



Rochester School District

VOLUNTEER COACHING



Thank you for volunteering to coach the students of Rochester School District.

We appreciate the time, effort and dedication you give to our athletic programs.

This packet contains guidelines and forms for serving as a volunteer coach in our district.

Kimberly M. Fry, Superintendent

**Volunteer Coaching
ROCHESTER SCHOOL DISTRICT**

Last Name _____ First Name _____ Middle Name _____

Please complete and return this form along with all other required documentation to the building Athletic Director.

Concussion Training

- Completed the WIAA online training for youth sports-head injury pertaining to HS 1824.
(Access is given for the online training by the district's Athletic Director)

Sudden Cardiac Arrest Training

- Completed the WIAA training for sudden cardiac arrest pertaining to ESSB 5083.
(Contract the district's Athletic Director for information)

First Aid / CPR

- Provide a copy of your current First Aid/CPR card.

Hold Harmless Agreement

- Signed hold harmless/indemnity.

Volunteer Handbook

- Signed volunteer handbook agreement form.

WSP Background Check

- Signed background check form.

WIAA Coaching Standards Requirements

A coach is required (paid or volunteer), prior to the beginning of his/her third year of coaching, to 1) complete the ASEP Coaching Principles Course from ASEP.com OR 2) complete the NFHS Fundamentals of Coaching course OR 3) participate in at least thirty (30) hours of activities, courses or programs that provide some level of professional development for the coach. Additional guidance and information on coaching standards is available online at www.wiaa.com or by contacting the Athletic Director.

Coaching Standards Documentation

- Provide a copy of any certification or training received that meets the WIAA Coaching Standards requirements for recording.

FOR OFFICE USE ONLY

Date Received: _____ Sport: _____

Complete Packet: Yes ___ No ___ WSP Background check form to secretary: _____
Date

Along with this form provide a copy of the volunteer's Hold Harmless, Volunteer Agreement, First Aid/CPR and Background Check to DO: _____
Date

Approved: _____ Denied: _____ Athletic Director: _____
Signature

Board of Directors
Ben Elkins
Camille Haskins
Michael Langer
Glen Morgan
John Mortenson

ROCHESTER SCHOOL DISTRICT NO. 401
10140 Hwy 12 SW, Rochester, WA 98579 (360) 273-5536 FAX (360) 273-5547



Superintendent
Kimberly M. Fry
Director of Curriculum
Assessment & Technology
Justin J. Black
Business Manager
Jill Pratt

HOLD HARMLESS/INDEMNITY

I, _____, indemnify, hold harmless and defend the Rochester School District and its agents and employees from all suits and actions, including reasonable attorneys' fees and all costs of litigation and judgment of every name and description against the Rochester School District as a result of loss, damage or injury to person or property by reason of my actions or omission by myself for the purpose of **servicing as a volunteer coach**.

The undersigned, its officers and employees, shall through the signing of this Agreement, indemnify, hold harmless and defend the Rochester School District from all suits and actions, including reasonable attorneys' fees and all costs of litigation and judgment of every name and description against the named individual as a result of loss, damage or injury to person or property by reason of any actions or omission by the School, its agents or employees.

Signed

Date

**Volunteer Information Form
WSP Background Check
ROCHESTER SCHOOL DISTRICT**

Last Name _____ First Name _____ Middle Name _____

Address _____

Telephone Number: _____

Birthdate: _____

I give the Rochester School District permission to conduct a background check.

Signature

Date

Rochester School District

Volunteer Handbook

Guidelines and expectations for
serving as a volunteer in our
district

Kimberly M Fry, Superintendent



Rochester School District

Volunteer Handbook

Thank you for volunteering!

Each person who helps a child learn is someone who makes a difference in that child's life. Schools are safe, nurturing places for students to grow and learn, and the work you do makes that environment even more rich and meaningful.

This handbook is designed as a partnership tool. It includes basic information and tips for working with students. It also includes some very important legal information that all school staff and volunteers must understand and abide by to ensure that students and adults in our schools are safe.

Be sure to say "hi" and introduce yourself when we meet in a school or office; I'd like to thank you personally for your gift of time. You are modeling generosity and involved citizenship for our students – qualities we know are important as they become citizen leaders in their communities.

Sincerely,

Kimberly M. Fry, Superintendent

Mission Statement

***Preparing students for...Lifelong Learning, Rewarding Careers and Productive Citizenship
By embracing... Accountability, Adaptability and Academic Excellence***

Expectations and Guidelines for Volunteering

Thank you for your interest in volunteering in Rochester School District. Our district schools depend on volunteers and value their contributions. Your willingness to serve the students and staff of the district is greatly appreciated. This handbook outlines the guidelines and expectations that volunteers must follow to create safe and successful experiences for students, staff and volunteers. All volunteering relationships established through Rochester School District must take place with students on the school campus during school hours or at other authorized school activities only.

All volunteers must complete the volunteer application form and Washington State Patrol criminal history information form before service can begin.

Please submit completed forms to the school office. The forms can be downloaded at www.rochester.wednet.edu.

You're Part of an Education Team

Volunteers who are committed to helping students be successful are important members of the school team.

Goals

- Enrich the curriculum.
- Enrich student's learning opportunities.
- Provide help for individual students.
- Provide opportunities for meaningful service.
- Relieve teachers of some non-instructional tasks.
- Establish a school and community partnership for quality education.
- Enhance all aspects of the educational process.
- Support teachers in their delivery of the district adopted curriculum.

Working closely with the classroom teacher and school staff includes

- Following the direction and suggestions of school staff members.
- Respecting the privacy of teachers and students by not discussing school matters away from the classroom.
- Committing to working in a classroom to support and improve education for all students.
- Seeking help from the teacher when you need additional information or instruction.
- Sharing ideas and constructive comments with the teacher.
- Acknowledging that teachers are responsible for discipline in the classroom.
- Referring to the classroom teacher or an appropriate school staff member for final solution of any student problem which arises, whether of an instructional, medical or operational nature.

Enjoy working with students by

- Finding ways to establish a good rapport with students.
- Providing help and assistance without doing the work for students.

- Showing a genuine interest in each student.
- Accepting each student and encouraging the best from him or her.
- Using patience and kindness.

Sometimes a volunteer placement may not be a fit for the volunteer, the teacher or the school. If your volunteer placement does not work for you, the teacher or the school for whatever reason, your volunteer assignment may be ended, modified or changed to a new assignment. You may request a different placement if you wish to continue volunteering.

Tips for Sparking Curiosity and Learning

Encouraging students with words and gestures can help them explore and understand. Let them know you hear, accept and respect what they have to say. Encourage them to say more.

Samples of words of encouragement

- *I can tell that you worked really hard on that!*
- *You are getting so much better each time!*
- *I appreciate what you did.*
- *You did a great job of handling that situation.*
- *I see.*
- *Tell me more.*
- *How about that?*
- *I like the way you are working.*
- *Good thinking. Very creative. How impressive!*
- *Now you've got the hang of it!*
- *That's a great observation.*

Learn the names of the students and use them often. Get a child's attention before speaking to him/her. Communicate at eye level. Try not to interrupt children when they are telling you their stories. We communicate with looks, actions, silence, as well as with words. Remember to think before you speak.

Attitude

- Be enthusiastic. Your enthusiasm can go a long way toward overcoming obstacles and solving problems.
- Take the initiative. This means going the extra distance to finish a job or assist someone who needs your help.
- Have a sense of humor. A good sense of humor can light up a life and make everyone's job seem easier. Smile!
- Be sincere. Say what you mean and mean what you say.
- Take pride in your work. No matter what your job, you should take pride in the fact that you're doing your best to help others.
- Respect others. Recognize and appreciate the skills and qualities of the people around you.
- Respect the teacher's role.
- Learn from others. Be open to new ideas and suggestions. Be flexible enough to respond to changes in systems, policies and programs.
- Cooperate with others. A spirit of teamwork is essential to getting things done.
- Enjoy the students. Have a positive attitude and patience with students.

“Nothing you do for children is ever wasted. They seem not to notice us, hovering, averting our eyes, and they seldom offer thanks, but what we do for them is never wasted.”

Garrison Keillor

Volunteer Expectations

Volunteers are expected to

- Sign in and wear a name tag on school grounds at all time.
- Attire should be neat, clean, comfortable and appropriate for the school setting. Be familiar with the school dress code and follow it.
- Show respect for all staff and students.
- Share concerns regarding students with the school staff only.

Turn your cell phone to vibrate while you are volunteering in the classroom and make personal calls or texts while performing your volunteer duties only in emergency situations.

Schedule

- Be prompt and reliable. If you are volunteering, call the school if you are coming in late or will be absent.
- Leave preschoolers at home unless you have the principal’s approval beforehand to bring them.
- If you are volunteering from your home, let others who are depending on you know if you are going to be delayed or not able to complete assigned tasks.

Ground Rules for School District Facilities

- No smoking, tobacco allowed, including on athletic fields and in district vehicles
- No weapons allowed
- No drugs or alcohol allowed
- Do not use school equipment for personal purposes

Confidentiality

Confidentiality is a Legal Requirement

- Federal law prohibits school districts from releasing non-directory student information without parent/guardian permission. Disclosing this information is a violation of the Family Educational Rights and Privacy Act of 1974 (FERPA).
- All information concerning students and teachers is strictly confidential and should not be shared with others. Keep ALL student information confidential, including scholastic and health records, test scores and grades, discipline and classroom behavior, and children’s character traits.

- Don't repeat stories and personal information that children share with you.
- Share concerns with school staff only – not with the child's parents or others. Staff members are responsible for parent communications.

Exercising Good Judgment and Guidelines

Some Areas of Caution

All interactions with students should be professional and focused on teaching and learning. These guidelines protect both the student and the volunteer. Do not:

- Take a student or students on private outings.
- Initiate social activities with students.
- Have a prolonged verbal exchange with students if you have an impromptu encounter at a public place.
- Provide childcare for students.
- Ask a student to baby-sit for your family.
- Engage in social networking with students via Facebook, MySpace, Twitter or any other social networking website to initiate or maintain relationship(s) with any student that is not consistent with appropriate professional behavior and/or boundaries.

Some actions, even without improper motive, are common trouble areas. Do not:

- Ask a single student to come early to set up for a class or activity.
- Give a gift at school to a student.
- Sign a yearbook with too-personal inscriptions or nickname.
- Make a request such as, "Give me a hug," or "Come sit on my lap."
- Touch in a lingering way, such as shoulder or neck massages.
- Touch girls differently than boys.
- Comment on dress or appearance.
- Be alone with a student behind closed doors or other area that is not visible to passersby.
- Spend an overly long time with individual students or groups of students.
- Allow a student to develop a personal interest in you.
- Invite students for social activities outside of school.
- Make sexist or sexual comments or innuendos or jokes with double meaning.

School volunteers and staff must avoid touching students whenever possible. It is the District's expectation that all physical contact between volunteers and students must be professional and appropriate. It is important to consider several factors.

Consider a student's age

- **Grades K-3** It is virtually impossible to avoid all contact with students of this age. However, it is important to use caution and attempt to keep touches to arms, back and shoulders only.
- **Grades 4-9** Female students this age are very self-conscious. The most numerous accusations of improper touching occur with students of this age. Female students may view a touch on the shoulder or back as sexual in nature. They are extremely sensitive regarding remarks about clothing and physical appearance. Safeguard students' personal boundaries by not patting

knees, putting arms around shoulders, hands or waist. Girls this age may be very sensitive about being touched on the back over their bras.

- **Grades 10-12** Very little touching is acceptable with this group. Also avoid trying to counsel students of this age, especially about sexual, personal or romantic matters.

Before touching, consider these things

- Males should consider and monitor their behavior very carefully, as the majority of accusations are leveled against men.
- Some individuals and people from some cultures are uncomfortable with touch of any kind. If a student indicates discomfort by word or action, you should avoid physical contact, except in cases where touching is necessary for the student's safety.

Gifts

In general, giving gifts to students is not encouraged. If gifts are provided they should be:

- Of nominal value
- Identical for all students in the class
- Approved by the teacher or administrator in charge of the program

Student Photos – Check Before Shooting

The Family Educational Rights and Privacy Act (FERPA) allows every public school parent the right to prevent photographs at school being taken of students in that family. School staff and volunteers are obligated to abide by the federal law. Please get permission before taking any student photos.

Volunteers are restricted from taking images for personal use of students at school, school-sponsored events or on field trips. Student images may not be posted on Facebook, using other social media, sent via email or distributed using other communication channels. If a volunteer is taking images for school-related use, appropriate district and school procedures must be followed.

Discipline Issues

- All schools have a discipline plan with clear-cut consequences for negative behavior and rewards for positive behavior. Many teachers add to the school-wide guidelines by making a more specific behavior plan for their classroom. Talk with the teacher about his/her discipline plan.
- Be familiar with school and classroom discipline plans and what role you will play in the plan.

Working with the Classroom Teacher

Working in the classroom has tremendous rewards. Classroom volunteers should establish a good working relationship with the classroom teacher to maximize the experience. Several topics should be discussed with the teacher prior to beginning a classroom volunteer experience:

- Days and times the volunteer will work.
- Procedures the volunteer will use to keep in touch, such as email or telephone.
- Alternate plans for days when the teacher is absent and a substitute is in the classroom.
- Procedures to follow if the volunteer will be absent.

- How the teacher will communicate assignments or duties to the volunteer, such as a folder, note, email or other means.
- Where materials and supplies are kept and the location of available workplaces.
- Teacher's classroom policies, procedures and rules, such as management style, discipline issues and where the volunteer can leave personal belongings.
- School procedures for volunteers to follow during fire and earthquake drills, as well as lockdown procedures.
- Special needs and strengths of the student(s) and skills that need to be developed.
- Tips for working with the student(s), such as learning styles and reinforcement techniques.
- Alternate plans if student(s) is/are absent.
- What to do if you have questions while the teacher is teaching (it is important not to interrupt instruction).
- Whether volunteers are welcome to use the lounge for breaks. Do not feel insulted or offended if parents or volunteers are not welcomed in the staff lounge. It is often the only place that staff members have to meet informally to discuss confidential issues.

Legal Rights and Requirements for Volunteers and Staff

School employees and volunteers help ensure student safety. When everyone is familiar with and abiding by the following legal requirements, the student safety net is stronger. District policies and procedures are in line with state and federal laws that protect students and adults. A summary of key policies are provided below. The complete policy is available on our district website at www.rochester.wednet.edu.

Child abuse and neglect (Procedure 3421)

- If you are concerned that a student may be the victim of physical or sexual abuse, share your concerns with a school or district administrator.
- If you become aware of possible adult-student, student-adult or student-student misconduct, it is mandatory to report this information.
- These are situations known as ones with mandatory reporting requirements.
- If you suspect that a student may be the victim of abuse or neglect, report it immediately to the principal, school counselor or another school district employee.

Preventing harassment, intimidation and bullying (Procedure 3207)

The Rochester School District Harassment Policy calls for a commitment to an educational environment that is free from all types of discrimination and harassment, including sexual harassment, bullying and intimidation. Volunteers are expected and required to respect and uphold both the Rochester School District Harassment Policy.

- Harassment, intimidation and bullying (HIB) means any intentional electronic, written, verbal or physical act including but not limited to one shown to be motivated by race, color, religion, ancestry, national origin, gender, sexual orientation, including gender expression or identity, mental, sensory, or physical disability or other distinguishing characteristics, when the intentional electronic, written, verbal or physical act:
 - physically harms a student or damages the student's property; or
 - has the effect of substantially interfering with a student's education;

- is so severe, persistent, or pervasive that it creates an intimidating, embarrassing or threatening educational environment; or
- has the effect of substantially disrupting the orderly operation of the school.

This can take many forms including but not limited to, slurs, rumors, name-calling, jokes, innuendoes, demeaning comments, drawings, cartoons, pranks, gestures and hazing.

Preventing sexual harassment (Procedures 6590)

Sexual harassment is unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when submission to such conduct is either an explicit or implicit term of:

- an individual's employment or volunteer service;
- as a basis for decisions affecting a person; or
- has the purpose or effect of unreasonably interfering with work performance or creating an intimidating, hostile, or offensive work environment.

Preventing all types of harassment

Schools are to be safe, nurturing places for adults and students to learn and to grow. To safeguard that environment, school staff and volunteers are asked to be aware of and to report any activities that threaten the safety or well-being of others.

Examples of other types of prohibited harassment include written or verbal abuse, slurs, jokes, threats, pranks or comments that stereotype individuals because of their race, color, religion, national origin, sexual orientation, disability or other legally protected status.

Reporting

You can report harassment, intimidation, bullying, weapons, drugs or other concerns using our tip line. And remember, you can remain anonymous. Our tip line can be accessed in four easy ways:

Call 360-972-3617

Text #1040 to ALERT1 (253781)

Visit the website <http://1049.alert1.us>

Email 1049@alert1.us

You may also use the **Rochester School District Harassment, Intimidation or Bullying (HIB) Incident Reporting Form**. The form is available at www.rochester.wednet.edu or in each of our school offices.

Your Safety – Two things to do if you are injured while volunteering

The district's safety program helps ensure that students, staff, visitors and volunteers are as safe as possible when in schools or in school-related activities off-campus.

1. Seek immediate first aid help and/or call 911. This might be your own action or the response of other adults or students with you.
2. Report the incident to a staff member as soon as possible. Your report should go either to the staff supervising your volunteer time or to a staff in charge of the school or program where you are volunteering.

If you are injured while volunteering, district staff will:

- Give you immediate assistance, and call 911 as a precaution.
- Fill out a district injury report form. Staff will get your signature and forward it to the district risk management staff.

You should know:

- We value your volunteer time and experience and the difference you make for students.
- The district does not have specific insurance coverage for volunteers should you be injured while supporting student activities or programs.
- Therefore, before you volunteer, please review your health care policy and/or homeowner's policy to determine what coverage is available if you are injured while volunteering.

Nondiscrimination

The Rochester School District shall provide equal opportunity and treatment for all students in all aspects of the academic and activities program without regard to race, color, sex, religion, creed, national origin (including language), age, marital status, honorably discharged veteran or military status, sexual orientation including gender identity or expression, previous arrest (unless a clear and present danger exists), or incarceration, the presence of any sensory, mental or physical disability, or the use of trained guide or service animal by a person with a disability, and provides equal access to the Boy Scouts and other designated youth groups RCW 49.60 law against discrimination. District programs shall be free from sexual harassment. Title II of the Americans with Disabilities Act, 28 CFR 35, 107(9a); Title IX of Educational Amendments of 1972, 34CFR 106.9(b); Section 505 of the Vocational Rehabilitation Act, 34 CFR 104.7(b); Title VI of the Civil Rights Act of 1964, 35 CFR 100.6(d); RCW 49.60; HB 3026 (Chapter 240, Law of 2010)

Those who feel that they have been discriminated against, or have complaints or concerns in regulated areas of Affirmative Action should contact the District Title IX compliance Officer, or the Section 504/ADA Coordinator listed below:

Mr. Will Maus, Title IX
Rochester Middle School
9937 Hwy 12 SW
Rochester, WA 98579

Kim Fry, Compliance Coordinator
Rochester School District
10140 Hwy 12 SW
Rochester, WA 98579

Laura Staley, Section 504/ADA
Rochester School District
10140 Hwy 12 SW
Rochester, WA 98579

Volunteer Handbook

Rochester School District

I have read and understand the expectations and confidentiality of being a classroom/coach volunteer outlined in this handbook. I understand that if confidentiality or expectations are violated, I may not be able to continue to offer my time as a classroom/coach volunteer.

By signing this agreement, I am stating that I will not divulge information about any student or family to any person outside the school setting.

Classroom Volunteer

Signature: _____

Date: _____

Student Name: _____

Student's Teacher: _____

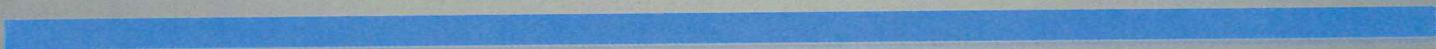
Coach Volunteer

Signature: _____

Date: _____

Sport: _____

Building: _____



STUDENT SPORTS — CONCUSSION, HEAD INJURIES AND SUDDEN CARDIAC ARREST

Concussions and Head Injuries

The Rochester School District Board of Directors recognizes that concussions and head injuries are commonly reported injuries in children and adolescents who participate in sports and other recreational activities. The Board acknowledges the risk of catastrophic injuries or death is significant when a concussion or head injury is not properly evaluated and managed.

Therefore, all competitive sport activities in the District will be identified by the administration and all appropriate district staff, coaches and team volunteers will complete training as required in Procedures 3422 to recognize warning signs and symptoms of concussion or head injury. Additional, all coaches will comply with Washington Interscholastic Activities Association (WIAA) guidelines for the management of concussions and head injuries.

Consistent with Washington law, the District will utilize guidelines developed with the Washington Interscholastic Activities Association (WIAA) and other pertinent information to inform and educate coaches, youth athletes, and their parents and/or guardians of the nature and risk of concussions or head injuries, including the dangers associated with continuing to play after a concussion or head injury. Annually, the district will distribute a head injury and concussion information sheet to all parents/guardians of student participants in competitive sport activities.

Prior to their first use of school facilities, all private nonprofit youth programs must provide a written statement of compliance with this policy in regard to concussion and head injury with proof of insurance as required by RCW 4.24.660.

Sudden Cardiac Arrest

The Board of Directors further recognizes that sudden cardiac arrest is reported to be the leading cause of death in young athletes. The board will work with the WIAA and the University of Washington medicine center for sports cardiology to make available an online pamphlet that provides student athletes, their parents/guardians and coaches with information about sudden cardiac arrest. To this end, the district will maintain a link on its website to the OSPI website where the online pamphlet will be posted.

Annually, prior to participating in an interscholastic athletic activity, students and their parent/guardian must review the hardcopy or online pamphlet and return a signed statement to the school documenting their review. This form may be combined with the annually distributed head injury and concussion information sheet referenced above.

The board will also work with the WIAA and the University of Washington medicine center for sports cardiology to make available an existing online sudden cardiac arrest prevention program for coaches. Every three years, prior to coaching an interscholastic athletic activity, all coaches will complete the online program and provide a certificate of completion to the district.

Procedures Student Sports – Concussion, Head Injuries and Sudden Cardiac Arrest

Concussion, Head Injury and Sudden Cardiac Arrest Management in Student Sports

Athletic Director or Administrator in Charge of Athletics Duties:

Updating: Each spring, the athletic director, or the administrator in charge of athletics if there is no athletic director, shall review any changes that have been made in forms required for concussion, head injury and sudden cardiac arrest management by consulting with the WIAA or the WIAA Web site. If there are any updated forms, they will be adopted and used for the upcoming school year.

Identifying Sports: By June 30 of each year, the athletic director or administrator in charge will identify competitive sport activities in the district for which compliance with Policy 3422 is required. Policy 3422 and this procedure will be distributed to all coaching staff and volunteers.

Coach Training: All coaches shall undergo training in head injury and concussion management and at least once every two years by one of the following means: (1) through attendance at a WIAA or similar clock hour presentation which uses WIAA guidelines; or (2) by completing WIAA online training. All coaches will undergo training in sudden cardiac arrest prevention every three years by completing an online program developed by the WIAA and the University of Washington medicine center for sports cardiology and providing proof of completion of same to the district.

Parent Information Sheet: On a yearly basis and prior to the youth athlete's initiating practice or competition, a concussion and head injury information sheet shall be signed and returned by the youth athlete and the athlete's parent and/or guardian. The information sheet will also incorporate a statement attesting to the student and parent/guardian's review of the online pamphlet on sudden cardiac arrest posted on the OSPI website. The statement must be signed by both the student and parent. The information sheet may be incorporated into the parent permission sheet which allows students to participate in extracurricular athletics.

Coach's Responsibility: A youth athlete who is suspected of sustaining a concussion or head injury in a practice or game or one who exhibits symptoms of sudden cardiac arrest shall be immediately removed from play.

Return to Play After Concussion, Head Injury or Symptoms of Sudden Cardiac Arrest: A student athlete who has been removed from play may not return to play until the athlete is evaluated by a licensed health care provider trained in the evaluation and management of concussion and sudden cardiac arrest and receives written clearance to return to play from that health care provider. The health care provider may be a volunteer.