

# AUSTIN PUBLIC SCHOOLS 2026 2027 ACTIVITIES HANDBOOK

At Austin Public Schools, we are preparing all learners to make a difference in the world.



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## OVERVIEW

### Activities Department Mission Statement

Austin Packers Activities, under the direction of competent, caring professionals, provides successful, quality experiences in an enjoyable environment for students by providing a diverse and wide range of programs to attract many students, promoting positive school and community pride, developing strong, positive moral and performance character, developing sportsmanship, and setting expectations for individual and team excellence.



### Activities Team

- Katie Carter, Director of Athletics and Activities – [katie.carter@austin.k12.mn.us](mailto:katie.carter@austin.k12.mn.us)
- Kelly Joseph, Activities Administrative Assistant – [kelly.joseph@austin.k12.mn.us](mailto:kelly.joseph@austin.k12.mn.us)
- Chelsey Kasel, Athletic Trainer, LAT, ATC – [kasel.chelsey@mayo.edu](mailto:kasel.chelsey@mayo.edu) , 507.438.9300
- Activities Office Phone Number: 507.460.1825

### Definition of Success

The Austin Packers Activities Department defines success as teams that:

- Develop Lifelong Friendships
- Create Lifelong Memories
- Teach, Model, and Learn Lifelong Lessons

## TITLE IX & ATHLETICS

Under Title IX of the Education Amendments of 1972 and its implementing regulations (“Title IX”), schools may not discriminate on the basis of sex in their athletic programs and activities and must provide equal athletic opportunity to students of both sexes. In determining whether equal opportunity is provided to both boys and girls athletic teams, the following factors are considered:

- Whether the selection of sports and levels of competition effectively accommodate the interests and abilities of members of both sexes;
- The provision of equipment and supplies;
- Scheduling of games and practice time;
- Travel and per diem allowance;

- Coaching;
- Provision of locker rooms, practice and competitive facilities;
- Provision of medical and training facilities and services;
- Publicity.

The Office of Civil Rights of the U.S. Department of Education uses a three-part test to determine whether the school is meeting its duty to provide equal opportunity in athletics:

1. The number of male and female athletes is substantially proportionate to their respective enrollments; or
2. The school has a history and continuing practice of expanding participation opportunities responsive to the developing interests and abilities of the underrepresented sex; or
3. The school is fully and effectively accommodating the interests and abilities of the underrepresented sex.

The school can show compliance with the requirements of Title IX by meeting any part of the three-part test.

#### **Recommendations for Coaches/Advisors to Ensure Equal Opportunity in Athletics**

- Consider whether practices and games are scheduled equitably for both boys and girls athletic teams.
- Consider whether the number and length of practice sessions for girls and boys teams in the same or similar sports are equivalent.
- Ensure both boys and girls teams have access to locker rooms and practice/competition facilities of similar quality and size.
- Ensure both boys and girls athletic teams are provided uniforms and athletic equipment of equivalent quality, quantity, suitability, condition, and availability.
- Consider whether unique or special opportunities are made available for both girls and boys teams in the same or similar sports.
- Consider how the use of sources of funding such as booster clubs or donations may affect the school's Title IX obligations.

#### **Title IX Grievance Procedure**

Complaints of unlawful sex discrimination in the school's athletic programs should be made to the Title IX Coordinator. Any employee of the school district who has experienced, has knowledge of, or has witnessed unlawful sex discrimination, including sexual harassment, or who otherwise becomes aware of unlawful sex discrimination, including sexual harassment, must promptly report the allegations to the Title IX Coordinator without screening or investigating the report or allegations. Additional information regarding reporting unlawful sex discrimination can be found in Policy 522 – [Student Sex Nondiscrimination](#).

## **COACHES CODE OF ETHICS**

#### **MSHSCA CODE OF ETHICS**

As a professional educator, I will:

1. Strive to develop in each Athlete the qualities of leadership, initiative, and good judgment.
2. Respect the integrity and personality of each individual Athlete.
3. Encourage the highest standards of conduct and scholastic achievement.
4. Seek to inculcate good health habits, including establishing sound training rules.
5. Fulfill responsibilities to provide health services and an environment free of safety hazards.
6. Exemplify the highest moral character, behavior, and leadership.

7. Provide ethical relationships among coaches.
8. Encourage respect for all athletics and their values.
9. Abide by the rules of the game in letter and spirit.
10. Respect the integrity and judgment of sports officials.
11. Display modesty in victory and graciousness in defeat.
12. Demonstrate mastery and continuing interest in coaching principles and techniques through professional improvement.

## **MSHSCA CODE OF ETHICS**

### **Code of Ethics for Coaches**

A coach will be in violation of the standards for good sportsmanship established by the Minnesota State High School League by:

- Making degrading/critical remarks about officials during or after a contest either on the field of play, from the bench, or through any public news media.
- Arguing with officials or going through motions indicating dislike/disdain for a decision.
- Detaining the officials following the contest to request a ruling or explanation of the action taken by the official.
- Being ejected from any contest.

### **Actions and Response**

Unsportsmanlike actions by a coach shall be reported to the League by the school and by the head contest official. The school shall document the results of their investigation and actions taken, where necessary and appropriate.

### **Penalties**

Penalties for violating these standards may include reprimand, censure, fines, or other actions deemed appropriate by the Minnesota State High School League Board of Directors and/or the School District.

## **IMPORTANT BOARD POLICIES**

- Policy 423 – [Employee/Student Relationships](#)
- Policy 428 – [Employee Use of Social Media](#)
- Policy 510 – [School Activities](#)
- Policy 511 – [Student Fundraising](#)
- Policy 512 – [School-Sponsored Student Publications](#)
- Policy 514 – [Bullying Prohibition Policy](#)
- Policy 517 – [Student Recruiting](#)
- Policy 521 – [Student Disability Nondiscrimination](#)
- Policy 522 – [Student Sex Nondiscrimination](#)
- Policy 524 – [Acceptable Use Policy](#)
- Policy 526 – [Hazing Prohibition](#)

# PARENT COMMUNICATION

## Parent Communication Guidelines

Both parenting and coaching are extremely difficult. By establishing an understanding of each position, we are better able to accept the actions of the other and provide greater benefit to the Athlete. Parents have the right to understand what expectations are placed on their children. This begins with clear communication.

## Communications Parents Can Expect from Their Athlete's Coach

- Tryout process including dates, times & locations.
- Expectations the coach has for the players on the team.
- Locations and times of all practices and games.
- Team requirements like fees and special equipment.
- Procedures should your child be injured during participation.
- Discipline that results in the denial of your Athlete's participation.

## Appropriate Concerns to Discuss with Coaches

- The treatment of your Athlete.
- How to help your Athlete improve.
- Concerns about your Athlete's behavior.
- Practice times, illnesses, and vacations.

## Issues Not to Be Discussed with Coaches

- Playing time.
- Team Placement.
- Team strategy.
- Play calling.
- Other athletes.

Accepting that your athlete is not playing as much as you would have hoped is difficult. Coaches are professionals. They make decisions based on what they believe is best for their **TEAM**.

Talking to the coach at an event or directly after an event is unacceptable. Please wait **24 hours** or more before contacting coaches with a concern.

If you have a concern to discuss with the coach, the procedure is:

1. Athlete talks to the coach. If the concern is not resolved, then:
2. Parents contact the coach via email or phone to set up a meeting with the athlete present. If the concern is not resolved, then:
3. Parents contact the Activities Director to set up a meeting between the Activities Director, coach, athlete, and parent.

## Feedback vs Solution

Before contacting a coach or the AD, ask yourself if you hope to provide feedback or seek a solution. If you are seeking a solution, all stakeholders need to be involved. (parents, athlete, coach, AD)

## Meeting Norms for Parent, Athlete, Coach & AD Meetings

The four agreements:

1. Be impeccable with your words.
2. Do not take things personally.
3. Do not make assumptions of others.
4. Always do & give your best.

# ELECTRONIC COMMUNICATION WITH STUDENTS

## Electronic Communication

Electronic communication includes but is not limited to phone calls, video calls, texts, social media platforms (e.g., Facebook, Twitter, Instagram, WhatsApp, Snapchat, etc.), fitness applications, emails, and direct messaging that occurs between an Adult Participant and Minor Student(s)/Athlete(s).

Effective communication concerning travel, training schedules, and administrative issues among administrators, staff, coaches, athletes, and their families is critical. However, using mobile devices, web-based applications, social media, and other forms of electronic communication increases the possibility of improprieties and misunderstandings. It provides would-be offenders with unsupervised access to a minor.

## Electronic Communication Policy

- Must be Open and Transparent: **A parent/guardian, another adult family member of the minor, or another Adult Participant (Assistant Coach/Advisor) must be copied or included in the communication.** This includes all communication initiated by a Minor Athlete.
- Only electronic platforms that allow Open and Transparent communication can be used. A communication log should be available upon request.
- All team communication or communications from an Adult Participant to more than one Minor Athlete must copy or include another Adult Participant, or all the Minor Athletes' parents/guardians.
- All communication should be professional in nature and specific to the sport/activity season. (i.e., practice schedule, game schedule, bus schedule, fundraising, pasta dinners etc.)
- Organizations and Adult Participants must honor a parent/guardian's request to discontinue communication with their minor athlete, unless there is an emergency.

## Policy Exceptions

If one of the following exceptions exists with appropriate consent, 1:1 messaging is allowed.

1. Emergency situations regarding the well-being of the minor (See Mandatory reporting)
2. Urgent messaging specific to a practice, game, event, contest, departure time, or sudden absence is allowable.

\*\*\*\*If you receive a message directly from an athlete without another adult included that is not an emergency or urgent message as defined above, please move your response to a group message following the Electronic Communication Policy above. Follow up with the student regarding electronic messaging policy & procedures.

#### **Recommended platforms for group messaging with minors**

1. Group Me App
2. Remind App
3. Team Snap
4. HUDL

#### **Applications and platforms to avoid messaging directly with minors**

1. Instagram
2. Snapchat
3. WhatsApp
4. TikTok
5. Facebook Messenger
6. Twitter

#### **Recommendations to keep coaches/advisors safe on social media platforms**

1. Set your personal accounts to private
2. Do not follow or friend minors on your personal social media accounts
3. Do not allow students/athletes to follow your personal social media accounts
4. Encourage athletes to use social media properly by making their accounts private

## **MANDATORY REPORTING**

### **Child Neglect and Abuse**

In compliance with Minn. Stat. Ch. 260E, school personnel are required to report suspected child neglect or physical or sexual abuse. School personnel must immediately report instances of child neglect or physical or sexual abuse when the school personnel knows or has reason to believe a child is being neglected or physically or sexually abused or has been neglected or physically or sexually abused within the preceding three years.

A mandated reporter shall immediately report the information to the local welfare agency, agency responsible for assessing or investigating the report, police department, county sheriff, tribal social services agency, or tribal police department. The reporter will include his or her name and address in the report.

An oral report shall be made immediately by telephone or otherwise. The oral report shall be followed by a written report within 72 hours (exclusive of weekends and holidays) to the appropriate police department, the county sheriff, local welfare agency, or agency responsible for assessing or investigating the report. Any report shall be of sufficient content to identify the child, any person believed to be responsible for the maltreatment of the child if the person is known, the nature and extent of the maltreatment, and the name and address of the reporter.

Regardless of whether a report is made, as soon as practicable after the school receives information regarding an incident that may constitute maltreatment of a child in a school facility, the school shall inform the parent, legal guardian, or

custodian of the child that an incident has occurred that may constitute maltreatment of the child, when the incident occurred, and the nature of the conduct that may constitute maltreatment.

Additional information regarding mandated reporter obligations can be found in Policy 414 – Mandated Reporting of Child Neglect or Physical or Sexual Abuse.

### **Maltreatment of Vulnerable Adults**

Under Minn. Stat. section 626.557, school personnel are required to report suspected maltreatment of vulnerable adults. School personnel must immediately report to a common entry point suspected maltreatment of vulnerable adults when the school personnel has reason to believe that a vulnerable adult is being or has been maltreated, or has knowledge that a vulnerable adult has sustained a physical injury which is not reasonably explained. The report shall, to the extent possible, identify the vulnerable adult, the caregiver, the nature and extent of the suspected maltreatment, any evidence of previous maltreatment, the name and address of the reporter, the time, date, and location of the incident, and any other information that the reporter believes might be helpful in investigating the suspected abuse or neglect. Additional information regarding mandated reporting obligations can be found in Policy 415 – Mandated Reporting of Maltreat of Vulnerable Adults.

## **FINANCE PROCEDURES**

### **Athletic Budgeting**

1. All athletic programs will be allocated a fixed sum for the annual supply budget
  - Each team has 2 budgets: Supply Budget (fund 11) and Fundraising Budget (fund 66)
  - Fund 11 – fixed sum from the athletics office for team supplies
  - Fund 66 – T-shirts, food, banquets, etc...
2. The coach and Activities Director may meet to discuss the requests.
1. All coaches will be expected to stay within their budget.
3. If additional equipment purchases beyond what is budgeted, will be taken out of the Fund 11 account must receive prior approval.
4. Budgeting forms:
  - [Guidelines for Funds 11, 66, and 88](#)
  - [Sample Budget Request Report](#)
  - Minutes Fund 88
  - [Purpose Form – Funds 66 & 88](#)

### **Athletic Equipment, Uniforms, and Supplies**

1. All equipment, uniforms, and supplies purchased are the property of the Activities Department and will be shared among appropriate teams at the discretion of the Activities Administration. All athletic equipment, uniforms & supplies shall be purchased and made available among athletic teams in compliance with Title IX.
2. All lost or damaged equipment will be re-purchased from the budget of the activity or Fund 11 account.
3. The purchase of uniforms is part of a 4-year rotation.
4. AHS has an exclusive contract with BSN and Nike for all equipment, uniforms, and spirit wear.
  - **BSN Rep** – Miah Fogarty: [jfogarty@bsn.com](mailto:jfogarty@bsn.com)

### **Purchasing Equipment with 01 (General Supply) Account**

1. The Activities Office **will order all equipment** on the advice of the head coach/director/advisor and the approval of the Activities Director.

2. A running account of expenditure will be maintained. The head coach/advisor and the Activities Director will ensure the budget is not overdrawn.
3. The vendor must send the coach a **"quote"** indicating the product or item number, quantity, and price. The activity office will provide the vendor with a purchase order and payment after receiving the ordered items.
4. When a PO is used for purchase, **the final invoice goes to Activities Assistant for payment. Individuals ordering from a vendor without prior approval may be held personally responsible for that order, and the person ordering it may have to make payment.**

**\*\*Outside Accounts** (accounts outside of ISD 492) that wish to fund equipment purchases need pre-approval from the head coach & AD and need to be purchased by the AHS Athletics Office. Outside groups SHOULD NOT purchase the equipment. The process laid out above needs to be followed. In addition, any outside user group-funded equipment becomes the school district's property. Boosters should not accept equipment as a donation. They can accept money as a donation to be used towards the funding of an equipment purchase.

### **Purchasing Uniforms**

1. Individual participants will be asked to purchase practice attire, footwear and socks, and non-protective personal headwear. District funds will not be used for personal items.
2. Protective headgear, which is required for constant wear, may be provided with approval from the Activities Director.
3. Uniforms meet National Federation and/or MSHSL regulations.
4. Programs will receive funding every four years for Nike Uniforms.
5. As you consider uniform orders, please keep the following points in mind:
  - o Primary colors for Austin High School are scarlet (red) and white
  - o Black and gray are considered neutral colors that may accent/complement red and white garments.
  - o Written rationale requesting permission to deviate from the above stipulations must be presented to the Activities office before placing and approving any order.
  - o Activities Director must approve the uniform before purchase
6. The coach is responsible for adhering to District 492 uniform purchasing procedures.

### **Purchasing with Funds 66 & 88 (Fundraising accts)**

1. Fund 66/88 accounts are revenue & expenditure accounts. Revenue is generated by fundraising/donations or through registration for off-season camps & clinics.
2. If you need to purchase anything using Fund 66/88 money (banquets, banners, food, supplies, vendor services, coaches' association fees, membership dues, etc.), you will need to complete the Requisition PO.
3. Submit the completed form to Activities Assistant or submit a paper copy. You will be notified once it is approved.
4. Fund 66/88 Purchases can be made using a P-card or purchase order. The Activities Assistant will let you know the best form of payment. Vendor invoices should be sent to the Activities Assistant ONLY after the Requisition Form has been submitted and approved.
  - AHS has open POs with Walmart, Hobby Lobby, Moline Awards, and Hy-Vee; check with Kelly J on the other vendors
5. **Parents should NEVER make purchases directly. We are unable to reimburse a non-employee for a purchase.**

### **Walmart Purchases**

1. A requisition will need to be submitted so a purchase order can be created.
2. Accounts payable will notify the creator when their PO has been created.
3. Contact accounts payable to schedule a time to pick up a Walmart card and the PO.

4. Shop at Walmart.
5. Return the Wal mart card, PO, and receipt to accounts payable at the business office.

### **In-Store Checkout Process**

#### *Regular Checkout:*

- 1) Show the cashier your tax-exempt ID# listed on the PO
- 2) Confirm the organization name with the cashier is correct
- 3) Proceed with using the Walmart card for payment
- 4) Make sure a receipt is printed to return to Accounts Payable

#### *Self-Checkout:*

- 1) Scan your items
- 2) Click on the 3 dots on the top right
- 3) Select tax-exempt
- 4) Enter the tax-exempt ID# listed on the PO
- 5) Confirm the organization name is correct
- 6) Proceed with using the Walmart card for payment
- 7) Print a copy of the receipt to return to Accounts Payable

**\*\* When shopping at Walmart, please do so shortly after picking up the card. There is a limited number of cards that are available to check out. The cards need to be returned in a timely manner. Keeping the card overnight is acceptable but must be returned the next morning. \*\***

If you have any questions, please reach out to accounts payable at [accountspayable@austin.k12.mn.us](mailto:accountspayable@austin.k12.mn.us) or call x1908.

### **REQUESTING CASH BOXES**

1. Requests for cash boxes should be directed to the Cashier at least three days in advance.
2. Only employees or approved adult volunteers can request and pick up a cash box.
3. Cash boxes must be returned to the activity office immediately following the event.

### **P-Card purchases**

1. Coaches/Advisors may request to use a district purchase card for purchases.
2. Online purchases should be made by staff in the activity office. All online orders **MUST** be sent to the activity office at AHS.
3. Purchases on the P Card are tax-exempt. **DO NOT PAY SALES TAX.** (Hotel stays will require tax)
4. You may **NOT** purchase gift cards/certificates with a district P-card.

### **PURCHASING FORMS: Found in Sharepoint, Business Department**

- [Requisition Form](#)
- [Voucher](#)

## FUNDRAISING

### FUNDRAISING PROCEDURES

1. Administrative approval is required before a team or coach solicits funds for a contribution to be presented to the school.
2. Any individual or organization that wants to contribute to our School should acquire administrative approval of the appropriateness of the gift before purchasing the contribution.
3. Contributions accepted by the School Board will be used or displayed as appropriate by the administration.
4. All requests for contributions from the Boosters or other organizations should be sent to the Activities Director's office in writing.
5. Boosters or other outside funds shall be accepted and used in compliance with Title IX.

When a coach/advisor becomes aware of a donation, they should ask for a letter from the donor addressed to the School Board and deliver the donation to the Activities office. It should include the following:

1. What the donation is
2. How will it be used if specified by the donor (site, etc.)?
3. Any other useful information

The advisor's/coach's assistance securing this written information will be appreciated. It will provide correct spellings of names and addresses with which to write the resolution of acceptance. It will also serve as documentation for the business office.

The coach/advisor receiving the donation should write a letter of thanks with a copy to the Activities Director, who will send a copy to the superintendent.

Note: The amount of the donation is between the donor and the IRS. We do not place a value on anything except cash contributions – we verify that equipment, etc., has been donated.

### FUNDRAISING FORMS

Found in Sharepoint, Business Office

- [Fundraiser Accountability Form](#)

## TRANSPORTATION

1. Coaches will provide the Activities Assistant with bus dates/times via email ASAP. For teams with Ellis athletes, please provide load/leave times for this site as well.
2. School Vans are reserved through Buildings and Grounds.
3. A coach must be present on all bus rides unless pre-approved by the Activities Director.
4. The activities department will provide a bus to all away events.
5. Coaches/directors/advisors are expected to ride the district-provided transportation.

### Transportation of Students:

1. All students are to ride the district transportation to and from all practices and games if transportation is provided.

2. If student-athletes should need a ride to/from an event, a parent/guardian must fill out the APS [Online Transportation Request](#) at *least* 24 hours prior to the event.

## CO/EXTRA-CURRICULAR AGREEMENT

All coaches must complete all Human Resource paperwork, including direct deposit information, prior to receiving a contract agreement.

Extra-Curricular agreements will be emailed to all coaches within 30 days from the start of the season.

- [Schedule C Agreement \(pages 59-63\)](#)

## HEAD COACH JOB DESCRIPTION

### HEAD COACH - HIGH SCHOOL

Job Summary: The head coach is responsible for planning, directing, and leading an education-based athletic program that seeks to develop athletes of empathy and integrity.

#### QUALIFICATIONS:

- Must meet the head coaching requirements of the MSHSL & MDE (Minnesota Department of Education)
- Experience coaching in an education based athletic program required.
- Certified teacher preferred
- Playing and/or coaching experience preferred.

REPORTS TO: High School Activities Director

JOB GOALS: To accept the responsibility of the program and work with the students/athletes in the sport assigned and to provide life lessons that will positively impact the physical, social, and emotional well-being of all involved.

#### TRAITS OF AN EFFECTIVE COACH:

- Demonstrates Core Values of the Austin Public Schools as well as:
  - Demonstrating great empathy, positivity, trust, responsibility, discipline & flexibility
  - Is a developer, teacher, achiever, and problem solver

#### PERFORMANCE RESPONSIBILITIES:

1. Accept and implement the co-curricular philosophy of Austin High School.
2. Follows the rules and regulations of the School, the conference, and the Minnesota State High School League.
3. Attend the Minnesota State High School League rules interpretation meeting held online.
4. Maintain membership in the appropriate coach's association and participate so that our School has representation.
5. Attend clinics, seminars, and in-service programs to improve coaching skills and stay current with the latest trends in coaching, training, conditioning, and safety procedures.
6. Attend School, conference, and section coach's meetings.
7. Give input about and then carry out the interscholastic schedule as drawn up by the Activities Director
8. Organize, schedule, and supervise practice sessions.
9. Submit and verify transportation requests for scrimmages, practices, and events.

10. Supervise the use of equipment in your sport
11. Regularly inspect equipment and facilities to ensure the safety of each student-athlete.
12. Responsible for reporting scores and disseminating team information for publicity.
13. Participate in pre and postseason meetings with the Activities Director. The postseason meeting will serve as an evaluation conference.
14. Delegate responsibility to the assistant coaches as appropriate.
15. Organize and participate in an end of the season information and evaluation sessions with all assistant coaches.
16. Work to develop continuity between the community and school programs.
17. Provide leadership in his or her program for all levels (9<sup>th</sup>, 10<sup>th</sup>, JV, and Varsity) of the sport.
18. Only athletes certified by the Activities Office can participate.
19. Maintains appropriate supervision of their program (locker rooms, practices, events, bus rides, etc.). Supervises all space used by athletes while they are present.
20. Assures the squad will always reflect proper attitude and conduct at home or away.
21. Encourages young men and women to participate in sports and other co-curricular activities other than his/her own but does not attempt to influence the specific sport or activity.
22. Establish and use a communication system for athletes and parents that will explain program policies, awards, procedures, goals, and schedules.
23. Has responsibility for the end-of-season awards programs.
24. Represent the School professionally in demeanor, language, and conduct.
25. Develop and maintain current knowledge of the activity being coached.
26. All other duties as assigned by the Activities Director.

TERMS OF EMPLOYMENT: Compensation and duration of the assignment as negotiated

EVALUATION: The performance of the job will be evaluated annually

EVALUATION COORDINATOR: Activities Director

EVALUATORS: Activities Director

## COACHES MEETINGS

There will be coach meetings at various times throughout the school year.

- Preseason Head Coach Meetings:
  - Staffing, schedule, budget, transportation, pictures, coaches' clipboard, anyone can save a life
- Parent, Athlete, Coach Meetings:
  - Program Philosophy, Athlete Procedures, Protocols for parents
- Post Season meeting:
  - Season review, staff evaluation, goals for off-season
- Professional development: TBA

## PRE-SEASON

### Pre-Season Head Coach's Checklist

- ☐ Develop a player/parent handbook of information, including team policies and rules, a game and practice schedule, lettering criteria, and other essential information.

- ☐ Meet with the Activities Director to discuss needs and potential problems for the upcoming season—set bus departure times. Discuss any athletes you plan to move up. Let the Activities Director know about any transfer, foreign exchange, or other special situation students.
- ☐ Conduct a parent meeting to share your purpose statement, coaching philosophy, team policies, and schedules.
- ☐ Meet with your coaching staff to develop your coaching plan for the upcoming season. Be specific in advising assistants of their responsibilities.
- ☐ Have an informational meeting for interested athletes. Make clear all expectations. Make clear what they need to have done before they can practice. All students must have physical forms on file, register online, and pay activity fees before participating. Athletes do not practice until this is taken care of!
- ☐ Ensure all your equipment and supplies are on hand before your season begins.
- ☐ Take care of any Coaches Clipboard requirements including the Rules Interp Meeting. Remind your assistant coaches, including volunteers, to do the same. Notify the secretary of volunteer coaches in a timely manner.
- ☐ If you plan to conduct a fundraising activity, get it approved by the Activities Director and High School Principal. Turn in money promptly to the district office or to the secretary. Create a spreadsheet keeping track of the amount of money collected per athlete, including check numbers and cash. See more information below.
- ☐ If a coach needs to transport students using a school van, they must complete Type III training.
- ☐ Consider joining your coach's association. Oftentimes your athletes will not be eligible for postseason awards if you do not.
- ☐ You are subject to and responsible for all district policies posted on the website. Please review and make sure you understand each policy.

## ANYONE CAN SAVE A LIFE

### Quick Steps to Implementation

1. Print the Response Protocol Worksheet attached at the bottom of this page.
2. Complete the entire form and give a copy to the Activities Director.
3. Assign students on your team to each role.
4. Review each student's role in the event of an emergency.
5. Discuss the plan 2-3 times throughout the season.

| Emergency Action Plan Worksheet – Student Response Team                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |          |           |        |  |          |        |              |  |  |                       |  |  |                     |  |  |                     |  |  |           |  |  |           |          |        |                 |          |        |           |  |  |           |  |  |  |      |      |                  |  |  |             |  |  |           |  |  |           |  |  |  |  |       |  |           |  |           |  |           |  |  |          |        |               |  |  |           |  |  |           |  |  |  |  |                  |  |           |  |           |  |
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| Coach/Advisor Name:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |          | Activity: | Level: |  |          |        |              |  |  |                       |  |  |                     |  |  |                     |  |  |           |  |  |           |          |        |                 |          |        |           |  |  |           |  |  |  |      |      |                  |  |  |             |  |  |           |  |  |           |  |  |  |  |       |  |           |  |           |  |           |  |  |          |        |               |  |  |           |  |  |           |  |  |  |  |                  |  |           |  |           |  |
| <div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> <h3>1 911 TEAM</h3> <p><b>CALL 911</b> Explain emergency. Provide location.</p> <table border="1"> <thead> <tr> <th></th> <th>PRACTICE</th> <th>EVENTS</th> </tr> </thead> <tbody> <tr> <td>Client Phone</td> <td></td> <td></td> </tr> <tr> <td>EMS Access Point</td> <td></td> <td></td> </tr> <tr> <td>Street Intersection</td> <td></td> <td></td> </tr> <tr> <td>Student 1</td> <td></td> <td></td> </tr> <tr> <td>Student 2</td> <td></td> <td></td> </tr> </tbody> </table> <p><b>MEET AMBULANCE at EMS Access Point.</b> Take to victim.</p> <table border="1"> <thead> <tr> <th></th> <th>PRACTICE</th> <th>EVENTS</th> </tr> </thead> <tbody> <tr> <td>Entry Door Name</td> <td></td> <td></td> </tr> <tr> <td>Student 1</td> <td></td> <td></td> </tr> <tr> <td>Student 2</td> <td></td> <td></td> </tr> </tbody> </table> <p><b>CALL CONTACTS.</b> Provide location and victim's name.</p> <table border="1"> <thead> <tr> <th></th> <th>NAME</th> <th>CELL</th> </tr> </thead> <tbody> <tr> <td>Athletic Trainer</td> <td></td> <td></td> </tr> <tr> <td>Athletic AD</td> <td></td> <td></td> </tr> <tr> <td>Student 1</td> <td></td> <td></td> </tr> <tr> <td>Student 2</td> <td></td> <td></td> </tr> </tbody> </table> </div> <div style="width: 35%;"> <h3>2 CPR/AED TEAM</h3> <p><b>START CPR</b></p> <ol style="list-style-type: none"> <li>Position person on back.</li> <li>Put one hand on top of the other on middle of person's chest. Keep arms straight, push hard and fast. 100 presses/minute. Let chest completely recoil after each compression.</li> <li>Take turns with other responders as needed.</li> </ol> <table border="1"> <thead> <tr> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>Coach</td> <td></td> </tr> <tr> <td>Student 1</td> <td></td> </tr> <tr> <td>Student 2</td> <td></td> </tr> <tr> <td>Student 3</td> <td></td> </tr> </tbody> </table> <p><b>WHEN AED ARRIVES, TURN IT ON AND FOLLOW VOICE PROMPTS</b></p> <ol style="list-style-type: none"> <li>Remove clothing from chest.</li> <li>Attach electrode pads as directed by voice prompts.</li> <li>Stand clear while AED analyzes heart rhythm.</li> <li>Keep area clear if AED advises a shock.</li> <li>Follow device prompts for further action.</li> <li>After EMS takes over, give AED to District Administrator for data download.</li> </ol> </div> <div style="width: 30%;"> <h3>3 AED TEAM</h3> <p><b>GET THE AED</b></p> <table border="1"> <thead> <tr> <th></th> <th>PRACTICE</th> <th>EVENTS</th> </tr> </thead> <tbody> <tr> <td>Classroom AED</td> <td></td> <td></td> </tr> <tr> <td>Student 1</td> <td></td> <td></td> </tr> <tr> <td>Student 2</td> <td></td> <td></td> </tr> </tbody> </table> <p><b>GET THE ATHLETIC TRAINER</b></p> <table border="1"> <thead> <tr> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>Typical location</td> <td></td> </tr> <tr> <td>Student 1</td> <td></td> </tr> <tr> <td>Student 2</td> <td></td> </tr> </tbody> </table> <p><b>CALL 911 for all medical emergencies. If unresponsive and not breathing normally, begin CPR and get the AED.</b></p> </div> </div> |          |           |        |  | PRACTICE | EVENTS | Client Phone |  |  | EMS Access Point      |  |  | Street Intersection |  |  | Student 1           |  |  | Student 2 |  |  |           | PRACTICE | EVENTS | Entry Door Name |          |        | Student 1 |  |  | Student 2 |  |  |  | NAME | CELL | Athletic Trainer |  |  | Athletic AD |  |  | Student 1 |  |  | Student 2 |  |  |  |  | Coach |  | Student 1 |  | Student 2 |  | Student 3 |  |  | PRACTICE | EVENTS | Classroom AED |  |  | Student 1 |  |  | Student 2 |  |  |  |  | Typical location |  | Student 1 |  | Student 2 |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | PRACTICE | EVENTS    |        |  |          |        |              |  |  |                       |  |  |                     |  |  |                     |  |  |           |  |  |           |          |        |                 |          |        |           |  |  |           |  |  |  |      |      |                  |  |  |             |  |  |           |  |  |           |  |  |  |  |       |  |           |  |           |  |           |  |  |          |        |               |  |  |           |  |  |           |  |  |  |  |                  |  |           |  |           |  |
| Client Phone                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |          |           |        |  |          |        |              |  |  |                       |  |  |                     |  |  |                     |  |  |           |  |  |           |          |        |                 |          |        |           |  |  |           |  |  |  |      |      |                  |  |  |             |  |  |           |  |  |           |  |  |  |  |       |  |           |  |           |  |           |  |  |          |        |               |  |  |           |  |  |           |  |  |  |  |                  |  |           |  |           |  |
| EMS Access Point                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |          |           |        |  |          |        |              |  |  |                       |  |  |                     |  |  |                     |  |  |           |  |  |           |          |        |                 |          |        |           |  |  |           |  |  |  |      |      |                  |  |  |             |  |  |           |  |  |           |  |  |  |  |       |  |           |  |           |  |           |  |  |          |        |               |  |  |           |  |  |           |  |  |  |  |                  |  |           |  |           |  |
| Street Intersection                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |          |           |        |  |          |        |              |  |  |                       |  |  |                     |  |  |                     |  |  |           |  |  |           |          |        |                 |          |        |           |  |  |           |  |  |  |      |      |                  |  |  |             |  |  |           |  |  |           |  |  |  |  |       |  |           |  |           |  |           |  |  |          |        |               |  |  |           |  |  |           |  |  |  |  |                  |  |           |  |           |  |
| Student 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |          |           |        |  |          |        |              |  |  |                       |  |  |                     |  |  |                     |  |  |           |  |  |           |          |        |                 |          |        |           |  |  |           |  |  |  |      |      |                  |  |  |             |  |  |           |  |  |           |  |  |  |  |       |  |           |  |           |  |           |  |  |          |        |               |  |  |           |  |  |           |  |  |  |  |                  |  |           |  |           |  |
| Student 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |          |           |        |  |          |        |              |  |  |                       |  |  |                     |  |  |                     |  |  |           |  |  |           |          |        |                 |          |        |           |  |  |           |  |  |  |      |      |                  |  |  |             |  |  |           |  |  |           |  |  |  |  |       |  |           |  |           |  |           |  |  |          |        |               |  |  |           |  |  |           |  |  |  |  |                  |  |           |  |           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | PRACTICE | EVENTS    |        |  |          |        |              |  |  |                       |  |  |                     |  |  |                     |  |  |           |  |  |           |          |        |                 |          |        |           |  |  |           |  |  |  |      |      |                  |  |  |             |  |  |           |  |  |           |  |  |  |  |       |  |           |  |           |  |           |  |  |          |        |               |  |  |           |  |  |           |  |  |  |  |                  |  |           |  |           |  |
| Entry Door Name                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |          |           |        |  |          |        |              |  |  |                       |  |  |                     |  |  |                     |  |  |           |  |  |           |          |        |                 |          |        |           |  |  |           |  |  |  |      |      |                  |  |  |             |  |  |           |  |  |           |  |  |  |  |       |  |           |  |           |  |           |  |  |          |        |               |  |  |           |  |  |           |  |  |  |  |                  |  |           |  |           |  |
| Student 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |          |           |        |  |          |        |              |  |  |                       |  |  |                     |  |  |                     |  |  |           |  |  |           |          |        |                 |          |        |           |  |  |           |  |  |  |      |      |                  |  |  |             |  |  |           |  |  |           |  |  |  |  |       |  |           |  |           |  |           |  |  |          |        |               |  |  |           |  |  |           |  |  |  |  |                  |  |           |  |           |  |
| Student 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |          |           |        |  |          |        |              |  |  |                       |  |  |                     |  |  |                     |  |  |           |  |  |           |          |        |                 |          |        |           |  |  |           |  |  |  |      |      |                  |  |  |             |  |  |           |  |  |           |  |  |  |  |       |  |           |  |           |  |           |  |  |          |        |               |  |  |           |  |  |           |  |  |  |  |                  |  |           |  |           |  |
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| Athletic Trainer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |          |           |        |  |          |        |              |  |  |                       |  |  |                     |  |  |                     |  |  |           |  |  |           |          |        |                 |          |        |           |  |  |           |  |  |  |      |      |                  |  |  |             |  |  |           |  |  |           |  |  |  |  |       |  |           |  |           |  |           |  |  |          |        |               |  |  |           |  |  |           |  |  |  |  |                  |  |           |  |           |  |
| Athletic AD                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |          |           |        |  |          |        |              |  |  |                       |  |  |                     |  |  |                     |  |  |           |  |  |           |          |        |                 |          |        |           |  |  |           |  |  |  |      |      |                  |  |  |             |  |  |           |  |  |           |  |  |  |  |       |  |           |  |           |  |           |  |  |          |        |               |  |  |           |  |  |           |  |  |  |  |                  |  |           |  |           |  |
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| Student 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |          |           |        |  |          |        |              |  |  |                       |  |  |                     |  |  |                     |  |  |           |  |  |           |          |        |                 |          |        |           |  |  |           |  |  |  |      |      |                  |  |  |             |  |  |           |  |  |           |  |  |  |  |       |  |           |  |           |  |           |  |  |          |        |               |  |  |           |  |  |           |  |  |  |  |                  |  |           |  |           |  |
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| Coach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |          |           |        |  |          |        |              |  |  |                       |  |  |                     |  |  |                     |  |  |           |  |  |           |          |        |                 |          |        |           |  |  |           |  |  |  |      |      |                  |  |  |             |  |  |           |  |  |           |  |  |  |  |       |  |           |  |           |  |           |  |  |          |        |               |  |  |           |  |  |           |  |  |  |  |                  |  |           |  |           |  |
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| Student 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |          |           |        |  |          |        |              |  |  |                       |  |  |                     |  |  |                     |  |  |           |  |  |           |          |        |                 |          |        |           |  |  |           |  |  |  |      |      |                  |  |  |             |  |  |           |  |  |           |  |  |  |  |       |  |           |  |           |  |           |  |  |          |        |               |  |  |           |  |  |           |  |  |  |  |                  |  |           |  |           |  |
| Student 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |          |           |        |  |          |        |              |  |  |                       |  |  |                     |  |  |                     |  |  |           |  |  |           |          |        |                 |          |        |           |  |  |           |  |  |  |      |      |                  |  |  |             |  |  |           |  |  |           |  |  |  |  |       |  |           |  |           |  |           |  |  |          |        |               |  |  |           |  |  |           |  |  |  |  |                  |  |           |  |           |  |
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| Classroom AED                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |          |           |        |  |          |        |              |  |  |                       |  |  |                     |  |  |                     |  |  |           |  |  |           |          |        |                 |          |        |           |  |  |           |  |  |  |      |      |                  |  |  |             |  |  |           |  |  |           |  |  |  |  |       |  |           |  |           |  |           |  |  |          |        |               |  |  |           |  |  |           |  |  |  |  |                  |  |           |  |           |  |
| Student 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |          |           |        |  |          |        |              |  |  |                       |  |  |                     |  |  |                     |  |  |           |  |  |           |          |        |                 |          |        |           |  |  |           |  |  |  |      |      |                  |  |  |             |  |  |           |  |  |           |  |  |  |  |       |  |           |  |           |  |           |  |  |          |        |               |  |  |           |  |  |           |  |  |  |  |                  |  |           |  |           |  |
| Student 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |          |           |        |  |          |        |              |  |  |                       |  |  |                     |  |  |                     |  |  |           |  |  |           |          |        |                 |          |        |           |  |  |           |  |  |  |      |      |                  |  |  |             |  |  |           |  |  |           |  |  |  |  |       |  |           |  |           |  |           |  |  |          |        |               |  |  |           |  |  |           |  |  |  |  |                  |  |           |  |           |  |
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| Typical location                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |          |           |        |  |          |        |              |  |  |                       |  |  |                     |  |  |                     |  |  |           |  |  |           |          |        |                 |          |        |           |  |  |           |  |  |  |      |      |                  |  |  |             |  |  |           |  |  |           |  |  |  |  |       |  |           |  |           |  |           |  |  |          |        |               |  |  |           |  |  |           |  |  |  |  |                  |  |           |  |           |  |
| Student 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |          |           |        |  |          |        |              |  |  |                       |  |  |                     |  |  |                     |  |  |           |  |  |           |          |        |                 |          |        |           |  |  |           |  |  |  |      |      |                  |  |  |             |  |  |           |  |  |           |  |  |  |  |       |  |           |  |           |  |           |  |  |          |        |               |  |  |           |  |  |           |  |  |  |  |                  |  |           |  |           |  |
| Student 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |          |           |        |  |          |        |              |  |  |                       |  |  |                     |  |  |                     |  |  |           |  |  |           |          |        |                 |          |        |           |  |  |           |  |  |  |      |      |                  |  |  |             |  |  |           |  |  |           |  |  |  |  |       |  |           |  |           |  |           |  |  |          |        |               |  |  |           |  |  |           |  |  |  |  |                  |  |           |  |           |  |
| <h3>4 HEAT STROKE TEAM</h3> <table border="1"> <thead> <tr> <th></th> <th>PRACTICE</th> <th>EVENTS</th> </tr> </thead> <tbody> <tr> <td>Tub Location</td> <td></td> <td></td> </tr> <tr> <td>Water Source Location</td> <td></td> <td></td> </tr> <tr> <td>Ice Source</td> <td></td> <td></td> </tr> <tr> <td>Ice Trough Location</td> <td></td> <td></td> </tr> <tr> <td>Student 1</td> <td></td> <td></td> </tr> <tr> <td>Student 2</td> <td></td> <td></td> </tr> </tbody> </table> <p><b>PREPARE TUB DAILY</b></p> <table border="1"> <thead> <tr> <th></th> <th>PRACTICE</th> <th>EVENTS</th> </tr> </thead> <tbody> <tr> <td>Student 1</td> <td></td> <td></td> </tr> <tr> <td>Student 2</td> <td></td> <td></td> </tr> </tbody> </table> <ol style="list-style-type: none"> <li>Remove equipment/access clothing. Move to shade.</li> <li>Immersion athlete into cold or water tub, ice water.</li> <li>If no tub cold shower or rotating cold, wet towels over the entire body.</li> <li>Monitor vital signs.</li> <li>Cool First, Transport Second.             <ol style="list-style-type: none"> <li>Cool until initial temperature reaches 102°F if ATC or RD is available.</li> <li>If no medical staff, cool until EMS arrives.</li> </ol> </li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |          |           |        |  | PRACTICE | EVENTS | Tub Location |  |  | Water Source Location |  |  | Ice Source          |  |  | Ice Trough Location |  |  | Student 1 |  |  | Student 2 |          |        |                 | PRACTICE | EVENTS | Student 1 |  |  | Student 2 |  |  |  |      |      |                  |  |  |             |  |  |           |  |  |           |  |  |  |  |       |  |           |  |           |  |           |  |  |          |        |               |  |  |           |  |  |           |  |  |  |  |                  |  |           |  |           |  |
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| Tub Location                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |          |           |        |  |          |        |              |  |  |                       |  |  |                     |  |  |                     |  |  |           |  |  |           |          |        |                 |          |        |           |  |  |           |  |  |  |      |      |                  |  |  |             |  |  |           |  |  |           |  |  |  |  |       |  |           |  |           |  |           |  |  |          |        |               |  |  |           |  |  |           |  |  |  |  |                  |  |           |  |           |  |
| Water Source Location                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |          |           |        |  |          |        |              |  |  |                       |  |  |                     |  |  |                     |  |  |           |  |  |           |          |        |                 |          |        |           |  |  |           |  |  |  |      |      |                  |  |  |             |  |  |           |  |  |           |  |  |  |  |       |  |           |  |           |  |           |  |  |          |        |               |  |  |           |  |  |           |  |  |  |  |                  |  |           |  |           |  |
| Ice Source                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |          |           |        |  |          |        |              |  |  |                       |  |  |                     |  |  |                     |  |  |           |  |  |           |          |        |                 |          |        |           |  |  |           |  |  |  |      |      |                  |  |  |             |  |  |           |  |  |           |  |  |  |  |       |  |           |  |           |  |           |  |  |          |        |               |  |  |           |  |  |           |  |  |  |  |                  |  |           |  |           |  |
| Ice Trough Location                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |          |           |        |  |          |        |              |  |  |                       |  |  |                     |  |  |                     |  |  |           |  |  |           |          |        |                 |          |        |           |  |  |           |  |  |  |      |      |                  |  |  |             |  |  |           |  |  |           |  |  |  |  |       |  |           |  |           |  |           |  |  |          |        |               |  |  |           |  |  |           |  |  |  |  |                  |  |           |  |           |  |
| Student 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |          |           |        |  |          |        |              |  |  |                       |  |  |                     |  |  |                     |  |  |           |  |  |           |          |        |                 |          |        |           |  |  |           |  |  |  |      |      |                  |  |  |             |  |  |           |  |  |           |  |  |  |  |       |  |           |  |           |  |           |  |  |          |        |               |  |  |           |  |  |           |  |  |  |  |                  |  |           |  |           |  |
| Student 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |          |           |        |  |          |        |              |  |  |                       |  |  |                     |  |  |                     |  |  |           |  |  |           |          |        |                 |          |        |           |  |  |           |  |  |  |      |      |                  |  |  |             |  |  |           |  |  |           |  |  |  |  |       |  |           |  |           |  |           |  |  |          |        |               |  |  |           |  |  |           |  |  |  |  |                  |  |           |  |           |  |
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| Student 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |          |           |        |  |          |        |              |  |  |                       |  |  |                     |  |  |                     |  |  |           |  |  |           |          |        |                 |          |        |           |  |  |           |  |  |  |      |      |                  |  |  |             |  |  |           |  |  |           |  |  |  |  |       |  |           |  |           |  |           |  |  |          |        |               |  |  |           |  |  |           |  |  |  |  |                  |  |           |  |           |  |
| Student 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |          |           |        |  |          |        |              |  |  |                       |  |  |                     |  |  |                     |  |  |           |  |  |           |          |        |                 |          |        |           |  |  |           |  |  |  |      |      |                  |  |  |             |  |  |           |  |  |           |  |  |  |  |       |  |           |  |           |  |           |  |  |          |        |               |  |  |           |  |  |           |  |  |  |  |                  |  |           |  |           |  |

[Click for Direct Link to Document](#)

## COACHES CLIPBOARD

All coaches (**Head coaches, assistant coaches, and volunteer assistant coaches**) need to log onto the Coaches Clipboard. You are required annually to complete the Rules Meeting online, and summer waiver. The Continuing Education Requirements are good for three years. If you are new to coaching, you will need to complete the rules meetings and CER (Continuing Education Requirement) section before the start of the season. The heat acclimation section is optional but strongly recommended for outdoor coaches.

Your Coach's Clipboard is a secured area on the MSHSL website that will allow you to complete your Continuing Education Requirement or complete courses to meet the State Statute Requirement for Coaching.

Login or create a new account here: <https://www.mshsl.org/user/login>

## CAPTAIN'S PRACTICES

From the Minnesota State High School League (MSHSL) Handbook:

*Participation in Captain's Practice:*

*Captain's Practice is for physical conditioning organized and conducted by the students. Students may participate in Captains' Practice if salaried or non-salaried school personnel are not involved in any capacity. School officials are responsible for becoming aware of the preseason activities in their school district and ensuring that the spirit and intent of the League rules are observed.*

Captains' practices are not and cannot be district-sponsored.

MSHSL by-laws outline the following as it pertains to renting district facilities for Captains' Practice:

- Captains' practices need to be secured through Austin Public Schools. Please work with Kelly Joseph and Heidi Kaercher.
- Captains' Practices must be supervised by an adult (in accordance with MSHSL personnel requirements), and the adult must remain with the students during the Practice.

## PARENT MEETINGS

Each head coach is expected to conduct a pre-season Parent meeting. At this meeting, the coach should address the following topics:

1. Tryout process including dates, times, locations
2. Roster limitations
3. Lower-level philosophy
4. Attendance policies
5. Any specific team rules for your activity
6. Process for addressing concerns and/or complaints

The Activities office will share the following with all parents & athletes:

1. Registration process, including athletes' physicals
2. Student Code of Conduct and Chemical Violations
3. School day attendance and academic policies

4. Athletic Trainer protocols
5. Return to play procedures in response to injury

## TEAM PHOTOS

Our vendor is Tessa B Photography. Coaches will arrange a date for team and individual pictures. Please schedule early to ensure a timely return.

- Contact Info: Tessa B Photography - [tessabucknell@hotmail.com](mailto:tessabucknell@hotmail.com)

## DURING SEASON

- Coaches will provide a roster to the activity office at least one week before your first game so programs can be created. Please alert the activities office if there are any roster changes during the season.
- Discuss emergency situations with your team and turn in a copy of your team's Emergency Action Plan. (All Levels)
- Any serious injury (one that requires service by a physician) should be written up using the Injury Report form and filed with the Activities Director.
- Review your roster for important medical information.
- Plan, approve, and execute a team spirit wear order
- Promote your sport by contacting the news media about game results.
- Check your PO box at least weekly to get essential information.
- Check your email frequently and at least daily during the season.
- Notify the Activity office of managers and statisticians.
- If your activity needs to have an early out to make it to an event, OK the time with the Activities Director and provide the attendance secretary with the participation list.
- Alert the activities office of special events at games at least two weeks prior. (Senior night, youth night, staff appreciation etc.)

## COACHES PASS

- All APS employees will be admitted to home games free of charge during all regular season games upon presenting their ID badge.
- All coaches are encouraged to join the Minnesota State High School Coaches Association. Your membership card gets you and a guest into all regular-season games.

## RECOGNITION NIGHTS

Senior night, parents' night, youth night, and staff appreciation night should become a part of as many programs as possible. The Activities Office wants to help with your plans for this event. Please use the following checklist as a guide to help you plan this event.

1. Notify the Activities Office of the date.
2. Notify stakeholders (including time and place to meet, where to stand or sit, when recognition will occur, etc).
3. Arrange for a room for refreshments, if desired.
4. Order refreshments if desired.
5. Prepare a script for the announcer, including names of athletes and parents.
6. Instruct athletes on how to acknowledge parents.

7. Notify the opponent's coach before game day.
8. Work with booster groups for any necessary funding

## PARTICIPATION POLICIES

### ATTENDANCE ELIGIBILITY

**A student who misses any part of the school day the day of and the day after an event is not able to participate in Practice or a contest unless:**

- School is missed due to a school activity.
- School is missed due to a medical appointment, but the student attends school for at least two periods and presents an appointment card.
- School is missed due to a College Visit, and the student received prior approval from the office.

### EARLY OUT/DISMISSAL PROCEDURES:

- Early out lists to AHS Attendance Secretary and Activities Secretary – at *least* 24 hours in advance
- Be aware of the Bell Schedule so you are mindful of classroom instruction and distractions
- Ellis Middle School Early Dismissal list to Ellis Attendance Secretary and Activities Secretary
- Students should only be excused from class 15 minutes before departure time; please work to keep students in class as long as possible

#### REGULAR BELL SCHEDULE

| A Lunch |               |            |
|---------|---------------|------------|
| 1st     | 8:30 - 9:22   | 52 Minutes |
| Passing | 9:22 - 9:27   | 5 Minutes  |
| 2nd     | 9:27 - 10:19  | 52 Minutes |
| Passing | 10:19 - 10:24 | 5 Minutes  |
| 3rd     | 10:24 - 11:16 | 52 Minutes |
| Lunch   | 11:16 - 11:47 | 31 Minutes |
| 4th     | 11:47 - 12:39 | 52 Minutes |
| Passing | 12:39 - 12:44 | 5 Minutes  |
| 5th     | 12:44 - 1:36  | 52 Minutes |
| Passing | 1:36 - 1:41   | 5 Minutes  |
| 6th     | 1:41 - 2:33   | 52 Minutes |
| Passing | 2:33 - 2:38   | 5 Minutes  |
| 7th     | 2:38 - 3:30   | 52 Minutes |

| B Lunch |               |            |
|---------|---------------|------------|
| 1st     | 8:30 - 9:22   | 52 Minutes |
| Passing | 9:22 - 9:27   | 5 Minutes  |
| 2nd     | 9:27 - 10:19  | 52 Minutes |
| Passing | 10:19 - 10:24 | 5 Minutes  |
| 3rd     | 10:24 - 11:16 | 52 Minutes |
| Passing | 11:16 - 11:21 | 5 Minutes  |
| 4th     | 11:21 - 12:13 | 52 Minutes |
| Lunch   | 12:13 - 12:44 | 31 Minutes |
| 5th     | 12:44 - 1:36  | 52 Minutes |
| Passing | 1:36 - 1:41   | 5 Minutes  |
| 6th     | 1:41 - 2:33   | 52 Minutes |
| Passing | 2:33 - 2:38   | 5 Minutes  |
| 7th     | 2:38 - 3:30   | 52 Minutes |

| C Lunch |               |            |
|---------|---------------|------------|
| 1st     | 8:30 - 9:22   | 52 Minutes |
| Passing | 9:22 - 9:27   | 5 Minutes  |
| 2nd     | 9:27 - 10:19  | 52 Minutes |
| Passing | 10:19 - 10:24 | 5 Minutes  |
| 3rd     | 10:24 - 11:16 | 52 Minutes |
| Passing | 11:16 - 11:21 | 5 Minutes  |
| 4th     | 11:21 - 12:13 | 52 Minutes |
| Passing | 12:13 - 12:18 | 5 Minutes  |
| 5th     | 12:18 - 1:10  | 52 Minutes |
| Lunch   | 1:10 - 1:41   | 31 Minutes |
| 6th     | 1:41 - 2:33   | 52 Minutes |
| Passing | 2:33 - 2:38   | 5 Minutes  |
| 7th     | 2:38 - 3:30   | 52 Minutes |

### ACADEMIC ELIGIBILITY AND ACTIVITY PARTICIPATION

The following rules govern academic eligibility:

- A student with 2 F grades or more will be ineligible to play until the student has either 1) eligible to play with 1 F, 2) passed all classes
- Grade checks start the first week of School and each week after.
- Consideration may be made for juniors and seniors who may be "on track to graduate" but struggling in some coursework.
- Head Coaches have the authority to modify their expectations upon conversation and approval with the Activities Director
- Academic eligibility rules apply to each of the school-sponsored activities listed below.
  - All athletics
  - Speech/Drama/Theatre
  - FFA

#### *ATHLETE DATA SHARING WITH COACHES AT MIDDLE SCHOOL*

1. Coaches in co-curriculars for grades 6-8 will not have access to student data (attendance and grades)
2. The Middle level athletic director will have access to student data and will share with coaches those the data necessary for students who are not meeting our academic standards.
3. The coaches will be explained what is expected of them for handling confidential data.
4. Middle level athletes who are participating in sports for grades 9-12, will be treated as AHS athletes and their data will be shared with their coaches as per AHS procedures.
5. Coaches can request individual Middle Level athletes' data for the purposes of mentoring. That needs to be approved by the building principal and should be in the form of an email request.
6. In cooperation with the AHS athletic director and the EMS athletic director the school will be working to create "study groups" for student athletes who need academic support. The study group supervisor will be granted attendance and academic data.
7. Every effort will be made to communicate with parents if their child's data is being shared.

#### *PHYSICAL EXAMINATION ELIGIBILITY*

Any student who intends to participate in high school interscholastic athletics must have on file in the school (Athletic Director's Office) a record of a physical examination performed by a physician within the previous three years. Typically, incoming 7th and 10th graders get a physical.

#### *MSHSL ELIGIBILITY*

Twelve (12) months of the year, a student shall not at any time, regardless of the quantity: (1) use or consume, have in possession a beverage containing alcohol; (2) use or consume, have in possession tobacco; (3) use or consume, have in possession, buy, sell, or give away any other controlled substance or drug paraphernalia, (4) use or consume, have in possession, buy, sell or give away products containing or products used to deliver nicotine, tobacco products and other chemicals. "Tobacco products" means any product containing, made, or derived from tobacco that is intended for human consumption, whether chewed, smoked, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, or any component, part, or accessory of a tobacco product, (5) use or consume, have in possession, buy, sell or give away any substance or product where the intent of such use of the substance or product is to induce intoxication, excitement, or stupefaction of the central nervous system, except under the direction and supervision of a medical doctor. Such substances or products shall include but are not limited to, synthetic drugs, gasoline, glue, aerosol devices, bath salts, and any substances addressed by Minnesota or Federal law.

#### **Penalty for Category I Activities:**

1. First Violation: After confirmation of the first violation, the student shall lose eligibility for the next two (2) consecutive interscholastic contests or two (2) weeks of a season in which the student participates, whichever is greater. No exception is permitted for a student who becomes a participant in a treatment program.
2. Second Violation: After confirmation of the second violation, the student shall lose eligibility for the next six (6) consecutive interscholastic contests in which the student is a participant or three (3) weeks, whichever is greater. No exception is permitted for a student who becomes a participant in a treatment program.
3. Third and Subsequent Violations: After confirmation of the third or subsequent violations, the student shall lose eligibility for the next twelve (12) consecutive interscholastic contests in which the student is a participant or four (4) weeks, whichever is greater. If, after the third or subsequent violations, the student has been assessed to be chemically dependent and the student, on their own volition, becomes a participant in a chemical dependency program or treatment program, then the student may be certified for reinstatement in MSHSL activities after a

minimum period of six (6) weeks. Such certification must be issued by the director or a counselor of a chemical dependency treatment center.

### **Penalties for Category II Activities:**

This applies to all students in grades 7-12.

Activities:

- Band/Choir
- FFA
- Theatre/Drama
- Other appropriate activities as determined by the principal

The penalty for rules violations for Category II Activities:

1. First Violation – After confirmation of the first violation, the student shall lose eligibility for the next event of a season for which the student is a participant.
2. Second Violation – After confirmation of the second violation, the student shall lose eligibility for the next three consecutive events of a season in which a student is a participant.
3. Third and Subsequent Violations – After confirmation of the third violation, the student shall lose the right to participate in the next six events

### ***MSHSL Code of Conduct – Bylaw 206***

#### **1. Good Standing**

A student must be in good standing to be eligible for regular season and League tournament competitions. Definition: The term "Good Standing" shall mean that the student is eligible under all the conditions and eligibility requirements of that School as well as the eligibility requirements of the Minnesota State High School League.

#### **2. Student Code of Responsibilities**

Participation in interscholastic activities is a privilege that is accompanied by responsibility. As a student participating in League-sponsored activities, I understand and accept the following responsibilities:

- I will respect the rights and beliefs of others and will treat others with courtesy and consideration.
- I will be fully responsible for my actions and the consequences of my actions.
- I will respect the rights and property of others.
- I will respect and obey the rules of my School and the laws of my community, state, and country.
- I will show respect to those responsible for enforcing the rules of my School and the laws of my community, state, and country.

#### **• Penalty**

A student who is dismissed from School or who violates the Student Code of Responsibilities is not in good standing and is ineligible for a period of time as determined by the school principal acting on the authority of the local board of education. The League recognizes that certain conduct requires penalties that may exceed those typically imposed for first violations. For example, when students are suspended from School, they are not in good standing and cannot begin to serve the participation penalty until they have completed the suspension and are returned to good standing.

## **AUSTIN PUBLIC SCHOOLS EMAIL**

All Head Coaches are expected to use their Austin Public Schools email when communicating with families and staff. Please check this email daily during the season. Your username & password for this email address will be sent to the email address you provided when you were hired. This username and password are the same ones used for Infinite Campus.

## **INFINITE CAMPUS**

Head coaches can view student contact information, academic progress, and student attendance in Infinite Campus. You can also check the team's GPA for all-state academic awards.

### **How to access Infinite Campus:**

- [Login | Austin ISD492 \(infinitecampus.org\)](https://infinitecampus.org)
- Your Username & Password will be emailed to you.
- user: first\_last (name)

Please remember that you can only access this data during your competitive season.

## **INJURY REPORT**

- In a medical emergency, please provide appropriate emergency assistance.
- Take action when needed. The law assumes that you, as a coach or advisor, are responsible for providing first aid care for any injury or illness a student suffers under your supervision. So, if no medical personnel are present when an injury occurs, you are responsible for providing emergency care.
- Use only the skills you are qualified to administer and provide the specific standard of care you are trained to provide through first aid, CPR, and other sports medicine training.
- For injured students, specifically, ask if they want help. If they are unresponsive, consent is implied.
- If the Athlete is unconscious or unresponsive, CALL 911
- When in doubt, call 911
- Transfer of care is required after a head injury. Do not release the Athlete without transferring care to a medical provider, athletic trainer, or parent.
- After an injury occurs and proper care is provided, please complete the injury report below. This should be returned to the activities office within 24 hours.
- Please contact the parent/guardian of the injured student before releasing the student or transferring care to a medical provider.
- If 911 is called, please notify the students emergency contact as soon as possible.



## Austin Public Schools

### INJURY REPORT

*This form is to be filled out at the time of the occurrence, either by the person who cared for the injured person or by the witness.*

Person's Name: \_\_\_\_\_ Grade: \_\_\_\_\_ DOB: \_\_\_\_\_ Gender: M or F (circle one)

Location of Incident: \_\_\_\_\_ Date and Time of Incident: \_\_\_\_\_

Check One:

- ☐ School Program – Please specify: \_\_\_\_\_  
☐ Non-school Program – Please specify: \_\_\_\_\_

Describe Incident (use back of sheet if necessary):

\_\_\_\_\_

Witness statement (if applicable):

\_\_\_\_\_

| Nature of Accident | Check all that apply | First aid Given/Comments |
|--------------------|----------------------|--------------------------|
| Abrasion           |                      |                          |
| Bruise/Bump        |                      |                          |
| Burn               |                      |                          |
| Cut                |                      |                          |
| Convulsion         |                      |                          |
| Head Injury        |                      |                          |
| Laceration         |                      |                          |
| Puncture           |                      |                          |
| Shock              |                      |                          |
| Swollen Area       |                      |                          |
| Other              |                      |                          |

First-Aid given by: \_\_\_\_\_ Paramedics Called: YES NO Time: \_\_\_\_\_

Person Notified: \_\_\_\_\_ Relationship: \_\_\_\_\_ Time: \_\_\_\_\_

Follow Up: \_\_\_\_\_

Signature of Witness: \_\_\_\_\_

Signature of Administrator: \_\_\_\_\_

|

[Click Here for Document: To Edit, please save as a copy](#)

## END OF SEASON

### END OF SEASON CHECKLIST

The Activities office will schedule your postseason meeting when:

- ☐ All uniforms and equipment have been returned, inventoried, and put away correctly
- ☐ Coaches have completed the Season Ending packet of information. This includes roster, awards, game results, inventory of equipment, and supply requests for next season.
- ☐ Provide the activities assistant with all information required for end-of-season certificates and awards promptly.
- ☐ Completed the athlete awards banquet

### COACHES' EVALUATION

Evaluation has been developed for the following reasons:

1. To help the coach assess performance and determine areas of strength and weakness.
2. To provide an objective and comprehensive record for evaluating coaching effectiveness, which can be used as one of the criteria when reappointment is being considered.
3. To serve as a guide for constructive supervision.

Guidelines for evaluation are:

1. The head coach will be evaluated annually by the Activities Director.
2. The head coach evaluates assistant coaches annually.
3. Head coach must complete a self-evaluation to be shared with the Activities Director

## OFF SEASON

### OPEN GYMS

1. According to MSHSL policies, "Open Gym" refers to using school facilities for recreational activities. The characteristics of an open gym are the following:
  - The school facilities are available for students to participate in several activities.
  - The recreational activities are open to all students.
  - There is no coaching on the skills and techniques of activities provided in the interscholastic program.
  - Students are not required to attend open gym activities as a prerequisite for membership on a high school team.
  - High school coaches may not participate in games or pick-up games, provide instruction in the skills of a sport, or otherwise influence a high school athlete's participation in open gym.
2. All open gyms must be scheduled through the Activities Office to ensure compliance with these provisions.

#### ***Q. How are open gym and open basketball or open volleyball different?***

**A.** Open gym implies that many activities are available for students to participate in while the gym is open and conducted, as stated above. Open volleyball, or open basketball, implies that the facility is open only to those who want to participate in basketball or volleyball and that other activities are excluded. Open basketball, volleyball, wrestling, etc., constitutes a violation of MSHSL bylaws if supervised by a high school coaching staff member, B-squad, JV, or Varsity.

#### ***Q. As a high school coach, may I supervise open gym?***

**A.** High school coaches may supervise open gym, provided that the School has designated the coach to do so and that all the characteristics of open gym are met. High school coaches may not supervise open gyms where only their sport is offered to participants, i.e., open volleyball, basketball, wrestling, etc. High school coaches may not participate in games or provide instruction, coaching, or training to their high school athletes in that sport.

#### ***Q. When may I conduct open gym during the year?***

**A.** Because open gym is not an MSHSL-sanctioned activity, there are no restrictions on when it may be offered.

#### ***Q. May we have open gym on Sunday?***

**A.** There are no restrictions on when the school may allow open gym, but school districts are responsible for identifying the person responsible for open gym supervision.

### NON-SCHOOL LEAGUES, CAMPS AND CLINICS:

**Q.** What involvement can I have as a high school coaching staff member in non-school leagues, camps, and/or clinics during the school year? During the summer?

**A.** During the school year before and following the high school sports season:

#### **May Do:**

- Provide camp, clinic, and non-school league information to athletes.
- Conduct pre/postseason meeting(s) with the team to provide information regarding the high school season and/or to provide leadership training programs etc., if there is no sport coaching or strategies of the sport, at the meetings.

- An organizational meeting for summer play may be conducted if the coach has secured a summer waiver from the school's athletic director before the meeting.

**May Not Do:**

- During the school year, before and following the sports season, a coach may not influence or direct a student who has been a member of your high school team to participate in a league, attend a camp or clinic, require the student to work out or participate in open gyms, etc. as a requirement for team membership; or placing athletes on a roster, developing or organizing a team roster, drafting players for a team, selecting, securing, or otherwise influencing the placement of athletes on a team for leagues, tournaments, camps, or clinics.
- Issue school uniforms or equipment for student use in non-school leagues, tournaments, camps, or clinics. Schools may lease non-school camps, clinics, and/or leagues equipment.
- A coach may not provide training, instruction, private or group lessons, or coaching in their sport to students who have been a member of the high school team, B-squad, JV, or Varsity.
- Provide money from school funds or booster funds to students to attend camps or clinics or to participate in a league or tournament.
- Organize, supervise, direct, or otherwise organize the captain's Practice.

During the summer:

**May Do:**

- Provide camp and non-school team information to athletes if approved for a summer waiver and authorized by your athletic director.
- Provide coaching in non-school leagues, camps, or clinics under the provisions of the summer waiver.
- Once approved for the summer waiver, organize summer leagues, camps, clinics, or other instructional opportunities for athletes.

**May Not Do:**

- May not influence or direct a student to participate in non-school activities, including open gym, workouts, captain's practice, or strength and development training programs as a requirement for team membership.
- Issue school uniforms or equipment.
- Provide money from school funds or booster funds to students to attend camps or clinics or to participate in a league or tournament.

**FUNDING ISSUES:**

**Q.** Can the booster clubs pay students to attend a camp or clinic?

**A.** No, the student or the student's parents must pay the camp fee.

**Options:** Booster clubs may sponsor a free camp for all interested students. The camp must be open to all students in the area and should not be limited to just the high school athletes. Booster clubs may set aside money for jobs performed by students for which a reasonable hourly wage is paid to the student. This money may be used to attend a camp or clinic. The booster club will be responsible for providing a full accounting to the athletics director, listing the students who worked, the job(s) performed, the hours worked, and the wages paid.

**Q.** Can students raise money through fundraisers for camps or clinics?

**A.** Students may not set up fundraisers for camp or clinic fees.

**Q.** Can coaches use booster club money to pay for camps or clinics or establish camp scholarships?

**A.** coaches may not use booster club money to establish camp scholarships or pay camp fees.

**Q.** Do high school students work at a camp as a coach and receive pay or work off the camp fee?

**A.** athletes may work at a camp as a coach, counselor, or official and receive pay. They may work only if the camp sponsor has a job description for their responsibilities, identifies the dates and times they will be working, identifies all players who will be instructing, and provides an accounting of the hours worked. The pay are provided to the high school athletic director.

#### **EQUIPMENT ISSUES:**

**Q.** May schools issue their uniforms or equipment for use by non-school programs, leagues, camps, or clinics?

**A.** schools may not issue their uniforms or personal equipment outside of the high school season. Schools may, however, lease their equipment other than uniforms to non-school camps, clinics, and/or teams.

**Q.** What equipment can the school issue out of season to high school athletes without charging a lease or rental fee?

**A.** Schools may only issue balls and goalie equipment.

#### **ADMINISTRATIVE ISSUES:**

**Q.** May I run my summer camp through the school?

**A.** No, you may not run your summer camp through the school the same way your school administers its high school athletic program or as an extension of the athletic department. Schools are prohibited from sponsoring a sport outside of the prescribed MSHSL season. Programs conducted by coaches under the summer waiver are non-school programs. You are an independent contractor conducting a non-school camp, clinic, League, or instructional program for your high school team members. You may, however, conduct your summer camp through your school's community education programming or lease your school facility at the same rate charged for rental from anyone who wishes to rent that space. Reminder: only coaches approved for a summer waiver may contact their high school athletes.

**Q.** Does MSHSL catastrophic insurance cover summer coaching?

**A.** MSHSL catastrophic insurance does not cover summer coaching, camps, clinics and/or leagues. These programs are not school-sponsored programs. Summer programs conducted under the District's Community Education program may be covered under the school's insurance coverage. Coaches should discuss this issue with the school's administration for clarification.

**Q.** Does MSHSL insurance cover summer camps, clinics, or leagues?

**A.** No. MSHSL insurance covers only school-sponsored activities conducted under the sponsorship of the MSHSL and during the prescribed MSHSL season. As much as schools may not sponsor non-school programming, you would be responsible for your insurance.

**Q.** I plan to run a camp for elementary and middle school students during the school year just before our high school season begins. May I use some of our high school players as coaches and demonstrators to assist me in this camp?

**A.** Yes, you may use some of your high school players to work your camp if they are not attending as campers/players to receive instruction.

#### a) Summer Camp/Clinic Waiver

Member schools shall have the authority to approve a coaching waiver for camps and/or clinics following the fourth Friday in May through July 31 or two weeks (14 calendar days) before the start of the earliest fall sports season, whichever is earlier.

### **SUMMER**

The MSHSL bylaws for summer coaching are posted below. The summer waiver is attached below and offered electronically through the coach's clipboard.

### **DURING THE SCHOOL YEAR**

During the school year, members of the high school coaching staff (full-time, part-time, head coach, assistant coach, volunteer coach, salaried or non-salaried) may not own, organize, administer, direct, or coach a camp or clinic, League, or tournament that is attended by players from the coach's school in that sport.

### **SUMMER WAIVER**

High school athletes may attend a camp or clinic owned or coached by a school's coaching staff member, provided the coach has been approved for a summer waiver.

**NOTE:** Camp/clinic participation fees must be paid by the student or the student's parent or guardian. Coaches and/or booster clubs cannot pay students to attend a camp/clinic or participate on a non-school team.

Schools may not issue school uniforms for non-school use. Schools may rent or lease equipment, i.e., shoulder pads, football helmets, etc., to students for their personal use in camps, clinics, or leagues during the summer.

## **SEVERE WEATHER PROCEDURE**

The following people have the authority to suspend an event due to severe weather or a lightning strike in this order:

1. Athletic Director
2. Site Manager
3. Athletic Trainer
4. Official
5. Coach

It is strongly encouraged that when multiple people listed above are present, the decision is made in collaboration. The decision to delay should follow the criteria listed below.

1. We will follow the [MSHSL guidelines](#) for lightning strikes and lightning delays.
2. You must stop the game and clear the venue if you see lightning.
3. You must stop the game and clear the venue if you hear thunder.
4. the following apps are approved for determining if lightning is in the area (within 10 miles of the venue)

- a. Weather Bug
  - b. ACCU Weather
  - c. My Lightning Tracker
5. If lightning is seen, thunder heard, or radar indicated within 10 miles, the game will enter a 30-minute delay. Each time lightning strikes are seen, thunder is heard, or radar indicates the 30 minutes will start over.
6. The Wescott locker rooms or concessions building are designated shelter areas for lightning and hail.
7. Spectators will move to their vehicles at Wescott.

## WEIGHT ROOM

AHS provides a weight room. Please note the following:

- No one is allowed in this room without supervision.
- Coaches must supervise the athletes on their teams when in-season workouts are scheduled.
- Weights and other equipment must be returned to their proper place after each use.
- The room is to be locked when use is over.

### Off-Season Training Philosophy and Registration Procedures

The goal of the off-season (as well as the in-season) strength training program is to prevent injury, enhance the physical (as well as mental) potential of all athletes, and develop optimal muscular strength in a **CONSISTENT, INTENSE, SAFE, and EFFICIENT** manner.

## SUPERVISION

### GROUP AND BUILDING SUPERVISION

1. One of a coach's primary responsibilities is supervising their team. In addition, the coach must be aware of their building and facility security responsibilities.
2. No athlete can use school facilities without a coach or approved supervisor.
3. If you open a door, you are responsible for securing the door when your practice/event is completed.
4. Before leaving the premises, make the following final check:
  - a. All showers are shut off.
  - b. All lights in the gymnasium, locker room, and coaches' office are shut off.
  - c. All gym and locker room doors are locked and secured (check for paper, etc., lodged in the door locks).
  - d. Be sure the exterior door is locked and secured.
  - e. 4. Do not, under any circumstances, leave while there are students still in the building or waiting for a ride.
5. Do not give any student your school keys.

### SECURITY/THEFT

- Coaches must remind students that thefts occur, and they should be discouraged from bringing large sums of money and/or other valuables to practices or events.
- Remind them to lock their lockers.
- Use a "valuable bag" to store money, purses, billfolds, and other valuables for practices and events.
- If a theft occurs from a locker room, students should report it to a coach.

## OVERNIGHT TRIPS PROCEDURE

Any overnight trips must be coordinated with and approved by the Activities Office. Transportation, lodging, and additional supervision/chaperones must be arranged and approved by the Activities Office. Students will be assigned hotel rooms with other students of the same gender. There is a two student per bed protocol. A student's gender, as used in this procedure, refers to either: (a) the gender that corresponds to the student's legal sex as listed in the school's official records; or (b) the gender with which the student consistently identifies, or which is sincerely held as part of the student's core identity.

Students may be permitted to identify another student with whom they would prefer to be assigned to the same hotel room ("Preferred Roommates"). Coaches/advisors will make reasonable efforts to house students with their Preferred Roommates of the same gender. Requests for Preferred Roommates who are not of the same gender as the requesting student will be viewed upon request.. Coaches/advisors retain final decision-making power over hotel room assignments and may consider all known information, in addition to Preferred Roommate requests, when making decisions about which students will be assigned to share a hotel room. Nothing in this procedure shall prevent a student from sharing a hotel room with that student's parent or guardian who is serving as a chaperone, if that student chooses.