

# **BATH LOCAL SCHOOLS ATHLETIC HANDBOOK**



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# ATHLETIC POLICY HANDBOOK

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# **PHILOSOPHY, GOALS AND OBJECTIVES OF INTERSCHOLASTIC ATHLETICS**

## **I. Philosophy**

The purpose of interscholastic athletics in the Bath Local Schools is to provide for all students a series of athletic experiences which will promote wholesome and friendly rivalries, improved playing skills, good sportsmanship, new friendships and better community relationships.

## **II. Goals**

- a. For the player – interscholastic athletic competition offers increased opportunity for improving player skills, developing and increasing physical vigor, promoting true and lasting friendships, and learning that the rules of play are similar to the rules of everyday life.
- b. For the student body – the interscholastic athletic program provides a fine foundation for the development of good school morale, for being sportsmanlike hosts, and for exercising the qualities of fair play and courtesy.
- c. For the community – interscholastic athletics provides a fine school-community relationship, creating for the community a program of education and entertainment through athletics.

## **III. Objectives**

- a. Meet the needs and interests of those students who desire to participate.
- b. Promote constructive competition and develop the will to excel.
- c. Develop each participant's knowledge and use of the fundamental skills needed to participate in their given sport.
- d. Develop good community relationships and attitudes toward athletic competition.
- e. Teach habits of health, safety, cleanliness and physical fitness.
- f. Develop each participant's moral, social and spiritual values.
- g. Provide opportunities to exemplify and observe good sportsmanship, which is good citizenship.
- h. Stress and encourage the importance of good sportsmanship.
- i. Provide opportunities to make lasting friendships with teammates and opponents.
- j. Give all students the opportunity to become members of a team.
- k. Give a student an early understanding that participation in athletics is a privilege which carries responsibilities.

## ELIGIBILITY

Co-curricular or extra-curricular activities are defined as programs including athletic teams, clubs, band, choir, and other musical groups where participation is primarily outside of the regular school day. In order for a student to be eligible to try out or participate in any co-curricular or extra-curricular activity, the student must meet all applicable Ohio High School Athletic Association's eligibility requirements and must continue to do so during the entire time of his/her participation in the activity.

In addition the student must be:

1. admitted to the district under any mandatory provision of ORC 3313.64 by the parent or guardian;
2. admitted to the district under any of the optional provisions of ORC 3313.64 with approval of the Board;
3. admitted to the district by the Board as a tuition student with tuition payments current;
4. admitted in writing to the district as an open enrollment student or
5. a resident or domiciliary of a foreign nation and be admitted to the district as a foreign exchange student by the high school principal (not to exceed 1 % of the high school enrollment.)

\*\*The guidance department verifies each case that all required documents including medical forms, other school records, court orders, documents relating to custody and documents needed to prove residency or support are on file as a condition of admission and participation in co-curricular and extra-curricular activities.

\*\*The failure of a student admitted on a tuition basis to keep tuition payments current results in the exclusion of the student from co-curricular and extra-curricular activities as well as the withholding of grades. Parents or guardians of students who request the admission of a student on a tuition basis are responsible for the payment of tuition even though another Ohio school district maybe initially responsible for tuition payment. Out-of-state students are admitted only upon payment of tuition directly by the parents.

### **(Adoption January 20, 2004)**

\*\*In order to be eligible in grades 9-12, a student must be currently enrolled and must have been enrolled in school the preceding grading period. During the preceding grading period, the student must have received passing grades in a minimum of five one-credit courses or the equivalent which counts toward graduation.

\*\*The eligibility or ineligibility of a student continues until the start of the fifth school day of the next grading period at which the time grades from the immediately preceding grading period become effective.

**EXCEPTION:** Eligibility or ineligibility for the first grading period commences with the start of the fall sports season.

\*\*In order to be eligible for sports in grades 7-8, a student must be currently enrolled and must be enrolled and must have been enrolled in school the preceding grading period. During the preceding grading period, the student must have received passing grades in five classes.

### **Eligibility**

A student may open enroll to Bath prior to their 9<sup>th</sup> grade year and be eligible for all sports. If a student transfers following their 9<sup>th</sup> grade year, they must meet the OHSAA requirements for transfer to be eligible.

### **Physical Education - IGAF**

Students who participate in Junior Reserve Officer Training Corps for two full years, Interscholastic Athletics, Marching Band or Cheerleading for two seasons are permitted to substitute these activities for ½ unit (120 hours) of physical education.

All such participating students must complete a course of at least 60 contact hours (1/4 unit) in place of their PE course in order to meet the Ohio Core graduation requirements.



# BATH ATHLETICS

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**Cam Staley**

**Athletic Director**

## **ATHLETIC PARTICIPATION WAIVER, CONSENT AND RELEASE FORM**

The undersigned in my capacity as parent and legal guardian of

\_\_\_\_\_ hereby consent to his/her participation in

\_\_\_\_\_ sport(s), sponsored by Bath Local Schools.

Furthermore, I hereby acknowledge that there are inherent risks associated and accompanied with the above stated sport(s) and that the child named above may be injured as a result of an accident arising out of participation in the named activity.

In consideration for permitting the individual named above to participate in the above named sport(s), the undersigned releases and holds harmless Bath Local Schools and/or its employees, teachers, coaches, administrators, etal... from any and all liability including, but not limited to liability for injuries or damages sustained by the individual.

Print: \_\_\_\_\_

Parent or Guardian

Signature: \_\_\_\_\_

Parent or Guardian

\_\_\_\_\_

Date

## **Licensure Code of Professional Conduct for Ohio Educators | Adopted September 17, 2019, State Board of Education Introduction**

Educators are entrusted by the public with the responsibility of providing a high-quality education to each student. Through various roles, these professionals devote themselves to providing a safe and nurturing environment in which all students can learn. In alignment with the Standards for Ohio Educators and Ohio's Learning Standards, Ohio's educators strive for excellence through the high expectations they hold for themselves and their students. The professional conduct of every educator affects attitudes toward the profession. Educators are trustees of the profession and share with the broader community the responsibility of providing high-quality public education. Educators recognize the need to balance the demands of the profession by caring for their own physical and emotional well-being in order to successfully carry out their professional responsibilities.

Aware of the importance of maintaining the confidence and trust of students, parents, colleagues and the public, Ohio educators maintain the highest degree of professional conduct for themselves and their peers. Ohio educators are all individuals applying for a credential or individuals credentialed by the State Board of Education, and the Licensure Code of Professional Conduct for Ohio Educators serves as the basis for decisions on issues pertaining to licensure that are consistent with applicable law. It provides a guide for conduct in situations that have professional implications for all individuals, such as teachers, principals, superintendents, educational aides, coaches, substitute teachers and others credentialed by the State Board of Education.

Ohio is nationally known as a state that produces high-quality educators and recognizes that its 250,000 practicing educators hold the fundamental beliefs defined in the following nine principles:

1. Educators behave in a professional manner, realizing that one's actions reflect directly on the status and substance of the profession.
2. Educators maintain a professional relationship with all students at all times, both in and out of the classroom.
3. Educators accurately report information required by the local board of education or governing board, state education agency, federal agency or state or federal law.
4. Educators adhere to federal, state and local laws and statutes regarding criminal activity.
5. Educators comply with state and federal laws related to maintaining confidential information.
6. Educators serve as positive role models and do not use, possess or unlawfully distribute illegal or unauthorized drugs.
7. Educators ensure school property, public funds or fees paid by students or the community are used in the best interest of students and not for personal gain.
8. Educators fulfill all the terms and obligations in their employment contracts.
9. Educators use technology in a responsible manner and safeguard the electronic devices and data entrusted to them.

As education is a public trust, the Ohio Department of Education pursues allegations of unprofessional conduct. The Department recognizes that an accusation of misconduct is not conclusive proof that the educator engaged in conduct unbecoming. By law, educators are entitled to all due process rights, with each circumstance considered on a case-by-case basis to determine appropriate action. Not all referrals or investigations result in disciplinary action. The Licensure Code of Professional Conduct for Ohio Educators includes the presumptive range of applicable disciplinary actions involving any individual credentialed by the State Board of Education.

## **1. Professional Behavior**

**Professional Behavior Educators shall behave as professionals, realizing their actions directly reflect on the status and substance of the education profession. An educator serves as a positive role model to both students and adults and is responsible for preserving the dignity and integrity of the teaching profession and for practicing the profession according to the highest ethical standards.**

Conduct unbecoming to the profession includes, but is not limited to, the following actions:

- a) Failing to adhere to the Licensure Code of Professional Conduct for Ohio Educators.
- b) Assisting another in committing an act of conduct unbecoming, as described in the Licensure Code of Professional Conduct for Ohio Educators.
- c) Having a continuing physical or mental inability, incapacity or addiction that significantly impacts the educator's ability to carry out his or her professional responsibilities and renders the educator incapable of safely maintaining the care, custody and control of students.
- d) Committing any violation of state or federal laws, statutes or rules although the conduct may not have resulted in a criminal charge, indictment, prosecution or conviction. (Except as noted in Principle 6(b), this does not include traffic violations.)
- e) Disparaging a colleague, peer, or other school personnel while working in a professional setting (teaching, coaching, supervising or conferencing) on the basis of race or ethnicity, socioeconomic status, gender, national origin, sexual orientation, political or religious affiliation, physical characteristics, age, disability or English language proficiency.
- f) Harassing, intimidating, or retaliating against a colleague, peer, or other school personnel.
- g) Sexually harassing any student, minor or adult in the school community.
- h) Failing to complete a criminal background check, as required by state or federal law.
- i) Violating local, state or federal procedures related to the security of standardized tests, test supplies or resources.
- j) Negligently failing to verify, prior to hiring, recommending for employment, or issuing payment, except as permitted by law, that an educator possesses the appropriate credential type for the educator's position (for example, the appropriate credential type means a teacher must possess a teaching credential, principal a principal credential, superintendent a superintendent credential, etc.).
- k) Accepting or holding employment that requires the educator to engage in activities or duties outside the scope of the educator's credential type.
- l) Being disciplined by another state educational entity or other professional licensing board or entity for unethical conduct.
- m) Committing an act of academic dishonesty (for example, plagiarism, falsification, fabrication, sabotage, or cheating in an academic setting).
- n) Engaging in nepotism, as prohibited by local, state, or federal law.

## **2. Professional Relationships with Student Educators**

**Professional Relationships with Students Educators shall maintain a professional relationship with all students at all times, both in and out of the classroom. An educator's responsibility includes nurturing the intellectual, physical, emotional, social and civic potential of all students and providing a safe environment free from harassment, intimidation and criminal activity. An educator creates, supports and maintains an appropriate learning environment for all students and fulfills the roles of trusted confidant, mentor and advocate for students' rights while maintaining appropriate professional, emotional and social boundaries. An educator must serve as a champion against child abuse and be cognizant of student behaviors that suggest abuse or neglect.**



Conduct unbecoming includes, but is not limited to, the following actions:

- a) Committing any act of sexual abuse of a student or minor or engaging in inappropriate sexual conduct with a student or minor.
- b) Committing an act of cruelty to children or an act of child endangerment (for example, physical, psychological, or emotional abuse).
- c) Soliciting, encouraging, engaging or consummating an inappropriate relationship with any student, minor, or individual who was a student in the preceding twelve months.
- d) Engaging in grooming a student or minor (befriending and establishing an emotional connection with a student or minor or a student's or minor's family to lower the student's or minor's inhibitions for the purpose of an inappropriate emotional, romantic or sexual relationship).
- e) Disparaging a student on the basis of race or ethnicity, socioeconomic status, gender, national origin, sexual orientation, political or religious affiliation, physical characteristics, academic or athletic performance, disability or English language proficiency.
- f) Using inappropriate language, gestures or signs at any school-related activity (such as racial slurs, or biased, lewd or lascivious expressions).
- g) Provoking an altercation with or between students or engaging in a physical altercation with students that is not for the purpose of ensuring the health, safety, and welfare of students.
- h) Failing to provide appropriate supervision of students, within the scope of the educator's official capacity, which risks the health, safety and welfare of students or others in the school community.
- i) Knowingly contributing to or failing to intervene in the harassment, intimidation, or bullying of a student.

### **3. Accurate Reporting**

**Accurate Reporting Educators shall accurately report information required by the local board of education or governing board, state education agency, federal agency or state or federal law. An educator communicates appropriate representation of facts concerning qualifications for professional practice, student information, school board policy and other educational matters. An educator must notify the superintendent or designee, of any conduct by a licensed educator that substantially impairs his or her ability to function professionally or is detrimental to the health, safety and welfare of students. It is not considered conduct unbecoming for an educator to, in good faith, notify a superintendent as required by this principle and said educator shall not be the subject of retaliation.**

Conduct unbecoming includes, but is not limited to, the following actions:

- a) Falsifying, intentionally misrepresenting, willfully omitting or being negligent in reporting information submitted to federal, state and other governmental agencies including, but not limited to, staff, student, district, and financial data and information submitted in the course of an official inquiry or investigation.
- b) Falsifying, intentionally misrepresenting, willfully omitting or being negligent in reporting professional qualifications, criminal history, discipline of a professional license or credential, college or professional development credit and/or degrees, academic awards and employment history when applying for employment and/or licensure or when recommending an individual for employment, promotion or licensure.
- c) Falsifying, intentionally misrepresenting, willfully omitting or being negligent in reporting reasons for absences or leaves.
- d) Falsifying, intentionally misrepresenting, willfully omitting or being negligent in reporting information regarding the evaluation of students and/or personnel.
- e) Knowingly failing to notify the superintendent or designee upon becoming aware that an educator's ability to function in his or her position has been substantially impaired or of any conduct that is detrimental to the health, safety and welfare of students.

- f) Intentionally failing to make a mandated report of any violation of state or federal law.
- g) Directing, instructing, assisting or requesting another to commit an act described in Principle 3 of the Licensure Code of Professional Conduct for Ohio Educators.

#### 4. Criminal Acts

**Criminal Acts Educators shall adhere to federal, state and local laws and statutes. An educator shall not engage in criminal activity as evidenced by a criminal conviction, guilty plea, finding of guilt, or participation in a court-ordered diversion or treatment in lieu of conviction program.**

Conduct unbecoming includes, but is not limited to, the following actions:

- a) A criminal offense that is an offense of violence, theft, drug abuse, or sexually-oriented offense as defined in Ohio Administrative Rule 3301-20-01 (for example, murder, rape, drug trafficking, kidnapping, robbery, felonious assault).
- b) A criminal offense that requires an educator to meet the rehabilitation standards, as defined in Ohio Administrative Code Rule 3301-20-01 (for example, assault, passing bad checks, fraud, domestic violence, possession of drugs).
- c) Conveying or possessing a deadly weapon or dangerous ordnance in a school safety zone, on school premises or at a school-related activity, unless authorized by state or federal law.
- d) A criminal offense that is not identified as an absolute bar offense or offense requiring rehabilitation pursuant to Ohio Administrative Code Rule 3301-20-01 and the offense involves a student, minor, school district, or school personnel.
- e) A criminal offense that is not identified as an absolute bar offense or offense requiring rehabilitation pursuant to Ohio Administrative Code Rule 3301-20-01 and the offense does not involve a student, minor, school district, or school personnel. (Except as noted in Principle 6(b), this does not include traffic violations.)

#### 5. Confidentiality

**Confidentiality Educators shall comply with local, state and federal laws related to maintaining confidential information. An educator is entrusted with information that could be misused to embarrass or damage a student's reputation or relationship with others. Therefore, the educator has the responsibility to keep information about students confidential unless disclosure serves professional purposes, affects the health, safety, and welfare of students and others, is required by law, or parental permission has been given. An educator maintains the security of confidential information, such as academic and disciplinary records, testing materials, personal confidences, photographs, health and medical information, family status and/or income.**

Conduct unbecoming includes, but is not limited to, the following actions:

- a) Willfully or knowingly violating any student confidentiality required by federal or state laws, including publishing, providing access to, or altering confidential student information on district or public websites, such as grades, personal information, photographs, disciplinary actions, or individualized educational programs (IEPs) without parental consent or consent of students 18 years of age and older.
- b) Using confidential student, family, or school-related information in a non-professional way (for example, gossip, malicious talk or disparagement).
- c) Violating local, state, or federal procedures or laws related to the confidentiality of standardized tests, test supplies, or resources.

## **6. Use, Possession, or Unlawful Distribution of Alcohol, Drugs, and Tobacco**

**Use, Possession, or Unlawful Distribution of Alcohol, Drugs and Tobacco Educators shall not use, possess or unlawfully distribute illegal or unauthorized drugs. Educators shall not use alcohol during any school activity involving students, minors or underage persons. Educators shall not use tobacco during any school activity except in designated areas. Educators shall not furnish, provide or encourage students or underage persons to use, possess or unlawfully distribute alcohol, tobacco, or illegal or unauthorized drugs. As a positive role model, an educator is entrusted with protecting the health, safety, and welfare of students at any school event. The use of alcohol or illegal or unauthorized drugs causes impairment of professional judgment that may potentially harm others. A professional educator must refrain from the illegal use of tobacco on any school grounds or at any school activity.**

Conduct unbecoming includes, but is not limited to, the following actions:

- a) Being under the influence of, possessing, using or consuming illegal or unauthorized drugs.
- b) Engaging in habitual or excessive abuse of alcohol, as demonstrated by two or more alcohol-related convictions within a five-year span or a severe alcohol-related conviction (for example, a high blood alcohol content, significant injury or property damage, or incidents involving minors).
- c) Being on school premises in an official capacity (for example, teaching, coaching, supervising, or conferencing) or at any school activity involving students, minors or underage persons while under the influence, possessing, or consuming alcoholic beverages.
- d) Furnishing or providing tobacco, alcohol or illegal or unauthorized drugs to any student, minor, or underage person.
- e) Being on school premises or at any school activity involving students, minors or underage persons while using tobacco except in a designated area.
- f) Promoting the use of steroids, stimulants, or nutritional supplements to accelerate physical growth or contribute to the control of weight loss or weight gain to enhance physical performance.

## **7. Financial Management and Improper Compensation for Personal Gain Educators**

**Financial Management and Improper Compensation for Personal Gain Educators shall ensure all school funds and accounts are managed in a responsible and transparent manner. Educators shall ensure school property, public funds or fees paid by students or the community are not used for personal gain. Educators shall not make decisions based upon gifts, gratuities, favors or the socioeconomic status of parents, family members, community members or businesses. An educator is entrusted with public funds and school property in the course of performing job duties and maintains a high level of honesty, accuracy and accountability to ensure institutional privileges are not used for personal gain. An educator maintains integrity with students, colleagues, parents, families, the community or businesses when accepting gifts, gratuities, or favors. To avoid bias or prejudice, an educator needs to ensure decisions made about students or school policy are not negatively influenced by the socioeconomic status of parents, family members, community members or businesses.**

Conduct unbecoming includes, but is not limited to, the following actions:

- a) Using public school property or public funds for personal use not in accordance with local, state or federal laws.
- b) Soliciting students or parents of students to purchase equipment, supplies, or services or to participate in activities that financially benefit the educator without notifying the superintendent or designee and/or not in accordance with local board policy.

- c) Accepting gifts from vendors or potential vendors for personal use or gain exceeding \$25 in value.
- d) Tutoring students in one's district for profit without notifying the superintendent or designee and/or not in accordance with local board policy.
- e) Coaching and/or promoting athletic or artistic camps, off-season leagues, etc., in one's district for profit without notifying the superintendent or designee and/or not in accordance with local board policy.
- f) Failing to transparently and responsibly account for and manage any and all school-related funds in accordance with local board policies and local, state, or federal laws, including rules, opinions, and bulletins promulgated by the Ohio Auditor of State or the Ohio Ethics Commission.
- g) Failing to account for funds related to school activities collected from students, parents, family members, community members, staff or peers in accordance with local board policy.
- h) Co-mingling public or school-related funds with personal funds or checking accounts.
- i) Submitting fraudulent requests for reimbursement of expenses.
- j) Failing to pay a finding for recovery issued by the Ohio Auditor of State.

## 8. Commitment to Contract

**Commitment to Contract Educators shall fulfill all of the terms and obligations detailed in their employment contract with the local board of education, public educational agency, or community school for the duration of the contract. An educator knows and understands the rights and responsibilities as outlined in the employment contract and adheres to the terms and conditions of the agreement by fulfilling responsibilities and duties required of the position.**

Conduct unbecoming includes, but is not limited to, the following actions:

- a) Abandoning the contractual agreement for professional services without the consent of the board of education or designee, according to Ohio Revised Code 3319.15, or without the consent of the community school's governing authority or operator, according to Ohio Revised Code 3314.103.
- b) Willfully refusing to perform services and duties required by the contract, except as outlined in Ohio Revised Code Chapter 4117.
- c) Violating or interfering with due process as outlined in the contractual agreement.

## 9. Appropriate and Responsible Use of Technology

**Appropriate and Responsible Use of Technology Educators shall always use technology, electronic communications, and social media in a responsible and professional manner and appropriately safeguard the unauthorized use or access to electronic devices and data entrusted to them. An educator responsibly creates, uses, consumes, distributes, and protects information and data across all technologies. Educators shall maintain appropriate boundaries with colleagues, students, and the school community when using technology and electronic communications. While maintaining their constitutional rights, educators recognize that when using technology, the words they choose and the content of their statements can reflect negatively on their positions, schools, and the profession.**

Conduct unbecoming includes, but is not limited to, the following actions:

- a) Negligently failing to prevent others from unauthorized use of professional electronic devices to access improper or inappropriate material or confidential data.
- b) Negligently failing to prevent students from unauthorized use of the educator's personal electronic devices to access improper or inappropriate material or confidential data.
- c) Accessing inappropriate, non-school-related material on a school-owned device not in accordance with local board policy.

- d) Presenting inappropriate, non-school-related media to students.
- e) Using technology, social media, or other electronic communications to promote inappropriate communications with students (for example, excessively, for non-educational purposes or requesting students or minors to conceal communication).
- f) Knowingly failing to report and/or address instances of electronic or online harassment, bullying, or intimidation of a student.
- g) Knowingly failing to appropriately intervene when made aware of inappropriate or illegal images or material involving students or minors in electronic forms.
- h) Using technology, social media or other electronic communications to host, post, or distribute improper or inappropriate material that could reasonably be accessed by the school community (includes, but is not limited to, pornography, obscene material, promotion of drug use or underage consumption of alcohol, promotion of violence, disparagement of students, and disparagement based upon gender, gender identity, race, sex, ethnicity, sexual orientation, disability, military status, or religion).
- i) Using school technology to run, manage, or promote a personal business venture.

### **Disciplinary Procedure**

**DUE PROCESS** The State Board of Education has the authority to suspend, limit, revoke or deny licenses; issue a letter of admonishment; or enter into a consent agreement with an applicant or licensed educator to administer the educator discipline process in accordance with Chapter 33 and Chapter 119 of the Ohio Revised Code and Chapter 3301 of the Ohio Administrative Code.

When an educator is reported to the Ohio Department of Education for an allegation of unprofessional conduct made by a principal, parent, teacher, student, superintendent or community member, the Department will determine whether the State Board of Education has jurisdiction to investigate the matter pursuant to Section 3319.311 of the Ohio Revised Code.

If it is determined an investigation is warranted, a thorough investigation would be conducted pursuant to Section 3319.311 of the Ohio Revised Code at which time all mitigating circumstances will be fully examined to determine whether the allegation can be substantiated. If an allegation is reported and turns out to be a false allegation or unsubstantiated, all information obtained in the case file will be sealed two years after the investigation is concluded in accordance with Section 3319.311 of the Ohio Revised Code.

If the results of an investigation warrant initiating an action under Section 3319.31 of the Ohio Revised Code, an educator is entitled to all due process rights afforded pursuant to Chapter 33 and Chapter 119 of the Ohio Revised Code and Chapter 3301 of the Ohio Administrative Code.

### **DISCIPLINARY GUIDELINES**

Upon a determination that the results of an investigation warrant the State Board of Education to impose a disciplinary action pursuant to Section 3319.31 of the Ohio Revised Code, the State Board may impose an appropriate penalty within the presumptive range on a **case-by-case basis**, as set forth in these disciplinary guidelines, unless the aggravating and mitigating factors in an individual case warrant a penalty outside the presumptive range.

The range of disciplinary actions are presumptions and may include a letter of admonishment, consent agreement, limitation of a license, suspension of a license, revocation of a license, or denial of a license. The terms “suspension,” “revocation,” and “denial” shall mean any length of suspension, revocation or denial, including permanent revocation or permanent denial. A license may be suspended or limited pursuant to a consent agreement or State Board resolution. A complete explanation of the types of disciplinary actions can be accessed on the Ohio Department of Education’s website, [education.ohio.gov](http://education.ohio.gov), search keywords disciplinary actions.

The State Board may determine that a penalty outside the range of the disciplinary guidelines is more appropriate in an individual case based upon aggravating and mitigating factors as outlined in Sections 3301-73-21 (A) (B) and Section 3301-20-01 (E) of the Ohio Administrative Code, or any other factors the State Board, district or educational entity, or superintendent consider relevant. Further, the State Board may determine not to impose a disciplinary action involving an educator's licensure or application for licensure based upon conduct being a minor violation or a local school district or educational entity appropriately addressing the violation of the Licensure Code of Professional Conduct for Ohio Educators at the district or building level.

The Licensure Code of Professional Conduct for Ohio Educators applies to all individuals licensed by the Ohio Department of Education. The presumptive ranges are only applicable for disciplinary actions involving an educator's licensure or application for licensure. The presumptive ranges are not applicable for any discipline imposed at the local level. Possible discipline at the local level must follow all local contractual provisions including, but not limited to, due process, progressive discipline, and just cause. However, an educator who violates one or more of the principles may be subject to discipline at both the state and local levels.

Following are the disciplinary actions, including a presumptive range of penalties that shall apply to violations of the Licensure Code of Professional Conduct for Ohio Educators.

## **DISCIPLINARY ACTIONS**

### **1. Professional Behavior**

Educators shall behave as professionals realizing that their actions directly reflect on the status and substance of the education profession. If an educator violates Principle 1, the presumption for the appropriate range of disciplinary action is the following: I. Suspension (one day to one year) of a license depending upon the violation of the testing procedure; II. Suspension of a license until the educator comes into compliance with the required background checks; III. Letter of admonishment up to revocation/denial of a license for other acts unbecoming to the professional conduct of educators.

### **2. Professional Relationships with Students**

Educators shall maintain a professional relationship with all students at all times, both in and out of the classroom. If an educator violates Principle 2, the presumption for the appropriate range of disciplinary action is the following: I. Revocation/denial of a license for sexual/physical abuse; II. Suspension (one day to five years) of a license up to revocation/denial of a license for psychological or emotional abuse or for soliciting, encouraging, engaging or consummating an inappropriate written, verbal, psychological, emotional or physical relationship with a student or minor; III. Suspension (one day to five years) of a license for disparagement, inappropriate language, physical altercations, inappropriate supervision or harassment.

### **3. Accurate Reporting**

Educators shall accurately report information required by the local board of education or governing board, state education agency, federal agency or state or federal law. If an educator violates Principle 3, the presumption for the appropriate range of disciplinary action is the following: I. Suspension (one day to three years) of a license for falsifying, intentionally misrepresenting, willfully omitting, or being negligent in reporting criminal history, discipline of a professional license or credential, academic awards or employment history; II. Suspension (three years to five years) of a license up to revocation/denial of a license for falsifying, intentionally misrepresenting, willfully omitting, or being negligent in reporting professional qualifications, or college or professional

development credit and/or degrees; III. Suspension (one day to five years) of a license for all other violations of this principle. Page 15 | Licensure Code of Professional Conduct for Ohio Educators | Adopted September 17, 2019, State Board of Education

#### **4. Criminal Acts**

Educators shall adhere to federal, state and local laws and statutes. If an educator violates Principle 4, the presumption for the appropriate range of disciplinary action is the following: I. Revocation/denial of a license for a criminal offense that is an offense of violence, theft offense, drug abuse offense or sexually oriented offense, as defined in Ohio Administrative Code Rule 3301-20-01; II. Revocation/denial of a license for a criminal offense involving the school community or where the victim is a student or minor; III. Suspension (one day to five years) of a license up to revocation/denial of a license for all other felony criminal acts; IV. Letter of admonishment up to revocation/denial of a license for all other misdemeanor criminal acts (for example, disorderly conduct, trespassing, assault, passing bad checks, fraud, domestic violence, possession of drugs).

#### **5. Confidentiality**

Educators shall comply with local, state and federal laws related to maintaining confidential information. If an educator violates Principle 5, the presumption for the appropriate range of disciplinary action is suspension (one day to two years) of a license.

#### **6. Use, Possession, or Unlawful Distribution of Alcohol, Drugs and Tobacco**

Educators shall not use, possess or unlawfully distribute illegal or unauthorized drugs. Educators shall not use alcohol during any school activity involving students, minors or underage persons. Educators shall not use tobacco during any school activity except in designated areas. Educators shall not furnish, provide or encourage students or underage persons to use, possess or unlawfully distribute alcohol, tobacco, or illegal or unauthorized drugs. If an educator violates Principle 6, the presumption for the appropriate range of disciplinary action is the following: I. Suspension (one year to five years) of a license up to revocation/denial of a license for violations dealing with students, minors, or underage persons or school activities; II. Suspension (one day to five years) of a license for misuses unrelated to students, minors, or underage persons or school activities. Page 16 | Licensure Code of Professional Conduct for Ohio Educators | Adopted September 17, 2019, State Board of Education

#### **7. Financial Management and Improper Compensation for Personal Gain**

Educators shall ensure all school funds and accounts are managed in a responsible and transparent manner. Educators shall ensure school property, public funds or fees paid by students or the community are not used for personal gain. Educators shall not make decisions based upon gifts, gratuities, favors or the socioeconomic status of parents, family members, community members or businesses. If an educator violates Principle 7, the presumption for the appropriate range of disciplinary action is the following: I. Suspension (two years to five years) up to revocation/denial of a license for theft of school property or school funds; II. Letter of admonishment up to suspension (one day to one year) of a license for using one's position for personal gain; III. Suspension (one day to five years) up to revocation/denial of a license for all other violations of this principle.

#### **8. Commitment to Contract**

Educators shall fulfill all of the terms and obligations detailed in their employment contract with the local board of education, public educational agency, or community school for the duration of the contract. If an educator violates Principle 8, the presumption for the appropriate range of disciplinary action is a letter of admonishment up to suspension (one day to one year) of a license.

## **9. Appropriate and Responsible Use of Technology**

Educators shall always use technology, electronic communications, and social media in a responsible and professional manner and appropriately safeguard the unauthorized use or access to electronic devices and data entrusted to them. If an educator violates Principle 9, the presumption for the appropriate range of disciplinary action is the following: I. Letter of admonishment up to suspension (one day to five years) of a license for negligence in failing to prevent others from unauthorized access of professional devices and students from unauthorized access of personal devices; accessing inappropriate, non-school-related material on school-owned devices; and use of school technology to run, manage, or promote a personal business; II. Suspension (one day to five years) of a license up to revocation/denial of a license for presenting inappropriate, non-school-related media to students and for violations involving the use of technology to host, post, or distribute inappropriate material; III. Suspension (one year to five years) of a license up to revocation/denial of a license for violations involving use of technology for promoting and/or engaging in inappropriate communication with students; IV. Suspension (one day to five years) of a license for failing to report or address instances of electronic or online harassment, bullying, or intimidation of a student, or failing to appropriately intervene when made aware of inappropriate or illegal materials involving students or minors appearing in electronic form.



## COACH CONDUCT /RESPONSIBILITIES

### **PAS Certificate**

All Coaches (paid and volunteer) are required to have a current PAS (Pupil Activity Supervisory) Certificate on file and kept updated as required. The PAS certificate requires coaches completing the most current certifications, filling out the application and filing with the Ohio Department of Education prior to coaching.

### **Legal Duties of Coaches**

Coaching used to mean the coach had to organize, train, teach and field a team for competition. Times have changed. Because we operate in a society that seeks suit and money for all occurrences it feels are wrongful, there has been a trend toward formalized duties for coaches. All coaches need to know and understand what their legal duties are. These duties are being clearly defined with each court case. As of now, the following information is for you so that you will understand your responsibilities and will, therefore, protect yourselves and our school. Your duty as a coach is to take reasonable care of the student-athlete. This legally means that you are to act in a way that avoids creating unreasonable risk of injury to others. Not performing to a standard of care/performance can result in negligence.

Legal duties that have been established by courts through litigation include the following:

- \***Properly Instruct:** Know and teach proper/correct techniques
  - \***Warn of Inherent Dangers of Sport:** Practice plans should reflect what was done and the way it was done, the date it was done and should be repeated on a couple of occasions.
  - \***Supervise:** See the last athlete gone, have enough supervisors
  - \***Provide for a Safe Environment:** Facilities, equipment maintained, properly fitted, warn of misuse
  - \***Provide Health Care:** Physical exam, emergency care, CPR and first aid training is up to date
  - \***Enforce Rules and Regulations:** State rules, game rules, district rules, school rules and specific sport rules
  - \***Classify and Group Participants:** Based on skill level, age, maturity, sex, size and experience
  - \***Safely Transport:** To and from contests, practices at other sites
  - \***Follow Due Process:** 14<sup>th</sup> amendment applies to all athletes
  - \***Foresee Potentially Dangerous Circumstances and Situations:** Equipment failure, storms, and facility concerns
  - \***Plan:** Written daily plans, monthly calendars
  - \***Keep Records:** Answering what, where, when and how, provides solid defense against liability, shows prudence
  - \***Evaluate:** Written plan to audit facilities, equipment, uniforms, time done, procedure used and who is responsible.
- Negligence:** What can you do to protect yourself from being found negligent? Answer: Failure to provide adequate and complete instruction about your sport and failure to warn about your sport are the most common forms of negligence.

The following preventive measures must be taken to help you not be guilty of negligence: Coach from a written daily practice plan that outlines what is taught, safe play techniques and warnings of certain acts that are dangers to players. Be sure this plan reflects actual dates (more than one) when you warned of dangers, stress conditioning, talked about reporting injuries immediately to the Head Trainer, etc... Students and parents should attend a pre-season meeting at the beginning of the season and register online accepting our required paperwork for our district. Currently, our registration system makes both the athlete and the parent/guardian accept the following documents: Athletic training rules; Concussion guidelines; Waiver of Liability; Parent & Coach Communication procedures as well as a Medical Release Form from St. Rita's.

### **Coach's Conduct**

It is imperative that each coach is continually aware of their appearance, language, body language and "sideline" behavior. Each of us is a representative of our own values, school philosophy and rules of the game. We live in a fish bowl, and therefore, are charged with the responsibility of being seen and judged by our actions. We are to be a positive role model for all to see. If a coach is ejected from a contest, the coach will miss the next game automatically. Coaches should refrain from cursing or using crude language. Coach's who are ejected must also personally pay the \$100 fine from the OHSAA and take the required course associated with the ejection.

### **Coach's Clothing**

When going to away activities or contests as representatives of Bath Local Schools athletics, the minimum dress requirements are slacks (no jeans) and a collared shirt, blouse, dress sweater or dress. Coaches may ask their players to dress according to team rules or may stipulate a certain type of dress. Our teams should represent our school with class. Coaches clothing will not be purchased by the athletic department.

### **Supervision**

All practice and dressing areas shall be supervised until at least all athletes leave the area. All doors are to be locked and secured before leaving the area. It is the responsibility of the Head Coach to see to this supervision, either personally or as a delegated duty of an assistant coach.



# BATH ATHLETICS

2850 BIBLE ROAD, LIMA, OHIO 45801

M.S. (419) 221-1839 H.S. (419) 221-0366

M.S. FAX (419) 221-2431 H.S. FAX (419) 221-0766

Cam Staley  
Athletic Director

Dear Coach,

As a coach in the state of Ohio, you are required by the Ohio Department of Education to complete the necessary requirements for a Pupil Activity Permit certificate. The PAP certificate is good for 3, 4 or 5 years. At the end of this term, you must once again re-apply completing any of the requirements below that apply.

All coaches, paid or volunteer, must complete the following list of requirements to coach for Bath Local Schools: **(Hard copies of these requirements must be on file with Administration before PAP Permit will be electronically signed (approved) by Superintendent.)**

## FINGERPRINTING – copies must be on file

- **FBI fingerprinting** (good if already done within the past 5 years)
- **BCI fingerprinting** (complete once as long as you live in Ohio)
  1. Go to the Allen County Ed. Center on Slabtown Road for fingerprinting -must pay with cash - BCI \$25.00/FBI \$35.00 \*Please be sure to have sent to ODE\*

## SPORT COURSES – copies must be on file

- **Sports Medicine and CPR/AE** classes are provided through an accredited site or online provider.
  1. American Red Cross Adult CPR/AED (good for 2 years)
  2. First Aid/Sports Injury Prevention (good for the length of your PAP)
- **Sudden Cardiac Arrest Course**-Complete and send copy of certificate to Missy
- **NFHS Fundamentals of Coaching Course**
  1. Online version is at [www.NFHSlearn.com](http://www.NFHSlearn.com) Cost is \$65
- **Concussion Training Program**-National Federation of State High School Associations –to be taken every 3 years <http://www.nfhslearn.com/electiveDetail.aspx?courseID=38000>  
Free online training-print certificate and send to Administration

## TO APPLY FOR YOUR PUPIL ACTIVITY/COACHING PERMIT

**You must apply online at the ODE website.**

- <http://education.ohio.gov/Topics/Teaching/Educator-Licensure/Apply-for-Certificate-License>
- Create a SAFE account. The credential you are applying for depends on your current certification in education. Most coaches will be applying for a 3 yr. Pupil Activity/Coaching Permit.
- Please mail to District: select Bath Local IRN # 045765 (when we receive your permit we will mail it to you. If you elect to send it to your home; send a copy to Bath Local Schools)
- Pupil Activity First Aid Training Requirements:
  1. If you completed your First Aid Training with Jody Benda; select #1 Ohio Department of Education Approved Program.
  2. If you took it through NFHS select #2 NFHS First Aide for Coaches (submit copy of certificate).
  3. If you are a (MD DO, RN, EMT, ATC) select #3 (submit copy of license).
- Save Application and Done (you will need to pay with a credit card - \$45.00)

*Application will not be sent for superintendent signature until payment is made and application is submitted.*

Sincerely,

Cam Staley

## **FINANCIALS/FUNDRASING/MEDIA**

### **Personal Accounts**

Coaches shall deposit all camp money and fundraising money into their school camp fund account. There is a petty cash account set up so that you may access a limited amount of money at a given time. All other orders would require the normal purchase order process. It is illegal for Coaches to inter-mingle accounts from personal to professional. Coaches cannot have "outside" accounts in their own name. Support groups may have an "outside" account for monies not collected by student fundraising.

### **Camps-Pay for Assistants**

Head coaches wishing to pay their assistants for working a camp must have their names with the amount to be paid approved by the board prior to working the camp. A good rule of thumb would be to recommend this every May prior to summer starting.

### **Purchasing**

Coaches shall work with the Athletic Office in purchasing equipment, supplies, and other necessary items for their sport. **NO PURCHASES WILL BE MADE WITHOUT THE REQUIRED PURCHASE ORDER AND PRIOR APPROVAL.**

### **Fundraising**

All fundraising activities are to be approved by the Athletic Director prior to the start of the fundraiser. Each sport may have one fundraiser for the entire year in which our athletes are encouraged to sell for that sport. Money obtained through our athletes must be deposited in our school treasurer's respective sport account. Money raised by parent groups can stay within these groups and used as the program sees fit as long as the kids are not involved in the selling, raising of money.

### **Media**

Each coach is responsible for the public relations, advertisement of achievements and statistics of their sport to the local media. Coaches are urged to use local radio, newspapers and television to gain recognition for their athletes.

## **SCHEDULING/TRANSPORTATION**

### **Schedules**

Coaches are encouraged to work with the Athletic Office to secure the best schedule available for their athletes. Our goal is to play the best available opponents at all times. Changing and adding to schedules is an extremely difficult process. Time and cooperation are very important in accomplishing this task.

### **Sundays & Holidays**

There are to be no scheduled activities on Sundays, Christmas or Good Friday. Activities must be approved by the Athletic Director prior to scheduling. Use of athletic facilities must also be given approval by the Athletic Director.

### **Overnight Trips**

Any overnight trip must be pre-approved by the Athletic Director and Principal.

## **Transportation**

All buses are to be ordered by the Athletic Director. The coach should inform the AD of the date and time of the trip. It is the responsibility of the coach to see that the members of his/her squad are ready to board the bus at the designated time. The coach must exercise

control and maintain proper supervision. The coach is responsible for signing up for the school van whenever it is needed.

All coaches of individual sports must have at least one person certified to drive the van each sport season.

All athletes must ride to and from an athletic contest via school transportation. Exceptions must be approved in advance by the head coach and/or administrator with the athlete's parents.

## **ATHLETIC EQUIPMENT**

### **Equipment**

All athletes will care for all equipment as though it were their own personal property. If equipment is destroyed through practice, it will be replaced by the school. If equipment is lost or stolen, the athlete(s) will fulfill their responsibility by paying for the replacement of the item(s). Remember that stealing or wearing stolen equipment is a violation of the Code of Conduct and punishable by suspension from athletics. Equipment may not be worn during the school day, home or in public unless already approved by the coach of that sport.

### **Inventory**

At the conclusion of each season, each head coach is responsible for checking in all equipment and creating an inventory sheet to turn in at the evaluation conference.

## **BATH ATHLETICS PRESEASON CHECKLIST**

The following items are to be take care of by our coaches through the cooperation of the coaching staff and the athletic office. Each coach will meet with the Athletic Director at the beginning of a sport season to discuss the following items and any new concerns.

Training rules	Pictures	Van Driver
Parent/Team meeting	Rosters	Media
Student-Athlete paperwork	Support groups	Schedule
Inventory/Ordering	Booster Club	Keys
Clinic attendance	Asst. Coaches	Eligibility
Athletic policy	Transportation	OHSAA

In order to make sure you have taken care of LEGAL LIABILITY, be sure that you have a team meeting first. Explain the dangers inherent with your sport, stress conditioning, talk about reporting injuries and warn about any possible serious situation that can result from participating in the sport you are coaching. This meeting and subsequent "warnings" must come from a written daily practice plan that reflects the actual dates you made these announcements. Please hold on to these practice plans for at least the first month in case a problem arises. In other words, you need documented proof that you hold them. Please refer to the legal liability section in the Coaches Handbook of Athletic Policies.

**INVENTORY RECORDS SHEET**

DATE \_\_\_\_\_ SPORT \_\_\_\_\_ COACH \_\_\_\_\_

**\*\*TURN IN AFTER EACH SEASON AT POST CONFERENCE\*\***

**UNIFORMS**

**TOPS**

COLOR \_\_\_\_\_ NUMBER \_\_\_\_\_ CONDITION POOR AVERAGE GOOD  
COLOR \_\_\_\_\_ NUMBER \_\_\_\_\_ CONDITION POOR AVERAGE GOOD

**BOTTOMS**

COLOR \_\_\_\_\_ NUMBER \_\_\_\_\_ CONDITION POOR AVERAGE GOOD  
COLOR \_\_\_\_\_ NUMBER \_\_\_\_\_ CONDITION POOR AVERAGE GOOD

**EQUIPMENT**

- 1. NUMBER \_\_\_\_\_ CONDITION POOR AVERAGE GOOD
- 2. NUMBER \_\_\_\_\_ CONDITION POOR AVERAGE GOOD
- 3. NUMBER \_\_\_\_\_ CONDITION POOR AVERAGE GOOD
- 4. NUMBER \_\_\_\_\_ CONDITION POOR AVERAGE GOOD
- 5. NUMBER \_\_\_\_\_ CONDITION POOR AVERAGE GOOD
- 6. NUMBER \_\_\_\_\_ CONDITION POOR AVERAGE GOOD
- 7. NUMBER \_\_\_\_\_ CONDITION POOR AVERAGE GOOD
- 8. NUMBER \_\_\_\_\_ CONDITION POOR AVERAGE GOOD
- 9. NUMBER \_\_\_\_\_ CONDITION POOR AVERAGE GOOD
- 10. NUMBER \_\_\_\_\_ CONDITION POOR AVERAGE GOOD

## **FIRST TEAM MEETING BEFORE PRACTICE**

It is fundamental that coaches are completely responsible for the behavior, safety and welfare of their team during practices and in transportation. This first team meeting, prior to the start of the season (or in the first couple of weeks), is the most important meeting you will have in terms of legal liability, setting the stage for your season success and discipline. Coaches should cover expectations, procedures and training rules of their sport.

## **ATHLETE ATTENDANCE/DISCIPLINE**

### **Absences**

Athletes not in school on the day of a game may not participate in an athletic event that same night. Exceptions must have prior approval by the Principal and/or the Athletic Director.

### **Attendance & Tardiness**

All student-athletes must be in school by the end of third period (10:15am) on the day of a game or day before a game if on a Saturday to be eligible to participate. Exceptions must have prior approval from the Principal and/or the Athletic Director.

## **EMERGENCY PLAN/ MEDICAL**

### **Emergency Procedure Plan**

Each coach must have a procedure developed in the event of severe injury or emergency without the presence of the Head Trainer. This procedure must be common knowledge to the staff and team and must be implemented in the event of an emergency. Considerations for the plan are:

- \*evaluation of the injury
- \*who stays with the athlete
- \*who goes to secure transportation (emergency vehicle for the athlete)
- \*notification of the parent/guardian
- \*who goes to the hospital with the athlete
- \*who stays with the team or what provision is made

Obviously, if the Head Trainer is present, he will take control of the situation, but will require the cooperation of the staff and team. Always make sure you are carrying with you a copy of the athlete's emergency procedure form in order to secure treatment when the parents/guardians are not present.

### **AED LOCATIONS DURING THE SCHOOL YEAR**

- Athletic training office by the HS gym-next to boys locker room
- High School lobby outside the main office
- Middle School lobby near gym entrance off north wall
- Elementary School in the main office
- Youth concession stand at baseball/softball diamonds
- Portable AED is located inside the athletic training room in the red barn

The licensed AT, if present, makes all injury decisions including calling EMS. If the AT is not present, a Head Coach or supervising coach in charge (all sub varsity Sports) shall call EMS and render first aid care until EMS arrives.

A designated person such as an assistant coach, athletic trainer, school administrator or other Bath personnel will call EMS with the needed emergency medical information and information about the situation (athlete's name, school address, specific instructions to access the facility, phone number, etc.)

The Licensed AT, supervising coaches, student aide/manager, athletic training student or other Bath personnel shall obtain the closest AED. These persons shall also direct individuals away from the injured athlete and direct EMS upon arrival.

All individuals not belonging to the school's medical staff or coaches attending to the injured athlete will stand clear of the scene.

If a parent is not available to ride in the ambulance/life flight, a coach or school administrator must go with the athlete to the hospital with emergency medical form.

The Licensed AT (if present), Head Coach, Asst. Coach or Bath Administrator shall notify the athlete's parents/guardians about the injury and where the athlete was taken for further medical attention. If the AT was not present, then the AT and the AD should be notified immediately as well.

### **Evacuation Policies for Athletic Facilities**

**Lightning**—OHSAA rule is once lightning has been recognized, competition shall be suspended until at least 30 minutes after the last flash of lightning is witnessed or thunder is heard to begin or resume a contest. Given the average rates of thunderstorm travel, this would allow the storm to move 10-12 miles away from the area and significantly reduce the risk of local lightning flashes. Any subsequent lightning or thunder after the beginning of the 30-minute count should reset the clock and another count should begin.

#### **Football Stadium:**

West (Home) side fans need to go to the MS gymnasium through the south entrance doors by the faculty lounge.

East (Visitors) side fans need to report to the MS cafeteria entering through the east side doors.

Any overflows can go into the hallways on each side of the gym.

#### **Soccer Stadium:**

All fans will need to enter the MS doors on the west side of the building in the fifth grade hallway and take shelter in that hallway.

#### **Baseball Field:**

All fans will need to enter the HS doors on the south side of the building located by the Art and Photography rooms.

#### **Softball Field:**

All fans will need to enter the HS doors on the east side of the gym (trophy case) area.

### **Injury and Illness**

All athletes must report injuries to the head coach and Athletic Trainer. Any athlete who has been attended by a physician because of an illness or injury may not practice or participate in a contest until the appropriate written form has been signed by the physician. Athletes still need to report to practice unless otherwise given permission by the head coach.



**BATH LOCAL SCHOOLS  
EMERGENCY MEDICAL AUTHORIZATION**

**GRADE** \_\_\_\_\_

**HOME PHONE** \_\_\_\_\_

**HOMEROOM** \_\_\_\_\_

**CELL PHONE** \_\_\_\_\_

Purpose: To enable parents to authorize emergency treatment for children who become ill or injured while under school authority, when parent(s) cannot be reached.

**Student Name** \_\_\_\_\_ **Teacher** \_\_\_\_\_

**Address** \_\_\_\_\_ **City** \_\_\_\_\_ **Zip** \_\_\_\_\_

Please list any brothers or sisters and their grade:

\_\_\_\_\_  
\_\_\_\_\_

**Residential Parent/Guardian:**

**Mother** \_\_\_\_\_ **DaytimePhone** \_\_\_\_\_ **Employer** \_\_\_\_\_

**Father** \_\_\_\_\_ **Daytime Phone** \_\_\_\_\_ **Employer** \_\_\_\_\_

**Parent Email** \_\_\_\_\_

**Emergency Contacts:**

**Name** \_\_\_\_\_ **Phone** \_\_\_\_\_ **Relationship** \_\_\_\_\_

**Name** \_\_\_\_\_ **Phone** \_\_\_\_\_ **Relationship** \_\_\_\_\_

**Name** \_\_\_\_\_ **Phone** \_\_\_\_\_ **Relationship** \_\_\_\_\_

Can parent be reached at work?    Yes                      No

**PART 1 OR 2 MUST BE COMPLETED  
PART 1 (TO GIVE CONSENT)**

In the event attempts to contact me at any of the phone numbers I have provided are unsuccessful, I hereby give my consent for the following medical care providers and/or local hospital to be called; and/or the transfer of the child to the hospital listed or any hospital reasonably accessible.

**Doctor** \_\_\_\_\_ **Phone** \_\_\_\_\_

**Dentist** \_\_\_\_\_ **Phone** \_\_\_\_\_

**Hospital** \_\_\_\_\_ **Phone** \_\_\_\_\_

Facts concerning the child's medical history to which a physician should be alerted:

Allergies (food, medication, insect stings): \_\_\_\_\_

Medication being taken: \_\_\_\_\_

Physical impairments/illness/injury: \_\_\_\_\_

This authorization DOES NOT cover major surgery, unless the medical opinions of two (2) other licensed physicians or dentists, concurring the necessity for such surgery, are obtained prior to the surgery.

**Date** \_\_\_\_\_ **Signature** \_\_\_\_\_ **Address** \_\_\_\_\_

**DO NOT COMPLETE PART IF YOU COMPLETED PART 1  
PART 2 (REFUSAL TO GIVE CONSENT)**

I do **NOT** give my consent for emergency medical treatment for my child. In the event of illness or injury requiring medical treatment, I wish the school authorities to take no action or to:

\_\_\_\_\_

**Date** \_\_\_\_\_ **Signature** \_\_\_\_\_ **Address** \_\_\_\_\_

## **Physical Examinations**

All athletes are required by us to have a physical exam completed and on file with the Athletic Office before practicing any sport. Physical exams are the responsibility of the athlete and his/her family. Physicals are good for one calendar year. The Head Trainer will set a date for late spring or early summer for anyone interested in getting a physical at that time. The current physical can be found at the following link:

[http://www.ohsaa.org/medicine/PPE\\_2016-17.pdf](http://www.ohsaa.org/medicine/PPE_2016-17.pdf)

## **Concussion Resource Information Required for Parents/Athletes**

Current concussion regulations for OHSAA athletics can be found at the following

Link: <http://www.ohsaa.org/medicine/Concussions/ConcussionRegulations.pdf>

## **Concussion Return to Play Protocol for BHS**

The following is the RTP Protocol Policies and Procedures to be followed by Bath Staff and St. Rita's Sports Medicine Athletic Trainers (ATs) once an athlete diagnosed with sustaining a concussion reports to the AT that he/she is asymptomatic (no symptoms) or a physician has provided written clearance for the athlete to return to sport:

### **Phase I**

- ❖ Possible administration of post-injury ImPACT® computerized concussion assessment test.
  - Optional when returning to Phase I from an advanced Phase of the protocol.
- ❖ Clinical evaluation by AT (sideline evaluation tool up to full SCAT 2)
- ❖ If post-injury ImPACT® test is within parameters and clinical evaluation by AT is negative for signs/symptoms of concussion, then proceed to Phase II.

**Phase II** – may begin on the same day as Phase I if athlete meets the parameters of the post-injury ImPACT® test and has a negative clinical evaluation by the AT.

- ❖ Light aerobic activity (preferably biking) at a level not to exceed approximately 70% maximum intensity.
- ❖ Initially, aerobic activity should be completed in as controlled an environment as possible – limit factors such as uneven surfaces, sunlight, excessive noise, and other extraneous stimulus.
- ❖ Whenever possible, AT present to monitor for return of concussion signs and symptoms. If any signs/symptoms of concussion develop during Phase II, discontinue activity for the day and return to Phase I next day.
- ❖ **This Phase lasts a minimum of one calendar day.**

**Phase III** – may begin if no signs/symptoms present/observed from completion of Phase II, initially after completion and/or the next day

- ❖ Includes light strength training and sport specific drills.
- ❖ Preferably complete 50% intensity strength training activity first.
  - Use weight room if available. Otherwise be creative with activities and use body weight, band, tubing, dumbbells, etc.
- ❖ If no signs/symptoms with strength training, can add sport specific drills
  - Proceed from simple and easy to more complex and intense drills
  - Only non-contact drills – no protective equipment to be worn (i.e. helmet, shoulder pads)
    - Absolutely no risk of contact – including accidental
- ❖ Whenever possible, AT present to monitor for signs and symptoms. If any signs/symptoms of concussion develop during Phase III, discontinue activity for the day and target returning to Phase III next day.
- ❖ **This Phase lasts a minimum of one calendar day**

**Phase IV** – may begin if no signs/symptoms present/observed from completion of Phase III, initially after completion and/or the next day

- ❖ Non-contact practice
  - if football, wearing of helmet suggested for this Phase
  - AT advises on drills that are safe/appropriate for this Phase
- ❖ Whenever possible, AT present to monitor for signs and symptoms. If any signs/symptoms of concussion develop during Phase IV, discontinue activity for the day and target returning to Phase IV next day.
- ❖ **This Phase lasts a minimum of one calendar day**

**Phase V** – may begin if no signs/symptoms present/observed from completion of Phase IV, initially after completion and/or the next day

- ❖ AT must complete the *OHSAA Medical Authorization to Return to Play When a Student has been Removed due to a Suspected Concussion* form and present to appropriate school administrator.
- ❖ Return to full practice
  - To be considered a full practice and meet the requirements of this Phase, the practice must include those playing situations and conditions typically incurred in that sport's games.
- ❖ Whenever possible, AT present to monitor for signs and symptoms. If any signs/symptoms of concussion develop during full practice, discontinue activity and fully evaluate athlete.
  - The athlete will return to pre Phase I RTP Protocol status of complete rest.

**Phase VI** – may begin if no signs/symptoms present/observed from completion of Phase V, initially after completion and/or next day

- ❖ Game participation with no restrictions.
- ❖ Whenever possible, AT present to monitor for signs and symptoms. If any signs/symptoms of concussion develop during course of the game, discontinue activity and fully evaluate athlete.
  - The athlete will return to pre Phase I RTP Protocol status of complete rest.

### **RTP Protocol Considerations**

- The approval to begin the next Phase of the RTP Protocol is the sole responsibility of the AT.
- Whenever possible, every Phase and /or calendar day should begin with the AT clinically evaluating the recovering athlete with, at minimum, the sideline concussion evaluation tool up to a full SCAT 2 and post injury ImPACT® test.
  - The athlete's signs and symptoms, or lack thereof, will determine the extent of evaluation tools utilized by the AT.
- If AT will not be at school the next day, the AT will evaluate the athlete after completing that day's Phase and provide instructions for the following day's activities, which will include the current Phases activities and potentially some lower level activities from the next Phase.
  - For those ATs that are not at their school on a daily basis, the potential exists within this protocol to combine Phase III and IV on the next day the AT is on-site at the school.
  - The potential combining of Phases III and IV is not to be done to decrease the 5 day minimum timeline of completing the RTP Protocol.
- It is recommended that with the start of a new Phase that the athlete goes through the previous Phases activities as a warm-up for getting to the targeted Phase of that day.
  - Especially important when the athlete is returning to the same Phase of the protocol on subsequent days due to the return of their signs and symptoms during that Phase.
- Consider additional post-injury ImPACT® testing if setbacks occur during RTP Protocol or for those concussed athletes that are not recovering as the AT expects.
- **It is recommended that each phase lasts one calendar day. At minimum (or best case scenario), the athlete could return to full participation on the 5<sup>th</sup> day from initiation of this RTP Protocol.**
  - **That would be possible in only those cases where the athlete's signs and symptoms cleared quickly and had no setbacks with completing the RTP Protocol.**
- **Each of the first four Phases of this RTP Protocol can take longer than one calendar day to complete.**

The following is the RTP Protocol Quick Reference Tool to be followed by Bath and St. Rita's Sports Medicine Athletic Trainers (ATs) once an athlete diagnosed with sustaining a concussion reports to the AT that he/she is asymptomatic (no symptoms) or a physician has provided written clearance for the athlete to return to sport:

Phase <b>I</b>	<ul style="list-style-type: none"> <li>▪ Post-injury ImPACT – optional when returning back from advanced Phase</li> <li>▪ AT clinical evaluation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pass ImPACT &amp; AT clinical evaluation – start phase II – can be same day</li> </ul>
Phase <b>II</b>	<ul style="list-style-type: none"> <li>▪ clinical evaluation by AT</li> <li>▪ light aerobic activity – not to exceed 70% max intensity</li> <li>▪ controlled environment as much as possible</li> <li>▪ When possible AT present to monitor signs &amp; symptoms</li> </ul>	<ul style="list-style-type: none"> <li>▪ If no signs &amp; symptoms progress to phase III next day</li> <li>▪ If signs &amp; symptoms, stop activity for day &amp; target Phase II again next day</li> </ul>
Phase <b>III</b>	<ul style="list-style-type: none"> <li>▪ clinical evaluation by AT whenever possible</li> <li>▪ Light strength training first, then sports specific drills</li> <li>▪ Proceed from simple to more complex drills</li> <li>▪ NO CONTACT – including incidental - no equipment worn</li> <li>▪ When possible AT present to monitor signs &amp; symptoms</li> </ul>	<ul style="list-style-type: none"> <li>▪ If no signs &amp; symptoms progress to phase IV next day</li> <li>▪ If signs &amp; symptoms, stop activity for day &amp; target Phase III again next day</li> </ul>
Phase <b>IV</b>	<ul style="list-style-type: none"> <li>▪ clinical evaluation by AT whenever possible</li> <li>▪ Non-contact practice</li> <li>▪ If football, wearing helmet suggested</li> <li>▪ Advise on drills that are safe/appropriate</li> </ul>	<ul style="list-style-type: none"> <li>▪ If no signs &amp; symptoms progress to Phase V next day</li> <li>▪ If signs &amp; symptoms, stop activity for day and target Phase IV again next day</li> </ul>
Phase <b>V</b>	<ul style="list-style-type: none"> <li>▪ clinical evaluation by AT</li> <li>▪ complete Medical Authorization to RTP form</li> <li>▪ Full practice – must consist of game-type situations and conditions to meet requirements of this Phase</li> </ul>	<ul style="list-style-type: none"> <li>▪ If no signs &amp; symptoms progress to Phase VI next day</li> <li>▪ If signs &amp; symptoms, treat as new concussion.</li> <li>▪ Stop activity and evaluate</li> </ul>
Phase <b>VI</b>	<ul style="list-style-type: none"> <li>▪ clinical evaluation by AT whenever possible</li> <li>▪ Game participation with no restrictions</li> </ul>	<ul style="list-style-type: none"> <li>▪ If signs and symptoms, treat as new concussion.</li> <li>▪ Stop activity and evaluate</li> </ul>

## ATHLETE CONDUCT/RESPONSIBILITIES

### **Code of Conduct for Athletes**

The following items are expectations of Bath High School athletes:

- \*The good of the team is first and foremost. Once a team is eliminated, the individual becomes the most important.
- \*No player(s) will ever employ illegal tactics to gain an undeserved advantage. All players will devote themselves to being a true sportsman.
- \*All athletes will care for all equipment as though it was their own personal property. If equipment is destroyed through practice, it will be replaced by the school. If equipment is lost or stolen, the athlete(s) will fulfill their responsibility by paying for replacement of item(s).
- \*All athletes will obey the specific training and practice rules of their team as given to them by the coaching staff of that team.
- \*Athletes should not engage in doing negative things. Drinking alcohol, taking controlled substances, using tobacco products, using profanity and being disobedient are harmful to athletes and their team. Maximum effort and performance cannot be attained doing these things. Athletes attending a party and negative things are occurring, leave immediately.
- \*The athletes must pass five classes each grading period prior to the sport participating. Team members should plan their time so that they devote energy to their studies to insure passing grades which represent their true abilities.
- \*Be a positive influence in all you try to do. Work for the betterment of Bath Schools and what is right for all activities and yourself. Set a good example of always doing what is right and good.
- \*Officials deserve courteous respect. Realize that officials do not lose a game or contest; they are there for the purpose of insuring both teams a fair contest.
- \*Appreciate that coaches, teachers and school officials have the best interests of all athletes in mind as they equip, schedule and conduct the athletic program.
- \*All Bath athletes must comply with the standards of our athletic code of conduct and school rules or be subject to disciplinary action or dismissal from team as determined by the rules, coaching staff, Athletic Director and/or Principal.

**IMPORTANT:** The Bath Athletic Department is not asking athletes to make sacrifices. Sacrifice implies to give up good things. We are asking our athletes to do the opposite. Live clean, think clean and do those things that make them cleaner, finer and more competent individuals and team members.

## **E-mail, Texting, Websites, Blogs and Other Electronic Communication**

The use of e-mail messages, text messages, blogs, websites, or other electronic communications to make inflammatory or derogatory comments, and/or inappropriate descriptions or pictures regarding another team member, another student, a coach, another school or teacher, or other staff member is strictly prohibited. For the purpose of this policy, inappropriate comments may include, but are not limited to, inappropriate comments/pictures/descriptions regarding another person's race, ethnic background, culture, religion, gender or sexual orientation. Consequences for inappropriate social media use will be handled on an individual basis according to our Uniform Training Rules.

## **Athlete Clothing**

When going to away activities or contests as representatives of Bath Local Schools athletics, the minimum dress requirements are slacks (no jeans) and a collared shirt, blouse, dress sweater or dress. Coaches may ask their players to dress according to team rules or may stipulate a certain type of dress. Our teams should represent our school with class.

## **Practices**

All team members are expected to attend all practices. Practice schedules during school vacations are set by the coach, and only the coach can excuse an athlete from practice. There shall be no practices or contests on Sunday unless approved by the Athletic Director.

## **COLLEGE RECRUITERS**

### **College Recruiters**

All college recruiters must report to the Principal's office upon entering the building. Athletes may not be excused from class or study hall without the permission of the Principal or Assistant Principal. Discretion must be used when an athlete is involved in one or more sports.

## **REMOVAL FROM OR QUITTING A SPORT**

### **Quitting a Sport**

An athlete who quits a team after the first game or match will not be allowed to participate in any open gym, conditioning or practices with another sport until the sport he/she quit has been completed (last originally scheduled contest).

### **Team Cutting Policies**

Each coach has his/her own policy on how he/she will choose his/her team. Unfortunately, in some sports, it is necessary to cut a team down to a manageable size. Coaches will explain their policy to candidates for their team at the first meeting. It is strongly recommended from the Athletic Department that all cuts be face to face while using a rubric of some kind to evaluate all athletes.



**Cam Staley  
Athletic Director**

# BATH ATHLETICS

2850 BIBLE ROAD, LIMA, OHIO 45801

M.S. (419) 221-1839

H.S. (419) 221-0366

M.S. FAX (419) 221-2431

H.S. FAX (419) 221-0766

## NOTICE OF INTENDED REMOVAL FROM ATHLETIC PARTICIPATION

Name of student-athlete \_\_\_\_\_ Date \_\_\_\_\_

This notice is to inform you that you may be removed from the program. The reason(s) for this removal are listed in the following paragraph:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Consequence(s) per Uniform Training Rules:

\_\_\_\_\_  
\_\_\_\_\_

Such conduct is in violation of the rules and regulations set forth at the beginning of the school year.

You have the right to appeal this decision to the Principal. Please notify the Athletic Director immediately if you plan to appeal so that a conference can be arranged.

I have met with the student athlete and he/she has received a copy of this notice of intended suspension.

\_\_\_\_\_  
(Signature of Administrator)

\_\_\_\_\_  
(Signature of student-athlete)



## **OTHER SPORTS/ACTIVITIES**

### **Changing of a Sport**

An athlete who quits a team after the first game or match will not be allowed to participate in any open gym, conditioning or practices with another sport until the first sports regular season schedule has been completed. Example: An athlete cannot quit football and go out for basketball until that football season is completed (last originally scheduled contest). If an athlete is cut from a team, he/she may join another team or program in that sport season within a week of the cut taking place.

### **Conflicts Between Activities**

Activities of Bath Local Schools share many students. From time to time, there may be conflicts between times of activities and it is important that all parties work together to make the decision as to which activity to attend. Communication between coaches and sponsors of conflicting activities is a MUST. We must not put the athlete in the middle. The sharing of our student-athletes makes us all look good.

### **Participating in Two Sports in One Season**

Athletes may participate in more than one sport during one season. The athlete must declare which sport will have priority in the event of a conflict. Coaches involved with athletes wanting to do this will meet and discuss the possibilities. The athlete will declare which sport is his/her primary sport. Practice schedules will be worked out between the coaches involved. The athlete must realize the extra time for practice is necessary to compete in two sports in one season. If a conflict does arise, the primary sport will take precedence. Participation in non-scholastic (club) sports will be at the discretion and by agreement of the Head Coach of the school-sponsored sport for that season.

## **Bath Local Schools Uniform Training Rules for All Sports**

The Uniform Training Rules expectations and consequences, are in effect and will be enforced for twelve (12) months of the year.

### **I. Uniform Training Rules**

No student-athlete shall use, misuse, possess, conceal, sell, distribute or be under the influence of:

1. any drug of abuse (controlled dangerous substance)
2. any substance that produces toxic vapors
3. any counterfeit (look-a-like) drug
4. alcoholic beverages or
5. any type of tobacco product in any form

### **II. Uniform Training Rules Violations**

Any violation of the Uniform Training Rules shall be observed by a Bath teacher, coach, administrator, school board member, verifiable by law enforcement agency reports, the parents of the student-athlete involved in the violation or the student's statement of admission. Reports regarding potential rules violations from other sources will be investigated by the school administration to determine if there is sufficient evidence of a violation.

#### **First Offense**

If a student-athlete is reported to be in violation of the Uniform Training Rules and has been given due process, the student-athlete will be removed from fifty percent (50%) of the originally scheduled contests for that season.

If the student-athlete enrolls in an educational program designated and approved by the principal and/or athletic director, the penalty shall be reduced to 20% of the originally scheduled contests for the season. It will be the responsibility of the student-athlete to schedule, attend and assume all costs of this program (including drug testing). The individual will contact the agency within three days of the suspension meeting. The local agency will determine the length and closure of the program. While a urine screening will be done as part of this process, urine screening alone does not constitute compliance. All confidential information will be released to the Principal or Athletic Director,

#### **Second Offense**

The student-athlete shall be removed from all athletics for one calendar year of the violation. The student-athlete must show evidence of seeking enrollment and progress towards completion of the educational program within the calendar year of removal. It will be the responsibility of the student-athlete to schedule, attend and assume all costs of this program (including drug testing). Failure to seek and show evidence of enrollment in such a program will result in the student-athlete being declared ineligible for all interscholastic athletics for the remainder of their years in the Bath Local School system.

#### **Third Offense**

The student-athlete becomes ineligible for the remainder of their years in the Bath School system.

#### **Additional Guidelines**

As previously stated, the Uniform Training Rules are in effect and will be enforced for twelve (12) months of the year. Consequences will be cumulative during middle school and High school years.

In the case of removal with less than fifty percent (50%) or twenty percent (20%) of the season remaining, the student-athlete will have the removal carded over into the next sport season that he or she participates in.

In the case of a student-athlete violating the Uniform Training Rules while currently not participating in a sport, the removal will begin with the next sports season in which the student-athlete participates in. The student-athlete must complete this season or the penalty will be reinstated to the next season of competition.

If approved by the head coach and athletic director, the student-athlete may practice with the team during the suspension period. The suspended individual will not travel or be associated with the team during game-day functions or competitions.

An end-of-the-season award will be presented to the student-athlete, if he/she has met the criteria of the award and is in good standing with the coaching staff at the conclusion of the season.

### **III. Twenty-four Hour Dismissal**

The coach and/or school administrator may, at any time, deny an athlete the privilege of participation in athletics for twenty-four hours (24) or less for conduct that is dangerous, disruptive or detrimental to welfare of the team. Depending upon the specific nature of the conduct it may be regarded further as a violation of the Uniform Training Rules which could result in additional disciplinary action.

### **IV. Expectations of Student Athletes**

Student-athletes shall conduct themselves in a manner that reflects good citizenship. Any behavior that results in dishonor to the participant, his or her team or school will not be tolerated. The Head Coach, Athletic Director and or the Administration will deal with all violations on an individual basis. Acts of unacceptable conduct include, but are not limited to:

1. theft
2. vandalism
3. insubordination
4. instigating of violence
5. inappropriate use of social media according to the athletic code of conduct

### **V. Injuries and/or Illness**

For insurance purposes, all injuries should be recorded by the head coach or trainer. All injured athletes capable of being at practices must attend. Before returning to practice or games after a serious injury, the athlete must present a medical release from the physician to the Bath trainer. All illness situations are covered by school policy and the assistant principal's office. Note: The athlete must be at school by the end of second period to be eligible for the day.

### **VI. Transportation**

All athletes must ride to and from an athletic event via school transportation. Exceptions must be approved in advance by the head coach and/or school administration and will be in cooperation with the athlete's parents.

### **VI. Additional Training Rules**

Each coach may have additional training rules. Once posted and on file in the Athletic Director's office, these rules become valid.

## MINIMUM REQUIREMENTS TO LETTER IN A VARSITY SPORT

### **Baseball**

40% of all innings played or start 25% of all games played

### **Basketball**

40% of all quarters played or start 25% of all games played

### **Bowling**

Participate in 1/3 of all matches played

### **Cheerleading**

Participate in 50% of all games played

### **Cross Country**

Top Seven point totals from all meets

### **Football**

Participate in 50% of all quarters played or start in more than 25% of games

### **Golf**

Participate in 33% of all varsity matches

### **Soccer**

Participate in 50% of all halves played or start in more than 25% of games

### **Softball**

Participate in 40% of all innings played or start in more than 25% of games

### **Swimming**

Must score 60 points

### **Tennis**

Participate in 33% of all matches played

### **Track**

Must score 30 team points or participate in 50% of all meets

### **Volleyball**

Participate in 50% of all varsity matches played

### **Wrestling**

Must score at least 33% of possible team points for the season in any weight class or must wrestle in 50% of all scheduled matches

### **Managers-Student Trainers**

First year award is a certificate. Second year award is a varsity letter.

## ATHLETIC AWARDS

Athletes, managers, trainers and cheerleaders are eligible to earn awards. No matter the sport, each athlete receives the same awards and all awards are purchased by the school. Jackets are purchased by the athletes. No athlete may receive an award in a sport for which he/she is under a suspension for an athletic violation. Athletes must complete the season's play in order to receive an award; however, injuries may waive this stipulation. The athlete also must be in good academic standing. No awards will be issued until equipment is turned in to the coach and the athlete has attended the season ending banquet. Each coach is ultimately responsible for the awards in his/her program. The following information indicates the general guidelines and normal progression for awards. Freshmen are eligible to earn varsity awards at any time.

Description of awards:

Certificate

For all athletes who participated in a sport but did not earn the requirement to letter.

Numerals

For all freshman athletes or the equivalent of in another grade level first year participation.

Letter

First year varsity participation.

Pin

First year varsity participation.

Chevron

Second year varsity participation in a given sport.

Medal

Third year varsity participation in a given sport.

Plaque

Fourth year varsity participation in a given sport.

Team Requirements for Varsity Awards are established by the Head Coach of each sport.

In all varsity sports, the Head Coach has the opportunity with the approval of the Athletic Director to award a varsity letter to an individual who has not met the above criteria.

**BATH**

**BANQUET**  
jv and varsity- placing  
an x

**AWARDS REQUEST**  
in the appropriate

**FORM**  
column

**DIRECTIONS:** List all players

**SPORT** \_\_\_\_\_

**YEAR** \_\_\_\_\_

	<b>PLAYER</b>	<b>GRADE</b>	<b>JV Certificate</b>	<b>Varsity Letter</b>	<b>AWARD GIVEN (FOR OFFICE USE ONLY)</b>
1					
2					
3					
4					
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## **PROFESSIONAL DAYS – CLINICS/STATE TOURNAMENTS**

These days are not accumulative. Such items as rooms, meals, registration and travel expense will be paid by the Athletic Department with prior approval by the Athletic Director. The school van should be used when at all possible. Under certain circumstances, the Athletic Director may deem it necessary to suspend any and all professional days to coaches. Professional days must be approved by the Athletic Director and the Superintendent.

**Baseball** - One school day

**Basketball** - Two school days

**Boys Tennis** - One school day

**Cheerleading** - One school day

**Cross Country** - One school day

**Football** - Two school days

**Girls Tennis** -One school day

**Golf** - One school day

**Soccer** - One school day

**Softball** - One school day

**Swimming** - One school day

**Track** - One school day

**Trainer** - Two school days

**Volleyball** - One school day

**Wrestling** - One school day

Receipts must be brought back to the Athletic Director to issue to the Treasurer for reimbursement. All reimbursements will be made per the current school reimbursement rate for mileage, hotel, and meals.

## ATHLETIC TICKET POLICY

### **Complimentary Admissions**

Any certified or non-certified employee of Bath Schools that has Board paid insurance is eligible for one general admission to all home athletic contests. Admission to these events will be at the specific PASS GATE for each sport.

Note: The above policy is not in effect if the contest in question is a potential sell-out. This determination will be made by the athletic director at least twenty-four hours prior to the event.

### **Senior Citizen's Pass**

Senior citizens of the Bath School District, 62 and older, are eligible for a pass good for all home games at Bath. This pass must be requested from the faculty manager or athletic director and proof of age and residence must be given if asked.

### **Complimentary Reserved Seating**

- Superintendent (2)
- Assistant Superintendent (2)
- Building Principals (2)
- Assistant Principals (2)
- Athletic Director (2)
- Faculty Manager (each) (2)
- Head Coach (in season) (4)
- Head Coach (out of season) (2)
- Assistant Coaches (in season) (2)
- Head Mechanic (2)
- Head Maintenance Supervisor (2)
- Band Director (football only) (2)
- Game Help (2)
- Team Doctors (2)
- Retired Administrators (2)

Elementary youth programs wearing their jersey and accompanied by a paying adult may get in free to certain high school contests that are labeled "Youth Recognition Night."



## **BATH ATHLETICS END OF SEASON CHECKLIST**

All coaches within the Bath Local Schools district must complete certain end of the season responsibilities in order to consider their coaching assignment finalized. Failure to comply may affect future assignments and coaches will not be paid until responsibilities are completed.

In an attempt to keep the Athletic Department informed about the accomplishments and concerns of our programs, all coaches must submit annual post season reports. These reports should be completed within a fifteen day period after the season is over. The post season conference should take place within 30 days of the completion of the season. The reports include the following:

- \_\_\_\_\_ **1. Banquet Award Form:**  
List of players and their respective award for the season.
  
- \_\_\_\_\_ **2. Season Record Form:**  
Schedule of teams played and scores (Varsity, JV and freshman)
  
- \_\_\_\_\_ **3. Complete Inventory Form:**  
A compiled list of everything your program has (Varsity through M.S.)
  
- \_\_\_\_\_ **4. Request Form:**  
A list of every item needed or wanted for next year along with an estimated price of each item should be included.
  
- \_\_\_\_\_ **5. Assistant Coach Evaluation Forms:**  
Every coach in your program needs an evaluation. Bring to post season conference to discuss.
  
- \_\_\_\_\_ **6. Keys:**  
Collect keys from non-certified coaches in your program.
  
- \_\_\_\_\_ **7. Post Season Conference:**  
Meet with the AD within 30 days of conclusion of season (Complete the following prior to the meeting):
  - a. Collect and store all uniforms and equipment properly for next season.
  - b. Clean and organize locker rooms, equipment, etc. in your program
  - c. Get inventory lists, keys from junior high coaches
  - d. Make sure evaluation forms are filled out prior to post season Conference

### **End of Season Duties**

At the end of each sport season, coaches need to turn in their inventory sheet, evaluation forms, season record tally, and list of athletes who lettered to the Athletic Director at the final conference. Once this is completed and all sports are concluded in that sport season, coaches will be paid at the next pay period.

### **Evaluations**

The athletic office will evaluate each coach at the end of each season. All head coaches will be evaluated through a written evaluation. The Head Coach of each team will evaluate his/her assistants through the same written evaluation procedure and turn in at the post-season evaluation meeting.

**BATH HIGH SCHOOL ATHLETICS**  
**PARENT/COACH COMMUNICATION**

---

**Together building better programs for the student-athletes of Bath Schools.**

**PARENT/COACH RELATIONSHIP**

Both parenting and coaching are extremely difficult vocations. By establishing an understanding of each position, we are better able to accept the actions of the other and provide greater benefit to children. As parents, when your children become involved in our program, you have a right to understand what expectations are placed on your child. This begins with clear communication from the coach of your child's program.

**COMMUNICATION YOU SHOULD EXPECT FROM YOUR CHILD'S COACH**

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

**COMMUNICATION COACHES EXPECT FROM PARENTS**

1. Concerns expressed directly to the coach.
2. Notification of any schedule conflicts well in advance.
3. Specific concern in regard to a coach's philosophy and/or expectations.

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

**APPROPRIATE CONCERNS TO DISCUSS WITH COACHES**

1. The treatment of your child, mentally and physically.
2. Ways to help your child improve.
3. Concerns about your child's behavior.

It is very difficult to accept your child's not playing as much as you may hope. **Coaches are professional.** They make judgment decision based on what they believe to be best for all students involved. As you have seen from the list above, certain things can be and should be discussed with your child's coach. Other things, such as those on the following page, must be left to the discretion of the coach.

### **ISSUES NOT APPROPRIATE TO DISCUSS WITH COACHES**

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

There are situations that may require a conference between the coach and the parent. These are to be encouraged. It is important that both parties involved have a clear understanding of the other's position. When these conferences are necessary, the following procedure should be followed to help promote a resolution to the issue of concern.

### **IF YOU HAVE A CONCERN TO DISCUSS WITH A COACH, THE PROCEDURE YOU SHOULD FOLLOW IS:**

1. Call to set up an appointment. The High School telephone number is 419-221-0366.
2. If the coach cannot be reached, call the Athletic Director, Mr. Dackin. He will set up the meeting for you.
3. **Do not attempt to confront a coach before or after a contest or practice. These can be emotional times for both the parent and the coach. Meetings of this nature do not promote resolution.**

### **THE NEXT STEP**

#### **WHAT CAN A PARENT DO IF THE MEETING WITH THE COACH DID NOT PROVIDE A SATISFACTORY RESOLUTION?**

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.

Since research indicates a student involved in co-curricular activities has a greater chance for success during adulthood, these programs have been established. Many of the character traits required to be a successful participant are exactly those that will promote a successful life after high school. We hope this information provided within this pamphlet makes both your child's and your experience with the Bath High School athletic program less stressful and more enjoyable.

## **COMMUNICATING WITH YOUR CHILDREN**

1. Make sure your children know that win or lose, scared or heroic, you love them, appreciate their efforts and are not disappointed in them. This will allow them to do their best without fear of failure. Be the person in their life they can look to for constant positive reinforcement.
2. Try your best to be completely honest about your child's athletic ability, competitive attitude, sportsmanship and actual skill level.
3. Don't compete with the coach. Be helpful but don't coach them. If your child is receiving mixed messages from two different authority figures, he or she will likely become disenchanted.
4. Teach them to enjoy the thrill of competition, to be "out there trying" to be working to improve their skills and attitudes. Help them develop the feeling for competing, for trying hard, for having fun.
5. Try not to relive your athletic life through your child in a way that creates pressure; you lost as well as won. You were frightened, you backed off at times, and you were not always heroic. Don't pressure your child because of your pride. Athletic children need their parents, so you must not withdraw. Remember, there is a thinking, feeling, sensitive, free spirit out there in that uniform who needs a lot of understanding, especially when their world turns bad. If they are comfortable with you, win or lose, then they are on their way to maximum achievement and enjoyment.
6. Don't compare the skill, courage or attitude of your child with other members of the team.
7. Get to know the coach(es). Then you can be assured that his or her philosophy, attitudes, ethics and knowledge are such that you are happy your child under his or her leadership.
8. Always remember that children tend to exaggerate, both when praised and when criticized. Temper your reaction and investigate before overreacting.
9. Make a point of understanding courage and the fact that it is relative. Everyone is frightened in certain areas. Explain that courage is not the absence of fear, but a means of doing something in spite of fear and discomfort.



# BATH ATHLETICS

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**Cam Staley**

**Athletic Director**

## **SPECTATOR CONDUCT AT SCHOOL EVENTS (AT HOME AND AWAY)**

The Bath Board of Education believes that instilling good habits of sportsmanship should be one of the primary goals of athletic endeavors within the District. Parents/guardians and other adult spectators are expected to act as models for young people by demonstrating self-control and dignity at all athletic events home and away.

Unsportsmanlike conduct by spectators will not be tolerated. Unsportsmanlike behavior includes, but is not limited to, verbal assaults, rude gestures, taunts, obscenities, and thrown objects.

The Board reserves the right to ban from its property under its control persons who demonstrate or have demonstrated an inability or unwillingness to act with proper decorum at athletic events, including athletic events held within other school districts. The length of the ban will be determined on a case by case basis considering the seriousness of the conduct involved.

If the behavior of anyone becomes disruptive of a school event or dangerous to the individual or others at the event, school authorities have the authority to take action pursuant to R.C. 3313.20 and R.C. 2911.21. Such action includes, but is not limited to, warning the disruptive person that his or her conduct is inappropriate or asking or requiring the disruptive person to leave the school event.

The Superintendent and other administrators are authorized to make determinations under this policy and to implement this policy.

[Adoption date: July 20, 2004]

## **14.1 SUPPLEMENTAL TEACHERS' CONTRACTS**

- 14.11 Teachers who are employed and are to be compensated by the Board for approved supplemental duties in addition to regular teaching duties, shall be employed on "Supplemental Contracts".
- 14.111 A supplemental contract shall automatically expire at the end of its term without further action or notice by the Board.
- 14.12 The Board need not fill any or all positions listed on the schedule in any particular school year.
- 14.13 The Superintendent shall determine whether a vacancy exists in a supplemental position and when to fill the vacancy.
- 14.14 The elimination of a supplemental position or the failure to fill a position shall not be subject to bargaining with the Association.
- 14.15 Supplemental coaching positions held by non-bargaining unit individuals shall be posted on a yearly basis.
- 14.16 The teacher's performance of contracted supplemental duties shall be evaluated separately from the teacher's normally contracted duties.

## **COACH - HEAD VARSITY**

### **A. Responsible to:**

Athletic Director

### **B. Qualifications:**

- a. Knowledge of the technical aspects of the specific sport.
- b. Reputable background in working with youth.
- c. Previous coaching or playing experience in the assigned position.
- d. Ability to organize and supervise a total sports program.
- e. Ability to communicate with parents, athletes and administration.
- f. Current CPR and Pupil Activity Supervisory Certificate.

### **C. General Duties:**

It shall be the responsibility of the varsity coach to develop a program for athletes from the elementary to the varsity level. He shall help select his/her staff and shall coordinate their efforts to teach the fundamentals, strategies and physical training required for competition at the varsity level. He/She shall develop a philosophy for the program that is commensurate with the school philosophy and one that is within the policies of the Bath Local Board of Education.

### **D. Specific Duties:**

1. Assigns responsibilities to all assistant coaches in the program.
2. Knowledge of all athletic policies and responsible for implementation of these policies.
3. Knowledge of existing system, state and league regulations and implements same consistently and interprets them for the staff.
4. Understands the proper administrative line of command and refers all requests or grievances through proper channels.
5. Develops a program for the assistant coaches to implement at the elementary, freshman and reserve levels. Has regular meetings of the entire coaching staff. Is available to see contests at lower levels other than varsity.
6. Attends Local, League, and Athletic Council Meetings.
7. Delegates specific duties to staff; supervise and analyze effectiveness in the evaluation process.
8. Coordinates all scheduling of contests and preparation with the athletic director. Take Medical forms to all contests.
7. Enforces the athletic code equitably for all athletes in the program. Conduct tryout process in a fair manner and handle cuts compassionately.
8. Schedules and adheres to scheduled times for preseason meetings, regular practice sessions and attends all contests with the team.
9. Prepare roster as soon as selection process is complete with copy to Athletic Office. Keep accurate records of player participation
10. Completes all necessary school, league and state forms on time.
11. Sets up a suitable scouting system, makes the appropriate arrangements for scouting, assigns assistants, middle school coaches scouting duties.
12. Permits only those athletes to practice who have all preseason forms on file in the athletic office.
13. Maintain good public relations and work closely with parents and boosters in promoting the program and its fundraising. Is responsible for news releases.

14. Works with students who plan to attend college and seek to provide guidance toward securing athletic scholarships or grants.
15. Provides for the safety of all athletes by securing proper medical treatment where needed, notification of parents, and allows for individual differences of physical conditioning.
16. Provides instructions on the proper balance between good nutrition and physical activity.
17. Provide training rules and regulations of the sport to each athlete.
18. Determines discipline and follows due process procedures.
19. Works closely with the Athletic Director in securing equipment and preparing a yearly budget; operate within the budget appropriations.
20. Compiles an inventory of equipment each year and has a copy in athletic office.
21. Insures that all equipment is safe and in good working condition.
22. Directly supervises, or assigns responsible assistant for all student workout sessions.
23. Permit athletes to only be in authorized areas of the building at the appropriate times.
24. Arms and disarms security systems when necessary. Secure facility before leaving the area (gates, dressing rooms, windows, doors, etc.)
25. Adheres to a professional code of ethics that promotes sound moral character and good sportsmanship.
20. Emphasizes the need for good scholarship to compliment the athletic program. Stays informed of all students' eligibility status.
21. Perform other duties within the general scope of the job that may be assigned by Athletic Director.





**BATH ATHLETIC DEPARTMENT HEAD COACH EVALUATION AND RUBRIC**

**Name:**

**Assignment:**

**Date:**

**CODE: A=Accomplished S=Skilled D=Developing I=Ineffective NA/NO=Not Applicable/Observed**

=+See bottom for RUBRIC DESCRIPTORS \*\*\*

<b>Domain 1: Administration</b>	<b>A</b>	<b>S</b>	<b>D</b>	<b>I</b>	<b>NA/ NO</b>
Actively Promotes Good Sportsmanship and Follow-Up					
Is Aware of Proper Safety Techniques and Procedures					
Efficient in all Areas of Supervision					
Follows Doctors' and Trainers' Requests					
Is Efficient Regarding Collection/Distribution/Storage of Equipment					
Completes Athletic Department Responsibilities Accurately/Timely					
Purchase Orders, Tournament Entry Forms, Year-End Reports, and the Like Turned in on Time, Fully Completed, and in a Professional Manner					
Promotes the Program & Athletes: Social Media, Website, Other					
College Recruiting Process: Discussions with Athletes, Parents, and Guidance Department, Appropriate Contact with College Coaches					
Appearance at and Assistance with Middle School/Feeder Teams					
Mentoring of Assistant Coaches					
Monitors Academic Progress of Student Athletes Throughout the Year					

**Domain 2: Coaching**

Conducts Self in Professional Manner					
Is a Positive Role Model					
Displays Self-Control					
Enthusiasm for the Sport					
Motivates Players					
Encourages Athletes to Improve through Sound Teaching & Coaching					
Handles Discipline Effectively					
Appearance and Execution of Team					
Shows Good Game Preparation					
Stays Abreast of Current Trends and Developments					

**Domain 3: Knowledge/Skills**

Knowledge of Sport					
Ability to Teach Sport Specific Skills					
Conditioning and Fitness					

Organizes Safe and Efficient Practices					
Knowledge of Athletic Department Rules and Regulations					
Knowledge of Conference and State Rules and Regulations					

**Domain 4: Relationships**

Represents School in a Positive Manner					
Loyal to School and Athletic Programs					
Works Effectively with AD & School Personnel					
Provides an Atmosphere for Open Dialogue with Student Athletes					
Communicates Effectively with Players Individually/Team					
Communicates Effectively with Staff/Administration					
Has Positive Rapport with Local Media					
Promotes Professional Communication with Parents					
Promotes Involvement within the Community					

**General Comments:**

**Narrative Explanation for “Developing” and “Ineffective” Ratings:**

Signature of Coach: \_\_\_\_\_ Signature of Evaluator: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

*The signature of the Coach signifies he/she has read the evaluation. It does not signify agreement with the content.*

	<b>ACCOMPLISHED</b>	<b>SKILLED</b>	<b>DEVELOPING</b>	<b>INEFFECTIVE</b>
<b>D1: Actively &amp; Effectively Promotes Good Sportsmanship and Follow-Up</b>	Serves as a role model for athletes and other coaches on the field, in the classroom, and within the community. Athletes demonstrate respect to opponents, officials, and fans and encourages others to do the same.	Athletes demonstrate respect to opponents, officials, and fans.	Athletes demonstrate some respect, but not to all necessary parties.	Athletes do not demonstrate respect to opponents, officials, and fans.
<b>D1: Is Aware of Proper Safety Techniques and Procedures</b>	Stays current on proper safety techniques and procedures. Reports any unsafe facility or field conditions to the athletic director. Plans practice with safety in mind. Mentors coaches on proper safety techniques and procedures.	Stays current on proper safety techniques and procedures. Plans practice with safety in mind.	Plans practices with safety in mind.	Ignores safety protocols, fails to have the best interest of his/her student athletes in mind at all times.
<b>D1: Efficient in all Areas of Supervision</b>	Monitoring by coach is subtle and preventative. Student athletes monitor their own and their peers' behavior, correcting one another respectfully.	Coach is alert to student-athlete behavior and they properly supervises student athletes at all times.	Coach is generally aware of student athlete behavior however may miss the activities of some student athletes.	Student athlete behavior is not monitored, and coach is unaware of what the student athletes are doing.
<b>D1: Follows Doctors' and Trainers' Requests</b>	Takes proactive approach to student health and safety, including preventive measures.	Considers health and safety, including use of proper procedures regarding injuries.	Considers health of athlete, but puts team's needs ahead of individual's safety needs.	Does not consider health and safety of student athlete.
<b>D1: Is Efficient Regarding Collection/Distribution/Storage of Equipment</b>	Coach's system for distributing, maintaining, and collecting equipment and uniforms is fully effective and reported to AD in a timely and efficient manner. Student athletes assist with the process.	Coach's system for distributing, maintaining, and collecting equipment and uniforms is fully effective and reported to AD in a timely and efficient manner.	Coach's system for distributing, maintaining, and collecting equipment and uniforms is partially effective and reported to AD inconsistently and untimely.	Coach's system for distributing, maintaining, and collecting equipment and uniforms ineffective and unorganized.
<b>D1: Completes Athletic Department Responsibilities Accurately/Timely</b>	Independently knows and adheres to Athletics Office and district timelines/deadlines without directive	Adheres to Athletics Office and district timelines/deadlines	Adheres to some Athletics Office and district timelines/deadlines, but with constant reminders	Does not adhere to Athletics Office and district timelines/deadlines
<b>D1: Purchase Orders, Tournament Entry Forms, Year-End Reports, and the Like Turned in on Time, Fully Completed, and in a Professional Manner</b>	Coach performs duties as defined in job description consistently and effectively. Forms and correspondence are accurate and prompt. Team and individual's goals are achieved as a direct result of the coach's efforts and ability.	Coach performs duties as defined in job description consistently, submits forms, correspondence and necessary paperwork accurately and adheres to deadlines.	Coach inconsistently performs duties as defined in job description and submits forms, correspondence and necessary paperwork inaccurately and in an untimely fashion.	Coach does not perform duties as defined in job description and rarely submits forms, correspondence and necessary paperwork accurately and in an untimely fashion.
<b>D1: Promotes the Program &amp; Athletes via Social Media, Athletic Website, Other</b>	Uses the latest trends in social media to promote his/her athletes, program, and the sport itself. Improves the overall culture of the school by promoting other programs both athletic and academic in nature.	Uses the latest trends in social media to promote his/her athletes, program, and the sport itself.	Uses social media infrequently to promote his/her program.	Does not use social media to promote his/her program.
<b>D1: College Recruiting Process: Discussions Athletes, Parents, Coaches, and Guidance Department</b>	Coach provides frequent information as appropriate, regarding post-secondary options for student athletes and includes the student athlete and family in the process.	Coach provides frequent information as appropriate, regarding post-secondary options for student athletes. Coach serves as liaison and advocate with post-secondary stake holders.	Coach provides minimal information regarding post-secondary options for student athletes targeting only those who excel athletically.	Coach provides no information regarding post-secondary options for student athletes.

<b>D1: Appearance at and Assistance with Middle School/Feeder Teams</b>	Coach provides clinics for youth players and coaches, views job as coaching K-12 and is involved at youth level on a consistent basis, brings sub-varsity and youth coaches to clinics annually and is a leader and viewed as an expert for their sport in the community.	Coach attends feeder program practices and contests. Provides assistance for growth and development.	Makes some, but very little efforts to create a sense of community amongst all feeder programs. Has little knowledge of the feeder programs.	Does not have a feel for the youth program situation and does not reach out to help, sees youth program as not a part of the high school. Does little to bring programs K-12 together. Does little to give back to the sport and community.
<b>D1: Mentoring of Assistant Coaches</b>	Coach effectively passes his/her knowledge of techniques, philosophies, and strategies to his/her coaches, provides opportunities of professional development for the assistant coaches, and models characteristics of leadership. Places high expectations of character upon his/her assistants.	Coach provides opportunities for professional development for the assistant coaches. Places expectations of character upon his/her assistants.	Coach provides few opportunities for professional development for the assistant coaches.	Coach does not provide, nor does he/she place expectations upon assistants for professional development or proper character.
<b>D1: Monitors Academic Progress of Student Athletes Throughout the Year</b>	Coach's system for maintaining information on student athletes academic progress in learning is fully effective. Student athletes contribute information and participate in interpreting the records.	Coach's system for maintaining information on student athletes academic progress in learning is fully effective. Coach serves as liaison and advocate with local stake holders.	Coach's system for maintaining information on student athletes academic progress in learning is partially effective.	Coach has no system for maintaining information on student athletes academic progress in learning or the system is in disarray.
<b>D2: Conducts Self in Professional Manner</b>	The coach leads with honesty and integrity. Creates a safe environment based on respect absent of discrimination & intimidation.	N/A	N/A	The coach provides little leadership, does not act with honesty and integrity. Program environment lacks a supportive environment.
<b>D2: Is a Positive Role Model</b>	Coach holds to the highest standards of honesty, integrity, confidentiality, professionalism and takes a <b>leadership</b> role with colleagues. Student athletes hold themselves to similar standards.	Coach displays high standards of honesty, integrity, confidentiality and professionalism in interactions with student athletes, parents, colleagues, opponents, athletes, officials, and the public.	Coach inconsistently displays high standards of honesty, integrity, confidentiality and professionalism in interactions with student athletes, parents, colleagues, opponents, athletes, officials, and the public.	Coach is dishonest, lacks integrity and does not use professionalism when interacting with student athletes, parents, colleagues, opponents, athletes, officials, and the public.
<b>D2: Displays Self-Control</b>	Always conducts self in a positive manner when faced with adversity. Promotes positive self-control and models expected behavior. Modeling leads student athletes to exhibit self-control and proper sportsmanship.	Coach chooses to remain positive when faced with adversity. Looks to teach life lessons through effective modeling of his/her behavior.	Demonstrates occasional public frustration when faced with adversity. Requires time in order to properly understand the proper role of a leader.	Lacks the coping skills to properly exhibit self-control when faced with adversity. Poor leadership enables student athletes to demonstrate poor sportsmanship.
<b>D2: Enthusiasm for the Sport</b>	Coach exudes a passion for the sport that is contagious, positive attitude affects the entire community.	Coach is passionate, enthusiasm creates energy.	Coach demonstrates little passion, is inconsistent in terms of energizing those he/she leads.	Coach exhibits little to no passion for the sport, lacks motivation.
<b>D2: Motivates Players</b>	Develops environment where student athletes are self-motivated by intrinsic needs.	Sustains motivation for practice and games for all student athletes.	Motivates only those who are easily motivated.	Does not sustain motivation with their student athletes.
<b>D2: Encourages Athletes to Improve through Sound Teaching &amp;</b>	Coaches to change lives, including focus on life-long skills. Coach has an effective character/ leadership program.	Utilizes sound teaching and coaching principles. Coach has a character leadership program.	Utilizes some coaching principles, but not educationally based.	Does not utilize any teaching or coaching principles.

<b>Coaching Principles</b>				
<b>D2: Handles Discipline Effectively</b>	Creates high expectations and follows through with his/her student athletes. Policies create respect amongst the program. Treats students fairly and understands the importance of individuality.	Creates policies that align with school goals of expected behavior by the student athletes. Follows through with expectations.	Policies and enforcement of the expectations are inconsistent and ineffective.	Lacks effective behavior policies. Program suffers from lack of discipline.
<b>D2: Appearance and Execution of Team</b>	Appearance, manners and language reflect positively on the program. Athletes are able to demonstrate understanding of game plan.	Athletes' behavior and appearance are positive in nature. Athletes generally demonstrate understanding of the game plan.	Appearance, manners and language are lacking. Athletes' performance on the field reflect a lack of understanding of the game plan.	Team lacks uniformity, manners and language are lacking. Performance on the field demonstrates poor planning and preparation by the coach.
<b>D2: Shows Good Game Preparation</b>	Practices are very game-like in nature and up tempo, drills are often done with other teams such as conditioning and will have youth coaches in attendance. Game and practice video is used for teaching.	Program has practice uniforms and coaches are organized daily with a written practice plan. Practice is game-like and up-tempo. Varsity coach is coaching coaches and delegating where possible to best help program. Attends at least 2-3 sub varsity practices a year to help coach coaches.	Players are occasionally properly equipped for practice and in practice uniform. Coach has inconsistent practice plan sometimes just going through the motions without a defined purpose. Very little game play, too many drills vs. competitive game-like practice. Few uses of different instructional/teaching methods.	Coach does not prepare for practice with other levels of program and has no alignment or connection between programs 9-12 around goals for practice and objectives. Coach is not prepared for practice, team and players do not improve much over season. Players are not properly equipped for practice.
<b>D2: Stays Abreast of Current Trends and Developments</b>	Coach seeks out opportunities for professional development and makes an effort to engage colleagues in continuous learning opportunities and leads professional development for others.	Coach seeks out opportunities for professional development to enhance content knowledge, skill, and effective techniques.	Coach participates in professional activities to a limited extent when they are convenient.	Coach engages in no professional development activities to enhance knowledge or skill.
<b>D3: Knowledge of Sport</b>	Coach effectively passes his/her knowledge of techniques, philosophies, and strategies to his/her student- athletes effectively while creating a model for colleagues and peers and engaging student to facilitate knowledge and leadership.	Coach has solid knowledge of techniques, philosophies, and strategies that specifically pertain to their sport and teaches these concepts to his/her student athletes effectively in order to continuously improve student performance.	Coach is familiar with techniques, philosophies, and strategies of their sport and can teach that knowledge to his/her student athletes somewhat effectively.	In planning, preparation, and implementation the coach makes errors or does not correct errors made by student athletes.
<b>D3: Ability to Teach Sport Specific Skills</b>	Identifies and applies competitive tactics and strategies that are appropriate for the specific level. Implements knowledge base with instructional techniques that allows for student athlete growth. Motivates athletes to take ownership in their growth.	Identifies and applies competitive tactics and strategies that are appropriate for the specific level. Implements knowledge base with instructional techniques that allows for student athlete growth.	Possesses adequate knowledge to allow for proper instruction, inconsistent with the ability to teach high school students.	Lacks the ability to effectively teach the sport.
<b>D3: Conditioning and Fitness</b>	Coach possesses a high level of understanding of conditioning and fitness to allow for student athlete success. Continually works to improve knowledge bases.	Coach possesses above average level of understanding of conditioning and fitness.	Coach possesses minimal understanding of conditioning and fitness.	Coach does not possess and adequate knowledge base of conditioning and fitness.
<b>D3: Organizes</b>	Practice plans reflect proper	Practice plans reflect	Practice plans do not	Coaches fail to properly plan

<b>Safe and Efficient Practices</b>	instruction that include educating athletes of safe procedures to avoid injury. Practice is planned to optimize learning and growth at all times.	proper instruction that includes safeguards to prevent injuries. Practice is efficient.	reflect proper instruction that includes educating athletes of safe procedures to avoid injuries, but coaches do produce a safe environment. Efficiency in time management is lacking.	safe and efficient practices.
<b>D3: Knowledge of Athletic Department Rules and Regulations</b>	Coach's solid knowledge of school and athletic department rules and regulations promotes collaboration amongst colleagues and peers and provides for outstanding leadership amongst the student athletes.	Coach has a solid understanding of the rules and regulations of the school and athletic department and effectively disseminates that knowledge to their student athletes.	Coach is somewhat familiar with the rules and regulations of the school and athletic department and rarely incorporate them into daily practice plans.	Coach has no knowledge of rules and regulations and does not effectively teach student athletes the importance of following the rules.
<b>D3: Knowledge of Conference and State Rules and Regulations</b>	Coach's solid knowledge of program and sport-specific rules and regulations promotes collaboration amongst colleagues and peers and challenges students to increase their understanding of their sport and larger program.	Coach has a solid understanding of the rules and regulations of their sport and effectively disseminates that knowledge to their student athletes.	Coach is somewhat familiar with the rules and regulations of his/her sport and rarely incorporate them into daily practice plans.	Coach has no knowledge of rules and regulations and does not effectively teach student athletes the importance of following them.
<b>D4: Represents School in a Positive Manner</b>	Coach holds to the highest standards of honesty, integrity, confidentiality, professionalism and takes a leadership role with colleagues. Student athletes hold themselves to similar standards.	Coach displays high standards of honesty, integrity, confidentiality and professionalism in interactions with student athletes, parents, colleagues, opponents, athletes, officials, and the public.	Coach inconsistently displays high standards of honesty, integrity, confidentiality and professionalism in interactions with student athletes, parents, colleagues, opponents, athletes, officials, and the public.	Coach is dishonest, lacks integrity and does not use professionalism when interacting with student athletes, parents, colleagues, opponents, athletes, officials, and the public.
<b>D4: Loyal to School and Athletic Programs</b>	Coach actively promotes and supports all programs within the school. His/her leadership is contagious, their student athletes are leaders within the school.	Coach actively promotes and supports all programs within the school.	Coach rarely promotes other programs.	Coach does little to support other programs, discourages athletes from participating in other athletic or academic programs.
<b>D4: Works Effectively with Director of Athletics and School Personnel</b>	The coach maintains lines of communication with the athletic director. Develops a relationship with the AD that provides for program growth.	The coach maintains lines of communication with the AD. Seeks guidance on important issues.	Communication with the AD is infrequent. Does not include the AD on important issues regarding his/her program.	The coach rarely communicates with the AD, often unresponsive to requests.
<b>D4: Provides an Atmosphere for Open Dialogue with Student Athletes</b>	Coach interactions with student athletes reflect genuine respect and caring for individuals as well as groups. Student athletes respect the coach and each other and trust the coach with matters relating to athletics, academics and their social development.	Coach/student athlete interactions are friendly and demonstrate general caring and respect. Such interactions are age and culturally appropriate. Student athletes exhibit respect for the coach and each other.	Coach-student athlete interactions are generally appropriate but may reflect occasional inconsistencies, favoritism or disregard for students' cultures. Students exhibit only minimal respect for the coach.	Coach interaction with at least some students is negative, demeaning, sarcastic or inappropriate to the age or culture of the student athletes. Student athletes exhibit disrespect for the coach.
<b>D4: Communicates Effectively with Players Individually/Team</b>	Coach provides information to athletes frequently on individual and team progress. Response to concerns is handled with great professionalism and cultural sensitivity.	Coach communicates with athletes about team and individual progress on a regular basis, and is available as needed to respond to concerns.	Coach adheres to the Athletic Department's required procedures for communicating with athletes. Responses to concerns are minimal.	Coach provides minimal information to athletes about team or individual progress, or the communication is inappropriate. Coach does not respond, or responds insensitively, to concerns about athletes and team progress.

<b>D4: Communicates Effectively with Staff/Administration</b>	Coach provides information to coaches and AD frequently on athletes and team progress, with students contributing to the design of the system. Response to concerns is handled with great professionalism and cultural sensitivity.	Coach communicates with coaches and AD about team and individual progress on a regular basis and is available as needed to respond to concerns.	Coach adheres to the Athletic Department's required procedures for communicating with coaches and the AD. Responses to concerns are minimal.	Coach provides minimal information to coaches and the AD about team an individual progress, or the communication is inappropriate. Coach does not respond, or responds insensitively, to concerns about athletes and team progress.
<b>D4: Has Positive Rapport with Local Media</b>	Seeks to promote individuals and team through various media outlets.	Communicates effectively with all media outlets.	Communicates with some aspects of media, but not effectively.	Has no relationship with media outlets.
<b>D4: Promotes Professional Communication with Parents</b>	Coach communicates with families about team schedules and events efficiently, frequently, and in a timely manner. Coach initiates conversations with individual students or families as necessary and is available to respond to individual student athlete concerns and promotes student athlete and family interaction within the program.	Coach communicates with families about team schedules and events efficiently and in a timely manner and is available to respond to individual student athlete concerns.	Coach adheres to the athletic department's required procedures for communicating with families. Team schedules and events are communicated minimally and response to individual student athlete concerns is untimely.	Coach provides minimal and inconsistent information about team schedules and events. Coach does not respond to concerns about individual student athletes concerns.
<b>D4: Promotes Involvement within the Community</b>	Coach's efforts to engage student athletes in in community service projects and efforts are frequent and successful. Students contribute ideas for projects that could be enhanced by team and peer participation.	Coach's efforts to engage student athletes in in community service projects and efforts are frequent and successful.	Coach makes modest and partially successful attempts student athletes in in community service projects.	Coach makes no attempt to engage student athletes in in community service projects.

## **LEVELS OF PERFORMANCE**

### **Ineffective**

The coach does not yet appear to understand the concepts underlying the component. Working on the fundamental practices associated with the elements will enable the coach to grow and develop in this area.

### **Developing**

The coach appears to understand the concepts underlying the component and attempts to implement its elements. However, the implementation is sporadic, intermittent, or otherwise not entirely successful.

### **Skilled**

The coach clearly understands the concepts underlying the component and implements them well. Most experienced, capable coaches will regard themselves and be regarded by others as performing at this level.

### **Accomplished**

Coaches at this level are master coaches and make contributions to the field, both inside and outside of school. They operate at a qualitatively different level, and are more "proactive" in their anticipation of coaching needs rather than "reactive."

## **ASSISTANT COACH**

### **A. Responsible to:**

Head Varsity Coach of the particular sport being coached.

### **B. Qualifications:**

1. Knowledge of the technical aspects of the specific sport.
2. Reputable background in working with youth.
3. Previous coaching or playing experience in the assigned position.
4. Ability to organize and supervise a total sports program.
5. Ability to communicate with parents, athletes and administration.
6. Current CPR and Pupil Activity Supervisory Certificate.

### **C. General Duties:**

The position of Assistant Coach is to serve under the Head Coach, to carry out the teaching of fundamentals, strategy, physical training and to implement the coaching philosophy of the head varsity coach.

### **D. Specific Duties:**

1. Demonstrates LOYALTY to the program currently under the Head Coach's direction.
2. Knowledge of all athletic policies and be responsible for their implementation.
3. Knowledge of existing system, state and league regulations and implement same.
4. Follow proper line of command.
5. Attends all staff meetings, departmental meetings, practice sessions, games, and scouting assignments.
6. Works closely with the Head Varsity Coach to implement his/her basic program and assume responsibility for the program in the absence of the head coach, if requested.
7. Maintains student rapport and discipline that is supportive of the program and athletics in general.
8. Enforces the code of conduct fairly to all athletes in the sport and promotes good sportsmanship at all times.
9. Improve skills by attending clinics and/or using resources made available by the head coach.
10. Report all injuries, misconduct, or other unusual situations to head coach/athletic director/principal.
11. Works with booster and community groups to maintain positive support for the athletic program.
12. Helps to insure that all practice sessions are conducted with the health and safety of the students in mind.
13. Responsible for NEWS releases.
14. Responsible for supervision of athletes at all times.
15. Perform such other duties that are consistent with the nature of the position and that may be requested by the head coach.



**Assistant Coaches in charge of Team Responsibilities:**

- a. Arrive before athletes and leave after athletes.
- b. Secure building and operate security when necessary.
- c. Distribute Team rules and regulations to athletes.
- d. Do all appropriate paperwork: Assure all athletes have Preseason forms before first practice, Roster; copy to Athletic Office for eligibility purposes, etc.
- e. Assist the head coach in scheduling, paperwork, transportation, equipment, scouting and site preparation as requested.
- f. Works closely with the athletic director in scheduling all contests and securing appropriate transportation to away contests, as applicable.
- g. Establish fair cutting rules and handle in a compassionate manner.
- h. Issue, collect, inventory and maintain equipment and keep all equipment in good condition.

# BATH ATHLETIC DEPARTMENT ASSISTANT COACH EVALUATION AND RUBRIC

Name: \_\_\_\_\_

Assignment: \_\_\_\_\_

Date: \_\_\_\_\_

CODE: A=Accomplished S=Skilled D=Developing I=Ineffective NA/NO=Not Applicable/Observed

*See bottom for RUBRIC DESCRIPTORS \*\*\**

<b>Domain 1: Administration</b>	<b>A</b>	<b>S</b>	<b>D</b>	<b>I</b>	<b>NA/ NO</b>
Actively Promotes Good Sportsmanship and Follow-Up					
Is Aware of Proper Safety Techniques and Procedures					
Follows Doctors' and Trainers' Requests					
Is Efficient Regarding Collection/Distribution/Storage of Equipment					
<b>Domain 2: Coaching</b>					
Conducts Self in Professional Manner					
Is a Positive Role Model					
Displays Self-Control					
Enthusiasm for the Sport					
Motivates Players					
Stays Abreast of Current Trends and Developments					
<b>Domain 3: Knowledge/Skills</b>					
Knowledge of Sport					
Ability to Teach Sport Specific Skills					
<b>Domain 4: Relationships</b>					
Represents School in a Positive Manner					
Provides an Atmosphere for Open Dialogue with Student Athletes					
Communicates Effectively with Players Individually/Team					
Promotes Professional Communication with Parents					

**General Comments about Strengths and Weaknesses:**

**Narrative Explanation for "Developing" & "Ineffective" Ratings:**

Signature of Coach: \_\_\_\_\_ Signature of Evaluator: \_\_\_\_\_

Date: \_\_\_\_\_ Date: \_\_\_\_\_

*The signature of the Coach signifies he/she has read the evaluation. It does not signify agreement with the content.*

	<b>Accomplished</b>	<b>Skilled</b>	<b>Developing</b>	<b>Ineffective</b>
<b>D1: Actively &amp; Effectively Promotes Good Sportsmanship and Follow-Up</b>	Serves as a role model for athletes and other coaches on the field, in the classroom, and within the community. Athletes demonstrate respect to opponents, officials, and fans and encourages others to do the same.	Athletes demonstrate respect to opponents, officials, and fans.	Athletes demonstrate some respect, but not to all necessary parties.	Athletes do not demonstrate respect to opponents, officials, and fans.
<b>D1: Is Aware of Proper Safety Techniques and Procedures</b>	Stays current on proper safety techniques and procedures. Reports any unsafe facility or field conditions to the athletic director. Plans practice with safety in mind. Mentors coaches on proper safety techniques and procedures.	Stays current on proper safety techniques and procedures. Plans practice with safety in mind.	Plans practices with safety in mind.	Ignores safety protocols, fails to have the best interest of his/her student athletes in mind at all times.
<b>D1: Follows Doctors' and Trainers' Requests</b>	Takes proactive approach to student health and safety, including preventive measures.	Considers health and safety, including use of proper procedures regarding injuries.	Considers health of athlete, but puts team's needs ahead of individual's safety needs.	Does not consider health and safety of student athlete.
<b>D1: Is Efficient Regarding Collection/Distribution/Storage of Equipment</b>	Coach's system for distributing, maintaining, and collecting equipment and uniforms is fully effective and reported to AD in a timely and efficient manner. Student athletes assist with the process.	Coach's system for distributing, maintaining, and collecting equipment and uniforms is fully effective and reported to AD in a timely and efficient manner.	Coach's system for distributing, maintaining, and collecting equipment and uniforms is partially effective and reported to AD inconsistently and untimely.	Coach's system for distributing, maintaining, and collecting equipment and uniforms ineffective and unorganized.
<b>D2: Conducts Self in Professional Manner</b>	The coach leads with honesty and integrity. Creates a safe environment based on respect absent of discrimination & intimidation.	N/A	N/A	The coach provides little leadership, does not act with honesty and integrity. Program environment lacks a supportive environment.
<b>D2: Is a Positive Role Model</b>	Coach holds to the highest standards of honesty, integrity, confidentiality, professionalism and takes a <b>leadership</b> role with colleagues. Student athletes hold themselves to similar standards.	Coach displays high standards of honesty, integrity, confidentiality and professionalism in interactions with student athletes, parents, colleagues, opponents, athletes, officials, and the public.	Coach inconsistently displays high standards of honesty, integrity, confidentiality and professionalism in interactions with student athletes, parents, colleagues, opponents, athletes, officials, and the public.	Coach is dishonest, lacks integrity and does not use professionalism when interacting with student athletes, parents, colleagues, opponents, athletes, officials, and the public.
<b>D2: Displays Self-Control</b>	Always conducts self in a positive manner when faced with adversity. Promotes positive self-control and models expected behavior. Modeling leads student athletes to exhibit self-control and proper sportsmanship.	Coach chooses to remain positive when faced with adversity. Looks to teach life lessons through effective modeling of his/her behavior.	Demonstrates occasional public frustration when faced with adversity. Requires time in order to properly understand the proper role of a leader.	Lacks the coping skills to properly exhibit self-control when faced with adversity. Poor leadership enables student athletes to demonstrate poor sportsmanship.
<b>D2: Enthusiasm for the Sport</b>	Coach exudes a passion for the sport that is contagious, positive attitude affects the entire community.	Coach is passionate, enthusiasm creates energy.	Coach demonstrates little passion, is inconsistent in terms of energizing those he/she leads.	Coach exhibits little to no passion for the sport, lacks motivation.
<b>D2: Motivates Players</b>	Develops environment where student athletes are self-motivated by intrinsic needs.	Sustains motivation for practice and games for all student athletes.	Motivates only those who are easily motivated.	Does not sustain motivation with their student athletes.
<b>D2: Stays Abreast of Current Trends and Developments</b>	Coach seeks out opportunities for professional development and makes an effort to engage colleagues in continuous learning opportunities and leads professional development for others.	Coach seeks out opportunities for professional development to enhance content knowledge, skill, and effective techniques.	Coach participates in professional activities to a limited extent when they are convenient.	Coach engages in no professional development activities to enhance knowledge or skill.
<b>D3: Knowledge of Sport</b>	Coach effectively passes his/her knowledge of techniques, philosophies, and strategies to his/her student-athletes effectively while creating a model for colleagues and peers and engaging student to facilitate knowledge and leadership.	Coach has solid knowledge of techniques, philosophies, and strategies that specifically pertain to their sport and teaches these concepts to his/her student athletes effectively in order to continuously improve student performance.	Coach is familiar with techniques, philosophies, and strategies of their sport and can teach that knowledge to his/her student athletes somewhat effectively.	In planning, preparation, and implementation the coach makes errors or does not correct errors made by student athletes.

<b>D3: Ability to Teach Sport Specific Skills</b>	Identifies and applies competitive tactics and strategies that are appropriate for the specific level. Implements knowledge base with instructional techniques that allows for student athlete growth. Motivates athletes to take ownership in their growth.	Identifies and applies competitive tactics and strategies that are appropriate for the specific level. Implements knowledge base with instructional techniques that allows for student athlete growth.	Possesses adequate knowledge to allow for proper instruction, inconsistent with the ability to teach high school students.	Lacks the ability to effectively teach the sport.
<b>D4: Represents School in a Positive Manner</b>	Coach holds to the highest standards of honesty, integrity, confidentiality, professionalism and takes a leadership role with colleagues. Student athletes hold themselves to similar standards.	Coach displays high standards of honesty, integrity, confidentiality and professionalism in interactions with student athletes, parents, colleagues, opponents, athletes, officials, and the public.	Coach inconsistently displays high standards of honesty, integrity, confidentiality and professionalism in interactions with student athletes, parents, colleagues, opponents, athletes, officials, and the public.	Coach is dishonest, lacks integrity and does not use professionalism when interacting with student athletes, parents, colleagues, opponents, athletes, officials, and the public.
<b>D4: Provides an Atmosphere for Open Dialogue with Student Athletes</b>	Coach interactions with student athletes reflect genuine respect and caring for individuals as well as groups. Student athletes respect the coach and each other and trust the coach with matters relating to athletics, academics and their social development.	Coach/student athlete interactions are friendly and demonstrate general caring and respect. Such interactions are age and culturally appropriate. Student athletes exhibit respect for the coach and each other.	Coach-student athlete interactions are generally appropriate but may reflect occasional inconsistencies, favoritism or disregard for students' cultures. Students exhibit only minimal respect for the coach.	Coach interaction with at least some students is negative, demeaning, sarcastic or inappropriate to the age or culture of the student athletes. Student athletes exhibit disrespect for the coach.
<b>D4: Communicates Effectively with Players Individually/Team</b>	Coach provides information to athletes frequently on individual and team progress. Response to concerns is handled with great professionalism and cultural sensitivity.	Coach communicates with athletes about team and individual progress on a regular basis, and is available as needed to respond to concerns.	Coach adheres to the Athletic Department's required procedures for communicating with athletes. Responses to concerns are minimal.	Coach provides minimal information to athletes about team or individual progress, or the communication is inappropriate. Coach does not respond, or responds insensitively, to concerns about athletes and team progress.
<b>D4: Promotes Professional Communication with Parents</b>	Coach communicates with families about team schedules and events efficiently, frequently, and in a timely manner. Coach initiates conversations with individual students or families as necessary and is available to respond to individual student athlete concerns and promotes student athlete and family interaction within the program.	Coach communicates with families about team schedules and events efficiently and in a timely manner and is available to respond to individual student athlete concerns.	Coach adheres to the athletic department's required procedures for communicating with families. Team schedules and events are communicated minimally and response to individual student athlete concerns is untimely.	Coach provides minimal and inconsistent information about team schedules and events. Coach does not respond to concerns about individual student athletes concerns.

## **LEVELS OF PERFORMANCE**

### **Ineffective**

The coach does not yet appear to understand the concepts underlying the component. Working on the fundamental practices associated with the elements will enable the coach to grow and develop in this area.

### **Developing**

The coach appears to understand the concepts underlying the component and attempts to implement its elements. However, the implementation is sporadic, intermittent, or otherwise not entirely successful.

### **Skilled**

The coach clearly understands the concepts underlying the component and implements them well. Most experienced, capable coaches will regard themselves and be regarded by others as performing at this level.

### **Accomplished**

Coaches at this level are master coaches and make contributions to the field, both inside and outside of school. They operate at a qualitatively different level, and are more "proactive" in their anticipation of coaching needs rather than "reactive."

## **FACULTY MANAGER – FALL**

### **A. Responsible to:**

Athletic Director

### **B. General Duties:**

Provide assistance to the Athletic Director in the coordination of assigned responsibilities dealing with ticket sales and interscholastic contest management.

### **C. Qualifications:**

1. Demonstrate knowledge and/or experience in the operation and management of ticket sales.
2. Demonstrate the ability to organize and effectively coordinate reserved ticket sales.

### **D. Duties:**

1. Coordinate ticket sales and financial accounting with all phases of the athletic program.
2. Arrange for the purchase of tickets to be used in contests.
3. Prepare and sell season tickets.
  - a. Secure ticket takers for sporting events.
4. Conduct advanced sale of game tickets in the high school, middle school and elementary. Also, send tickets for presale to visiting schools well in advance of the games.
  - a. Secure advanced sale ticket personnel.
5. Allocate complimentary seats to those entitled to them, with approval of the Athletic Director.
6. Contact those who are to help with the game duties, such as ticket takers, pass gate personnel, ticket sellers and others involved at the gate.
7. Prepare a game record sheet of all games showing the number of tickets sold, money received and running expense of game.
8. Prepare/copy final nightly report and send to Treasurer's office.
9. Summarize season ticket sales in the form of record.
10. Count money and go to the bank with the deposit. Responsible for the security of the deposit, along with the Athletic Director.
11. Work closely with the Athletic Director and the Principal in the total operation.

[Approved May 2006]

## **FACULTY MANAGER – WINTER**

### **A. Responsible To:**

Athletic Director

### **B. General Duties:**

Provide assistance to the Athletic Director in the coordination of assigned responsibilities dealing with ticket sales and interscholastic contest management.

### **C. Qualifications:**

1. Demonstrate knowledge and/or experience in the operation and management of ticket sales.
2. Demonstrate the ability to organize and effectively coordinate reserved ticket sales.

### **D. Duties:**

1. Coordinate ticket sales and financial accounting with all phases of the athletic program.
2. Arrange for the purchase of tickets to be used in contests.
3. Prepare and sell season tickets.
  - a. Secure ticket takers for sporting events.
4. Conduct advanced sale of game tickets in the high school, middle school and elementary. Also, send tickets for presale to visiting schools well in advance of the games.
  - a. Secure advanced sale ticket personnel.
5. Allocate complimentary seats to those entitled to them, with approval of the Athletic Director.
6. Contact those who are to help with the game duties, such as ticket takers, pass gate personnel, ticket sellers and others involved at the gate.
7. Prepare a game record sheet of all games showing the number of tickets sold, money received and running expense of game.
8. Prepare/copy final nightly report and send to Treasurer's office.
9. Summarize season ticket sales in the form of record.
10. Count money and go to the bank with the deposit. Responsible for the security of the deposit, along with the Athletic Director.
11. Work closely with the Athletic Director and the Principal in the total operation.

[Approved May 2006]

## **ATHLETIC TRAINER - HEAD**

### **A. Responsible To:**

Athletic Director

### **B. General Duties:**

To provide first aid service to all athletes within the scope of their training, to act as a liaison between the Athletic Department and any physician involved with a student athlete.

### **C. Specific Duties:**

1. Provide coverage for all High School Sports Programs.
  - a. Attend Varsity Football practices and games
  - b. Attend home Varsity Basketball (boys) games
  - c. Arrange event coverage with Assistant Athletic Trainer
  - d. Arrange for Athletic Event/Tournament coverage
2. Responsible for all phases of the Athletic Training Room.
3. Responsible for the inventory and ordering of all training equipment.
4. Ordering all medical supplies necessary; upon approval of the Athletic Director.
5. Make arrangements with the doctor in the treatment of athletic injuries.
6. Responsible for physical cards and emergency forms for all high school athletes.
7. Make final determination as to whether or not an athlete is physically able to participate or continue to play in a game or practice situation, based upon a recommendation of a physician. If a physician is not in attendance, the Athletic Trainer will make the final decision.
8. Work with the respective Head Coach and Athletic Director regarding the various phases of their responsibilities.
9. Responsible for the selection and training of student aids to assist in the Athletic Training Program.
10. Conduct Alpha Weigh-In for wrestlers.

### **D. Other Duties:**

1. Perform other duties within the general scope of the job that may be requested by the Athletic Director or High School Principal.

## **ATHLETIC TRAINER - ASSISTANT**

### **A. Responsible To:**

Athletic Director

### **B. General Duties:**

To provide first aid service to all their assigned athletes within the scope of their training, to act as a liaison between the Athletic Department and any physician involved with a student athlete.

### **C. Specific Duties:**

1. Assist the Head Athletic Trainer with coverage for all High School Sports.
  - a. Attend practices
  - b. Attend home Basketball (girls) games—including our Holiday Tournaments
  - c. Assist Head Athletic Trainer with other sports coverage
2. Assist with the inventory and ordering of all Athletic Training Equipment.
3. Make arrangements with the doctor in the treatment of athletic injuries of their assigned athletes.
4. Make final determination as to whether or not as athlete in their assigned sport is physically able to participate or continue to play in a game or practice, based upon a recommendation of a physician. If a physician is not in attendance, the Assistant Athletic Trainer will make the final decision.
5. Assist with Alpha Weigh-In for wrestlers.
6. Assist with organizing the Athletic Physicals.
7. Design and implement rehabilitation programs for all athletic injuries.

### **E. Other Duties:**

1. Perform other duties within the general scope of the job that may be requested by the Athletic Director or Head Athletic Trainer.



## SECRETARY – ATHLETIC SECRETARY

### A. Responsible to:

Athletic Director

### B. Employment Status:

Full time, 220 day contract, no vacation

### C. Qualifications:

1. High school diploma or equivalent
2. Good health, high moral character
3. High attendance rate during prior employment
4. Strong computer skills and knowledge
5. High degree of proficiency in office procedures
6. Professional tact, diplomacy and presentation with administrators, staff, students, parents and community members

### D. General Duties:

General office procedures, computer knowledge and aptitude, receptionist, filing, bookkeeping, ordering supplies and assisting Athletic Director with day to day operations.

1. Enter all athletic requisitions.
2. Assist with scheduling of all officials.
3. Update and maintain Athletic website.
4. Assist in scheduling athletic events.
5. Order athletic awards and maintain up-to-date inventory.
6. Maintain student athletic physicals – file & upload on website.
7. Schedule athletic transportation with the Transportation Supervisor.
8. Advertising: Contact previous year's advertisers, maintain spreadsheet with all current advertisers.
9. Assist with the production of the Fall and Winter Sports Program.
10. Handle routine correspondence independently.
11. Operate and maintain all office equipment, including copiers, fax machines and computers.
12. Maintain respect at all times for confidential information with regards to student files and personal information.
13. Prepare ticket boxes for all MS Athletic events.
14. Make all deposits for MS Athletic events.
15. Interact in a positive manner with staff, students, parents and community members.
16. Attend meetings and in-services as required.
17. Create all athletic certificates.
18. Make reservations for Athletic Director and coaching staff for professional meetings and hotel stays.

### F. Other Duties and Responsibilities:

1. Serve as a role model to students with regards to how to conduct themselves as citizens and as responsible, intelligent human beings.
2. Help instill in students the belief in and practice of ethical principles and demographic values.
3. Conduct other duties related to the athletic secretary's position as assigned by the Athletic Director and/or designee.

## PARENTAL WAIVER, CONSENT AND RELEASE FORM

The undersigned, in my capacity as parent and/or legal guardian of \_\_\_\_\_ (child) \_\_\_\_\_, hereby provides consent for my child to participate in \_\_\_\_\_ (event/activity) \_\_\_\_\_. I understand participation in this event/activity is inherently dangerous and that injury and illness (including communicable diseases such as Influenza, MRSA, Coronavirus, etc.) are possible.

I agree that I and my child will comply with the stated and customary terms and conditions for participation regarding protection against injury and infectious disease, both to my child and to others. If I observe any unusual or significant hazard during my child's participation, I will remove my child from participation and bring such to the immediate attention of an official. If I have reason to believe that my child may have become infectious I will remove my child from participation until said risk has passed.

I agree to waive claims against BATH LOCAL SCHOOLS for any and all liability for injury or illness sustained by my child or any other person as a result of my child's participation in \_\_\_\_\_ (event/activity) \_\_\_\_\_, whether caused by the negligence of \_\_\_\_\_ (District) \_\_\_\_\_ or otherwise, and agree to hold harmless and indemnify BATH LOCAL SCHOOLS from said liability.

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Parent/Guardian (Print)

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Parent/Guardian (Signature)

# Ohio High School Athletic Association

BATH HIGH SCHOOL

## COVID-19 Athlete/Coach Monitoring Form

DATE: \_\_\_\_\_ PERSON RESPONSIBLE: \_\_\_\_\_  
 FACILITY: \_\_\_\_\_

NAME	TIME	CIRCLE YES/NO BELOW										TEMP- IF > 100.4
		FEVER		COUGH		SORE THROAT		SHORTNESS OF BREATH		CONTACT W COVID-19		
Coach:		YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	
1.		YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	
2.		YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	
3.		YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	
4.		YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	
5.		YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	
6.		YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	
7.		YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	
8.		YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	
9.		YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	

**Additional Symptoms Linked to COVID 19:**

- Fever or chills, Cough, Shortness of breath, difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea, diarrhea, vomiting
- Individuals with temperatures > 100.4 will not be allowed to participate in skills training or workouts

COVID 19 Addendum

The Bath Athletic Department recognizes that the 2020-2021 school year will look different than previous athletic seasons due to the presence of COVID 19. Athletic protocols, procedures, recommendations and guidelines are continually evolving regarding practices and competitions. Bath Local Schools will act in good faith with recommendations, guidelines and directives from the Ohio High School Athletic Association, Allen County Health Department, Ohio Health Department, Ohio Governor’s Office and the Western Buckeye League.