

Handbook and Principled Coaching Practices For Extracurricular Athletic Programs



**HANDBOOK FOR
EXTRACURRICULAR ATHLETIC PROGRAMS**

TABLE OF CONTENTS

INTRODUCTION	Page 3
FAIR PLAY CODES FOR SCHOOL ATHLETICS	Page 4
A. PROGRAM VALUES	Page 5
B. ROLES AND RESPONSIBILITIES	
1. Principal	Page 6
2. Coach	Page 6
3. Team Supervisor	Page 7
C. QUALIFICATIONS & BELIEFS OF COACHES	Page 8
D. SAFETY/EMERGENCY PROCEDURES	Page 8
E. EXTENDED FIELD TRIPS AND EXCURSIONS	Page 9
F. TRANSPORTATION GUIDELINES	Page 9
G. ETHICAL BENCHMARKS	Page 10
1. Coaching Ethics	Page 10
2. Coaching with Honour	Page 12
3. Responsible Coaching	Page 13
4. Respect in Coaching	Page 19
5. Integrity in Coaching	Page 23
6. Pledge of Confidentiality	Page 25
7. Consent to Participate and Medical Information Form	Page 27

Policies & Procedures – Please refer to the Policy section on our website www.svsd.ca

INTRODUCTION

The ***Handbook for Extracurricular Athletic Programs*** was developed to assist staff and volunteers with the development of a safe and positive extracurricular experience for their students. This handbook reviews the roles and responsibilities for school staff, coaches, and school administrators as they pertain to the interschool athletic program. Some additional forms are included to assist the volunteer coach with their team planning and preparation.

The Phys. Ed council in partnership with principals and the division were responsible for creating this document as requested by the Swan Valley School Board.

The guiding principles underlying this document are the Vision, Mission and Values of Swan Valley School Division.

Our Vision

Ready to Succeed

Our Mission

The Swan Valley School Division will work with communities to:

“The mission of Swan Valley School Division is to create an inspiring, learning community where all belong, contribute and succeed”

Acknowledgements

These guidelines and procedures were developed using the following resources:

- National Coaching Certification Program (NCCP) - Level 1 & 2 Theory Manuals
- Fair Play; Resource Manual for Coaches
- St. James-Assiniboia Athletic Conference (SJAAC) - Bylaws
- Assiniboine South Junior High Athletic Association (ASJHAA) - Program Guidelines
- Manitoba High Schools Athletic Association (MHSAA)
- Freedom of Information and Protection of Privacy Act (FIPPA)
- Personal Health Information Act (PHIA)
- Pembina Trails School Division *Handbook for Extracurricular Athletic Programs and Principled Coaching Practises.*
- Swan Valley School Division *Handbook for Extracurricular Athletic Programs*

FAIR PLAY CODES FOR SCHOOL ATHLETICS

Player's Code

1. Play for the "fun of it".
2. Play by the rules.
3. Respect the official's decision.
4. Respect your opponents.
5. Work equally hard to improve your own skills as well as your teams.
6. Control your temper.
7. Cooperate with your coach, teammates, and opponents.

Coach's Code

1. Be reasonable in your demands on your players' time.
2. Providing all participants with playing time
3. Teach players to play by the rules.
4. Respect your opponents, as well as the judgment of the officials.
5. Never ridicule or yell at the players for making mistakes or losing.
6. Check the equipment and facilities for safety.
7. Length of practices should be based on the maturity level of the players.
8. Be a good role model and be generous with your praise when it is deserved.
9. Keep informed on sound coaching principles and the growth and development of children.

Parent's Code

1. Do not force an unwilling child to participate in sports.
2. Children are involved in organized sports for their enjoyment not yours.
3. Encourage your child to always play by the rules.
4. Teach your child that honest effort is as important as victory, and to accept the outcome of a game without undue disappointment.
5. Help your child work towards skill improvement and good sportsmanship. Never ridicule or yell at your child for making mistakes or losing.
6. Applaud good play by all.
7. Respect the judgment of the officials.
8. Support all efforts to remove verbal and physical abuse from children's sporting activities.
9. Recognize the importance and value of volunteer coaches.

HANDBOOK FOR EXTRACURRICULAR ATHLETIC PROGRAMS

A. PROGRAM VALUES

School athletic programs in our division support the pursuit of excellence in an organized setting that is appropriate to the general developmental nature of the students involved. School athletic programs are considered a valuable part of the total school program and are supported by the Division.

All coaches and certified teachers assume a tremendous responsibility when they volunteer to become a part of the extracurricular program of a school. Every coach/certified teacher is responsible for the management of their own behaviour and the team's behaviour in all events when representing their school. Positive attitudes and behaviours, fair play ideals, and game skills need to be developed and reinforced to foster the competitive spirit that demonstrates good sportsmanship (*see Fair Play Codes for School Athletics on the previous page*).

The Division believes that for:

Grade 4, 5, and 6

- The emphasis needs to be on fair play, sportsmanship, and character building.
- The programs need to foster the development of positive attitudes.
- All participants play a similar amount of time.

Grade 7 and 8

- The fundamental belief at this developmental stage is that all students should be given the opportunity to play a reasonable amount of time.
- It is important to provide students with a transition to higher levels of skill development.
- It is important to promote and encourage the enthusiasm to play sports and to be physically active as a way of life.
- Students are still developing their skills and need to be given the opportunity to demonstrate the acquisition and application of these skills.

Junior Varsity

- It is important to increase the quality of the coaching while maintaining a high level of participation.
- Every effort should be made to allow students to participate in junior varsity athletics; however due to restrictions on team size some players may not get the opportunity to participate. In selecting players, coaches should not only evaluate the skill or potential skill development, but also the player's attitude, reliability, work ethic, academic achievement and coachability.
- Every member of the team should have the opportunity to play. The amount of playing time is at the discretion of the coach with the understanding that playing time may be adjusted due to extenuating circumstances (e.g. behaviour, attendance, etc.).
- Coaches must make players aware of the circumstances that may affect their playing time.

- Students are still developing their skills and need to be given the opportunity to demonstrate the acquisition and application of these skills.

Varsity

- It is important to increase the quality of the coaching while maintaining a high level of participation.
- The emphasis should be on team development, individual development and effort; not wins and losses
- Every effort should be made to allow students to participate in varsity athletics; however due to restrictions on team size some players may not get the opportunity to participate. In selecting players, coaches should not only evaluate the skill or potential skill development, but also the player's attitude, reliability, work ethic, academic achievement and coachability.
- Every member of the team should have an opportunity to play. The amount of playing time is at the discretion of the coach with the understanding that playing time may be adjusted due to extenuating circumstances (e.g. behaviour, attendance, etc.).

B. ROLES AND RESPONSIBILITIES

1. Principal

- 1.1 A certified teacher should coach extracurricular athletic teams wherever possible and feasible. Where this is not possible, and depending on the nature of the activity, number of students involved, time of day, etc., qualified volunteers may coach. A designated certified school teacher must be assigned to the team to act as a supervisor.
- 1.2 Meet with the outside coach and welcome him/her to the school.
- 1.3 Distributes the Handbook to all coaches and school supervisors and to ensure that they receive an orientation prior to the beginning of the season. The orientation of the coach should include: expectations, guidelines, pertinent policy (ies) of the Division vis-a-vis extracurricular activities, pupil safety, pupil conduct, coach's conduct, and procedures to be followed in an emergency.
- 1.4 Provides coaches with practice schedules, league schedules, tournament information and planning, team progress, and Association Bylaws and Guidelines at each level.
- 1.5 Review personal safety and appropriate behaviour practices with coaches. This will include common practices such as: not having discussions with individual students behind closed doors; not entering opposite gender change rooms unless they are assigned; not allowing players to change tops at the bench; not transporting individual students. Other practices may be discussed as deemed necessary.
- 1.6 Encourage coaches to participate in the Respect in Sports training.

2. Coach

- 2.1 Ensure that the team composition is based upon the school division's guiding principles and appropriate to grade level. Please discuss procedures with the principal.
- 2.2 Conduct a parent meeting or provide parents with team and league information/guidelines prior to the first competition.
- 2.3 Become familiar with all relevant divisional policies and guidelines. (e.g. confidentiality, transportation)
- 2.4 Review with the school administration and/or physical education staff the emergency action plan.
- 2.5 Maintain accurate player information (e.g. name, age, date of birth, phone number, and uniform number). Coaches should have this information available to them at all times, as well as copies of the Student Accident Incident Report form.
- 2.6 Promote and practice safety during practice and play.
- 2.7 Be a good role model and instill in participants the values of sportsmanship and fair play with respect to the following five fair play points:
 - Respect the rules of the game
 - Respect the officials and their decisions
 - Respect the opponent
 - Providing all participants with playing time
 - Maintain your self-control at all times
- 2.8 Respect and follow good personal safety and appropriate behaviour practices for the benefit of the athletes and one's own integrity.
- 2.9 Remain with his/her athletes and/or students until they are out of that school or until appropriate supervision is obtained. The coach and/or team supervisor would also be responsible for staying with all students until picked up after away games or tournaments ensuring no students are waiting alone.

3. Team Supervisor

- 3.1 Ensure that the team composition is based upon the school division's guiding principles and appropriate to grade level. Please discuss procedures with the principal.

- 3.2 Know and coordinate with the physical education staff/principal the league schedule and team/school expectations.
- 3.3 Establish a reporting/consulting mechanism with the coach.
- 3.4 Be informed of all supervision and transportation policies of the Division as well as emergency procedures.
- 3.5 Maintain accurate records of registration forms (name, age, date of birth, phone number, medical numbers, uniforms, practice plans, accident report forms) are at all practices and games. (Reminder: Some player information is confidential and protected under FIPPA and PHIA Guidelines.)
- 3.6 Practice and promote general and personal safety at all times.
- 3.7 Support the coach in acting appropriately with all officials.
- 3.8 Support the coach in promoting the values of sportsmanship and fair play.
- 3.9 Supervise by sitting on the bench during games.
- 3.10 Remain with his/her athletes and/or students until they are out of that school or until appropriate supervision is obtained.
- 3.11 Acts as a liaison with the school administration as required.

C. QUALIFICATIONS AND BELIEFS OF COACHES

1. Believes in the fair play code for school athletics.
2. Has a good knowledge of the sport and training methods. It is desirable but not an expectation that coaches have a minimum of Level 1 NCCP in that sport or equivalent and basic first aid knowledge.
3. Understands the place and purpose of extracurricular athletics in the educational system.
4. **Child Abuse Registry (form available at SVSD Office)** and **Criminal Record (Local RCMP Detachment)** checks are required by all adult volunteer coaches. The cost is paid for by the Division.

E. SAFETY/EMERGENCY PROCEDURE

1. Be aware of existing medical information for each player and respect the confidentiality of this information. (FIPPA and PHIA Guidelines; Pledge of Confidentiality)

2. Where a student becomes ill or injured, use first aid measures immediately and contact the parent or guardian at the earliest possible opportunity.
3. Have phone numbers and medical numbers with you in case of emergency.
4. Always have first aid supplies readily available. When traveling to another school the team will take a first aid kit.
5. Report the injury to the principal and follow policy on accidents for students.
6. Follow up with a parent when a student is injured.

ETHICAL BENCHMARKS

INTRODUCTION

This document is intended to be used as an educational resource for school leaders and coaches to help foster and promote coaching practices based on high ethical standards. Coaches are expected to conduct themselves in accordance with these standards. The standards found in this document reflect the Mission, Vision, and Values of the Swan Valley School Division.

Our Vision

Ready to Succeed

Our Mission

The Swan Valley School Division will work with communities to:

“The mission of Swan Valley School Division is to create an inspiring, learning community where all belong, contribute and succeed”

Our Aims

What we believe we need to be doing:

- Offer programs which provide relevant and meaningful education to all students, emphasizing those communication skills and basic mathematical and scientific concepts necessary to the development of critical thought and awareness of responsible citizens.
- Foster excellence in the delivery of our education services through regular review and monitoring of programs, thereby assuring accountability and ongoing improvement.
- Promote tolerance, mutual respect and responsible behavior as the means of preserving and enhancing opportunities for all students in the Division and, more generally, as the key elements in a pluralistic democracy.
- Utilize technology in a manner which enhances educational programming by promoting and developing students' access to information and their ability to understand and use it productively.
- Focus on lifelong learning in our program planning and delivery, in the disposal of our resources, in our relations with and expectations of staff and our engagement with the community.
- Foster such a cooperative partnership and level of communication between school and community that the needs of all learners will be recognized and met.

COACHING ETHICS

Every coach will face ethical dilemmas that present themselves in sport. Knowing what is right and what is wrong and acting morally defines the boundaries of ethics. Coaches need to ground themselves on a solid foundation for making ethical decisions which begins with developing the five factors for ethical behaviour and moral obligations. The five moral obligations are:

1. To One's Self - to preserve personal integrity and be a positive role model.
2. To the Athlete - to honor their position on the team and to act in the athlete's best interest.
3. To the School/Division - to adhere to organizational goals, values and policies.
4. To the Sport - to uphold the standards of coaching and the moral and ethical standards of sport.
5. To the Public -to act in a way that supports the community's expectations and values.

Coaches are role models and should strive to produce positive images for the sake of the sport, their athletes, the school, and the community. School teams are in the public eye and the public demands the highest standards of behaviour from its coaches.

Positive coaching practices should be based on basic principles and ethical benchmarks. The principles speak largely to character development, not the accumulation of victories. Four principles have been identified by the Coaching Association of Canada that sustain the inherent and traditional values of sports and reinforce the "merits" of the experience.

1. Honor
2. Responsibility
3. Respect
4. Integrity

Making ethical decisions requires the moral courage to adhere to one's values in difficult times. Pressure to win influences ethical decision-making, risking the loss of important "teachable moments" which make sport the educational tool it can be. The opportunity to develop positive values and sound character that support the ideals of sport is lost when winning becomes the primary goal and unethical behaviours are employed.

Principled Coaching Practices are a set of ethical benchmarks that help guide coaching behaviours and practice in the Swan Valley School Division. These benchmarks exist to support responsible and respectful actions and interactions and protect all stakeholders from unfair, harmful, and discriminatory practices.

Principled Coaching Practices not only involves dealing with athletes, but other groups as well; coach's family, school staff, parents, officials, other coaches, news media. A coach must recognize that while a decision can be made alone, the effects of the decision may be far-reaching and can reflect on their own integrity and on the organization, they represent. The

coach could ask themselves the following questions to maintain an ethically principle-centered perspective in a decision-making process:

- Do I have all the information I need to act?
- Do I need to speak to someone else to get more information, approval or advice?
- What are my options?
- Do they violate any school/divisional policy or standard?
- Are they legal?
- Do the options support my values and personal ethics?
- Can I justify them in the light of my own values and ethics or the expressed ethics of this document? If not, the option probably is not ethical.
- What are the short-term / long-term consequences of my actions?
- Who or what could each option benefit/harm?
- Am I comfortable with my actions?
- How will they be perceived by others?
- How could they affect those involved?

The school principal will discuss the Principled Coaching Practices with a coach prior to their involvement with student-athletes to establish the ethical tone for the organization. Even though the Division and School cannot completely protect themselves or their programs from the unethical behaviour of coaches, players, parents, and others, they can build into their programs an ethical foundation and practice that supports positive sport experiences for all.

COACHING WITH HONOUR

According to the Coaching Association of Canada, coaching with honor means to "recognize, act on, and promote the value of sport for individuals, teams and for society in general".

Numerous ethical dilemmas arise during athletic contests that create valuable teaching opportunities for a coach. A coach's personal beliefs, which are based upon individual values, affect the response to these dilemmas and consequently the lesson taught. These values are shaped by experiences and the modeling of significant others (e.g. parents, teachers, coaches, and friends). Our approach to participation in sport will be influenced positively if we value the achievement of personal excellence, the demonstration of sportsmanship, and honor above winning.

Honoring sport means that coaches act on and promote the positive values related to sport. A coach should advocate and model the fundamentally positive aspects of sport (e.g., sporting and human excellence, fair play, honest competition and effort, self-discipline, integrity, personal growth and development, respect for the body, challenge and achievement, the joy of movement, etc.). Encouraging and modeling honorable intentions and actions is the cornerstone of player development. A coach has significant influence on overall player development which includes both skills and attitudes. Players will imitate a coach's behaviour and adopt their views, not only on competition, but on anything else that is taught to them. For this reason, a coach's actions should mirror their words.

Sport involvement evokes a wide range of emotions in coaches, players, officials, parents, and spectators. The overt expression of emotions can have a positive or negative affect on the entire sporting experience. The coach of a team should therefore keep his/her emotions in check. As a role model for the team and school it is the coach's responsibility to express emotions in a way that will enhance and positively impact the event. A coach should strive to make positive comments, encourage good play, and support a high standard of sporting behaviour for both teams regardless of the outcome of the game. The following statements suggest ways for a coach to provide a positive experience for everyone.

1. Act with an enthusiastic and genuine appreciation for sports.
2. Support initiatives that encourage the spirit and positive values of sport.
3. Encourage participants to honor sport on a lifelong basis.

RESPONSIBLE COACHING

The principle of responsible coaching has the expectation that the behaviours and activities of coaches will benefit the Division, school, and in particular participants and will not harm anyone. These expectations represent obligations and duties as defined by the Division and other organizations. They also represent the actions taken to improve both personal and athlete competence, and to act in the best interests of all stakeholders with special focus on the athlete.

All coaches must manage their programs according to the established policies, regulations, and procedures of the Swan Valley School Division and the organizing body. Divisional policies guide procedures related to: transportation, field trips (out of town tournaments), risk management, sexual harassment, supervision, and many more. The school principal can assist in the interpretation and proper procedures to follow related to policy.

Each level of sport organization has its own set of bylaws governing play in a given sport. Every coach should review, support and abide by all rules, regulations and standards set out by the respective organizing body.

It is critical that a coach maintain effective communication with school administration, the athletic department, and teachers in the school. Clear and open communication with the school about athletes, team organization, and proposed plans is critical to a successful season. A coach should develop, maintain, implement and evaluate sound program goals, training plans, practice plans, and procedures.

Responsible coaching means that a coach:

1. Follows all rules and regulations;
2. Strives for personal improvement and competence as a coach;
3. Is aware of how their personal values affect their practice as a coach;
4. Acts in the best interest of the athlete's development as a player and person;
5. Recognizes the power they he/she has as a coach and uses that power to benefit others;
6. Works cooperatively and collaboratively with school personnel, parents, and other coaches to ensure a quality sporting experience for the athletes.

The principle of responsible coaching includes the following ethical benchmarks:

Key Word	Ethical Benchmark	Additional Information/Explanation
<u>Procedures</u>	Every volunteer coach or supervisor is required to complete a Child Abuse Registry and Criminal Records Check	Costs associated with the Criminal Records check are covered by the Division. Ask your school contact for the forms.
<u>Procedures</u>	A coach must know the eligibility requirements for their sport and league and ensure all players are eligible to participate. Notify other coaches when working with those coaches' athletes.	If you are unsure about eligibility requirements please contact your school principal. Refer to the MHSAA recruiting guidelines.
<u>Player Selection</u>	Coaches should meet with athletes who do not make the team to provide feedback on areas he/she might improve upon. The coach (es) should evaluate not only skill but also potential for development, attitude, reliability, work ethic, academic achievement, coachability, and any other relevant qualities before making a decision on the team roster.	This practice provides athletes and parents with a better understanding regarding player selection and gives athletes specific feedback on what they can do to improve the next time they try- out.
<u>Confidentiality</u>	Clarify and implement measures to protect confidential information (e.g., restricting access to confidential records). Exercise discretion in recording and communicating information to avoid disclosure and to prevent this information from being interpreted or used to the detriment of others.	Every effort needs to be made to safeguard personal student information under PHIA (Personal Health Information Act) and FIPPA (Freedom of Information and Protection of Privacy Act). Always get consent from the athlete prior to sharing their information with others. Casual conversations with peers or other coaches about athletes should never include confidential information.

Once the season is completed, all student information that was collected should be returned to the school for appropriate processing.

Personal Standards

Strive to achieve higher levels of coaching competence through proper training. Keep current with relevant sport information including (rules, skill development, teaching and coaching strategies, etc.)

See your school contact person to discuss opportunities to attend coaching clinics or workshops. Ask permission to attend other coach's practices. Look for online coaching resources.

Personal Standards

Be willing to exchange knowledge and experiences with colleagues, athletes and students by being a participant, course facilitator or course conductor.

Part of your role as a coach is to collaborate with others, learn from others and give back to the sport by teaching and positively influencing inexperienced coaches.

Self

Know and accept the limits of personal knowledge and abilities; assume only those responsibilities that you are prepared for.

When issues arise that may be affected by school or divisional policy/practice it is best to seek advice from a school principal.

Recognize and address harmful behaviours (e.g., drug and alcohol addiction, physical and mental abuse, misuse of power/authority) by engaging in self-care activities that help to avoid conditions (e.g., burnout, addictions) that could result in impaired judgment.

Project an image that reflects positive health and professionalism.

Support the efforts of officials and minor officials. They are necessary for the game.

Take the time to thank them for their contribution to the contest.

Athlete's Interest (communication)

Coach in a way that consistently benefits and supports athletes. Some coaching behaviours and actions that produce benefits for athletes are also capable of being harmful.

A coach should consider their players' future health and well-being a priority. All actions should support the health (i.e. physical, mental, emotional and social) and welfare of the athlete.

Athlete's Interest
(communication)

Be aware of significant pressures in athletes' lives that could affect participation (e.g., school, family and financial pressures) and coach in a manner that fosters positive life experiences.

Consider an athlete's future health and well-being as foremost when making decisions about an injured athlete's ability to continue play or return to play after an injury.

Health practitioners are the people qualified to diagnose, recommend treatment and manage an athlete's injuries. Complete and submit to the school office the required injury report (i.e. student accident report)

A coach must not condone or promote the use of alcohol, tobacco, or performance enhancing substances for any reason and actively support athletes' efforts to be drug-free.

Sexual

Coaching relationships have inherent power that can be misused. Avoid sexual contact of any kind with athletes. Avoid situations that could place you or the athlete in a vulnerable or compromising position (e.g., talking with an athlete alone and behind closed doors, giving an athlete a ride home). A coach must abstain from the engagement in sexually oriented comments, anecdotes, gestures or touching, and refuse to tolerate it in others. A disclosure of such abuse must be reported to school authorities.

Take the time to meet with players individually throughout the season to see how things are going, and to find ways of improving their situations.

It is the responsibility of the coach to provide first aid assistance and/or direct the athlete to seek additional health care as required. Coaches are not equipped to make medical diagnoses. Injured athletes should not return to play without medical clearance unless the injury is obviously minor. It is also appropriate for coaches to contact the family to inquire about the athlete's injury status.

If you suspect use, follow school policy and notify the school administration.

Sexual harassment consists of unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature and can occur separately or be a part of abuse.

Romantic and/or sexual relationships between coaches and athletes are regarded as an abuse of professional ethics, status and power and will never be tolerated.

A coach must abstain from the use of power or authority in an attempt to force an athlete to engage in or tolerate sexual activity, and refuse to tolerate in others. A disclosure of such abuse must be reported to school authorities.

Discovery of any sexual harassment or exploitation by a coach will result in an immediate and severe response (e.g., dismissal, legal action).

Athlete's Interest
(Environment)

It is the coach's responsibility to ensure that athletes train and perform in safe settings and provide safe equipment for the participants before each practice or game.

The playing area should be clean and free of any loose objects. Padding placed in areas where collisions could occur. Damaged equipment should be removed from use.

Refrain from practicing or competing in unsafe or inappropriate situations that compromise the health and safety of athletes.

Some examples include but are not limited to: inadequate lighting, extreme weather or temperature, hostile/violent spectators.

Athlete's Interest
(Playing Time)

Make a conscious effort to play all team members for as much time as is practical. There are many factors that may affect playing time. These factors should be identified and clearly communicated to the athletes and parents at the outset. At all levels, the coach shall make every effort to give every player playing time.

Athletes try out for teams to improve as players and to be a part of a team. Having a significant opportunity to play fulfills these desires. When a player's playing time is affected, all efforts need to be made to make the athlete and parents aware of the reasons and include ways to improve the circumstances.

Coaches should be available for questions from athletes or parents about playing time. Parents should be encouraged to refrain from speaking to a coach about concerns for at least 24 hours after a game.

On-going feedback regarding a player's development and a willingness to discuss issues and concerns are important to maintaining open lines of communication.

Player
Development

Physical activity for fun and fitness is an important goal of sport involvement and should never be used as a punishment.

It is appropriate to provide opportunities for proper training and conditioning but should never be perceived as punishment.

Prepare athletes systematically and progressively for competition. Ensure that activities (e.g., drills, exercises, timelines, and practice schedules) are suitable for the age, experience, physical ability, and emotional state of the athlete.

A coach should monitor the physical and emotional states of the athletes and address any irregularities. Refrain from using training methods or techniques that may harm athletes and monitor innovative approaches with care. The use of some advanced drills or training methods may not be suitable for younger athletes.

Player
Development

Encourage and facilitate players' abilities to be responsible for their own behaviour, performance, and decisions.

Make athletes aware of their responsibilities to the safety of self and others while participating in sports.

RESPECT IN COACHING

The principle of respect in coaching addresses the manner in which a coach interacts with all participants in sport. The Swan Valley School Division believes that everyone has value and is therefore worthy of respect.

Respect is the way one chooses to respond to individuals or situations. It is similar to The Golden Rule, which is treating other people the same way you would like to be treated. Respectful coaches demonstrate respect for themselves, for their fellow coaches, for their athletes, for officials and for their sport. They are courteous and conduct themselves with dignity.

A coach should encourage a climate of dignity, respect, and mutual support among all participants in sports. A coach should promote and encourage his/her athletes to respect one another and to expect respect for their worth as individuals. One way to accomplish this is to use language that conveys respect for the dignity of others (e.g., gender-neutral terms) in written and verbal communications and avoid language that is demeaning or derogatory, even if it is not intended to be that way.

An atmosphere of respect builds self-confidence. It makes athletes feel better, so when they play, avoid making negative comments about them, other athletes, the officials, or even yourself.

Respect in coaching means that a coach:

1. Treats everyone involved respectfully regardless of gender, race, athletic potential, sexual orientation, religion, socioeconomic status, or any other conditions;
2. Values and promotes the rights of all participants. This includes but is not limited to the right to privacy; the right to informed participation; shared decision-making in matters that directly affect them; and the right to just treatment;
3. Interacts with others in a way that maintains everyone's dignity; and
4. Creates a climate that is mutually supportive of fellow coaches, officials, athletes and their family members.

The principle of respect in coaching adheres to the following ethical benchmarks:

Key Word	Ethical Benchmark	Additional Information/Explanation
<u>Self</u>	Accept both the letter and the spirit of the rules that define and govern sports. It is unacceptable for any coach to bend or break the rules of the game to gain an advantage.	A coach has a significant influence on overall player development which includes both skills and attitudes. Encourage and model honourable intentions.
<u>Self</u>	Do not engage publicly in put-	Avoid ridiculing or making derogatory

Coaches/Officials

downs (e.g., statements, conversations, jokes, media reports) of others in sport. All coaches must demonstrate respect for school staff and programs through cooperation, communication and encouragement of multi- sport athletes.

Respect the areas of expertise, experience and insights of others in sport by considering carefully their opinions.

Act toward other coaches/officials in a manner characterized by courtesy, good faith and respect.

Use discretion when resolving conflicts (i.e., deal with differences of opinion constructively on a personal basis and refer more serious disputes to appropriate bodies).

A coach should develop a positive rapport with the coaches and officials, before, during and after the contest. Winning or losing should not alter a coach's demeanor or attitude towards others.

Coaches/Officials

Accept the role of officials in ensuring that competitions are conducted fairly and according to established rules. Respect the official's judgment. DO NOT question any decision by words or actions.

remarks about others.

All school activities and programs are considered valuable opportunities and should be supported by all.

Avoid actions or words that may cause opponents or officials humiliation or embarrassment (e.g., run up the score, verbally abuse/assault another coach or team). This includes derogatory remarks when talking with others.

It is never acceptable for a coach to yell at or berate another coach or game official. Concerns or issues should be calmly addressed with the individual first with a follow-up communication to the appropriate authority or organization. This is often best handled through your school administrator.

It is better to request an explanation for a call rather than arguing the call. There is always a reason for the referee making the call.

Players

Coaches should model, promote, and encourage good sportsmanship and fair play. They should also act appropriately on demonstrations of poor sportsmanship.

Privately address issues of inappropriate and unsportsmanlike athlete behaviours firmly but respectfully. Do not subject an athlete to a public reprimand.

Players

Demonstrate respect for the other team and officials by participating in the post game congratulations with both the opposition and officials.

All players must be encouraged to participate in post game rituals (e.g., handshake) that support the spirit of competition.

Act to prevent or correct practices that are unjust and discriminatory. Contribute to equity through appropriate modeling of words or actions. All participants must be treated equally.

Keep informed on current issues related to equity (e.g., gender equity). Refrain from practicing, condoning, ignoring, facilitating or collaborating with any form of unjust discrimination.

Provide feedback to athletes and other participants in a caring and sensitive manner (i.e., focus criticism on the performance rather than on the athlete). Comments to players during games and practices should focus on identifying errors and providing ways of correcting them.

Avoid making gestures or demonstrating behaviours that exemplify anger or frustration (e.g., throwing things, hands in the air). Remain calm, controlled and positive when coaching players. Your voice should convey support and enthusiasm not anger or condemnation.

Players

Actively encourage athletes and other participants to uphold the rules of the sport and the spirit of such rules. Encourage other coaches, when appropriate, to coach responsibly.

Respect athletes as autonomous individuals and refrain from intervening inappropriately in personal affairs that are outside the generally accepted jurisdiction of a coach.

Players

Give athletes the opportunity to discuss, contribute to and agree with proposals for training and for performance standards.

Athletes involved in team goal setting and decision-making have a greater ownership for the season's results.

Overly aggressive play and violent behaviour outside the rules of play or spirit of the game requires an immediate response to protect athletes, officials and coaches.

A coach must ensure that athletes are not trying to injure or "take out" opposing players and that they understand that this is cheating and not part of the game. These actions undermine the purpose of sport.

Participants

A coach must deal with all forms of verbal abuse directed at participants (e.g., swearing at players, fans, referees, etc). Verbal abuse must also be reported to the appropriate school personnel.

The Division is committed to working towards the provision of a safe learning community, and will always respond to situations that threaten or violate the physical and emotional safety of those in its care.

INTEGRITY IN COACHING

Integrity in coaching simply means to unwaveringly adhere to a moral and ethical code. Acting with integrity requires conscious knowledge of one's own character, feelings, motives and desires, and how they influence the interactions with others. A coach should maintain the highest standards of personal conduct and project a favorable image of the sport and of coaching. In other words, integrity is a character trait that is a positive reflection of oneself.

A coach who is self-aware is able to evaluate how personal experiences, attitudes, beliefs, values, socioeconomic status, sexual orientation, individual differences and stresses influence their actions. A coach should integrate this awareness into all efforts to be neutral and unbiased and act in ways that benefit and do not harm others.

The mark of coaches who have high integrity is that they always do the highest quality of work that is done with the best intentions. People with high integrity realize that everything they do is a statement about who they are as a person.

Integrity is manifested in the courage to adhere to universal values (i.e., trustworthiness, respect, responsibility, fairness, caring, citizenship). Coaching with integrity means "standing your ground" and staying true to yourself and your beliefs. A person with integrity has the courage to choose what is right and stand by that choice, regardless of the potential outcome.

In applying the principle of integrity in coaching, coaches would adhere to the following ethical standards:

Key Word	Ethical Benchmark	Additional Information/Explanation
<u>Personal Conduct</u>	When in the role of coach, strive to be fully present, physically and mentally, in the performance of coaching duties.	When coaching your focus should be entirely on the players and what they are doing. Your duty and obligation at this time is to improve individual and team play.
	Encourage athletes and other participants to develop and maintain integrity in their relationships with others.	
	All verbal and written promises and commitments should be honored.	Gaining trust is grounded in following through with any promises or commitments being offered to the athletes.
	Be discreet in conversations about athletes, coaches or other participants in sport.	Keep your comments and opinions about others above reproach.
	Do not exploit any relationship established as a coach to	If concerned, please discuss with the school administration.

Personal Conduct further personal interests at the expense of the best interests of your athletes or other participants.

Philosophy All coaches will integrate personal philosophies with those of the Swan Valley School Division vision of extracurricular athletics.

Coaching emphasis should be on the quality of the effort and not the outcome of the game. The focus for any sport season should be on individual and team development and not on having a "winning season" even though winning may take on greater meaning at higher levels (i.e. varsity).

Winning is an outcome resulting from hard work and proper preparation. If the focus is on improving the ability to apply skills and strategies, winning will then take care of itself.



Pledge of Confidentiality for Coaches/Non Staff Members

Under Section 7 of the Personal Health Information Regulation

I understand that as an agent with the Swan Valley School Division, all personal health information I may have access to be private and confidential.

I understand that:

1. "Personal health information" has the meaning set out in The Personal Health Information Act (definition attached); and
2. I am bound by The Personal Health Information Act (the "Act"), the Personal Health Information Regulation under the Act and any other applicable regulations (as amended or replaced from time to time) and by the policies and procedures of the Department respecting the collection, use, disclosure, protection, retention, and destruction of any personal health information I may collect or have access to during the course of my employment or agency.

I agree not to collect, use, disclose or destroy personal health information except in accordance with the Act and any applicable regulations, policies and procedures.

I acknowledge that failure to comply with the Act or any applicable regulation, policy or procedure may result in disciplinary or other action, and may also result in prosecution under The Personal Health Information Act.

Date

Signature

Statutory Definition of Personal Health Information

"Personal health information" means recorded information about an identifiable individual that relates to:

- a) the individual's health, or health care history, including genetic information about the individual,
- b) the provision of health care to the individual, or
- c) payment for health care provided to the individual,

And includes:

- d) the PHIN and any other identifying number, symbol or particular assigned to an individual, and
- e) Any identifying information about the individual that is collected in the course of, and is incidental to, the provision of health care or payment for health care.

"Health care" means any care, service or procedure:

- a) provided to diagnose, treat or maintain an individual's physical or mental condition,
- b) provided to prevent disease or injury or promote health, or
- c) that affects the structure or a function of the body,

And includes the sale or dispensing of a drug, device, equipment or other item pursuant to a prescription.

"PHIN" means the personal health identification number assigned to an individual by the minister to uniquely identify the individual for health care purposes.



(School Identifier) Consent to Participate and Medical Information Form

Confidentiality - This information is strictly confidential and is intended for use in the case of an emergency. This information will be returned to the school following the season for proper disposal. No copies shall be kept.

Part 1: General Information

I, _____, give my <son/daughter >, _____
(parent/guardian name) (participant's name)

permission to participate in the <sport> activities for the _____ season.
(school year)

Age: _____ Birth date: _____
(day/month/year)

Address: _____

Home Phone: _____

Alternate Phone: _____

Alternate Contact: _____

Phone Number: _____

Part 2: Medical Information

Manitoba Medical #: _____ (9 digit) _____ (6 digit)

Allergies: _____

Medication: _____

Medical Conditions: _____

Previous Injuries to be concerned about: (i.e. head injury)

(Parent/Guardian Signature)

(Date)