



Anamosa Schools

2017 - 2018

Coaches Manual

"You are one of the most important citizens in our country with an almost unparalleled platform, power, and position to positively impact students for a life time".

I have read, understand, and will follow the 2017-18 Coaches Manual:

Name_____

Signature_____

Date_____

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Introduction

Coaches' manuals are the most efficient way for a school district's athletic program to provide coaches and students notice of the school district's policies and practices. These handbooks inform coaches and students about the Board's position on many issues such as discipline, attendance, and eligibility for extracurricular activities. In addition, the handbooks can convey an individual school's spirit and the expectations of the school district.

Most coaches' handbooks are designed to accomplish the following goals:

- Document school rules and school district policies to serve as a guide for coaches and athletic directors/departments to clarify the school district and school building's position on a number of issues;
- Serve as a source of information for coaches and schools about the school district, school building, organizational structure and overall philosophy; and
- Provide coaches with up-to-date, easy to understand information on the range of opportunities and programs available through the school and school district.

The activities program is legitimate part of each high school and middle school educational curriculum. The experiences students have in these programs will likely play a significant role in their perceptions of their school, as well as their own personal growth and development. As an adult and coach, you are a leader and role model for these students. Being involved in activities, you are also in the public eye. The manner in which you present yourself and the way in which you deal with your students are topics discussed over dinner each evening. More than any other factor, the adult/coach in our students' lives possesses the potential to establish and maintain a positive and success-oriented climate in athletics. Working together, we can make the activities programs of the Anamosa Community Schools more valuable, thus making students want to be a part of them.

This handbook has been prepared to assist you. Its intention is to have regulations made available to all concerned. It gives a variety of information that will make your year coaching in the Anamosa Community Schools more productive and enjoyable.

This handbook cannot cover every aspect of coaching and school life; therefore, common sense should be relied upon to address any rules not found in this handbook. The District also has Board-adopted policies that cover areas that may not be addressed in the Manuel. Various policy references have been added to the back of this handbook. As a District, there may also be a need to check laws at the state and federal levels to address certain situations. Coaches are encouraged to discuss any questions related this handbook with their Athletic Director.

All policies in this handbook are board approved. If Board Policy is adopted or amended which causes the policies in this handbook to be incorrect, Board Policy takes precedence.

District Contact Information

High School Assistant Principal / Activities Director

Bret Jones

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School Phone: 462-3594 ext. 245

Cell Phone: 319-213-3005

Activity Secretary

Debbie Hardersen

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School Phone: 462-3594 ext. 145

High School Principal

Jacqueline Lahey

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School Phone: 462-3594 ext. 210

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Middle School Principal

Linda Vaughn

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School Phone: 462-3553

Cell Phone: 329-6589

Middle School Assistant Principal

Mark Gronemeyer

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School Phone: 462-3553

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Elementary Principal

Val Dailey

Email: vdailey@anamosa.k12.ia.us

School Phone: 462-3549

Cell Phone: 329-6591

Superintendent

Lisa Beames

Email: lbeames@anamosa.k12.ia.us

Cell: 319-217-0759

School Phone: 462-4321

Activities Department Mission Statement:

The mission of the Anamosa Activities Department is to produce students that excel in competition, achieve in the classroom, and positively impacts our school and community. Every student in our department will be treated with respect and dignity as we aspire to reach our potential together as a unit. We will honor the great activities we represent by always showing class, obeying the rules, and working as hard as physically possible each day.

Athletic Department Objectives:

To provide an attractive program for the student-athlete:

- Provide the student-athlete with an enjoyable and rewarding experience
- Make player safety and welfare our highest priority

To give quality instruction in the fundamentals of each sport offered:

- Specific athletic skills and strategies
- Sportsmanship, ethical conduct and fair play

To be an integral part of the secondary school curriculum:

- Inspiring all athletes to give their highest effort in the classroom, as well as, on the playing field
- To stress the importance of self-discipline in both the classroom, the community and on the field
- Teach our athletes that dignity, self-worth and self-esteem are achieved through hard work
- To create a positive school climate that is enhanced when student-athletes and remaining student population work together as a team to represent their school in interscholastic competition.
- Develop concepts of goal attainment through hard work and rigorous self-discipline, and to provide a vehicle for the development of interest in curricular school programs and for post-secondary educational opportunities

To make the athletic program a source of both school and community pride:

- Help each athlete to interact positively with faculty, community and fellow students
- Make the team a positive influence on all who come in contact with it
- To demonstrate the social competence of operating within a set of rules, thus gaining a respect for the rights of others, and an understanding that penalties follow rule violations

Characteristics of a Balanced Program

1. A prepared coach with high expectations for participation and academics, good communication and teaching skills, strong ethical values, a connection with students, and a willingness to devote time to the program to build success.
2. Monitoring and support for the athletics' academic success throughout the year, not just during the season.
3. Promotion of both teaching and learning, allowing students to improve the skills necessary to be successful in the sporting event.
4. Demonstration of accountability for all students and utilization of the same rules for all participants.

5. Building character and teamwork abilities, as well as athletic and academic discipline in the school setting.
6. Continual assessment by the coach for positive changes which encourage the student to show pride and good sportsmanship.

Anamosa C.S.D. Coaches' Code of Conduct

Remember this is a public position, self-control; poise, appropriate attire and maturity are key elements to representing the school district and community.

- 1) Be mindful never to shame a student, but correct them in an uplifting way. Affirmation!
- 2) Believe in every player: Remember, "In youth is where miracles are made."
- 3) Protect our players. Be "Big" enough to "build them up" not "tear them down". Our kids are getting attacked from many places we don't often see.
- 4) Remember our job is to put our players in a position where they can develop through proper teaching and nurturing.
- 5) Each student is part of the Anamosa Family and deserves a chance to succeed and our upmost respect.
- 6) Coaches can disagree in meetings but never in front of our players or anyone else outside of our Anamosa Family. If happens, an apology in front of the team will need to take place as a teachable moment for them.
- 7) Hold dear our teaching/coaching/modeling family. We will be and are UNITED as one.
- 8) If you don't know – say so and get appropriate information. Don't bluff our students.
- 9) Remember parents are our partners - we strive to work with each family in helping players succeed. Every boy is mother's son. Every girl is some father's daughter.
- 10) Love your players and coaches.
- 11) No profanity.
- 12) Know the difference between shaming and coaching. No yelling at players – teach them.
- 13) Don't be afraid to apologize.
- 14) We are nurturing successful people, not just successful athletes.
- 15) Regardless of our win/loss – we will be successful if we carry out the above 14 items.

Because I am a role model and have the opportunity and responsibility to make a difference in the lives of my players, I commit to this code. I will be accountable and take responsibility for my actions. I recognize if I fail to live up to these expectations my appointment as coach is subject for termination and a new annual contract may not be offer

HEAD VARSITY COACH JOB DESCRIPTION

1. Appointment is annual and determined by Activities Director per evaluation.
2. Adheres to Anamosa C.S.D. Coaches Code of Conduct.
3. Serves as liaison between the coaching staff and the Activities Director.
4. Has a thorough knowledge of the Rules and By-Laws of the IAHSAA/IGHSAU, the WaMaC, and the Anamosa Community School District as they pertain to his/her sport, including the clearance of all staff members and student-athletes.
5. Understands the proper administrative chain of command and refers all requests or grievances through proper channels. Is aware of all public/staff/departmental meetings that require attendance.
6. Establishes the fundamental philosophy, skills and techniques to be taught by the staff. Designs conferences, clinics and staff meetings to ensure staff awareness of the overall program.
7. Trains and informs staff and encourages professional growth by promoting clinic attendance.
8. Delegates specific duties, supervises implementation, and at season's end analyzes staff effectiveness and evaluates all assistants with Activities Director.
9. Maintains discipline, mediates grievances, and works to increase morale.
10. Assists the Activities Director in scheduling, providing transportation needs and requirements for all games, tournaments, and special sports events.
11. Assists in the necessary preparation for scheduled home sports contests or practices and adheres to scheduled facility usage times.
12. Coordinates facility needs/repairs with maintenance and school employees.
13. Provides proper safeguards for eminence and protection of assigned equipment.
14. Recommends policy, method or procedural changes to the Athletic Director.
15. Monitors the grades and conduct of his/her athletes.
16. Provides assistance, guidance, and safeguards for each participant by his/her presence at all practices, games, while traveling, and when returning from off-campus events.
17. Completes paperwork on all disabling athletic injuries on proper forms and submits to the Athletic Director by the next school day.
18. Directs student managers, assistants and statisticians.
19. Determines discipline, delineates procedures concerning due process when the enforcement of discipline is necessary, and contacts parents when a student is suspended, dropped, becomes ineligible, or quits.
20. Participates in the budgeting process with the Activities Director by submitting needs for the next season.
21. Recommends/selects equipment and uniforms within budget appropriations.
22. Is accountable for all equipment in his/her program and submits notification to the Activities Director for any equipment lost, damaged not returned or returned after the due date.
23. Arranges for issuing, storing, reconditioning of equipment, and submits annual inventory.
24. Properly marks and identifies all equipment before issuing or storing.
25. Secures all doors, lights, window and locks and stores all equipment before leaving building or area. Supervises locker room area before and after practice.
26. Instills in each player a respect for equipment and school property its care and proper use.
27. Responsible for maintaining good public relations with news media, parents, officials, volunteers and fans.

28. Responsible for reporting scores and information after every home contest to the proper places. Statistics required by local media, IAHSAA/IGHSAU will also be the responsibility of the head coach. These duties may be delegated.
29. Understands that all drivers must meet district requirements to transport student-athletes.
30. Guarantees that all district equipment including district vehicles is used for official school business only and are operated safely.
31. Understands that their program is responsible for supervising the weight room.
32. Engages athletes in in-season weight training a minimum of twice a week.
33. Performs other duties which may be assigned by the Athletic Director or Principal.

Texting

Texting between coaches and students is limited to factual information dealing with the school activity involved. This should be sent to the entire team or level that it involves, not just to one student. It is recommended that one parent/guardian cell number is grouped with their son's/daughter's, but this is not required. Any communication over electronic devices can always be reproduced.

Open Gym

When an Open Gym is posted and signed by an Administrator, it is open for only district students. Coaches may not open a Gym for anything less than anyone that wants to attend. At no time is it okay for a coach to open a district facility just for their son(s)/daughter(s).

Releasing Students to their Parents after Events

A parent or guardian may take their son or daughter after an event with a signed note stating their intention. If a student is going with another parent or guardian then this must be pre-arranged prior to the event with the coach.

Coaching Evaluations

Evaluations for Head Coaches will be based on a set of standards, which are in line with the 8 teaching standards for Iowa teachers. The primary purpose of any evaluation is professional growth. As part of the evaluation, there will be a growth target for the following year. This target will be determined in a conference between the coach and athletic director. Informal practice walk-throughs will be done and data collected using the e-walk application. This data will be sent to the coach as a means of getting feedback on the athletic directors observations.

Anamosa High School – Standards Based Coach Evaluation

DATA COLLECTION

Standard 1: Demonstrates ability to enhance athletic performance and support for implementation of the school district's student achievement goals.	I. II. Artifacts/Data Points
<p>The Coach:</p> <ol style="list-style-type: none"> Provides evidence of student-athlete learning and skill acquisition to students, families and staff. Implements strategies supporting student, building, and district goals. Uses student-athlete performance data as a guide for decision making. Accepts and demonstrates responsibility for creating a team culture that supports the learning and development of every student. Creates an environment of mutual respect, rapport, and fairness. Participates in and contributes to a team culture that focuses on improved student learning, development, and achievement. Communicates with student-athletes, families, colleagues, and communities effectively and accurately. 	<ul style="list-style-type: none"> ▪ Media Reports & Newsletters ▪ Practice Schedule & Plans ▪ Team Management Rules ▪ Conferences – Parents, Staff & Student-Athletes ▪ Letters ▪ Media Use – Web site, Highlights, Radio/Cable Shows ▪ Summer Camps ▪ Promotional Activities ▪ Handbooks ▪ Professional Portfolio ▪ Staff Assignments ▪ Observations

Comments:

Meets Standard_____ Meets Standard with Improvement_____ Does Not Meet Standard_____

Standard 2: Demonstrates competence in content knowledge appropriate to the coaching position.	Artifacts/Data Points
<p>The Coach:</p> <ol style="list-style-type: none"> Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the coaching area. Uses knowledge of student development to make learning experiences in the activity meaningful and accessible for every student-athlete. Relates ideas and information within and across athletic areas. Understands and uses instructional strategies that are appropriate to the coaching area. 	<ul style="list-style-type: none"> ▪ Program Philosophy & Goals ▪ Practice Schedule ▪ Practice Plans ▪ K-12 Program Development ▪ Drills – Individual/Group/Team ▪ Skill Development Checklist ▪ Strength & Conditioning Program ▪ Play Book ▪ Staff Meetings ▪ Observations

Comments:

Meets Standard_____ Meets Standard with Improvement_____ Does Not Meet Standard_____

Standard 3: Demonstrates competence in planning and preparing for instruction.	Artifacts/Data Points
<p>The Coach:</p> <ul style="list-style-type: none"> a. Uses student-athlete achievement data, local standards, and the district philosophy in planning for instruction. b. Sets and communicates high expectations for social, behavioral, academic, and athletic success of all students. c. Uses student-athletes' developmental needs, backgrounds, and abilities in planning for instruction. d. Selects strategies and delegates to staff responsibilities to engage all student-athletes in learning and development. e. Uses available resources including technologies, in the development and sequencing of instruction. 	<ul style="list-style-type: none"> ▪ Program Goals & Objectives ▪ Practice Plans ▪ Skill & Drills ▪ Play Book – Offense & Defense ▪ Staff Meetings & Practice Schedules ▪ Staff Duties & Delegation ▪ Technology - Games/Practice/Individual/Instructional ▪ Team Management Rules & Expectations ▪ Professional Portfolio ▪ Newsletter articles ▪ Logs ▪ Observations

Comments:

Meets Standard_____ Meets Standard with Improvement_____ Does Not Meet Standard_____

Standard 4: Uses strategies to deliver instruction that meet the multiple learning needs of students.	Artifacts/Data Points
<p>The Coach:</p> <ul style="list-style-type: none"> a. Aligns instruction with local standards and district philosophy. b. Uses research-based instructional strategies that address the full range of athletic levels. c. Demonstrates flexibility and responsiveness in adjusting instruction to meet student-athlete needs. d. Engages student-athletes in varied experiences that meet diverse needs and promote social, emotional, athletic, and academic growth. e. Connects student-athletes' prior knowledge, life experiences, abilities, and interests in the instructional process. f. Uses available resources, including technologies, in the delivery of instruction. 	<ul style="list-style-type: none"> ▪ Practice Plans ▪ Individual Development Plans ▪ Group Development Plans ▪ Team Development Plans ▪ Skill Development Programs ▪ Tape Sessions ▪ Summer Individual Camps ▪ Strength & Conditioning Program ▪ Phone Logs ▪ Technology - Games/Practice/Individual/Instructional ▪ Incorporation of Positive Principles of Coaching ▪ Observations

Comments:

Meets Standard_____ Meets Standard with Improvement_____ Does Not Meet Standard_____

Standard 5: Uses a variety of methods to monitor student learning and athletic development.	Artifacts/Data Points
The Coach: <ol style="list-style-type: none"> Aligns athletic assessment with instruction. Communicates assessment criteria and standards to all student-athletes and parents. Understands and uses the results of multiple assessments to guide planning and instruction. Guides student-athletes in goal setting and assessing their own learning and development. Provides substantive, timely and constructive feedback to student-athletes and parents. Works with other staff and building and district leadership in analysis of student progress. 	<ul style="list-style-type: none"> ▪ Testing – Strength, Speed, Agility, Skills ▪ Game & Practice Tape Review ▪ Performance Charts ▪ Statistics ▪ Conferences – Student/Parents ▪ Practice Plans ▪ Lettering Policy ▪ Goal Setting – Individual & Team ▪ Surveys – Parents/Students ▪ Contact Logs ▪ Observations

Comments:

Meets Standard_____ Meets Standard with Improvement_____ Does Not Meet Standard_____

Standard 6: Demonstrates competence in team management.	Artifacts/Data Points
The Coach: <ol style="list-style-type: none"> Creates a team environment that encourages positive social interaction, active engagement, and self-regulation for every student-athlete and staff member. Establishes, communicates, models, and maintains standards of responsible student behavior. Develops and implements team procedures and routines that support high expectations for student learning and behavior as well as staff behavior. Uses instructional time effectively to maximize student achievement. Creates a safe and purposeful athletic environment. 	<ul style="list-style-type: none"> ▪ Team Rules & Expectations ▪ Team Meetings ▪ Parent Meetings ▪ Communication Letters ▪ Safety & Injury Policy ▪ Sportsmanship Policy & Ratings ▪ Staff Supervision & Responsibilities ▪ Practice Plans ▪ Phone Logs ▪ Code of Conduct ▪ Academic Policy & Progress Reports ▪ Student-Athlete Handbook ▪ Observations

Comments:

Meets Standard_____ Meets Standard with Improvement_____ Does Not Meet Standard_____

Standard 7: Engages in professional growth.	Artifacts/Data Points
The Coach: a. Demonstrates habits and skills of continuous inquiry and learning. b. Works collaboratively to improve professional practice and student learning and development. c. Applies research, knowledge, and skills from professional development opportunities to improve practice. d. Establishes and implements professional development plans based upon the coach's needs aligned to the Iowa teaching standards and district/building student achievement goals.	<ul style="list-style-type: none"> ▪ Transcripts ▪ Certification ▪ Clinic/Camp/Workshop Attendance ▪ Rules Meetings ▪ Professional Memberships ▪ Professional Literature/Videos ▪ Campus Visits ▪ Practice Plans ▪ Logs ▪ Professional Portfolio ▪ Staff Collaboration ▪ Individual Professional Growth Plan ▪ Observations

Comments:

Meets Standard_____ Meets Standard with Improvement_____ Does Not Meet Standard_____

Standard 8: Fulfills professional responsibilities established by the school district.	Artifacts/Data Points
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<p>The Coach:</p> <ul style="list-style-type: none"> a. Adheres to board policies, district procedures, and contractual obligations. b. Demonstrates professional and ethical conduct as defined by state law and district policy. c. Contributes to efforts to achieve district and building goals. d. Demonstrates an understanding of and respect for all students and staff. e. Collaborates with students, families, colleagues, and communities to enhance student learning and athletic development. 	<ul style="list-style-type: none"> ▪ Attendance Records ▪ Emergency Plan & Injury Policy ▪ Inventory & Equipment Policy ▪ Rosters – Eligibility Lists ▪ Statistical Reports ▪ Award Programs ▪ Record Forms – Individual & Team ▪ Program Recommendations – Personnel, Scheduling, Facilities, Equipment ▪ Officials Reports ▪ Summer Activities ▪ Fundraising Activities ▪ Media Contacts ▪ Rules Meetings ▪ Contact Logs/Letters ▪ Logs of Community Outreach ▪ Staff Handbook ▪ Staff Performance Review ▪ Professional Development Logs ▪ Professional Portfolio
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Comments:

Meets Standard_____ Meets Standard with Improvement_____ Does Not Meet Standard_____

Evaluator Signature

Date

Coach Signature

Date

Anamosa Community School District
Assistant Coach Performance Evaluation Instrument
 (Annual Summative Report)

 Coach's Name

 Sport

 Evaluatee's Signature

 Date

 Evaluator's Signature

 Date

Rating Scale: 3 = Meets Expectation
 Expectation

2 = Needs Improvement

1 = Below

Personal Characteristics

(The assistant coach demonstrates)

- | | | | |
|----------------------------------------|---|---|---|
| 1. Self-control and Poise | 3 | 2 | 1 |
| 2. Emotional stability | 3 | 2 | 1 |
| 3. Punctuality | 3 | 2 | 1 |
| 4. Enthusiasm in working with students | 3 | 2 | 1 |

Comments:

Leadership Qualities

- | | | | |
|--------------------------------------------------|---|---|---|
| 1. Relationship with other Staff | 3 | 2 | 1 |
| 2. Attention to duties assigned | 3 | 2 | 1 |
| 3. Willingness to assume extra duties | 3 | 2 | 1 |
| 4. Rapport between coaches and players | 3 | 2 | 1 |
| 5. Ability to motivate | 3 | 2 | 1 |
| 6. Supervision before and after practice | 3 | 2 | 1 |
| 7. Acceptance of duties assigned by Head Coach | 3 | 2 | 1 |
| 8. In-season Weight lifting program | 3 | 2 | 1 |
| 9. Loyalty to head coach and that coach's system | 3 | 2 | 1 |

Comments:

Professional Knowledge

- | | | | |
|--------------------------------------|---|---|---|
| 1. Knowledge of the sport | 3 | 2 | 1 |
| 2. Teaching ability | 3 | 2 | 1 |
| 3. Strength training program | 3 | 2 | 1 |
| 4. Care of equipment | 3 | 2 | 1 |
| 5. Intensity of interest in coaching | 3 | 2 | 1 |

Comments:

_____ Coach/Sponsor
performance is satisfactory
and continued employment
is recommended.

_____ Coach/Sponsor
performance is in need
of improvement.
Weaknesses have been
discussed.

_____ Coach/Sponsor
performance is not
satisfactory. Employment
not recommended.

Requirements of All Coaches

1. Current Coaching License
2. Concussion Training yearly
3. Current CPR training
4. Current Child Abuse training
5. Current Blood Born Pathogen training
6. Observe rules meetings annually

Pre-Season Head Coach's Conference

<u>Name</u>	<u>Sport</u>	<u>Date</u>
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(To be completed prior to the start of the season.)

I. Goals:

List two or more goals for yourself or your team to improve performance for the upcoming season. You may also list general goals for your program.

II. Behavior:

List any particular behavior or problem area(s) you want to improve this season.

III. Professional Growth:

List the following:

A. Professional organizations you belong to:

B. Coaching books, handbooks, etc. you have read during the off-season.

C. Clinics you have attended since last season.

D. Other things you have done to improve you coaching skills or developed your program.

- Potential Staff or Volunteers:
- Youth Organization:
- Long Term Scheduling Issues/Olin:
- Long Term Equipment Needs:
- Facility Issues/Time Cards:

All NON-PAID volunteer coaches/sponsors must be pre-approved by the Athletic Director or building Principal before any coaching/sponsor duties are assigned. No unapproved or unqualified coaches/volunteers should be allowed to participate in school programs. The person volunteering must complete the Mandatory Reporter, Background Check paperwork and have a Coaching Authorization. They will need to be recommended for hire and approval by the School Board.

Volunteer Coach Contract

I, (print name)_____, understand and agree that my involvement with the Anamosa Community School District _____ team in the co-curricular program is performed with and under the following conditions:

1. Thank you for your time and efforts for our students.
2. I waive payment of any salary or stipend for my services.
3. I waive any eligibility for any benefit for my services.
4. I familiarize myself with and adhere to all district regulations and rules when performing assigned responsibilities.
5. I will be covered under the district's liability insurance policy while performing services authorized by the Athletic Director and Head Coach.

6. In the performance of my duties as a volunteer, I shall not intentionally or wantonly cause the injury or damage to person or property of the Anamosa C.S.D. or of any participant, coaching staff, or spectators involved in such co-curricular event.
7. I understand volunteering for a coaching assignment is a privilege and not a right. As a volunteer I am expected to abide by all applicable laws, district policies, professional ethics, and administration procedures.
8. Failure to follow this agreement could lead to immediate termination.

Date_____

Volunteer Coach Signature_____

Volunteer Coach Printed Name_____

Athletic Director_____

Head Coach_____

AHS ATHLETIC BOOSTER REQUEST FORM

PROTOCOL: All Coaches requests are to be submitted to the Activities Director in writing, using this form. Activities Director will evaluate the coach's request and upon approval submit this form to the Athletic Boosters Board of Directors for approval. All requests must be submitted by the coaches the Friday before the next regularly scheduled meeting of the Board of Directors to be considered for that meeting. Requests will only be addressed at the Board of Directors regularly monthly meeting. **COACHES MUST BE PRESENT FOR THE REQUEST TO BE SUBMITTED.** If the coach is not present to submit their request the Board of Directors may not address the request.

Date: _____

Coaches Name and Sport:_____

Level (please circle) 7 8 9 10 JV Varsity

Description of requested item(s) (may use attached sheet): _____

Vendor #1: Monticello Sports **Vendor #2:** _____

Monticello, Iowa _____

Telephone: 319-465-5429 _____

Contact: _____

Cost: _____

Shipping: _____
Less amount _____
Team is paying (if applicable) _____
Total Cost: _____
(Amount the Boosters will be paying)
Name of players contacted for input: _____

.....
This section to be filled out by Activities Director

Submitted to Activities Director by: _____

Approved or Disapproved by Activities Director: _____

Activities Director Signature and Date: _____
.....

Submitted to Athletic Boosters Board of Directors on: _____

Approved or Disapproved by Booster Club Officials: _____

Signature of Officers (must have two signatures)

_____ Date: _____

_____ Date: _____

Copies to Athletic Boosters, Activities Director, Coach

Procedure Prior to First Practice

Coaches must ensure that before practice begins:

1. Every student-athlete has completed the following forms: Physical Form, Proof of Insurance Form, and Emergency Notification Form.
2. Each Varsity sport may have a meeting with the students and parents at the beginning of the sports season. This meeting will include, but not be limited to: student-athlete expectations, practice schedules, game schedules, lettering requirements, and coaches' expectations.
3. Every student-athlete is scholastically eligible as verified by the Activities Director. Grade reports are available in the Counseling Office and Athletic Office.
4. Practice times and locations are submitted to the Activities Director.
5. Bus schedule requests needs to be filled out and submitted to the Activities Director to be signed.
6. A current roster is to be submitted the Activities Director before and after the first official practice.

Procedure Prior to First Contest

Things to do:

1. Ensure that each student-athlete has submitted the following signed form: Student-Athlete/Parent Handbook Consent. Signing of the handbook may be required prior to the first practice.
2. Send a copy of rules, procedures, and expectations to Activities Director.
3. Issue uniforms and equipment and keep records of all assigned equipment.

4. Submit a preliminary and final roster prior to the first contest in writing to Activities Director.
5. Make sure all emergency forms are in your possession.

Procedure After Season is Over

1. All Head Varsity Coaches are accountable for all equipment inventories, including freshman and JV equipment.
 - a. Head Varsity Coaches shall submit their athletic inventories to the Activities Director within four weeks of the end of the season or at their post-season evaluation conference along with next year's budget request.
 - b. All uniforms shall be marked for permanent identification.
 - c. Head Varsity Coaches will be responsible for the care and storage of athletic equipment and uniforms for their programs.
 - d. During the season, all equipment shall be secured in the proper storage areas after each contest or practice. Within the three week inventory period at the season's end, all equipment and uniforms shall be cleaned and stored in the designated area until the following year.
 - e. Charge slips on any late, damaged or lost equipment should be filled out
2. Evaluation of all Head Varsity Coaches will be done by the Activities Director.
3. All off-campus coaches must turn in all athletic keys.

Student Involved in More Than One Sport in the Same Season (typically in the Spring season)

Student Name and Grade: _____

Sport and Head Coach: _____

Sport and Head Coach: _____

Year, Season, and Today's Date: _____

The coaches, student, AD, and parent will meet to discuss the following –

- Student will communicate his/her primary sport (A / B) so it is clear to all involved. When there is an inter-school conflict all will know where the student will be.
- Coaches need to present practice and contest schedules to the student that are agreed upon and somewhat equal. We need to take the student out of picking or guessing where to be.

- If the dual sport time demand and the normal life of student are too much, than it is recommended to participate in just the primary sport, this adjustment can happen at any time.

Following criteria are used to prioritize conflicts –

1. State level performance
2. District level performance
3. Conference level performance
4. Inter-school performance
5. Public performance

Process/Steps – to move a Freshman up a level to a Varsity Team Sport

Only in Football and Basketball

1. Head coach meets with Activities Director (athlete/parents will not be approached until approval by building principal & activities director).
2. Approval by Building Principal & Activities Director.
3. Written approval by parents(s).

Head coach meet with varsity athletes and lower level coaches.

ATHLETE APPROVAL FORM

Athlete Name: _____

School Year: _____

Sport: _____

_____ I approve of the move-up of my son/daughter

_____ I disapprove of the move-up of my son/daughter

From _____ (original level)
To _____ (move-up level)

Parent Signature

Date

Athlete's Signature

Date

Activities Director Signature

Date

Principal Signature

Date

Parent/Coach Relationships

Both parenting and coaching are very difficult vocations. By establishing an understanding between coaches and parents, both are better able to accept the actions of the other and provide a more positive experience for everyone. Parents have the right to know, and understand, the expectations placed on them and their children. Coaches have the right to know that if parents have a concern, they will discuss it with the coach at the appropriate time and place. Below are suggested guidelines that you communicate to your parents at the required parent meeting prior to the athletic season.

Communication parents should expect from their child's coach:

- 1) Coach's philosophy.
- 2) Expectations the coach has for your son or daughter, as well as other players on the team.
- 3) Locations and times of practices and contests.
- 4) Team requirements, i.e., fees, special equipment needed, school & team rules, off-season expectations.
- 5) Procedures that will be followed if your child becomes injured during participation.

Communication coaches expect from parents:

- 1) Concerns regarding their son or daughter expressed directly to the coach at the appropriate time and place.
- 2) Specific concerns in regard to the coach's philosophy and/or expectations.
- 3) Notification of any schedule conflicts well in advance.

Appropriate concerns to discuss with a coach:

- 1) The mental and physical treatment of your child.
- 2) What your child needs to do to improve.
- 3) Concerns about your child's behavior.

Issues NOT appropriate for discussion with the coach:

- 1) How much playing time each athlete is getting.
- 2) Team strategy.
- 3) Play calling.
- 4) Any situation that deals with other student-athletes.

There are situations that may require a conference between the coach and parent. These are not discouraged, as it is important for each party to have a clear understanding of the others' position. When these conferences are necessary, the following procedure is suggested to help promote resolution to the issue.

If a parent has a concern to discuss with the coach, the following procedure should be followed:

- 1) Call the coach to set up an appointment.
- 2) If the coach cannot be reached, call the athletic director and ask him or her to set up a meeting with the coach for you.
- 3) Think about what you expect to accomplish as a result of the meeting.
- 4) Stick to discussing the facts, as you understand them.
- 5) Do not confront the coach before, during or after a practice or contest.

What should a parent do if the meeting with the coach didn't provide satisfactory resolution?

- 1) Call the athletic director to set up a meeting with the activities director, coach, student, and parent present.
- 2) At this meeting, an appropriate next step can be determined, if necessary.

(Information provided by the Iowa Athletic Council)

Coaching Staff Meetings

There will be an annual meeting held in the fall for the entire coaching staff in the District. This will include all levels of competition. Special meetings can be called if necessary. Meetings for all coaches of a particular sport will be held before the season starts, and meetings during the season may also take place with the Head Coach and/or the staff.

Coaching Clinics and Rules Meetings

Head coaches are required to attend a state rules meeting for their sport every year (online). Coaches are encouraged to attend clinics for professional growth.

Coaching Licensure

Any person serving as a coach for the Anamosa School District must possess a valid coaching license or endorsement. This class must be completed before the first day of the season and before they can begin coaching.

Awards Ceremony

The district encourages the recognition of all student athletes for their participation in sports programs. To accomplish this, at the conclusion of each season an awards banquet will be held. These events should include the student athletes, parents, families, coaches, staff, managers, and cheerleaders along with any other special guest that the coaching staff sees fit. Celebrations should focus on recognizing participation rather than individual accomplishments.

Booster Club

The Athletic Booster Club works actively to support athletics programs at Anamosa both financially and in spirit. The activities director will serve as the school liaison to this organization. Coaches are encouraged to attend their meetings and involve themselves in projects whenever possible. Any request for financial assistance to the booster club must be coordinated with the activities director.

Practices

Practice time is valuable. Plan and organize your practice sessions to obtain the maximum benefit for your participants and their development.

- Beginning dates for most seasons have been established by the State Associations. We shall adhere to these dates.
- Expect your athletes/participants to be at all practice sessions. There are exceptions and circumstances that arise, but students should value the necessity to be at all practices.
- Practice sessions held during the school vacations must be scheduled and arranged through the activity office.
- Be punctual for practice sessions and team activities.

Wednesday and Sunday Activity Restrictions

The general rule is that all school sponsored activities, practices, rehearsals; contests, etc. are not to be scheduled on Wednesday evening.

- Sunday practices and rehearsals may be approved by the Activities Director.
- Sunday practices, rehearsals, etc. are to be voluntary.
- Wednesday practice completion times for all activities: 6:00 PM (Middle School) (High School)

Inclement Weather Policy's

There will be no after school activities for grades 7-12 when school has been dismissed early because of inclement weather or other safety conditions.

No before school activities will be held when school is delayed due to weather or other safety conditions.

There may be a practice and/or events on a snow day with approval from the Superintendent and Activities Director.

Transportation

The Athletic Department will be responsible for arranging and communicating all transportation to and from athletic contests. Coaches will be responsible from the time they leave the school until all

students are safely on their way home from the school. The coach will ride the bus to and from the contest. If a participant is going to ride home with his/her parent/guardian, the parent/guardian must provide the coach/advisor with written permission. A single coach (1) shall not transport a single (1) student alone. If there is a need to transport a student, two coaches or adults should be present.

Any other arrangements must be pre-approved with the Administration.

Apparel

All Apparel that any activities group wishes to sell, either for fundraising or for in season sales, must have the design approved by the Activities Director or Principal. All purchasing of items must be done through the school, not by individual student athletes or coaches.

Medical Kits Supplies

Medical kits will be made available to the coaching staff and they should be taken to every practice or competition. The following is a suggested list of items to be included in the medical kits:

Tape, Pre-wrap, Band-aids, Gauze, Tuff Skin , Ice bags , Peroxide or Sterile Saline Wash , Antibiotic Ointment , Scissors , Tape Cutter , Biohazard Bags , Gloves , CPR Mask , Cotton Balls , Contact Solution , Emergency Cards , Incident Report Forms , Pencil or Pen , Hair Bands , Shoe Laces , Safety Pins , Any athlete's extra inhaler, EpiPen's and other prescribed medications.

Emergency Injuries

Emergency Injury Procedures:

1. Remind your student-athletes to report all injuries directly to the Head Coach.
2. The Head Coach must fill out and sign an accident report and turn it in to the Activities Director and District Nurse by the following school day.
3. Each coach is expected to have the emergency information forms in his/her possession.
4. When an injury occurs, follow these procedures:
 - a. Give first aid as needed. Use American Red Cross procedures. When in doubt, call 911.
 - b. When a student-athlete is transported by ambulance, a coach or adult designee must accompany him/her. If the sport only has one coach an administrative designee shall be contacted.
 - c. Call parent – refer to emergency information form when parent cannot be contacted. Every coach must have this form in his/her possession and be available any place or time for everyone connected with his /her team.
 - d. Student-athlete should be turned over to parent, relative or adult designee, as indicated on the Emergency Information form. If none are available, the coach is to be considered as the parent in absentia. The coach is responsible to make sure the student-athlete receives reasonable and prudent treatment.
 - e. Accident report forms must be filled out signed and returned to the Activities Director's office by the following school day.
 - f. A student-athlete who receives medical treatment from a doctor must have a written clearance to resume athletic participation.

Extracurricular and Co-Curricular Eligibility

Co-curricular activities enrich the educational and social development and experiences of students. The Anamosa Community School District shall encourage and support student participation in co-curricular activities without compromising the integrity and purpose of the educational program.

A student must receive credit in at least 4 subjects at all times and make adequate progress toward graduation to be eligible for extracurricular activities. A student with an insufficient evidence (IE), Needs Work (NW) at the end of a grading period, will receive an F and be ineligible per the state guidelines. Grades of IE at midterm will yield a student ineligible until they are raised to at least a NW status. If this event occurs in the last grading period of the school year and the student is a contestant in baseball or softball, the student is ineligible for next four weeks of that sport but has eligibility in the fall. Ability to use summer school or other means to make up failing grades for eligibility purposes is not permitted.

At the end of any grading period, a participant receiving a failing grade in any course where credit is awarded, the participant is ineligible to participate in any competitive event sanctioned by the Iowa High School Music Association or Iowa High School Speech association sponsored event or any Iowa High School Music Association event that is non graded for a period of 30 consecutive calendar days. The period of ineligibility will begin with the first school day following the day grades are issued by the school District.

A student with disability who's individualized education program should not be denied eligibility on the basis of scholarship if the student is making adequate progress as determined by school officials toward the goals and objectives of the student's individual education program.

Student Statisticians/Managers

These individuals are considered participants of the sporting event and should follow the same guidelines as players and cheerleaders for their sport. However, unlike the participants, manager positions must be approved by the head coach.

Game Day Participation

In order to participate in a school-day practice or contest, a student athlete must be in attendance by NOON. Field trips, Alternate Learning Experiences, concurrent enrollment, medical/dental appointments and special family situations may be excused by an administrator.

Anamosa Schools: Good Conduct Policy

1. Each student will be presented a copy of the Anamosa School Good Conduct Policy upon registration.
2. Each student choosing to participate in an activity must sign (with their parent or guardian) a form stating that they have read and understand the Good Conduct Policy.
3. This form must be on file in the Activity Office, prior to participation.
4. Any student found to be in violation of the Good Conduct Policy shall receive consequences as outlined in the Code below.

Under the Good Conduct Policy, any student who participates in extra-curricular activities is

prohibited from possessing, using, transporting, controlling, or transmitting tobacco, alcohol, or other illegal drugs at any time (year round) during his/her high school career. No student involved in the above activities shall be involved in any criminal activity that violates local, state, or federal laws (excluding minor traffic violations). For the purposes of the Good Conduct Policy, eighth graders who have graduated from middle school are considered high school students. If a student is in violation of the Good Conduct Policy and is not currently involved in an activity or the length of the suspension is greater than the length of the remaining season, the suspension will carry over to the student's future participation in the next activity that the student was involved in the previous year, which was completed in "good standing".

Consequences for violating the Good Conduct Rule

First Offense: Suspended from at least 25% of the public performances/contests for the remainder of the season with carryover to the next activity. Counseling from school personnel required prior to reinstatement. If counseling is refused, student will be suspended for 50% of the season. Student must continue to practice to remain in "good standing".

Second Offense: Suspended from at least 50% of public performances with carryover to next activity. Professional counseling required prior to reinstatement. Must continue to practice to remain in "good standing".

Third Offense: A minimum of one-year suspension from co-curricular activities. Professional counseling and/or treatment required for all third offenses. Reinstatement rules will be enforced and upheld or student will be permanently removed from co-curricular activities for the remainder of their high school career.

Ejections

If a coach, athlete, or assistant coach is ejected from a contest, it must be reported immediately to the athletic office.

IAHSAA – log in to the website and complete all forms online

IGHSAU – log into the website and complete all forms online

At their June, 2010 meeting, the Board of Control approved the following additional penalty for any 7-12 grade coach who is ejected from an interscholastic IHSAA sanctioned sport:

Additional Penalty: Any coach at any level, grades 9-12 who is ejected from an IHSAA sanctioned sport is required to take the NFHS Fundamentals of Coaching elective course entitled "Teaching and Modeling Behavior." This course must be viewed prior to being able to return and coach an interscholastic contest and the certificate of completion must be sent to the IAHSAA office. This mandate is in addition to missing the next playing date at the level of competition he/she was ejected from all games in the interim. The cost of the course will be the responsibility of the individual coach.¹⁷

IOWA GIRLS' HIGH SCHOOL ATHLETIC UNION EJECTION REPORT FORM

2012 / 2013 SCHOOL YEAR GRADES 7-12

Note – Form is now done online under the membership link at IHSAA

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Ejection Policy

If a coach/player is ejected from a game/match, he/she does not coach/play for the remainder of that game/match. He/She may coach/play in other competition later on that same day. Any sanction issued by the school or State Office will be served on a subsequent date after review of the filed reports. When a coach is serving a suspension, he/she may not coach and must be out of sight and sound of the contest venue. He/She is not permitted to watch the contest(s) as a spectator unless he/she has a daughter playing in the contest(s). If a player is serving a suspension, she may not be in uniform or participate in the contest(s) or pre-game warm-up, but may be in street clothes on the bench, dugout, etc. Should a coach or player be ejected from a contest in any sport, the following procedure is in effect:

FIRST OFFENSE: The school administration and game officials shall notify the State Office the following business day. The administration must meet with the offender and file this form with the State Office. The offender must also file a written summary of the events that led to the ejection with the State Office. The normal penalty for a first offense is a one-date suspension. However, a lesser or more severe penalty may apply upon review of the incident.

SECOND OFFENSE: The school administration and game officials shall notify the State Office the following business day. Written form is mandated as required procedurally for a first offense. The normal penalty for a second offense within one year of the initial offense is school membership sanction and the violator is subject to a multi-date suspension. However more severe penalties may apply if warranted.

THIRD OFFENSE: The school administration and game officials shall notify the State Office the following business day. Written form is mandated as required procedurally with a first and second offense. The penalty for a third offense will be determined after a formal hearing by the Board of Directors. If a coach/player is ejected from a game/match, he/she does not coach/play for the remainder of that game/match. He/she may coach/play in other competition later on that day. Any sanction issued by the State Office will be determined following review of the filed reports.

Concussion – Return to Play Form

Name: _____ Date of concussion: _____ This is the _____ reported concussion.

Signs or symptoms of a concussion including but not limited to headache, confusion, poor balance, decreased memory, nausea, dizziness, blurry or double vision, sensitivity to light or noise were reported by this student.

The following protocol was followed to determine return to play/full activity clearance.

_____ **Complete physical and cognitive rest.**

No exertional activity until asymptomatic. This may include staying home from school or limiting school hours (and studying) for several days. Activities requiring concentration and attention may worsen symptoms and delay recovery.

_____ **Return to school full-time /normal cognitive daily activities, or normal cognitive functions.**

_____ **Low impact, light aerobic exercise.** This step should not begin until the student is no longer having concussion symptoms and is cleared by the treating licensed health care provider. At this point the student may begin brisk walking, light jogging, swimming or riding an exercise bike at less than 70% maximum performance heart rate. No weight or resistance training.

_____ **Basic exercise,** such as running in the gym or on the field. Weight-training can begin. No helmet or other equipment.

_____ **Non-contact, sport-specific training drills** (dribbling, ball handling, batting, fielding, running drills, etc.) in full equipment

_____ **Following passing concussion reading test (can be completed anytime prior to this day), full contact practice or training.**

_____ **Normal competition in a contest.**

NOTE: Generally, each step should take a minimum of 24 hours. If post-concussion symptoms occur at ANY step, the student must stop the activity and their licensed health care provider as defined in Iowa Code Section 280.13C should be contacted. If any post-concussion symptoms occur during this process, the student should drop back to the previous asymptomatic level and begin the progression again after an additional 24-hour period of rest has taken place.

Progression to return is individualized and should be determined on a case-by-case basis. Factors that may affect the rate of progression include: previous history of concussion, duration and type of symptoms, age of the student, and sport/activity in which the student participates. A student with a history of concussion, one who has had an extended duration of symptoms, or one who is participating in a collision or contact sport may progress more slowly as determined by a licensed health care provider as defined in Iowa Code Section 280.13C, or their designee.

I certify that the student completed all steps for return to play as shown above. -

Anamosa Concussion Strategy

Wapsi Physical Therapy (PT and ATC) and school nurse, are available to assist your athletes return to safe play and to assist with the 2011 state of Iowa law regarding return to play following a concussion.

Each athlete will have a baseline test done to assist in post-concussion evaluation. This baseline is required prior to practice just like the sports physical is required. Only one test is needed per calendar year.

If your athlete demonstrates or reports any sign of concussion they must be immediately removed from play and be evaluated for a concussion. This evaluation can be done by a physician of the family's choice or one of the above individuals. After evaluation the student will be allowed to return to school and activity per the state guidelines which are tested by the school nurse on a daily basis. The coach and student are required to notify the Secondary Nurse - Angie Jess as soon as they return to school after a concussion so they can begin the return to play protocol.

The student will be released to full practice and play when all the following are completed:

- Completed the return to play protocol
- cleared by physician or by PT/ATC at Wapsi
- returned to pretesting level on the baseline concussion testing

Please do not let the student practice or play until you have the log sheet signed from the Secondary Nurse - Angie Jess showing that all of these steps have been completed.

Please see attached school policy, return to play form and information sheet.

For any questions please contact the School Nurse or Wapsi Physical Therapy.

Anamosa School District
August Coaches Meeting – Coach Information Sheet

Name: _____ WaMaC Pass(s) Needed: _____

Sport(s) and level(s) you coach:

Home # _____ Work # _____ Cell # _____

Address: _____

Immediate Needs: _____

Short Term Needs: _____

Long Term Needs: _____

How can I best help you and your program achieve your goals? _____

How can our Department improve our procedures to best help you and your program? _____

Anamosa School District

Equipment Record - Unit Control

Group: _____

Page: _____

[illegible]

Postseason Banquets

- Potluck dinners in the high school cafeteria are recommended and preferred.
- Picnic and carry-in dinners at local parks or facilities are also acceptable.
- Catered dinners at the high school should be at the expense of parents with payment due prior to event and a high school cook is needed.
- Coaches and Parents may meet to honor athletes without a meal being served.

Several Guidelines that can be offered to those at the microphone include the following:

Head Coach-

1. Thank everyone who helped with the program during the year.
2. Keep comments about the season short and positive.
3. Make sure every player, coach, trainer, manager is introduced by name.
4. Comments about individual players should be kept brief
5. The majority of your player comments should be about your seniors.
6. Do your talking for the team. Players should rarely be given an open mic.
7. You control the ceremony, not the parents or players.
8. Do not name next year's captains.

Lower Level Coaches-

1. Thank all those people that assisted your portion of the program.
2. Make comments brief. The varsity coach should have the majority of time.
3. Introduce every player. You may have them stand as a group, but introduce each one.
4. Be positive. If you do not have something nice to say move on.
5. Do not make predictions about future success.

General Guidelines for Every Speaker-

1. Do not make comments about unexcused or absent players or personnel.
2. Do not make public predictions about next season.
3. Don't do a play-by-play of the season.
4. Be positive and do not make excuses for poor performance or lack of success.
5. Check all names, spellings, awards, grade levels, and honors well in advance.
6. Do not leave anyone out! There is no quicker way to ruin the evening.
7. Anecdotes and jokes should be appropriate for the audience and should be kept to a minimum.
8. Do not spend time bad mouthing opposing schools, teams or players.
9. If you plan to resign, the banquet is not the time or place for such an announcement.

Reminder about Awards-

1. Do not wait until the last minute to plan, purchase or organize awards.
2. Obtain letters, certificates, numbers, and pins well in advance.
3. Organize all awards in a manner that allows easy and quick distribution to team members.
4. Plan to give most valuable player awards later in the banquet.
5. Double check spelling and lettering on all trophies and certificates.

6. Keep multiple copies for yourself and athletic department.
7. Remember, every season is a success!

Procedures and Expectations for using School Vehicles (9 Passenger and under)

To request to use a School-owned vehicle:

- Fill out a *Request for Transportation* available at your building's office.
- Turn in your request to your building Principal or Supervisor for approval. On the form is an area to mark to verify that a copy of your current Driver's License is on file with the District Office. If not, please include a copy with your request. Copies are required the first time you use a vehicle each school year or a new copy if you have renewed your license.
- Please submit all requests at least 5 business days before your trip to allow for Principal/Supervisor approval, Superintendent approval, and time for internal mail delays.
- After approval, you should get a pink copy back through channels.
- Do not travel alone with only 1 student without permission of the Superintendent or designee and parent notification.

Trip Procedures:

- If your trip occurs on a regular business day from 6:30 am to 4 pm, you will be able to pick up the vehicle at the Bus Garage. If outside of regular hours or on a day the Garage is closed, you will need to pick up keys ahead of time. The vehicle must remain at the Bus Garage until departure unless you live outside of the District and your home is between Anamosa and your destination.
- When you arrive to get your vehicle, check in with the Transportation Director or Mechanic if available.

Rules for the Road:

- Your trip should be logged in with a starting mileage recorded on the vehicle's Log Sheet.
- Be sure you are familiar with all vehicle controls before you leave. Do this by checking the Vehicle Inspection list on the back of the mileage log sheet on the clipboard. If you have any questions, feel free to ask.
- Ask or look for the location of the med kit and fire extinguisher in the vehicle you are using. These are required in all school vehicles which may carry passengers on a regular basis.
- Speed limits are to be observed. Headlights are required at all times. Do not rely on automatic headlights. Seatbelts are required to be used by all passengers while the vehicle is in use. Remember that you are a representative of the Anamosa CSD, and the vehicle you are using is clearly identified. If you are violating the law or driving recklessly or dangerously, observers have been known to call the Superintendent to make a report. The safety of the driver and all passengers is of primary importance.
- **Driver cellphone usage must be kept to Emergency Use Only when driving. If you must make a non-emergency contact with someone, safely pull off the road or ask a passenger to place a call for you. Texting or reading/responding to email is prohibited at all times by State Law.**
- If you need fuel while on the road, make sure you get a receipt. Turn the receipt in to the Transportation Director or Central Office afterwards.

When you return:

- Log out on the vehicle's mileage sheet. Make a note on the log sheet if there are any problems with the vehicle. Remove any accumulated trash. A dumpster is available in the front of the Garage.
- Secure and lock the vehicle. If the Garage is open, drop the keys off with the Director or Mechanic if available. Otherwise, drop the keys in the black flapper door to the right of the front walk in door to the Garage.

Please sign and date the attached form indicating you have read and acknowledge these procedures and expectations. This signed acknowledgement and a copy of your current driver's license will be retained in your personnel file in Central Office. A copy of your current license and a new signed acknowledgement will be required each school year. The District may do a basic "public record" driving record check.

I have read and acknowledge the Procedures and Expectations for using School Vehicles Passenger and under).

Please staple a copy of your driver's license to this acknowledgement.

Employee Printed Name

Employee Signature

Date