

A SUGGESTED ATHLETIC DIRECTOR'S MANUAL FOR THE
SECONDARY SCHOOLS IN THE STATE OF KANSAS

by

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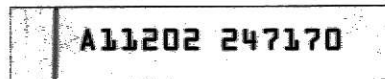
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Dedication

To my mother and father, who made my education
here at Kansas State University possible.

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Chapter 1

INTRODUCTION

Athletic programs in the secondary high schools are becoming more and more highly structured and complex each day. Responsibility to the complete and total athletic program is such that control and guidance are becoming a larger administrative concern. With the increasing numbers of athletic activities offered by the schools and the increase of total participants in these activities over the last few years (18), additional administrative personnel are being hired or moved into an athletic administrative position by school authorities. Most large secondary schools in the state of Kansas now find the need for the administrative position of an Athletic Director.

The athletic director's primary responsibilities and duties are to the participants of the athletic program and to the general well-being of that athletic program. The athletic director is also responsible for the evaluation of the athletic program and its coaches. This evaluation should be performed regularly, using written forms. The performance responsibilities, which are outlined in the manual, will help the athletic director to improve the athletic program and the coaching staff, allowing coaches more time to concentrate on coaching and less time on administrative duties.

The athletic director's position thus becomes a very important administrative position. The entire athletic program is his responsibility, and the success and failure of the program lies with him or her. The athletic director's ability to organize and execute his responsibility well and to relate the philosophy and objectives of the athletic department should greatly enhance the effectiveness of the entire program.

For the state of Kansas, most athletic departments share the same philosophy and objectives; but each athletic program may be operationally diverse and dissimilar. The various organizational structures, special programs, defined areas of responsibility, financial resources and staff size are among considerations tending to make each situation unique. "There is no complete list of guidelines, no panacea applicable to all school districts, but there is one thing for certain--every school system should have a Handbook, Policy Booklet, Administrative Regulations Guide (or whatever a guide to the procedures covering the direction of interscholastic athletics is called)." (24)

The athletic director, using an athletic director's manual as a guide, is responsible for the organization and distribution of the athletic coaches' handbook. "The coaches' handbook serves as an administrative game plan for the entire athletic program and indicates planning and facilitates communication." (24)

Because of expanding programs and increasing amounts of responsibilities, athletic administrators need to be provided with proper preparation to promote the program. The athletic director should "first become a student of the community and to come to know the dynamics, aspirations of traditions, values, various psychological and physical

barriers, the growth and the kinds of people of the community. Secondly, to be an effective administrator, the athletic director should become well prepared in terms of management. This refers to business management, public administration or school administration beyond the localized management of the athletic program. As with most successful administrators, organization and planning pave the way for more efficient work production, especially in athletics. The whole business of time management is an important ingredient to those involved in athletics. The athletic director must learn to allocate time and delegate authority to others involved in the program." (22)

With the increase of athletic events, which is at least in part a direct result of the enactment of Title IX (Appendix H), administrators have found their responsibilities also increasing. Some of the major responsibilities of an athletic director are matters of public relations, the athletic program, the athletic budget, scheduling, the participants, clubs, injuries, league affiliations, eligibility, officials, state and local regulations and other matters which occupy the time and attention of the school's athletic department.

In many schools in Kansas, the athletic director's position varies widely, depending generally on the enrollment of the specific school. In many schools, particularly those with smaller enrollments, the athletic directors are full-time teachers or part-time teachers with one or more coaching assignments. The athletic director may even be the principal himself or herself and thus also administer a small junior high program along with the senior high school program.

"In some schools, the principal shares in the duties normally carried out by larger school athletic directors. Such duties might include: arranging ticket sales, paying officials and supervising students. While it is also true that smaller schools generally have fewer athletic events, the advent of girls programs has almost doubled the number of home contests for all schools." (23)

The medium-size school normally has an athletic director who spends 50% or more of his or her time dealing directly with athletics. This person works with closer relationships to the principal and in many cases, works out of an office. He or she may still teach one to three classes and coach one or two sports. This athletic director's duties include almost every aspect of the entire athletic program.

The large school, more often than not, has a full-time athletic director whose duties are varied and numerous. In some larger schools there may be a girls sports co-ordinator or director with the duties and responsibilities of scheduling all activities for the women's program. The person may also process and send contracts of events and contests, receive and double check the complete schedule, and contract officials for the upcoming activities. (2)

In the larger schools, the athletic director works closely with the superintendent of the school district. His or her major concerns are program procedures, program direction and responsibilities, recommendations of personnel duties and delegation of other administrative responsibilities and duties. The regional athletic director, found in the largest school districts, administers the entire athletic program of the school district, and in most cases this includes more than one high school.

There may also be an individual athletic director in each school under the direction of the regional or district athletic director.

These many different, yet closely related types of athletic directors, are common to Kansas schools, and the suggested manual which is enclosed in this report will be useful to each of them.

Athletics, like many of the other activities that are offered by the secondary schools, are an important part of the total curriculum. "A well-balanced athletic and activity program provides the opportunity for physical, social and emotional development complementing intellectual growth." (13)

Participation in school athletics encompasses all students without regard to sex, race, or creed and teaches that it is a privilege and an honor to represent one's school. Interscholastic athletics constitute a part of the right kind of "growing up" experiences for students. Participants learn to accept success and failures, gain poise and confidence, achieve tolerance and understanding of others and gain the self-satisfaction of accomplishing goals. Under a well-administered school athletic program, students and spectators become better citizens through participation and observation of athletic events conducted under established rules. (13)

There are few better ways to encourage young adults to continue their education than in activities such as speech and debate, in music, on the athletic field or in the gymnasium, where the lessons are demonstrated under actual conditions. Athletic activities help involve our student in those projects and programs which build a better school, community, and nation. (13)

Purpose of the Study

The purpose of this report is to identify areas of responsibilities and duties that are pertinent to the direction of an athletic program in the secondary school in Kansas and to organize a "suggested" Athletic Director's Manual for those schools.

Method of the Study

A letter was sent to 38 selected high schools and other selected individuals in the State of Kansas requesting information concerning their current athletic program and its administration. In addition to the letters, personal contact was made with several current athletic directors in Kansas schools to discuss their administrative position and duties and the organization of the manual. A personal interview was also held with Mr. Dick Towers, Athletic Director of Kansas State University, concerning his past duties and responsibilities as athletic director for the Great Bend school system.

Letters and handbooks were received from 17 schools and 5 athletic/activities directors and six interviews were held with athletic directors. All information was then separated according to content and organized into common listings or areas of specialization. Many schools presented practical methods of organizing their athletic program, the duties and responsibilities of administrators and coaches, job descriptions and use of equipment and facilities.

Pertinent information for athletic directors and the athletic program was then analyzed according to each table of content and common

listing. Next, the information was divided in accordance to an outline for the guidelines of an athletic manual for the director of inter-scholastic athletics. (This outline can be found in Chapter 3). This final organization of information, organized according to the latest table of contents and the outline, was the basis for the suggested athletic director's manual. Each section of the manual will be listed in the final table of contents in the manual for easy reference and information pertinent to that specific area will be listed there.

Limitations of the Study

There were certain inherent limitations in this report that included:

1. Most information received was primarily oriented toward 4A, 5A and 6A public schools in the state of Kansas.
2. The results of this report are limited, in all probability, to the upper level or larger public schools.
3. The recommendations may be further limited in scope, since only a few school's data or information were included.

Delimitations of the Study

The following delimitation was present in this report:

1. The information received for this report was requested from 38 secondary public high schools in the state of Kansas.

Definitions of Terms

Several terms are specifically defined here to prevent the possibility of ambiguous interpretation:

Athletics: Exercises, sports or games engaged in by athletes.
: The practice or principles of athletic activities.

Athletic Director: The person who administers an athletic program. This person is responsible for the entire athletic program and its participants.

Handbook: A concise reference book covering a particular subject; manual.

Athletic Handbook: A reference book in which employees and athletic participants become acquainted with major athletic policy.

Manual: A book that is conveniently handled; handbook.

Athletic Director's Manual: A reference book in which all specific information pertinent to the administration of athletics in a school is organized.

Policy: A definite course or method of action taken by an authority, selected from among alternatives and in light of given conditions, used to guide and determine present and future decisions.

Procedure: A series of steps followed in a regular definite order.

K.S.H.S.A.A.: Kansas State High School Activities Association.

N.F.S.H.S.A.: National Federation of State High School Associations.

Chapter 2

REVIEW OF LITERATURE

This chapter presents a review of literature related to athletics and the administration of athletics for the secondary schools and researches a short history on athletics and the athletic director. Source material for this report was widespread, with the oldest reference used being printed in 1911. This chapter is written in three parts, which are the history of athletics (condensed), athletic administration and the athletic director.

History of Athletics

The evidence of the importance of athletics can be shown as far back as recorded history. Even today, more information is being compiled from ancient writing and archaeological digs, illustrating the principles and importance of physical activities and games used by earlier societies.

One of the most famous and well known athletic events in the history of man was known to the Greeks as the "Panhellenic Festivals." Today it is called the "Olympic Games," a worldwide event, in which athletes from all over the world come together and compete.

As far back as anthropologists can go in man's history they find evidence of his participation in sports and games. But despite the fact that man has always wanted to play, and has played when possible, only

recently has he ventured to play in the schools. The traditional philosophy of education, with its emphasis on scholarship and intellectual development, could conceive of no place for play in an educational institution. Naturally, this powerful urge could not be entirely quieted; and despite the unsympathetic and frequently hostile attitude of the faculty, the students indulged in various sports and games in their leisure moments. It was not until the nineteenth century that students dared form teams for interschool contests. (25)

Organized athletics appeared in England as early as 1822, when the first Eton-Harrow cricket match was played. Oxford and Cambridge met for the first time in 1827. In the United States, the first interschool contest was a rowing race between Yale and Harvard in 1852. In 1859, the first baseball game was played between Williams and Amherst. (25)

The real development in physical activity in the United States came after the Civil War. Up to this time the impromptu type of play in the schools had been dominant. But the war, as all wars since have done, greatly stimulated interest in sports. This fact, plus the greatly expanded enrollments, gave impetus to athletics that the informal, inter-mural type of program developed a new facet, namely interinstitutional competition. This form of extramural competition proved immediately popular. Participants and student bodies were extremely enthusiastic and supported this new development wholeheartedly. (25)

The development of interscholastic athletics followed and paralleled that of intercollegiate athletics in many respects. It is quite likely that many features of high school athletics were copies from the inter-collegiate patterns. The interscholastic movement began ten or fifteen

years after the Civil War, when athletics in institutions of higher learning were already well underway. Like intercollegiate athletics, high school athletics were initiated by students without the support and sympathy of school administrators and faculty members. (25)

The students received more encouragement and assistance from the community than from the school. The early physical educators were uncooperative and, in many cases, hostile to the program because it was contrary to their philosophy and practice. Just as in colleges and universities, many problems and uneducational practices developed under student sponsorship and leadership. When conditions became intolerable, school administrators were forced to assume control. This led eventually to the acceptance of interscholastic athletics as an essential part of the school curriculum. (25)

Individual schools first attempted to establish some controls over the athletic contests in which students participated by appointing faculty chaperones and sponsors and by adopting a few rules, at least in the case of some schools. However, the activities they sponsored in this manner and the policies they followed were to a large extent influenced by local community pressures. Policies in effect in a school against which one competed affected one's own standards and policies. Public and private high schools and preparatory institutions developed different ideas as to the functions of their athletic programs. These differences caused leading school administrators to realize that they could not cope individually with all the problems. (5)

After enough schools had concluded that attempts by individual schools to control the abuses noted in athletic practices were not

sufficient, they began to organize themselves into associations, leagues, and conferences. A few simple agreements were adopted and all the schools belonging to such a group agreed to abide by them. Constitutions were adopted containing a set of regulations to guide these organizations. This practice had many advantages and most schools today belong to some conference or league. However, the fact that different leagues had different standards, policies, and regulations limited their influence in establishing any general athletic standards such as exist today. (5)

As interest in athletics developed and broadened in scope, it was only natural that contests would be arranged among schools which did not all belong to the same local league. With greater range in competition owing in many instances to improved means of travel, it became apparent that different leagues and conferences had different standards for their athletic teams. These differences involved scholastic regulations, age and previous play limitations, amateur standing, transfer and time of enrollment, and other criteria. If schools were to compete under uniform regulations, some form of organization larger than local units was imperative. The result of this need was the formation of statewide associations. Most of these were voluntary organizations, but they set up minimum standards to which their member schools had to adhere if they were to retain membership. As has been widely recognized, the development of high school athletics to their present high plane has been largely due to the outstanding pioneer work done by school leaders who were instrumental in the formation of statewide organizations for the supervision and control of interscholastic activities. (5)

In the same way in which it was realized that benefits would result from local groups organizing into state groups, it was apparent that a national organization could serve a useful function. Thus the National Federation of State High School Athletic Associations was formed in 1920. As its name implies, this body is an organization of state high school associations rather than of individual schools. It has done much to raise athletic standards in various sections of the country as well as to promote greater uniformity in athletic regulations. (5)

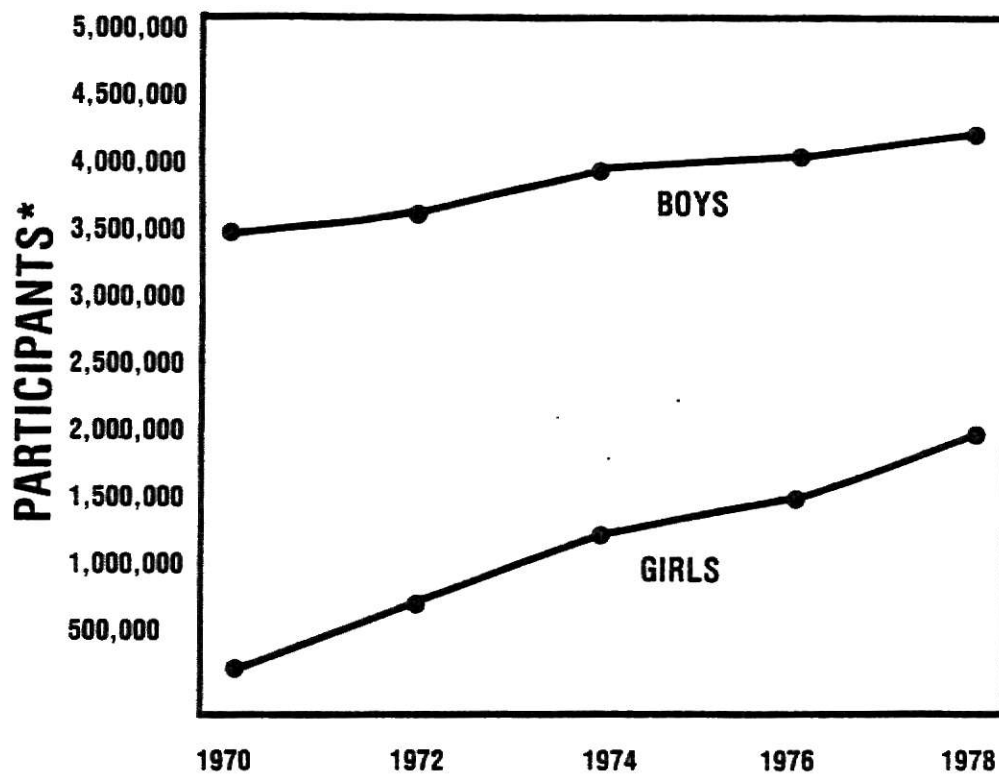
Today, the subject of athletics in the schools has long since passed the experimental stage in both America and Europe. It has been proven conclusively that play is as important to the school boy and girl as any other subject in the curriculum. Athletics in the schools have in the past been subject to criticism because, in most cases, only a small percentage of pupils have participated; but in recent years, through the introduction of simple competitive games within the school in which all pupils can take part, a much greater number has been benefitted. (1)

Through the continued work and encouragement, from physical education departments and coaches, from our society, and from a positive attitude about athletics, more students are involving themselves in athletic activities than ever before.

The numbers are astounding. Figure 1 shows a steady increase in the total participants involved in athletic programs in the United States during an eight year period (1970 to 1978). (12) The survey, conducted by the National Federation of State High School Associations for the more than 20,000 schools that belong to member high school associations nationwide, counts individuals once for each sport they participate in.

SPORTS PARTICIPATION

1970 - 1978



*Counts an individual once for each sport in which he or she participates.

Figure 1. National Sports Survey on Sports Participation in the United States of American by the National Federation of State High School Associations.

Table I divides the National Federation's survey into individual years for yearly comparison of participants. The survey indicates the total numbers of participants in high school athletics has been steadily increasing and is well over 6.4 million, led by numerous gains in girls sports activities. (11)

TABLE I

1978-79 National Federation Sports Participation Survey

Year	Total Participants	PREVIOUS SURVEY Participants	COMPARISON + Percent
Part 1 - Total Participation			
GIRLS			
1978-79	2,083,040	+ 438,040	+ 26.6
1976-77	1,645,000	+ 345,000	+ 26.5
1974-75	1,300,000	+ 483,000	+ 59.1
1972-73	317,000	+ 523,000	+ 177.9
1970-71	294,000	-----	-----
From 1970	-----	+1,789,040	+ 608.5%
BOYS			
1978-79	4,367,000	+ 258,000	+ 6.3
1976-77	4,109,000	+ 39,000	+ .9
1974-75	4,070,000	+ 299,000	+ 7.9
1972-73	3,771,000	+ 105,000	+ 2.9
1970-71	3,666,000	+ -----	+ ---
From 1970	-----	+ 701,000	+ 19.1%
Part 2 - Combined Total Participation			
1978-79	6,450,040		

Note: Survey counts individual once for each sport they participate in.

The sport participant figures for the State of Kansas, which were approximated by the Kansas State High School Activities Association (KSHSAA) in the 1978-79 and 1980-81 Participation Surveys (figures can be found in Table II), show an increase in the estimated number of participants. The most current survey, completed in February of 1982 (figures in Table II), show a large decrease in total participants, but this is the first exact count of total participants in the member schools. Several individual activities, such as Track (Boys and Girls) and Cross Country (Boys and Girls), have had large decreases in total participants, while others, such as Football, Baseball and Softball, have increased.

(18)

The increase in sports activities participation in the State of Kansas is largely due to the expanding women's athletic programs. Girl's athletic participation has expanded all across the state. In 1981-82, 100% of the K.S.H.S.A.A. member senior high schools provided their girls with a statewide program in at least one of the nine sports recognizing a state champion in interscholastic athletics. (17)

Table III shows the expansion of girls athletic participation across the state. The K.S.H.S.A.A. has 377 member senior high schools of which 373 are co-ed and one (1) is a girls' school. The other three are boys' schools. Table III is a sport participation summary showing figures (totals) on girls sports from 1966-67 to 1981-82 for the State of Kansas. A steady increase can be seen in member schools, indicating an increase in participation levels in girls sports for a 15 year period.

Nationwide, the increase in girls' athletics has been much greater. Girls athletics increased over 26 percent during the past two years,

TABLE II

1978-82 K.S.H.S.A.A. Sports Activity Survey: Total Participation

(Total number of member schools and participants for each sport are also included in this table).

Sport	Estimated Figures				Exact Figures *	
	1978-79		1980-81		1981-82	
	Schools	Students	Schools	Students	Schools	Students
Basketball (Boys)	381	11,280	374	11,220	375	9,883
Basketball (Girls)			370	11,100	371	7,548
Track						
(Outdoor-Boys)	381	19,050	374	18,700	374	8,977
(Outdoor-Girls)	380	19,000	372	18,600	373	6,635
Football	377	15,080	371	14,919	371	15,846
11-Man	326		305		286	
8-Man	51		66		85	
Cross Country						
(Girls)	88	1,320	122	1,830	125	1,014
(Boys)	222	4,662	213	4,473	210	2,145
Golf (Girls)	63	945	53	705	54	433
Golf (Boys)	190	2,850	179	2,685	186	2,470
Sand	37		24		30	
Grass	153		155		156	
Tennis (Boys)	128	1,920	122	1,830	124	1,733
Tennis (Girls)	125	1,875	121	1,815	118	1,638
Baseball	60	1,500	62	1,550	62	1,874
Softball (Girls)	20	400	24	480	27	830
Gymnastics (Boys)	21	420	20	400	11	164
Gymnastics (Girls)	32	640	28	560	28	330
Swimming (Boys)	28	560	32	800	34	549
Swimming (Girls)	24	480	28	700	32	715
Volleyball (Girls)	338	10,140	347	10,410	354	7,969
Wrestling	167	5,010	167	5,010	170	4,368
Soccer					17	680

* Total number of member schools and participants.

Estimated Figures				Exact Figures	
1978-79		1980-81		1981-82	
Schools	Students	Schools	Students	Schools	Students
384	97,132	377	107,877	377	75,801

TABLE III

1966-82 K.S.H.S.A.A. Girls Athletic Participation Summary Surveys

Sports	1966-67	70-71	71-72	72-73	73-74	74-75	75-76
Track	156	201	297*	320	363	380	380
Basketball	128	120	150	221*	266	329	368
Volleyball	105	92	130*	200	237	272	309
Cross Country							
Tennis	47	69*	91	95	92	97	107
Golf	5	21	28	31*	37	49	53
Swimming	2	12	20	15	18*	18	19
Gymnastics	30	64	59	62	39*	39	38
Softball	57	29	33	58	23	20	19*
Member Schools	475	412	403	395	389	385	383
Sports	76-77	77-78	78-79	79-80	80-81	81-82	
Track	378	380	380	376	372	373	
Basketball	376	377	376	374	370	371	
Volleyball	322	331	338	341	348	354	
Cross Country		78*	88	106	122	125	
Tennis	112	116	125	124	121	118	
Golf	67	60	63	63	53	54	
Swimming	22	19	24	24	28	32	
Gymnastics	37	34	32	29	27	28	
Softball	21	22	20	24	25	27	
Member Schools	382	385	384	381	377	377	

*Indicates first year a state championship was established.

Note: Original survey taken by K.S.H.S.A.A. and recorded March 7, 1967.

bringing the total number of female participants to over 2 million (Table I). Since 1970, the number of girls participating in interscholastic athletic programs throughout the nation has increased a resounding 600+ percent. That increase, paced by the so-called stable sports such as basketball and track and field, has been aided by major gains in volleyball, softball and tennis. (11)

Athletic Administration

The first "Book of Athletics" appeared in 1895. It was edited by Norman W. Bingham, Jr., who was the captain of the Harvard track team at the time. The book contained a collection of articles "containing practical advice and suggestions from college team-captains and other amateurs on football, baseball, rowing, sprinting, tennis, golf, bicycling, swimming, skating, yachting, and other allied subjects," and was intended as a guide to young athletes. (26)

Because of the tremendously expanding interest and participation in athletics, this book, like its later editions, was obsolete in 15 to 20 years. Other editions of the "Book of Athletics" appeared in 1914 and in 1922. In the 1922 edition the book was found to be more specialized than the first. This seems to coincide with the trend of the times. Books about sports such as football and baseball were expanded to not only explaining the various playing positions, but to explaining the importance of team play, quick thinking, and a thorough understanding of the intricacies of the game.

Today we live in an age of competition and find competitive games being played in most high schools and colleges. Often it has been stated

that schools and colleges were judged in the public eye more by the success of their athletic teams than by their attainments in the fields of education.

During the 1930's, the school administrators were beginning to become very concerned about the involvement of students in athletic competition. Statements such as the following were common, as the administrators worked for more control and guidance of the programs. "No growing boy should attempt an excessive amount of athletic competition. The boy who attempts competition at all should do so under the supervision of either a competent trainer or a physician. His plan of work should be carefully mapped out so as to provide against overdoing. With such restrictions as we have laid down, harmful results from athletic sports will be brought to a minimum." (26)

In 1954, a book was published by the Educational Policies Commission entitled "School Athletics," in which expressions of concern over present practices in school athletics were prepared. These expressions evidenced serious questioning, particularly about athletics for high school boys, in the minds of people. (3) From this document, several affirmations related to athletics in the schools were made. It was again stated that "athletics are an important part of the school education program, that sound athletic programs contribute to the health and happiness, emotional maturity, social competence and moral values and that playing hard and playing to win can help to build character." (19) These statements, in which the evidence of athletics is shown to be a larger and widespread concern, also indicate a greater specialization in the area of athletics

and a new concern over present practices in the athletic programs of the schools.

The responsibility for the interscholastic program should be assumed by the same authority that makes policies for the total instructional and educational program. There should be no differentiation between the making of athletic policies and the formulation of educational policies in general.

The superintendent of schools is the individual ultimately responsible for the type of athletic program which is in operation in the schools under his jurisdiction. Although the school board has the final responsibility for all that happens in the schools, it is the superintendent who recommends policies to them. In his/her recommendations to the school board concerning personnel, facilities and budget, he/she is instrumental in determining the type of program which will be in operation. (25)

The principal is more directly concerned with the actual operation of the program. He is held accountable by the superintendent for the conduct of interscholastic athletics in accordance with the stipulated policies. The conduct of the students at athletic contests is his responsibility. In schools that have athletic committees, the principal is invariably a member, and frequently the chairperson of that committee. He/she often possesses veto power over the actions of the committee. The principal should give evidence of his interest in the athletic program by attending various contests. Lastly, enforcement of the regulations and policies of the state athletic association is his/her duty. (25)

The Athletic Director

The director of athletics administers the details of the athletic program. He/she is responsible to the principal and/or superintendent for conducting the athletic program in accordance with the policies of the school and the state athletic association. He/she must discharge his responsibilities conscientiously and faithfully, regardless of his/her own reactions to the policies. (25) The athletic director's first duty is to see that high standards are maintained throughout the entire athletic program. As stated earlier, his/her primary responsibilities are to the participants of the athletic program and the general well-being of that athletic program.

According to administrative principles, basic organization is fundamental to an efficient program. "An effective and functional manual of policies and procedures is of paramount importance in establishing the necessary groundwork." (4) Thus, the need for a manual specific to the position of the director of athletics is necessary. This manual should list all the responsibilities and duties of the athletic director. These responsibilities and duties are listed in Chapter 4 of this report, The Athletic Director Manual, along with job description and performance responsibilities. All other information pertinent to the athletic director can also be found in the Athletic Director's Manual.

Chapter 3

PROCEDURES

Chapter 3 gives a detailed account of the procedures involved in this report. This chapter will be divided into the following categories: collection of information, analysis of information, and organization of the manual. In the appendix of this report, the letters mailed to selected schools and individuals (Appendices A,B,C), the lists of all selected schools and individuals for the mailing (Appendices D,F), and the list of athletic directors who were interviewed (Appendix G) are available.

Collection of Information

In January, the researcher mailed letters to thirty-eight selected schools and six selected individuals throughout the State of Kansas. The list of selected schools and individuals was arbitrarily chosen by Mr. Kaye B. Pearce, Administrative Assistant, Athletics, K.S.H.S.A.A.; Mr. Ray Wauthier, Associate Professor, Department of Physical Education, Kansas State University; and Mr. Paul L. Weixelman, Jr., Graduate Teaching Assistant, Department of Physical Education, Kansas State University.

Specific school sizes/classes were not a primary consideration in the selection of schools. Larger sized schools were selected more often

because of the organization and size (number) of the athletic programs. Most schools were found to have athletic handbooks, but most were structured towards coaches and coaching duties. Table IV indicates the number of schools that were selected for each class category.

TABLE IV

Selected Schools in Kansas
School Class and Number of Schools Selected for Each Classification

Kansas High Schools Classes	School Selected Number
6A	11
5A	12
4A	5
3A	4
2A	2
1A	4

The researcher next began to make personal contacts with selected athletic directors regarding their duties and responsibilities, their specific program, and the organization of an Athletic Director's Manual. All individuals who were contacted are or were athletic directors in the State of Kansas and worked in the public schools.

The total number of handbooks received from the mailing was ten. The total number of letters received containing information pertinent to the report was four. This information can be found in Appendix E. Six interviews were held with athletic directors.

Analysis of Information

Information from the mailing and interviews was widespread and varied greatly in content. All material received contained basic policies and procedures for their respective athletic department. These policies and procedures were built upon the rules of the national governing body, The National Federation of State High School Associations, as well as under their state guidelines, which are set down by the Kansas State High School Activities Association.

Handbooks were then separated according to content and organized into areas of specialization. These areas of specialization are: staff purchasing outlines, procedures for equipment distribution and purchase, procedures for dealing with athletic injuries, and outlining and describing eligibility regulations and staff members' responsibilities. Also, procedures dealing with regulations concerning athletic insurance plans for both the program and the participant were outlined.

Most of the information that was received presented practical methods of organizing an athletic program and related either specifically to the athletic director or to the athletic program. Many of the handbooks were found to be repetitive in their contents and organization, and most were well prepared and organized.

Organization of Manual

One of the most important steps in the organization of this manual is the identification of areas of specialization and responsibilities for an athletic director's manual. The first step, though, is to outline the

purpose and objectives of the athletic program and the purpose of the manual. The purpose of the manual should be to provide the athletic director with a guide to the duties and responsibilities of his or her position and to improve the efficiency of the position and the program.

The following is a list of suggested items, presented in outline form, for an Athletic Director's Manual. The outline is divided into five (5) parts.

Part I: The Administration of Interscholastic Athletics

- A. Statement of philosophy
- B. Objectives of participation
- C. Administrative organization
- D. Affiliations

Part II: Staff Responsibilities

- A. Superintendent/Principal
- B. Athletic Director
- C. Coaches
- D. Manager (faculty/student)

Part III: Business Policies Pursuant to Athletics

- A. Annual budget
- B. Purchasing
- C. Financial statements
- D. Medical policy
- E. Injury insurance protection
- F. Transportation of player/personnel
- G. Transportation of spectators
- H. Liability assumed by Board of Education
- I. Maintenance of facilities and grounds
- J. Tournament play
- K. Gate revenues
- L. Banquets
- M. Ticket information
- N. Press, radio and TV

Part IV: General Information

- A. Eligibility requirements for interscholastic athletics
- B. Scheduling of events
- C. Invitational considerations
- D. Officials hiring practices

- E. Use of athletic equipment and facilities
- F. Girls' Athletic Association
- G. Behavior expected of athletes
- H. Suspension procedure
- I. The school letter
- J. Special awards
- K. Practice sessions
- L. Publicity and promotion
- M. Cheerleaders

Part V: Directory of Activities and Personnel

- A. Administration
- B. The Athletic Board of Control
- C. Coaching staff personnel
- D. Auxiliary staff personnel

The outline may serve as a guideline for the construction of an athletic director's manual by a school administrator. The outline was taken from an Athletic Handbook Guide for Directors of Interscholastic Athletics, prepared and completed by the Michigan Association of Directors of Physical Education and Athletics. The purpose of the outline was to assist Athletic Directors in the State of Michigan to develop manuals. (7)

In the enclosed athletic director's manual, each area of specialization from the outline was expanded to encompass the pertinent information for most secondary schools in the State of Kansas. A list of those expanded areas is found in the "Table of Contents" in the Athletic Director's Manual, Chapter four.

In the manual, information pertinent to each area of specialization and responsibility is discussed. In the State of Kansas, each secondary high school athletic director will have to evaluate each specific athletic program in regards to areas of specialization and responsibilities and decide what areas apply to their specific program.

Chapter 4

RESULTS AND DISCUSSION

This report investigated and organized a suggested athletic director's manual for the secondary high schools in Kansas. This chapter presents the results of the report (the manual) and a discussion of the results. Sources for the manual can be found in the bibliography of the manual.

The Athletic Director's Manual

The following is the suggested athletic director's manual organized for this report. It was organized according to the outline presented in Chapter Three, "Athletic Handbook Guide for Directors of Interscholastic Athletics," and the areas of specialization related from the handbooks received. Of primary use was the Handbook for Athletic Coaches and Administrators, Topeka Public Schools; Athletic Director Handbook, Washington High School; and the Athletic Coaches Handbook, Great Bend High School, Great Bend, Kansas.

In the construction of a specific school's athletic director's manual, there are five major areas or sections that the writer should consider. It is suggested that the format for any athletic handbook or manual consist of the following items:

1. A Table of Contents
2. Introduction - This should be prepared and written by the superintendent/principal of the school and/or the director of athletics.
3. Purpose of the Manual - This should include the purpose of the manual, an explanation as to how the manual was devised, who was involved in its preparation, why it was prepared, and the purpose and objectives of the athletic program.
4. Major and Minor Areas of Responsibilities. All responsibilities are included here and the policies and procedures pertaining to each are outlined. These areas may vary according to the size of the school and its athletic program.
5. Evaluation - This section may be the most important. It should include several different types of evaluation forms and should evaluate both the overall program and all individual coaches. It should include such things as periodic revisions and supplements issued by the administration. Supplements issued by the athletic director covering new or altered policies between actual revisions should be distributed immediately to all staff members within the department and other appropriate administrative personnel. (23)

The following is "A Suggested Athletic Director's Manual for the Secondary Schools in the State of Kansas."

A SUGGESTED ATHLETIC DIRECTOR'S MANUAL

FOR THE SECONDARY SCHOOLS

IN THE STATE OF KANSAS

Organized and Edited

by

Paul L. Weixelman Jr.

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Athletic Equipment Purchase Sheet

Medical/Insurance Letter to Parent or Guardian

Report for Expenses on School Activities

INTRODUCTION

Athletic competition in our high schools has come to be an American tradition and institution. Of all activities of the school curriculum, none is as rich with educational outcomes as the practice, play, games, sports and competition that our athletic programs offer. To learn the rules of the game and then play by them, to be a gracious winner, and to be a courteous loser are all fundamentals of good citizenship.

The athletic program is an integral part of the total school experience for all athletic participants. A strong athletic program is built through physical and social experiences by all participants. Many values and goals come out of such a program. Some of those values are:

- The building of health and strength
- Sportsmanship (winning or losing team)
- Individual development
- Fairness of play and competition
- Integrity : (Honesty)
- Discipline
- Social growth
- Emotional maturity

Under proper supervision, athletes have been found on an average to maintain higher grades than do non-athletes. Dropout rates are

much less with the athletes than the non-athletes, and athletes are more apt to continue into higher education after high school than are non-athletes.

Participation in school activities encompasses all students without regard to sex, race or creed and teaches that it is a privilege and an honor to represent one's school. Participants learn to accept success and failures, gain poise and confidence, achieve tolerance and understanding of others and gain the self-satisfaction of accomplishing goals. Under a well administered school athletic program, students and spectators become better citizens through participation and observation of athletic activities conducted under established rules. Athletic activities help involve our students in those projects and programs which build a better school, community and nation.

PURPOSE OF THE MANUAL

The purpose of this manual is to provide all personnel with pertinent data relative to their respective duties and responsibilities, to afford general information relative to state regulations, and to inform all employees of departmental policy and procedures.

This manual will set forth all of the operating procedures for the Kansas Secondary Senior High Schools Athletic Departments. It is hoped that a ready reference such as this will facilitate the process of seeking information about administrative rules and regulations and will provide a framework within which the athletic department can operate smoothly and efficiently.

The rules and regulations governing the interscholastic athletic program come from the following sources: The Kansas State High School Activities Association (KSHSAA), The School Board of Unified School District #__, The _____ High School, and the _____ League.

OBJECTIVES OF ATHLETICS

The athletic philosophy of Unified School District #___ is that all participants at any grade level shall be allowed freedom of choice of the sports in which he wishes to participate. The following are the objectives of our athletic program:

- I. To improve the quality of life for society.
- II. To improve the position of athletics in general.
- III. To improve the image of the athletic program.
- IV. To develop character in athletes.
 - A. To encourage leadership in athletes.
 - B. To develop those leadership qualities.
- V. To provide opportunity for all students to participate in an organized athletic program.
 - A. Provide a comprehensive sports program for boys and girls at the Junior High and Senior High level.
 - B. Provide coaches and staff that understand the age group of students they are working with. Coaches who encourage a positive, wholesome attitude toward success and failure.
 - C. Provide an adequate, realistic budget.
 - D. Provide adequate indoor and outdoor facilities.
 - E. Provide safe equipment.

- VI. To provide activity in the form of competitive sports where a student can seek his or her highest level of accomplishment.
 - A. Provide intramural and competitive sports in 7-8 grades with no cut policy and everyone must play attitude.
 - B. Teach basic fundamental skills at all levels (7 - 12) with emphasis at 7-9 grades.
 - C. Provide sports in 9th grade to encourage large squads.
- VII. To provide direction and leadership for coaches and staff.
 - A. Develop handbook for coaches with specific guidelines.
 - B. In-service training program for coaches.
 - C. Bi-weekly meetings.
- VIII. To provide program evaluation.
 - A. Individual evaluation by Athletic Director, Principals and Coordinator of Junior High Athletics (if applicable).
 - B. Community response to total program.
 - C. Coaches input and evaluation.
 - D. Student input and evaluation.

ATHLETIC PROGRAM

Unified School District #___ will sponsor the following competitive sports for enrolled students. Individual sports and seasons are listed here below:

High School

Football - Fall
Girls Golf - Fall
Volleyball - Fall
Girls Tennis - Fall
Boys Cross Country - Fall
Girls Cross Country - Fall
Gymnastics - Fall
Boys Basketball - Winter
Girls Basketball - Winter
Boys Swimming - Winter
Wrestling - Winter
Baseball - Spring
Boys Track - Spring
Girls Track - Spring
Boys Tennis - Spring
Boys Golf - Spring
Girls Swimming - Spring

Junior High

Football - Fall
Volleyball - Fall
Boys Basketball - Winter
Girls Basketball - Winter
Wrestling - Winter
Boys Track - Spring
Girls Track - Spring

RESPONSIBILITIES

According to the State Department of Education, the Superintendent and Principal are the final authorities of all the athletic activities of the school.

The Superintendent of Schools. The superintendent of schools is the individual ultimately responsible for the (type of) athletic program which is in operation under his/her jurisdiction. Although the school board has the final responsibility for all that happens in the schools, it is the superintendent who recommends policies (to them). In his/her recommendations to the school board concerning personnel, facilities, and budget, he/she is determining the type of program which will be in operation.

The Principal. The principal is more directly concerned with the actual operation of the program. He/She is held accountable by the superintendent for the conduct of interscholastic athletics in accordance with the stipulated policies. The conduct of the students at athletic contests is his/her responsibility. The principal is a member of any athletic committees that are formed. He/She shall possess veto power over the actions of the committee. The principal should give evidence of his/her interest in the athletic program by attending various contests. The enforcement of the regulations, rules, and policies of the Kansas State High School Activities Association is the principal's duty.

Administrators. The relationship of all school administrators to the athletic program is that they are familiar with the philosophy, principles, policies, and standards of the program. This will be achieved by distribution of an athletic director's manual and/or a coaches manual to all administrators involved with the athletic program. A copy of the school's student handbook should also be distributed to each.

ATHLETIC DIRECTOR

The director of athletics will administer the details of the athletic program. He is responsible to the principal for the conduct of the athletic program in accordance with the policies of this school and the K.S.H.S.A.A. The athletic director's first duty is to see that high standards are maintained throughout the entire athletic program. His primary responsibilities are to the participants of our program and the general well-being of our athletic program in the school.

The athletic director will provide the leadership and know-how that makes home athletic contests run smoothly. He is required to attend those contests for which admission is charged, and crowds are large. In addition, the athletic director should try to be at as many other home events as possible, making it a point to be present at least once or more for every sport and every level of competition during a season.

Job Description

The following is the job description for the athletic director of Senior High School:

Qualifications:

1. At least five (5) years successful experience in teaching, coaching, and/or school administration.

2. A Master's Degree.
3. Such alternatives to the above as the Board may find appropriate and acceptable.

Reports to:

Principal - School/Building Activities

Superintendent - District Activities

Supervises:

All athletic coaches in the performance of their coaching duties. Such other coaches and/or sponsors as may be designated. All athletic facilities assigned to these areas as it relates to the athletic program.

Job Goal:

To develop and maintain a vigorous athletic program, including both girls and boys, for the senior high school(s).

To maintain a proper balance between the district's various athletic activities in the school's overall program.

Performance Responsibilities

The following are the performance responsibilities for the athletic director:

1. Be responsible for the implementation and supervision of board policy with respect to the athletic program.
2. Be responsible for maintaining good public relations with the parents of the community.

3. Establish an athletic budget for the school that is subject to the approval of the superintendent and board. Athletic fund allocation will be coordinated with the building principal.
4. Establish all interscholastic schedules for grades 9 - 12. Approve all changes in schedules.
5. Schedule the use of facilities for both practice sessions and games and other activities that relate to the athletic program.
6. Schedule transportation for all activities through the central office.
7. Secure and assign qualified officials as necessary, for any activity under his jurisdiction.
8. Prepare a list of needed equipment and supplies. Lists of equipment to be purchased by the board of education shall be presented to the superintendent for approval.
9. Make recommendations to the central office in the assignment and selection of head coaches.
10. Assign all assistant coaches after conferring with principals, head coaches and central office.
11. Devise and implement a method for evaluating coaches.
12. Meet with all coaches as deemed necessary for the operation of an effective athletic program.
13. Meet with and advise individual coaches when differences arise between them.
14. Consult with the principal when either coaches or students are to be released on school time.

15. Approve all clinics attended by coaches, when the clinic is on school time or district payment of expenses is involved. The approval of the superintendent must also be obtained.
16. Perform as game manager for all home athletic events.
17. Attend such out of town events as the schedule will permit. If unable to attend (out of town event) the principal shall be notified.
18. Act as or appoint a qualified game or tournament manager for all K.S.H.S.A.A. activities which the school shall host.
19. Be sure that the school is in compliance with all K.S.H.S.A.A. rules and by-laws.
20. Determine, with the cooperation of the head coach of the sport involved, the size of traveling squads, number of meals, and amounts to be paid.
21. Approve all overnight trips, motels, hotels, and secure the best possible rates.
22. Supervise and establish summer and off-season care of those facilities under his jurisdiction.
23. Prepare and maintain an athletic handbook which shall describe the philosophies, procedures and guidelines of the athletic department. These items are listed in this manual.
24. Other duties as assigned by the principal and/or superintendent.

Term of Employment:

Twelve month year. Salary to be established by Board of Education.

Evaluation:

Performance of this job shall be evaluated in accordance with the Board's policy on Evaluation of Administrative Personnel.

COACHES AND THEIR RESPONSIBILITIES

Athletic directors must provide and identify those individuals who can be used as positive models in the coaching profession. The characteristics of these individuals can be examined and their attributes emphasized in terms of being effective, important, and contributing to successful results. Since coaching techniques (the behavior) are to be evaluated, it is important to select various aspects of coaching skills and direct significant attention to each. Such skills as organization, interpersonal relationships with peers and participants, technology, public relations, demeanor, supervisory skills, preparation, and motivation are among the various aspects that need to be addressed.

All coaches are regarded as special teachers and receive payment for their services in accordance with a schedule which takes into account the duties and responsibilities of different coaching assignments.

As a "special teacher," coaches recognize the difference between coaching a team and managing a team. Coaching includes management, but emphasis is placed on teaching and developing players, rather than discovering and managing them.

Athletic coaches enjoy a favorable position in the eyes of students and patrons. The coach must exemplify that which is best at all times in his conduct and emotional control without seeking recognition for himself.

At times during an athletic contest, all eyes are focused on the coach to see how he reacts to a play or a decision. Reactions of the students and other spectators immediately reflect his actions. Under no circumstances should the coach display uncontrolled emotions. His only reason for entering the court or playing field while a contest is in progress is to assist an injured player.

The school principal and his staff, including the coach, are responsible for the conduct of the students who are spectators. The principal delegates to the coach the responsibility for the conduct of all players.

The school principal and coaching staff should conduct an on-going program of public relations in which the values and objectives of the athletic program are emphasized. Attention should also be given to parental acceptance of the coach's judgement in the selection, training, and strategy of the team. Parents of athletes should be informed of the reasoning behind selection of players, and why some athletes get the nod under some game conditions; whereas, athletes possessing different qualities will get to play more under other conditions. Coaches are to exercise care and judgement in the language they use with athletes and officials, and are to avoid ridiculing an athlete in public by scolding him in an audible or visible way.

It is also the coach's responsibility, along with the athletic director, to see that high standards are maintained throughout the entire athletic program. The foremost duty of the coach of each sport activity is to the student athlete who comes out for the team. Regardless, if the student is on the first or last team of the squad, they

are as important in the program as the "star" member. The educational development of the student-athlete must be our first and foremost consideration of the entire athletic program.

If the athletic program is to be considered an integral part of our school curriculum, school does not end for the athlete at the conclusion of the academic schedule. The school day will end for those participating in athletics at the close of their practice session, game, or at the time of dismissal by their coach.

Practice sessions for sports during extremely hot weather should be broken up with periods of rest and water. It is the duty and responsibility of every coach to see that he/she does not unduly jeopardize the health, safety, and welfare of participants being coached and taught.

HEAD COACH RESPONSIBILITIES

The head coach has full responsibility for their particular sport. He or she is responsible for the administration and operation of their sport and must comply with the rules, regulations and policies of the K.S.H.S.A.A. and the Board of Education.

To all athletes, the head coach is their immediate boss and not necessarily their friend. A fine line must be maintained between the head coach and his/her athletes, especially in dealing with so many individual sports and personalities. The coach's favorite sport cannot take priority or a large part of expenditures over the objections of coaches of the other sports. He or she must be impartial and actively enthusiastic with all sports and individual team members. To many of the athletes, the head coach represents the administration, and a negative showing of concern for their individual interests can produce many problems that a coach wants to avoid.

The coach also has a responsibility to evaluate and recommend to the principal the level of compensation to be paid to the assistant coaches. Copies of several evaluation forms used for this purpose are found in the evaluation section of this manual.

The following are the major responsibilities for all head coaches and their respective sport:

1. Facilities to be used should be clean and safe. Remove hazards or see that they are corrected--managers and assistant coaches can be helpful.
2. Responsible for all equipment for their sport. Use proper and organized system for checking equipment "out" and "in." All equipment must be marked. You must be able to account for all equipment.
3. See that equipment is not misused.
4. All equipment is to be returned at end of season, regardless of condition.
5. Coach should never leave the building or practice area until their last player has departed. In case of emergencies, head coaches should see that the assistant coach is assigned to assume the responsibility of the activity and players.
6. The following should be checked, if you are the last coach to leave the building:
 - A. Locker room in proper order
 - B. Lights out
 - C. Storage/equipment room locked
 - D. First aid room/treatment room locked
 - E. Towels in proper order
 - F. Players equipment in proper place
7. Responsible for players' conduct at home games and on trips as guests of opponents.

8. Injuries properly handled including the notification of a doctor and parents. Emergency equipment must be present at all contests. Reports for insurance claims will be filled out and submitted to school officials.
9. Ascertain that all athletes are insured before participating.
10. Ascertain that all athletes have had a physical by a licensed physician.
11. Check with principal for state certification of all activities.
12. Each coach is responsible for team's publicity.
13. Student reporters can be assigned to report results of each game to the news media.
14. Administrative Assistant and Head Coach must see that there are hosts at the football field and school gymnasiums to welcome guests on arrival and most important to say the good-byes. One of the assistant coaches or a designated individual should remain at the football field and/or gymnasium with guests until their departure.

ASSISTANT COACHES DUTIES

The head coach of a sport is responsible for assigning duties and responsibilities to assistant coaches under his direction. Assistant coaches should have a clear understanding of their responsibilities, and should give the head coach loyalty and support for the total program.

Standardized Rules for Athletes

Regulations for athletes should be the same for all sports and athletic trips offered by or attended by the school.

The school's coaching staff shall set up the rules and regulations; this should not be left to the individual coach. One coach may be somewhat more lenient than another, and this can create problems among the athletes because of the differences in the various sport activities. There should be no deviation of rules from one athlete to another. Athletes will always discuss the differences in their various sport activities. A coach who treats athletes differently will destroy the morale of his team quicker than any other situation that may arise from time to time.

Coaches will set specific regulations for the following areas:

- 1) Smoking, 2) Drinking, 3) Drugs, 4) Hours, 5) Attendance at practice, 6) Attendance at school, and 7) Promptness. Other areas will be designated by the overall coaching staff.

General Policies for Athletic Participants

1. Players will lose their eligibility if they practice, tryout, or play with any other coached team while their sport is in season.
2. A student may not participate in a second sport during a given season until the season is complete in the initial sport.
EXCEPTION: If the student is cut from the first sport by the coach or if his level of the sport is complete, he may then engage in the second sport.

3. A member of a team who is absent from school on the day of the contest may not participate in the contest unless written permission is secured from the principal.

Central Office Policies

The athletic director shall inform himself/herself of district policies dealing with athletics, transportation, expenditures, and community relations. Meetings with the Board of Education, the superintendent, the principal, community leaders and league and state administrative authorities will be necessary to become acquainted with those policies.

Kansas State High School Activities Association

The K.S.H.S.A.A. is the state governing body that the athletic program is responsible to. As a member school, the rules and regulations set forth by them in dealing with inter-school sports must be followed.

Several manuals are printed yearly by the association concerning rules and regulations. A list of all available manuals can be obtained from the K.S.H.S.A.A. office. The K.S.H.S.A.A. Handbook is the official yearly publication in which rules and regulations governing grades seven through twelve, athletic coaches and officials, individual eligibility, activity participation rules, athletic events, and other pertinent information can be located. The athletic director should have access to it and know the sections within. As a practical guide, copies from the handbook should be included in each coach's manual. In this way,

each coach can be assigned the responsibility to read and follow the rules. Each coach having their own copy eliminates many questions to the athletic director, for answers can be found in the K.S.H.S.A.A. Handbook and Manuals.

Entry Form and Supply Book

The K.S.H.S.A.A. provides to each of its member schools a booklet which contains several copies of all pertinent forms that will have to be submitted throughout the school year. Forms are numbered 1 through 103 and A through I. Instructions as to who or what the forms pertain to and when it is to be submitted are printed at the top of each. Several of those forms can also be found at the end of this manual. (Forms)

Eligibility

It is the athletic director's responsibility to maintain all athletic teams at an eligible level in accordance with the K.S.H.S.A.A. Each head coach should be delegated the responsibility to check his own squad. The athletic director should reevaluate his findings and then submit the necessary forms to the state association.

Supplied in the Entry Form and Supply Book and at the end of this manual (Forms), form "C" can be found. Form "C", activity eligibility certificate, is to be typed and sent to the association prior to the first activity. The following should be listed for each activity: players, cheerleaders, yell leaders, etc.

At the end of the first semester, a report declaring what student failed to pass three subjects is filled out and submitted to the

association. These individuals are ineligible. At the conclusion of the second semester, a final report is filled out and submitted to the association on those sophomores and juniors who were originally declared eligible, but due to failure in three subjects second semester, will be ineligible for the fall semester.

K.S.H.S.A.A. Cards

Located in the Entry Form and Supply Book provided by K.S.H.S.A.A. are numerous cards with specified postmark dates for mailing to Topeka. During the first part of August each school year, remove all the cards and staple the individual card to a desk calendar on the page/date that is five (5) school days prior to the mailing date. This eliminates overlooking the mailing and paying a fine for being late. Several of these forms occupy an entire sheet. In this case, mark the sheet number on the page/date of the calendar.

Public Relations

Public relations with the community is of major importance to the athletic director, for it is the public who, in most cases, will help support the athletic program. The athletic director should encourage clubs that support the athletic teams (see Booster Club), coaches of the high school program, and work to establish a positive attitude with its members. The athletic director should encourage the coaches to make periodic appearances at the clubs meetings and openly discuss the team and his or her coaching strategies and the values and objectives

of the total program. This will help to gain parental acceptance of the coaching staff and coaching techniques.

The athletic director should also show a positive support for the program, both verbally and visually. During athletic contests, parental behavior should be a major concern, and the athletic director should let it be known where a parent is out of control. The athletic director should also encourage the coaches on the staff to attend coaching clinics to strengthen the total program. He/She should also meet with and keep in touch with sporting goods representatives, observing prices and price changes and keep up to date on new changes in athletic equipment and coaching techniques.

Booster Club

The athletic director serves as the liaison between the school and this club. As a caution, remember that they are not authorities to the athletic program, and the operation of the school and the athletic program cannot be determined by the club's wishes. Yet tact must be used, as it is not advisable to create division between the club and the administration. The parents have a common tie--their son or daughter--and the athletic program is to provide a wholesome athletic experience for them. The athletic director and coaches have the responsibilities to determine what is good for all athletes, not just one individual family.

Calendar

The athletic director is responsible for the scheduling of all athletic events. He/She should work with the individual head coaches, and in some cases, assign the specific responsibility of building an individual sport's schedule to the head coach. The athletic director must supervise all areas of responsibilities to avoid conflicts. Use the following points as a general guide for the scheduling of events:

- (A) Schedule early.
- (B) Issue contracts early and get written commitments back and on file.
- (C) Schedule two or more years in advance whenever possible to eliminate yearly work.
- (D) Have all schedules for fall and winter sports completed by the time school is out the previous spring.

* * *

After completing the individual schedule, have a typed copy made. Send to each athletic director or responsible individual at each school at which a contest is scheduled to verify and give a copy to the administrator responsible for transportation so that he might arrange for transportation early.

K.S.H.S.A.A. Calendar

The K.S.H.S.A.A. organizes and distributes to each of its member schools a monthly calendar of all related activities. This calendar lists dates for the following: Coaching Schools, Tournaments and Meets,

Conventions, Holidays, Festivals, Meetings and informs all individuals of correct dates in which forms are due at the state association office. Dates for the beginning of each season or sport and beginning of practice are also listed.

School Activities/Athletic Calendar

Every school in Kansas should organize and distribute to interested individuals a copy of the school activities and athletic events for the coming school year. This calendar is not the responsibility of the athletic director, but it is his or her responsibility to see that all pertinent athletic information, schedules, and dates are given to the proper authority before it is organized. The following should be on the calendar: Board of Education meetings, Conferences, Enrollment dates, Orientation dates, Beginning of season or sport and practice dates, Contests, Tournaments, Meetings, Conventions, Holidays, Festivals, Special events, In-service days, Parent-teacher conferences, Assemblies, Baccalaureate, Commencement, Banquets, and all other pertinent information or dates that the administration deems necessary.

Transportation

As mentioned earlier, the athletic director's responsibility toward transporting the individuals or teams rests with the transportation administrators after they are given a copy of the individual schedules. One area of concern is with tournaments and other special events.

For instance, a special event such as the basketball team traveling to Wichita in January for a tournament. Two nine (9) passenger vans

need to be rented for that purpose. Go ahead and place on the calendar the name of a reputable car agency where the vans can be rented. This eliminates the need of trying to find means of transporting a team at the last minute.

The following special events happen each year. Know the dates and what is needed to move the teams. Basketball Invitationals, State Basketball, Boys and Girls Swim Meets, and Track and Field Meets. As a general rule, it is much easier to cancel a rental date if one doesn't qualify than it is to find a van or bus at the last minute.

A copy of the team travel form is found in the back of this manual. Every time a team travels where money is checked out to the coach, a form is to be filled out by that coach. A report form for expenses can also be found in the back of this manual.

Athletic Awards

In awarding individual letters, numerals, medals, certificates, etc., care must be taken in keeping accurate records. This is to ensure that each individual athlete receives what he deserves, but at the same time, avoid giving out duplicate letters, etc., which in today's economy have become expensive. To aid in this effort, develop a simple 3 x 5 card and keep it on file for each student involved. Each coach should fill out a form for the purpose of preparing the certificates and awards with all participants for that sport listed and the awards he or she is to receive.

The awarding of letters to senior high school athletes shall be upon the recommendation of the head coach who usually deems it advisable

to consult with the assistant coaches and the school principal or his representative.

Senior High School. The high school will set its own standards and procedures for awarding letters. (An awards banquet should be considered).

Policies for awarding of letters generally follow this pattern:

1. Meet the eligibility requirement of the high school and the K.S.H.S.A.A.
2. Obey the rules of training and good conduct as set up by the coach of each sport.
3. Meet the following requirements for each particular sport as indicated:
 - A. Football--Play in one more than one-half of the total quarters or participate in the football program three years.
 - B. Volleyball--Play in one-half of the total quarters during the season or participate in the volleyball program for three years.
 - C. Basketball--Play in one-half of the total quarters during the season or be out for basketball three years.
 - D. Baseball--Pitchers: 4 starts or 3 relief appearances or 1 win or 1 save. Batter and Fielders: Play in one-half of all games or pinch hit 5 times.
 - E. Track--Place in the regional meet or upon recommendation of the coach.
 - F. Gymnastics--Qualify for a regional meet or upon recommendation of the coach.
 - G. Wrestling--Win more than eight team points and wrestle in one-half of the scheduled matches.
 - H. Cross Country--Become one of five members of the competing team that ends the season. If the number six man is very close, he too can letter. Others on recommendation of the coach.
 - I. Tennis--Play in over one-half of the scheduled matches (this includes the league and regional meet.

- J. Swimming--Participate in the swimming program the entire season. Be successful in two of the following:
- 1) Place first in a dual meet.
 - 2) Place in a league, regional, or state meet.
 - 3) Enter in more than half of the meets.
 - 4) Be out for swimming for three years.
- K. Golf--Compete in 40% of the scheduled meets or qualify for the state meet. Meet recommendation of coach.
- L. In all other sports, awards of letters, etc. will be upon the recommendation of the coach.
4. In all sports, it is decided that provisional letters will not be awarded.
 5. In any sport, cases might arise where the coach may in his/her judgment feel that a letter should be awarded even though the above requirements are not met. In such cases, his/her judgment will be respected.
 6. After the season is completed, but before the semester ends, a letter award may be withdrawn if the conduct of the player reflects adversely on the team, school, or coach.

Budgets

Each coach shall develop a budget for the coming year soon after the season is over. The budget should include all expenditures for the new season and will be itemized. Once the budget has been approved for a particular sport, the coach in charge of that sport is not to exceed his budgeted funds.

Bids

According to board policies, all large expenditures for equipment are to be made through the bid system. A copy of the bid form used can

be obtained from the athletic director. Have the head coaches submit these forms in pencil. Have them look up the catalogue numbers, etc., so that they will receive exactly what is needed. Have the final form typed and mailed to at least three firms. Upon receiving the bids back, go over and decide what items are to be ordered from each company, and place the orders. A Bid form can be found at the back of this manual.

Inventories

Due to the vast amount of equipment involved in varsity sports, and the large expenditure that it represents, a tight inventory must be maintained. The athletic director cannot allow the waste, theft or give away of athletic equipment. Head coaches sometimes figure that the supply of funds is endless, and that if they lose a shirt or two, they will get a replacement. Reordering of one or two items, especially dealing with warmups and uniforms, is very expensive.

Coaches are to keep the most current inventory for each sport on file in the athletic director's office and indicate the location of the equipment. A copy of an inventory sheet is included in the back of this manual. If a head coach should resign, it would be the athletic director's responsibility to know where the various items are stored.

Inform the head coaches of each sport that they are responsible for preparing an inventory of all athletic equipment used in their activity. The following are suggestions that should be reviewed with all coaches before the start of the school year or season.

1. All equipment should be marked (name of school) and numbered (INK).

2. All equipment should be recorded, regardless of sizes, condition, etc.
3. All equipment should be recorded when issued, regardless to whom.
4. INVENTORIES WILL DISCLOSE:
 - a. How much equipment on hand for the next season.
 - b. Equipment to be repaired or replaced.
 - c. Amount of new equipment (practice and game) to be purchased for next season.
 - d. How much equipment has been worn out, lost or "taken."
5. Make three copies of the inventory; one for the athletic director, the principal and the coach's own records.
6. Jerseys should be placed on the shelves or in trunks in numerical order. Helmets and pants should be placed on the hangers or shelves according to sizes.
7. Check all equipment for repairs.
 - a. Equipment needing repair must be laundered before repaired.
 - b. Equipment to be repaired should be separated and marked "To Be Repaired."
8. Each coach is asked to write out a requisition for equipment needed for next season. A list of first aid supplies should be included with the list of equipment. This includes tape, bandages, sprays, creams, ice packs, etc.
9. Individuals receiving equipment will be held responsible for that equipment.
10. All lost equipment must be paid for at the close of the season.
11. Keep the equipment and treatment rooms clean. Athletic equipment will be ordered after the inventory has been taken.

Lost or misplaced equipment not returned must be paid for by the person responsible. A receipt must be given to the student for payment and recorded as "Lost Athletic Equipment." A list of lost and paid

equipment is to be furnished to the athletic director at the close of the season. This information should be recorded on the inventory report.

Equipment

The equipment for athletic teams can be a major problem. This can very easily make or break an athletic department. The proper care and maintenance of equipment requires many hours of tedious work. The responsibility first lies with the athletic director, then the coach of the activity, and the managers. The coach assumes the responsibility of equipment when equipment has been issued to him by the athletic director.

Issuing Equipment

All equipment regardless of size, cost, etc. should have some type of identification. The athlete can then identify his equipment if it should be misplaced. It is a good idea to number the articles.

The coach and manager must record all equipment issued to the athlete, and in return, the athlete is responsible for the equipment and its return. Equipment cards should be provided and should be used for all articles issued. These cards are to be kept in a safe place so that the records are not misplaced. The athlete must sign the equipment card, by which he agrees to take care of the equipment and return it. If article is lost, misplaced, or stolen, the athlete must pay for it. All head coaches are to keep records accurately and avoid embarrassments because of negligence of either party. Equipment is not to be given to the athlete at the close of the season, regardless of its condition.

The equipment room is to remain locked at all times when supervision is not present. It should be opened only by a coach and the equipment manager. Equipment misused for obvious reasons will be recovered and will not be re-issued to the individual(s) responsible for the misuse. All equipment should be laundered and inventoried at the close of the season for storage.

Purchase of Athletic Equipment

The following information should be reviewed with all head coaches: Purchase of all athletic equipment must be cleared through the athletic director. No equipment is to be purchased or ordered without the proper requisition from the principal and approved by the central office. The athletic director will work with the purchasing agent and principal on all requisitions.

Articles purchased without the proper requisition will be the responsibility, and paid for by the purchaser.

Requisitions must give full detail or description of article; source, sizes, color, cost, etc.

All requisitions should be put on the proper form. The signature of the principal is an indication of his approval.

The coach will receive a duplicate copy of the purchase order when it has been placed with the dealer. This will enable the coach to know exactly what equipment to expect.

When received, equipment should be examined and approved as to the quantity and quality ordered.

Return to the athletic director all invoices and delivery tickets so that proper payment can be made without the loss of discount.

Ordering - Inventory Schedule

GIRLS GOLF
GIRLS TENNIS
FOOTBALL
CROSS-COUNTRY
VOLLEYBALL

BASKETBALL
WRESTLING
SWIMMING

BASEBALL

TRACK
TENNIS
GOLF

January	Order New Equipment	Games	Order New Equipment	Order New Equipment Hurry-Start Running
February	Order New Equipment	Games	Hurry--Order New Equipment Too Late?	Hurry-Finish Line Just Ahead!
March	Order New Equipment	Take Inventory	Get Ready! Delivery New Equipment	Summer Work? Pay check?
April	Hurry- Order New Equipment Too late?	Complete Inventory Order New Equipment	Inventory Games	Summer Work? Pay check?
May	Check Delivery Mark Equipment	Order New Equipment	Games Take Inventory	Take Inventory Summer Work? Pay Check?
June	Check Delivery Mark Equipment	Order New Equipment	Take Inventory Take Inventory	Take Inventory Get fishing pole ready!
July	Delivery Mark New Equipment	Order New Equipment	Play Summer Baseball- Softball	Go swimming-fishing
August	Mark Equipment Practice	Hurry--Order New Equipment Too Late?	Play Summer Baseball- Softball	Get in condition-Go Swimming-Fishing
September	Games	Delivery Mark New Equipment	School Opens! Football	Delivery
October	Games	Mark Equipment	Order New Equipment	Mark Equipment
November	Take Inventory Complete Inventory	Preparation for Games	Order New Equipment	Order New Equipment
December	Order Equipment Complete Inventory	Games	Order New Equipment	Order New Equipment

Officials

The school principal or the athletic director will contract all officials for all athletic events. Input from coaches and administrators for official selection is welcome, necessary and important.

The officials should be met by the athletic director or a designated individual before each contest and escorted to and from their dressing room and the playing area. Relationships with officials before, during, and after the game should be warm and friendly, but businesslike. The official is employed to perform a task for a fee. Engaging with the official in lengthy conversation before, during, or after the contest is a questionable practice, yet the official should be shown every courtesy as a guest employee. The K.S.H.S.A.A. handbook lists some important suggestions as to the relationship and contracting of officials. The principal of the home school makes payments to the official on the day of the athletic contests, keeping a record of all payments.

Physicians at Athletic Contests

The athletic director shall make every effort to have a physician at all varsity football games. A physician should also be on call for all football practices and gymnastic meets. An ambulance should be present at all varsity football games.

Athletic Permission and Physical Examination

Students must have the signature of a medical doctor who has examined them (State Regulation) and also the signature of their parent or guardian before they can practice for or participate in an athletic contest. Forms are to be properly checked by the coach receiving them to ascertain that the candidate has been examined by a medical doctor and for the signature of the parent or guardian. Physical Examination Forms are available from the K.S.H.S.A.A. on request. A copy of the form can be found at the end of this manual (Form).

Injuries

Medical attention should be secured as quickly as possible for injuries. Proper transportation for an injured player should be provided, especially at football games. The coach should be told to expect the worst when an injury occurs, for this will avoid many problems. The coach must consider all injuries as serious ones unless the medical doctor deems it "minor." The doctor must be the first to diagnose the player's condition; the coach should not consider treating a serious injury. A coach could be sued for malpractice and negligence.

It is a good policy to follow the American Red Cross suggestion, "make the patient as comfortable as possible, and eliminate the possibility of any further injury." It is very important to know what to do, and equally important to know what not to do.

A coach must be of assistance to a physician and not one to treat injury. The coach or high school trainer must follow the recommendations of the physician and never go beyond the simple aid as taught by the Red Cross.

Parents or guardians must be notified, as soon as possible, if an injury requires treatment by a doctor.

Information for Injured Athlete

The athletic director should inform coaches to have the following information available for his managers, trainers and staff:

1. Name of parents, home addresses, phone number, work addresses (optional), and work phone number.
2. Telephone numbers:
 - (A) Local physicians
 - (B) Ambulance
 - (C) Hospital
 - (D) Fire
 - (E) Police
 - (F) Athletic Director
3. The coach should contact the parent or guardian by telephone or a visit to the home.

Procedures for Insurance Report

The following is the procedure that coaches will follow for any injured player under their care:

1. If injury requires treatment by a physician, an insurance form must be filled out.
2. The coach is to make out a claim report after the injured player returns from a doctor, and the report must be signed by the coach in charge.

3. All claim reports are to be given to the athletic director no later than the day after the examination by a doctor. Report all injuries, large or small.
4. The school has a time limit in which to make a claim report. Report all injuries using the school form.

Insurance

It is the athletic director's duty to inform coaches, parents, and athletes of information pertinent to insurance and insurance claims concerning injuries and accidents. Every student who is a member of an interscholastic sport (this includes managers and trainers) must be covered with some form of insurance. The school district carries a limited accidental medical insurance program for its athletes. The policy will not pay for charges covered by any other group insurance plan. Parents of athletes are to be made aware of this insurance program, and a record of acknowledgment by parents, with their signature, must be on file in the athletic director's office before a player can practice or play. A form letter to parents about insurance can be found at the end of this manual (Forms).

Scheduling and Planning

The athletic director is to inform the coaching staff that telephone calls, scheduling of game and activities, and planning should be done during the coach's planning period. All long distance calls must be cleared through the building principal or athletic director, and a long distance form must be completed for each long distance call.

Rescheduling of Games

When, in the opinion of the athletic director, a scheduled contest should be moved to provide for a larger facility, or for any other justifiable reason, the athletic director shall consult with the supervising Principal who will make the final decision. Such decisions shall be made in the best interest of all member schools of the league. All schools involved will be advised as soon as possible.

Security

Adequate security should be provided as needed. The Board of Education will determine what security agency will be involved at the contest. When contests are played at a State University facility, security personnel will be provided by that institution. When contests are conducted at one of the senior high schools, personnel from the local police or county sheriff's department along with Board of Education security will be used. The number to be used will be determined cooperatively by the Director of Athletics and the principals in cooperation with the security agency.

Ticket Manager

Principals should determine, when making supplemental assignments, the extent to which this position is needed. In general, the ticket manager assists the athletic director in areas such as the following:

1. Preparing the financial summary sheet.
2. Maintaining training records of both certified and classified Board of Education employees who work at athletic contests.

3. Providing gate receipt change for all contests.
4. Maintaining records on all tickets sold.
5. Assigning school personnel, or others, to work at athletic contests.
6. Preparing vouchers and obtaining signatures at the site of the contest for all receipts.

Concessions

Profits from concessions operated at the school and sponsored by a club or other school organization shall be credited to that club or organization. If such concessions are operated by the athletic department, profit shall be credited to the school's athletic account.

Practice Time

The athletic director will inform all head coaches that practice time includes the following: regular participation, viewing of films, chalk talks, special meeting or practices and scouting reports.

The following guidelines should be used by coaches when scheduling practice sessions:

1. Practice time $1\frac{1}{2}$ to 2 hours (maximum $2\frac{1}{2}$ hours).
2. No Sunday practice unless cleared through the athletic director or principal.
3. Practice may not begin until after the last regular scheduled instructional period.
4. Seasons start according to rules of the K.S.H.S.A.A.

After School Competition

The athletic director will inform all coaches to make every effort to schedule contests after school and on Saturdays. All sports must follow guidelines established by the K.S.H.S.A.A. concerning after school scheduling.

Off Season Programs

Any off season program set up by the high school must follow the strict guidelines of the K.S.H.S.A.A. These guidelines are: Running, weight training, calisthenics, and agility drills may be used as a part of the off season program as long as the following conditions are met:

- A. Participants must furnish their own clothing.
- B. Specific equipment pertaining to a particular sport may not be used.
- C. The physical education program shall not enroll a group of athletes for the purpose of getting them ready for a given sport season.
- D. All programs must be open to anyone (male or female) enrolled in school.

Coaching Clinics

The athletic director will encourage all coaches to attend the K.S.H.S.A.A. clinic. Other clinics during the school year require special permission from the building principal and the athletic director. These guidelines are to be followed by all coaches.

1. Coaches should use school transportation and travel together if possible.

2. Meal and motel allowance guidelines will be outlined under district guidelines and shall be set at the beginning of each school year by the Board of Education.
3. Receipts will be turned in to the athletic director.
4. Receipts must cover all expenditures.

Inservice Clinics

Throughout the school year, clinics and work sessions will be provided to improve coaching and teaching techniques. When possible, outside coaches will be part of the clinic, and coaches will be given time from the normal school day to be a part of the clinic. Coaches will be expected to attend these clinics unless there is an unavoidable conflict.

Coaches Excused from Practice

The athletic director shall inform every coach that they are expected to be at every practice or game. Coaches must check with the principal or athletic director before he/she misses a practice session or calls off practice. The coaches supplemental contract does not make provisions for sick leave, and there is no compensation allowed for substitute coaches.

Team and Coach Meal Allowance

The athletic director should review the meal allowance for team members and coaches at the beginning of each school year. Recommendation should then be made to the Board of Education about changes and approval of the amount set. When team members and coaches are out of town over night, the maximum allowance for meals will be \$_____ per day

per individual. Breakfast will not be allowed for the first day away from home. The maximum allowed for one meal will be \$____. This does not mean that \$____ must be spent. A receipt must be kept for all meals. Any change from the meal policy allowance must be cleared in advance by the athletic director.

Items to be Included in Coaches Handbook

The following is a list of responsibilities which should be included in all coaches handbooks for the school district. The handbook should be organized by the athletic director, specific to the school, and distributed to each coach employed by the district.

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Introduction and Philosophy

I. General Statements

- A. Purpose
- B. Coaching Responsibilities
- C. Head Coaching Responsibilities
- D. Assistance Coaching Responsibilities

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- B. Athletic Insurance
- C. Activity Ticket
- D. Eligibility Lists
- E. Eligibility Rules (Scholarship)
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- G. Age Rule
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III. Major Responsibilities of Coaches During the Season

- A. Athletic Areas
- B. Towels and Locks
- C. Practice Policy
- D. Athletic Regulations (Training Rules)
- E. Squad Supervision
- F. Saturday and School Holiday Practices
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- H. Care of School and Athletic Facilities
- I. Injuries
 - 1. Practice Sessions
 - 2. Game Injuries
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- J. Procedures for Squad Members to be Excused from School for Athletic Contests
- K. Absence of Coach
- L. Transportation of Athletic Teams
- M. Overnight Team Trips
- N. Meals on Trips
- O. Dress for Trips
- P. Cities, Mileage and Allowance
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IV. Major Responsibilities of Coaches After the Season

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- B. KSHSAA Pre-Season and Out-of-Season Practice Rules
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- D. KSHSAA Scrimmage Rule
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- F. District Sunday Practice Regulations
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VI. Miscellaneous Information

- A. Conduct of Coaches
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- C. Budget
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- I. Schedules and Sports
- J. The Phone and Planning
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VII. Academic Duties

- A. Classroom
- B. Faculty Meetings

Evaluations

Few school systems actually take the time to really evaluate their coaches and/or the athletic program. This should be done annually, and the best time is following the conclusion of the season. A committee composed of the superintendent of schools, a board of education member, a secondary school principal, the director of athletics, two head coaches and two students (seniors: a boy and a girl) make a very representative group. If a committee is not feasible, the athletic director organizes and does the evaluation.

It is the right of the parent to expect a program of the finest quality possible. The coach, in turn, should expect to be accountable for such a trust and responsibility. The primary emphasis of the evaluation must be on improvement of performance and its effects rather than on the coach as a person.

As the social scene over recent years has changed and due process has become a major concern of all educators, it is necessary to redesign and update the evaluation process to meet the current needs and demands placed upon the school and its program. Evaluation reports become part of the coaches permanent file and will be used in decisions relating to continued coaching, promotion, other matters that may occur which require a record of the coaches performance.

Athletic Department

The National Federation of State High School Association, in the Winter of 1981 edition of its publication, Interscholastic Athletic

Administration, presented an overview of the major concerns of an athletic department. The overview was both to give direction to the new/inexperienced coach and to re-emphasize the department expectations to current coaches. This overview should be used for up-grading the school's present athletic department. The athletic director should review this overview and make adjustments to the athletic department where areas have not been covered or related to.

I. Annual Duties

A. Administrative Duties

1. Maintain adequate levels of communication and direction
 - a. Assistant coaches
 - b. Head coaches
 - c. Athletic director
 - d. Principal
 - e. Superintendent

B. Community Relations

1. Parents
2. Fund raising
3. Public relations

C. Budget Development

D. Maintains Modern Teaching/Coaching Techniques

II. Pre-season Duties

A. Equipment

1. Inventory check
2. Purchasing equipment

B. Organization

1. Length of season
2. Practice time per day
3. Practice time per week
4. Season objectives
5. Weekly objectives
6. Daily objectives

C. Facilities

1. Favorable environment
 - a. Coaching area
 - b. Locker rooms
2. Safety inspection
 - a. Equipment
 - b. Coaching area
3. Facility security

III. In Season Responsibilities**A. Athletic Contest Management**

1. Trip arrangements
2. Pre-game responsibilities
3. Game responsibilities
4. Post-game responsibilities
5. League meetings
6. Rules meetings

B. Organizations and Planning for Practices

1. Physical examination for athletes
2. Assistant coaches
 - a. Staff meetings
 - b. Delegation of responsibilities and authority
3. Safety

C. Records

1. Medical records of all athletes
2. Roster of eligible athletes
3. Annual report

D. Statistics

1. Athletes statistics
2. Team/individual accomplishments
3. Yearly won/loss records (scores)

E. Weather Conditions**IV. Post Season Responsibilities****A. Equipment**

1. Collection
2. Inventory
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- B. Facilities
 1. Restore to pre-season condition
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 1. Personal
 2. Team
 3. Leadership capabilities
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 - B. Controlling Behavior
 1. Example setting
 2. Team discipline
 3. Goal setting
 4. Athletic loyalty
 5. Training rules
 6. Motivation
 7. Bilateral relationships
 8. Individual athletic personality differences
 - C. Attendance
 1. Athletes
 2. Assistant coaches
 3. Head coach
 - D. Program Evaluation
 - E. Senior Athletes and College Placement (Recruitment)
 - F. Coaching Role vs. Figure Head (Efficient use of coaching time)
 - G. Academic Guidance
 - H. Personal Guidance
 - I. Athletic Awards

Athletic Coaches

The athletic director will supervise the evaluation of all coaches. The evaluation should be a continuous procedure occurring through practice sessions as well as through the game, meet, or match situation, and will be used as an improvement technique by the athletic department to guide coaches into more effective techniques of coaching.

Sports should be considered the show place of quality educational programs. The coach, as well as the team, should add luster and pride to the institution rather than dull the appearance with inappropriate coaching techniques and behavior.

The athletic director will visit with each coach at the completion of his or her season to evaluate their particular sport. Important considerations for evaluations:

1. Individual coaches evaluation will be discussed and kept on file in the coach's folder.
2. Coaches will evaluate their season and give input for improvement.
3. Head coaches will evaluate assistant coaches and make written recommendation to the athletic director.

Several evaluation forms can be found at the end of this manual.

Date : _____ COACHES EVALUATION FORM

Name : _____ Sport : _____

	Not Applicable	Below Standard	Meets Requirements	Exceeds Requirements	Superior
I. Coaching Personality 1. Self control and poise 2. Emotional stability 3. Enthusiasm in working with student athletes 4. Appearance 5. Punctuality 6. Voice quality and grammar					
II. Professional Qualities 1. Relationship with other staff members 2. Participation in staff meetings and discussion 3. Upholds school policies and regulations 4. Willingness to assume extra duties 5. Written reports 6. Communication with administration 7. Relationship with community 8. Interest in the total athletic program					
III. Team Management 1. Promptness for team practice and meetings 2. Supervision of locker rooms 3. Maximum use of instruction time 4. Care of equipment and facilities 5. Team discipline and control 6. Respect by example					
IV. Coaching Performance 1. Well-versed in the fundamentals of sport 2. Provides for individual and group instruction 3. Demonstrates an attitude of fairness and patience 4. Knowledge of first-aid and safety procedures 5. Shows interest in athletes' classroom efforts 6. Practice organization and use of staff					

V. Evaluation :

A. Strengths -

B. Suggestions for improvement -

C. Recommendations -

D. Evaluation -

1. Continued assignment

2. Probationary assignment

3. Recommendation of termination

Athletic Director : _____

Coach : _____

COACHES EVALUATION

NAME _____ ASSIGNMENT _____

SCHOOL _____ YEAR _____

NO. YEARS COACHING AT _____ HIGH SCHOOL _____

Strengths:

Areas Needed to be Improved:

Suggested Recommendations:

General Evaluation of the Coach's Performance in his Present Position:

SIGNATURE OF ATHLETIC DIRECTOR _____

SIGNATURE OF COACH _____

DEPARTMENT OF ATHLETICS

OBSERVATION FORM

COACH _____

DATE _____

SCHOOL _____

PROGRAM _____

The prime object of this Observation Form is to serve as a constructive means of helping coaches to improve their coaching competencies.

Where deemed necessary, appropriate assistance or follow-up will be provided by the Director of Athletics.

x = this item needs strengthening.

I. Teaching Personality

- _____ Self control and poise.
- _____ Appropriate sense of humor.
- _____ Emotional stability.
- _____ Vitality and good health.
- _____ Enthusiasm in working with students.
- _____ Appearance (neat and appropriate dress.)
- _____ Punctuality in attendance.
- _____ Voice quality.
- _____ English usage (grammar.)

II. Professional Qualities

- _____ Has harmonious relationship with other staff members.
- _____ Participation in staff meetings and discussions.
- _____ Upholds departmental and school policies, rules and regulations.
- _____ Follows planned prescribed program.
- _____ Cooperates with co-teachers and department chairman.
- _____ Willingness to assume extra duties.
- _____ Relationship with parents.
- _____ Written reports (on time and organized.)

III. Team Management

- _____ Prompt in meeting team.
- _____ Supervises locker room before and after activity.
- _____ Makes maximum time available for instruction.
- _____ Utilizes every opportunity for instruction.
- _____ Demonstrates care of equipment and facilities.
- _____ Team discipline and control (based on respect not fear of reprisal.)
- _____ Utilization of student leaders as assistants (not in place of coach.)
- _____ Commands respect by example in appearance, manners, behavior and language.

IV. Coaching Performance

- _____ Well versed in subject matter content.
- _____ Provides for individual as well as group instruction.
- _____ Recognized individual differences and abilities.
- _____ Is sympathetic; fair; tolerant and patient with athletes.
- _____ Is well versed in and practices safety procedures.

V. Constructive suggestions: _____

Completed by _____

DEPARTMENT OF ATHLETICS

Name of Coach

Assignment

DIRECTOR TO USE "X" FOR RATING

COACH TO USE "Ø" FOR RATING

	Below Average	Average	Above Average
1. PROFESSIONAL AND PERSONAL RELATIONSHIPS:			
a. Cooperation with building principal, athletic director in regard to submitting eligi- bility list, equipment needs, program information relative to your sport, etc.			
b. Rapport with coaching staff.			
c. Appropriate dress at practices and games.			
d. Participation in a reasonable number of professional and in-service meetings.			
e. Public Relations: Cooperation with newspapers, radio, and TV			
f. Dad's night, team parties, banquets, outings, letters to colleges regarding players, service groups, etc., encourage student to enter sports for the benefit of sports.			
g. Sideline conduct at games toward players, officials.			

	Below Average	Average	Above Average
2. COACHING PERFORMANCE:			
a. Respect--sets example			
b. Supervision and administration of locker and training rooms.			
c. Knowledge of the sport.			
d. Is innovative--uses new coaching techniques and ideas.			
3. RELATED RESPONSIBILITIES:			
a. Compliance with meeting deadlines, inventory, equipment, pre-season format, etc.			
b. Care of equipment, issue and storage.			
c. Detail work for eligibility information and knowledge of state eligibility rules and sport rule changes.			

4. RELATED INFORMATION:

a. Areas of strengths or weaknesses: _____

b. General comments or observations: _____

SIGNATURE OF DIRECTOR

SIGNATURE OF COACH

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BIBLIOGRAPHY

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Handbooks

1. Athletic Coaches' Handbook - Unified School District #428. Great Bend High School, Great Bend, Kansas.
2. Handbook for Job Description of Athletic Directors - Unified School District #500. Washington High School, Kansas City, Kansas.
3. Athletic Coaches Handbook - Unified School District #470. Arkansas City Senior High School, Arkansas City, Kansas.
4. Handbook for Athletic Coaches and Administrators: The Topeka Public Schools - Unified School District #501. Topeka, Kansas.
5. Athletic Department Manual - Kent School District #415. Kent, Washington.
6. Duties and Responsibilities of Personnel: Kansas State University. Intercollegiate Athletics, Inc., Manhattan, Kansas.
7. Guidelines: Wichita Public High Schools. Members of GWAL. Wichita, Kansas.

FORMS



Kansas State High School Activities Association Physical Examination Form

(Physicians' and Parents' Certificate for Athletes, Cheerleaders, Student Council Workshop and Kayette Campers)

Student's Name _____ Date of Birth _____ School _____
Month Day Year

NOTE: KSHSAA rules require completion of this permit before a student is eligible to take part in practice sessions or to represent his or her school in interschool athletics, Kayette Camp, cheerleading, Student Council Workshop or Cheerleading Conference. The physical examination may not be taken earlier than May 20 prior to the academic year the student participates, nor later than the student's first practice session for an activity. (See KSHSAA Rules 7-3-1 and 7-3-2 for Junior Highs.)

Recommended Physician's Report

CHECK if any abnormal history
or physical findings.

- _____ Cardio-Vascular System
- _____ Respiratory
- _____ Gastrointestinal
- _____ Genitourinary — Gynecologist
- _____ Central Nervous System
- _____ Musculo-Skeletal
- _____ EENT (Eye, Ear, Nose & Throat)
- _____ Scoliosis (Remarks Below)

CIRCLE

- Any history of Allergy — Head injury — Unconsciousness —
- Bone-Joint disease — Heart disease — Hypertension — Kidney
- disease — Diabetes — Emotional Disturbance — Epilepsy —
- Glasses — Contacts

Any abnormal physical findings _____

Explanation of any abnormality _____

Medicines _____

Shots — Tetanus Imm. (Date) _____

Height _____ Stripped Weight _____ Minimum Recommended Wrestling Weight _____ Blood Pressure _____

I certify that on this date I have examined this student and find that he/she is physically able to participate in the supervised activities not circled.

Football Volleyball Cross Country Basketball Track Wrestling Baseball Softball Gymnastics Swimming Golf Tennis
Cheerleading Kayette Camp Student Council Workshop Cheerleading Conference

_____, 19_____
Date

Signature of Examining Physician

Parent Or Guardian's Permit

I hereby give my consent for the above student to compete in KSHSAA- approved activities, and to accompany school representatives on school trips. It is understood that neither the KSHSAA nor the school assumes any responsibility in case of accident. The undersigned agrees to be responsible for the safe return of all equipment issued by the school to this student. The above named student and I have read the information on the back of this form.

_____, 19_____
Date

Signature of Parent or Guardian

M 60

C

THIS APPLIES TO BOTH BOYS AND GIRLS FOR ALL ATHLETIC, CHEERLEADER AND DEBATE ACTIVITIES

(Name of School — designate junior or senior)

\$5 penalty if a student or students participate in an activity prior to being certified to the KSHSAA on this form.

Principal or Superintendent

[illegible]

(over)

SCHOOL LAST ATTENDED	DATE OF TRANSFER	SCHOOL LAST ATTENDED	DATE OF TRANSFER

Complete and return to the KSHSAA, BOX 495, TOPEKA, KANSAS 66601, prior to the first contest of each activity season for each student.

Use this contract form when hiring officials. Use specific dates. Secure approval of opponents before contracting officials.

I
M 51

Kansas State High School Activities Association
CONTRACT FOR ATHLETIC OFFICIALS

I

The _____, Kansas, 19____
The _____ High School and _____
of _____, an official registered with the Kansas State High School Activities Association,
hereby enter into the following agreement. The said official agrees to be present and officiate _____
contests or meets to be played at _____, Kansas, on the following dates during the school year
19____ — 19____ Contract is valid only if the contest is played on the date specified.

Date	Day of Week	Starting Time	Opponent
1 _____	_____	_____	_____
2 _____	_____	_____	_____
3 _____	_____	_____	_____

This school agrees to pay the said official \$_____ plus a mileage allowance of _____¢ per mile for his/ her services. The official agrees that this sum shall cover all of his/ her claims arising from this contract.

Contract is valid only if the contest is played on the date specified.

It is also agreed that unless, through an unavoidable emergency, either party hereto fails to fulfill the obligation of any part of this contract, that party shall pay to the other party the sum of \$_____ as damages for violation of the contract. The remainder of the contract shall not be binding on the offended party, and the breach of contract shall be reported to the Association. In case of dispute, the KSHSAA shall determine liability of the parties concerned.

Signed in duplicate this _____ day of _____, 19____
Principal _____ Official _____

Kansas State High School Activities Association
CONTRACT FOR ATHLETIC OFFICIALS

I

_____ Kansas, 19____
The _____ High School and _____
of _____, an official registered with the Kansas State High School Activities Association,
hereby enter into the following agreement. The said official agrees to be present and officiate _____
contests or meets to be played at _____, Kansas, on the following dates during the school year
19____ — 19____ Contract is valid only if the contest is played on the date specified.

Date	Day of Week	Starting Time	Opponent
1 _____	_____	_____	_____
2 _____	_____	_____	_____
3 _____	_____	_____	_____

This school agrees to pay the said official \$_____ plus a mileage allowance of _____¢ per mile for his/ her services. The official agrees that this sum shall cover all of his/ her claims arising from this contract.

Contract is valid only if the contest is played on the date specified.

It is also agreed that unless, through an unavoidable emergency, either party hereto fails to fulfill the obligation of any part of this contract, that party shall pay to the other party the sum of \$_____ as damages for violation of the contract. The remainder of the contract shall not be binding on the offended party, and the breach of contract shall be reported to the Association. In case of dispute, the KSHSAA shall determine liability of the parties concerned.

Signed in duplicate this _____ day of _____, 19____
Principal _____ Official _____

**HOST SCHOOL'S APPLICATION
FOR SANCTION OF ATHLETIC INTERSTATE EVENT**

NOTE: Make application to the KSHSAA at least 30 DAYS PRIOR TO THE DATE the meet is to be held.

G1
M62



National Federation of State High School Associations

11724 Plaza Circle, P.O. Box 20626, Kansas City, MO 64195

Application For Sanction Of Interstate Athletic Event

NOTE: Applications are to be initiated by the host school not later than 30 DAYS PRIOR TO THE DATE of the meet or tournament.

Date: _____

On behalf of _____
(School or Organization Sponsoring the Meet) (Street) (City) (State) (Zip)

I hereby apply for sanction of the following event: _____
(Name of Meet)

in _____ to be held on _____, 19____
(Sport) (Month - Date)

to be held at _____
(Facility) (City) (State)

The meet will be managed by _____
(Name of School conducting Meet) (City) (State)

Manager: _____ Position: _____

We desire to invite schools from the following states only: _____

The maximum number of schools which will compete is: _____

Maximum value of awards, if any: _____ Entry fees, if any: _____

NOTE: It is recommended that invitations to schools not be issued until meet is approved for the participation of such schools.

Contest Conditions include the following:

1. Each school guarantees its membership and good standing in its own state high school association and also guarantees that participation in this event shall not violate any rule of that association or of the National Federation. The sanction is void if such membership has been terminated or if participation is found to be contrary to the state or national rules.
2. Each participant shall be eligible under rules of his or her home state association.
3. Awards shall be limited to such as are permitted by the most restrictive state high school association from which competitors enter.
4. If a school fails to fulfill its contract obligation, that school shall make amends in accordance with terms fixed by the National Federation Executive Committee after consultation with the high school association executive officers of the states involved.
5. No entry shall be accepted for any competitor from any state or section of a state not included in the list of states for which sanction is granted.

Signed: _____ Official Position: _____

(After completing the above form, send it to the high school association executive officer of the state in which the meet is to be held.)

APPROVAL OF HOST STATE ASSOCIATION

Date: _____

I recommend that this meet be (SANCTIONED) (NOT SANCTIONED).

Signature of State Executive: _____ State: _____

(If you sanction the Event, send copies of this form to the executive officer of the high school association in each state named in the application. If the event is not sanctioned, return the form to the applicant.)

ENDORSEMENT OF INVITED STATES

Date: _____

We ☐ ENDORSE ☐ DO NOT ENDORSE the above event for ☐ Any of our schools;
☐ Schools within _____ miles; or
☐ (Specify) _____

We ☐ REQUIRE ☐ DO NOT REQUIRE that our schools send eligibility lists for contest direct to our state office for approval before they are forwarded to the meet manager.

Comment: _____

Signed: _____ State: _____

OFFICIAL ACTION OF NATIONAL FEDERATION

Kansas City, Mo. _____, 19____

This meet is hereby sanctioned for the states of _____

DO NOT INVITE schools from _____
nor any other state not included in the above sanctioned list.

By _____
(Authorized Signature)

**THE EXECUTIVE COMMITTEE
OF THE NATIONAL FEDERATION**

(These blanks may be obtained from any state high school association office.)

(Complete and return to KSHSAA, Box 495, Topeka, Kansas 66601)

2

[illegible]

List the numbers of the items consecutively; make three copies; one for principal, administrative assistant and one for building athletic file.

Received during the year:

New on hand:

Number: 6001

Number visible:

Number to be repaired:

Number to be disposed:

Number missing:

INDICATE CORRECT FORM:

COACH: _____ M 64

_____ Equipment (BID) Sheet

Activity _____

_____ Equipment (PURCHASE) Sheet

Date _____

Quantity	Suggested Stock #	Suggested Vendor	ARTICLE	Complete Description	Unit Cost
12	Rawlings 2N	GW	Practice Pants	Natural color Sizes 4/23, 4/30, 4/32	\$4.25
-					
-					
-					
-					
-					
-					
-					
-					
Totals					Totals
-					
-					

Submitted By _____

Date _____

UNIFIED SCHOOL DISTRICT _____
_____, KANSAS

August, _____

Dear Parent:

We request that you read the following statement, sign below, and have your son or daughter return it to his or her coach.

Athlete's Name: _____

I understand that Unified School District #_____ carries a limited accident medical insurance program on its athletes. The policy will not pay for charges covered by any other group insurance plan. Claims must be presented to the insurance company within ninety (90) days of the accident. If you desire a copy of the coverage, please notify the athletic director.

I acknowledge that I have read the above statement.

Parent or Guardian

Date

Relationship to Insured

Please help us with the following information:

List your family or group insurance policy ---

Name of your insurance company _____

Individual policy number _____

Insurance company address _____

Father's occupation _____

Father's place of employment _____

Mother's occupation _____

Mother's place of employment _____

Phone number (home) _____

Phone number (work) _____

M 66

Date _____

Expenses allowed and provided for \$ _____

1. Itemize expenses
2. Attach all receipts

[illegible]

Administrator: _____ Sponsor : _____

Discussion of the Results

From the information researched in this report, it is evident that the manual organized is a needed and necessary guide for athletic directors. The increase in participation and activities shown and the deepening complexity of athletic programs indicate that there is a need for a specific administrator to control them. This administrator is the athletic director and should be an individual trained in the administration of athletics.

The first duty of the athletic director is to see that high standards of control and guidance are maintained throughout the entire athletic program. All individuals associated with the administration and supervision of the athletic program should display this philosophy. All activities sponsored by the athletic department should be administered under the same standards. The successful operation of an athletic program then falls on the personnel who direct and implement to different programs, as well as the specific administrative staff.

Policies are also vital to the administration of an athletic program. Each policy must have a degree of flexibility necessary for decision making within its framework and yet must set the guidelines which result in a degree of consistency of performance. Rules, regulations, policies and procedures perform specific functions within the framework of the athletic program. (9)

The manual is designed to provide information to an athletic director for the guidance and direction of his or her program. Each manual should be specifically designed to the athletic program that is

designed for the school. The manual should provide a list of all job descriptions and responsibilities for all individuals involved in the athletic program at the school.

Guidelines that are needed for scheduling events should be clearly stated, and budgeting and purchasing procedures must be written out to ensure efficiency in ordering and obtaining equipment, material and supplies. Periodical updating for the Athletic Director's Manual and the school's athletic handbook should be considered. All departmental and state association forms should be enclosed in the manual. This will also provide efficiency in the total program.

A specific athletic director's manual offers a guide to consistencies when decisions are made in similar situations. The manual also helps to prevent inconsistency in the administration and staff decision making process, and the manual should be used as an official reference by the total administrative and athletic department of the school.

Chapter 5

SUMMARY

A summary of this report is presented in this chapter including the purpose and the basic procedures followed. The procedures involved in the organization of an athletic director's manual and the importance of an athletic director's manual are stated next. Recommendations for consideration by administrators, specifically athletic directors, are made lastly.

Summary

The purpose of this report is to identify areas of responsibilities that are pertinent to the direction of an athletic program in the secondary high schools in Kansas and to organize a suggested Athletic Director's Manual for those schools. This was done by requesting current information from selected schools and individuals throughout the school districts of Kansas. All information received was analyzed according to content and organized into areas of specialization. This information was then reorganized into the basic foundation of the Athletic Director's Manual. The manual, after completion, was distributed to selected athletic directors and other individuals for reviewing. It was then edited for final printing and bound.

The manual is a very important facet in the administration and direction of a successful school athletic program. Athletic directors should develop and use their manuals and staff handbooks to assure consistency throughout their entire program. Many high school programs are being confronted by many complex problems and concerns that were not apparent in the past. The use of a specifically designed athletic director's manual will increase the overall consistency and productivity of the athletic program in the respected school. "The success of future athletic programs depends upon the actions that are taken now by administrators. The decisions made today will reflect the success or failure of the program." (6)

By having a specific athletic director's manual, the observance of rules, regulations, policies and procedures and goals and objectives of an athletic department may be served with greater efficiency and purpose. These duties and responsibilities may vary with each athletic program and each manual should be organized to the specific needs of the school. "All new athletic personnel and experienced staff members should receive and study a personal copy of the manual. Successful athletic administration is dependent upon the cooperation, hard work and dedication to a common goal or purpose. A well designed manual is a key function of such a program to assure objectives, goals and effective evaluations are met." (6)

The athletic director's position must have an administrator who functions from a staunch educational posture. He or she represents the one stable element in a department that normally has a continuous and high rate of turnover of personnel. The director of athletics must

possess the same abilities, competencies and skill required of any successful educational administrator. The term athletic director is perhaps a misnomer, for in truth he or she is an educational administrator responsible for the conduct of the athletic program and should more appropriately be referred to as the athletic administrator. (19)

The athletic administrator must possess the proper educational perspective. What must be recognized and understood is the concept that by participating in interscholastic athletics, each student can and should grow and develop physically, psychologically and socially. Every administrative decision should be made with this intent in mind. No decision or action should be taken which fails to support this postulate to its fullest extent. A lesser commitment is educationally and ethically indefensible. (19)

It is apparent that the single most important quality needed by an effective and competent athletic administrator is his or her educational philosophy. More important than any amount of ability, knowledge, or skill is that this philosophy is in consonance with that of the school system as a whole. Further, the individual must be able to implement and sustain his or her philosophy and cause it to permeate every facet of the interscholastic athletic program. (19)

Finally, athletic administrators must realize that the program in which they are responsible for is set up for the educational advancement of the student athlete. The athlete is the resource of the athletic program and their rights, programs and services must be recognized, understood and appreciated by all. Without the athlete, athletic directors will have no athletic programs.

In the final analysis, it is the task of the educational administrators, in cooperation with the members of the local school board, to determine what kind of educational offering they wish to provide the students of the community through involvement and participation in interscholastic athletic activities. It is then incumbent upon this group to ensure that the individual selected to carry out the duties of the athletic administrator possess, first and foremost, the proper educational perspective. This must be accompanied by the leadership ability and skills needed to achieve the desired results — a well-balanced and educationally sound interscholastic athletic program. (19)

Recommendations

The following recommendations are presented for further consideration by school administrators, especially athletic directors. They are based on the results and discussion of the results from this report.

1. It is recommended that each athletic director in the State of Kansas organize a specific manual that relates the duties and responsibilities of his or her position to the administration of the school and its athletic program.
2. It is recommended that each school in the State of Kansas organize and distribute a copy of the school's athletic handbook to all coaches and athletes.
3. It is recommended that each school in the State of Kansas organize and distribute a copy of the school's activities and athletic events for the upcoming school year.
(See School Activities/Athletic Calendar)
4. It is recommended that a communication chart be developed as a referral system of whom to contact in specific athletic situations.

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APPENDIX A

Letter mailed to athletic directors and individuals for
information for the report.

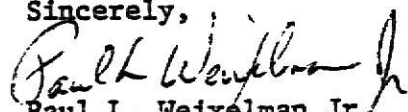
January 12, 1982

Dear

I am requesting a copy of your school's Athletic Directors Manual or a copy of your school operations handbook or job descriptions of personnel in your Athletic Department. This information is being requested from selected schools in the State of Kansas. The information will be utilized in my masters Degree project which is to organize a suggested Athletic Directors Manual for the secondary schools in Kansas. This manual will be made available through the KSHSAA to all athletic director's and other interested individuals.

I greatly appreciate any information that you can send me and I thank you for your time and effort.

Sincerely,

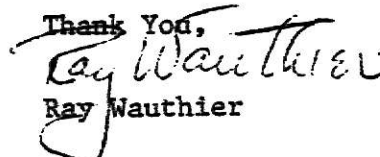

Paul L. Weixelman Jr.,
Graduate Teaching Assistant
Ahearn Gymnasium
Kansas State University
Manhattan, Kansas 66502

* * *

Dear

I am Mr. Weixelman's Advisor and I would appreciate any material that you could send Paul for this project. We believe that this manual is needed to help increase the effectiveness of all Athletic Directors in the State of Kansas.

Thank You,


Ray Wauthier

APPENDIX B

Letter mailed to athletic directors and individuals
for information for the report.



Member of National Federation of State Associations □ 520 West 27th, Box 495 □ Topeka, Kansas 66601 □ Phone 913/235-9201
NELSON L. HARTMAN, EXECUTIVE SECRETARY □ Wanda May Vinson, Keith E. Akins, Kaye B. Pearce, Dick Brown, Administrative Assistants

December 31, 1981

Dear Kansas Athletic Director:

I have visited with Mr. Weixelman concerning his developing an Athletic Directors Handbook.

I feel this is something we need and would appreciate any help you might give him.

Sincerely,

K. B. Pearce
Administrative Assistant

rd

APPENDIX C

Letter sent to Mr. Tom Frederick, National Federation
State High School Associations.

January 12, 1982

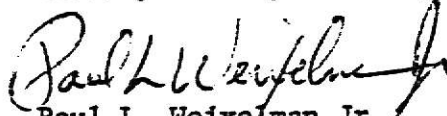
Dear Mr. Frederick,

I recently visited with Mr. Kaye Pearce in Topeka at the KSHSAA office and he recommended that I write to you and 1) inform you of the project I am working on and 2) ask if you could send me any back issues of the quarterly publication of Interscholastic Athletic Administration that may have information relevant to my project. I have enclosed copies of the letters being sent to selected Athletic Directors and schools in Kansas and would greatly appreciate any information, manuals, magazines, or publications that you could send me.

Mr. Pearce gave me his issue of IAA - Winter 81 in which I am reviewing the article on "Upgrading Your Athletic Department." This type of information would be of great interest to me.

I also would enjoy the opportunity to meet with you and discuss the use of any of this material for my project. If there is a charge for any of the publications or articles, please let me know.

Thank you for your time,


Paul L. Weixelmann Jr.
GTA - HPER - KSU

APPENDIX D

List of Selected Secondary High Schools for report.

(Total - 38 Schools)

Arkansas City	- 5A	Liberal	- 5A
Baileyville (B&B)	- 2A	Little River	- 1A
Belle Plaine	- 3A	McPherson	- 5A
Bonner Springs	- 5A	Mankato	- 1A
Bushton - Quivira Hts.	- 1A	Manhattan	- 6A
Chapman	- 4A	Meriden (Jefferson West)	- 4A
Coffeyville	- 5A	Newton	- 5A
Dodge City	- 6A	Olathe - South	- 5A
Ellinwood	- 3A	Perry - Lecompton	- 4A
Emporia	- 5A	Ransom	- 1A
Garden Plain	- 3A	Salina - Central	- 5A
Goodland	- 4A	Shawnee Mission East	- 6A
Great Bend	- 6A	Silver Lake	- 3A
Hays	- 5A	Stanley - Blue Valley	- 5A
Holton	- 4A	Topeka - Seaman	- 6A
Hutchinson	- 6A	Topeka - West	- 6A
Kansas City - Harmon	- 6A	Valley Falls	- 2A
Kansas City - Washington	- 6A	Wichita - Carroll	- 5A
Lawrence	- 6A	Wichita - Heights	- 6A

APPENDIX E

List of Schools returning information for report.

(Total - 17 Schools)

Arkansas City	- Athletic Coaches Handbook
Baileyville (B&B)	- Letter: Athletic Director's Responsibilities
Bonner Springs	- Partial Athletic Handbook
Chapman	- Bulletin and Student Handbook
Dodge City	- Dodge City Athletic Handbook
Emporia	- Emporia H. S. Athletic Handbook
Goodland	- Athletic Coaches' Handbook
Great Bend	- Athletic Coaches' Handbook
Kansas City - Washington	- Letter: Athletic Director's Handbook: \$3.00
McPherson	- Letter: No information available
Ransom	- Letter: No information available
Salina - Central	- Athletic Board Policies Handbook
Topeka - West	- Letter: Athletic Director's Duties
Topeka Public Schools	- Handbook for Athletic Coaches and Administrators
Valley Falls	- Letter: Athletic Director's Responsibilities
Wichita - Heights	- Guidelines: Wichita Public High Schools
Wichita Public Schools	- Guidelines: Wichita Public High Schools
Wichita Public Schools	- Greater Wichita Athletic League Handbook

APPENDIX F

List of Selected Administrators for report.

(Total - 6 individuals)

Mr. Thomas E. Frederick
A.D. Programs Director
National Federation of State High School Association
Kansas City, Missouri

Mr. Kaye B. Pearce
Administrative Assistant
Kansas State High School Activities Association
Topeka, Kansas

Mr. Raymond Wauthier
Associate Professor
Department of Physical Education
Kansas State University
Manhattan, Kansas

Mr. Ray Daniels
Assistant Superintendent
Unified School District #500
Kansas City, Kansas

Mr. Jack Hammig
Athletic Director
Unified School District #512
Prairie Village, Kansas

Mr. Pete Cannady
Director, Physical Education and Athletics
Wichita Public Schools
Wichita, Kansas

APPENDIX G

List of Athletic Directors in which personal
contact was made for discussion of the manual.

(Total - 6 individuals)

Mr. Dick Towers
Athletic Director
Kansas State University
Manhattan, Kansas

Mr. Kaye B. Pearce
Administrative Assistant
Kansas State High School Activities Association
Topeka, Kansas

Mr. Raymond Wauthier
Associate Professor
Department of Physical Education
Kansas State University
Manhattan, Kansas

Mr. Les Depew
Athletic Director
Manhattan High School
Manhattan, Kansas

Mr. James T. Weixelman
Superintendent : Athletic Director
Baileyville (B&B) High School
Baileyville, Kansas

Mr. John Marye
Athletic Director
Valley Falls High School
Valley Falls, Kansas

APPENDIX H

Title Nine

86.41 Athletics:

General: No person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, be treated differently from another person or otherwise be discriminated against in any interscholastic, intercollegiate, club, or intramural athletics offered by recipient, and no recipient shall provide any such athletics separately on such basis. (13)

A SUGGESTED ATHLETIC DIRECTOR'S MANUAL FOR THE
SECONDARY SCHOOLS IN THE STATE OF KANSAS

by

PAUL L. WEIXELMAN JR.

B.S., Kansas State University, 1977

AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Department of Health, Physical Education and Recreation

KANSAS STATE UNIVERSITY

Manhattan, Kansas

1982

The purpose of this report is to identify areas of responsibilities and duties that are pertinent to the direction of an athletic program in the secondary schools in Kansas and to organize a "suggested" Athletic Director's Manual for those schools.

Thirty-eight secondary high school athletic programs and nine high school athletic directors were suggested and/or chosen for this report and mailed letters requesting information about the current athletic program at each specific school and the athletic director's position. Several letters and handbooks with specific information pertinent to the organization and operation of an athletic program were received. Using the information received from the letters and handbooks and from other athletic administrative sources, and using an outline specific to the organization of an athletic director's manual, a manual specifically organized and edited for a Kansas secondary high school athletic director was produced. The manual lists all the duties and responsibilities that are pertinent to the organization and operation of an athletic program in the secondary high schools in Kansas.

In the manual all major areas of responsibilities and most minor duties and responsibilities are listed and discussed. The major areas that were discussed are: Purpose of the manual, the objectives of athletics, the athletic program, the responsibilities of the athletic program, the athletic director - which includes a job description and performance responsibilities, coaches and their responsibilities, and the assistant coaches duties. Some of the minor areas listed and discussed are: rules, scheduling, the calendar, policies (local and state), awards, budgets, equipment, insurance, injuries, clinics and security.

Two other areas that were listed and discussed were: "Items to be included in a - Coaches Handbook - and the evaluation of the athletic department and the coaches. Numerous forms for the evaluation can be found in the manual.

The Suggested Athletic Director's Manual organized in the report is adaptable to any secondary high school in the state of Kansas and will increase the efficiency and consistency of the athletic program. The manual will assure objectives, goals and effective evaluations are met and followed and most importantly, will help achieve the overall desired results of any program — a well-balanced and educationally sound interscholastic athletic program.