COACHES TRAINING

I. SOCIAL MEDIA & PROFESSIONAL BOUNDARIES
II. HARASSMENT, INTIMIDATION, AND BULLYING
III. SPHERE OF DANGER
IV. CONFLICTS OF INTEREST

2018-2019

ISSAQUAH
SCHOOL DISTRICT 411
SOCIAL MEDIA USAGE

ELECTRONIC TOUCHES
Back in the Day

Now a ’days

Personal or Professional
Favoritism

A bad coach will show signs of favoritism. He will put certain players, who are often the most talented, on a pedestal. The coach will generally allow these players to play a significant amount of time while allowing the other players little to no time on the field. Bad coaches will often cause the players who are not one of their favorites to feel inferior with a lack of compliments or increased criticism.
• Life for me the past few days. Don’t know which kid pissed me off more?!? Point Guard turnovers or wing shot selection???

#Uncoachable #NoteveryoneisSteph
Unacceptable Conduct
Examples of inappropriate boundary invasions by staff members include but are not limited to the following:

• Any type of inappropriate physical contact or communication with a student or any other conduct that violates the Board’s policies on Employee Conduct (Regulation 5010), Harassment Intimidation and Bullying (Regulation 5207), Non-Discrimination (Regulation 5010), or Sexual Harassment (Regulation 5013), Title IX of the Education Amendments of 1972 (Title IX), or the Washington State Law Against Discrimination (Chapter 49.60 RCW), constitutes misconduct under RCW 28A.640 and .642 or WAC 181-88-060, or any conduct between staff and students that would constitute a violation of Chapter 9A.44 or 9A.88 RCW;

• Showing pornography to a student;

• Singling out a particular student or students for personal attention and friendship beyond the professional staff-student relationship;

• Socializing where students are consuming alcohol, drugs or tobacco,
• **For non-guidance/counseling staff, encouraging students to confide** their personal or family problems and/or relationships. If a student initiates such discussions, staff members are expected to refer the student to appropriate guidance/counseling staff. In either case, staff involvement should be limited to a direct connection to the student’s school performance;

• **Sending students on personal errands unrelated to any educational purpose;**

• **Banter, allusions, jokes or innuendos of a sexual nature with students;**

• **Disclosing personal, sexual, family, employment concerns, or other private matters to one or more students;**

• **Addressing students, or permitting students to address staff members with personalized terms of endearment, pet names, or otherwise in an overly familiar manner;**

• **Maintaining personal contact with a student outside of school by phone, email, Instant Messenger or Internet chat rooms, social networking Web sites, or letters (beyond homework or other legitimate school business) without including the parent/guardian.**
• **Exchanging personal gifts, cards or letters with an individual student which are unrelated to school activities;**

• **Sending phone, email, text messages, or other forms of written or electronic communication to students when the communication is unrelated to school work or other legitimate school business;**

• **Socializing or spending time with students (including but not limited to activities such as going out for beverages, meals or movies, shopping, traveling, and recreational activities) outside of school-sponsored events, except as participants in organized community activities;**

• **Giving a student a ride alone in a vehicle in a non-emergency situation; and/or**

• **Unnecessarily invading a student’s privacy, (e.g. walking in on the student in the bathroom)**
Appearances of Impropriety

The following activities can create an actual impropriety or the appearance of impropriety. Whenever possible, staff should avoid these situations. If unavoidable, these activities should be pre-approved by the appropriate administrator. If not pre-approved, the staff person must report the occurrence, to the appropriate administrator, as soon as possible.

• **Being alone with an individual student out of the view of others;**

• **Inviting or allowing individual students to visit the staff member’s home;**

• **Visiting a student’s home; and/or**

• **Sending e-mails, text messages or other electronic communications to the student, even when the communication relates to school business, except where the parent or guardian has consented to such communications and or administrative permission has been granted. Staff should use school e-mail address and phone numbers and the parents’ phone numbers for communications with students, except in an emergency situation.**

• **Staff shall not initiate or respond by way of an individual text messages with a student without including a parent, administrator, colleague, or teammate.**
Here is What the DOE says and the Information Parents “Google”
Part Two: Responding to Sexual Harassment

How should a school respond when it receives information about alleged sexual harassment?

If a student, his or her parent, or a responsible employee reports the harassment, or a school employee observes the harassment, the school should inform the harassed student (and the student’s parent depending on the student’s age) of the options for formal and informal action and of the school’s responsibilities, which are discussed below. Regardless of whether the victim files a formal complaint or requests action, the school must conduct a prompt, impartial, and thorough investigation to determine what happened and must take appropriate steps to resolve the situation.

If other sources, such as a witness to the incident, an anonymous letter or phone call, or the media, report the harassment, the school should respond in the same manner described above if it is reasonable for the school to conduct an investigation and the school can confirm the allegations. Considerations relevant to this determination may include, but are not limited to, the:

- source and nature of the information;
- seriousness of the alleged incident;
- specificity of the information;
- objectivity and credibility of the source that made the report;
- ability to identify the alleged victims; and
- cooperation from the alleged victims in pursuing the matter.
ADDITIONAL ISSUE

RCW 9.68A.09 Communication with minor for immoral purposes
II. PROHIBITION OF HARASSMENT, INTIMIDATION AND BULLYING (HIB)

The Real Bullies at School

Teachers are vilified for being too hard on students, so why aren't coaches held to the same standard?

Bullying Behavior by Athletic Coaches

A parent recently sought help addressing an individual bullying her child. When she provided more details, it became apparent the bully was not another student, but rather a high school basketball coach. One afternoon, the mother was early picking up her daughter from practice, so she went into the gym. She found the head coach screaming at the team that they lacked intelligence and were lazy because they had not executed a play properly. Horrified by this behavior, the mother waited until practice was over, then confronted the coach, telling him what she had observed and how upset she was by the screaming and name-calling. The coach responded by focusing the conversation on the mother's own transgressions: parents know that no one was allowed in the gym during practice for “safety reasons.” The mother felt as though she had to defend her own behavior.

After the incident, she began asking around and discovered this coach had a long history of intimidating his athletes. She was not just witnessing a “bad day,” as she reported her concerns to the school and, again, was confused by the response. The principal told her he had spoken to the coach and the coach had apologized. He explained that the coach was very successful and won a state title last year, but sometimes got “overexcited.” Confused and angered by the school’s and coach’s reactions, she went to her pediatrician for advice.

Although bullying has made considerable strides over the last 2 decades, the definition remains vague. Bullying is generally defined as a systematic abuse of power, in which a stronger individual exhibits a pattern of intimidating behavior against someone weaker or less powerful. Although most research addresses peer-to-peer bullying, nothing in the definition requires a peer-to-peer relationship; only 1 individual with perceived power over another. The coach-athlete relationship involves an inherent imbalance of power, that is, a coach holds authority over his players by nature of his role. Bullying can have dramatic and long-lasting effects on its victims. It can impair social and emotional development and cause substantial harm to mental health.

When the bullying occurs in an athletic setting, those harmful effects are augmented by the stress kids often feel as a result of athletic competition.

Although plenty of coaches use affirming and encouraging coaching styles, bullying behavior such as demeanting, shaming, and name-calling remains a common aspect of coaching in sports at any level. More than 600 young adults aged 18 to 22 years were interviewed about their experiences in sports earlier in adolescence. The researchers of respondents...
Among what they shared about the program:

• **There is a coaching environment based on fear and intimidation.** In one example, a player holding a meal while in a meeting had the meal slapped out of his hands in front of the team. At other times, small weights and other objects were thrown in the direction of players when Court was angry.

• **The belittling, humiliation and embarrassment of players is common.**

• **Extreme verbal abuse of players occurs often.** Players are routinely the targets of obscenity-laced epithets meant to mock their masculinity when they are unable to complete a workout or weight lift, for example. One player was belittled verbally after passing out during a drill.
The District is committed to a safe and civil educational environment for all students, that is free from harassment, intimidation or bullying.

A. Harassment/Intimidation/Bullying Defined
“Harassment, intimidation or bullying” is defined for purposes of this policy as any intentional written message or image – including those that are electronically transmitted, verbal or physical act, including but not limited to one shown to be motivated by race, color, religion, ancestry, national origin, gender, sexual orientation or mental or physical disability, or other distinguishing characteristics, when the act:

(a) Physically harms a student or damages the student’s property; or

(b) Has the effect of substantially interfering with a student’s education; or

(c) Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or

(d) Has the effect of substantially disrupting the orderly operation of the school.
SARCASM IS NOT GOOD FOR KIDS

Clever Banter or Callous Mockery?

- SARCASM OFTEN UNDERLIES WITTY BANTER AMONGST ADULTS IN BOTH WORK AND PERSONAL SETTINGS.

- THIS SOCIALLY ACCEPTABLE FORM OF HUMOR MAKES LIGHT OF LIFE’S IRONIES AND EVEN HELPS CRITICISM SEEM MORE REFINED AND LESS RUDE.

- WHEN USED WITH ADOLESCENTS, HOWEVER, SARCASM LOSES ITS COUTH AND IS OFTEN REDUCED TO CALLOUSNESS.

- WHAT ACCOUNTS FOR THE DIFFERENCES IN INTERPRETATION?

  - SARCASM RELIES ON SUBTLETY; KIDS DO NOT
COMPLI-SULT

• When a coach says, “Don’t work too hard out there on the field. I wouldn’t want you to get a blister”

• Their intention of publicly calling out a player’s lack of effort is clear. At the same time, the coach can justify his/her statements to an offended parent by claiming, “What? I was only kidding. Can’t your kid take a joke?” Insults veiled as sarcastic humor give the adult speaker a shield to hide behind but do nothing to protect their young recipient from real, lasting damage to self-esteem and to his relationship with the passive aggressive adult.
MIXED MESSAGE
INTENT VS. IMPACT

• **Impact** - It can hurt and confuse kids because it is a message of contradiction.

• **It is criticism without correction**, and the criticism can be painfully harsh.

• **Saying something like “Nice catch, Stone Hands” to someone who just dropped a ball serves no purpose other than to express the frustration of the coach.**
A coach or instructor will often urge the student to go beyond what the student has already mastered; that is the nature of (inherent in) sports instruction." (Allan v. Snow Summit, Inc. (1996) 51 Cal. App. 4th 1358, 1368-1369.)

"There is nothing tortious about a coach who pushes student athletes to keep trying even when they are tired or upset. Instruction . . . necessarily requires pushing a student to move more quickly, attempt a new move, or take some other action that the student previously may not have attempted. That an instructor might ask a student to do more than the student can manage is an inherent risk of the activity. Absent evidence of recklessness, or other risk-increasing conduct, liability should not be imposed simply because an instructor asked the student to take action beyond what, with hindsight, is found to have been the student's abilities. To hold otherwise would discourage instructors from requiring students to stretch, and thus to learn, and would have a generally deleterious effect on the sport as a whole."
IV. Conflicts of Interest

Sources of conflict of interest

- Financial
- Professional
- Personal
- Prejudicial
CONFLICTS OF INTEREST (Tutoring Policy)

Due to the nature of an employee's responsibilities, which entail the promotion of the public interest and the preservation of the public's trust, it may, in some cases, be necessary to restrict the activities of a district employee to ensure that a conflict of interest does not appear to exist.

The purpose of this policy is to provide guidance on activities that may constitute a conflict of interest, but is not designed to be exhaustive. Regardless whether a particular activity is not specifically addressed within this policy, District employees including those on any form of paid or unpaid leave from a position of employment with the District shall inform their supervisors in writing of all reasonably foreseen potential or actual conflicts of interest.

DEFINITION: A conflict of interest is any situation in which a district employee, either for himself/herself or some other person(s), attempts to promote a private or personal interest which results or appears to result in the following:

- an interference with the objective exercise of his/her district duties;
- a gain or an advantage by virtue of his/her position in the District.

Employees will not engage in any activity that conflicts with his/her duties and responsibilities. Such activities where a conflict of interest may exist include but are not limited to:

- Receiving economic benefit from selling or promoting the sale of goods or services to the students or their parents where the knowledge of the employee's relationship to the District is in any way utilized to influence the sale. (This also applies to non school-sponsored activities such as travel.)
- Receiving economic benefit from the sale of instructional and training materials and/or equipment created as part of an employee's job duties. In such instances, the District will retain a proprietary interest.
- Encouraging a student who is enrolled in one or more of the certificated employee's classes to take private lessons, therapy, or to engage tutoring for a fee from the employee, a relative of the employee, or a member of the employee's household.
- Using or providing others a list of names and home addresses obtained from school records or school-related contacts for purposes of identifying potential client or customer contacts.
- Participating in any way in the selection process for materials, books, or equipment when an item developed by or authored by the employee or a member of his/her family, or a member of the employee's household is under consideration for approval for District use.
- Being involved in the selection of an applicant or in the appointment, evaluation, or supervision of any other employee who is a family member. Family member is defined as son, daughter, father, mother, brother and sister, including in laws and husband/wife, grandparents, grandchildren of the employee, or employee's spouse.
- Using the inter-school mail to promote sales of a product in which an employee or a member of the employee's household has a financial interest.
- Providing an employee or student directory for use in promoting sales of a product or service.