



Aberdeen
School District



**ASSISTANT COACH
HANDBOOK**



ABERDEEN SCHOOL DISTRICT

Empowering Minds, Inspiring Futures
2030

Our Mission

To facilitate an innovative and empowering learning experience for every student.

Our Vision

A community of confident critical thinkers who are adaptable, responsible and effective communicators.

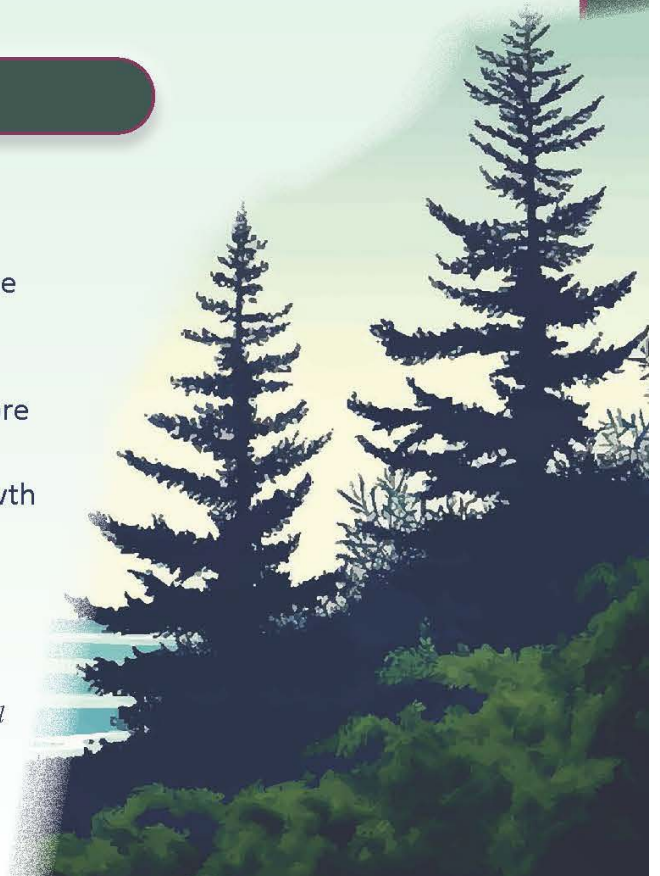
Our Values

- Every student can learn
- Positive relationships
- Respectful culture
- Growth mindset
- Attendance matters
- Future focused
- Shared accountability
- Healthy choices

Guiding Statements

- Students will graduate future-ready with 21st Century skills
- Students are reading at or above grade level by the end of 3rd Grade
- Students are ready for Algebra by 9th Grade
- Students will have multiple opportunities to explore careers and learn life skills
- Our entire school community engages with a growth mindset for continuous improvement

*J.M. Weatherwax High School *** Harbor Learning Center
Miller Junior High School *** A.J. West Elementary School
Central Park Elementary School *** McDermoth Elementary School
Robert Gray Elementary School *** Stevens Elementary School*



Aberdeen School District

PORTRAIT OF A GRADUATE

Adaptability



Responsibility



Confidence



Critical Thinking



Communication



Adaptability



OUR STUDENTS

- Demonstrate flexibility
- Practice open-mindedness
- Overcome barriers
- Embrace diversity
- Engage in lifelong learning

Critical Thinking



OUR STUDENTS

- Ask questions and seek to understand
- Collect, assess and analyze relevant information
- Develop meaningful solutions
- Identify, define, and solve real-world problems
- Consider local and global implications of actions

Responsibility



OUR STUDENTS

- Live honestly
- Follow through
- Own the outcome
- Act with integrity
- Honor commitments

Communication



OUR STUDENTS

- Engage in active listening
- Adapt to the needs of the audience
- Clearly articulate thoughts and ideas
- Build and maintain a positive online presence
- Effectively use oral, written, and nonverbal communication skills

Confidence



OUR STUDENTS

- Believe in themselves
- Take risks
- Empower others
- Reflect on experiences and accept feedback
- Embrace failures/successes as an opportunity to grow

A community of confident critical thinkers who are adaptable, responsible, and effective communicators.

BOARD OF DIRECTORS AND ADMINISTRATORS

SCHOOL BOARD MEMBERS

Jennifer Durney
Suzy Ritter
Jeremy Wright
Annica Mizin

DISTRICT ADMINISTRATORS

Traci Sandstrom, Co-Superintendent
Lynn Green, Co-Superintendent
Elyssa Louderback, Executive Director of Business and Operations
Christi Clinkingbeard, Director of Human Resources
Stefanie Lamont, Director of Special Education
Traci Sandstrom, Director of Teaching and Learning/Technology
Lynn Green, Director of Career and Technical Education
Jamie Stotler, Program Administrator
Cindy Lee, Risk and Benefits Manager
Michael Pauley, Maintenance/Custodial Manager
Ernest Lott, Transportation Manager
Jaime Matisons, Food Service Manager
Matt Mahon, Technology Systems Manager
Courtney Sandstrom, Business & Operations Manager
Dee Anne Shaw, Superintendents Executive Assistant & Communications Manager

DISTRICT SUPPORT STAFF

Lindsey Williamson, Human Resources Administrative Assistant
Courtney Sandstrom, Business & Operations Administrative Assistant
Julie Minsker, Substitute Coordinator
Laura Sanz, Special Services Secretary
Kelly Emery, Payroll-Timesheets/Paychecks
Carla Copeland, Accounts Payable
Amber Diel, Purchasing Coordinator

SCHOOL ADMINISTRATORS

Aaron Roiko, Principal, Aberdeen High School
Rachel Wenzel, Assistant Principal, Aberdeen High School
Gienelle Harless, Dean of Students, Aberdeen High School
Doug Farmer, 6-12 Athletic Director, Miller Jr. High/Aberdeen High School

Lisa Griebel, Principal, Harbor Learning Center

John Meers, Principal, Miller Junior High School
Kasey Robbins, Assistant Principal, Miller Junior High School

Nancy Villarreal, Principal, A. J. West Elementary School
Ruth Erwin-Svoboda, Principal, Central Park Elementary School
Mindi Hammill, Principal, McDermoth Elementary School
Daniel Olson, Principal, Robert Gray Elementary School
Tosha Love, Principal, Stevens Elementary School

SCHOOLS AND STAFF

The Aberdeen School District has a population of approximately 3000 students. There are four P-5 elementary schools and one K-5 elementary school. The district has one 6-8 junior high school, one 9-12 high school and an alternative high school. The Aberdeen staff is comprised of 200 certificated and 240 classified employees who are dedicated to providing the best education possible for students.

A. J. West Elementary School

1801 Bay Avenue
Aberdeen, WA 98520
(360) 538-2130
Principal: Nancy Villarreal
Secretary: Kim Malizia

Central Park Elementary School

601 School Road
Aberdeen, WA 98520
(360) 538-2170
Principal: Ruth Erwin-Svoboda
Secretary: Nancy Benner

Robert Gray Elementary School

1516 North B Street
Aberdeen, WA 98520
(360) 538-2140
Principal: Daniel Olson
Secretary: Mirsa Ortuno

McDermoth Elementary School

409 North K Street
Aberdeen, WA 98520
(360) 538-2120
Principal: Mindi Hammill
Secretary: Heather Trader

Stevens Elementary School

301 South Farragut
Aberdeen, WA 98520
(360) 538-2150
Principal: Tosha Love
Secretary: Josie Micheau

Aberdeen High School

410 North G Street
Aberdeen, WA 98520
(360) 538-2040
Principal: Aaron Roiko
Asst. Principal: Rachel Wenzel
Dean: Gienelle Harless
Secretary: Chrissy Seguin

Miller Junior High School

100 East Lindstrom
Aberdeen, WA 98520
(360) 538-2100
Principal: John Meers
Asst. Principal: Kasey Robbins
Secretary: Jeannie McNeal

Harbor Learning Center

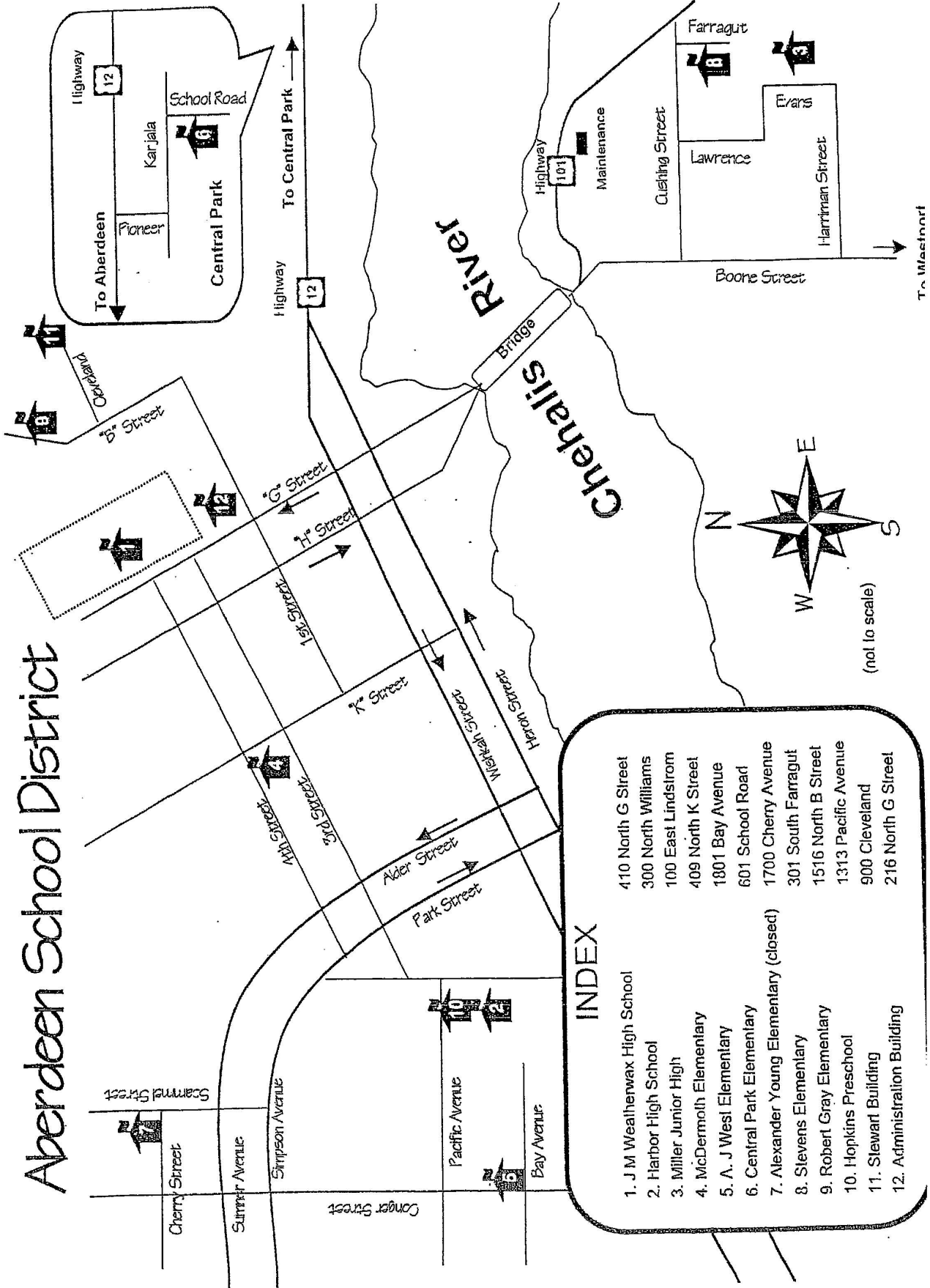
300 North Williams
Aberdeen, WA 98520
(360) 538-2180
Principal: Lisa Griebel
Secretary: Gayle Anderson

Aberdeen School District Preschool

301 South Farragut
Aberdeen, WA 98520
(360) 538-2150
Coordinator: Darby Carroll
Secretary: Wendi Vergara

DISTRICT MAP

Aberdeen School District



INDEX

1. J M Weatherwax High School
2. Harbor High School
3. Miller Junior High
4. McDermoth Elementary
5. A. J West Elementary
6. Central Park Elementary
7. Alexander Young Elementary (closed)
8. Stevens Elementary
9. Robert Gray Elementary
10. Hopkins Preschool
11. Stewart Building
12. Administration Building

(not to scale)

SCHOOL DELAYS/CLOSURES

The district posts information regarding school delays/closures with local media outlets, on our district website, and on our Facebook page. In the case of power outages, please listen to local radio stations for information.

Media

Information regarding school delays or closures is provided to local and metro media including:

<u>Aberdeen (Radio)</u>	KXRO	1370 AM	
	KBKW	94.7 FM	1450 AM
	KWOK	1490 AM	

Seattle (Television) KIRO 7, KING 5, KOMO 4

Information is also posted to the Aberdeen School Districts Facebook page.

FlashAlert

The most reliable method to receive closure information is through a FlashAlert account or app on your phone. If you haven't already done so, now is a good time to activate a FlashAlert Newswire account so that you receive a text message on your cell phone or via email every time the district posts an emergency notice on the Internet.

You'll need your cell phone when you begin because a secure code will be sent before activation to verify that you are the holder of the cell phone being registered.

- Go to www.flashalert.net. On the map, click the Seattle/Washington State button
- Choose "Grays Harbor Schools"
- Then choose "Aberdeen"
- You should see a window for "new subscribers"
- Enter your e-mail address and follow the prompts to set up your account.

Staff Report Times

On days when school opening is delayed, employees are encouraged to report to their buildings at their regular time. Employees are required to be in their buildings thirty minutes before the opening of school.

INDUSTRIAL INSURANCE

The Aberdeen School District has chosen to participate in a workers' compensation self-insurance cooperative with 44 neighboring school districts. The cooperative is self-administered and self-insured under the Washington State Industrial Insurance Laws. A self-administered, self-insured employer has total responsibility for the processing and payment of workers' compensation claims for their employees. If you are injured on-the-job or become ill because of an occupational exposure, the staff at Capital Region ESD 113 Workers' Compensation Trust, from their Tumwater office, will handle your claim.

The Workers' Compensation program is funded by your school district. The only charge to you, as an employee, is a Supplemental Pension Fund Assessment. This assessment is mandated by Washington State Law and is matched by your district dollar for dollar. The money is sent to the Department of Labor and Industries. This pension fund is used to pay benefits to injured workers in the state and should not be confused with any other pension funds you may participate in.

The self-insured status of this school district does not change the benefits you are entitled to if you are injured on-the-job. Workers' compensation benefits are determined by statute and not by who's responsible for your claim. If you are injured on-the-job, you can expect timely payment of your medical bills and time-loss from work when certified by your doctor. During periods of extended time-loss, a Certification of Disability form, which is to be completed by the disabled employee and attending doctor, will periodically be included with a time-loss payment. You should immediately report any accident you are involved in, or any safety hazard you observe to your supervisor. If you are injured, your supervisor will provide you with a link to the online form posted.

The District Safety Committee forms the hub of our safety efforts. It is comprised of school district employees and representatives of the administration, and has responsibility for investigating accidents and reported hazards, performing scheduled inspections, making recommendations and developing and maintaining a written accident prevention program necessary to maintain a safe and accident free work environment.

The District Safety Committee is a very important element in providing you with a safe place to work, but it's important to remember that 'you' are your own safety committee. You need to be constantly aware of the dangers inherent in your work environment and take appropriate actions to protect yourself and your co-workers.

A safety bulletin board is located in each building. There you will find current information pertaining to the safety committee's activities and other items of interest. Check the bulletin board regularly. A list of the Safety Committee members is also posted on the safety bulletin board.

Your immediate supervisor will provide information about the proper use and care of the equipment, tools and chemicals specific to your job, as well as the use and care of personal protective equipment. Your immediate supervisor will also inform you of the nearest first aid station and exit routes in the event of an emergency.

If you have any questions about Aberdeen School District's Industrial Insurance program or the Safety Committee, do not hesitate to ask you supervisor, the Business Office, or call Capital Region ESD 113 Workers' Compensation Trust in Tumwater at 360-464-6880.

WORKERS' COMPENSATION FILING INFORMATION

If a job injury or illness occurs:

Aberdeen School District, as a member of Capital Region ESD 113 Workers' Compensation Trust (WCT), is subject to Washington Industrial Insurance laws and has been approved by the state to cover its own workers' compensation benefits. Self-insured employers must provide all benefits required by the laws. The Department of Labor and Industries regulates your employer's compliance with these laws. If you become injured on the job or develop an occupational disease, you will be entitled to industrial insurance benefits. Your claim will be handled and benefits paid by the district through ESD 113 WCT.

In case of job injury or disease:

- **Report Your Injury or Disease To Your Immediate Supervisor**
- You can access the Employee Incident Report online at this link (<https://www.esd113.org/district-support/health-safety/workers-comp/employee-incident-report/>). If you seek medical treatment, call ESD 113 Workers' Compensation Trust at (360) 464-6880 to file a claim, and you will receive a "Self-Insured Accident Report (SIF2)" from Workers' Compensation.
- **Get Medical Care. You have the right to go to the doctor of your choice.**

Complete a "Physician's Initial Report" form at your doctor's office. Have your doctor mail this form to your employer's claims administration office listed below. The claims administrator will evaluate your claim for benefits. All medical bills that result from an allowable on-the-job injury or occupational disease will be paid by your employer. You may be entitled to wage replacement or other benefits. Your employer will explain this to you.

Important:

- **Your employer cannot deny you the right to file a claim, and your employer cannot penalize you or discriminate against you for filing a claim.** Every employee is entitled to workers' compensation benefits for any injury or illness that results from his/her job.
- **Any false claim filed by a worker may be prosecuted to the full extent of the law.**

If you have any questions or concerns, contact your employer's representative (at the claims administration address or phone number below), or call the Department of Labor and Industries, Self-Insurance Section (360) 902-6901. Injuries shall be reported to your supervisor and:

CAPITAL REGION ESD 113 WCT CLAIMS AND ADMINISTRATION ADDRESS CONTACT INFORMATION:

ESD 113
Claims Administration Address:
Workers' Compensation Trust
6005 Tyee Drive SW
Tumwater, WA 98512
(360) 464-6880

DISCRIMINATION

Aberdeen School District does not discriminate in any programs or activities on the basis of sex, race, ethnicity, creed, religion, color, national origin, immigration or citizenship status, age, veteran or military status, sexual orientation, gender expression, gender identity, homelessness, disability, neurodivergence, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination:

Christi Clinkingbeard, Civil Rights Coordinator, 216 N G St., Aberdeen, 360 538-2003

Christi Clinkingbeard, Title IX Officer, 216 N G St., Aberdeen, 360 538-2003

Christi Clinkingbeard, Gender Inclusive Schools Coordinator, 216 N G St., Aberdeen, 360 538-2003

Stefanie Lamont, Section 504 Coordinator, 216 N G St., Aberdeen, 360 538-2018

You can report discrimination and discriminatory harassment to any school staff member or to the district's Civil Rights Coordinator, listed above. You also have the right to file a complaint (see below). For a copy of your district's nondiscrimination policy and procedure, contact your school or district office or view it online here:

Staff:

<http://www.asd5.org/site/default.aspx?PageType=3&ModuleInstanceID=1357&ViewID=7B97F7ED-8E5E-4120-848F-A8B4987D588F&RenderLoc=0&FlexDataID=571&PageID=17>

Students: <http://www.asd5.org/site/default.aspx?PageType=3&ModuleInstanceID=1357&ViewID=7B97F7ED-8E5E-4120-848F-A8B4987D588F&RenderLoc=0&FlexDataID=569&PageID=1>

SEXUAL HARASSMENT

Students and staff are protected against sexual harassment by anyone in any school program or activity, including on the school campus, on the school bus, or off-campus during a school-sponsored activity.

Sexual harassment is unwelcome behavior or communication that is sexual in nature when:

- A student or employee is led to believe that he or she must submit to unwelcome sexual conduct or communications in order to gain something in return, such as a grade, a promotion, a place on a sports team, or any educational or employment decision, or
- The conduct substantially interferes with a student's educational performance, or creates an intimidating or hostile educational or employment environment.

Examples of Sexual Harassment:

- Pressuring a person for sexual favors
- Unwelcome touching of a sexual nature
- Writing graffiti of a sexual nature
- Distributing sexually explicit texts, e-mails, or pictures
- Making sexual jokes, rumors, or suggestive remarks
- Physical violence, including rape and sexual assault

You can report sexual harassment to any school staff member or to the district's Title IX Officer, who is listed above. You also have the right to file a complaint (see below). For a copy of your district's sexual harassment policy and procedure, contact your school or district office, or view it online here:

Staff: <https://www.asd5.org/our-district/school-board-agendas-policy/policies-and-procedures>

Students: <https://www.asd5.org/our-district/school-board-agendas-policy/policies-and-procedures>

COMPLAINT OPTIONS: DISCRIMINATION AND SEXUAL HARASSMENT

If you believe that you or your child have experienced unlawful discrimination, discriminatory harassment, or sexual harassment at school, you have the right to file a complaint.

Before filing a complaint, you can discuss your concerns with your child’s principal or with the school district’s Section 504 Coordinator, Title IX Officer, or Civil Rights Coordinator, who are listed above. This is often the fastest way to revolve your concerns.

Complaint to the School District

Step 1. Write Our Your Complaint

In most cases, complaints must be filed within one year from the date of the incident or conduct that is the subject of the complaint. A complaint must be in writing. Be sure to describe the conduct or incident, explain why you believe discrimination, discriminatory harassment, or sexual harassment has taken place, and describe what actions you believe the district should take to resolve the problem. Send your written complaint—by mail, fax, email, or hand delivery—to the district superintendent or civil rights compliance coordinator.

Step 2: School District Investigates Your Complaint

Once the district receives your written complaint, the coordinator will give you a copy of the complaint procedure and make sure a prompt and thorough investigation takes place. The superintendent or designee will respond to you in writing within 30 calendar days—unless you agree on a different time period. If your complaint involves exceptional circumstances that demand a lengthier investigation, the district will notify you in writing to explain why staff need a time extension and the new date for their written response.

Step 3: School District Responds to Your Complaint

In its written response, the district will include a summary of the results of the investigation, a determination of whether or not the district failed to comply with civil rights laws, notification that you can appeal this determination, and any measures necessary to bring the district into compliance with civil rights laws. Corrective measures will be put into effect within 30 calendar days after this written response—unless you agree to a different time period.

Appeal to the School District

If you disagree with the school district’s decision, you may appeal to the school district’s board of directors. You must file a notice of appeal in writing to the secretary of the school board within 10 calendar days after you received the school district’s response to your complaint. The school board will schedule a hearing within 20 calendar days after they received your appeal, unless you agree on a different timeline. The school board will send you a written decision within 30 calendar days after the district received your notice of appeal. The school board’s decision will include information about how to file a complaint with the Office of Superintendent of Public Instruction (OSPI).

Complaint to OSPI

If you do not agree with the school district’s appeal decision, state law provides the option to file a formal complaint with the Office of Superintendent of Public Instruction (OSPI). This is a separate complaint process that can take place if one of these two conditions has occurred: (1) you have completed the district’s

complaint and appeal process, or (2) the district has not followed the complaint and appeal process correctly.

You have 20 calendar days to file a complaint to OSPI from the day you received the decision on your appeal. You can send your written complaint to the Equity and Civil Rights Office at OSPI:

Email: Equity@k12.wa.us | **Fax:** 360-664-2967

Mail or hand deliver: PO Box 47200, 600 Washington St. S.E., Olympia, WA 98504-7200

For more information, visit www.k12.wa.us/Equity/Complaints.aspx, or contact OSPI's Equity and Civil Rights Office at 360-725-6162/TTY: 360-664-3631 or by e-mail at equity@k12.wa.us.

Other Discrimination Complaint Options

Office for Civil Rights, U.S. Department of Education

206-607-1600 | TDD: 1-800-877-8339 | www.ed.gov/ocr

Washington State Human Rights Commission

1-800-233-3247 | TTY: 1-800-300-7525 | www.hum.wa.gov

ABERDEEN SCHOOL DISTRICT POLICIES AND PROCEDURES

All Aberdeen School District policies and procedures are located on the district website at www.asd5.org, Our District tab. New staff are required to review the policies and procedures listed below. It is the responsibility of new staff to become familiar with all district policies and procedures.

Policy 2022 – Electronic Resources

Policy 2025 – Copyright Compliance

Policy 3207 – Prohibition of Harassment, Intimidation, and Bullying

Policy 3421 – Child Abuse, Neglect, and Exploitation Prevention

Policy 4007 – Use of Social Media to Represent the District

Policy 4210 – Dangerous Weapons on School Premises

Policy 4215 – Use of Tobacco on School Property

Policy 5010 – Nondiscrimination and Affirmative Action

Policy 5011 – Sexual Harassment

Policy 5201 – Drug-Free Schools, Community, and Workplace

Policy 5253 – Maintaining Professional Staff/Student Boundaries

Policy 5281 – Disciplinary Action and Discharge

Policy 6512 – Infectious Disease Control

Policy 6895 – Pesticide Notification, Posting, and Record Keeping

Obligation to Report Abuse or Misconduct



Athletics and Activities Coaching Handbook

Aberdeen High School & Miller Jr. High

Assistant Coach

First of all, thank you for your dedication to Aberdeen Athletics and the students of Aberdeen High School and Miller Jr. High. The values and life lessons that are learned through participation in school activities and athletics are immeasurable. Influential coaches always seem to have a mission that truly matters. The mission is always centered on building character and adding meaning to our athlete's lives— you truly are making a difference in the lives of our student/athletes.

It is the duty of every assistant coach to be familiar with the expectations outlined in this handbook, thus ensuring all district policies and procedures are followed. The purpose of this handbook is to provide you with a resource and promote consistency throughout our athletic program.

Philosophy of ASD Athletics and Activities

Aberdeen School District provides our students with the opportunity to participate in athletics and activities with the intent of developing the whole student. The same high standard that our students are held to in the classroom should apply towards our extra-curricular activities. Coaches, staff, and parents must know and understand the positive impact they can have on a student/athlete.

Athletic and activities participants in our district will demonstrate:

1. A high level of character - through responsibility, accountability, work ethic, dedication, honesty and self-control.
2. A portrayal of "CLASS" by modeling respect, fairness and sportsmanship.
3. Good citizenship through loyalty, teamwork and role modeling.
4. An understanding of the importance of goal setting, commitment to team goals, and adherence to our athletic standards.
5. Competence in skill development, knowledge of the game and team strategies.
6. Dedication to their team and a "team first" attitude.
7. An enjoyment of playing, and a love and appreciation of the game.

RESPONSIBILITIES FOR ATHLETES, COACHES, AND PARENTS

A successful experience is the goal of all participants with an athletic program. It is the responsibility of many groups of people that will create an environment in which this goal is realized. Aberdeen School District is committed to providing a success experience for all participants. The individual responsibilities are listed below.

	Student/Athlete	Coaches	Parents/Guardians
HOME	<ol style="list-style-type: none"> 1. Get adequate rest 2. Eat a nutritious diet 3. Follow all training rules 4. Complete ALL homework 5. Maintain conditioning during the off-season 	<ol style="list-style-type: none"> 1. Set team goals 2. Organize and use good time management 3. Keep current program rules 	<ol style="list-style-type: none"> 1. Provide a nutritious diet 2. Allow homework time 3. Encourage and support 4. Recognize the positive experience of participating whether the student is a starter or reserve.
School	<ol style="list-style-type: none"> 1. Practice good citizenship 2. Maintain high academics 3. Promote team/individual accomplishments 4. Take pride in dress and appearance 5. Set academic goals 	<ol style="list-style-type: none"> 1. Pre-season parent meeting 2. Communicate openly with parents 3. Be a positive role model 4. Push to improve program 5. Participate in workshops and clinics 	<ol style="list-style-type: none"> 1. Follow established procedures when communicating with school or coach 2. Be an active volunteer 3. Join or support a booster organization 4. Support all academic efforts 5. Support all athletic teams
Practice	<ol style="list-style-type: none"> 1. Meet all eligibility requirements 2. Make the time commitment 3. Set goals and work to improve 4. Be prepared to practice, play, listen and take directions 5. Push self and others to reach full potential 6. Support team goals 7. Be a positive team member 8. Follow all practice guidelines 9. Know when to focus and when to have fun 10. Accept accountability for results 	<ol style="list-style-type: none"> 1. Display a positive attitude 2. Organize and plan practices 3. Have informal meetings with coaches and parents 4. Supervise athletes at ALL times 5. Enforce rules about attendance for school and practice 6. Teach fundamental skills 7. Explore avenues to take athlete to the next level 8. Promote “team” activities 9. Discipline in appropriate, fair, and consistent manner 10. Recognize contributions by all 11. Make decisions based on what is best for team 	<ol style="list-style-type: none"> 1. Have transportation arranged in punctual manner 2. Accept team discipline and support team rules 3. Work cooperatively with coach(s) to encourage work ethic and accountability
Games	<ol style="list-style-type: none"> 1. Be a positive and supportive representative of AHS athletics 2. Play hard and play to win 3. Play fair and safely 4. Accept your role within the team 5. Demonstrate sportsmanship towards opponents and team 6. Be as positive on the court/field as on the bench 7. Accept game results graciously, win or lose 8. Respect decisions made by coaches and officials 9. Keep winning and losing in perspective 	<ol style="list-style-type: none"> 1. Have good control of team 2. Display good sportsmanship 3. Respect the decisions of officials 4. Allow players to perform their best without fear of failure 5. Coach in a positive manner 6. Inspire players and add meaning to their lives 7. Teach winning as an objective, but not the only measure of individual and team success 	<ol style="list-style-type: none"> 1. Model good sportsmanship for both teams 2. Respect the decisions made by coaches and officials 3. Recognize outstanding performances by ALL competitors 4. Keep winning and losing in perspective 5. Support all athletes on the court/field 6. Respect coaching decisions involving playing time 7. Don't coach from the stands 8. Value the effort and contributions of all players and coaches 9. Work cooperatively with the coaching staff

ASSISTANT COACH PRE-SEASON CHECKLIST

Please complete these items and review them with AD prior to your first turnout:

- (1) _____ Check for valid First Aid and CPR Card. You are responsible for turning in a copy of your valid First Aid card to Human Resources Department.
- (2) _____ Keys have been checked out with AHS secretary (Debbie Copland).
- (3) _____ Complete the mandatory on-line rules clinic, sudden cardiac arrest and concussion training from WIAA (see training handout) and Safe Schools training video(s). **Must do annually.**
- (4) _____ Share concerns of any unsafe playing conditions with head coach.
- (5) _____ Establish a procedure for filling out student accident reports for appropriate injuries with head coach.
- (6) _____ Establish emergency procedures with head coach.
- (7) _____ Make certain you have read and understand the WIAA, Concussion, Sudden Cardiac Arrest and ASD Coaching handouts that are in this handbook.
- (8) _____ Complete the mandatory courses (van safety, what every coach must know, defensive driving, and dealing with angry parents) from safe schools website (see training handout). **Must complete one time only.**
- (9) _____ Complete the mandatory courses (need to know, allergies, blood borne pathogens, diabetes and asthma) from safe schools website (see training handout). **Must do annually.**
- (10) _____ Establish and check on a regular basis an email account (make sure AD has your email address).
- (11) _____ Take your driver's license and proof of insurance to district transportation to get cleared to drive (must be done annually for Type II). There will also be required paperwork to fill out. **This is only necessary if you will be a driver for your sport. If you aren't sure, contact the AD.**

Your signature below indicates that all of the above items have been completed.

Print Name: _____

Signature: _____

Date: _____

ASSISTANT COACH PRE-CONTEST CHECKLIST

Please complete these items and review them with me prior to your first contest:

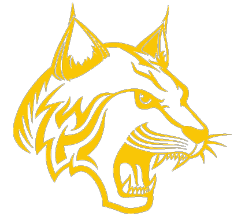
- (1) _____ Assist the head coach in reviewing the athletic handbook and team rules/expectations with your entire team.
- (2) _____ Assist head coach in discussing hazing/harassment and sexual misconduct with your entire team.
- (3) _____ Be aware of athletes on academic probation/suspension (Grade checks & Study table).
- (4) _____ Read and understand the athletic and coaches handbooks.
- (5) _____ Be aware of athletes who have not met the minimum practice requirements (take attendance).
- (6) _____ Assist head coach in covering all safety procedures specific to the sport you are coaching with your athletes.
- (7) _____ Assist head coach in reviewing concussion awareness and sudden cardiac arrest sheets (see attached) with your athletes.
- (8) _____ Assist head coach in conducting a player/parent meeting – discussing team rules, expectations, philosophy, etc.

Your signature below indicates that all of the above items have been completed.

Print Name: _____

Signature: _____

Date: _____



ASSISTANT COACH POST-SEASON CHECKLIST

Please complete these items and return this form to AD at the conclusion of your season:

- (1) _____ Assist head coach in post-season responsibilities as needed (inventory, equipment, and clean-up).
- (2) _____ Meet with head coach to reflect on season, review program surveys and plan for the following season.
- (3) _____ Needs for upcoming season have been discussed with head coach and plans for purchase have been made with AD or comptroller.
- (4) _____ Work towards WIAA clock hour requirements – 30 contact/clock hours before your 3rd season – 15 contact/clock hours every 3 years after that (may move to tasks based).
- (5) _____ Keep your coaching file current – bring copies of all clinics/classes attended.
- (6) _____ Be aware of the out of season restrictions you must adhere to as a coach for our district (see attached).
- (7) _____ Meet with AD to reflect on the season and discuss the future of the program.

Your signature below indicates that all of the above items have been completed.

Print Name: _____

Signature: _____

Date: _____

WIAA PRACTICE/TURNOUT REGULATIONS

You need to read this carefully. You will be expected to adhere to the expectations listed on this page completely. One of the primary goals of the WIAA is to design all activities/sports to provide fair and equal opportunities for all participants and schools.

Philosophically, students should have the opportunity to participate in a variety of activities and should not be directly or indirectly coerced or unduly influenced to participate in a single activity/sport all year long.

Coaches are limited to working with their athletes only during the specific season that they coach and the defined summer period. If a coach uses school facilities for summer activities (fields, gymnasiums, etc.), they must enter into a contract with the school district like any other outside organization. The definition of summer activities is as follows:

SUMMER ACTIVITIES - summer is defined for high schools as the first day following the WIAA spring tournaments through July 31. Summer is defined for middle level schools as the first day following the final day of the spring sports schedules through July 31.

- 17.10.1 Coaches may conduct activities during the summer on their own, as individuals.
- 17.10.2 School districts may authorize the use of facilities, school equipment (such as football helmets and shoulder pads, balls, etc.), sport specific apparatus (such as batting cages, football sleds, nets, etc.), facilities, and/or transportation for individuals and/or teams during the summer if approved by the local school board.
- 17.10.3 School districts may provide liability insurance for summer programs.
- 17.10.4 School districts may not allow for the use of school uniforms during the summer. Uniforms are considered to be the school issued contest uniform (practice or shooting shirts are not classified as school uniforms) and are defined in the adopted rule book for each specific sport.
- 17.10.5 Participation in summer programs cannot be a requirement or condition of participation on a school team.

ASD Athletics Mission Statement

Dedicated to the conviction that athletic and academic success are intertwined, the mission of the Aberdeen School District athletic program is to achieve and maintain a culture of excellence and integrity through the growth of a diverse program of athletic activities. This ensures that all students, through participation and achievement, have unparalleled opportunities to extend their potential in skill development and preparation for the next level of athletic, academic, and social success. This is accomplished by fostering a disciplined spirit in a professional, caring, and fun environment in which there is open communication and enthusiastic teamwork among athletes, coaches, parents, peers and the community. Participants will be able to proudly represent their school and achieve personal athletic success, inspiring the highest level of respect and a positive impact on their lives now, and in the future.

**DURING THE SCHOOL YEAR OUTSIDE THE DESIGNATED SPORTS SEASON AND
DEFINED SUMMER ACTIVITY PERIOD**

COACHES MAY:

1. Conduct practices and contests **ONLY** during the specific WIAA sport season.
2. Conduct practice on Saturdays during the specific sport season; Sunday practices are allowed but are **NOT** mandatory or **DO NOT** count toward minimum WIAA practice requirements unless approved by School Board (17.12.11 A)
3. Practice on a game day shall **NOT** allow an athlete to become eligible for completion on that day (17.12.8) However, a practice may be held on the same day as the first contest, which can count toward the number of required practices (17.12.11 B).
4. Have one meeting with his/her squad prior to the opening day of practice to issue equipment and explain insurance, physical exams, season plans, training regulations, etc.
5. Organize and supervise a year-around conditioning program which may include weight training, running and exercising, providing it is **open to all students**, does not include instruction in specific sport skills, and does not keep athletes from participating in other sports.
6. Have one meeting with student/athletes to organize summer schedule prior to first allowable practice.

**DURING THE SCHOOL YEAR OUTSIDE THE DESIGNATED SPORTS SEASON AND
DEFINED SUMMER ACTIVITY PERIOD**

COACHES MAY NOT:

1. **DIRECT, COACH** or **SPONSOR** practice or contests in the sport they coach to any of their squad members or future (grades 7-12) squad members.
2. **COACH** or **TEACH** any phase of a game or activity to any squad or part of a squad or potential squad members (grades 7-12) in the sport they coach.
3. Have any squad, part of a squad or potential squad members (grades 7-12) **ENGAGE IN DRILLS**, under supervision of a coach in the sport they coach.
4. Provide **DIRECTION** or **INSTRUCTION** to an individual to conduct any of the above in the sport they coach.



ASD Concussion Information Sheet

A concussion is a brain injury and all brain injuries are serious. They are caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. They can range from mild to severe and can disrupt the way the brain normally works. Even though most concussions are mild, all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly. In other words, even a “ding” or a bump on the head can be serious. You can’t see a concussion and most sport concussions occur without loss of consciousness. Signs and symptoms of concussions may show up right after the injury or can take hours or days to fully appear.

Symptoms may include one or more of the following:

- Headaches
- “Pressure in head”
- Nausea or vomiting
- Balance problems or dizziness
- Blurred, double, or fuzzy vision
- Sensitivity to light or noise
- Feeling sluggish or slowed down
- Feeling foggy or groggy
- Drowsiness
- Change in sleep patterns
- Amnesia
- “Don’t feel right”
- Fatigue or low energy
- Sadness
- Nervousness or anxiety
- Irritability
- More emotional
- Confusion
- Concentration or memory problems (forgetting game plays)
- Repeating the same question/comment

Signs observed by teammates, parents and coaches include:

- Appears dazed
- Vacant facial expression
- Confused about assignment
- Forgets plays
- Is unsure of game, score, or opponent
- Moves clumsily
- Answers questions slowly
- Shows behavior or personality changes
- Can’t recall events prior to hit
- Can’t recall events after hit
- Seizures or convulsions
- Any change in typical behavior or personality
- Loses consciousness
- Slurred speech

It is important that your athletes report any of these signs or symptoms to a coach if they are feeling them themselves or observe them in a teammate.



Aberdeen School District Sudden Cardiac Arrest Awareness

What is Sudden Cardiac Arrest?

Sudden Cardiac Arrest (SCA) is the sudden onset of an abnormal and lethal heart rhythm, causing the heart to stop beating and the individual to collapse. SCA is the leading cause of death in the U.S. afflicting over 300,000 individuals per year.

SCA is also the leading cause of sudden death in young athletes during sports

What causes sudden cardiac arrest?

SCA in young athletes is usually caused by a structural or electrical disorder of the heart. Many of these conditions are inherited (genetic) and can develop as an adolescent or young adult. SCA is more likely during exercise or physical activity, placing student-athletes with undiagnosed heart conditions at greater risk. SCA also can occur from a direct blow to the chest by a firm projectile (baseball, softball, lacrosse ball, or hockey puck) or by chest contact from another player (called "commotio cordis").

While a heart condition may have no warning signs, some young athletes may have symptoms but neglect to tell an adult. If any of the following symptoms are present, a cardiac evaluation by a physician is recommended:

· Passing out during exercise · Chest pain with exercise · Excessive shortness of breath with exercise · Palpitations (heart racing for no reason) · Unexplained seizures · A family member with early onset heart disease or sudden death from a heart condition before the age of 40.

How to prevent and treat sudden cardiac arrest?

Some heart conditions at risk for SCA can be detected by a thorough heart screening evaluation. However, all schools and teams should be prepared to respond to a cardiac emergency. Young athletes who suffer SCA are collapsed and unresponsive and may appear to have brief seizure-like activity or abnormal breathing (gasping). SCA can be effectively treated by immediate recognition, prompt CPR, and quick access to a defibrillator (AED). AEDs are safe, portable devices that read and analyze the heart rhythm and provide an electric shock (if necessary) to restore a normal heart rhythm.

Remember, to save a life: recognize SCA, call 9-1-1, begin CPR, and use an AED as soon as possible!

SCA Helpful Tips

1. RECOGNIZE

- **Collapsed and unresponsive**
- **Abnormal breathing**
- **Seizure-like activity**

2. CALL 9-1-1

- **Call for help and for an AED**

3. CPR

- **Begin chest compressions**
- **Push hard/ push fast/good rhythm (Do not panic)**
- **100 per minute**

4. AED

- **Use AED as soon as possible**

5. CONTINUE CARE

- **Continue CPR and AED until EMS arrives**



ASD Coaching Handout

ASD BULLYING/HARASSMENT POLICY

No student or staff member should be subjected to harassment for any reason by any student or staff member. Therefore, it is the policy of the Aberdeen School Board that students and employees will deal with all persons in ways which convey respect and consideration of individuals regardless of race, color, marital status, national origin, religion, gender, age, or disability. Acts of harassment, hostility or defamation, whether verbal, written or physical (bullying), will not be tolerated, and will constitute grounds for disciplinary action, suspension, or expulsion from school. Legal agencies may be contacted. Sexual harassment includes all unwanted, uninvited, and non-reciprocal sexual attention, as well as the creation of an intimidating, hostile or offensive school or work environment. This can include:

- * Sexually suggestive looks or gestures
- * Sexual jokes, pictures or teasing
- * Pressure for dates or sex
- * Sexually demeaning comments
- * Deliberate touching, cornering or pinching
- * Attempts to kiss or fondle
- * Threats, demands or suggestions that favors will be granted in exchange for sex or tolerance of sexual advances.

For counsel and assistance in resolving matters of this nature, contact the administration or Title IX officer. Violations of this rule will be taken seriously, and violators will receive disciplinary action, which could include suspension from school.

ACCIDENTS

In the event of an accident that may cause injury to a student, guest, or volunteer during a school activity, the following procedures should be followed. You can handle minor incidents (for example, giving a student a Band-Aid or administering ice to a bump or bruise). If the injury is more serious, and it appears that the athlete may need to see a doctor and/or seek medical attention, you will be required to fill out an accident report form (available in the main office), and submit it to the athletic secretary within 24 hours. Do not admit fault on behalf of the school district or yourself. Do not imply to the injured party that the District is responsible for the accident. You must notify a parent or legal guardian of the situation.

Note: It is very important for you to understand that verbal commitments made to injured parties could jeopardize our defense and/or settlement.

CHILD ABUSE

Any staff member who becomes aware of child abuse or neglect is personally responsible by state law to inform Child Protective Services at the first opportunity, (within 48 hours). In order to coordinate building action, contact the appropriate counselor and make a joint phone call to CPS and complete a district referral form.



ASD Athletics

Coaching Course and Clinic Instructions

Instructions for Vector Online Safety Training:

1. Using your web browser, go to the web page <http://asd5.wa.safeschools.com/> (No “www” is necessary.)
2. To access your assigned training, enter your username which is your email. If you have any issues contact Grace Hagen @ ghagen@asd5.org or 538-2037.
3. Your assigned course or courses will be listed on your personal Safe Schools home page under “Mandatory Training”. The mandatory classes for coaches, are van safety, defensive driving and conflict management.
4. Select any course by simply clicking on the name of the course. The courses have audio so turn up your speakers if you wish to hear the narration. Complete all the training scenarios and the assessment to receive completion credit for the course. Print out a Certification of Completion once you complete the course.
5. You can get up to two credits a year taking these courses (ask me how), as well as receive coaching clock hour credit for all courses that relate to athletics.

Instructions for WIAA Online Rules Clinic (annually)

1. Using your web browser, go to the web page <http://wiaa.com/mywiaa/>
2. To access your assigned training, enter your username and password. If you have lost or forgotten either username or password, email or call me and I can get you the information.
3. The online clinics are broken down into three stand-alone components:
 - a. Sport Specific Section - needs to be taken yearly
 - b. WIAA General Rules - needs to be taken yearly (**multi-sport coaches only need to take once**).
 - c. Concussion Management – needs to be taken yearly

A certificate of completion will be generated for each section. I print these off for your coaching file. You can keep one for your own coaching folder as well.

4. If you coach sports at Miller and AHS, you have accounts for both schools, so login accordingly.

Remember to give a copy to AD and keep a copy for yourself of every class or clinic you complete

Coaching Timesheet Directions

1. Citizen or Classified:

- a. Put in all your regular time for all days you worked for ASD5 (citizen coaches do not count time working for other employers) during the coaching season. **We will not** refer to your regular ASD5 timesheet in the reconciliation process.
- b. Put in your coaching time for all coaching sessions whether the day is over 8 hours or not.
- c. Indicate the amount of hours over 8 hours each day.
- d. Saturdays are not automatically time and a half unless you have exceeded the 40 hours per week that includes your regular time and coaching time recorded the week before. A Saturday for someone who has 25 hours in for the week of both regular and coaching combined and worked 5 hours on Saturday would be regular time. There is no overtime that day or week.

2. Certified:

- a. Only mark your coaching time. The classified and certified time are not counted together.
- b. Record the over 8 hours amount daily.
- c. If your coaching time is over 8 hours a day or 40 hours a week, you will be paid overtime.

If you have questions, please contact Doug Farmer.