

**PROCESS FOR
NON-FACULTY POSITIONS
(Paid & Volunteer)**

Before an application's packet can be given out or an offer is made to an individual for a Non-Faculty position:

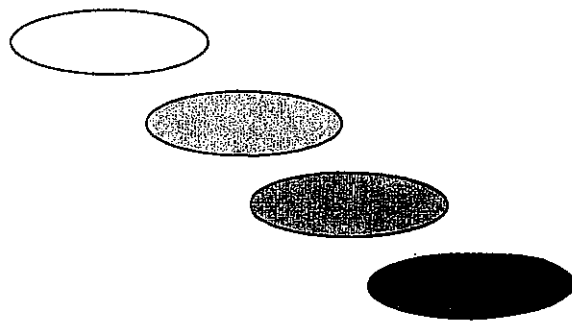
1. School principal must complete and submit a 'Request Form for a Non-Faculty Position' to Jamie Rains – Human Resources at 336-242-5506 or jrains@davidson.k12.nc.us or fax: 336-242-5618.
2. Jamie Rains will mail an application packet to the individual to start the approval process. Please make sure the address and telephone information is **legible**. All applicants must complete the entire application packet.
 - a. Packet includes: Non-faculty coach letter, application, three reference forms & envelopes, yellow health certificate & list of acceptable I-9 documents.
 - b. All documents must be completed before a fingerprinting appointment will be scheduled.
3. Applicant **must** call Jamie Rains (242-5506) to schedule an appointment for fingerprinting, background check, etc.
4. Applicant will come to County Office (250 County School Road, Lexington, NC 27292) at the time of the scheduled appointment.
5. When fingerprint results and background checks are approved, Jamie Rains will send an email to the principal and the athletic director (requester) letting them know the applicant has been approved by Human Resources. (This process can take 2-3 weeks for completion.)
6. You will be notified by the principal or athletic director (requester).
7. At this time, you must contact Lori Wilkerson – Technology at 242-5547 or lwilkerson@davidson.k12.nc.us to schedule an appointment to have your picture made for an ID badge.

**All persons must have an ID badge in your procession in order to work with
DCS students.**

Non-Faculty Coaches'

Orientation

Manual



T A B L E O F C O N T E N T S

Majority of information is excerpted from the NIAA Program with supplemental input as relative to the Davidson County Athletic Program (as underlined).

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Non-Faculty Coaches' Orientation Manual

PREFACE:

The information in this publication is intended to inform potential non-faculty coaching personnel of the responsibilities, the expectations and the liabilities which are inherent in the role of the athletic coach in the Davidson County School System. The athletic director and other coaches (as the athletic director deems appropriate) will review the content of this manual with all non-faculty coaching personnel: If a non-faculty coach has had a similar type training activity with the Davidson County School System he/she may be excerpted from this review process by the Athletic Director.

This training activity cannot address all the areas and potential issues which may arise during a coaching assignment/activity. It can, however, provide a foundation from which the coach can act on an informed basis in dealing with his/her role in the athletic program.

It is always advisable that the non-faculty coach (especially those new in their positions) discuss situations/issues with the head coach and/or athletic director. Experience and history with the system can provide valuable insight in handling tough decisions.

Non-Instructional Employees

Responsibilities/Expectations

- 1) **The non-faculty coach** needs to place special emphasis on the philosophies, goals and objectives of the department of athletics by:
 - a) Meeting with the athletic administrator prior to the start of the season for orientation/indoctrination in the athletic policies and regulations contained in the athletic handbook. (All non-faculty coaches must attend this meeting prior to the start of their sport season.)
 - b) Calling the athletic office on a pre-arranged basis with the athletic director.
 - c) Attending program staff meetings or holding periodic conferences with the head coach or athletic administrator.
 - d) Following all procedures specified in the respective coach's job description.
 - e) Setting aside time before or after practices to meet individually with team members if head coach feels necessary.
 - f) Conferring with the athletic director during last week of season to discuss the awards banquet, end of season reports, returning of keys and the collection, cleaning, repair and storage of equipment.
 - g) Being loyal to the school, its traditions, and supporting all of the programs.
 - h) Establishing lines of communication with parents and athletes.
 - i) Being careful not to be critical of other coaches, the school's athletic program and the school itself. Such concerns should be addressed to the perceived source of the problem. (Second-guessing is not an appropriate avenue.)

2) **Coaches' Professional and Personal Relationships and Expectations**

The need for precise job description specifications is becoming obvious with the stronger emphasis on credibility and accountability in coaching. There is a definite need for precise criteria to measure coaching accomplishments within the framework of the Davidson School District objectives for their activity programs. These major performance areas stand out above others:

a) **Rapport**

A coach must be able to develop good rapport with numerous individuals and community groups: team personnel, the student body, the professional staff (faculty, administration, maintenance, etc.) the community as a whole, spectators, officials, fellow coaches in the conference, media representatives and the parents of his/her

players. Good rapport and demonstrated competency are invaluable for the coach.

b) Cooperation

The district expects the highest level of cooperation by all coaches and athletic staff members in the execution of their duties. Coaches must work cooperatively with their school athletic director, administration, other staff, team and parents.

c) Leadership and Public Relations

Diligence, enthusiasm, integrity, honesty and a love for the game are all part of the professional pride that should be exhibited by any coach. Personal appearance, dress, physical condition – all should be exemplary. Public demeanor and decorum should always reflect positively on the school, school district and athletic department.

d) Discipline

Every athletic team requires a high level of discipline among coaches, players and support staff. In this regard, the implementation of discipline and the attitude with which it is implemented is the coach's responsibility. Individually, the coach becomes a model of all that the program represents – observation of school codes, training rules, rules of the game, ideals of good sportsmanship, behavior of participants throughout the season and especially where the student body is concerned. Desire to do well, to win gracefully, to lose with poise and a positive attitude should be emphasized. Staff, players and spectators should be motivated to achieve established goals as a team and as individual players.

e) Improvement

All coaches must constantly take advantage of opportunities presented for self-improvement. Regular attendance at district meetings, rules clinics, special workshops and training opportunities as available in specific fields is extremely important. Keeping abreast of current literature in professional journals, newspapers and magazines, and utilizing enrichment materials available in other media forms is also expected.

3) Coaches' Responsibilities

a) To the players on the team

The main reason for having athletic teams within the school is to help provide opportunities for young men and women to develop their respective capabilities to the fullest extent. Development of positive attitudes is an important means to accomplish this aim. We must promote and teach only ethical, aggressive and fair play, while stressing good sportsmanship at all times. The coach must be the leader and set the example.

The coach should be fair and unprejudiced with players and sensitive to individual differences, needs, interests, temperaments, aptitudes and tolerances.

Players have a right to expect coaches to possess current knowledge and skill to instruct players competently and to assess their progress. In addition, coaches should be able to use strategies and conditioning methods appropriate for the level of competition and maturity of players.

The coach's primary responsibility is to ensure maximum growth of each squad member. In this regard, the safety and welfare of players should always be uppermost in the coaches' minds.

b) To the school district

As a coach, you have high-level visibility throughout the community and in your position can have an impact on the home, the work place and at meetings of many civic organizations. Your profession, as well as your reputation as a coach, is constantly under scrutiny.

Your actions and public communications should always reflect confidence and respect for the school district. Much can be done by the coach in public contacts to build and maintain a high level of confidence in the athletic program and the school district.

Coaches, as all faculty and staff members, should avoid situations in which their actions might be construed as inappropriate in terms of a personal/social relationship with students. Staff members (including non-faculty coaches) must be mindful that their presence at events, parties, etc. might be perceived as supportive of or contributing to the activity. The use of good judgment is the key.

c) To the school

A coach owes his/her school maximal effort and loyalty at all times. He/she must constantly strive for excellence in all areas of his/her school.

To be effective, a coach must be respected. In this regard, good personal habits and neat appearance are important; but most important are the examples set by the coach. Being respected is much more important than being well-liked. Treat the faculty, the players, and the general students with the same honor and respect that you would like extended to you. Private, firm, fair and constant discipline must be maintained.

The work of the coach must be consistent with the educational program of the school. The coach should demonstrate mastery of the principles of education and continuing attempts to improve in teaching and coaching methods and techniques.

The coach should give support to all endorsed activities of the school. At every opportunity, the coach should urge the student body to be polite, courteous and fair to the visiting team.

d) To other coaches in your school

One must always bear in mind that his or her sport is part of the total athletic/educational program of the school. Therefore, it is important to support, promote and cooperate with all other coaches and activity sponsors for the well-being of the total program.

A coach should support and cooperate with other coaches whenever possible. All remarks should reflect confidence in one's fellow coaches. A strong, harmonious, interpersonal relationship must exist among coaches and other faculty members.

4. Coaches Can be Sued – Areas of Responsibility

Coaches can be sued for failure to teach fundamentals and protective skills for particular sports. In addition, athletic directors and head coaches must ensure that:

a) All athletes shall be taught appropriate protective skills.

b) All athletes should be taught fundamentals as an educational progression:

- 1) simple to complex
- 2) known to unknown
- 3) synthesize individual skills to develop more complex capabilities

c) Athletes should be praised or encouraged for:

- 1) hard work (effort)
- 2) partial mastery and improvements thereafter

d) Assistant coaches and non-faculty coaches must be qualified to carry out specific duties and responsibilities

e) Failure to Properly Supervise

- 1) Coaches must be physically present during all activity related to practice and competition whether coaching opposite or same gender teams. Coaches of teams must specify locker room expectations, team room expectations

and remain in the general area until all athletes have departed.

- 2) The more hazardous the activity, the greater a coach's responsibility for supervision.
- 3) Young athletes require special attention with respect to:
 - a) readiness for leaving or execution of a dangerous skill
 - b) readiness for physical contact
 - c) physical maturity differences pairings for practice or scrimmage

f) School Policy

Coaches must know school policy in every situation.

- 1) If no school policy, contact the next senior administrator.
- 2) If you fulfill school policy, you automatically fulfill your duties as a reasonably prudent administrator or coach.
- 3) Know if you have school policy and do not deviate from it.
- 4) Adopt the policy rules of the superior administrative agencies.

g) Equipment

If an injury occurs:

- 1) Keep and label the equipment. Get evidence of purchase and sequester it.
- 2) If the injury was recorded on film, study the film and keep it.
- 3) Get witnesses immediately.

h) Potential Source of Liability for Coaches and Administrators

- 1) Failure to supervise an activity
- 2) Negligently entrusting responsibility to an under-qualified or unqualified individual
- 3) Failing to teach appropriate skills
- 4) Failing to teach skills properly
- 5) Failing to teach protective skills
- 6) Failing to provide and maintain a safe practice or playing environment
- 7) Failing to provide appropriately sized and fitted equipment
- 8) Failing to inspect, repair, recondition equipment properly
- 9) Failure to teach athletes to inspect and wear their equipment properly
- 10) Failure to check young athletes for proper fitting and wearing of equipment
- 11) Failing to provide proper equipment
- 12) Failing to warn and deter unsafe or illegal execution of skills
- 13) Failing to develop and implement policies and procedures intended to enhance safety for each activity

- 14) Failure to implement recognized safety standards promulgated by various sports regulatory or sports medicine agencies
- 15) Failure to match or equate athletes by maturity and development
- 16) Failure to administer first-aid properly
- 17) Failure to warn of dangers inherent in certain activities. (See Section F. Athletics and the Law)
- 18) Failing to seek medical approval for an injured athlete to return to practice or competition
- 19) Failing to keep adequate and accurate records.

i) Duties of a Coach

- 1) Provide a safe practice or competitive environment.
- 2) Properly plan and supervise an activity.
- 3) Develop site-specific emergency response plans.
- 4) Evaluate athletes for injury and response with approved first-aid/emergency response techniques.
- 5) Match or equate athletes appropriate with focused attention to maturity or developmental differences.
- 6) Provide or maintain appropriate, safe, and properly fitted equipment.
- 7) Warn athletes and parents of inherent risks of a sport. Maintain a file of comprehension statements from parents and athletes.
- 8) Supervise appropriately before, during and following practice, conditioning or competition.
- 9) Keep thorough records.
- 10) Know, document, post and implement school policies.

5) The duties and responsibilities of assistant coaches are prescribed by the head coach/athletic director of the sport/program of the school. Non-faculty coaches should be informed of these duties/expectations prior to any agreement between the prospective coach and the appropriate school personnel.

6) **Risk Management Strategies for Coaches**
By Herb Appenzeller
(Edited portion underlined)

- 1) Always put the welfare of the individual first. If you err, err on the side of conservatism.
- 2) Do not issue equipment until the following items are completed:
 - a) A pre-participation physical exam.
 - b) Confirmation of insurance coverage
 - c) Confirmation eligibility

- 1
- d) An agreement to participate
- 3) Inform athletes of the inherent risks of the sport and the ways they can protect themselves.
 - 4) Develop a medical response plan according to the resources available. Conduct a practice drill occasionally to determine everyone's responsibilities.
 - 5) Following a serious injury to an athlete, rely on qualified medical personnel to decide on reentry into a game or practice session.
 - 6) Develop a policy for athletes with disabilities (one eye, one kidney, one testicle.)
 - 7) Inspect equipment and facilities when appropriate.
 - 8) Post signs regarding safety and behavioral expectations in locker rooms and gyms.
 - 9) Check your insurance coverage, including travel and liability.
 - 10) Always supervise high-risk activities.
 - 11) Avoid terminology such as suicide drills, death run, house of pain, hamburger drill. These terms could come back to haunt you in court.
 - 12) In the event of injury, always follow-up with a call or visit to check on the athlete's condition; however, avoid issue of who is at fault; let the appropriate personnel investigate and make that determination.
 - 13) In the event of a serious accident or injury that could lead to potential litigation, alert the athletic director and/or the principal. Follow-up with a call to the insurance company and the attorney.
 - 14) Isolate and keep under lock and key equipment involved in a serious injury (helmet, protective pads, etc.).
 - 15) Be aware that you can be sued but don't panic; be prepared and coach with confidence.