signed by the parent or legal guardian.

The coaches are completely responsible for the conduct and actions of their players on the bus. It is recommended that a coach sits at the rear of the bus.

Coaches should inspect the bus before and after the game to check for damage and articles that have been left.

6.17 CLINICS

Attendance at coach's clinics is encouraged. In order for our programs to flourish, we must acquire new knowledge that can be obtained at these clinics. Assistant coaches are also encouraged to attend. Policies for coach's clinics include:

- One clinic per sport as requested by the respective coach each school year at school expense. (Any additional clinics must be requested by school administration.)
- Clinic fees, dues, lodging, meals, transportation, and professional leave granted if needed and requested properly.
- No airline tickets nor excessive meal or lodging expenses.
- The school pays for volunteer coach's expenses.

6.18 VOLUNTEER COACHES

The school board must approve all volunteer coaches before being allowed to work with our student-athletes. Head coaches need to submit the name of the prospective coach to the activities director. The activities director will then submit the prospective coach's name to the school board to be approved. All volunteer coaches must have their coaching certificate on file, concussion management course completed, and background check completed before the first practice begins. Anyone found not to follow these procedures cannot work with the athletes. Furthermore, any person found in violations of these guidelines will be ineligible to be a volunteer coach at the Ballard School District permanently.

6.19 SUPPLIES AND EQUIPMENT REQUISITIONS

All requisitions to purchase supplies and equipment need to be approved by the activities director. Coaches are asked to utilize the booster club whenever possible.

6.20 SOCIAL MEDIA

1. If any coach seeks to use electronic or social media sites in relation to athletics of the school district, the coach must seek and obtain the permission of the Activities Director prior to setting up the site.
2. If a coach wishes to use Facebook or other similar social media sites to communicate meetings, activities, games, responsibilities, announcements, etc., for an official sports team, the coach must also comply with the following rules:
 - a. The coach must set up the team as a group list that will be "closed and moderated".

- b. Members will not be established as “friends”, but as members of the group list. Never add a student to your personal page.
 - c. Anyone who has access to the communications conveyed through the site may only gain access by the permission of the coach. Persons desiring to access the page may join only after the coach invites them and allows them to join
 - d. Parents shall be permitted to access any site that their child has been invited to join.
 - e. Access to the site may only be permitted for educational purposes related to the club, activity, organization or team
 - f. The coach responsible for the site will monitor it regularly.
 - g. The Activities Director shall be permitted access to any site established by the employee for a school-related purpose.
 - h. Coaches are required to maintain appropriate professional boundaries in the establishment and maintenance of all such district-sponsored social media activity.
3. Coaches are required to use appropriately respectful speech in their social media posts or district-sponsored sites and to refrain from harassing, defamatory, abusive, discriminatory, threatening or other inappropriate communications.
4. Coaches are required to comply with all school policies and procedures and all applicable laws with respect to the use of computer equipment, networks, or devices when accessing district-sponsored social media sites.
5. All posts on district-sponsored social media must comply with the school policies concerning confidentiality, including the confidentiality of student information. If any coach is unsure about the confidential nature of the information the coach is considering posting, the coach shall consult with his/her supervisor prior to making the post.
6. A coach may not link a district-sponsored social media site or website to any personal social media sites or sites not sponsored by the school district.
7. A coach may not use district-sponsored social media communications for private financial gain, political, commercial, advertisement, and proselytizing or solicitation purpose.
8. A coach may not use direct-sponsored social media communications in a manner that misrepresents personal views as those of the school district, or in a manner that could be construed as such.

Electronic media can be a great tool but it can also be used as a weapon if not used correctly.

6.21 TEXTING - EMAILING

A coach should not be communicating with any student-athlete one-on-one. Sending out a text or email blitz to everyone on the team is a great way to instantly communicate with the team but coaches should refrain from engaging in a one on one discussion via text or on the computer. It is recommended that someone of authority, such as the activities director or another coach, be copied on all responses or communications to an individual student-athlete. Parents of the athletes should also be included in the text or email blitz. This ensures that someone else is seeing both sides of the communication and nothing can be taken out of context.

6.22 COMMUNITY SERVICE

Each team should consider to perform a minimum of one, community service project(s) during each season. Athletics is an extension of the school and thus, we must provide opportunities for our student-athletes to give back to the community as well as meet and exceed the expectations of the school and athletic mission.

Ballard Community School District Coaches Handbook Acknowledgment Form

This coach's handbook has been prepared for your information and understanding of the policies, philosophies, and practices of Ballard Community School District. Please read it carefully. Upon completion of your review of this handbook, sign the statement below, and return it to the Activities Director after the completion of the coach's meeting.

I, _____, have received and read a copy of the Ballard Community School District activities department coach's handbook which outlines the goals, policies, and expectations of the Ballard Community School District, as well as my responsibilities as a coach.

I have familiarized myself with the contents of this handbook. By my signature below, I acknowledge, understand, accept and agree to comply with the information contained in the coach's handbook provided to me by Ballard Community School District. I understand this handbook is not intended to cover every situation which may arise during my employment, but simply a general guide to the goals, policies, practices and expectations of the Ballard Community School District.

As a coach at Ballard Community Schools, I have completely read this handbook and understand that I am responsible for knowing the information presented in it. It is my one of my responsibilities to have the activities director explain anything in this book that I do not understand.

I understand that the Ballard Community School District coach's handbook is not a contract of employment and should not be deemed as such.

Print Name

Coach's Signature

Date

APPENDIX

COACH'S CODE OF ETHICS

We believe that high school competition should be fun but that it must also be a significant part of a sound educational program. We believe that those who coach student-athletes are, first and foremost, a teacher who have a duty to assure that their sports program promotes important life skills and the development of good character. We believe that the essential elements of character building are embodied in the concept of sportsmanship and six core ethical values: trustworthiness, respect, responsibility, fairness, caring, and citizenship. We believe, further that the highest potential of sports is achieved when teacher-coaches consciously teach, enforce, advocate, and model these values and are committed to the ideal of pursuing victory with honor. Finally, we believe that sincere and good-faith efforts to honor the words and spirit of this code will improve the quality of our programs and the well-being of our student-athletes. This code of ethics applies to all coaches involved in interscholastic sports.

I understand that in my position as coach, I must act in accord with the following code:

TRUSTWORTHINESS

Trustworthiness: Be worthy of trust in all that I do and teach student-athletes the importance of integrity, honesty, reliability, and loyalty.

→ Integrity: Model high ideals of ethics and sportsmanship and always pursue victory with honor, teach, advocate and model the importance of honor and good character by doing the right thing even when it's unpopular or personally costly.

→ Honesty: Don't lie, cheat, steal, or engage in or permit dishonest or unsportsmanlike conduct.

→ Reliability: Fulfill commitments; I will do what I say I will do; be on time.

→ Loyalty: Be loyal to my school and team; put the team above my personal glory.

→ Primacy of Educational Goals: Be faithful to the educational and character development missions of the school and assure that these objectives are not compromised to achieve sports performance goals; always place the academic, emotional, physical, and moral well-being of athletes above desires and pressures to win.

RESPECT

Respect: Treat all people with respect all the time and require the same of student athletes.

→ Advocates Education: Advocate the importance of education beyond basic athletic eligibility standards.

→ Advocates Honor: Prominently discuss the importance of character; ethics and sportsmanship.

- Class: Be a good sport, teach and model class, be gracious in victory and accept defeat with dignity; encourage student-athletes to give fallen opponents a hand, compliment extraordinary performance, and show sincere respect in pre- and post-game rituals.
- Taunting: Don't engage in or allow trash-talking, taunting, boastful celebrations, or other actions that demean individuals or the sport.
- Respect Officials: Treat contest officials with respect; don't complain about or argue with official's calls or decisions during or after an athletic event.
- Respect Parents: Treat the parents of student athletes with respect; be clear about your expectations, goals, and policies and maintain open lines of communication.
- Profanity: Don't engage in or permit profanity or obscene gestures during practices, sporting events, on team buses, or any other situation where the behavior could reflect badly on the school or the sports program.
- Positive Coaching: Use positive coaching methods. Refrain from physical or psychological intimidation, verbal abuse, and conduct that are demeaning to student-athletes or others.
- Effort and Teamwork: Encourage student-athletes to pursue victory with honor; to think and play as a team, to do their best and continually improve through personal effort and discipline.
- Professional Relationships: Maintain appropriate, professional relationships with student-athletes and respect proper teacher-student boundaries. Sexual or romantic contact with student-athletes is strictly forbidden as is the verbal or physical conduct of a sexual nature directed to or in view of student athletes.

RESPONSIBILITY

- Life Skills: Always strive to enhance the physical, mental, social, and moral development of student athletes and teach them positive life skills that will help them become well-rounded, successful and socially responsible.
- Good Character: Foster the development of character by teaching, enforcing, advocating, and modeling high standards of ethics and sportsmanship.
- Role Modeling: Be worthy role model, always be mindful of the high visibility and great influence you have as a teacher-coach.
- Personal Conduct: Refrain from profanity, disrespectful conduct, and the use of alcohol or tobacco in front of student athletes or other situations where my conduct could undermine my positive impact as a role model.
- Competence: Strive to improve coaching competence and acquire increasing proficiency in coaching principles and current strategies, character building techniques, and first aid, safety, and CPR.
- Knowledge of Rules: Maintain a thorough knowledge of current game and competition rules and assure that my student athletes know and understand the rules.

→ Positive Environment: Strive to provide a challenging, safe, enjoyable, and successful experience for the athlete by maintaining a sports environment that is physically and emotionally safe.

→ Safety and Health: Be informed about basic first aid principles and the physical capacities and limitations of the age group coaches.

→ Unhealthy Substances: Educate student-athletes about the dangers and prohibit the use of unhealthy and illegal substances including alcohol, tobacco, and recreational performance enhancing drugs

→ Eating Disorders: Advise student-athletes about the dangers of and be vigilant of signs of eating disorders or unhealthy techniques to gain, lose, or maintain weight, and report it to the Athletic Director.

→ Physician's Advice: Seek and follow the advice of the Athletic Trainer when determining whether an injured student athlete is ready to play.

→ Privilege to Compete: Assure that student athletes understand that participation in interscholastic sports programs is a privilege, not a right and that they are expected to represent their school, team, and teammates with honor, on and off the field. Require student-athletes to consistently exhibit good character and conduct themselves as positive role models.

→ Self-Control: Control my ego and emotions; avoid displays of anger and frustration; don't retaliate.

→ Integrity of the Game: Protect the integrity of the game; don't gamble. Play the game according to the rules.

→ Enforcing Rules: Enforce this Code of Ethics consistently in all sports-related activities and venues even when the consequences are high.

→ Protect Athletes: Put the well-being of student-athletes above other considerations and take appropriate steps to protect them from inappropriate conduct.

FAIRNESS

→ Fair and Open: Be fair in competitive situations, selecting a team, disciplinary issues and all other matter; and be open-minded and willing to listen and learn.

CARING

→ Safe Competition: Put safety and health of all competing above the desire to win.

→ Caring Environment: Consistently demonstrate concern for the student-athletes as individuals and encourage them to look out for one another and think and act as a team.

CITIZENSHIP

→ Honor the Spirit of Rules: Observe and require student athletes to observe the spirit and the letter of all rules.

→ Improper Gamesmanship: Promote sportsmanship over gamesmanship; don't cheat. Resist temptations to gain competitive advantage through strategies or techniques that violate the rules and/or disrespect the highest traditions of the sport.

STUDENT'S CODE OF ETHICS

Interscholastic athletic competition should demonstrate high standards of ethics and sportsmanship and promote the development of good character and other important life skills. The highest potential of sports is achieved when participants are committed to pursuing victory with honor according to six core principles: trustworthiness, respect, responsibility, fairness, caring, and citizenship.

I understand that in order to participate in athletics, I must act in accord to the following:

TRUSTWORTHINESS

Trustworthiness: Be worthy of trust in all that I do.

→ Integrity: Lives up to high ideals of ethics and sportsmanship and always pursues victory with honor; do what's right even when it's unpopular or personally costly.

→ Honesty: Lives and competes honorably; don't lie, cheat, steal or engage in any other dishonest or unsportsmanlike conduct.

→ Reliability: Fulfill commitments; do what I say, I will do; be on time to practice and games.

→ Loyalty: Is loyal to school and team; put the team above personal glory.

RESPECT

Respect: Treat all people with respect all the time and require the same of other student athletes.

→ Class: Live and play with class; be a good sport; be gracious in victory and accept defeat with dignity; give fallen opponents help, compliment extraordinary performance, show sincere respect in pre- and post-game rituals.

→ Disrespectful Conduct: Don't engage in disrespectful conduct of any sort including profanity, obscene gestures, offensive remarks of a sexual or racial nature, trash-talking, taunting, boastful celebrations, or other actions that demean individuals or the sport.

→ Respect Officials: Treat contest officials with respect; don't complain about or argue with official's calls or decisions during or after athletic event,

RESPONSIBILITY

→ Importance of Education: Be a student first and commit to getting the best education I can. Be honest with myself about the likelihood of getting an athletic scholarship and remember that many universities will not recruit student-athletes that do not have a serious commitment to their education, the ability to succeed academically, or the character to represent their institution honorably.

→ Role Modeling: Remember, participation in sports is a privilege, not a right and that I am expected to represent my school, coach, and teammates with honor, on and off the field.

Consistently exhibit good character and conduct yourself as a positive role model. Suspension or termination of the participation privilege is with the sole discretion of the school administration.

→ Self-Control: Exercise self-control; don't fight or show excessive displays of anger or frustration; have the strength to overcome the temptation to retaliate.

→ Healthy Lifestyles: Safeguard your health; don't use any illegal or unhealthy substances including alcohol, tobacco, and drugs or engage in any unhealthy techniques to gain, lose or maintain weight.

→ Integrity of the Game: Protects the integrity of the game; don't gamble. Play the game according to the rules.

FAIRNESS

→ Be Fair: Live up to high standards of fair play; be open-minded; always be willing to listen and learn.

CARING

→ Concern for Others: Demonstrates concern for others; never intentionally injure any player or engage in reckless behavior that might cause injury to others or me.

→ Teammates: Help promote the well-being of teammates by positive counseling and encouragement or by reporting any unhealthy or dangerous conduct to coaches.

CITIZENSHIP

→ Play by the Rules: Maintain a thorough knowledge of and abide by all applicable game and competition rules.

→ Spirit of Rules: Honor the spirit and the letter of the rules; avoid temptations to gain competitive advantage through improper gamesmanship techniques that violate the highest traditions of sportsmanship.

PARENT'S CODE OF ETHICS

As parents of student athletes, I understand the importance of my role in their success. In support of my student athlete, I will commit to following the guidelines established for the athletic program participants. These guidelines are based on the six pillars of character.

TRUSTWORTHINESS

Be worthy of trust in all that I do.

Be ethical; encourage my son/daughter to adhere to a high standard of persona ethics.

Be reliable by being on time to pick up my son/daughter from practices and competitions.

Be loyal to my son/daughter by providing encouragement to be the best that they can be and do not criticize them regarding their competitive performance during competitions.

Be loyal to the coaching staff by respecting their effort to create a program for a team of student athletes.

Do not undermine their efforts if there is a problem; communicate it to the coach or Athletic Director.

RESPECT

Be respectful in actions and in words, follow the Golden Rule.

Be respectful of my son/daughter, coaches, officials, other student-athletes, and other parents by exhibiting sportsmanship at competitions.

Be a positive role model for other parents and students at competitive events.

RESPONSIBILITY

Be accountable.

Provide support to my son/daughter to improve their skills and experience both during the season and during the off-season. It is the responsibility of each student-athlete to take responsibility for their own development during the off-season if they desire to be competitive.

FAIRNESS

Play by the Rules.

Become aware of and adhere to the school district policies, rules, and procedures.

Support my son/daughter in complying with school policy, rules and procedures.

In the event of any issues, agree to follow the established chain of command for issue resolution.

Do not seek an unearned advantage for my son/daughter.

CARING

Be compassionate.

Attend my son/daughter's competitive events such as games and matches.

Attend team and individual recognition events such as banquets and award ceremonies.

Provide positive encouragement to my son/daughter.

CITIZENSHIP

Help make the program better.

Participate in program and/or team support organizations such as the booster clubs.

Participate in program and/or team feedback opportunities provided by the coach, Athletic Director, or Superintendent.

PRESEASON CHECKLIST

COACH'S PRESEASON CHECKLIST	✓
1. Review the current version of the IHSA/IGHS AU on-line rules meeting for your specific sport from the IHSA/IGHS AU websites. Submit certificate of completion to the activities director.	
2. Work with the activities director in scheduling scrimmages. (if applicable)	
3. Plan and develop a practice schedule for your entire season. Provide a copy to the activities office.	
4. Develop a handbook for distribution to parents/athletes at the preseason meeting that contains goals, expectations, practice and games schedules and any other pertinent information.	
5. Meet with athletes and parents to review policies, team rules. IHSA/IGHS AU rules, and general information that is found in your handbook. The preseason meeting should be open to your athletes and their parents.	
6. Provide the activities office with a roster of athletes to verify physical and concussion forms and that they have completed the activity registration process.	
7. Provides dates of your parent/athlete meeting and your end of season banquet to the activities office.	
8. Check the transportation schedule. Verify the schedule and if there are any problems or concerns, please address this with the activities director.	
9. Obtain items for your medical kit if you are depleted.	
10. Enter your roster on quik stats.	
11. Submit any other forms required by the activities director.	
12. Meet with athletic trainer and check coverage of practices and games.	
13. Check eligibility and verify eligibility with the activities office.	
14. Notify activities director of any unsafe practicing or playing conditions.	
15. Verify that ALL athletes are clear to participate prior to first practice.	
16. Review medical training and emergency response plans.	
17. Review student accident report form	
20. Complete online National Federation concussion management course.	
21. Approve any fundraising through the activities office.	

Additional Items:

Before participating in any practice, all athletes on the team must complete and turn in:

1. Complete online activity registration. They will submit the concussion awareness form electronically through this process.
2. Current physical form (this may be submitted through the activity registration)
3. Review Helmet Warning (if applicable)

With regards to these items, no student will be permitted to practice or participate in competition, unless all of these items are submitted to the activities office and cleared. Coaches are personally responsible for the administration of this paperwork.

IN-SEASON CHECKLIST

COACH'S IN-SEASON CHECKLIST	✓
1. Provide activities office with updated roster changes throughout the season as changes occur.	
2. Coaches must report all student athletes' injuries that require medical attention outside the school to the activities director, school nurse, and athletic trainer.	
3. Plan and develop a practice schedule for your entire season. Provide a copy to the athletic director.	
4. Develop a handbook for distribution to parents at the preseason meeting that contains goals, expectations, practice and games schedules and any other pertinent information. The preseason meeting should be open to your athletes and their parents.	
5. Provide the activities office with a roster of athletes to verify physical and concussion forms and that they have completed the activity registration process.	
6. Provide activities office with updated roster changes throughout the season as changes occur.	
7. Check the transportation schedule. Verify the schedule and if there are any problems or concerns, please address this with the activities director.	
8. Coaches must report all student athletes' injuries that require medical attention outside the school to the activities director, school nurse, and athletic trainer.	

END OF SEASON CHECKLIST

COACH'S END OF SEASON CHECKLIST	✓
1. Accurate roster of athletes including the managers. ^	
2. List of team award winners. ^	
3. Inventory of all equipment. ^#	
4. Recommendations for next season. ^#	
5. New equipment needed. Include cost per item. ^#	
6. Update any school records that were broken. ^#	
7. Official's ratings. ^	
8. Turn in emergency cards. ^#	
9. All equipment is turned in. ^#	
10. All uniforms are cleaned, returned, and stored away properly. ^#	
11. Keys are turned back in to the activities office if you are a non-staff member. ^#	
12. Coaching Assessment. ^#	
13. Assistant Coach Evaluations. ^	
14. Post season athletic report turned in.	
15. Varsity letter winners list turned in.	
16. Lost equipment form turned in.	
17. Lockers cleaned and vacated.	
18. Postseason meeting with coaching staff.	
19. Season evaluation review (includes goals and objectives)	
20. Rate and recommend officials	

LOST EQUIPMENT FORM

Sport/Activity: _____

Coach/Sponsor: _____

Date: ____/____/____

Athlete:

Lost/Damaged
Equipment

Replacement
Cost

Parent
Contact

Payment Date/Retun

\$ _____

☐

____/____/____

Athlete:

Lost/Damaged
Equipment

Replacement
Cost

Parent
Contact

Payment Date/Retun

\$ _____

☐

____/____/____

Athlete:

Lost/Damaged
Equipment

Replacement
Cost

Parent
Contact

Payment Date/Retun

\$ _____

☐

____/____/____

**BALLARD ACTIVITIES DEPARTMENT
LOST EQUIPMENT MEMORANDUM**

Sport/Activity: _____

Coach/Sponsor: _____

Date: ____/____/____

Dear:

You have failed to turn in the following equipment:

Equipment

Replacement Cost

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

Your name has been turned into the activities office. Either the equipment needs to be returned to the activities office or you must pay the replacement cost. You may not participate in any further contest or activities until this obligation has been cleared. Make your check payable to Ballard Activities Department.

☐

Equipment Returned

Signature: _____

Date: ____/____/____

☐

Replacement Cost Paid

Signature: _____

Date: ____/____/____

PRE-SEASON STUDENT-ATHLETE AND PARENT MEETING AGENDA

Overview

- *Welcome
- *Introductions – Assistant Coaches
- *Philosophy – Vision and Mission
- *Required Forms and Packets

Program Expectations

- *Team Rules
 - ^Commitment
 - ^Athlete Expectations
- *Lettering Criteria
- *Sportsmanship – Athletes and Parents

Training Room

- *Introduce Trainer
- *Ask Parents to Inform You of any Special Needs
- *Training Room Rules
- *Diet and Hydration
- *Concussion Awareness
- *Communication – Phone Number

Important Dates and Times

- *Practice Schedule, Scrimmages, Game Schedules
- *Homecoming, Senior Night, Youth Night, etc.
- *End of Season Banquet
- *Camp Information
- *Strength and Conditioning

IHSAA/IGHSAU Rules and Regulations

- *Transfer Policy (If anyone new is transferring in, they need to meet with Head Coach)
- *Good Conduct Policy
- *Hazing Policy
- *Academic Eligibility

Parent and Coach Communication Guide (Review Handout)

Role of Parent (Review Handout)

Travel Guidelines

PARENT/ATHLETE/COACH COMMUNICATION GUIDE

We hope this information will make both you and your child's experience with the Ballard athletic and activities programs enjoyable.

COMMUNICATIONS

Both parenting and coaching are extremely difficult vocations.

Coaches/sponsors and parents both want the athletes to have a positive experience as they participate in the sport or activity.

Communication is the key to making the positive experience become a reality. Athletes, parents and coaches are all responsible for effective communications.

COMMUNICATION COACHES EXPECT FROM PLAYERS

1. Athletes should express concerns immediately and directly to the coach.
2. Notification of any schedule conflicts well in advance.
3. Specific concerns in regard to a coach's philosophy and/or expectations.

As your children become involved in the programs at Ballard, they will experience some of the most rewarding moments of their lives. It is important to understand that there may also be times when things do not go the way you or your child wishes. At these times, discussion with the coach is encouraged.

COMMUNICATION YOU SHOULD EXPECT FROM THE COACH

1. Expectations the coach has for your child as well as for all players on the squad.
2. Locations and times of all practices and contests.
3. Team requirements, i.e. fees, special equipment, off-season conditioning.
4. Procedure should your child be injured during participation.
5. Discipline that result in the denial of your child's participation.

APPROPRIATE CONCERNS TO DISCUSS WITH THE COACH

1. Concerns regarding your child's mental and physical status.
2. Ways to help your child improve in the activity.
3. Concerns about your child's behavior or academic status.

It is very difficult to accept your child's not playing as much as you may hope. Coaches are professionals. They make judgment decisions based on what they believe to be best for all students involved. As you have seen from the list above, certain things can and should be discussed with your child's coach.

ISSUES NOT APPROPRIATE TO TALK WITH COACH ABOUT

1. Playing time
2. Team strategy
3. Play calling
4. Other student athletes
5. Coach's skill and knowledge of the game
6. Selection of players

There are situations that may require a conference between the coach and the parent. These are to be encouraged. It is important that both parties involved have a clear understanding of the other's position.

8 WAYS TO TURN AROUND A PARENT PROBLEM

Most coaches have had a problem parent or two on their team. Here are some ideas for working through this problem.

1. Assume parents are trying to help. In spite of what parents may be doing, most are behaving as they are because they believe their actions will benefit their child. Try to establish a common goal. Many times parents may be repeating inappropriate behaviors that were used with them when they played sports.
2. Educate parents about best practices. If parents are working in their child's best interests but are going about it wrong, then coaches can give parents alternative behaviors that will accomplish the desired results.
3. Communicate frequently with parents as individuals and as a group. The more parents and coaches are at ease talking with each other about small issues, the more parents and coaches will be comfortable talking about more difficult issues.
4. Rely on beginning of season communications. If the coach has held a meeting early in the season and given parents a clear set of goals and playing philosophies, coaches can go back to those statements to restart the relationship.
5. Seek help from administration. Don't hesitate to discuss a problem parent with the administration. This provides an opportunity to gain insight into the parent or the problem as well as alerting others to a difficult situation.
6. Seek advice from other coaches. With coach turnover, coaches are seeing problems with parents and parent issues that have been resolved many times by other coaches before them.
6. Use parent meetings to form consensus and invoke peer pressure. Parent meetings are good times to set expectations for team parent behavior and discuss them. Parents are more likely to act in ways that they believe are supported by other parents.
7. Rely on printed Ballard Community School statements and codes of conduct. In extreme situations, coaches may need to reference the statements to warn that current behavior may risk action. Coaches should use the school as the enforcer of these policies.
8. There is no standard approach to parent problems. A strategy focusing on communication, education and enforcement gives coaches the best chances of resolving parent issues.

GUIDELINES FOR COMMUNICATIONS IN THE ELECTRONIC AGE

BY JOHN EVERS, CMAA

Every year, new coaches are added to athletic staffs. One of the first questions we get from these new hires is about the protocol for interacting with parents, players and the media. The most common form of communication today has become the Internet. The number and variety of chat rooms, message boards and e-mail communications has skyrocketed. The use of personal meetings and phone calls has decreased and the number of new problems we face has increased in large part because of the change in our communications culture and the lack of the personal touch that once existed.

Many parents want to e-mail coaches and either vent, compliment or criticize. Coaches are often tempted to respond in a quick and abrupt manner without thinking about any short-term or long-term problems that might be created. Most of the responses by both parties in such an exchange are both harsh and negative in nature. When a coach asks how to respond to an e-mail from a parent, the title of this article is the short answer I always give first. It may seem flippant, but it highlights the need for caution and restraint when responding to anyone in a written manner. My standard advice to all coaches is to refrain from responding in a written manner to the vast majority of such inquiries. Once words are written and transmitted electronically, they remain part of the public domain forever. No subtext is included. No explanation for background is given and any type of interpretation can be given to words printed on a page. Statements that were written innocently and with the proper intent are often twisted into a verbal assault that was never intended by the author.

When communicating with parents, patrons, players and the media, several guidelines should be followed. It is vital that the athletic director discuss these guidelines

every year with every member of the coaching staff. Reinforcement of the basic principles on a regular basis must be maintained. A proactive approach to the protocols of electronic communications might prevent a major problem from growing out of a simple case of poor communication between a coach and parent. Simple rules and protocols that are established early and communicated to all stakeholders in a firm and consistent manner are the keys to prevention.

I keep a notepad by my phone. Any time I receive a call from a parent, patron or the media, I document the call and file away any type of communication that could be deemed serious on a flash drive near my computer. The major points of the discussion are highlighted and the responses given are summarized. If it is an inquiry about game time or procedural details, I respond quickly. Usually no further documentation is necessary. If the phone call requires a lengthy conversation, I try to schedule a personal meeting. All of my coaches are encouraged to use the same or a similar system to keep track of communications. Any personal meetings in my office are documented in the same manner and filed away. Documentation of all types of verbal and electronic communications vital to protect the integrity of every form of interaction with parents, players and coaches.

If a similar contact is made via e-mail the e-mail is stored in a file on the computer and a hard copy is printed and kept in a three-ring binder. This gives a backup and a secondary storage mode to keep the information available. If the response is about simple logistical information, no record kept and the e-mail is answered. If the e-mail is of a personal or professional nature, the response is minimal, but professional. Any call that requires personal or professional

response is answered by a phone call or a personal meeting is arranged. It is very important not to put too much in writing in the vacuum of cyberspace. Too much room is allowed for interpretation and too many facts can be misconstrued. Once it is written, it is there forever.

Parents will attempt to use e-mail to discuss playing time, coaching strategy, personnel and many other items that are under the supervision of the coach. It is imperative that coaches do not respond to such inquiries via e-mail. Long and drawn out e-mails from upset parties that are answered in kind by upset and irritated coaches never produce a positive outcome for either party. All coaches should be counselled to respond to such inquiries by using a very brief and polite reply. A response that indicates the need for a phone call or face-to-face meeting is always the best. If a parent does not want to talk on the phone or be a part of a personal meeting, they should not be given the option of an electronic war of words with the coach using e-mail. Coaches and athletic administrators should always attempt to hold the line on any such electronic responses.

Another area of concern should be the vast number of chat rooms and discussion boards. Coaches should be encouraged not to be part of any such discussions or interactions. Your coaches are adults and cannot be told what to do and not do on their free time and in the privacy of their homes. But it should be stressed to them that the same problems that can arise from e-mail are prevalent in these settings. As before, once the words are written, they cannot be taken back. What is written as a compliment to one person can be viewed as an attack by another. As before, once something appears in writing in such a venue, it is there forever and can never be taken back by the original author.

All staff members should be encouraged to avoid maintaining accounts in MySpace or

Facebook groups. Any pictures or statements posted on these sites often find their way to the wrong people. Access by students, parents and the media can often result in very negative outcomes for the individual who posts such information. It is becoming quite commonplace for personnel directors from school districts to access these sites and attempt to begin background checks on possible hires. Members of professional staffs are often checked by their superiors for possible behaviors that could bring discredit to the school or district. Interaction with students using all Internet sources should be kept to an absolute minimum. Simple responses to times, locations and basic information might be permissible. But any discussions of topics deemed off limits to parents should also be discouraged with students. By the same token, interaction with students using MySpace or Facebook accounts should never take place.

We live in a communication age. Electronic communications have made our jobs much easier. But, at the same time, the speed and amount of information that can be shared brings a unique set of problems. It is imperative that we counsel our coaches on the proper use of electronic communication. What to say as well as what not to say should be addressed early and often with every staff member. Additionally, it is vital that we never forget the importance of human contact and interaction. Mass communication spreads information, but personal contact is quite often the best format for dealing with many of the emotional issues that arise in relationships between coaches, athletes and parents. When in doubt, talk it out is a great motto to live by for all coaches, parents and administrators. **IAA**

WORKING WITH THE MEDIA

Creating Allies, Not Adversaries

Develop Personal Relationships

- Know the key personnel - sports or education editor, director, reporter, photographer
- Know their needs - timely scores; stats; features; interviews
- Know the deadlines - daily vs. weekly newspapers; radio; TV; web
- Know how to contact them - office or cell phone; e-mail; twitter
- Feed them - deliver the information each requires on time
- Invite them to your post-season banquets

Develop a Communications Plan

- Appoint personnel to deliver the information - coach, manager, parent, student SID for scores; stats; features; interviews
- Emphasize the importance of timely delivery - tonight's game score must be delivered to radio, TV and a daily newspaper tonight; stats or highlights can be added if requested; depending on a weekly newspaper's deadline, scores and stats can probably wait
- Periodically follow up to determine if each media is receiving the information each needs according to its deadlines
- Acknowledge appreciation for each media's coverage of your activities

Discover the Simple Solution

- Reduce your post-game routine
 - Enter schedules, rosters - keep the information current; if weather forces a schedule change, make sure you update your web schedule. Enter results - scores should be entered within 30 minutes of the conclusion of competition; sooner is even better; never, ever the next day or later because then it is old news and of little use to radio, TV and daily newspapers
 - Enter stats - every activity has an option for entering statistical information; ideally this information would be entered immediately after entering a score, but it could wait to the following day
 - Enter a summary - write a short and simple summary of the competition that includes highlights (e.g. top scorers, critical statistics, turning points, season records, etc.)
- Appoint a Student Sports Information Director(s) - explore interest among student staff for the school paper, yearbook or broadcast outlet; ask coaches if a student manager could serve that role; ask the English or Journalism teacher to suggest student(s) to serve that role

General Tips

- Be positive. Even if you must respond to a negative situation or circumstance, turn the situation around and include something positive.
- Respond to media inquiries promptly. If you don't know the answer or how to best answer a reporter's question, find out the reporter's deadline, get a phone number, and get back to the reporter with a response.
- Be honest. Always tell the truth. Stay away from a simple "No comment." You will be better off to say something like, "I'm sorry, but I am not qualified to comment about that." And then offer to put the reporter in touch with someone who can respond.
- Welcome the media to your activities. Don't charge them admission. Attempt to fulfill their accommodation requests as best you can.

COACHING STANDARDS & CRITERIA:

BALLARD COMMUNITY SCHOOL DISTRICT ACTIVITY DEPARTMENT

1. STANDARD: Demonstrates ability to enhance athletic performance and support for implementation of the school district's student achievement goals.

The Coach:

- a. Provides evidence of student-athlete learning and skill acquisition to students, families and staff.
- b. Implements strategies supporting student, building, and district goals.
- c. Uses student-athlete performance data as a guide for decision making.
- d. Accepts and demonstrates responsibility for creating a team culture that supports the learning and development of every student.
- e. Creates an environment of mutual respect, rapport, and fairness.
- f. Participates in and contributes to a team culture that focuses on improved student learning, development, and achievement.
- g. Communicates with student-athletes, families, colleagues, and communities effectively and accurately.

2. STANDARD: Demonstrates competence In content knowledge appropriate to the coaching position.

The Coach:

- a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the coaching area.
- b. Uses knowledge of student development to make learning experiences in the activity meaningful and accessible for every student-athlete.
- c. Relates ideas and information within and across athletic areas.
- d. Understands and uses instructional strategies that are appropriate to the coaching area.

3. STANDARD: Demonstrates competence In planning and preparing for instruction.

The Coach:

- a. Uses student-athlete achievement data, local standards, and the distinct philosophy In planning for Instruction.
- b. Sets and communicates high expectations for social, behavioral, academic, and athletic success of all students.
- c. Uses student-athletes' developmental needs, backgrounds, and abilities in planning for Instruction.
- d. Selects strategies and delegates to staff responsibilities to engage all student-athletes in learning and development
- e. Uses available resources including technologies, in the development and sequencing of instruction.

4. STANDARD: Uses strategies to deliver instruction that meets the multiple learning needs of students.

The Coach:

- a. Aligns instruction with local standards and district philosophy.
- b. Uses research-based instructional strategies that address the full range of athletic levels.
- c. Demonstrates flexibility and responsiveness in adjusting instruction to meet student-athlete needs.
- d. Engages student-athletes in varied experiences that meet diverse needs and promote social, emotional, athletic, and academic growth.
- e. Connects student-athletes' prior knowledge, life experiences, abilities, and interests in the Instructional process.
- f. Uses available resources, including technologies in the delivery of instruction.

5. STANDARD: Uses a variety of methods to monitor student learning and athletic development.

The Coach:

- a. Aligns athletic assessment With Instruction.
- b. Communicates assessment criteria and standards to all student athletes and parents.
- c. Understands and uses the results of multiple assessments to guide planning and instruction.
- d. Guides student-athletes in goal setting and assessing their own learning and development.
- e. Provides substantive, timely and constructive feedback to student athletes and parents.
- f. Works with other staff and building and district leadership in analysis of student progress.

6. STANDARD: Demonstrates competence In planning and preparing for instruction.

The Coach:

- a. Uses student-athlete achievement data, local standards, and the distinct philosophy in planning for instruction.
- b. Sets and communicates high expectations for social, behavioral, academic, and athletic success of all students.
- c. Uses student-athletes' developmental needs, backgrounds, and abilities in planning for instruction.
- d. Selects strategies and delegates to staff responsibilities to engage all student-athletes in learning and development

- e. Uses available resources including technologies, in the development and sequencing of instruction.

7. STANDARD: Engages in professional growth.

The Coach:

- a. Demonstrates habits and skills of continuous inquiry and learning.
- b. Works collaboratively to improve professional practice and student learning and development.
- c. Applies research, knowledge, and skills from professional development opportunities to improve practice.
- d. Establishes and implements professional development plans based upon the coach's needs aligned to the Iowa teaching standards and district/building student achievement goals.

8. STANDARD: Fulfills professional responsibilities established by the school district.

The Coach:

- a. Adheres to board policies, district procedures, and contractual obligations.
- b. Demonstrates professional and ethical conduct as defined by state law and district policy.
- c. Contributes to efforts to achieve district and building goals.
- d. Demonstrates an understanding of and respect for all students and staff.
- e. Collaborates with students, families, colleagues, and communities to enhance student learning and athletic development.

BALLARD COMMUNITY SCHOOL DISTRICT - ACTIVITY DEPARTMENT DATA COLLECTION

Standard 1: Demonstrates ability to enhance athletic performance and support for implementation of the school district's student achievement goals.

The Coach:

- a. Provides evidence of student-athlete learning and skill acquisition to students, families and staff.
- b. Implements strategies supporting student, building, and district goals.
- c. Uses student-athlete performance data as a guide for decision making.
- d. Accepts and demonstrates responsibility for creating a team culture that supports the learning and development of every student.
- e. Creates an environment of mutual respect, rapport, and fairness.
- f. Participates in and contributes to a team culture that focuses on improved student learning, development, and achievement.
- g. Communicates with student-athletes, families, colleagues, and communities effectively and accurately.

Standard 2: Demonstrates competence in content knowledge appropriate to the coaching position.

The Coach:

- a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the coaching area.
- b. Uses knowledge of student development to make learning experiences in the activity meaningful and accessible for every student-athlete.
- c. Relates ideas and information within and across athletic areas.
- d. Understands and uses instructional strategies that are appropriate to the coaching area.

Artifacts – Data Points

- *Media Reports & Newsletters
- *Practice Schedule & Plans
- *Team Management Rules
- *Meeting Log
- *Phone Log
- *Conferences – Parents, Staff, and Student-Athletes
- *Letters
- *Media Use – Websites, Highlights
- *Radio/Cable Shows
- *Summer Camps
- *Promotional Activities
- *Handbooks
- *Professional Portfolio
- *Staff Assignments
- *Observations

Artifacts – Data Points

- *Program Philosophy & Goals
- *Practice Schedule
- *Practice Plans
- *K-12 Program Development
- *Drills – Individual, Group, Team
- *Skill Development Checklist
- *Strength & Conditioning Program
- *Play Book
- *Staff Meetings
- *Observations

Standard 3: Demonstrates competence in planning and preparing for instruction.

The Coach:

- a. Uses student-athlete achievement data, local standards, and the district philosophy in planning for instruction.
- b. Sets and communicates high expectations for social, behavioral, academic, and athletic success of all students.
- c. Uses student-athletes' developmental needs, backgrounds, and abilities in planning for instruction.
- d. Selects strategies and delegates to staff responsibilities to engage all student-athletes in learning and development.
- e. Uses available resources including technologies, in the development and sequencing of instruction.

Standard 4: Uses strategies to deliver instruction that meet the multiple learning needs of students.

The Coach:

- a. Aligns instruction with local standards and district philosophy.
- b. Uses research-based instructional strategies that address the full range of athletic levels.
- c. Demonstrates flexibility and responsiveness in adjusting instruction to meet student-athlete needs.
- d. Engages student-athletes in varied experiences that meet diverse needs and promote social, emotional, athletic, and academic growth.
- e. Connects student-athletes' prior knowledge, life experiences, abilities, and interests in the instructional process.
- f. Uses available resources, including technologies, in the delivery of instruction.

Artifacts - Data Points

- *Program Goals & Objectives
- *Practice Plans
- *Skill & Drills
- *Play Book - Offense & Defense
- *Staff Meetings & Practice Schedules
- *Staff Duties & Delegation
- *Technology - Games, Practice, Individual, Instructional
- *Team Management Rules & Expectations
- *Professional Portfolio
- *Newsletter articles
- *Logs
- *Observations

Artifacts - Data Points

- *Practice Plans
- *Individual Development Plans
- *Group Development Plans
- *Team Development Plans
- *Skill Development Programs
- *Tape Sessions
- *Summer Individual Camps
- *Strength & Conditioning Program
- *Phone Logs
- *Technology - Games, Practice, Individual, Instructional
- *Observations

Standard 5: Uses a variety of methods to monitor student learning and athletic development.

The Coach:

- a. Aligns athletic assessment with instruction.
- b. Communicates assessment criteria and standards to all student-athletes and parents.
- c. Understands and uses the results of multiple assessments to guide planning and instruction.
- d. Guides student-athletes in goal setting and assessing their own learning and development.
- e. Provides substantive, timely and constructive feedback to student-athletes and parents.
- f. Works with other staff and building and district leadership in analysis of student progress.

Standard 6: Demonstrates competence in team management.

The Coach:

- a. Creates a team environment that encourages positive social interaction, active engagement, and self-regulation for every student-athlete and staff member.
- b. Establishes, communicates, models, and maintains standards of responsible student behavior.
- c. Develops and implements team procedures and routines that support high expectations for student learning and behavior as well as staff behavior.
- d. Uses instructional time effectively to maximize student achievement.
- f. Creates a safe and purposeful athletic environment.

Artifacts – Data Points

- *Testing – Strength, Speed, Agility, Skills
- *Game & Practice Tape Review
- *Performance Charts
- *Statistics
- *Conferences – Student, Parents
- *Practice Plans
- *Lettering Policy
- *Goal Setting – Individual, Team
- *Surveys – Parents, Students
- *Contact Logs
- *Observations

Artifacts – Data Points

- *Team Rules & Expectations
- *Team Meetings
- *Parent/Athlete Meetings
- *Communication Letters/Email
- *Safety & Injury Policy
- *Sportsmanship Policy & Ratings
- *Staff Supervision & Responsibilities
- *Practice Plans
- *Phone Logs
- *Code of Conduct
- *Academic Policy & Progress Reports
- *Student-Athlete Handbook
- *Observations

Standard 7: Engages in professional growth.

The Coach:

- a. Demonstrates habits and skills of continuous inquiry and learning.
- b. Works collaboratively to improve professional practice and student learning and development.
- c. Applies research, knowledge, and skills from professional development opportunities to improve practice.
- d. Establishes and implements professional development plans based upon the coach's needs aligned to the Iowa teaching standards and district/building student achievement goals.

Standard 8: Fulfills professional responsibilities established by the school district.

The Coach:

- a. Adheres to board policies, district procedures, and contractual obligations.
- b. Demonstrates professional and ethical conduct as defined by state law and district policy.
- c. Contributes to efforts to achieve district and building goals.
- d. Demonstrates an understanding of and respect for all students and staff.
- e. Collaborates with students, families, colleagues, and communities to enhance student learning and athletic development.

DATA SOURCES

- 1. Coach
- 2. Activity Director
- 3. Student-Athletes
- 4. Parents
- 5. Media

Artifacts – Data Points

- *Transcripts
- *Certification
- *Clinic, Camp, Workshop Attendance
- *Rules Meeting
- *Professional Memberships
- *Professional Literature, Videos
- *Campus Visits
- *Practice Plans
- *Logs
- *Professional Portfolio
- *Staff Collaboration
- *Individual Professional Growth Plan
- *Observations

Artifacts – Data Points

- *Attendance Records
- *Emergency Plan & Injury Policy
- *Inventory & Equipment Policy
- *Rosters – Eligibility List
- *Statistical Reports
- *Award Programs
- *Record Forms – Individual, Team
- *Program Recommendations – Personnel, Scheduling, Facilities, Equipment
- *Official's Reports
- *Summer Activities
- *Fundraising Activities
- *Media Contacts
- *Rules Meetings
- *Contact Logs, Letters
- *Logs of Community Outreach
- *Staff Handbook
- *Staff Performance Review
- *Professional Development Logs
- *Professional Portfolio