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A Model Athletic Director's Handbook for Sunnyside High School

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A MODEL ATHLETIC DIRECTOR'S HANDBOOK

FOR

SUNNYSIDE HIGH SCHOOL

by

Brian P. Hart

August, 2000

The purpose of this project was to develop a model athletic director's handbook of procedures/practices for use in guiding athletic program development at Sunnyside High School. To accomplish this purpose, a review of related research and literature was conducted. Additionally, related information from selected school districts was obtained and analyzed.

ACKNOWLEDGEMENTS

This project is dedicated to my parents, Paul and Patricia, for inspiring me to receive my master's degree and believing in me.

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TABLE OF CONTENTS

	CHAPTER	PAGE
Chapter	1. BACKGROUND OF THE PROJECT	1
	Introduction	1
	Purpose of the Project	2
	Limitations of the Project	2
	Definition of Terms	3
Chapter	2. A REVIEW OF RELATED LITERATURE AND INFORMATION OBTAINED FROM SELECTED SCHOOL DISTRICTS	4
	Introduction	4
	The Importance of a Safe and Responsible Athletic Program	4
	Interscholastic Athletic Program Administration, Policy, and Procedures	7
	Evaluating Athletic Coaches	9
	Information Obtained from Selected School Districts	13
	Summary	15
Chapter	3. PROCEDURES OF THE PROJECT	16
	Need for the Project	16
	Procedures of the Project	17
	Planned Implementation and Assessment of the Project	18

Chapter	4.	THE PROJECT	19
		Introduction	19
		Table of Contents	P-2
		Philosophy, Objectives, and Policies for the Sunnyside High School Athletic Program	P-8
		Sunnyside High School	P-19
		Athletic Program Guidelines and Structure	
		Injury Prevention and	P-30
		Legal Requirements for Athletic Coaches	
		Sunnyside School District	P-37
		Evaluation form for Athletic Coaches	
Chapter	5.	SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	20
		Summary	20
		Conclusions	20
		Recommendations	21
		REFERENCES	22
		APPENDIX A - Letter of Permission to Study the Athletic Evaluation Forms from Selected School Districts	25

CHAPTER 1

BACKGROUND OF THE PROJECT

Introduction

Athletics in the public school is one of the biggest factors in creating a positive school climate and is a major rallying point for small towns and communities.

(White, 1999, p. 2)

In the above statement White has alluded to the high degree of importance placed on athletics by the school community. The National Federation of State High School Associations (NFHS) listed many benefits which accrue to students who participate in school athletic programs. The NFHS found that students who participate in athletics on average have higher grade point averages, better attendance records, lower drop out rates, and fewer discipline problems. Activities, including athletics, provide valuable lifelong lessons. Student athletes learn the importance of teamwork, sportsmanship, dealing with winning and losing, and hard work (NFHS p. 10).

According to Stewart and Sweet (1992), athletics have become such an important aspect in the development of school/community relations, that the need to fill all coaching positions with well qualified people has become imperative. To find qualified coaches, school district athletic directors need to be guided by policy and procedures in their efforts to find qualified athletic coaches, to properly mentor coaches, and to evaluate their success.

Coaching high school athletics has become a business. Stewart & Sweet suggested that job security in coaching depended, both personally and professionally, on their team's performance. To have a successful high school athletic program, coaches must be well-prepared professionals who can do the best job possible for the athletes, the sport, and themselves.

Purpose of the Project

The purpose of this project was to develop a model athletic director's handbook of procedures/practices for use in guiding athletic program development at Sunnyside High School. To accomplish this purpose, a review of related research and literature was conducted. Additionally, related information from selected school districts was obtained and analyzed.

Limitations of the Project

For purposes of this project, it was necessary to set the following limitations:

1. Research: The preponderance of research and literature reviewed for the purpose of this study was limited to the past ten (10) years.
2. Scope: The model athletic director's handbook has been designed for use in the Sunnyside School District in Sunnyside, Washington.
3. Audience: The handbook of model procedures/practices was designed for the use in assisting the athletic director and coaches in their effective performance of their duties and responsibilities.

Definition of Terms

Significant terms used in the context of this project have been defined as follows:

1. Athletic Coach (head) - The person in charge of the highest level team for that building. (WIAA Handbook 99-00 p. 49)
2. Athletic Director - The person in charge of all extracurricular activities within a given school or school district.
3. Athletic Handbook - A handbook or manual that includes all athletic policies, procedures, and information relevant to the administration and operation of all athletic programs.
4. Athletic Policy - A guide of behaviors or rules based upon the philosophy and objectives of the school district.
5. Athletic Procedure - A series of steps to be followed in an established order to achieve a specific purpose.
6. Mentoring - As used in this project means to advise and help inexperienced coaches perform duties that they are unfamiliar with. The athletic director performs this duty by giving advice and training to new coaches.
7. Washington Interscholastic Activities Association (WIAA) - The association was established to provide for the welfare and protection of all students in interscholastic activities. This association shall plan, supervise, and administer the interscholastic activities approved and developed by the school district's board of directors. (WIAA Handbook 99-00 p.5)

CHAPTER 2

A REVIEW OF RELATED LITERATURE AND INFORMATION OBTAINED FROM SELECTED SCHOOL DISTRICTS

Introduction

The review of research, literature, and information obtained from selected school districts summarized in Chapter 2 has been organized to address:

1. The Importance of a Safe and Responsible Athletic Program
2. Interscholastic Athletic Program Administration, Policy, and Procedures
3. Evaluating Athletic Coaches
4. Information Obtained from Selected School Districts Regarding Athletic Coaches Evaluations
5. Summary

Data current primarily within the past ten (10) years were identified through an Educational Resources Information Center (ERIC) computer search. Additionally, information was obtained from ten (10) selected school districts from eastern Washington.

The Importance of a Safe and Responsible Athletic Program

Furlan (1999) reported that "more than 3 million student athletes are injured every year" (p. 1). Twenty (20) percent of participants in school sports are injured yearly with one-fourth ($\frac{1}{4}$) of those injuries considered serious. Numerous school districts in America have been sued by athletes who have been injured because of careless decisions

made by coaches. Furlan pointed out that mistakes are usually caused by the coach's failure to follow proper school procedure.

Research conducted by Figone (1989) found that "for coaches and administrators of athletic programs, the fear of being involved in a lawsuit is now as common as the fear of losing the big game" (p. 71). Lack of preparation could cost a coach the game, and quite possibly his or her career. Figone believed that athletic administrators and coaches can help reduce their legal vulnerability by finding a method that ensures that all coaches are well-informed, act as prudent and reasonable professionals, and know how to execute their legal responsibilities. This writer concluded that regardless of the chosen strategic method, "The athletic director or administrator of the athletic program should train all coaches to ensure they know their legal duties" (p. 71).

The large number of injuries that have occurred each year in athletics has put a high emphasis on the school to have a safe and knowledgeable athletic director to lead a program. Keller and Forsythe (1984) pointed out that "the best protection against lawsuits is to establish policies and procedures which will help prevent injuries" (p. 363).

The athletic director needs to educate everyone involved in the sports program. According to Keller and Forsythe this can be done by having all coaches, athletes, and parents that are involved in the athletic program go through safety inservices and educational meetings on injury prevention.

According to Keller and Forsythe, to safeguard against athletic injuries, there are certain skills that all coaches must possess. The athletic director must make sure that coaches have the knowledge to help prevent athletic injuries and treat them effectively if

they do occur. These authorities emphasized that all coaches must have a "functional knowledge" in the following areas:

1. "First aid
2. Care and treatment of injuries
3. The necessary and proper fitting of protective equipment
4. Physiological foundations of athletics
5. Safety rules contained in the official playing rules for that particular sport
6. Appropriate drills for conditioning athletes for the sport concerned
7. Methods of teaching safety techniques for practice and competition
8. The health and nutritional needs of athletes
9. Essential supervision necessary in the dressing room, on the practice field and playing field or floor, and in transportation
10. Safety guidelines to provide to athletes and parents
11. The risks of injury the athlete will be taking in the sport involved" (p. 363-364).

Keller and Forsythe contended that the school has the ultimate responsibility for the safety of all students, and the responsibility of the athletic director is usually to make sure the athletic program is run safely. There are numerous duties that an athletic director is responsible for but cannot oversee personally. Keller and Forsythe believed that if an athletic director was going to be successful in delegating responsibilities "there must be an established plan of safety guidelines to be followed by all coaches and athletes" (p. 278). Keller and Forsythe further suggested that, "if there was not established safety

guidelines in the athletic program then the athletic director could be expected to develop a plan to guide others in providing for adequate safety in athletics" (p. 278).

Hart and Ritson (1993) explained how the athletic director needs to prepare his or her coaches for all scenarios that can occur when an athlete is injured. If an injury was to occur, it would be the coach's realm to provide "an adequately equipped first aid kit available at all activities, practices, and game sessions" (p. 160). Hart and Ritson reported that coaches need to keep "an accurate record of all accidents and actions taken as well as a file of all medical information provided by parents or doctors" (p. 160). According to Hart and Ritson, coaches should also have an "emergency contact information card in their possession at all practices and games" (p. 160). Hart and Ritson concluded that a coach must be prepared for the worst case scenario and "together with the administration develop a building plan for dealing with serious injuries" (p. 160). If athletic directors help coaches, parents, and athletes prepare for the proper care of athletic injuries through education, they can avoid having expensive lawsuits.

Interscholastic Athletic Program Administration, Policy, and Procedures

To aid in the administration of interscholastic athletic programs, many schools have developed policy handbooks that standardize responsibilities and procedures within their organization (Jensen, 1988). Horine (1991) commented that handbooks or manuals are excellent sources of information that can be useful in organizing and standardizing policies within the athletic setting.

Yasof (1986) defined "athletic procedures" as a series of steps to be followed in an established order to achieve a specific purpose. Schaefer (1992) explained that "procedures" within the realm of athletics are similar to policies with the exception that

they specify a sequential order of activities. Jensen added that if procedures are clearly defined and applied consistently, they become standardized and generally accepted as policy by all concerned.

Yasof stated that policies are general statements which provide guidelines of expected behaviors or outcomes in a program. The primary purpose of policies is to serve as a guide in handling administrative procedures (Schaefer). Keller and Forsythe agreed by stating that policies are guides or procedures for helping programs achieve desired objectives.

Yasof further indicated that policies aid in decision making by prescribing the parameters in which certain decisions are made. Blackburn (1994) added, that defining clear policies or guidelines further assists in creating an atmosphere of cooperation and understanding among all those concerned. Clearly defined parameters aid administrators in decision making and creates clear guidelines for everyone involved in the program.

Schaefer emphasized that clearly defined athletic policies provide written direction for the athletic department and school district to assist personnel in operating programs smoothly for the future. Written direction helps prevent misinterpretations of policies and procedures that best fit the school district's philosophy and the athlete's needs. This writer believed that every school should have some form of written policy and procedures manual. This manual should provide information and guidance to personnel and community members and clearly define expectations which best represent student's needs.

Keller and Forsythe stated: "If well-defined athletic policies are in existence in a school, they can be upheld as guidelines for those programs within the school" (p. 215). Schaefer added that well-defined athletic policies provide written direction which helps prevent any misinterpretation of policies and procedures that best fit the school district's philosophy or the athlete's needs.

According to Conn (1991), every school or athletic program should have written policies concerning the health and welfare of athletes, institutional responsibilities and reasonable forms of communication with various constituencies. Schaefer concurred by stating that every school should have some form of written policy and procedures manual.

This manual provides information and guidance to personnel and community members and clearly defines expectations which best represent the student's needs.

Policies should be consistent with educational philosophies established by the superintendent of schools and the board of education (Ostro, 1982). Keller and Forsythe agreed by stating: "Policies must be appropriate and consistent with the philosophy and objectives of the local school board and community" (p. 216). Goodstadt (1989) believed policies had a legitimate role in management of programs if they:

1. Express the school's and community norms and expectations (p. 249).
2. Explicitly define the punishments for violating these norms and expectations (p. 249).
3. Reinforce those who comply with these norms and expectations (p. 249).
4. Pressure those who would not otherwise comply with these norms (p.249).

Conn emphasized that athletic policy handbooks are essential for improving efficiency and effectiveness of athletic programs by clearly establishing policies and procedures for school athletic programs to follow. Policy handbooks consisting of goals and policies are essential for discipline and efficiency within school athletic programs (Conn). Without policy handbooks, athletic programs lack the guidance to run an efficient, well disciplined athletic program.

Evaluating Athletic Coaches

Interscholastic athletics in the public school have become one of the biggest factors in creating a positive school climate, along with town and community support, according to White (1999). White reported that "athletics in public schools have become the major motivation for school spirit and a major rallying point for small towns and communities" (p. 2). According to Stewart and Sweet, "Of 3 million coaches who annually direct our youth, 2.5 million have no formal training in any aspect of sport science or sport specific coaching techniques and concepts" (p. 75). This information was alarming, particularly in view of the fact that a school's athletic program is often the most visible and recognized activity in the school.

Unfortunately for coaches, the community's perception of the success of a successful program has often been based primarily on wins and losses. Often coaches are fired or rehired based on their win-loss record. The stress of having their team not only perform well but win has caused an annual turnover in coaching jobs at more than forty (40) percent at the high school level. This is a reflection of poor administrative policies and the increased demands that are put upon coaches (Stewart and Sweet).

Vogal (1987), observed that qualified coaches have become increasingly difficult for many small schools to hire. This shortage of competent coaches has caused some administrators to hire coaches who do not have the necessary qualifications and experience to be an effective coach. Said Vogal, "Coaches who have not benefited from educational programs, sport-specific clinics, or have not had experience as a participant in the sport and/or have not had prior coaching experience are particularly susceptible to using ineffective coaching methods" (p. 19-1).

Vogal emphasized that experience and education are essential for coaches to build a successful program. Experienced professionals can significantly improve their coaching abilities by conducting evaluations and acting on the findings. Evaluation can benefit even the most competent coach because its findings can provide helpful feedback and often allows time for self-analysis on coaching methods for the benefit of the entire program (p. 19-1).

Effective evaluation of athletic coaches has become an essential part of any effort made to improve programs. According to Gillies (1983) there are two types of evaluations: evaluations for athletic administrators, or designee, and evaluations from coaches. Both types of evaluations focus on the effectiveness of the athletic program.

Winning has become the ultimate goal of every type of competition, regardless if this competition occurs in the classroom or the athletic arena. Leith (1983) cautioned, however, that evaluations should not be based solely on a coach's wins and losses. This authority proposed that the concept of controlling was the final link in the functional chain of athletic administration. Leith stated that "checking on activities to ensure that they are going as planned, and, in those instances where there is significant deviation,

taking the necessary action to correct the problem" (p. 210). This writer argued that evaluations, or control processes, have three separate, but distinct, steps as follows:

Step 1: Measure the actual performance. "What is measured is probably more critical to the control process than how it is measured" (p. 217). Therefore, there needs to be a way to quantify subjective criteria: "determine what value a task, job, or department makes to the total organization, and then break down its value into objective segments" (p. 217).

Step 2: Compare the information with a standard to determine if there was any difference. This is called the control process. He further explained comparisons as "the determination of the degree of difference between the actual performance and the performance that is desired." (p. 217) In order to do this, there had to have been a known standard, and the performance has to have been measured.

Step 3: Correct any significant deviation through remedial action. There are two distinct kinds of corrective action. The first type of corrective action is called immediate correction, which is often described as putting out the fire. The second type of corrective action gets to the source of the problem and seeks to make permanent adjustments. (p. 217).

Leith stated that "the better the control system, the more difficult it is for the decision makers to satisfy their own interests at the expense of the athletic program." (p. 217). The reasoning for a control system is to provide valuable feedback for changing sub-par performance standards within an athletic program.

Vogal recommended, when evaluating an athletic program, there are many important questions that must be considered. In the second type of evaluation the coach may use self-reflection, or he may act as the evaluator for the program. Vogal further suggested the key question in an evaluation should be: "did the athlete make significant achievements in physical skills, knowledge, fitness, and personal-social skills identified as objectives for the season" (p. 19-21)? The emphasis was not on winning or losing but on improving. Related questions were: "Was the coaching effective in achieving it's purpose" and, "What changes can be made to improve the quality of coaching? These questions are for self-evaluation and reflection and benefit coaches by clarifying in their mind what the outcomes should be.

Vogal produced a checklist for evaluating coaching actions. The checklist was intended for self-evaluation, and was set up on a Likert scale with a five point rating. The purpose for the checklist has been used to review the actions of a coach related to player's achievement of desired outcomes. The specific areas identified on the checklist included:

1. Coaches Role: this deals with purpose for coaching, participation, and communication strategies. There are three questions pertaining to this area.
2. Organization: seven questions dealing with written documents, goal setting, and objectives.
3. Knowledge of Sport: two questions dealing with the rationale for objectives and knowledge of performance strategies to achieve the objectives.
4. Motivation: three questions directed toward participation, defining success, and positive attitudes.
5. Effective instruction: nine questions that focused on communication skills pertaining to instruction, teaching of objectives, and allowing ample time to participate in skills, and practice organization.
6. Involvement with Parents: two questions dealing with the parental influences on the player, and communicating effectively with parents.
7. Injury prevention: two questions regarding safety precautions.
8. Care of Common Injuries: two questions which focused on actions taken during an injury.
9. Conditioning: three questions pertaining to conditioning during practices, proper warm-up and cool-down strategies, and appropriateness with regard to the sport.
10. Communication: five questions that focused on conflict resolution, listening skills, and setting team rules.
11. Evaluation: three questions that dealt with the evaluation process, and actions taken to improve effectiveness.

Vogal's checklist contained 43 questions which related to coaching effectiveness. This authority believed that to run a quality program the two most important

characteristics were effective instruction and organization. Vogal concluded his observations with the following statement,

"we can all find ways to improve our effectiveness, whether in season or in practice planning, implementation of the plans, knowledge of the game, or even in our ability to evaluate ourselves. . . by systematically seeking this information, we can find ways to become more effective and efficient" (p. 365).

Information Obtained from Selected School Districts
Regarding Athletic Coaches Evaluations

Ten school districts located in eastern Washington were contacted and invited to submit copies of coaching evaluations forms being used in their districts (APPENDIX).

The schools contacted were:

Eastmont High School East Wenatchee, Washington	Prosser High School Prosser, Washington
East Valley High School Moxee, Washington	Selah High School Selah, Washington
Ellensburg High School Ellensburg, Washington	Toppenish High School Toppenish, Washington
Grandview High School Grandview, Washington	Wapato High School Wapato, Washington
Kiona-Benton City High School Benton City, Washington	West Valley High School West Valley, Washington

An analysis of these ten schools revealed six common characteristics in the evaluation forms. They included:

1. Professional Preparation: All ten schools felt professional preparation was an important factor on an evaluation form. Preparation focused on knowledge of that particular sport, possession of a valid First-Aid and CPR card, establishment of clear

expectations, and continual improvement through professional growth.

2. Program Organization: The importance of having the ability to organize, manage, and evaluate sports program.
3. Personal Attributes and Performance: All ten school district evaluations contained information on the importance of maintaining a positive appearance. This involved sideline conduct at events with officials, players, and demonstrating self-control and poise.
4. Parent/ Community Involvement: All districts included a section related with parents and community members. Three specific areas included in the evaluations were as follows:
 - a. Communicating program philosophy, goals, rules, and safety guidelines to parents and athletes prior to the season.
 - b. Cooperation with the media.
 - c. Promoting positive school/community relations.
5. Coach/Player Relationship: This section dealt with the interpersonal relationship between the coach and the players, with regard to discipline, being consistent, and promoting a positive atmosphere among the athletes.
6. Comments and Closing: All district forms included an area for comments by

the administrator as well as the evaluatee. The format varied for all ten school districts. The closing section was also included in all ten district evaluations for the sole purpose of attaining the signatures by both the evaluator and evaluatee.

Summary

The research and literature summarized in Chapter 2 supported the following themes:

1. Athletic administrators must ensure that all coaches have the knowledge needed to prevent athletic injury and be able to treat them effectively if they do occur.
2. To aid in the administration of interscholastic athletic programs, many schools develop policy handbooks that standardize responsibilities and procedures with their organization.
3. Effective evaluation of athletic coaches has become an essential part of any effort made to improve programs.
4. Criteria for evaluating athletic coaches common to ten (10) selected school districts included: Professional preparation; program organization; personal attributes and performance; parent/community involvement; coach/player relationships; comments and closure.

CHAPTER 3

PROCEDURES OF THE PROJECT

The purpose of this project was to develop a model athletic director's handbook of procedures/practices for use in guiding athletic program development at Sunnyside High School. To accomplish this purpose, a review of related research and literature was conducted. Additionally, related information from selected school districts was obtained and analyzed.

Chapter 3 contains background information describing:

1. Need for the Project
2. Procedures
3. Planned Implementation and Assessment of the Project

Need for the Project

The need to develop a model athletic director's handbook was influenced by the following considerations:

1. Chapter 392-191 of the Washington Administrative Code mandated that school administrators establish "minimum criteria and minimum procedural standards" for the evaluation of the professional performance capabilities of certified classroom teachers and certified support personnel.
2. Of the three (3) million coaches in the United States who annually direct sports programs, two and one-half (2.5) million have had no formal training in coaching techniques and concepts (Stewart & Sweet).
3. There is an annual turnover rate of coaches in this country of more than forty (40) percent (Stewart & Sweet).

4. Athletic programs have received more public attention than any other single school activity. More than half of all secondary school students participate in some type of athletic activity (Gillies).
5. During the 1999-2000 school year, the writer (Brian P. Hart) began discussing plans for developing an evaluation form to be used by coaches and the athletic director at the Sunnyside Senior High School. The plan was discussed by the following individuals: Robert Thomas, principal, Sunnyside Senior High School, William Daley, athletic director and head football coach, Sunnyside Senior High, and George Paulus, head wrestling coach, Sunnyside Senior High.
6. Undertaking the project coincided with the writer's graduate studies in educational administration at Central Washington University.

Procedures

To obtain related background information an Educational Resources Information Center (ERIC) computer search was conducted. Additionally, information regarding athletic program policies and procedures, athletic director's duties and responsibilities, and coaching evaluations and examples of evaluation forms was solicited from (APPENDIX) ten (10) selected eastern Washington schools, including:

- a. Eastmont School District, Eastmont High School, East Wenatchee, Washington
- b. East Valley School District, East Valley High School, Moxee, Washington
- c. Ellensburg School District, Ellensburg High School, Ellensburg, Washington

- d. Grandview School District, Grandview High School, Grandview, Washington
- e. Kiona-Benton City School District, Kiona-Benton City High School,
Benton City, Washington
- f. Prosser School District, Prosser High School, Prosser, Washington
- g. Selah School District, Selah High School, Selah, Washington
- h. Toppenish School District, Toppenish High School, Toppenish, Washington
- i. Wapato School District, Wapato High School, Wapato, Washington
- j. West Valley School District, West Valley High School, West Valley
Washington

Planned Implementation and Assessment of the Project

The model athletic director's handbook will be presented to the Sunnyside High School principal and athletic director during the 2000-2001 school year for review and consideration. Following the review of the handbook, and at the discretion of the school principal, selected portions of the handbook may be piloted at Sunnyside High School and/or referred to the Sunnyside School District Central Office Administration for further review and possible subsequent adoption by the school board.

CHAPTER 4

INTRODUCTION OF THE PROJECT

The model handbook developed for purposes of this project, was designed to assist the athletic director and coaches at Sunnyside High School. The handbook provides a framework of guidelines reflecting the philosophy and objectives of Sunnyside High School administrators, coaches, teachers, parents, students, and community members. The athletic director's handbook has been organized into the four (4) sections listed below:

Section 1: Philosophy, Objectives, and Policies for the Sunnyside High School
Athletic Program.

Section 2: Sunnyside High School Program Guidelines and Structure.

Section 3: Injury Prevention and Legal Requirements for Athletic Coaches.

Section 4: Sunnyside School District Evaluation Form for Athletic Coaches.

A MODEL ATHLETIC DIRECTOR'S HANDBOOK

FOR

SUNNYSIDE HIGH SCHOOL

Sunnyside High School

Sunnyside, Washington

by

Brian P. Hart

Central Washington University

August, 2000

TABLE OF CONTENTS

SECTION 1	PAGE
Philosophy of Athletics for Sunnyside High School	P-8
Objectives for Sunnyside High School Athletics	P-8 - P-9
<hr/>	
Athletic Advisory Council	P-9
Sunnyside School District Athletic Code for Student Athletes .	P-10
-Alcohol and Tobacco	
-Association and Attendance	
-Drugs and Narcotics	
-Legend Drugs	
-Penalties	
-Imposition of Penalties	
Voluntary Assessment	P-11
-Purpose of Assessment	
-Definition of Assessment	
-Notification	
-Failure to Complete Assessment	
Level of Penalties	P-12
-Level one	
-Level two	
-Level three	
-Level four	
Illegal Acts	P-12 - P-14
-Inappropriate Conduct	
Eligibility Rules	P-14
-Academic Eligibility Requirements	
-High School, Middle School	
-Attendance Policy	
Requirements of Activity Members	P-15
Care of A.S.B./School Equipment	P-15
-Issued equipment	
-Wearing issued equipment	
-School equipment/facilities	

Individual Sports Rules P-16

Athletic Courtesy P-16

Letter Policy for Varsity Athletic- Sunnyside High School P-16

Travel Policy P-17

Sunnyside High School and Middle School Affiliations P-17

- (WIAA)
- (YVIAA)
- (MVAAAAL)
- (GYMLAAA)

SECTION 2

Sunnyside High School Program Guidelines and Structure P-19

Guidelines and Levels for the Sports Offered at P19 - P-27

Sunnyside High School

- Baseball Grades 7-12
- Basketball Boys Grades 7-12
- Basketball Girls Grades 7-12
- Bowling Girls Grades 9-12
- Cross Country Boy and Girls Grades 9-12
- Football Grades 7-12
- Golf Grades 9-12
- Soccer Boys and Girls Grades 7-12
- Softball Grades 7-12
- Tennis Grades 9-12
- Track Grades 7-12
- Volleyball Grades 7-12
- Wrestling Grade 7-12

Coach Athlete Apportion Ratios P-27

Coach, Athlete, Parent, and Administrator P-28

Communication Guidelines

SECTION 3

Safeguarding the Health of the Athlete P-30 - P-31

- Proper Conditioning
- Careful Coaching
- Good Officiating

- Right Equipment and Facilities
- Adequate Medical Care

Legal Requirements For Coaches P-31 - P-32

- Duty to properly instruct
- Duty to warn athletes of inherent risks
- Duty to provide supervision
- Duty to provide a safe environment
- Duty to provide health care
- Duty to teach and enforce rules and regulations
- Duty to classify and group participants for competition
- Duty to safely transport athletes
- Duty to follow due process
- Duty to foresee potentially dangerous circumstances and situations
- Duty to plan and keep records

Accident and Medical Procedures P-32

- Emergency Care

Proper Care of Equipment P-33

Accident Reports P-33 - P-34

- Witnesses
- Accident Scene
- Photographs/Videos
- Discussion of the Accident
- First Aid Requirements

Warning to Students and Parents P-35
of the Inherent Risks in Athletics

SECTION 4

Sunnyside School District Evaluation Report P-37

- Definition of Terms/ Rating Scale
- Sign off Form for Coach and Athletic Director

Criterion 1 - Professional Preparation P-38

Criterion 2 - Program Organization P-39

Criterion 3 - Personal Character and Performances P-40

Criterion 4 - Prevention and Care of Injuries P-41

Criterion 5 - Specialized Skills P-42

Criterion 6 - Parent/Community Relations and Involvement ... P-43

Criterion 7 - Coach/Player Relationship P-44

Criterion 8 - Post Season Recognition P-45

SECTION 1

THE PHILOSOPHY, OBJECTIVES, AND POLICIES FOR THE SUNNYSIDE HIGH SCHOOL ATHLETIC PROGRAM.

TABLE OF CONTENTS

SECTION 1	PAGE
Philosophy of Athletics for Sunnyside High School	P-8
Objectives for Sunnyside High School Athletics	P-8 - P-9
Athletic Advisory Council	P-9
Sunnyside School District Athletic Code for Student Athletes	P-10
-Alcohol and Tobacco	
-Association and Attendance	
-Drugs and Narcotics	
-Legend Drugs	
-Penalties	
-Imposition of Penalties	
Voluntary Assessment	P-11
-Purpose of Assessment	
-Definition of Assessment	
-Notification	
-Failure to Complete Assessment	
Level of Penalties	P-12
-Level one	
-Level two	
-Level three	
-Level four	
Illegal Acts	P-12 - P-14
-Inappropriate Conduct	
Eligibility Rules	P-14
-Academic Eligibility Requirements	
-High School, Middle School	
-Attendance Policy	

Requirements of Activity Members P-15

Care of A.S.B./School Equipment P-15

- Issued equipment
- Wearing issued equipment
- School equipment/facilities

Individual Sports Rules P-16

Athletic Courtesy P-16

Letter Policy for Varsity Athletics - Sunnyside High School ... P-16

Travel Policy P-17

Sunnyside High School and Middle School Affiliations P-17

- (WIAA)
- (YVIAA)
- (MVAAAAL)
- (GYMLAAA)

PHILOSOPHY OF ATHLETICS FOR SUNNYSIDE HIGH SCHOOL

The athletic program of Sunnyside High School is a part of, and subscribes to, the general aims of the total academic program and justifies itself on its contribution to this total program.

The athletic program exists to help the activity member. It is our belief that interscholastic activity competition is one of the greatest motivating forces for students. The desire to excel is fundamental to nature and finds one of the highest expressions in a wholesome, well conceived activity program.

School athletics must be a force for good in the school and community. It has as its greatest contribution the development of wholesome loyalty and positive spirit among students, faculty, and community.

The undisputed, primary focus of the athletic program is upon the participant; that development of those youthful members is the sole basis for the existence of this program. A student who makes the choice to become an athlete does so knowing the extra effort, time, and sacrifices are needed for success. With this choice comes the privilege of participation in a well organized program which is of special interest to him/her and for which the school provides coaches, equipment, and facilities.

We believe that athletics is an arena in which we have an opportunity to help all of our youth feel like winners; at the end of every game, and at the end of every season, each participant should leave the sports arena with the memory of an experience that reinforced belief in their own potential for achievement.

Instruction in our program is directed toward physical, psychological, and philosophical well-being of each member. Athletic success or failure will not be equated with winning or losing. Sunnyside High School believes that the achievements of the athletic program are measured by its ability to develop character, responsibility, and sportsmanship, as well as the growth of the individual participant. For those teams and players who are well prepared, and whose values are in harmony, the material "win" will occur.

A powerful program must be commanded by individuals who model the principles of that system. The coaches must embrace a strong sense of responsibility for the total development of the athlete, not simply their technical skills. The coach must be an adept teacher of the sport and have a comprehensive understanding of youth/adolescent development. These principles are common to athletes of every age; therefore, this program will be universally adopted by the district. A uniform method will be utilized in order that our presentation to student athletes be one of continuity.

OBJECTIVES OF ATHLETICS FOR SUNNYSIDE HIGH SCHOOL

1. To assist student-athletes in establishing a balance between academics and athletics.
2. To provide programs that attract student participation, via the employment of coaches who motivate through a positive learning environment.

3. To promote community interest and involvement in school athletics by: providing rewarding experiences for both participants and spectators; by expecting athletes to exemplify the behaviors and ideals of the athletic program.
4. To develop the self-esteem, health, and physical development of the participants.
5. To teach leadership, responsibility, decision-making, the use of individual initiative, and good judgment.
6. To promote good sportsmanship and good citizenship, as well as respect for rules and authority.
7. To promote maximum team and personal performance by emphasizing the value of athletic competition.
8. To develop a high degree of individual and team skills by emphasizing the development of fundamentals.

It is the responsibility of all those officially associated with the athletic program of Sunnyside School District to commit themselves to the achievement of these objectives.

Because of our belief in this philosophy we subscribe to the fact that certain training rules, eligibility requirements, and other procedures are necessary in the athletic code.

ATHLETIC ADVISORY COUNCIL

The Athletic Advisory Council shall be formed consisting of the Athletic Director as chairman, a representative of the school administration, representatives of the coaching staff and representatives from the community. This group will meet a minimum of three times a year to discuss athletic policy.

The Athletic Review Board is for the purpose of disciplinary action regarding activity members and will consist of: the Athletic Director, one administrator, one member of the faculty who is not a coach nor activity advisor, and three coaches. The three coaches will be selected for individual situations by the Athletic Director. The Athletic Director must also appoint an additional coach or activity advisor if so desired by the activity member.

It is the responsibility of the Athletic Director to form a review board on disciplinary measures within forty-eight (48) hours of a requested hearing by the disciplined member.

SUNNYSIDE SCHOOL DISTRICT ATHLETIC CODE

GENERAL RULES

1. Alcohol, Drugs, Narcotics, Legend Drugs and Tobacco:

- A. Alcoholic Beverages:** The consumption or possession of alcoholic beverages by a student is prohibited, even if alcohol is otherwise being legally possessed or consumed by others. The prohibition applies even at private or family gatherings like weddings, birthdays, anniversaries, and quinceaneras. The first offense is punishable by a level one (1) penalty.
- B. Tobacco:** The use or possession of tobacco in any form by a student is prohibited. The first offense is punishable by a level one (1) penalty.
- C. Association / Attendance:** The attendance by a student at an event where alcohol, drugs, narcotics, or legend drugs are being illegally consumed or provided, or the association by a student with others who are illegally consuming or providing alcohol, drugs, narcotics, or Legend Drugs is prohibited. The first offense is punishable by a level one (1) penalty.
- D. Drugs and Narcotics:** The use, possession, or sale of drugs or narcotics by a student is prohibited. The first offense is punishable by a level two (2) penalty, and the student must have an assessment before participating in any sport.
- E. Legend Drugs:** The use, possession, or sale of "legend drugs" by a student without a properly issued prescription is prohibited. Legend Drugs shall mean any drugs which are required by state law or regulation of the state board of pharmacy to be dispensed on prescription only or are restricted to use by medical practitioners. The first offense is punishable by a level two (2) penalty, and the student must have an assessment before participating in any sport.
- F. Penalties:** This section explains the imposition of penalties for initial and subsequent offenses, the need for an assessment and the effect an assessment may have on a penalty, and the "levels" of penalties.
 - 1. Imposition of Penalties:** Each of the rules states the level of penalty for a first offense. Any subsequent offenses of A, B, or C, above, shall result in the imposition of the next penalty level. Any subsequent offenses of D or E, above, being more serious offenses, shall result in the imposition of two penalty levels. For example: If a student's first rules violation is a "drugs and narcotics" violation, then a level two (2) penalty is imposed, and a second rules violation is for "alcoholic beverages" will result in a level three (3) penalty. If a student's first rules violation is for "alcoholic beverages", then a level one (1) penalty is

imposed, and second rules violation for "drugs and narcotics" will result in a level three (3) penalty.

2. **Voluntary Assessment:** In order to encourage education and treatment, a student voluntarily requesting an assessment or drug/alcohol counseling will not be suspended merely because of the request. Voluntary admissions of violations of the Athletic Code made as part of the assessment or counseling will not be treated as an offense **unless** the student would have been found in violation of the Athletic Code without the voluntary admission. Voluntarily admitting an offense after getting caught, but prior to notification by the school, will not prevent the imposition of a penalty.
3. **Assessment:**
 - a. **Purpose of Assessment:** The Sunnyside School District desires to provide education, assessment, and treatment at the earliest evidence that a student is "at risk" regarding alcohol, tobacco, and other drugs. Students who violate the rules have demonstrated they may be at risk. The penalties are intended to encourage students, and their parents/guardians, so seek an "assessment" which includes education and, if necessary, treatment.
 - b. **Definition:** For the purpose of these rules, "Assessment" shall mean a program of evaluation or assessment, education, and treatment, provided by an independent treatment center approved by the Athletic Director. Treatment centers must agree to provide the assessment findings and recommended program to the school (to a counselor designated by the school) and to immediately notify the school of any noncompliance by the student with a recommended program. Students (and their parents/guardians) desiring assessment must provide the treatment center with the appropriate consent to release information to the school. All expenses of an assessment program shall be the responsibility of the student.
 - c. **Notification:** The student or parent must notify school administration of their intent to exercise the Assessment Option within five (5) school days of the notification of violation. Failure to notify the administration within five (5) school days means the student will be subject to the No Assessment penalty.
 - d. **Failure to complete Assessment:** If a student fails to comply with the recommendations of the assessment, then the penalty which would have been imposed if the student had not chosen assessment, shall be imposed as if the violation of the rules took place at the time of the non-compliance with the assessment program.

4. **Level of Penalties:**
- a. **Level one (1) Penalty:**
- (i) Assessment Option: The student shall be ineligible for any competition for two weeks after the school receives confirmation that an assessment/evaluation has been scheduled.
- (ii) No Assessment: The student shall be ineligible for any competition for the remainder of the current sport season and for the first twenty-five (25) percent of the scheduled contests of the next sport season in which he or she may choose to participate.
- b. **Level two (2) Penalty:**
- (i) Assessment Option: The student shall be ineligible for any competition for the remainder of the current sport season and for the first twenty-five (25) percent of the next sport season in which he or she may choose to participate. The assessment must be performed with a different center from the center used for any other violation.
- (ii) No Assessment: The student shall be ineligible for any competition for one calendar year from the date of the second violation.
- c. **Level three (3) Penalty:**
- (i) Assessment Option: The student shall be ineligible for any competition for one calendar year from the date of the second violation. The assessment must be performed with a different center from the center used for any other violation.
- (ii) No Assessment: The student shall remain ineligible for the remainder of the student's high school/middle school career.
- d. **Level four (4) Penalty:** The student shall be ineligible for the remainder of the student's high school/middle school career.

2. Illegal Acts

Committing acts contrary to the laws of the state of Washington (misdemeanors, gross misdemeanors, and felonies) will result in loss of eligibility for the remainder of the season and for the first twenty-five (25) percent of the scheduled contests of the next sport season in which he or she may choose to participate.

The suspension will continue until:

- a. restitution is made in full and/or
- b. all legal ramifications have been resolved

3. Anytime an athlete is causing poor team morale, uses inappropriate language, demonstrates an unwilling or lazy attitude, shows disrespect to the coaching staff, is involved in a fight and/or in any way is hurting the team, he may be suspended for all or part of the season and for the first twenty-five (25) percent of the scheduled contests of the next sport season in which he or she may choose to participate.
4. All athletes will dress appropriately on game days:
Boys - shirt, tie and dress pants
Girls - dress, dress slacks/blouse, dress skirt/blouse;
(Team warm-up suits when required on game days if designated by their coach.)
First violation - one (1) game suspension
Second violation - suspension for remainder of the season
5. Any single violation of school rules, as listed below, which is of a serious nature (as determined by the administration) shall be considered a violation of the code. Discipline may include, but is not limited to, suspension of one (1) or more games. The following actions constitute violations of school rules:
 - A. Any conduct or expression (lewd, indecent, obscene or otherwise) causing substantial or material disruption or obstruction of any school function.
 - B. The attempt to inflict, intimidate, coerce or the actual infliction of physical injury on any school employee, pupil, or other person. The administration/athletic director will have the authority to review each case to determine the existence of any mitigating circumstances (i.e. self-defense).
 - C. The possession, handling or transmission of any object which can reasonably be considered a weapon.
 - D. A violation of school policy that is deemed inappropriate by an administrator/athletic director can result in a suspension.

Special Note

The student-athlete who is serving in-school suspension, short term suspension or long term suspension will not be allowed to practice or compete until the suspension has ended. An athlete assigned after school detention must complete the detention prior to practicing. The issue of repercussion regarding practice time lost due to after school detention will be handled by the individual coaches.

- E. Any student-athlete who quits a sport after the tenth (10th) day of practice or is removed from that sport for lack of attendance, or other disciplinary reasons, can become ineligible for the first twenty-five (25) percent of the scheduled contests of the next sport season in which he/she may choose to participate. An athlete must receive permission from his/her coach and approval from the building athletic director in order to have the above penalty waived. If the coach and athletic director deny the student-athlete's request to discontinue participation he/she may appeal that decision to the activities review board within five (5) school days after receiving written notice of the violation.

Eligibility Rules

Every student has the right to turn out for a sport or activity unless the student is ineligible under the W.I.A.A. or Sunnyside School District regulations.

1. Academics (High School)

Interscholastic athletic members at the high school must be enrolled in four (4) classes in the current term and must have passed four (4) classes the previous term to be eligible to compete in an interscholastic competition.

Academics (Middle School)

Interscholastic athletic members at the middle school must be enrolled in eight (8) classes in the current semester and must have passed eight (8) classes the previous quarter in order to be eligible for a school sponsored activity.

In addition, a bimonthly academic check will be collected by the high school and middle school athletic departments to assure that each student athlete is passing all classes. The bimonthly academic check will be collected and recorded on Monday of every other week.

If a student is failing any single class, or failed a class the previous quarter, he/she will be allowed a probationary period of two calendar weeks (Monday to Monday) to bring up the failing grade. If the student is still failing after the two week probationary period he/she will become ineligible for no less than two weeks or until the student-athlete is passing all classes at the next bimonthly academic check. A student shall have no more than two (2) probationary periods per season. Students who are ineligible are required to attend all practices and fulfill the responsibilities to their team.

2. Attendance

Students shall be in attendance at school for the entire day to be eligible in practice or interscholastic events on that day. If a student is absent from school the day prior to a Saturday event, participation must be cleared by the coach. Exceptions to the above include funeral attendance, reasonable time for medical and dental appointments, family emergencies, or an event previously cleared by the athletic director. An athlete who has been absent for an excusable reason must be cleared by the attendance office.

3. Other

All activity members prior to turning out, or performing, must have the following:

- a. Valid A.S.B. card or pay a sport fee.
Middle School: One (1) Sport \$15.00, Multiple Sports \$30.00
High School: One (1) Sport \$25.00, Multiple Sports \$50.00
- b. Signed parent permission slip
- a. Medical insurance
- b. School insurance or equal value personal policy.
- c. Filled out emergency medical release form.
- d. Meet W.I.A.A. residence, age, previous semester requirements and amateur standing requirements.

If a student is ruled ineligible he/she will fall under the guidelines below:

1. The student will be informed of the reasons for, and the condition of, his/her status.
2. The student has the right to appeal the decision to the athletic director and request a hearing.
3. Upon completion of restrictions, an athlete may return to full participation.

CARE OF A.S.B./SCHOOL EQUIPMENT

1. Issued equipment

School equipment checked out by the student is his/her responsibility. It is expected to be kept clean and in good condition.

Loss of issued equipment or damage to issued equipment will be the student's financial obligation. There is absolutely no provision for a student to keep equipment that belongs to the school.

No participant will be allowed to participate (practice or game) in another sport until all previously issued equipment has been returned or proper restitution is made.

2. Wearing Issued Equipment

Issued equipment is to be used **only** while participating within the activity, practice or during a scheduled contest.

3. School Equipment/Facilities

The school district provides students with physical facilities for activities at great expense to parents and community members in the form of taxes. Therefore, the students must exercise care and personal regard for these areas. Misuse of facilities and/or equipment will not be tolerated. Failure to comply with this regulation could result in denial of their use, or dismissal from the activity.

INDIVIDUAL SPORTS RULES

There are some articles of training which are not covered in the general rules for activities at Sunnyside; for instance: length of hair, participation in extra-curricular athletic events not associated with the district, missing practices or meetings, or other such items will be interpreted differently by individual advisors. These items will be covered in the individual rules for that activity. For an advisor to have these rules he/she must:

1. Receive permission from the principal/athletic director.
2. The rule should be completed in time to be part of a contract each athlete must sign prior to participation.

ATHLETIC COURTESY

The team and the school will be influenced by the individual activity member's attitude, appearance, talk, and actions. Once a student has volunteered to be a member of a squad and becomes a student activity member he/she must live as a team member should.

A team member should:

1. Be courteous and hospitable to visiting teams.
2. Respect the integrity and judgment of officials and accept their decisions without question.
3. Play hard and to the limit of ability regardless of discouragement. The true athlete does not give up.
4. Be modest when successful and be gracious in defeat. A true winner does not offer excuses for his/her failures.
5. Demonstrate loyalty to the school by maintaining a satisfactory scholastic standing and by participating in or supporting other activities.

LETTER POLICY- Sunnyside High School

In order to qualify for a letter the athlete must meet the requirements set forth by the coach of that particular sport or activity. The athletic/activity letter is the property of the Sunnyside School District and in the event that a student activity member violates any of the rules of the S.S.D. Athletic Code while displaying his/her letter, the athletic director has the authority to take the letter away from the students.

TRAVEL

Athletes will travel to and from a contest with the team on the designated bus/van. Exceptions to this will be written notification from the **parent** to the coach; a "face to face" release of the athlete by the coach to the parent must occur. Failure of an activity member to comply with or follow this travel policy could result in suspension from future travel and contests in that particular sport or activity for the remainder of the school year.

Any student violating a school policy or misbehaving in any way while on a school sponsored day or overnight trip will be subject to appropriate disciplinary action as deemed by school administration. In the event a violation occurs out of town, it should be noted that parents/guardian may be responsible for transportation or lodging or any other associated expenses.

AFFILIATIONS

Washington Interscholastic Activities Association (WIAA)

The Sunnyside High School and Harrison Middle School are members of the WIAA. All of the activities are sanctioned through them. We are subject to all their rules and regulations as contained in the WIAA Handbook. The athletic director and principal of each school are issued copies of the WIAA Handbook annually. Coaches should become familiar with WIAA regulations pertaining to their sport.

Yakima Valley Interscholastic Activities Association (YVIAA)

The YVIAA is State Activity District number five's (5's) controlling body. Sunnyside High School and Harrison Middle School are members of District five (5), YVIAA. One of the primary functions of this body is the management of the district tournaments, meets, or matches that qualify teams or individuals for state events.

Mid-Valley AAA Athletic League (MVAAA AL)

Sunnyside High School is a member of the Mid-Valley League. All sports have league schedules with member schools. The Mid-Valley league has a set of rules for each sport on file in the athletic director's office. Coaches should become familiar with the Mid-Valley Standard Operating Procedures (S.O.P.'s) for their sport.

Greater Yakima Middle Level Activities and Athletic Association (GYMLAAA)

Harrison Middle School is a member of G.Y.M.L.A.A.A. The league has a set of rules and regulations. Each middle school coach should become familiar with the regulations. (Sunnyside School District Athletic Manual, 1996)

SECTION 2

SUNNYSIDE HIGH SCHOOL PROGRAM GUIDELINES AND STRUCTURE

TABLE OF CONTENTS

SECTION 2	PAGE
Sunnyside High School Program Guidelines and Structure	P-19
Guidelines and Levels for the Sports Offered at	P19 - P-27
Sunnyside High School	
-Baseball Grades 7-12	
-Basketball Boys Grades 7-12	
-Basketball Girls Grades 7-12	
-Bowling Girls Grades 9-12	
-Cross Country Boy and Girls Grades 9-12	
-Football Grades 7-12	
-Golf Grades 9-12	
-Soccer Boys and Girls Grades 7-12	
-Softball Grades 7-12	
-Tennis Grades 9-12	
-Track Grades 7-12	
-Volleyball Grades 7-12	
-Wrestling Grade 7-12	
Coach Athlete Apportion Ratios	P-27
Coach, Athlete, Parent, and Administrator	P-28
Communication Guidelines	

SUNNYSIDE HIGH SCHOOL PROGRAM
GUIDELINES AND STRUCTURE

All students are encouraged to participate in athletics. However, due to limitations in facilities, scheduling, transportation, and budgetary restraints, it is necessary to limit the number of squads and their sizes in some sports.

As students move toward varsity level, the structure of the program demands a performance-based orientation. Statistics show that after grade nine (9), about fifty (50) percent of the participants cease to be involved each year, particularly in basketball, baseball, and volleyball. This phenomenon is not unlike the same narrowing of participation which occurs in other areas of the school program, such as advanced levels of mathematics, science, language arts, music, foreign language, and similar curricular programs, as students begin to focus themselves in different directions based upon interests, ability, and motivation.

The criteria for membership on the interscholastic teams will be based on, but not limited to: eligibility as outlined in the athletic code, skill level, attendance, work ethic, and attitude. In those sports where cuts are necessary, students will be evaluated for a minimum of three days of practice. After three days of practice coaches will begin the process of placing students on teams at the appropriate level of competition.

At the middle school level those students not selected for the interscholastic teams are encouraged to continue skill refinement in the Instructional Program. The Instructional Program will exist as long as the numbers are equal to or exceed the minimums outlined in the Coach Athlete Apportion Ratios. At the high school level it will be necessary to cut participants in some sports if numbers exceed the prescribed limits. In all cases where cuts occur it will be the responsibility of the coach to notify each participant individually as to their status.

BASEBALL

7th Grade

- 2 Teams / 2 Coaches
- A Team 13-14 Players
- B Team 14-16 Players

All players will play in every contest, as stipulated in the MVMLAA SOP Guidelines

8th Grade

- 2 Teams / 2 Coaches
- A Team 13-14 Players
- B Team 14-16 Players

All players will play in every contest as stipulated in the MVMLAA SOP guidelines.

- Instructional Program
- 1 Coach

Those seventh (7th) and eighth (8th) grade students not selected for the interscholastic teams are encouraged to participate in the instructional program. Placement in the instructional program does not mean exclusion from interscholastic competition. When openings occur on the interscholastic

team, replacements will be selected from the instructional program. The instructional program will exist as long as the numbers are equal to or exceed the minimums outlined in the Coach Athlete Apportion Ratios.

Note: Disciplinary problems, poor conditioning, or the lack of mastery of skills necessary for that particular sport, may restrict or negate playing time of any athlete.

9 th Grade 1 Coach / 12-18 Players	Every effort will be made to play all players in every game.
Junior Varsity Team 1 Coach / 12-15 Players	Every effort will be made to play all players in every game.
Varsity Team 1 Coach / 12 -15 Players	Playing time will be left entirely up to the coach.

BASKETBALL - BOYS

7 th Grade: 24 Participants 2 Teams / 2 Coaches A Team 12 Players B Team 12 Players	All players will make an appearance in every contest and an attempt should be made to play each contestant for a minimum of one quarter.
8 th Grade: 20 Participants 2 Teams / 2 Coaches A Team 12 Players B Team 12 Players	All players will make an appearance in every contest and an attempt should be made to play each contestant for a minimum of one quarter.
Instructional Program 1 Coach	Those 7 th and 8 th grade students not selected for the interscholastic teams are encouraged to participate in the instructional program. Placement in the instructional program does not mean exclusion from interscholastic competition. When openings occur on the interscholastic team, replacements will be selected from the instructional program. The instructional program will exist as long as the numbers are equal to or exceed the

minimums outlined in the Coach Athlete Apportion Ratios.

Note: Disciplinary problems, poor conditioning, or the lack of mastery of skills necessary for that particular sport, may restrict or negate the playing time of any athlete.

9 th Grade: 12-15 Players - 1 Coach	Every effort will be made to play all players in every game.
C Team: 8-12 Players - 1 Coach	Every effort will be made to play all players in every game.
Junior Varsity Team: 8-12 Players - 1 Coach	Every effort will be made to play all players in every game.
Varsity Team 8-12 Players - 1 Coach	Playing time will be left entirely to the head coach.

Team numbers at the high school level are flexible, depending on the skill level of the participants. It may be necessary to make cuts if numbers exceed prescribed limits. In some cases participants may be used as part-time players on two teams. (Example: 2 quarters JV/2 quarters Varsity.)

Note: Disciplinary problems, poor conditioning, or the lack of mastery of the necessary skills for that particular sport, may restrict or negate the playing time of any athlete.

BASKETBALL GIRLS

7 th Grade: 24 Participants 2 Teams / 2 Coaches A Team 12 Players B Team 12 Players	All players will make an appearance in every contest and an attempt should be made to play each contestant for a minimum of one quarter.
8 th Grade: 20 Participants 2 Teams / 2 Coaches A Team 10 Players B Team 10-12 Players	All players will make an appearance in every contest and an attempt should be made to play each contestant for a minimum of one quarter.
Instructional Program 1 Coach	Those 7 th and 8 th grade students not selected for the interscholastic teams are encouraged to participate in the instructional program. Placement in the instruction program does

not mean exclusion from interscholastic competition. When openings occur on the interscholastic team, replacements will be selected from the instructional program. The instructional program will exist as long as the numbers are equal to or exceed the minimums outlined in the Coach Athlete Apportion Ratios.

Note: Disciplinary problems, poor conditioning, or the lack of mastery of the necessary skills for that particular sport, may restrict or negate the playing time of any athlete.

9 th Grade: 12-15 Players - 1 Coach	Every effort will be made to play all players in every game.
Junior Varsity Team: 8-12 Players - 1 Coach	Every effort will be made to play all players in every game.
Varsity Team: 8-12 Players - 1 Coach	Playing time will be left entirely to the head coach.

Team numbers at the high school level are flexible, depending on the skill level of the participants. It may be necessary to make cuts if numbers exceed prescribed limits. In some cases participants may be used as part-time players on two teams. (Example: 2 quarters JV / 2 quarter Varsity.)

Note: Disciplinary problems, poor conditioning, or the lack of mastery of the necessary skills for that particular sport, may restrict or negate the playing time of any athlete.

BOWLING

High School Level 1 Coach / 4 Teams Maximum 25 Players	Participants will be based on a challenge system. All participants will be given a chance to participate at every opportunity.
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Note: Disciplinary problems, poor conditioning, or the lack of mastery of the necessary skills for that particular sport, may restrict or negate the playing time of any athlete.

CROSS COUNTRY

Grades 9th - 12th All participants will be given the chance to compete at every opportunity. Every effort will be made to give participants as many races as possible, within WIAA and Mid-Valley guidelines.

Invitationals may be restricted to the top runners by age, grade, or gender grouping. (Dependent on format of invitationals.)

Note: Disciplinary problems, poor conditioning, or the lack of mastery of the necessary skills for that particular sport, may restrict or negate the playing time of any athlete.

FOOTBALL

Grades 7th - 8th All participants will make a meaningful appearance in every contest. When the numbers reach 35, every effort will be made to schedule B squad games.

Note: Disciplinary problems, poor conditioning, or the lack of mastery of the necessary skills for that particular sport, may restrict or negate the playing time of any athlete.

Grade 9 For participation to occur at the ninth grade level, let it be understood that each athlete is knowledgeable of his position and has displayed a desire during practice to be a contributing member of the team.

Junior Varsity For participation to occur at the Junior Varsity level, let it be understood that each athlete is knowledgeable of his position and has displayed a desire during practice to be a contributing member of the team.

Varsity Playing time will be left entirely to the head coaches' discretion. Efforts will be made to play as many participants as possible.

Note: Disciplinary problems, poor conditioning, or the lack of the necessary skills for that particular sport, may restrict or negate the playing time of any athlete.

GOLF

Grades 9th - 12th Participation will be based on a challenge system. All participants will be given a chance to compete at every opportunity. Efforts will be made to get every participant as many matches as possible, within WIAA and Mid-Valley League guidelines.

Note: Disciplinary problems, poor conditioning, or the lack of the necessary skills for that particular sport, may restrict or negate the playing time of any athlete.

SOCCER - BOYS AND GIRLS

7th Grade All players will play in every contest, as stipulated in the MVMLAA SOP Guidelines
2 Teams / 2 Coaches
A Team 18-20 Players
B Team 18-22 Players

8th Grade
2 Teams / 2 Coaches
A Team 18-20 Players
B Team 18-22 Players

All players will play in every contest, as stipulated in the MVMLAA SOP Guidelines

Instructional Program
1 Coach

Those 7th and 8th grade students not selected for the interscholastic teams are encouraged to participate in the instructional program. Placement in the instructional program does not mean exclusion from interscholastic competition. When openings occur on the interscholastic team, replacements will be selected from the instructional program. The instructional program will exist as long as the numbers are equal to or exceed the minimums outlined in the Coach Athlete Apportion Ratios.

Note: Disciplinary problems, poor conditioning, or the lack of mastery of the necessary skills for that particular sport may restrict or negate the playing time of any athlete.

Junior Varsity All participants will make a meaningful appearance in every contest with the ideal being approximately half the match.

Varsity Playing time will be left entirely to the head coach's discretion. Efforts will be made to maximize playing opportunities for all participants.

There will be a maximum of 40 participants in the soccer program. When numbers exceed the prescribed limit, cuts will be necessary.

Note: Disciplinary problems, poor conditioning, or the lack of the necessary skill for that particular sport, may restrict or negate the playing time of any athlete.

SOFTBALL

7th Grade
2 Teams / 2 Coaches
A Team 12-13 Players
B Team 14-15 Players

All players will play in every contest, as stipulated in the MVMLAA SOP Guidelines.

8th Grade
2 Teams / 2 Coaches
A Team 12-13 Players
B Team 14-15 Players

All players will play in every contest, as stipulated in the MVMLAA SOP Guidelines.

Instructional Program
1 Coach

Those 7th and 8th grade students not selected for the interscholastic teams are encouraged to participate in the instructional program. Placement in the instructional program does not mean exclusion from interscholastic competition. When openings occur on the interscholastic team, replacements will be selected from the instructional program. The instructional program will exist as long as the numbers are equal to or exceed the minimums outlined in the Coach Athlete Apportion Ratios.

9th Grade
1 Coach / 12-18 Players

Every effort will be made to play all players in every game.

Junior Varsity Team
1 Coach / 12-15 Players

Every effort will be made to play all players in every game.

Varsity
1 Coach / 12-15 Players

Playing time will be left entirely to the head coach's discretion. Efforts will be made to play as many participants as possible.

TENNIS

Grades 9 - 12
2 Coaches - 1 J.V., 1 Varsity

Tennis has 8 boys and girls varsity positions. The varsity consists of 2 singles matches and 3 doubles matches. Varsity positions are left entirely up to the head coach's discretion. The Junior Varsity has 8 positions for participants in a given contest. Varsity and Junior Varsity positions will be determined by skill level, work ethic, and sportsmanship. Every effort will be made to provide additional matches for Junior Varsity players.

Note: Disciplinary problems, poor conditioning, or the lack of mastery of the necessary skills for that particular sport, may restrict or negate the playing time of any athlete.

TRACK

All Levels All participants can participate in the allowable number of events as designated by the WIAA and the Mid-Valley League guidelines. Coaches will be given discretion to select events that will most benefit the athlete and the team. Invitational participation will be based on a combination of the host's school stipulations and athlete performance.

Note: Disciplinary problems, poor conditioning, or the lack of mastery of the necessary skills for that particular sport, may restrict or negate the playing time of any athlete.

VOLLEYBALL

7th Grade All players will make an appearance in every match and an attempt should be made to play each contestant for a minimum of one game.
24 Participants
2 Teams / 2 Coaches
A Team 12 Players
B Team 12 Players

8th Grade All players will make an appearance in every match and an attempt should be made to play each contestant for a minimum of one game.
20 Participants
2 Teams / 2 Coaches
A Team 10 Players
B Team 10 Players

Instructional Program Those 7th and 8th grade students not selected for the interscholastic teams are encouraged to participate in the instructional program. Placement in the instructional program does not mean exclusion from interscholastic competition. When openings occur on the interscholastic team, replacements will be selected from the instructional program. The instructional program will exist as long as the numbers are equal to or exceed the minimums outlined in the Coach Athlete Apportion Ratios.
1 Coach

Note: Disciplinary problems, poor conditioning, or the lack of mastery of the necessary skills for that particular sport, may restrict or negate the playing time of any athlete.

9th Grade Every effort will be made to play all players in every match.
12-15 Players - 1 Coach

Junior Varsity Team Every effort will be made to play all players in every match.
8-12 Players - 1 Coach

Varsity Team

8-12 Players - 1 Coach

Playing time will be left entirely up to the head coaches' discretion.

Team numbers at the high school level are flexible, depending on the skill level of the participants. It may be necessary to make cuts if numbers exceed prescribed limits. In some cases, participants may be used as part-time players on two teams.

Note: Disciplinary problems, poor conditioning, or the lack of mastery of the necessary skills for that particular sport may restrict or negate the playing time of any athlete.

WRESTLING

All Levels

Match participation will be based on a challenge system. All participants will be given every opportunity to compete. Efforts will be made to get every participant as many matches as possible, within the WIAA guidelines.

Note: Disciplinary problems, poor conditioning, or the lack of mastery of the necessary skills for that particular sport may restrict or negate the playing time of any athlete.

COACH ATHLETE APPORTION RATIOS

The minimum/maximum guidelines by co-curricular sport/activity are:

SPORT	MINIMUM PARTICIPANTS PER COACH	MAXIMUM PARTICIPANTS PER COACH
Baseball	12	18
Basketball	10	15
Bowling	10	25
Cross Country	12	20
Football	10	15
Golf	10	18
Soccer	13	22
Softball	12	18
Tennis	10	20
Track	12	20
Volleyball	10	15
Wrestling	10	20

Student turnout counts are to be kept during the first week of the sport/activity season. Coach/Advisor to athlete/participant ratios will be reviewed during the count period with adjustments made as necessary per the presented rationale. Coaches may be added or dropped based on the above formula.(Sunnyside High School Handbook 1997), (Sunnyside Coaches Association 1999-2000)

COACH, ATHLETE, PARENT, AND ADMINISTRATOR
COMMUNICATION GUIDELINES

When confronted by a student-athlete who is upset in regard to his or her participation in a particular sport, or who may be soliciting support in regard to complaints about a coach, the following guidelines should be used in attempting to resolve the situation.

1. The student needs to be convinced that it is imperative to talk to his/her coach about those problems that he/she perceive exist.
2. If resolution does not occur after step one (1) a meeting should be arranged between the student-athlete, parent, and coach.
3. If resolution still has not occurred, a meeting involving the student-athlete, parent, coach, and athletic director will be arranged.

In all cases where team members or adults are faced with circumstances similar to those described above, it is extremely important to remain neutral. Advice should be directed toward resolving the situation using the guidelines described above. Professionalism and loyalty must be encouraged and demonstrated whenever situations of this nature are brought to our attention. (Sunnyside School District Coach's Guidelines, 1996-97)

SECTION 3

INJURY PREVENTION AND LEGAL REQUIREMENTS FOR ATHLETIC COACHES

TABLE OF CONTENTS

SECTION 3	PAGE
Safeguarding the Health of the Athlete	P-30 - P-31
-Proper Conditioning	
-Careful Coaching	
-Good Officiating	
-Right Equipment and Facilities	
-Adequate Medical Care	
Legal Requirements For Coaches	P-31 - P-32
-Duty to properly instruct	
-Duty to warn athletes of inherent risks	
-Duty to provide supervision	
-Duty to provide a safe environment	
-Duty to provide health care	
-Duty to teach and enforce rules and regulations	
-Duty to classify and group participants for competition	
-Duty to safely transport athletes	
-Duty to follow due process	
-Duty to foresee potentially dangerous circumstances and situations	
-Duty to plan and keep records	
Accident and Medical Procedures	P-32
-Emergency Care	
Proper Care of Equipment	P-33
Accident Reports	P-33 - P-34
-Witnesses	
-Accident Scene	
-Photographs/Videos	
-Discussion of the Accident	
-First Aid Requirements	
Warning to Students and Parents of the Inherent Risks in Athletics	P-35

SAFEGUARDING THE HEALTH OF THE ATHLETE

Participation in high school athletics is a privilege involving both responsibilities and rights. The athlete's responsibilities are to play fair, to give one hundred percent, to follow the program's athletic code, and conduct himself/herself with credit to his/her sport and school. In turn, the athlete has the right to optimal protection against injury as this may be assured through good conditioning and technical instruction, proper regulation and conditions of play, and adequate health supervision.

Periodic evaluation of each of these factors will help to assure a safe and healthful experience for all athletes. The checklist below contains the kind of questions to be answered in such an appraisal.

PROPER CONDITIONING - helps to prevent injuries by hardening the body and increasing resistance to fatigue.

1. Are prospective players given directions and activities for preseason conditioning?
2. Is there a minimum of two weeks of practice before the first game or contest?
3. Is each player required to warm-up thoroughly prior to participation?
4. Are substitutions made without hesitation when players evidence disability?

CAREFUL COACHING - leads to skillful performance, which lowers the incidence of injuries.

1. Is emphasis given to safety in teaching techniques and elements of play?
2. Are injuries carefully analyzed to determine causes and to suggest preventive programs?
3. Are tactics discouraged that may increase the hazards and thus the incidence of injuries?
4. Are practice periods carefully planned and of reasonable duration?

GOOD OFFICIATING - promotes enjoyment of the game as well as the protection of the athletes.

1. Are players, as well as coaches, thoroughly schooled in the rules of the game?
2. Are rules and regulations strictly enforced in practice periods as well as in the game?
3. Are officials employed who are both emotionally and technically qualified for the responsibilities?

RIGHT EQUIPMENT AND FACILITIES- is a necessity in the prevention and

- 1 Is the best protective equipment provided for contact sports?
- 2 Is careful attention given to proper fitting and adjustment of equipment?
- 3 Is equipment properly maintained, worn and outdated items discarded?
- 4 Are proper areas for play provided and carefully maintained?

ADEQUATE MEDICAL CARE - is a necessity in the prevention and control of

1. Is there a thorough pre-season health and history and medical exam?
- 2 Is careful attention given to proper fitting and adjustment of equipment?
- 3 Does the physician make the decision as to whether an athlete should return to play following injury during games or practices?
- 4 Is authority from a physician required before an athlete can return to practice after being out of play due to injury?
- 5 Is the care given to the athlete by the coach or trainer limited to first aid and medically prescribed services? (Foster High School Handbook, 1998)

LEGAL REQUIREMENTS FOR COACHES

Coaches and administrators must deal with the possibility of liability and litigation everyday. The following is a list of duties summarizing legal requirements each coach must identify and address to reduce the possibility of negligence.

1. Duty to Properly Instruct - Knowing and teaching proper and correct techniques. Also includes proper methods and progression of skills.
2. Duty to warn athlete of the inherent dangers in a sport - Both participant and parents must be warned of the inherent dangers in a sport, as well as the dangers when using improper techniques in a sport.
3. Duty to provide supervision - Includes the need to provide adequate supervision before, during, and after all practices and games and any other forms of turn-out which involve athletes in an organized manner.
4. Duty to provide a safe environment - Includes the provision of safe facilities and equipment which need to be properly designed, constructed, maintained, and used.

5. Duty to provide health care - Includes pre-injury care, emergency care and post-injury care. Pre-injury care includes a physical exam as well as proper training prior to turning out. Emergency care requires coaches to have First Aid/CPR training. A written outline of an emergency care system is required. Immediate treatment and medical assistance must be provided. Post-injury care involve the return of the player to competition including rehabilitation.
6. Duty to teach and enforce rules and regulations - League, District, State, and National rules must be taught and enforced.
7. Duty to classify and group participants for competition - Skill level, age, maturity, sex, size, and experience are all factors to be considered.
8. Duty to safely transport athletes - Includes the right of the athlete to be safely transported to and from contests and practices.
9. Duty to follow due process - Athletes have the fundamental rights guaranteed to all U.S. Citizens under the fourteenth (14th) Amendment of the U.S. Constitution.
10. Duty to foresee potentially dangerous circumstances and situations.
11. Duty to plan and keep records. (Marysville High School Handbook, 1996-1997)

Accident and Medical Procedures

Emergency Care

1. The coach/supervisor in charge of the activity will initiate the appropriate first aid measures.
2. If a doctor or Emergency Medical Technician (EMT) is present, their assistance should be requested.
3. Call 911 when it is determined that emergency attention is needed. That person must stay on the phone until aid has arrived.
4. COACHES ARE REQUIRED TO HAVE "EMERGENCY CARDS" PRESENT AT ALL GAMES AND PRACTICES.

Equipment

Coaches must secure all equipment potentially involved in the athletic injury in either a game situation or practice and tag it for identification with the following information:

1. Date
2. Time
3. Location
4. Name of injured student athlete
5. Signature of person attending (head coach, assistant coach, trainer, or manager)
6. Tagged equipment should be turned over to the school administration for safekeeping and should not be returned to use or released to any party without an okay by counsel or insurance carrier for the school.

Accident Reports

All accident reports must be completed in full detail and delivered to the athletic director or principal within twenty-four (24) hours. The coach should document recollections, impressions, and accident circumstances of the event. The coach needs to provide the original copy to the athletic director or principal and retain a copy in their own personal files. Accident reports are available in the main office or the athletic director's office.

Witnesses

Identify and obtain written statement of as many witnesses at the time and scene of the accident. At a minimum, identification should include:

- 1 Name
- 2 Address
- 3 Phone Number
- 4 Age
- 5 Status (Student, team member, teacher, parent, etc.)

6. Location or vantage point
7. Statement of witnesses should be brief, to the point, and handwritten by the witness in his/her own words. If an apparent witness maintains he/she did not, in fact, see anything, a brief statement to that effect should be taken.

Accident Scene

Whenever possible, the accident scene should be maintained until such a time as an inspection can be made by the administration, insurance carrier, counsel, or until photographs/videos can be taken.

Photographs/Videos

Whenever possible, photographs or video of the accident scene should be taken at that time. If possible, the photographs or video should be labeled for identification and deposited with the athletic director or principal. Likewise, game videos should be identified and secured with the athletic director or principal.

Discussion of the Accident

Coaches, assistant coaches, and other staff members should refrain from discussion or expressing opinions on any accident with anyone other than the school administration, insurance carrier, or counsel. Requests for interviews should be referred to the District Administrative Offices. (Issaquah High School Handbook, 1996-1997)

First Aid Requirements

All coaches must obtain a current first aid card or successfully complete an equivalent course that is approved by the athletic director. This requirement also applies to paid and volunteer assistant coaches.

Before the beginning of a sports season, any contracted or volunteer coach that is not currently enrolled in a first aid course, or does not hold a **First Aid/CPR card** which is valid for the entire season, will not be allowed to begin coaching a Sunnyside High School athletic team. (Sunnyside High School Handbook 1996-97)

WARNING TO STUDENTS AND PARENTS

SERIOUS, CATASTROPHIC, AND PERHAPS FATAL, INJURY MAY RESULT FROM ATHLETIC PARTICIPATION.

By its very nature, competitive athletics may put students in situations in which serious, catastrophic, and perhaps fatal, accidents may occur.

Many forms of athletic competition result in violent physical contact among players. The use of equipment which may result in accidents, strenuous physical exertion, and numerous other exposures to risk of injury are inherent in athletics.

Students and parents must assess the risks involved in such participation and make their choice to participate in spite of those risks. No amount of instruction, precaution, or supervision will totally eliminate all risk of injury. Just as driving an automobile involves choice of risk, athletic participation by students also may be inherently dangerous. The obligation of parents and students in making this choice to participate cannot be overstated. There have been accidents resulting in death, paraplegia, quadriplegia, and other very serious permanent physical impairments as a result of athletic competition.

By granting permission for your student to participate in athletic competition, you, the parent or guardian, acknowledges that such risks exist.

Students will be instructed in proper technique to be used in athletic competition and in the proper utilization of all equipment worn or used in practice and competition. Students must adhere to that instruction and utilization and must refrain from improper uses and techniques.

If any of the preceding is not completely understood, please contact your school principal or athletic director for further information. (Sunnyside High School Handbook, 1996-1997)

SECTION 4

SUNNYSIDE SCHOOL DISTRICT EVALUATION FORM FOR ATHLETIC COACHES

TABLE OF CONTENTS

SECTION 4	PAGE
Sunnyside School District Evaluation Report	P-37
-Definition of Terms/ Rating Scale	
-Sign off Form for Coach and Athletic Director	
Criterion 1 - Professional Preparation	P-38
Criterion 2 - Program Organization	P-39
Criterion 3 - Personal Character and Performances	P-40
Criterion 4 - Prevention and Care of Injuries	P-41
Criterion 5 - Specialized Skills	P-42
Criterion 6 - Parent/Community Relations and Involvement	P-43
Criterion 7 - Coach/Player Relationship	P-44
Criterion 8 - Post Season Recognition	P-45

SUNNYSIDE SCHOOL DISTRICT

COACHES EVALUATION REPORT

Name: _____

School: _____

Assignment: _____

Description of Responsibilities: _____

Definition of Terms/ Rating Scale:

4 = Exemplary: Results show achievements which contribute to the organization's goals beyond the evaluative criteria, and which exceed what is reasonably expected of an individual in this position.

3 = Satisfactory: Results show attainment of evaluative criteria in the manner reasonably expected of an individual in this position.

2= Unsatisfactory: Results are generally below reasonable expectations according to the criteria.

1 = Unacceptable: Does not meet the minimum expectations of the evaluative criteria.

NA = Not Applicable: does not refer to an expectation of this coach.

Comments are required for all components rated either excellent, needs improvement, and unacceptable.

It is my judgment that this coach's overall performance has been _____ during the evaluation period covered in this report. (satisfactory/ unsatisfactory)

Coach's Signature _____ Date _____

Athletic Director's Signature _____ Date _____

The coach's signature indicates that the coach has read and discussed the evaluation with the athletic director but does not necessarily imply agreement.

Criterion I: Professional Preparation: The employee demonstrates a knowledge of sport theory, rules, and pursues continued professional development.

Professional Preparation	Exemplary	Satisfactory	Unsatisfactory	N. A.
A. Understands, follows, and enforces all rules of the W.I.A.A., M.V.L., and school policies.	_____	_____	_____	_____
B. Makes effort towards professional growth by attending workshops, clinics, and camps.	_____	_____	_____	_____
C. Demonstrates sufficient knowledge and abides by the rules of the sport.	_____	_____	_____	_____
D. Belongs to professional organization and/or read periodicals, books on the sport	_____	_____	_____	_____
E. Establishes clear expectations of student/athlete with regard to academics, commitment to the sport, and citizenship skills.	_____	_____	_____	_____
F. Possesses and maintains a valid First-Aid and CPR card.	_____	_____	_____	_____

Evaluator's Comments:

Employee's response (optional):

Criterion II: Program Organization: The employee demonstrates the ability to organize, manage, and evaluate the sports programs

Program Organization	Exemplary	Satisfactory	Unsatisfactory	N. A.
A. Assistant coaches are properly assigned and instructed.	_____	_____	_____	_____
B. Effectively manages uniforms, equipment, and facilities.	_____	_____	_____	_____
C. Maintains accurate up-to-date records of inventory and budget requests are done correctly and timely.	_____	_____	_____	_____
D. Works effectively with the athletic director in the organization and implementation of program goals, objectives, and responsibilities for their sport.	_____	_____	_____	_____
E. Supervises athletes before, during, and after practices and games.	_____	_____	_____	_____

Evaluator's comments:

Employee's response (optional):

Criterion III: Personal Character and Performances: The employee promotes a positive learning/working environment and demonstrates skills in human relations.

Personal Character	Exemplary	Satisfactory	Unsatisfactory	N. A.
A. Demonstrates emotional control during all practices and games.	_____	_____	_____	_____
B. Appearance of team on floor and field is positive.	_____	_____	_____	_____
C. Team displays a positive attitude on and of the field or floor.	_____	_____	_____	_____
D. Appropriate language is used by coaches and players at all times.	_____	_____	_____	_____
E. Attitude towards players and coaches is enthusiastic and self-motivated.	_____	_____	_____	_____
F. Promotes total athletic department by supporting other sports and advisors and encourages athletes to be a part of other sports and activities.	_____	_____	_____	_____

Evaluator's comments:

Employee's response (optional):

Criterion IV: Prevention and Care of Injuries: The employee demonstrates competency in dealing with preventing athletic injuries and deals with them appropriately when they occur.

Prevention and Care of Injuries	Exemplary	Satisfactory	Unsatisfactory	N. A.
A. Ensures safety for all athletes by properly supervising athletes before, during, and after practice.	_____	_____	_____	_____
B. Checks on facilities and equipment on a regular basis to make sure that they are in good condition and replaces or repairs equipment that are unsafe to the athlete.	_____	_____	_____	_____
C. Teaches specific safety procedures for each activity with all athletes.	_____	_____	_____	_____
D. Possesses training in injury treatment and prevention. (Maintains up-to-date First-Aid and CPR Certification)	_____	_____	_____	_____
E. Follows correct procedure in handling injuries that occur in practice and/or games.	_____	_____	_____	_____
F. Records all injuries and informs the athletic director in a timely manner.	_____	_____	_____	_____

Evaluator's Comments:

Employee's response (optional):

Criterion V: Specialized Skills: The employee demonstrates competency (knowledge, skill) in designing and conducting activities related to the work assignment.

Specialized Skills:	Exemplary	Satisfactory	Unsatisfactory	N. A.
A. Organizes practice sessions to accomplish assigned tasks in an effective and timely manner.	_____	_____	_____	_____
B. Involves assistants appropriately in carrying out major responsibilities.	_____	_____	_____	_____
C. Teaches in a progressive manner the basic fundamental and specialized skills of the sport.	_____	_____	_____	_____
D. Prepares teams for contests and makes appropriate game decisions in regards to players involvement, situational strategies, and adjustments.	_____	_____	_____	_____

Evaluator's comments:

Employee's response (optional):

Criterion VI: Parent/Community Relations and Involvement: The employee fosters communication with parents and community.

Parent/Community Relations and Involvement	Exemplary	Satisfactory	Unsatisfactory	N. A.
A. Communicates program philosophy, goals, rules and sports safety to parents and athletes prior to the season.	_____	_____	_____	_____
B. Works with the media in a positive and helpful manner.	_____	_____	_____	_____
C. Promotes positive school and community relationships.	_____	_____	_____	_____
D. Maintains a good working relationship with parents and strives to keep them informed.	_____	_____	_____	_____
E. Maintains a positive relationship with the opposing coaches, officials, and coaches at the lower level of the program.	_____	_____	_____	_____

Evaluator's comments:

Employee's comment (optional):

Criterion VII: Coach/Player Relationship: The employee demonstrates professionalism with regard to interactive relationships between coach and players.

Coach/Player Relationship	Exemplary	Satisfactory	Unsatisfactory	N. A.
A. Maintains discipline in a fair and consistent manner and teaches the concepts of teamwork, sportsmanship, and fair play.	_____	_____	_____	_____
B. Develops and maintains a positive attitude among athletes.	_____	_____	_____	_____
C. Develops rapport with players and treats them with dignity and respect.	_____	_____	_____	_____
D. Communicates effectively with athletes.	_____	_____	_____	_____
E. Encourages athletes to be respectful, courteous, and cooperative on and off the field or court.	_____	_____	_____	_____
F. Program operates under a set of rules which are known and have been explained to the athletes.	_____	_____	_____	_____

Evaluator's comments:

Employee's response (optional):

Criterion VIII: Post Season Recognition: The employee recognizes those athletes who have lettered and/or participated in their particular sport.

Post Season Recognition:	Exemplar	Satisfactory	Unsatisfactory	N. A.
A. Outlines lettering criteria for that particular sport.	_____	_____	_____	_____
B. Correctly disperses letters and participation awards to the correct athletes.	_____	_____	_____	_____
C. Is in attendance and participates in the recognition banquet for the Sunnyside School Board.	_____	_____	_____	_____
D. Is in attendance and participates in the Sunnyside High School Athletic Awards Banquet.	_____	_____	_____	_____

Evaluator's comments:

Employee's response (optional):

CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this project was to develop a model athletic director's handbook of procedures/practices for use in guiding athletic program development at Sunnyside High School. To accomplish this purpose, a review of related research and literature was conducted. Additionally, related information from selected school districts was obtained and analyzed.

Conclusions

Conclusions reached as a result of this project study were:

1. An Athletic Director must help educate coaches and athletes to aid in the prevention of injuries and to ensure that proper procedures are followed, if they do occur.
2. A model Athletic Director's handbook can help clarify policies and procedures concerning the welfare of athletes and institutional responsibilities.
3. An Athletic Director must establish criteria for evaluating athletic coaches and programs.

Recommendations

As a result of this project, the following recommendations have been suggested:

1. To aid in the prevention of injuries, and to ensure that proper procedures are followed, Athletic Directors must educate coaches and athletes.
2. To help clarify policies and procedures concerning the welfare of athletes and institutional responsibilities, an Athletic Director needs a model athletic director's handbook.
3. To effectively evaluate athletic coaches an Athletic Director must establish criteria to assess coaching standards.
4. Other educators seeking to develop an Athletic Director's handbook may wish to adapt or use the model Athletic Director's handbook for this project or undertake further research on this subject to meet their unique needs.

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APPENDIX A

Letter Soliciting Athletic Evaluation Forms
from Selected School Districts



CENTRAL WASHINGTON UNIVERSITY

ELLENSBURG • LYNNWOOD • MOSES LAKE • SEATAC • STEILACOOM • WENATCHEE • YAKIMA

DEPARTMENT OF TEACHER EDUCATION PROGRAMS

Dear Colleague,

My name is Brian Hart, and I am completing my Master of Education degree in Educational Administration at Central Washington University.

I am writing to request your help in providing information needed to complete my Master's degree project. It is entitled A Model Athletic Director's Handbook for Sunnyside High School.

The purpose of my project is largely explained by the title. I am attempting to create an athletic director's handbook that would utilize competent coaching evaluations. I am trying to obtain good examples of coaching evaluation forms from successful athletic programs in Eastern Washington. Since you are the athletic director of a successful athletic program, I am asking for your cooperation in sending me an example of your athletic evaluation form for coaches.

Coach evaluation forms will be treated as confidential, and under no circumstances will individuals or schools be identified. Feel free to make any additional comments which you believe would be beneficial.

Thank you for your cooperation. Enclosed is a stamped, self-addressed envelope for your convenience in returning the information no later than November 19, 1999.

Sincerely,

Graduate Student:

Brian Hart
Department of Teacher
Education Programs
Central Washington University
Ellensburg, WA 98926

University Supervisor:

Dr. Jack McPherson
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