



COACHES HANDBOOK

2017 - 2018



THE CARDINAL WAY



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NEWTON MISSION & VISION

School Mission Statement

The Newton Community School District recognizing that individuals can become lifelong learners and productive citizens, accepts as its mission the responsibility to provide all students with an equitable quality education.

Touchstones

Academic Excellence, Relationships, and Leadership.

Athletic Mission Statement

Student Athletes at Newton Athletics will be provided the opportunity to participate in safe programs and strive toward a commitment to excellence in sportsmanship, integrity, competition and community service, in support of their academic rigor.

Athletic Vision and Philosophy

Coaches, players, parents, faculty and staff, led by the Director of Athletics & Activities, will portray a first class program and image. We will work together with integrity and with a purpose of commitment. We will coach, play and support one another in good faith. Enthusiasm breeds enthusiasm and thus, we must all pull for one another. We are committed to keeping the 'game' in its purest form while applying the lessons in life to the game itself (dealing with adversity, teamwork, etc.) to foster the development of mature young men and women. As part of the athletic programs of Newton Athletics all teams (varsity) will participate in community service to balance the privilege that sport lends to those who are fortunate enough to participate to those who may not be. In everything we do, both on and off the field of play, we will strive to win and represent our community in a first class manner.

Everything we do must be first class and with the best interest of our student athletes in mind. Our common goal should be to develop championship programs with values.

The Fish Philosophy

1. Choose your attitude! Attitude is a choice.
2. Be There! It is imperative that when a practice or game starts that you are completely present for the kids you work with.
3. Make their day! Be in contact with each student athlete and try and find a way to make a connection with them.
4. Play! If it is not fun for you it is not fun for the student athlete. Hard work does not equal, no fun.

CARDINAL PLAYBOOK

CFLA



THE CARDINAL WAY

We Act with **INTEGRITY**.

We Demonstrate an uncompromising **COMMITMENT to EXCELLENCE**.

We **OUTWORK** and **OUT HUSTLE** our opponents in pursuit of **CHAMPIONSHIPS**.

We desire the **BEST FOR** and expect the **BEST FROM** each other.

We **MAXIMIZE OUR POTENTIAL** by **ASPIRING TO GREATNESS**.

WE LIVE THE CARDINAL WAY!

PHILOSOPHY- RULES & REGULATIONS



ATHLETIC DEPARTMENT'S CODE OF BEHAVIOR FOR ATHLETES

(See Newton Student Handbook for more specifics)

REGULATIONS FOR ALL COACHES

Any coach in charge of athletes at any level and in any sport will be expected to maintain a high degree of integrity for carrying out commitment duties and responsibilities. Two actions that are not defensible by the administration at Newton

Community School District are inappropriate language and abuse of a student athlete either physical or mental. Below is a list of those most often encountered duties:

1. Coaches' Duties: See Job Description & Coaches Responsibilities
 - a. Assign managers and the duties each is expected to perform.
 - b. Be FIRST to arrive and make sure that you are the LAST to leave. Check to be sure showers, doors and lights are secure.
 - c. Be certain that each athlete has a medical examination before she/he turns out. It is mandatory that students are cleared through the attendance office and a clearance slip is presented to you, at which point you will turn in all slips to me.
 - d. Check on player eligibility as it relates to forms and grades. The A.D. will inform you as well.
 - e. Prepare a complete roster of players and necessary information so certified lists of eligibility may be sent to competing schools.
 - f. Have first-aid equipment and copies of medical forms handy at ALL times (to be provided by Athletic Trainer at the beginning of the season and turned in with inventory list).
 - g. Demonstrate the manner in which equipment is to be worn (shorts and pants worn at waist level: shirts and jerseys are tucked in), how to take care of it and how it's to be treated. Remember, we are a FIRST CLASS ORGANIZATION and thus, uniforms are always tucked in, shorts are pulled up to waist level and only our school colors are showing.
2. Coaches' Dress
 - a. Coaches should dress in appropriate workout gear during all practices.
 - b. Coaches should dress appropriately for all contests and trips, as should the athletes.

ATTENDANCE:

All coaches should take daily attendance. This is necessary to keep track of letter winners as well as a way for you to track athletes in case of liability issues that may arise.

BUS CONDUCT:

1. Players, managers and coaches must see to it that the bus is clean at the end of every trip.
2. Do NOT tolerate horseplay, or shouting out of windows. One coach is required to ride in the bus.



COACHES & SPONSORS RESPONSIBILITIES ON TRIPS:

Review Overnight & Field Trip Forms prior to any sanctioned trips

1. Hold a group meeting before departure to firm up general directions. All athletes should ride the bus unless there is an extenuating circumstance. Have each player check for equipment and assume responsibility for it throughout the trip.
2. Prepare a checklist of needed equipment so nothing is left behind.
3. When players arrive back at the school, the coach must be sure that each individual has a way home (coaches may not drive athletes). Any injured player must be personally turned over to the doctors or the parent .
4. Make provisions for safekeeping of all valuables.
5. The coach or a designated assistant should check the dressing rooms, hotel rooms, restaurant and bus as soon as the athletes have left the facility. This will help prevent the loss of clothing and equipment and give the coach information as to the condition of the property.
6. Impress upon the students that 'rowdiness' and the use of obscene language will not be tolerated. Set the standards of behavior and hold to them.
Remember, anything noticed by anyone is a direct reflection of the team, their family, the athletic department and most importantly, Newton Community Schools.
7. Provide a checklist of what the athletes should bring and wear: the address and phone number of the hotel(s); exact time of departure from home (or Newton High School) and approximate time of return. Encourage the students to inform their parents of these facts in order to be able to handle emergencies.
8. ****Athletes should be dressed appropriately for all away game travel. Team apparel will be of a professional

USE OF OPPONENTS' DRESSING FACILITIES:

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

ATTENDANCE OF ONLINE RULES MEETINGS:

When rules meetings are held online for a specific sport, all coaches in that sport are to attend/complete the meetings. The Head Coach will be responsible for seeing that his / her assistants are in attendance or complete online rules if applicable.



ACTIVITIES & ATHLETICS

TRYOUTS- DAYS & TIMES:

Start on time and end on time. You are not improving your athletic program by jeopardizing your relationship with parents and administrators by holding late tryouts. The less you (we) can disrupt family dinner hour with tryouts; the more apt we are to have a favorable reaction from parents to the athletic program.

1. All practices are to be supervised by certified coaches at all times. If a coach is unable to be present, his / her practices should not be held.
2. Tryouts should not exceed 2 1/2 hours of actual practice time.
3. Sundays and Special Holidays: Sunday meetings or practice sessions are prohibited. Thanksgiving and Christmas should be treated the same as a Sunday. Practice during the extended vacations may be scheduled at the discretion of the coach with the approval of the administration.
4. If practices are conducted off-campus, inform the A.D. and main office of location and expected time of return.

SCHOOL CLOSURE & ATHLETIC TRYOUT INFORMATION

When school closure is necessary due to bad weather the following procedure will be followed:

1. If the weather should cause the closure of schools all activities are cancelled. This means that you cannot hold practice or count the day as one of the required practice days. If the weather should clear and road conditions are acceptable the building administrator and the athletic director may reschedule practices. If students are dismissed early due to school closure there will be no activities that day unless approved by district administration.
2. During a scheduled school holiday when weather conditions are questionable the building principal and athletic director will assess the conditions and make a decision on practice schedules. You will be contacted if practice is cancelled. All coaches must communicate with their athletes that any practice during bad weather is not mandatory.

POSTING GAME ROSTERS:

1. A coach should always make clear to a team member any change in status and the reasons for such change, especially if the individual has been used to suiting up for games. Both good public relations and maintenance of team morale are involved.
2. Please give your rosters to the Department of Athletics as soon as you complete your roster to assure programs can be created.

PUBLICITY: Publicity for one is publicity for all!

YOU are responsible for promoting your team. There can never be too much positive publicity for Newton Community students and the school itself. There are a few things to be aware of. The **head coach** will report all scores and stats (reporters will often ask more questions and create a larger write-up when dealing with a coach).

1. If you are doing summer camps please get that information to the newspapers. Summer camps are to be approved by the A.D.



ACTIVITIES & ATHLETICS

COMMUNITY SERVICE:

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

TRAINING ROOM:

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

NOTE: Ice is available from the training room for medical purposes only. The training room is available every school day after school for legitimate concerns.

ELIGIBILITY:

Please remember, that all athletes must have forms in before they can practice or play in a game. It is a good idea to review these forms to check for items that may not be noticeable at practices. In addition to this each student must be academically eligible with no F's. If at any time a student athlete becomes academically ineligible they are allowed to practice but not play or suit up in games.

INVENTORY:

Please keep close track of equipment and uniforms. Replacement equipment should be ordered well before the start of the season.

End of Season Report & Inventory

It is expected that all head coaches complete certain end-of-the-season responsibilities in order to consider their coaching assignment finalized and in order for payment of the final coaching stipend. The two necessary items to complete are:

- A. End-of-season sports report
- B. Inventory of all uniforms and equipment

END OF SEASON REPORTS

These reports should be completed within a 14-day period after your season is over. This report should include the following:

1. A brief summary of your season
2. Names of all squad members indicating letter winners (varsity, JV & frosh) and award winners
3. Schedule played with results of games, meets, or matches
4. Special honors received by team members
5. New records set for the season
6. Evaluation of each assistant coach and recommendations for next season
7. Self-evaluation on next season's goals and review of own strengths and weaknesses
8. Area where you see the school could help you improve The components of this section should be typed and clearly legible.



INVENTORY OF UNIFORMS/EQUIPMENT

Head coaches are responsible for the care, issuance and storage of athletic equipment and uniforms for their program.

1. Submit to the Athletic Director an inventory of all uniforms. Indicate numbers (total) of each size as well as number (if printed) on each item of clothing.
2. Submit a detailed inventory of all equipment (all non-uniform items) and indicate the condition it is in.

This should be completed within 21 days after the end of your season.

HEAD COACH- CODE OF BEHAVIOR FOR TEAM MEMBERS

Head Coaches should have their own established code of behaviors for his/her athletes for handling attitude, behavior or minor discipline problems. For example, missing practice, tardiness, improper dress, smoking, chewing tobacco, etc. that meets or exceed that of the Athletic Department's code of behavior and the rules of Newton High School.

NOTE: Primary offenses (as determined by the Newton Community Schools parent/student handbook, including tobacco) which occur in or out of season, on or off campus, and at school or non-school related activities may result in athletic as well as school consequences based on a significant disruption to the athlete, athletic team and/or overall athletic program.

COACHES' RESPONSIBILITY FOR REPORTING PROBLEMS

The Head Coach shall turn in a written report to the A.D. the day after a contest if:

1. Any action is taken in regard to any discipline problem(s).
2. Any problem with the opposing team, i.e. fights, etc.
3. Coach related problems:
 - a. Coach being kicked out of a game.
 - b. Problem with officials.
4. Coaches will return all phone calls within a 24-hour time period.
5. Coaches will make all attempts to connect with a parent to resolve (or begin discussions about a situation) before that player connects with his / her parent.

EVALUATION PROCESS & EXPECTATIONS

In these days of larger numbers of well-trained applicants and a stronger emphasis on credibility and accountability, the need for precise job description specifications has become obvious. At the same time, there is also a need for precise criteria against which accomplishment can be measured. Thus it becomes expedient to consider just exactly what Newton Community Schools expects from its coaches. Several performance categories will be closely observed during both the formal and informal evaluation process which will include, in written form, input from the A.D., the Head Coach, Assistant Coaches and student / athletes (done anonymously). Here are a few of the performance categories that will be evaluated (a sample form is on the following page):

- Quality of program
- Leadership
- Professional and Personal relationships
- Communication (to: A.D., parents, players, faculty & staff, newspapers, etc.)
- Rapport
- Cooperation
- Improvement
- Coaching and Techniques



PRINCIPLES OF PROFESSIONAL RELATIONSHIPS

To implement smooth and forthright working relationships within the Athletic

Department and Newton community: the following procedural guidelines have been drawn up:

1. The Head Coach should have, in writing, definite assignments to follow. Minor details and other instructions may then be covered verbally as needed.
2. Head Coaches should immediately discuss misunderstandings or infractions of instructions with their assistant coaches.
3. Head Coaches should inform the A.D. about unsatisfactory services of an assistant or his/her failure to carry out assignments by the middle of the sport season. An informal conference will be held between the A.D., the Head Coach and the assistant to 'air' the problem. An assistant may also request a conference with the A .D . regarding problems that he/she may be having in their coaching assignment(s).
4. Head Coaches desiring to recommend changes among assistants should notify the A .D. no later than two (2) weeks following the close of the sports season. Before any decision is made regarding any assistant. a conference may be held between the A.D., Head Coach and assistant involved to discuss the manner in which assigned responsibilities have been carried out.
5. It is requested that coaches desiring to terminate their service in any sport notify the A.D. in writing within two (2) weeks after the termination of the season.

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SEASON PREPARATION AND SEASON CLOSURE



SEASON PREPARATION & SEASON CLOSURE

Head Coach Preseason Checklist

NAME: _____

SPORT: _____

Before the season begins all members of the staff must:

- ____ 1. Inventory all equipment supplies, uniforms, and related items.
- ____ 2. Complete and turn in all transportation form requests for away scrimmages and contests. Get this done prior to the beginning of your season. It becomes increasingly difficult to get buses so it is easier to cancel a bus than get one late.
- ____ 3. Provide Athletics Activities Office a practice & holiday schedules, Parents Meeting, Senior Night & Award Banquet Information.
- ____ 4. Obtain medical kits for all squads & Make sure you have all student-athlete Medical Release Forms. (Contact Athletic Office)
- ____ 5. Arrange Picture Day & Coordinate with the Local Media.
- ____ 6. Prepare facilities & Arrange Padlocks and Lockers.
- ____ 7. Submit to the Athletic Director a preliminary roster of athletes listed in alphabetical order, #, position, and any other information for your official roster. Enter your roster on the Quick Stats IHSAA/IGHSAU website ASAP!
- ____ 8. Review job description.
- ____ 9. Submit any other forms required by the Athletic/Activities Director.
- ____ 10. Meet with trainer & check coverage of games & practices.
- ____ 11. Meet with parents & players to review policies, team rules, IHSAA/IGHSAU rules, and general information. Discuss Academic Eligibility, Good Conduct, & Hazing
- ____ 12. Attend or complete IHSAA/IGHSAU rules. Get your password & ID for the IHSAA/IGHSAU website. (MANDATORY RULES MEETING)
- ____ 13. Schedule and coordinate your strength & conditioning times with Strength Coach.
- ____ 14. Make sure you Rate Officials.
- ____ 15. Check Eligibility & verify eligibility with Athletic/Activities Director.
- ____ 16. Notify AD in writing of any unsafe playing conditions
- ____ 17. Verify All Athletes are clear to participate prior to 1st practice
- ____ 18. Volunteer Coaches must have Coaching Authorization & Sign District Contract.



SEASON PREPARATION AND SEASON CLOSURE

- ___ 19. Review Medical Training & Emergency Response Plans.
- ___ 20. Review Student accident reports forms
- ___ 21. The Athletic Eligibility Information Brochure signed and returned for each athlete.
- ___ 22. The Heads Up Concussion Form is signed and returned for each athlete.
- ___ 23. A Physical Exam form is on file for each athlete.
- ___ 24. Prepare Practice Plans for your upcoming season.
- ___ 25. Contact Jack Sutteck with Field Preparation Requests 2 weeks prior to the beginning of your season.
- ___ 26. Review 14 Legal Duties.
- ___ 27. Review Activity Fund Guidelines. NO GIFT CARDS or Personal Coaching Gear.
- ___ 28. Complete your Fund Raising School Board Approval Forms prior to any fundraising.
- ___ 29. Complete Online NFHS Learn Concussion Video & Verification
- ___ 30. Verify Activity Account-Do not make any purchases without a Purchase Order #

Additional Items:

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

1. Physical Examination Form & Concussion Info. Sheet
2. Emergency Medical Authorization Form.
3. Athletic Waiver Form. & HIPPA
4. Review Helmet Warning (If applicable) & Review Training Rules.
5. Complete Transportation Consent Form.

With regard to these items, no student will be permitted to attend practice, unless all of these forms are submitted to the Athletic Director. Coaches are personally responsible for the administration of this paperwork.



SEASON PREPARATION AND SEASON CLOSURE

End of Season Checklist

SPORT/ACTIVITY: _____ SEASON: _____

HEAD COACH/SPONSOR: _____

Have the following been completed?

- TEAM AWARDS FORM & AWARDS PROGRAM turned in
- VARSITY LETTER winners list turned in
- END OF SEASON RECORD FORM & SEASON SUMMARY FORM turned in
- INVENTORY FORM turned in
- UNIFORMS/EQUIPMENT prepared for laundry & repair
- LOST EQUIPMENT FORM turned in
- FIRST AID KIT cleaned & stored
- LOCKERS cleaned & vacated, padlocks returned
- POSTSEASON MEETING WITH COACHING STAFF
- RECOMMENDATIONS FOR COACHING STAFF NEXT YEAR
- SEASON EVALUATION REVIEW & GOALS & OBJECTIVES
- Rate & Recommend Officials
- Verify Activity Account-Do not make any purchases without a PO# or admin. authorization.

Signature of Head Coach

____/____/____
Date

Signature of Athletic Director

____/____/____
Date

Newton Athletic Department



SEASON PREPARATION AND SEASON CLOSURE

Newton High School Post Season Athletic Report

Year _____ Sport _____

Head Coach: _____

Assistants: _____

Volunteers: _____

Team Honors: _____

Captains: _____

All Conference: _____

All Metro: _____

All State _____

Other Honors: _____

Banquet: _____

Date/Time/Location



SEASON PREPARATION AND SEASON CLOSURE

Retention and Continuation Report

Date: _____ Sport _____ Coach _____

1. Number of participants who tried out for this sport:

Sophs _____ Juniors _____ Seniors _____ 9th _____ 8th _____ 7th _____

2. Number of participants who were cut (if any) from this sport:

Sophs _____ Juniors _____ Seniors _____ 9th _____ 8th _____ 7th _____

3. Number of participants that were dropped or quit this sport:

Sophs _____ Juniors _____ Seniors _____ 9th _____ 8th _____ 7th _____

4. Number of participants on the team(s):

Sophs _____ Juniors _____ Seniors _____ 9th _____ 8th _____ 7th _____

5. Retention Record

Number of participants at the end of the season (#4): _____

Number of participants at the start of the season (#1): _____

Retention %= _____

6. Continuation Board

List the number of juniors and seniors who tried out for the team who were cut, dropped, or quit

Juniors _____

Seniors _____

7. Number of students who are

African Americans _____

American Indian/Alaskan Natives _____

Asian/Pacific Americans _____

Hispanic _____

8. Squad Size (Do not count players twice)

Varsity _____ Junior Varsity _____ Sophomore/B _____

9th _____ 8th _____ 7th _____



SEASON PREPARATION AND SEASON CLOSURE

Lost Equipment Form

Sport/Activity: _____ Coach/Sponsor: _____

Date: _____/_____/_____ Director of Athletics/Activities: Scott Garvis

Athlete	Lost/Damaged Equipment	Replacement Cost	Parent Contact	Payment Date/Return
_____	_____	\$ _____	<input type="checkbox"/>	____/____/____
_____	_____	\$ _____	<input type="checkbox"/>	____/____/____
_____	_____	\$ _____	<input type="checkbox"/>	____/____/____
_____	_____	\$ _____	<input type="checkbox"/>	____/____/____
_____	_____	\$ _____	<input type="checkbox"/>	____/____/____
_____	_____	\$ _____	<input type="checkbox"/>	____/____/____
_____	_____	\$ _____	<input type="checkbox"/>	____/____/____
_____	_____	\$ _____	<input type="checkbox"/>	____/____/____
_____	_____	\$ _____	<input type="checkbox"/>	____/____/____
_____	_____	\$ _____	<input type="checkbox"/>	____/____/____
_____	_____	\$ _____	<input type="checkbox"/>	____/____/____
_____	_____	\$ _____	<input type="checkbox"/>	____/____/____
_____	_____	\$ _____	<input type="checkbox"/>	____/____/____
_____	_____	\$ _____	<input type="checkbox"/>	____/____/____
_____	_____	\$ _____	<input type="checkbox"/>	____/____/____
_____	_____	\$ _____	<input type="checkbox"/>	____/____/____
_____	_____	\$ _____	<input type="checkbox"/>	____/____/____
_____	_____	\$ _____	<input type="checkbox"/>	____/____/____
_____	_____	\$ _____	<input type="checkbox"/>	____/____/____
_____	_____	\$ _____	<input type="checkbox"/>	____/____/____
_____	_____	\$ _____	<input type="checkbox"/>	____/____/____



SEASON PREPARATION AND SEASON CLOSURE

Newton Athletic Department Lost Equipment Memorandum

Sport:

Coach:

Date:

Athletic Director: Scott M. Garvis

Dear:

You have failed to turn in the following equipment:

Equipment:

Replacement Cost

- 1.
- 2.
- 1.
- 4.
- 5.
- 6.
- 7.
- 8.

Your name has been turned into the Main Office to be added as a school fine. Either the equipment or fee Must be turned into the Athletic office. You may not participate in any further contests or activities until this obligation has been cleared. Make your check payable to the Burnsville Athletic Department.

Equipment Returned: Equipment coordinator:
Signature: _____ Date: ____ / ____ / ____

Fee Paid: Athletic Administrative Asst:
Signature: _____ Date: ____ / ____ / ____

THIS FORM MUST BE TURNED IN TO THE ATHLETIC OFFICE:



SEASON PREPARATION AND SEASON CLOSURE

Newton High School Volunteer Coach Information

To: Administration

From:

Date: ____ / ____ / ____

(This Form, NCSD Coaching Contract, Coaching Authorization & a Background check must be completed and turned In prior to working with student-athletes.)

It is my intent to serve as a volunteer coach/sponsor for the program. I recognize the various responsibilities associated with this position that I am expected to complete as designated by the head coach, including:

1. Supervising athletes at all times in locker rooms, in hallways, on field (before practice & after practice), on bus, and at away sites.
2. Communicating regularly with the head coach and beginning every request with the head coach.
3. Promoting success for students by focusing on fundamental skills.
4. Completing any reasonable duties as assigned by the head coach.
5. Maintaining a consistent schedule of attendance at the practices and games, as approved by the head coach.

Prior Coaching/Sponsor Experience:

Location: _____	Position title: _____	Year _____
Location: _____	Position title: _____	Year _____
Location: _____	Position title: _____	Year _____
Location: _____	Position title: _____	Year _____

Coaching Authorization # _____

Issue Date: _____ Expiration Date: _____

I have a valid CPR certificate. _____

I have a valid First Aid certificate. _____

I understand that I will not receive any compensation for these services rendered.

Signature _____ Date: ____ / ____ / ____

I understand that based upon receipts the booster may issue me a stipend/honorariums in the range of \$_____ to \$_____ for services rendered.

Signature _____ Date: ____ / ____ / ____



SEASON PREPARATION AND SEASON CLOSURE

Coaches Responsibility: Student Eligibility Check List

The eligibility of students is the responsibility of that student and the member school. Please review the following information with your players prior to the start of each athletic season. Place a check mark beside each area when you have covered it with your athletes.

- _____ 1. The Athletic Eligibility/Participation Information Brochure signed and returned for each athlete.
- _____ 2. A Physical Exam form is on file for each athlete
- _____ 3. Each athlete has completed the health questionnaire.
- _____ 4. Have any of your athletes transferred from another school in the past 365 days?
If so, Athlete must report to Athletic Director.
- _____ 5. All athletes are in "Good Standing" and Academically Eligible.
- _____ 6. Have any of your athletes repeated a grade, dropped out of school and returned, or spent more than the normal four years in grades 9-12? If so, consult with your Athletic Director.
- _____ 7. All athletes meet the amateur status as defined in bylaw 201.
- _____ 8. Have any of your athletes reached the age of twenty (20) before the start of the sport season?
If so, consult with your Athletic Director. Exception: Adapted Athletes, age 22.
- _____ 9. Are all of the athletes on your team, attending school in your school district and in a grade 9-12?
If not, consult with your Athletic Director.
- _____ 10. Have any athletes on your team competed on a non-school team as an individual competitor in the same sport during the high school season? If so, consult your Athletic Director.
- _____ 11. All athletes meet the 4th Monday of season deadline to join the team.
If not, consult with your Athletic Director.
- _____ 12. Submit Roster Verification form prior to the first varsity competition.

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PARENT COMMUNICATION & PRE-SEASON PARENT MEETING



PARENT COMMUNICATION & PRE-SEASON PARENT MEETING

PARENT MEETING DATES

Fall-August 8th • Winter-October 31st • Spring-March 6th
Parent Communication & Pre-Season Parent Meeting

Pre-Season Parent & Student-Athlete Meeting Agenda

Overview

- Welcome
- Introductions-Assistant Coaches
- Philosophy-Vision & Mission
- Required Forms-Packets

Program Expectations

- Team Rules
 - Commitment
 - Athlete Expectations
- Cutting Policy
- Lettering Criteria
- Sportsmanship Players & Parents

Training Room ATC

- Introduce Trainer
- Ask Parents to Inform you of any Special Medical Needs
- Training Room Rules
- Diet & Hydration
- Concussion Awareness
- Communication Phone#

Important Dates & Times

- Practice, Scrimmage, & Game Schedules
- Homecoming, Parents Night, Sr. Night, Youth Elem. Night
- Awards Banquet
- Camp Information
- Strength & Conditioning

IHSAA/IGHSAU Rules & Regulations

- Transfer Policy (Announce if Anyone is transferring in to meet with Head Coach)
- Alcohol & Tobacco Infractions
- IHSAA/IGHSAU Policy Good Conduct
- IHSAA/IGHSAU Hazing Policy
- IHSAA---Newton Academic Eligibility

Parent & Coach Communication Guide (Review Handout)

Role of Parents (Review Handout)

Travel Guidelines

- Parent Request: After Game transportation (Students can only be transported by Parents)
- Depart & Return Together

Handouts & References

*Policies-Alcohol & Tobacco, Hazing, Transfer, Conduct
Parent & Coach Communication Guide
Schedules
Role of Parents (Bruce Brown)*

*Team Handbook-Require Parent Signature
Newton Academic Policies
Eligibility Packets-Required Forms
Reference Materials*



Parent/Athlete/Coach Communication Guide

Our Philosophy

- Athletic achievement requires sincere commitment from all athletes, parents, coaches, and administrators. For all of us to be successful, effective, communication must occur.
- The school athletic department and administration believe strongly in being accessible to parents and supportive of the coaching staff
- We are continually attempting to improve communication with the students and parents. For our programs to be truly successful, it is necessary that everyone understand the focus and direction of the program.

Parent Expectations

A. It is reasonable to expect your child's coach to inform you:

1. When and where practices and contests are held.
2. Coaching philosophy.
3. About the expectations he/she has for all athletes on the squad as well as your individual child.
4. What is required to be a part of the team, i.e., fees, special equipment, offseason conditioning, lettering requirements. etc.
5. If your child is injured during participation in a practice or contest.
6. Whenever any disciplinary action results in your son/daughter being denied participation in a practice or contest.

B. Typical concerns of parents that are appropriate to discuss with a coach are:

1. Any unhealthy mental or physical strain you detect in your child at home when it affects his/her academic performance.
2. How you can contribute to your child's skill improvement and development.
3. Any dramatic changes you detect in your youngster's behavior. NHS Coaches & Administration



“Leadership, like coaching, is fighting for the hearts and souls of men and getting them to believe in you.”

— Eddie Robinson



NHS Coaches & Administration Expectations

A. It is Inappropriate to discuss with a coach:

1. Playing time
2. Team strategy or play calling.
3. Other student athletes.

B. Coaches often need parents to tell them:

1. Any specific health concerns about your son/daughter expressed directly and informally to the head coach at a mutually convenient time.
2. Notification of any schedule conflicts well in advance.
3. Your commitment to the program, and how you plan to make a contribution to the program's success. For example, one way is to be sure your youngster is at practice each day on time and to supervise that your child gets enough rest and nutrition at home.
4. Strategies that have worked for you in dealing with your son/daughter being successful in the past

C. If you have a concern to discuss with a coach, what procedure should you follow?

1. Make an appointment with the coach. Please do not attempt to confront a coach before, during, or following a contest or practice. These can be emotional times for both the parent and the coach and these occasions do not promote objective analysis of the situation.
2. If the coach cannot be reached, call the Athletic Director to set up a meeting.

D. What should you do if the meeting with the coach does not result in a resolution to the problem?

1. Call and set up an appointment with the Athletic Director to discuss the situation.
2. At this meeting the appropriate next step can be determined.



“Make sure that team members know they are working with you, not for you.”

— Eddie Robinson



8 Ways to Turn Around a Parent Problem

Most coaches have had a problem parent or two on their team. In this article, we address eight ways to turn around a problem parent. Here are some ideas for working through this problem.

1. Assume parents are trying to help. In spite of what parents may be doing, most are behaving as they are because they believe their actions will benefit their child. Try to establish a common goal. Many times parents may be repeating inappropriate behaviors that were used with them when they played sports.

2. Educate parents about best practices. If parents are working in their child's best interests but are going about it wrong, then coaches can give parents alternative behaviors that will accomplish the desired results.

3. Communicate frequently with parents as individuals and as a group. The more parents and coaches are at ease talking with each other about small issues, the more parents and coaches will be comfortable talking about more difficult issues.

4. Rely on beginning of season communications. If the coach has held a meeting early in the season and given parents a clear set of goals and playing philosophies, coaches can go back to those statements to restart the relationship.

5. Seek help from league officials. Don't hesitate to discuss a problem parent with the supervising league official. This provides an opportunity to gain insight into the parent or the problem as well as alerting others to a difficult situation.

6. Seek advice from other coaches. With coach turnover, coaches are seeing problems with parents and parent issues that have been resolved many times by other coaches before them.

6. Seek advice from other coaches. With coach turnover, coaches are seeing problems with parents and parent issues that have been resolved many times by other coaches before them.

7. Use parent meetings to form consensus and invoke peer pressure. Parent meetings are good times to set expectations for team parent behavior and discuss them. Parents are more likely to act in ways that they believe are supported by other parents.

8. Rely on printed league statements and codes of conduct. In extreme situations, coaches may need to reference the league's Code of Conduct to warn that current behavior may risk league actions. Coaches should use the league as the enforcer of these policies.

There is no standard approach to parent problems. A strategy focusing on communication, education and enforcement gives coaches the best chances of resolving parent issues.



Guidelines For Communications in the Electronic Age

By John Evers, CMAA

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

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

When communicating with parents, patrons, players and the media, several guidelines should be followed. It is vital that the athletic director discuss these guidelines every year with every member of the coaching staff. Reinforcement of the basic principles on a regular basis must be maintained. A proactive approach to the protocols of electronic communications might prevent a major problem

from growing out of a simple case of poor communication between a coach and parent. Simple rules and protocols that are established early and communicated to all stakeholders in a firm and consistent manner are the keys to prevention.

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

If a similar contact is made via e-mail the e-mail is stored in a file on the computer and a hard copy is printed and kept in a three-ring binder. This gives a back up and a secondary storage mode to keep the information available. If the response is about simple logistical information, no record kept and the e-mail is answered. If the e-mail is of a personal or professional nature, the response is minimal, but professional. Any call that requires personal or professional response is answered by a phone call or a personal meeting is arranged. It is very important not to put too much in writing in the vacuum of cyberspace. Too much room is allowed for interpretation and too many facts can be misconstrued. Once it is written, it is there forever.

Parents will attempt to use e-mail to discuss playing time, coaching strategy, personnel and many other items that are under the supervision of the coach. It is imperative that coaches do not



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

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

All staff members should be encouraged to avoid maintaining accounts in MySpace or Facebook groups. Any pictures or statements posted on these sites often find their way to the wrong people. Access by students, parents and the media can often result in very negative outcomes for the individual who posts such information. It is becoming quite commonplace for personnel directors from school districts to access these sites and attempt to begin background checks on possible hires. Members of professional staffs are often checked by their superiors for possible behaviors that could bring discredit to the school or district.

Interaction with students using all Internet sources should be kept to an absolute minimum. Simple responses to times, locations and basic information might be permissible. But any discussions of topics deemed off limits to parents should also be discouraged with students. By the same token, interaction with students using MySpace or Facebook accounts should never take place. Interscholastic Athletic Administration I Fall 2008 The sharing of pictures or personal information that is of a sexual or improper nature could be grounds for dismissal in most school districts. Possible criminal charges could also be generated from several types of interactions.

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

ABOUT THE AUTHOR: John Evers, CMAA, has been the athletic director at Castle High School in Newburgh, Indiana for the past 14 years. He has spent 32 years in the field of high school athletics. Evers is vice-chair of the NIAAA Publications Committee and the lead instructor for the Indiana new athletic director class.

CARDINAL PLAYBOOK

CFLA



THE CARDINAL WAY

We Act with **INTEGRITY.**

We Demonstrate an uncompromising **COMMITMENT to EXCELLENCE.**

We **OUTWORK** and **OUT HUSTLE** our opponents in pursuit of **CHAMPIONSHIPS.**

We desire the **BEST FOR** and expect the **BEST FROM** each other.

We **MAXIMIZE OUR POTENTIAL** by **ASPIRING TO GREATNESS.**

WE LIVE THE CARDINAL WAY!

MEDIA RELATIONS



MEDIA RELATIONS

Working with the Media

Creating Allies, Not Adversaries

Develop Personal Relationships

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

Develop a Communications Plan

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

Discover the Simple Solution

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

General Tips

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

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WE LIVE THE CARDINAL WAY!

EVALUATION- CRITERIA & PROCEDURES



EVALUATION- CRITERIA & PROCEDURES

COACHING STANDARDS & CRITERIA:

Newton Community School District Activity Department

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

The Coach:

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

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

The Coach:

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

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

The Coach:

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

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

The Coach:

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



EVALUATION- CRITERIA & PROCEDURES

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

The Coach:

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

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

The Coach:

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

7. STANDARD: Engages in professional growth.

The Coach:

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

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

The Coach:

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



EVALUATION- CRITERIA & PROCEDURES

Newton Community School District- Athletic/Activity Department DATA COLLECTION

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

The Coach:

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

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

The Coach:

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

Artifacts/Data Points

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

Artifacts/Data Points

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



EVALUATION- CRITERIA & PROCEDURES

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

The Coach:

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

Artifacts/Data Points

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

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

The Coach:

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

Artifacts/Data Points

- Practice Plans
- Individual Development Plans
- Group Development Plans
- Team Development Plans
- Skill Development Programs
- Tape Sessions
- Summer Individual Camps
- Strength & Conditioning Program
- Phone Logs
- Technology - Games/Practice/Individual/ Instructional
- Incorporation of Positive Principles of Coaching
- Observations



EVALUATION- CRITERIA & PROCEDURES

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

The Coach:

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

Standard 6: Demonstrates competence in team management.

The Coach:

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

Standard 7: Engages in professional growth.

The Coach:

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

Artifacts/Data Points

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

Artifacts/Data Points

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

Artifacts/Data Points

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



EVALUATION- CRITERIA & PROCEDURES

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

The Coach:

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

Artifacts/Data Points

- Attendance Records
- Emergency Plan & Injury Policy
- Inventory & Equipment Policy
- Rosters - Eligibility Lists
- Statistical Reports
- Award Programs
- Record Forms - Individual & Team
- Program Recommendations - Personnel, Scheduling, Facilities, Equipment
- Officials Reports
- Summer Activities
- Fundraising Activities
- Media Contacts
- Rules Meetings
- Contact Logs/Letters
- Logs of Community Outreach
- Staff hand book
- Staff Performance Review
- Professional Development Logs
- Professional Portfolio

DATA SOURCES

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

PROFESSIONAL ARTIFACTS

In addition to the above, the following artifacts are included as a part of each coach's season review.

1. Program Philosophy & Goals
2. Sample Practice Plan
3. Communication Examples
4. Coaches & Player Handbooks
5. Awards Record
6. Inventory
7. Season Summary
8. Professional Development Log



EVALUATION- CRITERIA & PROCEDURES

Newton Community School District • Extra Curricular Evaluation Criteria

The primary purpose of the extra curricular coach/sponsor appraisal is to improve the working with students in a non classroom setting and to foster the development of positive self-concepts within the students.

We believe:

- Appraisal will be based on a common understanding of what constitutes effective coaching/sponsorship.
- Appraisal is an ongoing process that will be conducted in a fair manner in an atmosphere of mutual trust.
- The appraisal will be cooperatively approached by the appraiser and the person being appraised
- The appraisal will provide for positive reinforcement, professional growth, identification of areas needing improvement, and a mechanism that can result in termination of coach/sponsor.

I. CRITERION PLANNING AND ORGANIZATION INDICATORS:

- a. Shows evidence of planning both practice sessions and performances
- b. Includes positive self-concept elements in planning
- c. Plans activities according to age and ability of students
- d. As needed, includes others who have vested interest in working with the same students.

II. CRITERION: EFFECTIVE COACHING/SPONSORING INDICATORS

- a. Provides ongoing prompt feedback and positive feedback
- b. Provides for varied levels of ability for students
- c. Uses effective listening skills
- d. Conveys ideas effectively
- e. Attends to each student, not a select few
- f. Promotes active participation of all students
- g. Promotes sportsmanship at practices and events
- h. Effectively provides for the safety and well-being of students

III. CRITERION: ASSESSMENT INDICATORS:

- a. Makes methods of student appraisal clear and purposeful
- b. Monitors student progress fairly and consistently
- c. Effectively communicates student's progress to student and to parent when necessary
- d. Provides opportunity for one-on-one conferences
- e. Makes certain expectations are appropriate to level of students and program

IV. CRITERION CLIMATE INDICATORS

- a. Displays positive attitude in personal behaviors
- b. Displays positive attitude in personal comments to players, officials, fellow coaches/sponsors, parent/guardian and public
- c. Expects and works with students to promote positive behaviors
- d. Directs students in ways to develop positive self concept

V. CRITERION INTERPERSONAL RELATIONSHIPS INDICATORS:

- a. Communicates with fellow coaches/sponsors and other staff members in an effective manner
- b. Communicates with parent/guardian in an effective manner
- c. Communicates with appropriate supervisor(s) in an effective manner
- d. Has positive relationships with students
- e. Uses discretion in handling confidential information and difficult situations
- f. Demonstrates a respect for all with whom s/he works
- g. Promotes and encourages positive relationships among students



EVALUATION- CRITERIA & PROCEDURES

Newton Community School District • Extra Curricular Evaluation Criteria

VI. CRITERION: PROFESSIONAL RESPONSIBILITIES INDICATORS:

- a. Adheres to all authorized policies
- b. Selects appropriate channels for resolving concerns, problems
- c. Is punctual
- d. Maintains a good attendance record
- e. Attends meetings as requested
- f. Maintains accurate records as needed
- g. Assumes and completes duties promptly and effectively
- h. Demonstrates knowledge of assignment responsibilities
- i. Has knowledge of and abides with the rules and regulations governing the activity sponsored/coached
- j. Coordinates and directs lower level programs as needed
- k. Cooperates with upper level coach/sponsor as needed
- l. Works closely with the appropriate administrator regarding purchases
- m. Supervises students appropriately

VII. CRITERION: PUBLIC RELATIONS INDICATORS.

- a. Demonstrates appropriate conduct at all school sponsored events
- b. Dresses appropriately at practices and public events
- c. Enhances community involvement
- d. Has an effective public relations program regarding media, parents, and student body

EVALUATION PROCEDURE

1. All coaches and sponsors will be formally evaluated on a minimum of a three year cycle. New coaches will be evaluated the first and second year of employment.
2. Individuals who coach/.sponsor more than one activity will be evaluated a minimum of once on all activities within the year they are scheduled. One summative evaluation may cover all activities.
3. The evaluation process will be based on the listed Criterion and Indicators.
4. Within the first six (6) weeks of the school year, and prior to the first observation, the evaluator shall acquaint those coaches/sponsors who are to be formally evaluated of the procedures to be used during the evaluation process.
5. A summative conference will be held no later than thirty (30) work days following the end of the last season evaluated or at a time agreed upon by the evaluator and evaluated.
6. If there is an area marked "P" a plan of improvement will be written.
7. A plan of improvement will be written by the administrator and the coach/sponsor. It may involve a head coach/sponsor as decided upon by the administrator and the person being appraised. The Director of Human Resources may be involved coordinating the input from both parties.
8. The plan will include the following components:
 - Goal**
 - Objectives**
 - Plan**
 - Evaluation and Measurement**
 - Follow-up**
9. The Goal will be written so as to be measurable, attainable.
10. The Objectives will be a minimum of three and no more than six.
11. The Plan will outline practical actions that apply to the area(s) of concern expressed by either the appraiser or the person being appraised. It will include enough information so that both parties have a clear understanding of the expectations and the timelines.
12. The Evaluation and Measurement will be objective and directly related to the areas included in the plan. The degree of attainment will be reviewed in relation to continued need.
13. A determination of what Follow-up to be used Will be included in the original plan so as to ensure continued communication, feedback and support throughout the process.
14. A copy of the plan will be placed in the Personnel Office file.



EVALUATION- CRITERIA & PROCEDURES

NEWTON COMMUNITY SCHOOL DISTRICT EXTRA CURRICULAR APPRAISAL FORM

Coach/Sponsor _____ Assignment _____

The evaluator will mark all areas pertaining to the employee being evaluated. An “X” or a “P” will be used to mark the appropriate areas. Any area that is marked with a “P” will be addressed with a plan of improvement as outlined on the green criteria card.

	Competent	Growth Area
I. PLANNING AND ORGANIZATION		
a. Planning practice sessions and performances		
b. Positive self-concept elements in planning		
c. Planned on age and ability of students		
d. Include others who work with the same students		
II. EFFECTIVE COACHING/SPONSORING		
a. Provides ongoing prompt feedback & positive feedback		
b. Provides for varied levels of ability for students		
c. Uses effective listening skills		
d. Conveys ideas effectively		
e. Attends to each student, not a select few		
f. Promotes active participation of all students		
g. Promotes sportsmanship at practice and events		
h. Provides for safety and well-being of students		
III. ASSESSMENT		
a. Methods of appraisal are clear and purposeful		
b. Monitors student progress fairly and consistently		
c. Appropriately communicates student progress		
d. Provides opportunity for one-on-one conferences		
e. Expectations are appropriate to level of students		
IV. CLIMATE		
a. Displays positive attitude in personal behaviors		
b. Displays positive attitude in personal comments to		
Players		
Officials		
Fellow coaches/sponsors		
Parent/Guardian		
Public		
c. Promote positive behaviors in students		
d. Directs students in developing positive self control		

COMMENTS: _____



EVALUATION- CRITERIA & PROCEDURES

Newton Community School District Athletics & Activities

Coach Self Evaluation Tool

The purpose of this tool is to assist you in identifying the areas of coaching that you need improve upon. Give yourself an honest rating under each category. Once you have completed the evaluation, total your score and see how you measure up on the NCSD Coach Meter below.

(1) Strongly Disagree (2) Disagree (3) Agree (4) Strongly Agree

Organizational Skills

I arrive on time	1	2	3	4
I dress appropriately	1	2	3	4
I always prepare a practice/ training session plan with logical progressions	1	2	3	4
I challenge all student-athletes	1	2	3	4
I show concern for the health and safety of all of my athletes during practice and competition	1	2	3	4
I set clear boundaries for student-athletes	1	2	3	4
I have the ability to treat minor injuries and exhibit reasonable conduct when handling accidents or emergencies	1	2	3	4

Instructional Skills

I introduce skills clearly and accurately	1	2	3	4
I demonstrate skills properly and uses correct techniques	1	2	3	4
I ensure that the activity is suitable for the age, experience, ability and fitness level of each athlete	1	2	3	4
I encourage questions and creates a non-threatening practice environment	1	2	3	4
I explain the reason for doing the activity/drill	1	2	3	4
I assist in the development of short and long term goals, for each athlete and for the team	1	2	3	4
I have the ability to analyze player's strengths and weaknesses	1	2	3	4



EVALUATION- CRITERIA & PROCEDURES

Communication and Interpersonal Skills

I am enthusiastic and positive	1	2	3	4
I am dedicated to the sport and the team	1	2	3	4
I demonstrate a sense of fair play and promotes sportsmanship	1	2	3	4
I am patient and tolerant	1	2	3	4
I am honest and fair	1	2	3	4
I am a good role model and sets a positive example at all times	1	2	3	4
I have a sense of humor	1	2	3	4
I treat all players equally and enforce team rules consistently	1	2	3	4
I use appropriate verbal and non-verbal communication	1	2	3	4
I find a way to make all the athletes feel good about themselves	1	2	3	4
I know when to use discipline and when not to	1	2	3	4

TOTAL



EVALUATION- CRITERIA & PROCEDURES

NCSD Athletics & Activities Coach Meter:

- 75-100 **Excellent**, you are a well-organized coach and have great communication skills. Keep up the good work and continue your coaching development through further training, education and certification!
- 50-75 **Good**, you have mastered some of the necessary skills but need to improve certain areas of your coaching expertise. Contact your Director of Athletics & Activities to find some resources available for your specific needs.
- 25-50 **Needs Improvement**, you could use some help in some areas of your coaching and would benefit from more interaction with other coaches in your sport and from exploring and accessing the considerable resources with your Director of Athletic & Activities.
- 1-25 Please contact your Director of Athletics & Activities about signing up for the NCCP program to develop your coaching skills and to make you more comfortable and effective in fulfilling your coaching responsibilities. You have what it takes to become a great coach one day!



Head Coach Evaluation Form

Sport:

Head Coach:

Administrative Responsibilities

1. Assigns duties and responsibilities to assistant coaches with approval of the activity director.
2. Coordinates effectively the issuance, care, and inventory of equipment, supplies, and uniforms.
3. Assists the athletic director in purchasing equipment, supplies, and uniforms according to the annual budget.
4. .Assists the activity director in the scheduling independent contests and officials & judges.
5. Supervises athletes/students and the facility at all times from the time practice or activity started until the athletes left for home.
6. Submits all necessary forms to the activity director.
7. Ensures the proper completion of physical examinations and all forms relating to the examinations and emergency medical authorization before any athlete participated.
8. Coordinates the distribution, collection, and storage of equipment, uniforms, and supplies (during the season and at its conclusion), and for the collection of fees for lost equipment and uniforms by athletes.



EVALUATION- CRITERIA & PROCEDURES

9. Attends meetings punctually.

10. Performs all duties or responsibilities related to the coaching position as needed or directed by the principal and/ or activity director.

Coach's Comments

Interpersonal Relationships:

1. Effectively involved the entire coaching staff in the team's preparations for competition.

2. Demonstrates an interest in the classroom efforts and other activities of athletes; worked effectively with teachers.

3. Provides leadership that promoted positive attitudes and good sportsmanship.

4. Conducts interactions with athletes in a tolerant, fair, understanding, sympathetic, and patient manner.

5. Encourages representation on the team from all groups within the student body and provided an opportunity for athletes in all stages of development.

Coach's Comments



EVALUATION- CRITERIA & PROCEDURES

Enhance Athletic Performance & Implementation of the Strategic Plan:

1. Provides evidence of athletic development to athletes, families, and staff.
2. Implements strategies supporting district, athlete, and team-building goals.
3. Uses athletic performance data as a guide for decision making.
4. Creates an environment of mutual respect, rapport, and fairness.
5. Participates in and contributes to a culture that focuses on athletic growth.
6. Communicates effectively and accurately with athletes, families, colleagues, and publics (alumni, booster clubs, media, etc.).

Coaching Competence:

1. Understands and uses key concepts/instructional strategies, underlying theories, rules, and different perspectives related to the sport.
2. Uses knowledge of growth and development to make learning experiences in the sport meaningful and accessible for every athlete.
3. Relates ideas and information within and across sports.



EVALUATION- CRITERIA & PROCEDURES

Planning & Preparation:

1. Uses performance data, existing system (philosophy, offense, defense, etc.), and district guidelines in planning for instruction.
2. Uses performance data, existing system (philosophy, offense, defense, etc.), and district guidelines in planning for instruction.
3. Sets and communicates high expectations for academic, social, behavioral, and athletic success of all athletes.
4. Uses athletes' developmental needs, background, and interests in planning for instruction.
5. Selects strategies to engage all athletes in learning.
6. Uses available resources including technologies in the development and sequencing of instruction.

Instruction Delivery:

1. Aligns instruction with the existing system and district guidelines.
2. Uses instructional strategies that address the full range of ability levels.
3. Demonstrates flexibility and responsiveness in adjusting instruction to meet athletes' needs and maintain a high interest level.
4. Is prompt and organized concerning practices and events.
5. Connects athletes' prior knowledge, skill level, and interests in the instructional process.
6. Uses all available resources, including technologies, in the delivery of _____



EVALUATION- CRITERIA & PROCEDURES

Team & Individual Performance:

1. Aligns assessment with instruction, goals, and expectations.
2. Communicates assessment criteria and standards to all athletes and parents.
3. Guides athletics and team in goal setting and assessing their own progress.
4. Provides substantive, timely and constructive feedback to athletes and parents.
5. Works with staff regarding individual and team progress.

Team Management:

1. Creates an atmosphere that encourages positive social interaction, active engagement, and self-regulation for every athlete.
2. Establishes, communicates, models, and maintains standards of responsible behavior
3. Develops and implements procedures and routines that support high expectations for personal and athletic development.
4. Uses instructional time effectively to maximize individual and team performance.
5. Creates a safe and purposeful learning environment.



EVALUATION- CRITERIA & PROCEDURES

6. Follows appropriate procedures in prevention, rehabilitation and care of athletic injuries.
7. Follows requirements for athletic insurance, physical form, and practice permits.
8. Supervises student athletes prior to, during, and after practices/ competitions or whenever assigned athletes are the legal responsibility of the coach.

Professional Growth:

1. Demonstrates habits and skills of continuous inquiry and learning.
2. Works collaboratively with other coaches and administrators to improve professional practice.
3. Applies research, knowledge, and skills from professional development opportunities.
4. Establishes and implements professional development plans based upon coach's needs, aligned with Newton Coaching Standards and the Newton Strategic Plan for Athletics.

Professional Responsibilities:

1. Adheres to board policies, district procedures, contractual obligations, and NCSD Coaching Standards.
2. Demonstrates professional and ethical conduct as defined by state regulations, district guidelines, NFCA Coaches Code of Ethics, and duties related to risk management.



EVALUATION- CRITERIA & PROCEDURES

3. Contributes to efforts to achieve district and building goals.
4. Communicates effectively, in a timely manner, with Activities Director.
5. Demonstrates an understanding of and respect for all students and staff.
6. Collaborates with students, families, colleagues, and communities to enhance the athletic experience.
7. Demonstrates loyalty to the head coach and the athletics program.
8. Demonstrates enthusiasm.
9. Is appropriately dressed at the practices and contests.
10. Attends meetings conducted by state, conference, district, building, and administration.
11. Assists with distribution and collection of equipment.

Professional Relationships:

1. Notified all members of the team of all policies, rules, procedures, and requirements as they pertain to the team/activity.
2. Took responsibility for the conduct of the student/athletes, assistant coaches, and other team personnel at all times practice, games, bus rides, other schools, etc.



EVALUATION- CRITERIA & PROCEDURES

3. Promoted unity within the coaching staff and the entire activity department.
4. Set up all scouting trips and meetings with assistants.
5. Shows respect for officials, press, opposing coaches, visiting teams, parents, fans, students, athletes, fellow coaches, and teachers.

IHSAA/IGHSAU Sportsmanship Ratings:

6. Promotes school and community interest in the sport by appearing at school pep rallies, holding a pre-season parent meeting, and attending Booster Club meetings.
7. Maintains a positive working relationship with the media.
8. Develops teamwork, morale, sportsmanship, courtesy, fair play, academic excellence, and a strict adherence to rules of training and conduct.
9. Works effectively with medical personnel and trainers.
10. Promotes the attitude among athletes and coaches to coach with significance. Winning is important but secondary to good sportsmanship and the life long lessons learned through participation in Activities.



EVALUATION- CRITERIA & PROCEDURES

TEAM COMMUNITY SERVICE PERFORMED?

YES

NO

Description of Event?

Coach's Comments

Why do you Coach?

IHSAA/IGHSAU Sportsmanship Rating

Overall Performance:

Head Coach's Signature

____/____/____
Date

Athletic Director's Signature

____/____/____
Date

Principal's Signature

____/____/____
Date



EVALUATION- CRITERIA & PROCEDURES

Newton Athletics Assistant Coach Evaluation

Scale 1 - Effective 2 - Growth Area 3 - Satisfactory

4 - Unsatisfactory

Professional Qualifications

- _____ 1. Cooperates with head coach and athletic director.
- _____ 2. Understands and follows the policies and rules established by the board of education and state athletic association.
- _____ 3. Develops a rapport with the entire coaching staff.
- _____ 4. Attends activity department meetings, awards programs, pep rallies, etc.
- _____ 5. Maintains a professional and dignified conduct, especially towards officials, athletes, students, and opponents.
- _____ 6. Works cooperatively with other assistant coaches.
- _____ 7. Is prompt to meetings, practices, and contests.
- _____ 8. Uses the appropriate language, behavior, and manners with athletes and parents.
- _____ 9. Completes necessary paperwork effectively and promptly.

Coaching Skills

- _____ 1. Communicates effectively the rules of the sport/activity.
- _____ 2. Provides proper supervision of the student/ athletes at practice, in the locker room, on the bus, and after a competition.
- _____ 3. Displays a competent knowledge of the sport/activity.
- _____ 4. Maintains discipline with athletes.
- _____ 5. Accepts the philosophy, policies, and technique taught by the head coach.



EVALUATION- CRITERIA & PROCEDURES

Personal Characteristics

- _____ 1. Remains fair, understanding, and tolerant with athletes and staff.
- _____ 2. Displays a well-groomed appearance.
- _____ 3. Shows a sincere interest in all athletes.
- _____ 4. Provides honest, positive, confident leadership.
- _____ 5. Is cooperative and receptive to suggestions from the athletic director and head coach.

Additional Comments:

Assistant Coach's Signature

____/____/____
Date

Head Coach's Signature

____/____/____
Date

Athletic Director's Signature

____/____/____
Date

Principal's Signature

____/____/____
Date



EVALUATION- CRITERIA & PROCEDURES

Assistant Coach/Sponsor Job Description • 2017-18

Job Goal: To assist the head coach with management & supervision of the assigned athletic program.

Reports to: Head Coach, Director of Athletics/Activities, & High School Principal.

Qualifications:

Meets all qualifications and criteria established by the Iowa Department of Education and IHSAA/IGHSAU for coaches of athletic programs.

Possesses and maintains a high moral character, and the ability to work with children and adults.

Possesses knowledge of the position assigned.

Performance Responsibilities:

Serve as a middle school, freshman, junior varsity, or varsity and be classified as an assistant to the head coach.

Assume the responsibilities for the development of the specific team within the total program, under the direction of the head coach.

Assist the head coach in ways that will benefit the total program.

Attend meetings called by the Head Coach, Athletic Director, or Principal.

Carry out assignments as prepared by the Head Coach, Athletic Director, or Principal.

Assist the Head Coach in the distribution and collection of equipment, supplies, and uniforms.

Take part in special award programs, promotional programs, and other events deemed important by the Head Coach or Athletic Director.

Be responsible for the security of all facilities used by the team and coach when the Head Coach is not present.

Be responsible for the conduct of the student/athletes and other involved students at all times: practices, games, bus rides, school locker rooms, etc. (Good Conduct Policy)

Show respect for officials, the press, opposing coaches, parents, fans, students, fellow coaches, sponsors, and teachers.

Work to promote school spirit.

Develop teamwork, morale, sportsmanship, courtesy, fair play, academic excellence, and strict adherence to the rules of training and conduct.

Work to promote unity on the coaching staff within the framework of the Athletic Department.

Perform any other duties or responsibilities directly related to the position as directed or needed.

Term of Employment: The length of the contract shall be determined by the length of the season as established by the IHSAA/IGHSAU, NCSD Administration, and the Newton Community School Board. This is a one year contract and can be determined at the conclusion of the season or in the event the coach violates Iowa Department of Education or school board policy.

The job description is meant as a guideline. I understand that I must make reasonable decisions and must act on those decisions to ensure board goals are met.

My signature signifies that I have reviewed the contents of my job description and that I am aware of the expectations of my position. I understand that I must maintain the qualification requirements and I will be evaluated directly in accordance with the Performance Responsibilities as stated herein.

Signature of Employee

____/____/____
Date

Signature of Administrator

____/____/____
Date



Head Coach/Sponsor Job Description • 2017-18

Reports to: High School Principal through the Director of Athletics/Activities.

Qualifications:

Possesses and maintains a moral character that is in congruence with the expectations of the Newton Community School Board and Administration.

Possesses all qualifications and criteria established by the Iowa Department of Education and the IHSAA/IGHSAU for coaches, supervisors, and directors of student activity programs.

Possesses a good knowledge of the sport or activity assigned including, but not limited to, knowledge of training and conditioning techniques and the ability to improve the performance in their prospective activity.

Possesses the ability to communicate with parents, students, and administration.

Possesses the ability to address situations dealing with blood, bodily fluids, and tissue.

Goals and Performance Responsibilities:

Goal A. *Manage and supervise the athletic/activity program.*

Assign duties and responsibilities to assistant coaches/assistants with approval of the Director of Athletics/Activities.

Coordinate the issuance, care and inventory of equipment, supplies, medical supplies, and uniforms.

Assist the athletic/activities director in purchasing equipment, supplies, and uniforms for the particular activity.

Assist the athletic/activities director in maintaining a budget.

Assist the athletic / activities director in checking eligibility.

Assist athletic/activities director in scheduling independent games and officials.

Supervise students at all times from the time practice or activity starts until the students leave for home. At no time should students be without direct supervision of a coach.

Coordinate the security of all facilities used by the team and coaching staff.

Submit the following forms to the athletic/activity director:

Complete team roster forms well in advance and update as needed.

Complete awards list, season records, inventory forms, and lost equipment forms immediately at the conclusion of the season.

All other forms required by the athletic director.

Ensure the proper completion of the physical examinations, parent permission and medical release from and all forms relating to emergency medical authorization before a student participates.

Ensure proper possession of parental emergency release forms for each participating member when the team/activity is traveling or practicing.

Coordinate the distribution, collection, and storage of athletic equipment, uniforms, and supplies (during the season and at its completion) and for the collection of fees for lost equipment and uniforms by athletes.

Attend sport medicine in service, First aid, CPR training, or any other related activity to ensure the safety of the students in your program.



Attend all required meetings designated by the state association, athletic/activity director, or principal. Show respect for officials, press, opposing coaches, visiting teams, parents, fans, students, athletes, fellow coaches, sponsors, and teachers.

Be a leader among young student athletes as coach/sponsor and as a classroom teacher.

Be responsible for security at all facilities used by the team and coaching staff when custodians are not on duty.

Set up all scouting trips and meetings with coaches/sponsors.

Perform any other duties or responsibilities related to the position as needed or directed by the high school principal and/ or athletic/activity director.

Work in coordination with the strength coordinator and athletic trainer to improve athletic performance, reduce risk of injury, lessen recovery time, increase endurance, improve overall fitness & health, improve overall strength, secure weight room times for your prospective teams, and work with the Athletic Department to promote unity among coaches, students, and parents within the strength and conditioning program.

In-season 2x week off-season 4x a week.

Goal B: *Establish an environment in which participants can gain self-esteem and develop a positive self-image.*

Be responsible for awards presentations made during annual awards programs, and incorporating total coaching/athletic staff.

Demonstrate an interest in the classroom efforts (by checking grades of students in season) and off-season activities of students.

Provide leadership that promotes positive attitudes and good sportsmanship.

Work with students in a fair, understanding, tolerant, sympathetic, and patient manner.

Encourage students to participate in more than one activity.

Promote school and community interest in the sport/activity by:

Appearing at school pep rallies.

Holding pre season parent meetings.

Attending meetings.

Maintaining a pleasant, workable relationship with the news media.

Preparing public address announcements for in school use.

Notify all members of the team/activity of all policies, procedures, and training rules as they apply.

Be responsible for the conduct of students/athletes and other involved students at all times-practices, games, bus rides, other schools, etc. (Good Conduct Policy)

Promote unity within the coaching staff and within the framework of the activity department. (Sharing Athletes)

Ensure representation from all groups within the student body by providing opportunity for students in all stages of development.

Goal C: *To establish winning teams/activities within the bounds of good sportsmanship, teaching and coaching with significance.*



Develop teamwork, morale, sportsmanship, courtesy, fair play, academic excellence, and strict adherence to rules of training and conduct.

Promote the attitude among athletes, students, coaches, and sponsors that winning is important but is secondary to good sportsmanship and the overall welfare of the student/athlete.

Term of Employment: The length of the contract shall be determined by the length of the activity season as established by IHSAA/IGHSAU State Association, Administration, and Newton Community School Board. This is a one year contract and can be determined at the conclusion of the season or in the event the coach violates Iowa Department of Education or school board policy.

The job description is meant as a guideline. I understand that I must make reasonable decisions and must act on those decisions to ensure Board goals are met.

My signature signifies that I have reviewed the contents of my job description and that I am aware of the expectations of my position. I understand that I must maintain the Qualification requirements and I will be evaluated directly in accordance with the Performance Responsibilities as stated herein.

Signature of Employee

____/____/____
Date

Signature of Administrator

____/____/____
Date

Signature of Director of Athletics/Activities

____/____/____
Date

CARDINAL PLAYBOOK

CFLA



THE CARDINAL WAY

We Act with **INTEGRITY.**

We Demonstrate an uncompromising **COMMITMENT to EXCELLENCE.**

We **OUTWORK** and **OUT HUSTLE** our opponents in pursuit of **CHAMPIONSHIPS.**

We desire the **BEST FOR** and expect the **BEST FROM** each other.

We **MAXIMIZE OUR POTENTIAL** by **ASPIRING TO GREATNESS.**

WE LIVE THE CARDINAL WAY!

FUND RAISING & ACTIVITY ACCOUNTS



FUND RAISING & ACTIVITY ACCOUNTS

PURCHASING, FUND RAISING, CAMP PLANNING & GENERAL/ACTIVITY FUNDS MANAGEMENT INSTRUCTIONS

Guiding Principle: Handling funds in the public school is a serious matter governed by state law and board policy. This document is intended to assist you in conforming to these regulations. Refer questions to your immediate supervisor. 11/2013

I. FUND RAISING

I. Fund Raising

Students may raise funds for school-sponsored events with permission of the building principal (Board policy 1 005.4)

Guiding Principles:

1. Generally student fund raising should be minimized.
2. Each fund raiser should have a specific purpose. which can be articulated clearly by the sponsor and students.
3. Other sources of funding should be exhausted before fundraising is undertaken.

Operational Procedures:

1. Students/parents should be informed of the goal of the fund raiser and given an option to write a check to the organization.
2. Sponsors should not set an amount that each student is required to raise.
3. If items are being sold, the percentage which will actually be gained by the school organization should be identified. i.e .. if the purchase of \$20 worth of chocolate will net the organization \$5, this should be known. A person might prefer to give a \$5 donation rather than buy the \$20 worth of candy.
4. Rewards to specific students should be minimized or give to the group as a whole. The emphasis should be on working for the activity or group rather than for themselves. Also the cost of the rewards detracts from the net profit of the group. Student cash prizes cannot be awarded by the district.
5. A completed fund-raising reconciliation report will be required (copy of form attached).

Revenue/Deposits: See IV.



“Over coaching is the worst thing you can do to a player.”

— Dean Smith



II. PURCHASING/EXPENDITURES/CHECKS

II. Purchasing/Expenditures/Checks

Expenditures: A purchase order/requisition must be completed and approved prior to ordering. Requests for supplies, equipment, and services shall be made by school district personnel to their immediate supervisor. Purchase orders/requisition forms shall be submitted to the Director of Business Services. (Board policy 803.2)

Coaches and Student-Athlete Apparel purchased with Activity account funds remain the property of Newton Community School District and shall be returned to NCS D upon the completion of the season.

Purchases made for student-athletes that will be kept by the student must be reimbursed to the NCS D.

No Gift Cards or purchases that remain with the student-athlete or coach can be purchased with activity account funds.

Gift Cards and Iowa Code 279.29

Gift cards are not an appropriate district purchase since Iowa Code Section 279.29 requires districts to “audit and allow” all bills and the gift card does not provide the Board with the ability to perform the required function of approval of the final purchase. We have become aware that some districts are purchasing gift cards and giving them as incentives or prizes to students as part of Positive Behavioral Intervention Supports (PBIS). Further, some administrators have given cash prizes or personally purchased gift cards and distributed them as an incentive, but asked for reimbursement from the district. Also, some of the gift cards are for restaurants or establishments which may have items which are not an allowable purchase with public funds. Without knowing the ultimate purchase, we do not believe that the district can comply with Chapter 279.29. For further questions, please contact Janice Evans at janice.evans@iowa.gov or 515-281-4740.

Procedures for Payments: Request for check: All payments and checks require prior board approval. The Board meetings are normally held on the second and fourth Mondays of the month. Request for checks will need to be in the Central Office by noon, on the Tuesday preceding the Board meeting.

Exceptions: The Board allows only the following payments to be issued between meetings—freight, postage, utilities and rents, and to make payment of salaries pursuant to the terms of written contracts entered into by the Board of Directors. (Board Policy 803.5)



“Over coaching is the worst thing you can do to a player.”

— Dean Smith



II. CAMPS

III. Camps

The following guidelines are provided to insure efficient, expedient and consistent procedures associated with special activities:

1. Special activities involving Newton students sponsored by Newton School District employees should be scheduled through the activities director office.
2. The sponsor will arrange for advertisement of the activity through the district purchasing procedure.
3. All funds are to be paid to the district and deposited in school district accounts by the activities secretary.
4. The camp will pay the district \$1 per participant for insurance.
5. The camp organizer will recruit, assign and determine payment for all activity coaches, officials and helpers.
 - a. Current employees of the district will be paid through district payroll at a rate determined by the camp organizer.
 - b. Non-employees will provide name, address and social security number on a W -9 form and a personal service contract to permit direct payment for special services.
6. Funds generated through the camp will be directly used to pay all related expenses and all camp employees, with remaining funds credited to the appropriate activity account.
7. Funds placed in the activity account will be used at the direction of the program sponsor for any permissible expense, including but not limited to: camps and clinics for players and/or coaches, travel expenses, supplies, equipment and program appropriate apparel. Coaches' apparel purchased with activity account funds remain the property of the Newton Community School District and shall be returned to the Activities Director upon completion of duties.
8. The activities director will approve all planned activities and make provision for the activity fund general athletic account to pay the cost associated with the district's portion of personnel benefits (FICA and IPERS) generated by the camp activity.

IV. REVENUE/DEPOSITS

IV. Revenue/Deposits

1. Whenever possible cash collections should be received directly from students in the building office by personnel designated by the principal.
2. Sponsors/teachers should not personally hold any checks or cash.
3. Sponsors/teachers should personally take all proceeds or fees collected from students directly to building office personnel.
4. All checks and cash receipts should be deposited promptly.
5. Sponsors/teachers will be expected to give receipts for all cash collected.
6. Reconciliation forms: A fund-raising reconciliation form will need to be completed and returned to the building administrator and forwarded to the Central Office. (Reconciliation Form Attached)

V. MISCELLANEOUS

V. Miscellaneous

1. Donations: School organizations are not permitted to make donations to other nonprofit organizations.
2. The School District Taxpayer Identification number will only be used by Newton Community School District funds under the fiduciary control and responsibility of the Board of Education.
3. Questions: Contact your building administrator, Gayle Isaac ext. 2415, or Debbie Swank ext. 2414.
- 4. Personal Responsibility: Failure to follow appropriate fund management procedures may force the district to hold you personally responsible for incurred expenses.**



FUND RAISING & ACTIVITY ACCOUNTS

Purchasing Process: Reimbursements

This year we have attempted to comply with our auditors' request to cease reimbursing employees for purchases. Many employees continue to seek reimbursements.

Beginning July 1, 2016, the District will no longer approve employee reimbursement where our purchase orders are accepted: i.e. Fareway, Hy-Vee, Wal-Mart, and Learning Post among many other vendors. If in doubt about which vendors accept our purchase orders, contact Debbie Swank. Check with your building secretary to have a purchase order generated and take it to the store.

The payment of registration fees can be processed with a purchase order and a check will be mailed after Board approval. Your request for payment must be into the building secretary by the 1st and 3rd Monday of each month.

The District does have an account with Amazon. The School Board advocates buying from local businesses whenever possible; if you need to purchase from Amazon work with your building secretary or contact Debbie Swank for your needs.

Thank you for your cooperation.

Gayle Isaac, CPA
Director of Business Services
Newton Community School District
isaacg@newton.k12.ia.us



“Without self-discipline, success is impossible, period.”

— Lou Holtz



FUND RAISING & ACTIVITY ACCOUNTS

There were a couple of articles in the School Business Alert last year. Following are portions of those.

February 2014:

Gift Cards and Iowa Code 279.29

Gift cards are not an appropriate district purchase since Iowa Code Section 279.29 requires districts to “audit and allow” all bills and the gift card docs not provide the Board with the ability to perform the required function of approval of the final purchase. We have become aware that some districts are purchasing gift cards and giving them as incentives or prizes to students as part of Positive Behavioral Intervention Supports (PBIS). Further, some administrators have given cash prizes or personally purchased gift cards and distributed them as an incentive, but asked for reimbursement from the district. Also, some of the gift cards are for restaurants or establishments which may have items which are not an allowable purchase with public funds. Without knowing the ultimate purchase, we do not believe that the district can comply with Chapter 279.29. For further questions, please contact Janice Evans at janice.evans@iowa.gov or 515.281.4740.

March 2014 (part of the article):

Gift Card Update

Additional questions regarding gift cards have been received. Following are those questions and answers:

Q. Are gift cards donated by PTO, booster groups or community members acceptable to give to students or staff?

A. No. If the gift cards were donated to the district, they would become district property and the district cannot give gift cards since the district cannot determine that the gift cards were appropriately used under audit and allowance requirements. However, if these groups held an event, unrelated to the school, they could use the gift cards as prizes.

Q. Can a district purchase Amazon Gift Cards to be used for book purchases on Kindles only? Because we purchase mass books for students, this seems to be the easiest way to purchase and distribute via the Amazon Cloud. Would this type of purchase still be considered unacceptable? We technically do not receive the “invoice,” but can review purchases made on Amazon if needed.

A. No. The district cannot audit and allow the purchases as required by Code. It also cannot monitor the actual books that are purchased for appropriateness.



FUND RAISING & ACTIVITY ACCOUNTS

NEWTON COMMUNITY SCHOOL DISTRICT Fund Raising Project Report

SPONSOR/COACH COMPLETES

General Information

Name of Activity/Organization _____

Sponsor _____ Building _____ Grade Level(s) _____

Project Name, Description _____

Fund Raising Date(s) _____

Quantity Ordered (or see attached) _____

Unit Cost (or see attached) _____

Intended Use of Profits _____

Estimated Expense _____ Estimated Profit _____

Vendor Information

Company Name _____

Address _____

Phone Number _____ Fax Number _____

BUILDING SECRETARY COMPLETES

Purchase Order Number _____ Date Submitted _____

Please send this form to Business Office.

BUSINESS OFFICE COMPLETES

Invoice Number _____

Check Amount _____

Check Number _____

_____ Date Approved by Board

Total Expenses _____

Total Revenue _____

NET PROFIT _____

Please attach copies of the following:

_____ Purchase Order _____ Invoice _____ Deposit Slip

Sponsor/Coach

_____ Signature

_____ Date

Principal/Athletic Director

_____ Signature

_____ Date

CARDINAL PLAYBOOK

CFLA



THE CARDINAL WAY

We Act with **INTEGRITY.**

We Demonstrate an uncompromising **COMMITMENT to EXCELLENCE.**

We **OUTWORK** and **OUT HUSTLE** our opponents in pursuit of **CHAMPIONSHIPS.**

We desire the **BEST FOR** and expect the **BEST FROM** each other.

We **MAXIMIZE OUR POTENTIAL** by **ASPIRING TO GREATNESS.**

WE LIVE THE CARDINAL WAY!

MEDICAL- ATHLETIC TRAINING & EMERGENCY RESPONSE PLANS



Medical Athletic Training & Emergency Response Plans

The health & safety of all of our athletes should be every coach's top priority. That is why medical & training guidelines, the athletes' Emergency Medical Authorization Form, and the Injury Report Form are very important documents to retain at all times for quick access. In today's society where parents are quick to litigate against the coach & school on a claim of negligence, it is important to document situations to avoid litigation. Documentation can prove the coach acted in a practical & effective manner.

The Coach & Athletic Trainer should complete the Injury Report Form immediately after an athlete is injured. It should be given to the Athletic Director within 24 hours and then filed with the athlete's physical examination documents. The Injury Report Form is necessary when the athlete has to miss any practice or competition due to an injury.

Medical & Training Guidelines

1. Each Coach must have an accessible medical kit.
2. Follow the Emergency Plans in the event an injury takes place.
3. Parent must be contacted immediately to report the injury.
4. Whenever an athlete is injured, the Coach or Athletic Trainer must provide a completed Injury Report Form within 24 hours of the injury.
5. The coaching staff must maintain a regular dialogue with the trainers and medical personnel throughout the season.
6. Coaches should incorporate preseason, in season, and post season conditioning for athletes to reduce injuries.
7. Athletes should be cautioned about improper and illegal maneuvers associated with that sport that could cause potential injuries.
8. Coaches should be attentive to athletes' ineffective performance during practice or contests as a sign of a potential injury.
9. Injured athletes must make regular visits to the school's Athletic Trainer or other licensed primary healthcare provider until they are released to return to practice & competitions.
10. Coaches should warn athletes about concealing an injury. This can be detrimental to their health and lead to a potentially greater injury.
11. Coaches should educate athletes and parents about the typical injuries that could occur in that sport.

Thank you in advance for your help in making sure we mitigate any medical liability issues in dealing with our student-athletes. Your attention to this matter is imperative to properly care for our students.

Safety First.. ... Go Cardinals



Newton High School Athletic Emergency Action Plan Indoor On-Campus Facilities

Where are the emergency care cards?

A copy of each athlete's emergency care card is located in the athletic office as well as with the team's head coach **COACHES: Bring copies to all contests with you!**

Who will notify ATC?

In case of emergencies at practice locations coaches will contact Emergency Response, Parents, & ATC.

Emergency Chain of Command

In the case that the Head Coach is absent the Head JV or Asst. Varsity Coach will be the main contact in the case that the JV Coach is not present the Head SOPH Coach will manage the team. Contact Athletic Director to notify of injury incident.

Who will travel with the injured athlete & manage the team in an emergency situation?

In the case that a student-athlete needs emergency care and a parent is not present the I lead coach or designee will travel with the injured athlete to the emergency care facility. (Contact Parent ASAP)

Newton High School#:	(641) 792-5797
Head Licensed ATC#:	(641) 521-0357 (Matt Scotton)
Boys Basketball Coach#:	(206) 920-0040 (Bill Liley)
Girls Basketball Coach#:	(641) 990-6552 (Brandon Sharp)
Volleyball Coach#:	(641) 840-1748 (Ashley Carter)
Wrestling Coach#:	(515) 490-7028 (Andy Swedenhelm)
Girls Swimming Coach#:	(641) 707-2108 (Sarah Patterson)
Boys Swimming Coach#:	(641) 707-2 108 (Sarah Patterson)
Cheerleading Coach #:	(641) 707-2251 (Heather Ross)
Dance-line Coach #:	(641) 260-6056 (Kayla Juni)

Skiff Emergency Room# **(641) 791-4300**

Nearest Land Line # :	
Main Office	(641) 792-5797
Guidance Office	(641) 792-5829 ext. 2018
Coaches Office	(641) 792-5797 ext. 2095
Training Room Office	(952) 792-5797 ext. 2117

Athletic Administrator #:	
Scottt Garvis	(641) 792-5797 ext. 2137
EMS	(911)



Who calls the EMS?

If it is a home contest, the coach or the certified athletic trainer/physical therapist, or designee will contact EMS if needed. If it is an away contest, the coach should coordinate with the home team who is in charge of a medical emergency.

Make sure it is clear how and when to call 911 or the local emergency number.

If there is a certified athletic trainer or any other school appointed medical professional covering the event, they will decide how and when to contact the EMS. If there is no medical professional covering the contest the following guidelines should be followed: Any time an athlete's breathing is compromised, there is a loss of consciousness or there is severe uncontrollable bleeding, the EMS must be called. The use of a cell phone is best because it allows the caller to remain at the athlete's side while the operator asks the caller questions.

Where should EMS come to have quick access to the injured athlete?

If the contest is located one of Newton High School's indoor facilities, the EMS may drive directly to the Gymnasium Southeast Entrance to provide Quick and efficient care to the injured athlete.

(Review and understand access routes for EMS vehicles using the attached maps of the Newton High School campus.)

Who will give primary care to the athlete?

Whether the contest is at home or away, the coach should ascertain if there are any official medical personnel, such as a certified athletic trainer or medical doctor, covering the contest. If a medical professional is covering the event per the home school's request, they are responsible for giving any and all medical care to an injured athlete. If there are no official medical personnel covering the contest, the primary care of an injured athlete is the responsibility of the coach.

If the contest is being held on a Newton High School facility and there is a certified athletic trainer or physical therapist covering the event, the certified athletic trainer will have the first aid kit. If there is no certified athletic trainer covering the event hosted by Newton High School, it is the responsibility of one of the team's coach's to keep a first aid kit with them at all times. If a team's first aid kit needs to be restocked during the season it is the responsibility of a coach to have it replenished. Each team should have its own first aid kit at all times to include practices, scrimmages, home and away events.



Where are the AED's located?

There is an AED located on the wall between the cafeteria & gymnasium. The certified athletic trainer or other school appointed medical professional will have a portable AED with them when covering a home contest located on a Newton High School facility.

Emergency Telephone Numbers:

Certified Athletic Trainer:

Contact phone number for the school's athletic trainer should be made in person. Matt Scotton can be contacted for any questions related to an athletic injury. He may be reached at (64 1) 521-0357 or msscotton@newtoncarclinals.com

EMS: 9 11

Skiff Hospital Emergency Room:

(641) 79 1-4300 (Dial 911 for all medical emergencies)

Other telephone numbers posted for:

Fire: (64 1) 792-3347 or 911

Iowa Poison Control:

(800) 222-1222 or 911

Hospitals:

Skiff medical Center
204 N. 4th Ave. E., Newton, IA (641) 787-5433

Power and Gas Companies:

Black Hills Energy Emergency Contact# 1 (800) 694-8989
Alliant Energy Emergency Contact # 1 (800) 255-4268

Iowa Health Department;

321 E. 12th St, Des Moines, IA, 50319, (515) 281-7689

In severe cases where the school district would need to respond to press please contact:

Bob Callaghan
Newton Community Schools Superintendent
Emerson Hough Administrative Services Center
700 N . 4th Ave E.
Newton, IA 50208
(641) 792-3982



**Newton High School Athletic Emergency Action Plan
Outdoor District-Campus Facilities**

Where are the emergency care cards?

A copy of each athlete’s emergency care card is located in the athletic office as well as with the team’s head coach **COACHES: Bring copies to all contests with you!**

Who will notify ATC?

In case of emergencies at practice locations coaches will contact Emergency Response, Parents, &ATC.

Emergency Chain of Command

In the case that the Head Coach is absent the Head JV or Asst. Varsity Coach will be the main contact in the case that the JV Coach is not present the Head SOPH Coach will manage the team. Contact Athletic Director to notify of injury incident.

Who will travel with the injured athlete & manage the team in an emergency situation?

In the case that a student-athlete needs emergency care and a parent is not present the Head coach or designee will travel with the injured athlete to the emergency care facility. (Contact Parent ASAP)

Newton High School #:	(641) 792-5797	
Head Licensed ATC #:	(641) 521-0357	(Matt Scotton)
Football Coach #:	(952) 792-5797 ext. 2050	(Ed Ergenbright)
Softball Coach #:	(641) 831-0329	(Kristina McNew)
Boys Soccer Coach #:	(515) 201-1957	(Zach Jensen)
Girls Soccer Coach #:	(641) 275-7774	(Abby Lamont)
Boys Cross Country#:	(641) 831-9020	(Steve Weeks)
Girls Cross Country#:	(641) 521-4515	(Rachelle Tipton)
Baseball Coach #:	(641) 417-9166	(Dustin Brisel)
Boys Track Coach #:	(515) 745-1329	(Tanner Clute)
Girls Track Coach #:	(319) 930- 1222	(Rachel Tomas)
Boys Tennis Coach #:	(712) 229-3038	(John Bieber)
Girls Tennis Coach #	(319) 321-7559	(Erik Zehr)
Cheerleading Coach #:	(641) 4 17-0082	(Heather Ross)
Dance-line Coach #:	(641) 260-6056	(Kayla Juni)

Skiff Emergency Room# (641) 791-4300

Nearest Land Line#:

HA Lynn Stadium	(641) 792-5529 ext. 6031
Berg Softball Field	(641) 792-3305
Weight Room	(641) 792-5797 ext. 2041
Main Office	(641) 792-5797
Training Room Office	(641) 792-5797 ext. 2117

Athletic Administrator # : (641) 792-5797 ext. 2137

EMS (911)



Sport: Outdoor District-Campus Facilities

Game Site Street Address:

HA Lynn Field W 6th St S & 12th Ave W, Newton, IA 50208

Woodland Park N 19th Ave W & W 3rd St. N, Newton, IA 50208

Berg Softball Field 1900 N 5th Ave E, Newton, IA 50208

Aurora Height Tennis Courts 2100 1st Ave E, Newton, IA 50208

Westwood Golf Course 3387 Hwy F-43W, Newton, IA 50208

Who calls the EMS?

If it is a home contest, the coach or the certified athletic trainer/ physical therapist, or designee will contact EMS if needed. If it is an away contest, the coach should coordinate with the home team who is in charge of a medical emergency.

Make sure it is clear how and when to call 911 or the local emergency number.

If there is a certified athletic trainer or any other school appointed medical professional covering the event, they will decide how and when to contact the EMS. If there is no medical professional covering the contest the following guidelines should be followed: Any an athlete's breathing is compromised, there is a loss of consciousness or there is severe uncontrollable bleeding, the EMS must be called. The use of a cell phone is best because it allows the caller to remain at the athlete's side while the operator asks the caller questions.

Where should EMS come to have quick access to the injured athlete?

If the contest is located on one of Newton High School's outdoor facilities, the EMS may drive directly to the field of play provide quick and efficient care to the injured athlete.

(Review and understand access routes for EMS vehicles using the attached maps of the Newton High School off-campus facilities.)

Who will give primacy care to the athlete?

Whether the contest is at home or away, the coach should ascertain if there are any official medical personnel, such as a certified athletic trainer or medical doctor, covering the contest. If a medical professional is covering the event per the home school's request, they are responsible for giving any and all medical care to an injured athlete. If there are no official medical personnel covering the contest, the primary care of an injured athlete is the responsibility of the coach.

If the contest is being held on a Newton High School facility and there is a certified athletic trainer or physical therapist covering the event, the certified athletic trainer will have the first aid kit. If there is no certified athletic trainer covering the event hosted by Newton High School, it is the responsibility of one of the team's coach's to keep a first aid kit with them at all times. If a team's first aid kit needs to be restocked during the season it is the responsibility of a coach to have it replenished. Each team should have its own first aid kit at all times to include practices, scrimmages, home and away events.



Where are the AED's located?

The certified athletic trainer or other school appointed designee will have a portable AED with them when covering a home contest located on a Newton High School facility.

Emergency Telephone Numbers:

Certified Athletic Trainer:

Contact phone number for the school's athletic trainer should be made in person. Matt Scotton can be contacted for any questions related to an athletic injury. He may be reached at (641) 521-0357 or msscotton@newtoncardinals.com

EMS: 911

Skiff Hospital Emergency Room:

(641) 791-4300 (Dial 911 for all medical emergencies)

Other telephone numbers posted for:

Fire: (641) 792-3347 or 911

Iowa Poison Control:

(800) 222-1222 or 911

Hospitals:

Skiff Medical Center, 204 N. 4th Ave E., Newton, IA (641) 787-5433

Power and Gas Companies:

Black Hills Energy Emergency Contact # 1 (800) 694-8989

Alliant Energy Emergency Contact# 1 (800)255-4268

Iowa Health Department:

321 E. 12th St, Des Moines, IA, 503 19, (515) 281-7689

In severe cases where the school district would need to respond to press please contact:

Bob Callaghan

Newton Community Schools Superintendent

Emerson Hough Administrative Services Center

700 N. 4th Ave E.

Newton, IA 50208

(641) 792-3982



Newton Athletics 911 Telephone Script

1. Take a few deep breaths to calm yourself. Obviously, when you are making a call to emergency services, you are in an emergency, and have a lot of adrenaline flowing through your veins. However, this will **impede your speech** and may cause you to start talking too fast, too slow, begin stuttering, etc.

2. Call 911. Pick up the receiver. Press 9. Press 1. Press 1 again. I lit the “Call” button (if there is one). Be aware that, sometimes, it takes time for the phone to route to the correct answering point; }”” must be patient! **Do NOT hang up if you do not connect immediately!!**

3. Remain calm. This is easier said than done. Measure and pace your breathing to slow down your heart rate, and begin to plan what you will say to the dispatcher (see below).

Remember: Panic is the enemy, in this race against time.

4. Know what you will be asked. Make sure that) you are aware of each of the following:

- **Where is the emergency?:** The emergency is not always Located where you are calling from. Always be aware of your surroundings and where you are. Try to keep a watch out for the road signs, business names and intersections whenever you may travel.
- **Nature of the emergency:** Do you require assistance from law enforcement, medical professionals, and/ or fire fighters? In certain areas, the dispatcher or a computer will tell you to dial certain numbers to help them know which department to connect you with and whom you should talk to.
- **A detailed, yet concise, description:** What happened? How many details do you know? What should have the most importance:- In general, the most important thing is why you need assistance (a head injury, for example), followed by what caused you to need assistance (say, a blow to the head).
- **The phone number of your phone.** The dispatcher will need instructions on how to get to where you are, and may need to call back for more information. Know the phone number of your phone.
- **Location.** Know the address of the emergency and the nearest intersection (cross street), or be able to provide directions for the dispatcher to relay to the emergency responders.

5. Listen to the dispatcher. Follow orders. The better and faster you follow orders, the higher everyone’s rate of survival will be. Even in a non-lethal situation (broken bones, etc.) this is of vital importance. Have strict, unwavering faith in the dispatcher. And remember that even if the dispatcher is still asking questions or giving instructions, help is on the way.

6. Do not hang up until instructed to. Anything can happen, and the emergency services need to know your situation at all times. If the building is on fire, for example, the dispatcher will need for the other people in the building if and where any safe exits are.



**Newton Community School District
Student Athlete Accident Report**

Student Name: _____

Grade: _____ Sport: _____

Date of Accident ____ Month ____ Day ____ Year Time _____

Date Report Filed Place of Accident _____

Cause of Accident _____

Nature of Injury _____

Under Whose Supervision _____

Were Parents Contacted _____ By Whom? _____

Date: ____/____/____ Time: ____ AM/ PM (Circle one)

Was the Athlete Seen by a Doctor? _____

Name _____ Date _____

The Accident Occurred (Check One)

____ During a game or contest

____ During a practice

____ Other

Person Making This Report: _____

Signature of Coach: _____

Signature of Trainer: _____

Insurance Report Filed? (Circle one) Yes No

Date: ____/____/____



SUGGESTED GUIDELINES FOR MANAGEMENT OF CONCUSSION IN SPORTS

National Federation of State High School Associations (NFHS)
Sports Medicine Advisory Committee (SMAC)

Introduction

A concussion is type of traumatic brain injury that interferes with normal function of the brain. It occurs when the brain is rocked back and forth or twisted inside the skull as a result of a blow to the head or body. What may appear to be only a mild jolt or blow to the head or body can result in a concussion.

The understanding of sports-related concussion has evolved dramatically in recent years. We now know that young athletes are particularly vulnerable to the effects of a concussion. Once considered little more than a “ding” on the head, it is now understood that a concussion has the potential to result in short or long-term changes in brain function, or in some cases, death.

What is a concussion?

You’ve probably heard the terms “ding” and “bell-ringer.” These terms were once used to refer to minor head injuries and thought to be a normal part of sports. There is no such thing as a minor brain injury. Any suspected concussion must be taken seriously. A concussion is caused by a bump, blow, or jolt to the head or body. Basically, any force that is transmitted to the head causes the brain to literally bounce around or twist within the skull, potentially resulting in a concussion.

It used to be believed that a player had to lose consciousness or be “knocked-out” to have a concussion. This is not true, as the vast majority of concussions do not involve a loss of consciousness. In fact, less than 10% of players actually lose consciousness with a concussion.

What exactly happens to the brain during a concussion is not entirely understood. It appears to be a very complex injury affecting both the structure and function of the brain. The sudden movement of the brain causes stretching and tearing of brain cells, damaging the cells and creating chemical changes in the brain. Once this injury occurs, the brain is vulnerable to further injury and very sensitive to any increased stress until it fully recovers.

Common sports injuries such as torn ligaments and broken bones are structural injuries that can be seen on MRIs or x-rays, or detected during an examination. A concussion, however, is primarily an injury that interferes with how the brain works. While there is damage to brain cells, the damage is at a microscopic level and cannot be seen on MRI or CT scans. Therefore, the brain looks normal on these tests, even though it has been seriously injured.



Recognition and Management

If an athlete exhibits any signs, symptoms, or behaviors that make you suspicious that he or she may have had a concussion, that athlete must be removed from all physical activity, including sports and recreation. Continuing to participate in physical activity after a concussion can lead to worsening concussion symptoms, increased risk for further injury, and even death.

SYMPTOMS REPORTED BY ATHLETES

- Headache**
- Nausea**
- Balance problems or dizziness**
- Double or fuzzy vision**
- Sensitivity to light or noise**
- Feeling sluggish**
- Feeling foggy or groggy**
- Concentration or memory problems**
- Confusion**

Parents and coaches are not expected to be able to “diagnose” a concussion. That is the role of an appropriate health-care professional. However, you must be aware of the signs, symptoms and behaviors of a possible concussion, and if you suspect that an athlete may have a concussion, then he or she must be immediately removed from all physical activity.

SIGNS OBSERVED BY PARENTS, FRIENDS, TEACHERS OR COACHES

- Appears dazed or stunned**
- Is confused about what to do**
- Forgets plays**
- Is unsure of game, score, or opponent**
- Moves clumsily**
- Answers questions slowly**
- Loses consciousness**
- Shows behavior or personality changes**
- can't recall events prior to hit**
- can't recall events after hit**

When in doubt, sit them out!



When you suspect that a player has a concussion, follow the “Heads Up” 4-step Action Plan.

1. Remove the athlete from play.
2. Ensure that the athlete is evaluated by an appropriate health-care professional.
3. Inform the athlete’s parents or guardians about the possible concussion and give them information on concussion.
4. Keep the athlete out of play the day of the injury and until an appropriate health-care professional says he or she is symptom-free and gives the okay to return to activity.

The signs, symptoms, and behaviors of a concussion are not always apparent immediately after a bump, blow, or jolt to the head or body and may develop over a few hours. An athlete should be observed following a suspected concussion and should never be left alone.

Athletes must know that they should never try to “tough out” a suspected concussion. Teammates, parents and coaches should never encourage an athlete to “play through” the symptoms of a concussion. In addition, there should never be an attribution of bravery to athletes who do play despite having concussion signs or symptoms. The risks of such behavior must be emphasized to all members of the team, as well as coaches and parents.

If an athlete returns to activity before being fully healed from an initial concussion, the athlete is at risk for a repeat concussion. A repeat concussion that occurs before the brain has a chance to recover from the first can slow recovery or increase the chance for long-term problems. In rare cases, a repeat concussion can result in severe swelling and bleeding in the brain that can be fatal.

Cognitive Rest

A concussion can interfere with school, work, sleep and social interactions. Many athletes who have a concussion will have difficulty in school with short- and long-term memory, concentration and organization. These problems typically last no longer than a week or two, but for some these difficulties may last for months. It is best to lessen the student’s class load early on after the injury. Most students with concussion recover fully. However, returning to sports and other regular activities too quickly can prolong the recovery.

The first step in recovering from a concussion is rest. Rest is essential to help the brain heal. Students with a concussion need rest from physical and mental activities that require concentration and attention as these activities may worsen symptoms and delay recovery. Exposure to loud noises, bright lights, computers, video games, television and phones (including texting) all may worsen the symptoms of concussion. As the symptoms lessen, increased use of computers, phone, video games, etc., may be allowed.

Return to Play

After suffering a concussion, no athlete should return to play or practice on that same day. Previously, athletes were allowed to return to play if their symptoms resolved within 15 minutes of the injury. Newer studies have shown us that the young brain does not recover quickly enough for an athlete to return to activity in such a short time.

An athlete should never be allowed to resume physical activity following a concussion until he or she is symptom free and given the approval to resume physical activity by an appropriate health-care professional.



Once an athlete no longer has signs, symptoms, or behaviors of a concussion **and is cleared** to return to **activity by a health-care professional**, he or she should proceed in a step-wise fashion to allow the brain to re-adjust to exercise. In most cases, the athlete will progress one step each day. The return to activity program schedule **may** proceed as below **following medical clearance**:

Progressive Physical Activity Program

Step 1: Light aerobic exercise- 5 to 10 minutes on an exercise bike or light jog; no weight lifting, resistance training, or any other exercises.

Step 2: Moderate aerobic exercise- 15 to 20 minutes of running at moderate intensity in the gym or on the field without a helmet or other equipment.

Step 3: Non-contact training drills in full uniform. May begin weight lifting, resistance training, and other exercises.

Step 4: Full contact practice or training.

Step 5: Full game play.

If symptoms of a concussion re-occur, or If concussion signs and/or behaviors are observed at any time during the return to activity program, the athlete must discontinue all activity and be re-evaluated by their health care provider.

Concussion in the Classroom

Following a concussion, many athletes will have difficulty in school. These problems may last from days to months and often involve difficulties with short- and long-term memory, concentration, and organization. In many cases, it is best to lessen the student's class load early on after the injury. This may include staying home from school for a few days, followed by a lightened schedule for a few days, or longer, if necessary. Decreasing the stress on the brain early on after a concussion may lessen symptoms and shorten the recovery time.

What to do in an Emergency

Although rare, there are some situations where you will need to call 911 and activate the Emergency Medical System (EMS). The following circumstances are medical emergencies:

1. Any time an athlete has a loss of consciousness of any duration. While loss of consciousness is not required for a concussion to occur, it may indicate more serious brain injury.
2. If an athlete exhibits any of the following: decreasing level of consciousness, looks very drowsy or cannot be awakened, if there is difficulty getting his or her attention, irregularity in breathing, severe or worsening headaches, persistent vomiting , or any seizures.

Suggested Concussion Management

1. **No athlete should return to play (RTP) or practice on the same day of a concussion.**
2. **Any athlete suspected of having a concussion should be evaluated by an appropriate health-care professional that day.**
3. **Any athlete with a concussion should be medically cleared by an appropriate health-care professional prior to resuming participation in any practice or competition.**
4. **After medical clearance, RTP should follow a step-wise protocol with provisions for delayed RTP based upon return of any signs or symptoms.**



References

Guskiewicz KM, et al. National Athletic Trainers' Association position statement: management of sport-related concussion. *Journal of Athletic Training* 2004; 39:280-297.

McCrory P, et al. Consensus statement on concussion in sport: the 3rd International Conference on Concussion in Sport held in Zurich, November 2008. *Journal of Athletic Training* 2009; 44:434-48.

Additional Resources

Heads Up: Concussion in High School Sports

http://www.cdc.gov/concussion/headsup/high_school.html

Concussion in Sports- What you need to know.

<http://www.nfhslearn.com/electiveDetail.aspx?courseID=15000>

NFHS Sports Medicine Handbook, 4th Ed, 2011 .

Revised January 2011



Heat Acclimatization and Heat Illness Prevention Position Statement

National Federation of State High School Associations (NFHS)
Sports Medicine Advisory Committee (SMAC)

Exertional Heatstroke (EHS) is the leading cause of preventable death in high school athletics.

Students participating in high-intensity, long-duration or repeated same-day sports practices and training activities during the summer months or other hot-weather days are at greatest risk. Football has received the most attention because of the number and severity of exertional heat illnesses. Notably, the National Center for Catastrophic Sports Injury Research reports that **35 high school football players died of EHS between 1995 and 2010**. EHS also results in thousands of emergency room visits and hospitalizations throughout the nation each year.

This NFHS Sports Medicine Advisory Committee (SMAC) position statement is the companion piece to the NFHS's online course "A Guide to Heat Acclimatization and Heat Illness Prevention."

This position statement provides an outline of "Fundamentals" and should be used as a guiding document by member state associations. Further and more detailed information can be found within the NFHS on-line course, the 4th Edition of the NFHS Sports Medicine Handbook, the NFHS SMAC "Position Statement and Recommendations for Hydration to Minimize the Risk for Dehydration and Heat Illness" and the resources listed below.

Following the recommended guidelines in this position statement and "A Guide to Heat Acclimatization and Heat Illness Prevention" can reduce the risk and incidence of EHS and the resulting deaths and injuries in high school athletics. The NFHS recognizes that various states and regions of the country have unique climates and variable resources, and that there is no "one-size-fits-all" optimal acclimatization plan. However, the NFHS and the NFHS SMAC strongly encourage member state associations to incorporate all of the "Fundamentals" into any heat acclimatization plan to improve athlete safety. In addition, **"A Guide to Heat Acclimatization and Heat Illness Prevention" should be required viewing for all coaches.**

Heat Acclimatization and Safety Priorities:

- Recognize that EHS is the leading preventable cause of death among high school athletes.
- Know the importance of a formal pre-season heat acclimatization plan.
- Know the importance of having and implementing a specific hydration plan, keeping your athletes well-hydrated, and encouraging and providing ample opportunities for regular fluid replacement.
- Know the importance of appropriately modifying activities in relation to the environmental heat stress and contributing individual risk factors (e.g., illness, obesity) to keep your athletes safe and performing well.
- Know the importance for all members of the coaching staff to closely monitor all athletes during practice and training in the heat, and recognize the signs and symptoms of developing heat illnesses.
- Know the importance of, and resources for, establishing an emergency action plan and promptly implementing it in case of suspected EHS or other medical emergency.



Fundamentals of a Heat Acclimatization Program

1. Physical exertion and training activities should begin slowly and continue progressively. An athlete cannot be “conditioned” in a period of only two to three weeks.

- A. Begin with shorter, less intense practices and training activities, with longer recovery intervals between bouts of activity.
- B. Minimize protective gear (helmets only, no shoulder pads) during first several practices, and introduce additional uniform and protective gear progressively over successive days.
- C. Emphasize instruction over conditioning during the first several practices.

Rationale: The majority of heat-related deaths happen during the first few days of practice, usually prompted by doing too much, too soon, and in some cases with too much protective gear on too early in the season (wearing helmet, shoulder pads, pants and other protective gear). Players must be allowed the time to adapt safely to the environment, intensity, duration, and uniform/equipment.

2. Keep each athlete's individual/eve/ of conditioning and medical status in mind and adjust activity accordingly. These factors directly affect exertional heat illness risk.

Rationale: Athletes begin each season's practices and training activities at varying levels of physical fitness and varying levels of risk for exertional heat illness. For example, there is an increased risk if the athlete is obese, unfit, has been recently ill, has a previous history of exertional heat illness, or has Sick Cell Trait.

3. Adjust intensity (lower) and rest breaks (increase frequency/duration), and consider reducing uniform and protective equipment, while being sure to monitor all players more closely as conditions are increasingly warm/humid, especially if there is a change in weather from the previous few days.

Rationale: Coaches must be prepared to immediately adjust for changing weather conditions, while recognizing that tolerance to physical activity decreases and exertional heat illness risk increases, as the heat and/or humidity rise. Accordingly, it is imperative to adjust practices to maintain safety and performance.

4. Athletes must begin practices and training activities adequately hydrated.

Rationale: While proper hydration alone will not necessarily prevent exertional heat illness, it will decrease risk.

5. Recognize early signs of distress and developing exertional heat illness, and promptly adjust activity and treat appropriately. First aid should not be delayed!

Rationale: An athlete will often show early signs and/or symptoms of developing exertional heat illness. If these signs and symptoms are promptly recognized and the athlete is appropriately treated, serious injury can be averted and the athlete can often be treated, rested and returned to activity when the signs and symptoms have resolved.



6. *Recognize more serious signs of exertional heat illness (clumsiness, stumbling, collapse, obvious behavioral changes and/or other central nervous system problems), immediately stop activity and promptly seek medical attention by activating the Emergency Medical System. On-site rapid cooling should begin immediately.*

Rationale: Immediate medical treatment and prompt rapid cooling can prevent death or minimize further injury in the athlete with EHS. Ideally, pools or tubs of ice water to be used for rapid cooling of athletes should be available on-site and personnel should be trained and practiced in using these facilities for rapid cooling. Ice water baths are the preferred method for rapid cooling, however, if ice water pools or tubs are not available, then applying ice packs to the neck, axillae, and groin and rotating ice water-soaked towels to all other areas of the body can be effective in cooling an affected athlete.

7. *An Emergency Action Plan with clearly defined written and practiced protocols should be developed and in place ahead of time.*

Rationale: An effective emergency action plan (EAP) should be in place in case of any emergency, as a prompt and appropriate response in any emergency situation can save a life. The EAP should be designed and practiced to address all teams (freshman , junior varsity, varsity) and all practice and game sites.

References:

American Academy of Pediatrics. Policy Statement-Climatic Heat Stress and Exercising Children and Adolescents. Pediatrics. 2011 :128(3):e741 -7.

Andersen JC, Courson RW, Kleiner OM, Mcloda TA. National Athletic Trainers' Association Position Statement: Emergency Planning in Athletics. Journal of Athletic Training. 2002:37:99-104.

Casa DJ , et al. National Athletic Trainers' Association Position Statement: Preventing Sudden Death in Sports. Journal of Athletic Training 201 2:47(1):96-11 8.

Casa DJ, Csillan D. Inter-Association Task Force for Preseason Secondary School Athletics. Preseason Heat-acclimatization Guidelines for Secondary School Athletics. Journal of Athletic Training. 2009:44:332-3.

Approved April 2012

DISCLAIMER - NFHS Position Statements and Guidelines

The NFHS regularly distributes position statements and guidelines to promote public awareness of certain health and safety-related issues. Such information is neither exhaustive nor necessarily applicable to all circumstances or individuals, and is no substitute for consultation with appropriate health-care professionals. Statutes, codes or environmental conditions may be relevant. NFHS position statements or guidelines should be considered in conjunction with other pertinent materials when taking action or planning care. The NFHS reserves the right to rescind or modify any such document at any time.

CARDINAL PLAYBOOK

CFLA



THE CARDINAL WAY

We Act with **INTEGRITY.**

We Demonstrate an uncompromising **COMMITMENT to EXCELLENCE.**

We **OUTWORK** and **OUT HUSTLE** our opponents in pursuit of **CHAMPIONSHIPS.**

We desire the **BEST FOR** and expect the **BEST FROM** each other.

We **MAXIMIZE OUR POTENTIAL** by **ASPIRING TO GREATNESS.**

WE LIVE THE CARDINAL WAY!

LEGAL DUTIES- SUPERVISION LIABILITY, FIELD TRIPS & OVERNIGHT TRIPS



Newton Cardinals Athletic/ Activities Department

To: Coaches, Sponsors & Administration

From: Scott Garvis-Athletic Director

Re: Supervision

Date August 1, 2016

It is important to provide appropriate supervision for all of our student/athletes. Good supervision means much more than getting out to practices early or watching the locker room at the end of the day. It involves everything that happens in between, in essence, when we are “in loco parentis.” Coaches and Sponsors must beware of as much as possible during contests & practice. We as coaches are acting parents when kids are in our activities. Your job is to assure above all the safety of our student/athletes. When dealing with supervision as a legal issue we deal with the criterion of reasonableness. Reasonableness suggests that coaches are expected to be “in loco parentis” in their relationships with student-athletes.

1. Supervise student/athletes at all times-in the locker rooms, hallways, field before practice & after practice, during competitions, on the bus and at away sites, make sure we do not leave student/athletes unattended waiting for parents after practices or competitions.
2. Players can only leave a competition site with parent(s) or an adult designee by the parent(s).
3. Call parents if any athlete's behavior problems make him/her a supervision problem.
4. Communicate the importance of supervision to your athletes.
5. Organize each practice with effective supervision in mind.
6. Consider supervision for any conditioning and strength activity.
7. Meet immediately with the Athletic Director & Principal if a supervision problem occurs or is anticipated.
8. Stress the importance of supervision to your coaches; remind them to take supervision as an important aspect of their position.



LEGAL DUTIES- SUPERVISION LIABILITY

Newton Cardinals
800 East Fourth Street South • Newton, IA 50208
Newton Senior High School
Phone (641)792-5797 • Fax (641)792-0005

Parent's Permission Form For Field Trip

I hereby grant permission to allow _____
(Student's Name)

to travel to _____ for the school sponsored activity
(Location)

_____ on _____
(Event) (Date)

I understand that a _____ will be used for transportation.
(Car) (Bus) (Walk)

This permit must be returned to the Main Office or to the Activity Sponsor as per verbal instruction at least one day prior to the activity.

CONSENT FOR MEDICAL TREATMENT

Iowa law requires a parent or legal guardian's, written consent before their son or daughter can receive emergency treatment, unless, in the opinion of a physician, the treatment is necessary to prevent death or serious injury.

As the parent(s) or legal guardian(s), of the above named child, I (we) authorize emergency medical treatment or hospitalization that is necessary in the event of an accident or illness of my (our) child. I (we) understand that this written consent is given in advance of any specific diagnosis or hospital care. This written authorization is granted only after a reasonable effort has been made to contact me (us).

Mother/Guardian's Cell/Emergency Phone: _____

Father/Guardian's Cell/Emergency Phone: _____

Any other Emergency Contact: _____ Relationship to Student: _____

(Date Issued)

(Parent or Guardian Signature)



NEWTON OVERNIGHT PROCEDURES

1. Overnight travel trips are sanctioned events sponsored by Newton High School. This means that all school policies (*Student-Parent Handbook, Athletic Department Handbook, Faculty Handbook*) are to be enforced on said trips, and participants (athletes, coaches & parents) will be held to the rules and regulations outlined in each.
1. Students/Athletes should stay in a team room. Exceptions to this rule may be granted by the Head Coach/Sponsor for the following reasons: (a) an student/ athlete staying with his parents saves the family money because they will also be making the trip & staying in the team hotel. (b) The student athlete staying with his family will have his/her own bed for proper rest. (c) Increases the ratio of student/athlete to adult supervision by sharing the responsibility with parents.
2. Students/Athletes staying with their parents will abide by all the same rules & regulations set forth by Newton High School and specific teams (curfew, team meetings- etc.)
3. The coaching staff has the responsibility of room assignments & supervision of all team rooms. Student/Athletes may not switch rooms for any reason without approval from the Sponsor/Head Coach.
4. The Sponsor/Head Coach will communicate a set curfew each night. The sponsor/ coaching staff will enforce this time with hallway & room checks as necessary. Student Athletes that violate curfew rules will face disciplinary action consistent with their actions.
5. No fraternization between genders will take place inside of a hotel room. Any visiting between genders will take place in the hallway outside of the hotel room or in the hotel lobby with staff supervision.
6. No congregation of large groups of student/ athletes inside a single hotel room unless there is a team meeting held by a member of a sponsor/ coaching staff, or special circumstances approved by the Sponsor/Head Coach.
7. Athletes may not leave the premises of the hotel unless they are accompanied by an sponsor/ coaching staff. If an student/ athlete is going to leave an event, the hotel or any other team activity they must get prior approval from the Sponsor/ Head Coach. and accompanied by a member of the coaching staff or the student-athletes parent. The coaching staff should know the whereabouts of each athlete at all times.



LEGAL DUTIES- SUPERVISION LIABILITY

8. The sponsor/ coaching staff should communicate these travel policies, team rules & the Newton High School Drug/ Alcohol policy with all student/athletes and parents prior to departure for the trip.

9. Any behavior that takes place on a trip that violates school policy must be communicated to school administration (Athletic Director) immediately following the events. The Athletic Director will forward this information to the Principal or Assistant Principal for proper disciplinary action.

I. FIELD TRIP SPONSOR (COACH OR TEACHER IN CHARGE)

1. No student should be allowed to accompany a group on a field trip until he/ she has agreed to abide by the rules and has submitted the written consent of the parents for his or her participation in the activity.

2. The field trip sponsor (coach or teacher) should arrange a meeting of chaperones well in advance of the departure so that all parties understand the assignments and regulations. Students who are participating in the activity should be thorough, indoctrinated as to the rules and regulations and the responsibilities of the chaperones prior to departure.

3. Reservations should be made early enough to insure satisfactory housing of the students. Reservations should be made well in advance of departure with complete plans for transportation within the city, plans for meals, etc. finalized. These arrangements are ultimately the responsibility of the field trip sponsor (coach or teacher) and should not be undertaken by the students. They should be confirmed in writing if made by telephone.

Consider the following items when making such plans:

- All students in the charge of a particular chaperone should be housed in adjacent rooms.
- Attempt to have all students of the same sex housed in adjacent rooms.

4 All bags and belongings are subject to inspection. Beverages brought by the students must be sealed, labeled and may be kept in the cooler supervised by the coach, teacher or chaperone.

5. A curfew will be set by the coach or teacher in charge, and all members of the group will be notified.

6. When any mixed group travels at night, the coach or teacher in charge will announce a curfew hour. After this time there shall be segregation of genders.



II. NEWTON COACH/SPONSOR/CHAPERONE

1. A chaperone is an adult (21 years of age or older) who is willing to supervise and to care for the general welfare of the students for overnight games and events. A person may not serve as chaperone without having annually completed a volunteer application, having gone through District-required screening policies, and having been notified of approval by the principal.
2. The chaperone shall be of the same gender as students being chaperoned.
3. Chaperones will be on duty at all times during an overnight activity unless otherwise excused by the coach or teacher in charge.
4. Each chaperone will be assigned supervisory responsibility for no more than ten (10) students.
5. The field trip sponsor (coach or teacher) will assume head chaperone duties.
6. The chaperones are liaisons between the students and the staff. It is the responsibility of each chaperone to report misbehavior directly to the coach or teacher in charge.
7. The possession or use of alcohol, tobacco, controlled substances and firearms are prohibited when serving as a coach/ sponsor/ chaperone. This rule applies to spouses accompanying coaches/ sponsors/ chaperones.
8. Chaperones are to sit/stand with the spectators during the event.
9. The chaperones shall assign and supervise the following tasks:
 - Loading of all equipment on the transport vehicle prior to leaving.
 - Unloading of all equipment on the transport vehicle.
 - Obtaining ice and filling water coolers for the students.
 - Loading the transport vehicle for the trip back home.
 - Unloading and cleaning out the transport vehicle upon the return.



LEGAL DUTIES- SUPERVISION LIABILITY

10. Chaperones are required to ride the transportation vehicle to and from the event with the students.
11. Chaperones are required to make sure that equipment and baggage does not block safety exits/ aisles; all equipment/baggage must be secured.
12. Chaperones should not retire until all students are checked in for the night, all visiting between rooms has stopped, and the chaperones are reasonably sure that the groups are quiet and in their rooms.
13. Chaperones should be sure to check all rooms before leaving, hotels and motels so that damages, if any, can be determined immediately, and to make sure nothing gets left behind inadvertently.
14. Policies are of no value unless they are rigidly adhered to. It is not a matter of discretion on the part of the chaperones as to whether or not rules are followed

Coach/Sponsor Signature: _____ / _____ / _____

Asst. Coach Signature: _____ / _____ / _____

Chaperone Signature: _____ / _____ / _____



LEGAL DUTIES- SUPERVISION LIABILITY

Newton Athletics

Admin Approval: _____

Transportation Waiver from an Away Event

Name(s) _____

Is (are) being transported home by _____
Name of Parent or Guardian

From an away event @ _____

I, We the undersigned do hereby assume all risks of any personal injuries (fatal or otherwise) that may result from travelling home in a non-designated school bus; and on behalf of myself, my heirs, personal representatives and assigns, do hereby release and indemnify the Newton Community School District, coaches, and other agents from all liability, including claims, causes of action, attorney fees and costs, for any injury or damage which may result from transporting student-athletes home from an away contest. I further certify that the above mentioned person has medical insurance in case of an emergency.

_____/_____/_____
Date

Parent or Guardian

Newton Athletics

Admin Approval: _____

Transportation Waiver from an Away Event

Name(s) _____

Is (are) being transported home by _____
Name of Parent or Guardian

From an away event @ _____

I, We the undersigned do hereby assume all risks of any personal injuries (fatal or otherwise) that may result from travelling home in a non-designated school bus; and on behalf of myself, my heirs, personal representatives and assigns, do hereby release and indemnify the Newton Community School District, coaches, and other agents from all liability, including claims, causes of action, attorney fees and costs, for any injury or damage which may result from transporting student-athletes home from an away contest. I further certify that the above mentioned person has medical insurance in case of an emergency.

_____/_____/_____
Date

Parent or Guardian



COACHES CODE OF ETHICS

NFHS COACHES ASSOCIATION

The function of a coach is to educate students through participation in interscholastic competition. An interscholastic program should be designed to enhance academic achievement and should never interfere with opportunities for academic success. Each student should be treated with the utmost respect and his or her welfare should be considered in decisions by the coach at all times. Accordingly, the following guidelines for coaches have been adopted by the NFHS Board of Directors.

The coach shall be aware that he or she has a tremendous influence, for either good or ill, on the education of the student and thus shall never place the value of winning above the value of instilling the highest ideals of character.

The coach shall uphold the honor and dignity of the profession. In all personal contact with students, officials, athletic directors, school administrators, the state high school athletic association, the media, and the public, the coach shall strive to set an example of the highest ethical and moral conduct.

The coach shall take an active role in the prevention of drug, alcohol and tobacco abuse.

The coach shall avoid the use of alcohol and tobacco products when in contact with players.

The coach shall promote the entire interscholastic program of the school and direct his or her program in harmony with the total school program.

The coach shall master the contest rules and shall teach them to his or her team members.

The coach shall not seek an advantage by circumvention of the spirit or letter of the rules.

The coach shall exert his or her influence to enhance sportsmanship by spectators, both directly and by working closely with cheerleaders, pep club sponsors, booster clubs, and administrators.

The coach shall respect and support contest officials. The coach shall not indulge in conduct which would incite players or spectators against the officials. Public criticism of officials or players is unethical.

The coach should meet and exchange cordial greetings with the opposing coach to set the correct tone for the event before and after the contest.

The coach shall not exert pressure on faculty members to give students special consideration.

The coach shall not scout opponents by any means other than those adopted by the league and/or state high school athletic association.



Fourteen Duties for Athletic Administrators and Athletic Coaches Related to Negligence Litigation

Several obligations or duties have been identified as absolute requirements for coaches and athletic program administrators. *These standards have the weight of moral obligation for coaches and athletic administrators and have evolved as a result of various case law proceedings and legal judgements against individuals and school districts*

1. DUTY TO PLAN This is a comprehensive requirement that transcends all other duties. Inherent in this duty is the need to continually conduct focused analyses of potential hazards and to develop responsible strategies that prevent or reduce the potential for injury and loss in the following areas: coaching competence; medical screening; appropriate activities that consider age, maturity and environmental conditions; facility and equipment evaluation and improvement: injury response: warnings to athletes and their families: insurance of athletes; child advocacy in cases of alcohol and other drug abuse (AODA) or family neglect or abuse. Plans and policies should be rigorously implemented unless dangerous conditions prevent implementation. Plans should become policy documents and updated regularly by administrators, coaches and experts in specific areas (e.g, equipment, emergency response, etc.), *Negligence can be alleged when an injury loss results from no planning, inadequate planning or when plans are developed but ignored.*

2. DUTY TO SUPERVISE - A coach must be physically present, provide supervision and control of impulsive behavior, competent instruction, structured practices that are: appropriate for the age and maturity of players, prevent foreseeable injuries and respond to injury or trauma in an approved manner. This duty requires supervisors to ensure that facilities are locked and that students are denied access when a competent staff member cannot be physically present to supervise. Supervision responsibilities also pertain to athletics administrators who are expected to be able to supervise coaching staff members competently. In addition, athletics administrators are expected to supervise contests to ensure that spectators do not create an unsafe or disruptive environment further extension of this duty is the need to supervise the condition, safe usage, maintenance and upkeep of equipment and facilities,

3. DUTY TO ASSESS ATHLETES READINESS FOR PRACTICE AND COMPETITION - Athletics administrators and coaches are required to assess the health and physical or maturational readiness skills and physical condition of athletes. A progression of skill development and conditioning improvement should be apparent from practice plans. Athletes must also be medically screened in accordance with state association regulations before participating in practice or competition, Moreover, some children may require medical assessment to ascertain the existence of congenital disorders or the existence of a physical condition that predisposes the athlete to injury, In addition, injured athletes who require the services of a physician may not return to practice or competition without written permission of the physician. A new area of concern that may grow from the duty is the difficulty of assessing the readiness of handicapped children who are referred for practice and competition under the American With Disabilities Act or the Education of All Handicapped Children Act of 1975. In these cases, it is imperative that medical and multidisciplinary team approval and recommendation be obtained before a handicapped student becomes a candidate for practice and competition.



4. DUTY TO MAINTAIN SAFE PLAYING CONDITIONS -Coaches are considered trained professionals who possess a higher level of knowledge and skill that permits them to identify foreseeable causes of injury specific to a sport and inherent in defective equipment or hazardous environments. Courts have held athletics supervisors responsible to improve unsafe environments, repair or remove defective equipment or disallow access to unsafe equipment or environments, The use of sport specific equipment safety checklists can be helpful in enhancing the safety of participants. In addition, weather conditions must be considered. Athletes should not be subjected to intense or prolonged conditioning during periods of extreme heat and humidity or when frostbite may be a factor. In addition, a plan for monitoring and responding to dangerous weather conditions is necessary, Building codes and law's must be observed and implemented with respect to capacity, ventilation, air filtration and lighting.

5. DUTY TO PROVIDE PROPER EQUIPMENT - Coaches and athletic administrators must ensure athletes are properly equipped with equipment that is appropriate for the age and maturity of the athletes and that is clean, durable and safe. Fitting should be carried out in accordance with manufacturer's specifications. This is especially important for protective equipment which must carry a National Operating Commission on Safety in Athletics Equipment (NOCSAE) certification and must be checked for proper fit and wearing. Athletes must wear protective equipment any time they are exposed to the full rigors of contact in practice or competition. Selection of equipment must also consider the age and maturity of the athletes.

6. DUTY TO INSTRUCT PROPERLY - Athletics practice must be characterized by instruction that accounts for a logical sequence of fundamentals that consider the developmental level of the athlete and that lead to an enhanced progression of player knowledge, skill and capability. In this regard, instruction must move from simple to complex and known to unknown. Instructor-coaches must be properly prepared to provide appropriate and sequential instruction and to identify and avoid dangerous practices or conditions. Instruction must demonstrate appropriate and safe techniques and must include warning about unsafe techniques and prohibited practices.

7. DUTY TO MATCH ATHLETES -Athletes should be matched with consideration for maturity, skill, age, size and speed. To the degree possible mismatches should be avoided in all categories.

8. DUTY TO CONDITION PROPERLY - Practices must account for a progression of cardiovascular and musculo-skeletal conditioning regimens that prepare athletes sequentially for more challenging practices and competitive activities. Consideration must be given to student readiness and maturational factors. In addition, consideration should include weather conditions and their impact on student health.

9. DUTY TO WARN - Coaches are required to warn parents and athletes of unsafe practices that are specific to a sport and the potential for injury or death. This warning should be issued in writing and both athletes and parents should be required to provide written certification of their comprehension. Videotapes of safety instruction and warnings to players and parents are recommended.

10. DUTY TO ENSURE ATHLETES ARE COVERED BY INJURY INSURANCE - Athletic administrators and coaches must screen athletes to ensure that family and/or school insurance provides a basic level of medical coverage. Athletes should not be allowed to participate without injury insurance. Deductible and co-payment requirements should be clearly explained to parents and athletes. Certain schools may need to publish this information in several languages. Comprehensions should be required of parents and athletes.



LEGAL DUTIES- SUPERVISION LIABILITY

11. DUTY TO PROVIDE EMERGENCY CARE- Coaches are expected to be able to administer accepted, prioritized, standard first aid procedures in response to a range of traumatic injuries especially those that are potentially life threatening.

12. DUTY TO DEVELOP AN EMERGENCY RESPONSE PLAN - Athletic administrators and coaches must develop site-specific plans for managing uninjured team members while emergency care is being administered to an injured athlete. In addition, plans must be in place to: ensure access to a telephone, a stocked first aid kit, spine board and other emergency response equipment. The plan should also account for a timely call to EMS and an expedited access by EMS to the injured athlete by stationing coaches or team members at driveways, parking lots, entry doors and remote hallways.

13. DUTY TO PROVIDE PROPER TRANSPORTATION - In general, bonded, commercial carriers should be used for out of town transportation. Self or family transportation for local competition may be allowed if parents have adequate insurance coverage for team members other than their family members. The age and maturity of athletes should always be considered when allowing athletes to use public transportation to travel to a local contest. Athletes should be prohibited from driving to an out of town competition, scrimmage or practices.

14. DUTY TO SELECT, TRAIN AND SUPERVISE COACHES - Athletic administrators will be expected to ensure coaches are capable of providing safe conditions and activities as outlined in the preceding list of thirteen duties.

CARDINAL PLAYBOOK

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HAZING, BULLYING & HARASSMENT



HAZING, BULLYING & HARASSMENT

Hazing:

“Hazing” means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other purpose.

- No student, teacher, administrator, coach, volunteer, official or employee of a school shall plan, direct, encourage, aid or engage in hazing.
- No teacher, administrator, coach, volunteer, official or employee of a school shall permit, condone or tolerate hazing.
- Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.
- This policy applies to behavior that occurs on or off school property and during and after school hours.
- A person who engages in an act that violates MSHSL policy or law in order to be initiated into or affiliated with a student organization shall be subject to Discipline for that act.
- The school district will act to investigate all complaints of hazing and will discipline or take appropriate action against any student, teacher, administrator, volunteer, official, or employee of the school district who is found to have violated this policy.

Hazing may include but is not limited to:

- 1) Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking or placing a harmful substance on the body.
- 2) Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student .
- 3) Any activity involving the consumption of any alcoholic beverage, drug, tobacco product or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health of the student.
- 4) Any activity that intimidates or threatens the student with ostracism, that subjects a student to extreme mental stress, embarrassment, shame or humiliation, that adversely affects the mental health or dignity of the student or discourages the student from remaining in school.
- 5) Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of school district policies or regulations.

“**Student organization**” means a group, club or organization having students as its primary members or participants. It includes grade levels, classes, teams, activities or particular school events. A student organization does not have to be an official school organization to come within the terms of definitions.

Reporting Procedures:

- 1) Any person who believes he or she has been the victim of hazing or any person with knowledge or belief of conduct which may constitute hazing shall report the alleged acts immediately to an appropriate school district official designated by this policy.
- 2) The building principal is the person responsible for receiving reports of hazing at the building level. Any person may report hazing directly to a school district human rights officer or to the superintendent.
- 3) Teachers, administrators, officials, volunteers, and employees of the school district shall be particularly alert to possible situations, circumstances or events which might include hazing. Any such person who receives a report of, observes, or has other knowledge or belief of conduct which may constitute hazing shall inform the building principal immediately.
- 4) Submission of a good faith complaint or report of hazing will not affect the complainant or reporter's future employment, grades or work assignment.



IOWA HIGH SCHOOL ATHLETIC ASSOCIATION HAZING POLICY

The Iowa High School Athletic Association believes all individuals should be treated with respect and dignity. Students should be able to participate in IHSAA-sponsored programs in an environment free from any behavior that is intimidating, hostile, offensive, or dangerous. Each member school is responsible for taking such action and enacting such policies as may be necessary to address incidents of hazing and to ensure such conduct is prohibited. Policies enacted by schools should be in accordance with sections of the Iowa Code that address hazing.

HAZING Iowa Code Section 708.10

1. a. A person commits an act of hazing when the person intentionally or recklessly engages in any act or acts involving forced activity which endanger the physical health or safety of a student for the purpose of initiation or admission into, or affiliation with any organization operating in connection with a school, college, or university. Prohibited acts include, but are not limited to, any brutality of a physical nature such as whipping, forced confinement, or any other forced activity which endangers the physical health or safety of the student.

b. For purposes of this section, **“forced activity” means any activity which is a condition of initiation or admission into, or affiliation with, an organization, regardless of a student’s willingness to participate in the activity.**

2. A person who commits an act of hazing is guilty of a simple misdemeanor.

3. A person who commits an act of hazing which causes serious bodily injury to another is guilty of a serious misdemeanor.



HAZING, BULLYING & HARASSMENT

Policy Title: Anti-Bullying and Harassment Procedures Policy Code No. 104.R1

The Newton Community School District is committed to providing all students with a safe and civil school environment in which all members of the school community are treated with dignity and respect. Bullying and/or harassment of or by students, staff, and volunteers is against federal, state, and local policy and is not tolerated by the board. Bullying and/or harassing behavior can seriously disrupt the ability of school employees to maintain a safe and civil environment, and the ability of students to learn and succeed. Therefore, it is the policy of the state and the school district that school employees, volunteers, and students shall not engage in bullying or harassing behavior in school, on school property, or at any school function or school-sponsored activity.

Individuals who feel that they have been harassed should:

- Communicate to the harasser that the individual expects the behavior to stop, if the individual is comfortable doing so. If the individual wants assistance communicating with the harasser, the individual should ask a teacher, counselor or principal to help.
- If the harassment does not stop, or the individual does not feel comfortable confronting the harasser, the individual should:
 - Tell a teacher, counselor or principal; and
 - Write down exactly what happened, keep a copy and give another copy to the teacher, counselor or principal including:
 - what, when and where it happened;
 - who was involved;
 - exactly what was said or what the harasser did;
 - witnesses to the harassment;
 - what the student said or did, either at the time or later;
 - how the student felt; and
 - how the harasser responded.

COMPLAINT PROCEDURE

An individual who believes that the individual has been harassed or bullied will notify the Building Principal, the designated investigator. The alternate investigator is the Superintendent or Designee. The investigator may request that the individual complete the Harassment / Bullying Complaint form and turn over evidence of the harassment, including, but not limited to, letters, tapes, or pictures. Complaints shall be filed within 45 days of the event giving rise to the complaint or from the date the Complainant could reasonably become aware of such occurrence. The complainant shall be given a copy of the completed complaint form. Information received during the investigation is kept confidential to the extent possible. The investigator, with the approval of the principal, or the principal has the authority to initiate an investigation in the absence of a written complaint.

School employees, volunteers, and students shall not engage in reprisal, retaliation, or false accusation against a victim, witness, or an individual who has reliable information about an act of bullying or harassment.

INVESTIGATION PROCEDURE

The investigator will reasonably and promptly commence the investigation upon receipt of the complaint. The investigator will interview the complainant and the alleged harasser. The alleged harasser may file a written statement in response to the complaint. The investigator may also interview witnesses as deemed appropriate. If the Complainant is under 18 years of age, the Investigator shall notify his or her parent(s)/ guardian(s) that they may attend investigatory meetings in which the Complainant is involved. The complaint and identity of the Complainant, Respondent, or witnesses will only be disclosed as reasonably necessary in connection with the investigation or as required by law or policy. The investigation may include, but is not limited to the following:

- A request for the Complainant to provide a written statement regarding the nature of the complaint;



HAZING, BULLYING & HARASSMENT

A request for the individual named in the complaint (hereinafter “Respondent”) to provide a written statement;

A request for witnesses identified during the course of the investigation to provide a written statement; and
Review and collection of documentation or information deemed relevant to the investigation.

The Investigator shall consider the totality of circumstances presented in determining whether conduct objectively constitutes bullying or harassment. Upon completion of the investigation, the Investigator shall issue a report with respect to the findings. Upon completion of the investigation, the investigator will make written findings and conclusions as to each allegation of harassment and report the findings and conclusions to the principal. The investigator will provide a copy of the findings of the investigation to the principal.

RESOLUTION OF THE COMPLAINT

Following receipt of the investigator’s report, the principal may investigate further, if deemed necessary, and make a determination of any appropriate additional steps which may include discipline. Prior to the determination of the appropriate remedial action, the principal may, at the principal’s discretion, interview the complainant and the alleged harasser. The principal will file a written report closing the case and documenting any disciplinary action taken or any other action taken in response to the complaint. The complainant, the alleged harasser and the investigator will receive notice as to the conclusion of the investigation. The principal will maintain a log of information necessary to comply with Iowa Department of Education reporting procedures.

If, after an investigation, a student is found to be in violation of the policy, the student shall be disciplined by appropriate measures, which may include suspension and expulsion. If after an investigation a school employee is found to be in violation of this policy, the employee shall be disciplined by appropriate measures, which may include termination. If after an investigation a school volunteer is found to be in violation of this policy, the volunteer shall be subject to appropriate measures, which may include exclusion from school grounds.

A school employee, volunteer, or student, or a student’s parent or guardian who promptly, reasonably, and in good faith reports an incident of bullying or harassment, in compliance with the procedures in the policy adopted pursuant to this section, to the appropriate school official designated by the school district, shall be immune from civil or criminal liability relating to such report and to participation in any administrative or judicial proceeding resulting from or relating to the report.

Individuals who knowingly file false bullying and/or harassment complaints and any person who gives false statements in an investigation may be subject to discipline by appropriate measures, as shall any person who is found to have retaliated against another in violation of this policy. Any student found to have retaliated in violation of this policy shall be subject to measures up to, and including, suspension and expulsion. Any school employee found to have retaliated in violation of this policy shall be subject to measures up to, and including, termination of employment. Any school volunteer found to have retaliated in violation of this policy shall be subject to measures up to, and including, exclusion from school grounds.

POINTS TO REMEMBER IN THE INVESTIGATION

- Evidence uncovered in the investigation is confidential.
- Complaints must be taken seriously and investigated.
- No retaliation will be taken against individuals involved in the investigation process.
- Retaliators will be disciplined up to and including suspension and expulsion.

CONFLICTS

If the investigator is a witness to the incident, the alternate investigator shall investigate.



AGENDA

PRE SEASON MEETING AGENDA

SEASON PREPARATION & CLOSURE

1. Introductions-New Staff (Lunch provided by Pizza Ranch)
2. Pre-Season Checklist (Coaches Packet)
3. Encourage Pre-Season Parent-Athlete Meetings prior to 1st Day (Tryouts)
4. Weight Training- Ergenbright & Florke, Swedenhjelm, Strength Coach
5. Communicate & Cooperate w/Custodial
6. Video Equipment? Hudl
7. Transportation Forms - Turn into Activity Admin Asst?
8. Field Trip Forms: Any non-athletic events
9. PO#'s & Budgets
10. Keys: We will sign out keys Get your FOBS at the district office
11. Picture Days- ASAP Program, Digital, Team & Head Shots, Local Media, Check Program info.
12. End of Season Checklist-Post Season Report

EVALUATION

13. End-of-Season Assessments-Head Coach Evaluates Assistants-Head Coach Mid-Season & End of Season w/ AD
14. Communication- Weekly Reports & Set up Pre & Post Season Evaluations w/ AD
15. Student-Athlete Post Season Surveys
16. Evaluation Forms-Narrative Assessment (Coaches Packet)
17. Team Community Service Project

BUSINESS SERVICES

18. All Purchases must have a PO Form & # prior to any order
19. Make sure you turn in invoices in a timely manner
20. Make sure you turn in receipts for Hy-Vee & Walmart
21. All Fund Raisers must be approved (See Fund Raising Approval Form)
22. Budgets-Make sure you have money in your account prior to ordering
23. Review Activity Fund Handout (See Handout) NO Gift Cards or Personal Coaching Gear

EQUIPMENT

24. Equipment-Set up Storage of Equipment w/ Equipment Manager TBA
25. Inventory your uniforms & equipment
26. Equipment/Uniforms (Inventory) check preseason & Dealing w/ Lost Equipment--Lost Equipment Form postseason (Turn in lost Equipment Form)

FACILITIES- Jack Suttek

27. Communicate Practice & Game Field Dimensions w/ Facilities & Grounds Jack Suttek
28. Check your Facilities----Needs & Wants Suttek x2505 ex. Porta Potties? 641-417-3672
29. Plan Ahead-With increasing on campus events & Youth Programming it is important that you plan events for your season prior to the end of the school year. NHS Facilities Jack Suttek ext. 2505 Facilities Requests, Michelle Heisdorffer ext. 2132
30. Verify-Practice, Tournament, Scrimmage, & Game Schedules (Avoid Scheduling Conflicts)
31. Coaches-View Rschool to verify Elementary school use before calling Elem.

MEDICAL LIABILITY & EMERGENCY-Matt Scotton

32. Supervision & Safety Priority# 1
33. Mandatory NFHS Learn Coaching Concussion Video
34. Concussion Testing-Schedule your teams
35. 14 Coaches Legal Duties-Risk Management Hot Topics



AGENDA

36. Emergency Plan(s) Practice & Competitions (Review Handout)
37. Heat - Hydration
38. Diet, Rest, and Recovery
39. Working with School Trainer/ Doctor--Injury Report Form
40. Verify Student-Athletes with Special Conditions
41. Latex Balloon Alert
42. Do not discuss injuries Media or some other than parents/guardian

COMMUNICATION -

43. Website Password/Username
44. Announcements: Please cc: Michele Heisdorffer
45. Promotion Program Inserts: Promoting your Events, Publish Records, Update Websites
46. Highlight Competitions--Posters, Announcements, Special Halftime Events
47. School Cancellation: Policy due to Inclement Weather
48. Consistent Policy on Discipline -Be sure to correspond & refer to school policy
49. Hall of Fame nominations
50. Social Media Policy-Be Careful!!!!
51. Weight Room-SwedenhJelm & Lackey Importance, Summer Program, Pre-Season, Regular Season, Post Season
52. Establish Philosophy-Vision & Mission (5 Year Plan)
53. College Bound-Student-Athletes-Grades, NCAA Signings, NCAA Clearinghouse
54. Coaches Language & Praise Your Athletes
55. Student-Athletes-joining Late - Equipment Issues Commitment?

IHSAA/IGHSAU

56. Eligibility Requirement-Check Eligibility & Good Conduct Policy Violations, Student Absence Policy
57. Evaluate your Officials (IHSAA/IGHSAU) (Password & Id)
58. HAZING & Bullying....Be sure this is discussed in your Parent & Player Meeting
59. Make sure you attend & verify your IHSAA/ IGHSAU Rules Meeting (Enter Verification IHSAA/IGHSAU website)
60. IGHSAU & IHSAA enter QuikStats
61. Negligence & Liability) Issues Supervision & Forms
62. Sportsmanship-Sportsmanship-Sportsmanship
63. Forms-CYA-Physicals, Emergency Medical, Fees, Insurance Waiver, IHSAA & IGHSAU Rules & Regulations, Coaches Responsibility Check List, Helmet Disclaimer, Coaches Directory,
Volunteer Coaches Back Ground Check, Check through Physicals & Awareness of Athletes Special Needs ex: Asthma, Allergies, Special Medical Conditions, etc.

BOOSTERS & PARENTS

64. Coaches & Boosters Head Coaches-The liaison between the Athletic Office & Boosters
65. Booster Memberships
66. Parent & Coach Communication Guide (Avoid Email responses to parent complaints)
67. Athletic Registration Night(s) Date & Times?
68. Payment Schedule--Volunteers paid through the Central Office
69. Indicate Special Event Nights to Athletic Office- Avoid Conflicts
70. Budgets & Fundraising - Make sure to have fundraising efforts approved
71. Preparing Awards Banquet inform Athletic Office, Parent & Students (Send out Flyer)
72. Questions? Concerns & Potential Problems?



Newton Community School District Coaches Handbook Acknowledgment Form

This coaches handbook has been prepared for your information and understanding of the policies, philosophies and practices of Newton Community School District. Please read it carefully. Upon Completion of your review of this handbook, sign the statement below, and return it to the Director of Athletics/Activities after the completion of the district coaches meeting.

I, _____, have received and read a copy of the Newton Community School Districts Athletic Departments Coaches Handbook which outlines the goals, policies, and expectations of the Newton Community School District, as well as my responsibilities as a coach.

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

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

I understand that the Newton Community School District Coaches Handbook is not a contract of employment and should not be deemed as such.

Print Name

Coach Signature

Date



NOTES & QUESTIONS



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