

**WAUNAKEE COMMUNITY SCHOOL DISTRICT
BOARD OF EDUCATION CO-CURRICULAR COMMITTEE MEETING**

Monday, August 1, 2022

8:30 AM

Waunakee Community School District
905 Bethel Circle
Waunakee, WI 53597

Members of the public may attend Board of Education meetings in-person, and will be asked to check in with District personnel when you arrive.

Public comments will be limited to 3 minutes. The Board will allow 30 Minutes for public comments.

Public comments may be sent to Rebecca McDonough at district_administrator@waunakee.k12.wi.us up to one hour before the start of the Board meeting. All comments will be reviewed by the Board members. Emailed comments will be reviewed by the board but not read out loud. Emailed comments sent during any part of the board meeting (Board Development, Closed session, Open session) will be forwarded to the board but may or may not be reviewed by the board until after the board adjourns. Comments must include the commentator's name, address, and must identify their connection to the District (if any) and any group they are representing in order to be considered by the Board.

If you would like to address the Board in-person during the public comments section of the meeting, you will be greeted in the lobby of the building, asked to check in with District personnel when you arrive so that you can be recognized and address the Board when your name is called.

A recording of the meeting will be posted on the District webpage within 24 hours of the meeting time.

AGENDA

I. CALL TO ORDER

II. ROLL CALL

III. APPROVE THE AGENDA

IV. PUBLIC COMMENTS

V. CO-CURRICULAR REPORT FOR 2021-2022

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Attached please find a memo from Aaron May, Athletic Director, and associated documents that Mr. May will review with the Committee at their meeting. The topics to be discussed include, but are not limited to:

- Spring Sports Participation Report
- Booster Club Financial Report for 2021-2022
- Ticket Sales
- Best Practices for Communication and Coaches Meetings
- Department Goals for 2022-2023

VI. FUTURE MEETINGS

VII. ADJOURN

“Any person who has a qualifying disability as defined by the Americans with Disabilities Act who requires assistance with access or materials should contact the Waunakee Community School District Office at 849-2000, 905 Bethel Circle Drive Waunakee, WI 53597, at least twenty-four hours prior to the commencement of the meeting so that necessary arrangements can be made to accommodate the request.”



WAUNAKEE

COMMUNITY HIGH SCHOOL

301 Community Drive
 Waunakee, Wisconsin 53597
 (608) 849-2100

Athletics Office

TO: Co-curricular Subcommittee Members, Randy Guttenberg, Steve Summers, Brian Grabarski, & Brian Borowski

FROM: Aaron May, Activities Director

RE: Co-Curricular Meeting

DATE: August 1, 2022

SPRING SPORTS PARTICIPATION AND GPA SUMMARY

Middle School & High School Participation

Our participation rates across spring sports are strong and the average GPA with our spring sports is also very strong.

HIGH SCHOOL SPRING SPORTS	MIDDLE SCHOOL SPRING SPORTS
Baseball 62	Track 146 (B=69 G=77)
Boys Golf 53	
Boys Lacrosse 45	
Girls Lacrosse 38	
Girls Soccer 66	
Softball 31	
Boys Tennis 24	
Track 138 (B=70 G=68)	

HIGH SCHOOL SPRING SPORTS AVERAGE GPA
Baseball 3.46
Boys Golf 3.42
Boys Lacrosse 3.35
Girls Lacrosse 3.60

Girls Soccer 3.73
Softball 3.40
Boys Tennis 3.70
Boys Track 3.53
Girls Track 3.83
All Sports 3.49

PEPSI CONTRACT:

In 2018 the Athletic Department entered into a 3 year agreement with Pepsi. The agreement paid the Athletic Department \$5,000 upfront in exchange the Athletic Department agreed that the Sun Prairie Pepsi Distributor would be our sole source of cold beverages. During this time the agreement caused a great deal of friction between the Athletic Department, our boosters, and student clubs. The wholesale price charged by Pepsi was greater than the price found at Costco for the same items. We still have Pepsi coolers in our concession stands (Warrior Stadium, The Pitch, & Fieldhouse) and Pepsi provides/maintains the coolers at no cost with the understanding that only Pepsi products would be stored in the coolers.

COMMUNICATIONS

The Athletic Department provides sample meeting agendas, discussion topics, and a communication protocol based on the information provided by the National Federation of High Schools. The NFHS believes the following can help foster strong parent support and lessen challenges: 1) predict and share challenges of athletic competition at pre-season meetings, 2) designate appropriate times to address concerns, 3) share and promote the philosophy behind coach’s decision-making, & 4) model accountability and honesty. The information I have shared with coaches over the years include articles about building proactive relationships with parents, sample meeting agendas, and NFHS’s course on engaging effectively with parents.

TICKETS SALES REPORT

This year we moved to selling all of our tickets online beginning with the Fall playoff games. We worked to have this change broadcast across multiple channels: social media, Infinite Campus, booster clubs, and daily school announcements. The transition went smoothly for our home fans while we did run into some issues; it mostly stemmed from away fans who were not accustomed to purchasing tickets online. More Badger Conference schools are moving to online tickets and it is a trend among schools in the Madison and Milwaukee suburbs. The WIAA has also moved to online tickets purchasing only for their state tournament. The WIAA is no longer selling physical tickets at the gate.

BOOSTER CLUB FINANCIALS AND BYLAWS

We have collected and shared the Booster Club financials and Bylaws. In previous years we have only requested financial reports from our clubs. The addition of bylaws request is to develop a database for new booster clubs that need to write their bylaws and for existing booster clubs to use when discussing potential changes to their bylaws.

GOALS 2022-23

1. Wall of Fame - This project started in the spring of 2022 and our goal is to have it ready to present for our first home volleyball tournament on August 20th. Currently we have our All-State Athlete photos, WIAA Scholar-Athletes, and Hall of Fame coaches loaded into the hall of fame. Our next 2 steps are to add our state championship teams, National Merit Scholars, and One Act's Critics Choice winners.
2. Review of MS Co-curricular Code - This fall we will begin our review of the Middle School Co-curricular code. As part of the review we will engage coaches, administration, and parents. In this review we will look at all aspects of the code and if changes need to be made to ensure it still aligns with our philosophy and what is best for students.
3. Booster Communications & Best Practices - Prior to 2020 there was a desire among booster club leadership to develop a handbook of best practices. This summer the Athletic Department has begun to re-engage the booster leadership in those discussions and with a goal of creating a manual that can be used by all booster clubs to help drive their work and how they operate in support of the Athletic Department.

2021-22 BOOSTER CLUB FINANCIAL REPORTING FORM

	MEMBERSHIP FEES	FUNDRAISING	SPONSORSHIPS	DONATIONS	TOTAL
BOOSTER CLUB					
BASEBALL	15,000 [1]	9,000 [2]		1071 [3]	25,071
BASKETBALL, BOYS	9440	15189	600	15325	40554
BASKETBALL, GIRLS	5610	14723	2515		22848
CROSS COUNTRY	3275	579	600		4254
DANCE		12094	725		12819
FOOTBALL		70,562			70562
GOLF, BOYS	6,600		675		6600
GOLF, GIRLS	2000			400	2400
GYMNASTICS	2,125.00	11,415.36	900		14,440.36
HOCKEY, BOYS	47,510.00	39,263.00	3,090.00	28	6 89891
LACROSSE, BOYS	9729	3512	3400	2550	19191
LACROSSE, GIRLS	8088	2558	600	250	11496
SOCCER, BOYS	13138	23750	2850	4000	43738
SOCCER, GIRLS	\$9,600.00	\$10,893.00	\$1,800.00	\$285.00	\$22,578.00
SOFTBALL	5400	500	10300	640	16840
SWIM, BOYS	\$1,860.00	\$3,412.03	\$0.00	\$0.00	\$5,272.03
SWIM, GIRLS	\$3,250.00	\$4,839.19	\$0.00	\$440.00	\$8,529.19
TENNIS, BOYS	1100	160		175	1435
TENNIS, GIRLS	2100	5159			7259
TRACK	12500	5142.58		26	17668.58
VOLLEYBALL	8963	12152.25	1200		2315.25
WRESTLING	2102	9600	0	875	12577

[1] Mid-Season

[2] Mid-Season

[3] Mid-Season

2021-22 BOOSTER CLUB FINANCIAL REPORTING FORM

	UNIFORMS/APPAREL	TRAVEL FOOD	EQUIPMENT	SPECIAL EVENTS	SCHOLARSHIPS	SUMMER LEAGUE	BANQUET	GIFTS	OTHER	TOTAL
BOOSTER CLUB										
BASEBALL	Included in Equipment	120.00 [1]	12,300.00 [2]			1350 [3]		1500	625.00 [4]	15,895.00
BASKETBALL, BOYS	9743	4715		20452	1500	1575	600	2675	10796	42313
BASKETBALL, GIRLS	7288	2436	1450	10108	0	1375	1028	1702	2114	20213
CROSS COUNTRY	0	0	0	0	0	0	450	280.85	0	730.85
DANCE	8577.24		0	0	0	0				8577.24
FOOTBALL	21,927.00	4,355.00	23,420.00						20,000.00	47,775.00
GOLF, BOYS	12,310				0				195	1426.00
GOLF, GIRLS	4200	155	406	560						1121
GYMNASTICS	0	0	0.00	0.00	0	0	0	0	0.00	0.00
HOCKEY, BOYS	1,371.00	5,627.00	51,201.00	8,574.00		2,250.00	1,828.00	490	17,902.00	87,872.00
LACROSSE, BOYS	2118	1477	2143	360	0	1000	1713	707	6677	16195
LACROSSE, GIRLS		1100	998	2533	2000	0	544	332	6969	14476
SOCCER, BOYS	20730	2801	0	15638 [5]	0	0	450	630	2191	8 21710
SOCCER, GIRLS*	\$8,291.00	\$1,216.00			0	0		\$1,028.00	\$1,080.00	\$3,324.00
SOFTBALL	5130	1500	8620				400	400	1286	12206
SWIM, BOYS	\$1,030.68	\$375.25	\$129.99	\$165.20	\$0.00	\$0.00	\$549.00	\$279.18	\$344.19	\$1,842.81
SWIM, GIRLS	\$1,034.45	\$840.75	\$0.00	\$245.80	\$0.00	\$0.00	\$210.00	\$873.99	\$987.32	\$3,157.86
TENNIS, BOYS		1021.45						253.14		1274.59
TENNIS, GIRLS	3762	1731		677			946	215	446	4015
TRACK	2983.64		163.51	224			100		198.1	685.61
VOLLEYBALL		926		4,653			370	150	11376.87	17,476
WRESTLING	6609			276	1000			409	1383	3068

[1] As of Mid-Season

[2] As of Mid-Season

[3] Summer 2021

[4] Team Poster

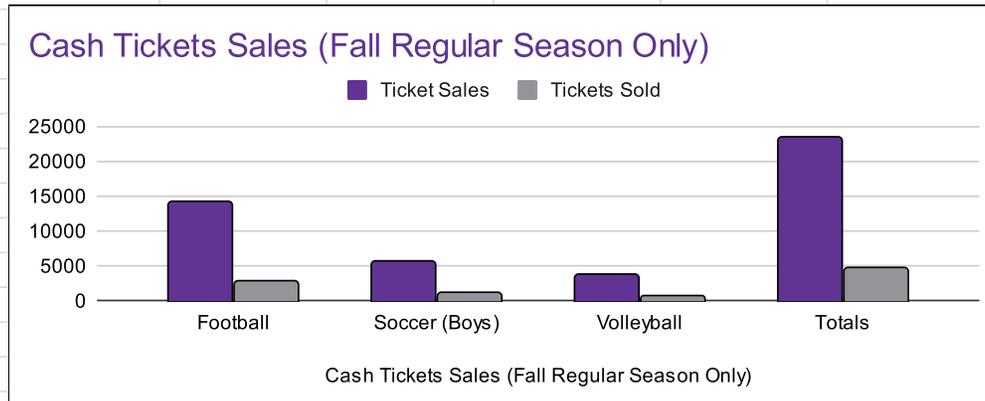
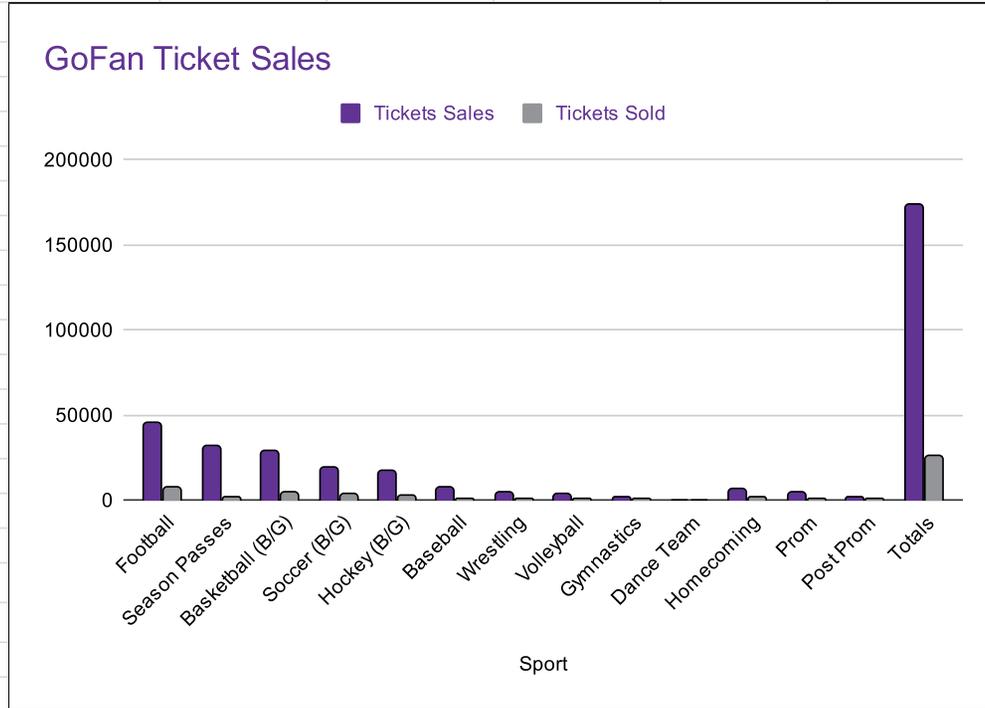
[5] includes fundraising expenses

2021-22 BOOSTER CLUB FINANCIAL REPORTING FORM

BOOSTER CLUB	Booster Club	School Contribution	Total Cost	Participation	Per Athlete Cost	Funds
BASEBALL	\$15,895.00	\$28,349.85	\$44,244.85	62	\$713.00	Funds Key
BASKETBALL, BOYS	\$42,313.00	\$32,953.09	\$75,266.09	69	\$1,090.00	S = School
BASKETBALL, GIRLS	\$20,213.00	\$22,477.67	\$42,690.67	38	\$1,123.00	5 = 501c3
CROSS COUNTRY		\$12,713.46	\$12,713.46	76	\$167.00	
DANCE	\$8,577.24	\$3,013.52	\$11,590.76	14	\$827.00	
FOOTBALL	\$47,775.00	\$104,415.41	\$152,190.41	170	\$895.00	
GOLF, BOYS	\$1,426.00	\$12,271.32	\$13,697.32	53	\$258.00	
GOLF, GIRLS	\$1,121.00	\$10,094.48	\$11,215.48	21	\$534.00	
GYMNASTICS	\$0.00	\$13,818.34	\$13,818.34	19	\$727.00	
HOCKEY, BOYS	\$87,872.00	\$22,239.27	110,111.27	43	\$2,560.00	
LACROSSE, BOYS	\$0.00	\$13,728.20	\$13,728.20	45	\$305.00	
LACROSSE, GIRLS	\$14,476.00	\$13,639.12	\$28,115.12	38	\$739.00	
SOCCER, BOYS	\$21,710.00	\$24,090.02	\$45,800.02	89	\$514.00	
SOCCER, GIRLS	\$3,324.00	\$23,243.20	\$26,567.20	66	\$402.00	
SOFTBALL	\$12,206.00	\$21,079.97	\$33,285.97	31	\$1,073.00	
SWIM, BOYS	\$1,842.81	\$12,532.86	\$14,375.67	\$21.00	\$684.00	
SWIM, GIRLS	\$3,157.86	\$9,162.79	\$12,320.65	19	\$648.00	
TENNIS, BOYS	\$1,274.59	\$8,076.01	\$9,350.60	24	\$389.00	
TENNIS, GIRLS	\$4,015.00	\$11,265.15	\$15,280.15	46	\$332.00	
TRACK	\$685.61	\$42,743.99	\$43,429.60	138	\$314.00	
VOLLEYBALL	\$17,475.73	\$18,158.42	\$35,634.15	69	\$516.00	
WRESTLING	\$3,068.00	\$19,550.80	\$22,618.80	34	\$665.00	
EQUESTRIAN*			\$0.00	3	\$0.00	
FOOTBALL CHEER*		\$4,153.80	\$4,153.80	10	\$415.00	
SKI & SNOWBOARD#		\$4,612.72	\$4,612.72	29	\$159.00	
*No booster club, parents cover costs.						
#No booster club 2020-21, creating one for 2021-22						

GoFan Ticket Sales 2021-22		
Sport	Tickets Sales	Tickets Sold
Football	\$45,376.00	7,560
Season Passes	\$32,270.00	2,015
Basketball (B/G)	\$28,980.00	4,980
Soccer (B/G)	\$19,123.00	3,328
Hockey (B/G)	\$17,459.00	3,115
Baseball	\$7,686.00	1,098
Wrestling	\$4,697.00	752
Volleyball	\$3,526.00	599
Gymnastics	\$1,270.00	254
Dance Team	\$175.00	35
Homecoming	\$6,879.00	1,460
Prom	\$4,565.00	420
Post Prom	\$2,140.00	217
Totals	\$174,146.00	25,833

Cash Tickets Sales (Fall Regular Season Only)		
Sport	Ticket Sales	Tickets Sold
Football	\$14,095.00	2,918
Soccer (Boys)	\$5,600.00	1,120
Volleyball	\$3,845.00	769
Totals	\$23,540.00	4807



WHS ACTIVITIES DEPARTMENT COMMUNICATION PROTOCOL

A. Communication a Parent/Guardian Should Expect from a Coach if requested

1. The coach's background and vision for all levels of the program
2. Expectations and requirements for student-athletes on team (attendance, grades, dress, conduct, etc.)
3. Procedures to be followed in case of injury during practice or contest in conjunction with our athletic trainer
4. Team rules and disciplinary consequences for violations

B. Communication a Coach Expects from a Parent/Guardian if needed

1. Notification that the student-athlete is ill or injured
2. Advance notice if the student-athlete will miss practice or a contest
3. Clarifying questions about team procedures and time commitments
4. Any concerns are first addressed directly to the head coach only, not other parties

It is NOT appropriate to engage in a discussion about roster selection, starting lineup, playing time, captains, other student-athletes and team strategy/play calling. The administration, including the Athletic Director, Principal and District Administrator will NEVER discuss or comment on the selection of the team. Team selections are solely left up to the coaching staff. Also, the coach will NEVER discuss student-athletes with anyone other than the parent/guardian of the student-athlete involved. It is extremely difficult to accept that your child is not playing as much as you may hope. Coaches are professionals; they make decisions based on what they believe to be in the best interest of the team and your child.

Even when the above communication expectations are met by all parties, concerns may become complaints. Should that happen, please address complaints according to the process below:

COMPLAINT PROTOCOL

1. The student-athlete discusses his/her concern directly with the coach(es) - If Not Resolved
2. The parent contacts the coach to discuss the concern - If Not Resolved
3. The parent, coach AND student-athlete meet personally - If Not Resolved
4. The Athletic Director will meet with the parent, student, AND coach - If Not Resolved
5. The Athletic Director will refer the matter to the Building/District Level Administration

PLEASE DO NOT CONTACT THE COACH WITH COMPLAINTS IMMEDIATELY BEFORE, DURING, OR AFTER A GAME

Working together in a constructive and reasoned manner, the most significant adults in a student-athlete's life - his/her parent/guardian(s) and coach(es) - can make high school sports a great experience!

Sample Agenda for Pre-Season Meeting

I. Welcome

- Sign In Sheet

II. Introduction of Coaches

III. Program Overview / Philosophies

- Roles
- Developing varsity players
- End of season awards (or lack thereof)

IV. Player Expectations

- Enjoy being part of a team – can be very memorable – def. of success.
- Contact us for missed practices – (hunting)
- Be coachable and a good teammate
 - You are selected to fulfill a certain role, and be willing to do it well.
 - Appreciate your role and your teammates' roles.
 - Everybody must understand this. Parents ask your sons.
- Dress appropriately – shirt and tie for road games
- Transportation – (Away games, freshman)
- Athletic Code – (grades, substance free)

V. Parent Expectations

- Stress Communication
 - Face to face with athlete present
 - Encourage athlete to come talk to coach
 - Do not approach coach after game, schedule appointment
 - Playing time/strategies are tough questions...come to practice for a week straight and see what I see. I am more than willing to talk to you about it, but if you must be willing to put in the same amount of time.
 - Athletes will learn many lessons like how to deal w/ disappointment
- Expectations at game
 - No discussions with athletes
 - Support the entire team – give us energy
- Enjoy the season, it goes fast

VI. Other

- Booster Club
- Practice Gear
- Pay Fees / Medical Cards

VII. Closing Comments / Questions?

Building a Proactive Relationship with Parents

BY ALEX SWENSON

In high school athletics, relationships are formed on a number of different levels. The player-coach relationship is often the most heavily examined and scrutinized, but there are many other people involved in the process.

Coaches must get along well with the school administration and officials. The administration must be able to relate to the players and coaching staffs, and the players must be able to respect the authority of those above them. However, perhaps the most challenging relationship is the interaction between the administration and coaches and the athletes' parents.

Understandably, a parent wants what is best for his or her child, but sometimes the parent's actions become misguided and feelings of hostility or bitterness develop toward a coach. As Karen Coffin noted in an article she wrote for the *NFHS Coaches' Quarterly*, "No parent can be impartial, even if they try."

Coffin, who coached tennis in Ohio for more than 20 years and since has hosted seminars and written several articles on parent involvement, stressed that coaches and administrators need to be proactive in dealing with parents.

"I think the parents want to be very involved, and I think it's in every coaches' best interest to consider them part of the team," she said. "One of the jobs of coaching is to acknowledge parents and encourage them to be a positive part of the team. If you don't set ground rules on how to interact, though, they will tell you."

Tom Doyle has spent time speaking on the topic and authored two books – *The Sport Parent's Manual and True Coaching*. Doyle spent 22 years as an athletic director and now serves as the District Two director of athletics for the Washington Interscholastic Activities Association. Through the years, he has collected many different stories on parent issues and involvement. He tends to agree with Coffin on setting a tone early for parental behavior.

"If you don't plan ahead for it, it will cause big problems," he said. "We need to be educating parents on how they should act at their kids' sporting events. [Athletic directors] often aren't comfortable doing that. They make the assumption that everyone will behave as adults should behave."

Doyle also noted that through his experience, he found that it was important to lay out ground rules early and not let conflicts escalate.

"Whatever you allow to happen becomes acceptable," he said. "If I allow a parent to scream at an official and I don't do anything, everyone thinks it's acceptable. If I saw behavior out of the norm, I had to respond so others saw that it wasn't appropriate."

Through his time as an athletic director at North Hills High School in Pittsburgh, Pennsylvania, Dan Cardone has also seen the parent-coach struggle. However, he says that many of the parents at his school work well within the program, and a large part of that is because of booster clubs.

"Just like you're looking for quality coaches, you look for quality parents in your booster organization," said Cardone, who has also written an article for *Athletic Management* called "Parents as Leaders." "Usually, when you have championship teams you have championship parents. It's important to identify parents who have the same values as the high school and let them run the organization."

Because of the importance of the parent relationship, the NFHS has produced an online education course.

Parents who wish to be a positive part of their child's athletic team can visit www.nfhslearn.com to take the free, online course called *"The Role of the Parent in Sports."*

Tim Flannery, director of the NFHS Coach Education Program, said the course is designed to help parents understand and match the team's goals and not interfere with them. He thinks that parents often misinterpret what they can bring to their child's experience and how they are affecting it.

"You are often dealing with very intelligent people who don't understand their role," said Flannery, who has also served as both a coach and athletic director. "Their role is to support the team. They need to let their kids have their own experience, and parents can contaminate that experience. It's not every parent, but it only takes a few. Most parents want to be good sport parents, but they don't know how."

Doyle echoed Flannery's idea that a majority of the parents tend



to be helpful, while a few can ruin it for everyone.

"I believe that there is a 10-80-10 rule," Doyle said. "Ten percent of the parents are thrilled with what the coaches are doing. Eighty percent are generally happy and give coaches the benefit of the doubt. Ten percent will see the cup as half-empty and aren't ever happy. They always say things could be better."

Bruce Brown has tried to take that 90 percent and form more of a partnership with them as opposed to trying to control them. Brown is the athletic director at Lake High School in Uniontown, Ohio, and stressed the importance of communication to form a mutual respect and understanding.

"Everything we do is based on relationships and communications," he said. "In our case, parent involvement has been very constructive because we have embraced the parents as partners. And like anyone working with a group, you want to spend time making sure you communicate."

Brown also said that it shouldn't be taken for granted that parents automatically understand everything that is going on in the organization. Sometimes, coaches and administrators have to go above and beyond to effectively express what they think or how they feel.

While Coffin also thinks that communication is very important, she expressed the need for coaches to sometimes get off the defensive and understand the perspective of the parent.

"[Coaches] have to start recognizing that parents have a big emotional and financial investment, and sometimes their own pride and

egos are involved," she said. "The biggest thing you can do is consider them to be part of the team and that they are considered. Involve them in the process. Don't keep them on the outside. The coaches need to understand that sometimes the parents are right."

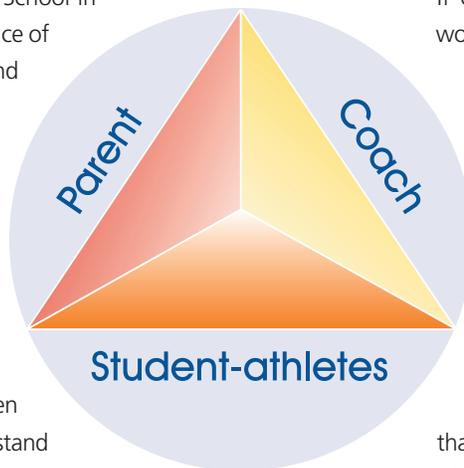
As hard as it is sometimes for athletic directors and coaches to cooperate with the parents and families of their players, it is essential to the success of the team and the athletes. Flannery believes that it's often necessary to start seeing parents in a different light.

"If coaches were to look at parents as allies, it would make their job a lot easier," he said.

Both Coffin and Brown pointed to a three-tier system that determines how an athlete will perform. The parents, coaches and fellow student-athletes make up the three sides of the triangle, and as Coffin noted, if even one of those sides fails to function properly, the athlete will struggle to perform at his or her best.

Parents, coaches and administrators will not always see eye-to-eye, but Cardone thinks that if everyone can look together at the big picture, they would realize that there is a common goal that could drive the relationships to a much healthier level.

"We are all on the same team," he said. "We all want the same thing. And that's what's best for your child." ☉



Alex Swenson is an intern in the NFHS Publications/Communications Department. He is a junior at Franklin (Indiana) College majoring in broadcast journalism and public relations.



Parents and Their Role in Sport

August, 2012

Parenting Do's:

- Push to follow through on commitments, work hard, and be a good person. This is the time to challenge your child—when they want to take a short cut that does not show commitment to the team or the coach. Pushing, however, to win is not healthy and will only create issues between you and your child.
- Reinforce with your child to be a good sport. For example, emphasize shaking hands after games no matter how bitter the contest, and never belittling someone to make yourself feel better.
- Have realistic expectations for your child's success in sport. Try to be objective when your child is not receiving playing time or starting; or they struggle with their performances. They are not mini-adults; they are maturing young people who make many mistakes as well as doing many great things.
- Remain calm and composed during games. Avoid yelling at officials. Athletes find it very frustrating and embarrassing when parents yell at officials, or lose their composure in the stands. There is enough pressure on these kids to perform as it is. Your added pressure from reacting to mistakes they make, being critical and negative, and just too emotional create unneeded stress and take away from the fun of the game.

Parent and Coach Communication Guidelines

Credit to: David Hoch and Loch Raven High School, Towson, MD

Communication you should expect from your child's coach

1. The coach's philosophy.
2. Expectations the coach has for your child as well as all the players on the squad.
3. Locations and times of all practices and contests.
4. Team requirements, i.e., fee, special equipment, off-season conditioning.
5. Procedures that are followed should your child be injured during participation.
6. Team rules and disciplinary procedures that would result in the denial of your child's participation.

Communication coaches expect from parents

1. Concerns expressed directly to the coach.

2. Notification of any schedule conflicts well in advance of the practice or event.
3. Specific concern in regard to a coach's philosophy and expectations.

Issues not appropriate to discuss with coaches

1. Playing time.
2. Team strategy.
3. Play calling.
4. Other student participants.

Appropriate concerns to discuss with coaches

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

Keeping Perspective and Controlling Emotions

*Written by Larry Lauer, PhD
Director of Coaching Education and Development, Institute for the Study of Youth Sports, Michigan State University*

How did we get to the point where coaches and administrators often say parents are the biggest issue in interscholastic athletics? Certainly a societal trend in treating the lives of youth as a series of planned experiences to hone their skills and open their opportunities for success (i.e., scholarships)

as an adult contributes to the importance placed on sport. At the same time, it seems that the professional model of sport has trickled down right through the Olympics and elite amateur sport and college athletics to middle/junior/high school sport. Winning and development of talent for the glory of scholarships and increased opportunities epitomize a professionalization of sport. If the mindset is "win at all costs", "athlete before stu-

dent", and "performance before well-being" then the sport is professionalized. With this backdrop we can understand why many parents take sport so seriously despite the estimated results showing that less than 6% of high school athletes compete at the NCAA level, and many of those do not



(Continued on page 2)

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**Sportsmanship
Expectations:**

- Applaud during the introduction of players, coaches and officials.
- Recognize a player's performance who has fouled out with applause from both sets of fans and with a hand shake from opponents.
- Accept all decisions of officials.
- Treat the competition as a game and not a war.
- Applaud the performance of all participants at the end of a contest.

Credit to: David Hoch and Loch Raven High School, Towson, MD



(Continued from page 1)

receive a full-ride scholarship. If your child's success is tied to your self-esteem as a parent, you have goals for your child to play at an elite level, and/or it is really important to be better than others, then emotional reactions and bad sportsmanship are going to occur.

At the end of the day every parent must take responsibility for modeling good sportsmanship and teaching good values through sport. When armed with a few helpful strategies, even the most intense junior high school parent can survive the big game without a blow up.

Want more sport parenting advice? Go to www.youthsports.msu.edu



Probability of Competing in Athletics Beyond the High-School Interscholastic Level

Student-Athletes	Men's Basketball	Women's Basketball	Football	Baseball	Men's Ice Hockey	Men's Soccer
High- School Student Athletes	545,844	438,933	1,108,441	471,025	36,912	398,351
High- School Senior Student-	155,955	125,409	316,697	134,579	10,546	113,815
NCAA Student- Athletes	17,500	15,708	67,887	31,264	3,944	22,573
NCAA Freshmen Roster Positions	5,000	4,488	19,396	8,933	1,127	6,449
NCAA Senior Student-Athletes	3,889	3,491	15,086	6,948	876	5,016
NCAA Student-Athletes Drafted	48	32	255	806	11	49
Percent High School to NCAA	3.2	3.6	6.1	6.6	10.7	5.7
Percent NCAA to Professional	1.2	0.9	1.7	11.6	1.3	1.0
Percent High School to Professional	0.03	0.03	0.08	0.6	0.1	0.04

Note: These percentages are based on estimated data and should be considered approximations of actual percentages.

“Estimated Probability of Competing in Athletics Beyond the High School Interscholastic Level “
NCAA, Indianapolis, September 2011

NFHS Coaching Today



Creating the **Right Relationship** Between **Coaches** and **Athletes**

By Robby Duncan

There has always been a visible black-and-white line between the coach and the athlete that separates them into their proper places, but as technology has improved over the years, that line has grown a little grayer and harder to see. Coaches and athletes are now closer than they have ever been, and it is important to remember that certain boundaries need to remain intact.

1. **Always Be The Coach**

Letting your athletes know right away that you are there to be their coach and to help them improve as an athlete is a simple and vital thing to do. It tells your athletes that there is a line that shouldn't be crossed. Of course, you still care for your athletes, but this helps to establish appropriate types of conversations to have with your athletes, as well as the types of activities that are acceptable when the team is together. There needs to be a certain level of respect between the athlete and coach so that each party knows and understands what is acceptable within the relationship. If the athlete knows that you are there to be their coach and not their friend, then everyone knows exactly where they stand.

Athletes come from a variety of home environments, and coaches need to be cautious how they relate to their team members. Resisting the temptation to act as a parental figure is critical in helping athletes understand that there are just some things you cannot do for them. Coaches should make sure that they are not attempting to replace the parent or guardian and to keep the relationship professional.

2. **Don't Become Too Much of a Friend**

As coaches work closely with their athletes, obvious bonds are forged that give the appearance of friendship. Respect the boundaries between yourself and the athletes, and be cautious in how you communicate with them because if you are too casual, it will give the athlete a sense of familiarity that could lead to a difficult situation down the road. Coaches would not act or speak around their athletes in

the same way they do with adult friends – both in and out of the profession – so they should encourage the same frame of mind with their athletes.

Be careful in the advice that you give athletes, especially anything outside the scope of coaching. Let's face it, there are certain conversations that take place between coaches and athletes that should not occur. Some of those conversations should occur with parents, clergy or a counselor/therapist. Be cautious in the advice that you give because your values might be different than the parents, and you could be sending a conflicting message. Remember, your job is not to help athletes with their relationships, family problems and other serious issues. Coaches can provide some basic advice, but if the conversation starts to shift to a more serious topic, it is a good idea to get the parents involved.

Have rules and expectations for your athletes and stick with them. Do not play favorites, even if you have some you like more than others. It is important to treat all of your athletes equally and enforce the rules unilaterally.

3. Be Professional

Work hard to keep your personal life and professional life separate because once they start to mix, the job can become difficult. Inviting athletes to your home is typically not a good idea. Once they find out where you live, your status changes from coach to friend in a hurry. It is recommended that you do not give your phone number to athletes. While it is important for your athletes to be able to contact you, more often than not, that contact is better made through e-mail because then conversations can be documented. It also gives you a chance to choose your words more carefully and answer the question better than you would if you felt pressured on a phone call.

Be cautious of texting, Twitter and Facebook. These types of easy electronic communication can make getting in touch with your athletes easier, but it can also be a connection to things that could place you in a negative light. As these types of communication become larger conduits for athletes to share information with friends and family, be aware that colleges and universities are watching these sites as well searching for inappropriate activities and potential rule breaking. Again, like phone numbers, you would be best served by avoiding these types of situations.

When in doubt, place yourself in the position of a parent. If you think that you would consider a particular activity or conversation between your child and their coach inappropriate, then chances are the parents of your athletes will as well. Place yourself in their shoes when considering if the situation you are in is something that you should continue participating in.

4. Keep Conversations Appropriate

There are subjects that coaches should discuss with their athletes and others that parents should discuss with them. If you are having conversations outside the scope of your employment, it is not difficult to determine if that conversation is appropriate or not. Conversation topics should deal with the sport you coach and discussion about personal matters should be avoided – unless it is something that has started to affect their on-the-field performance.

When an athlete comes to you seeking advice on aspects of their personal life, it is best to direct them to their parents rather than attempt to give an answer yourself. If the conversation starts to drift into those

types of areas, have the athlete talk to their parents or member of their clergy to resolve those problems. Obviously, coaches need to be aware of things like abuse or drug problems because they are legally obligated to report them, but talking about their love life and things of that nature should be off limits.

5. **Be Aware of School, District and State Policies and Follow Them**

These policies have been set for a reason and coaches are expected to follow them. There is not much leeway in policy matters, so when in doubt about the exact wording of a policy, use caution. Anytime a situation develops, imagine yourself sitting in front of your principal discussing a specific situation. If you feel that you can defend that situation to your principal without any negative consequences for you or the athlete, then it should be fine. But if you think you might be on shaky ground with your principal, then you need to find a way out of that situation as fast as you can.

Most of these policies are now available online and are easy to find. The scope of our employment is detailed by these policies so it is important to know what you can and can't do. Pay particular attention to policies regarding travel with athletes in your vehicle, interactions with athletes on personal time, hazing and appropriate team activities because those policies will have a direct impact on how you set up and run your team.

Five quick tips to the “right relationship”

1. **Always be the coach.** Make sure your athletes know the line between you and them. Try to keep that line as distinct as possible and do whatever you can to keep from blurring it.
2. **Be their coach, not their friend.** Your athletes have plenty of friends – they need a coach and a role model. Be that for them. Don't allow yourself to get too personal with your athletes so you can avoid problems later. Have rules and expectations for your teams and stick to them. Don't play favorites and violate your own policies. Treat all of your athletes equally.
3. **Be professional.** Always keep your personal life and your professional life separate. Athletes should not be visiting you at home, calling at all hours of the night, texting, twittering or requesting you as a friend on Facebook. Always remember that you are the adult in every situation and act accordingly. Consider how a parent would react to the relationship between you and an athlete when you consider if something is inappropriate or not.
4. **Keep conversations appropriate.** Make sure that you are talking about things you should be talking about. Try to stay out of the personal lives of your athletes as much as possible.
5. **Be aware of school, district and state policies.** Make sure you know the expectations for your job by those who have hired you. Follow the policies or you could be finding yourself out of a job.

About the Author: Robby Duncan is an English teacher and track/cross country coach at Taylorsville High School in Salt Lake City, Utah. He was an assistant coach at Bingham High School in South Jordan, Utah, for 11 years. Duncan was an accomplished athlete at Weber State University, where he competed in the steeplechase and qualified for the NCAA Track and Field Championships and Olympic trials.

The Fourteen Legal Duties of a Coach

Over the past 20 years, through thousands of lawsuits, the courts have defined and continue to define the legal duties as a coach. These duties may vary from state to state and may change as sport litigation continues unabated over the years. The NIAAA, National Federation of High School Associations, The Coalition of Americans to Protect Sports and the National Association for Sport and Physical Education all recognized these nine legal duties. Your fourteen legal duties as a coach are:

- Duty 1: Properly plan the activity.**
- Duty 2: Supervise the activity closely**
- Duty 3: Provide a safe physical environment.**
- Duty 4: Evaluate athletes for injury or incapacity**
- Duty 5: Provide adequate and proper equipment.**
- Duty 6: Provide proper instruction.**
- Duty 7: Duty to condition properly**
- Duty 8: Warn of inherent risks.**
- Duty 9: Provide Emergency Care**
- Duty 10: Design an Emergency Response Plan**
- Duty 11: To Select Train and Supervise Coaches**
- Duty 12: To Match/Equate Athletes**
- Duty 13: To Provide Safe transportation**
- Duty 14: To Provide Insurance Disclosure**