



PARENT COMMUNICATION

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2. What should / should not be communicated to parents
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Chapter 5

PARENT / ATHLETE / COACH COMMUNICATION

COMMUNICATION

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PRE-SEASON MEETING

Once per season there will be a mandatory meeting for all parents/guardians of the student who will be participating in a sport. The meeting should be broken into 2 parts. One section

should be led by an Athletic Administrator or the Assistant Principal in charge of athletics. This section of the meeting should cover the following topics:

1. Communication parents should expect from their child's coach.
2. Communication that coaches should expect from parents.
3. Appropriate concerns to discuss with the coaches.
4. Issues not appropriate to discuss with the coach.
5. Concern and complaint procedures.
6. Physicals.
7. Injury procedures.
8. ACLU fundraiser guidelines.

The second part of the meeting should be led by the Varsity Head Coach for that sport. Coaches are expected to cover the following topics:



8. Philosophy of the coach (it is suggested that coaches develop a mission statement that outlines this philosophy).
9. Expectations that the coach has for participants.
10. Location and times of all practices and games - or where these can be found (i.e. www.bonitaathletics.org)
11. Team requirements - practice attendance, special equipment (bats, gloves, racquets), spirit packs and fundraisers.
12. Procedures to follow when a student has been injured (i.e. seeing the trainer,

doctor release, etc.), rehabilitation and return to play procedures (concussion).

13. Discipline that may result in student-athlete being denied playing time.
14. Sport specific information.

Pre-Season meetings help to ensure that the parents hear a consistent message from the Athletic Department.

PARENT / COACH / ATHLETE COMMUNICATION

COMMUNICATION

Both parenting and coaching are extremely difficult vocations. Coaches and parents want the athletes to have a positive experience as they participate in the sport or activity. Communication is the key to making the positive experience become a reality. Athletes, parents and coaches are all responsible for effective communications.

COMMUNICATION YOU SHOULD EXPECT FROM YOUR COACH

1. The philosophy of the coach.
2. Expectations and goals the coach has for your child and the team for this season.
3. Location and times of all practices and games.
4. Team requirements (uniforms, equipment, fundraising, off-season workouts).
5. Procedures to be followed when your child is injured.
6. Team rules, guidelines and consequences for infractions.



COMMUNICATION COACHES EXPECT FROM PARENTS AND PLAYERS

1. Athletes should express concerns immediately and directly to the coach. Many times the communication between the coach and the athlete solves the problem.
2. Notification of any schedule conflicts well in advance.
3. Notification of illness or injuries as soon as possible.

As your children become involved in the programs at Bonita High School, they will experience some of the most rewarding moments of their lives. It is important to understand that there also may be times when things do not go the way you or your child wishes. At these times discussion with the coach is encouraged. It is the first and most integral step to understanding and resolution.

APPROPRIATE CONCERNS TO DISCUSS WITH YOUR ATHLETE'S COACH



1. Concerns regarding your child's mental and physical status.
2. The treatment of your child.
3. Ways to help your child improve.
4. Concerns about your child's behavior.

It is very difficult to accept that your child is not playing as much as you would hope. Coaches are professionals. They make judgments based on what they believe to be the best for the team. A parent's main concern is to do what they believe is right for their individual child - and this may not be what is best for the team. A coach's toughest job is to manage the ever present conflict between what is best for the team and the parent's belief in what is best for the individual child.

As you have seen from the aforementioned list, certain things can be and should be discussed with your child's coach. Other things, such as those listed below, must be left to the discretion of the coach.

ISSUES NOT APPROPRIATE TO DISCUSS WITH COACHES

- Playing time
- Team Strategy
- Play calling
- Other student athletes.

There are situations that may require a conference between the coach, player and parent. These are encouraged. It is important that all parties involved have a clear understanding of the others position. When these conferences are necessary, the following procedure should be followed to help promote resolution of the conflict or concern.

PROCEDURES YOU SHOULD FOLLOW WHEN YOU HAVE A CONFLICT WITH A COACH

1. Call or email the coach to set up an appointment.
2. The Bonita High School phone number is (909)971-8220. Coaches' emails start with the initial of their first name - a period - and their entire last name - @ - bonita.k12.ca.us. (b.baumunk@bonita.k12.ca.us)
3. If the coach cannot be reached, call the Athletic Director. Darren Baumunk (909)971-8220 ex 2105 or Michelle Okayama (909)971-8220 ex 2103.
4. Please do not attempt to confront a coach before or after a game or practice. These can be emotional times for both the parent and the coach. Meetings of this nature usually do not promote positive resolutions.



WHAT CAN A PARENT DO IF THE MEETING WITH THE COACH DID NOT PROVIDE A SATISFACTORY RESOLUTION?

1. Call and set up an appointment with the Athletic Director of the Assistant Principal in charge of Athletics to discuss the situation.

Eric Podley / Assistant Principal / (909)971-8220 ex 2030 / podley@ bonita.k12.ca.us

Darren Baumunk / Athletic Director / (909)971-8220 ex 2105 / d.baumunk@bonita.k12.ca.us

Michelle Okayama / Athletic Director / (909)971-8229 ex 2103 / m.okayama@bonita.k12.ca.us

RESPONSIBILITIES OF A BONITA ATHLETE

To The Athlete:

Being a member of a Bonita High School athletic team is a fulfillment of an early ambition for many students. The attainment of this goal carries with it certain traditions and responsibilities that must be maintained. A great athletic tradition is not built overnight; it takes the hard work of many people over many years. As a member of a Bonita interscholastic team, you have inherited a wonderful tradition which you are challenged to uphold.

Our tradition has been to compete with honor. We desire to win, but only with honor for our athletes, our schools and our community. Such a tradition is worthy of the best efforts of all concerned. Over many years our squads have achieved more than their share of league and CIF championships (take a look at the banners in the gym). Many individuals have set records and have achieved All League, All CIF and All American honors.

It will not be easy to contribute to such a great athletic tradition. When you wear the green and white of Bonita, we assume that you not only understand our traditions, but are also willing to accept the responsibilities that go with them. However, the contributions you make should be a satisfying accomplishment for you and your family.

RESPONSIBILITIES TO YOURSELF

The most important of these responsibilities is to broaden and develop the strength of your character. You owe it to yourself to derive the greatest benefit from your high school experiences. Your academic studies, your participation in other extracurricular activities as well as in sports, prepare you for your life as an adult.

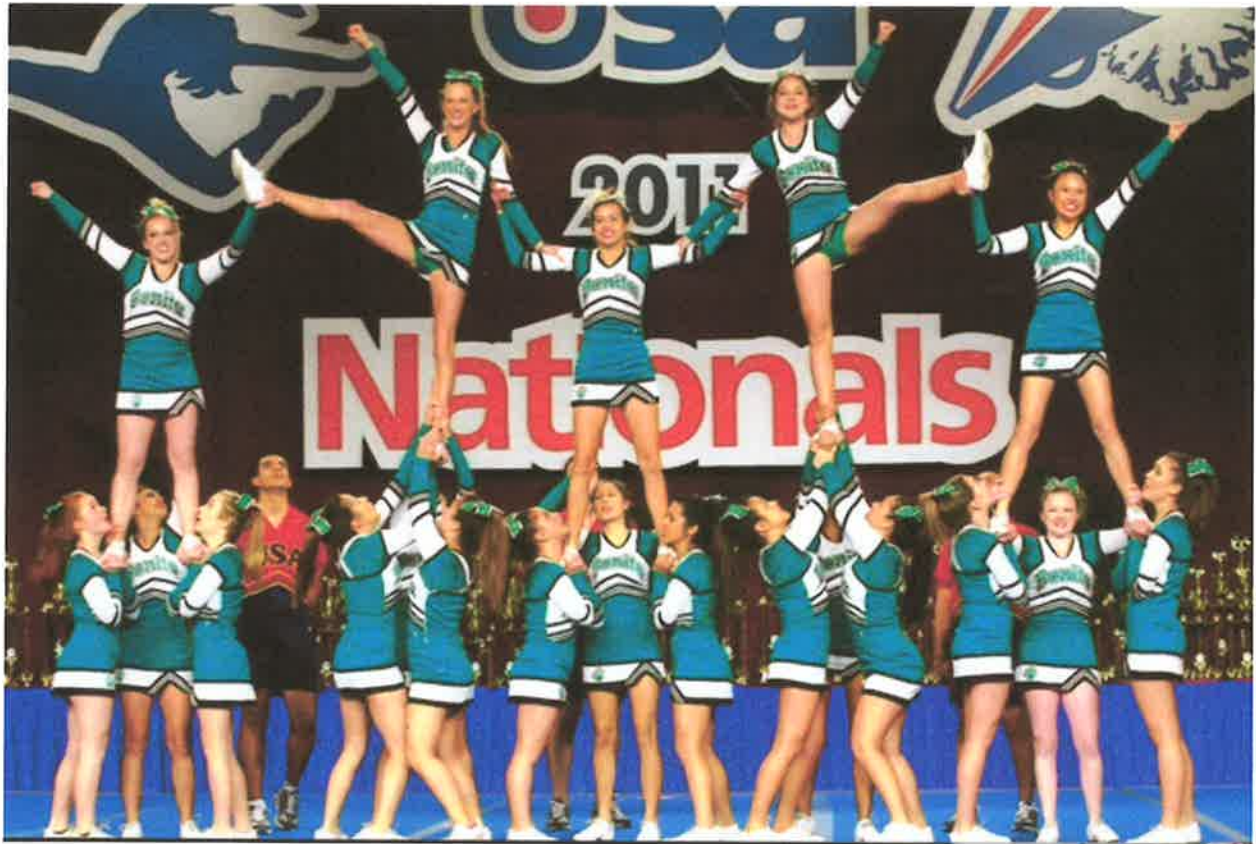
RESPONSIBILITIES TO YOUR SCHOOL

Another responsibility you assume as a team member is to your school. Bonita cannot maintain its position as an outstanding school unless you try your best. By participating in athletics to the maximum of your ability, you are contributing to the reputation of your school. You assume a leadership role when you are on an athletic team. The student body, the community and other communities judge our school by your conduct and attitude both on and off the field. Because of this leadership role, you can contribute significantly to school spirit and community pride.

RESPONSIBILITIES TO OTHERS

As a team member, you also have a responsibility to your home. When you know in your heart that you have lived up to all of the training rules, that you have practiced to the best of your ability everyday, and that you have played the game "all out", you can

keep your self-respect and your family can be justly proud of you. Younger students look up to you and it is your responsibility to set a good example for them. They will copy you in many ways. Set good examples for them.



BONITA COACHES RESPONSIBILITIES

The function of a coach is to properly educate students through participation in interscholastic competition. The interscholastic program is designed to enhance student achievement and should not interfere with opportunities for academic success. The welfare of each child shall be the utmost importance at all times. To recognize the importance of a high standard of ethics, sportsmanship and personal conduct on the part of all coaches the following guidelines have been developed:

The coaches have the responsibility not to neglect academic duties. Practice length and times should not conflict with student class preparation and responsibility.

The coaches have the responsibility to be aware of the tremendous influence they have in the education of student participants and, thus should never place the value of winning above the value of instilling the highest desirable of characters.

The coaches have the responsibility to uphold the honor and dignity of their professions. In all personal contact with student participants, school officials, CIF, the media, and the public coaches shall strive to set an example of the highest ethical and moral conduct.

The coaches have the responsibility to take an active role in the prevention of drug, alcohol and tobacco abuse and under no circumstances should their use be condoned or encouraged. Furthermore, all coaches shall refrain from personal use of drugs, alcohol and tobacco while performing their assigned coaching duties, or in the presence of students.



The coaches have the responsibility to promote the entire interscholastic program of the school and direct their program in harmony with the the total school program.

The coaches have the responsibility to be thoroughly knowledgeable with CIF, NHS, school district and school rules and to communicate them to team members and parents. The spirit and the letter of the rules should be followed.

The coach shall not try to seek an advantage by circumvention of the spirit or letter of the rules.

The coaches have the responsibility to actively use their influence to enhance sportsmanship among participants, spectators, support groups, pep squads, and administrators. Furthermore, at the completion of the contest, coaches and participant should demonstrate good sportsmanship by shaking hands.

SPECTATOR CODE OF BEHAVIOR / ETHICS

IT IS THE RESPONSIBILITY OF THE SPECTATOR TO:

- **KEEP CHEERING POSITIVE. THERE SHOULD BE NOT PROFANITY OR DEGRADING LANGUAGE OR GESTURES.**
- **AVOID ACTIONS THAT OFFEND VISITING TEAMS OR INDIVIDUAL PLAYERS.**
- **SHOW APPRECIATION OF GOOD PLAY BY BOTH TEAMS.**
- **LEARN THE RULES OF THE GAME IN ORDER TO BE A BETTER-INFORMED SPECTATOR.**
- **TREAT ALL VISITING TEAMS IN A MANNER IN WHICH YOU WOULD EXPECT TO BE TREATED.**
- **ACCEPT THE JUDGMENT OF COACHES AND OFFICIALS.**
- **ENCOURAGE OTHER SPECTATORS TO PARTICIPATE IN THE SPIRIT OF GOOD SPORTSMANSHIP.**
- **AVOID THE USE, ABUSE AND RESULTING NEGATIVE INFLUENCE OF DRUGS AND ALCOHOL BEFORE ATTENDING A HIGH SCHOOL EVENT.**

BE A FAN - NOT A FANATIC

A FAN IS DEFINED AS AN ADMIRER OF A SPORT

A FANATIC IS DEFINED AS SOMEONE WITH UNBALANCED OR OBSESSIVE BEHAVIOR.



BONITA ATHLETICS

GUIDELINE FOR PARENTS OF BONITA ATHLETES

- 1. Make sure your children understand that win or lose, you love them.**
- 2. Be realistic about your child's physical ability.**
- 3. Help your child set realistic goals.**
- 4. Emphasize "improved" performance - not winning.**
- 5. Don't relive your own athletic past through you child.**
- 6. Emphasize the importance of maintaining good grades.**
- 7. Control your emotions at games and events.**
- 8. Be a "cheerleader" for your child AND other children on the team.**
- 9. Respect your child's coaches. Communicate with them in a positive manner.**
- 10. Be a positive role mode.**

**Be a sensible and responsible, and keep your priorities in order.
There is a lot more at stake than a win/loss record.**



An Open Letter to Parents of High School Athletes

After 14 years of coaching high school baseball, I have experienced a part of coaching that is the most difficult to accept. It's not the more obvious frustrations of wins and losses or dealing with the problems young high school athletes face (i.e. drugs and alcohol) or declining budgets and fundraising.

It is the parent that interferes, criticizes and manipulates constantly in order to improve his or hers son's changes of playing time on the field. What the parent does not realize is the person that is ultimately hurt is their son, not the coach they portray as the villain.

For the coach, it is a temporarily uncomfortable situation, but for the player, it is something that may last a lifetime. The purpose of a program is basically two-fold:

1. To give the average and gifted player an opportunity to take something he has worked very hard to master and to test it under pressure of competition, to experience the joy of victory and to stand up strong after laying everything on the line and losing.
2. To provide a place for the gifted athlete an opportunity to demonstrate his abilities.

Both types of player will experience the maximum for himself if it goes unhindered by the parent trying to direct every part of a young man's life. This is a special time for the player and coach that must not be stolen by the parent.

The give and take of the daily interaction of the player and coach must not be interrupted by the parent feeling he or she knows better. It is a controlled situation that emulates life itself—dealing with extremes of emotions, correct conduct and interpersonal relationships outside the immediate family and the classroom.

There is no place the student-athlete can experience so many different events than on the athletic fields.

Every player has a role and most players and their peers know how they stand within the team. All players must sacrifice themselves because it is a team sport. Within this hierarchy are lead players and role players and the young people understand this better than their parents.

Because the parent is not involved in the day to day program of practice and each coach-player interaction, they have a limited view of the real situation. Help your son by leaving him alone. Allow him to fail or succeed on his own. Don't cheat him out of the right to fail or succeed by himself.

Today, he may appear to appreciate your intervention. But more likely he will later on resent your interference.

Allow your son to come home and air his feelings about the day's event without fear of you jumping in trying to solve his problems. Listen to him and use it as an opportunity to help him grow, not suppressing his independence by interfering.

Parents can love and support the player without subverting his quest to become an adult. When conflict between coach and parent occurs, the athlete is caught in the middle because of love for his parent (s) and desire to please his coach he must deal with in order to play.

Don't let the coach become the reason for an athlete's failure, and that is exactly what happens when a parent constantly berates the coach.

Encouragement and support from parents are what players need, not someone throwing out insults and criticism to break down the morale of the team. A great season can be completely destroyed by a parent or parents that think they know better than the coach.

Remember, the coach is really the most unbiased person on the field. He sees the team as a team in the proper perspective. Parents see the team through the eyes tinted with the love and aspirations for their child. No matter how much the parent has played the game or coached youth teams, he is not exempt from this prejudice.

Love them and let go!

Paul Renfrow. Baseball Coach. Marina High School

SAMPLE PARENT'S CODE OF CONDUCT

1. Support the coaches by applauding behavior in your child and his/her teammates that demonstrates characteristics of integrity, empathy, sacrifice, and responsibility.
2. Acknowledge and appreciate players' growth toward maturity and their effort toward establishing stronger relationships with teammates, coaches, and themselves.
3. Affirm your son/daughter and his/her teammates when good character, healthy sportsmanship, and other-centered behavior are displayed. Do not affirm only his/her athletic performance or a victory.
4. Serve as a role models for our players, talking politely and acting courteously toward coaches, officials, other parents, visiting team parents,, and spectators at practices, games, and meetings.
5. Model good sportsmanship. Acknowledge and applaud the efforts of team members and opponents. Accept defeat graciously by congratulating the members of the opposing team on a game well played. Support the team regardless of how much or how little your son/daughter plays or what the win-loss record is.
6. Encourage your child and his/her teammates with positive statements, even when they make mistakes. At every practice they are growing physically and emotionally. At every practice they are learning moral and ethical lessons. At every practice they are developing character.
7. Refrain from boasting about your child's accomplishments.
8. When problems or questions arise, please have your son/daughter present the problem to their coach. We want players to develop self-advocacy. After meeting with their coach, if the issue requires more clarity, contact the coach / head coach.

Because I am a parent with the power and platform to make a positive difference in the life of every player, I commit to this code of conduct. When failing to live up to these standards, I will allow for accountability and take responsibility for my actions.

Print Name

Signature

Date

SAMPLE PLAYER CODE OF CONDUCT

1. I accept responsibility for my behavior on and off the field. I understand that what I do and say affects my teammates, my school, and other people either positively or negatively.
2. I lead courageously and live with integrity by speaking up against injustice and on behalf of others even when it is hard or unpopular.
3. I act with respect toward myself and the people and things around me, including my parents, my coaches, my teammates, my teachers, my opponents, and the spectators.
4. I do not put people in boxes according to their race, sex, religion, neighborhood, sexual orientation, or abilities. I judge people by the content of their character.
5. I act with empathy. I try to understand what is going on in the hearts and minds of others and what is causing those feelings so that I can be supportive and encouraging. I ask, "How can I help you?"
6. I serve as a role model at all times by talking politely and acting courteously toward coaches, teammates, opponents, officials, and spectators. I understand that it is a privilege to represent my family, school, and community as a student-athlete.
7. I give 100 percent effort to practices, games, and events. I understand that that effort demonstrates my commitment to the team and my respect for my coaches and teammates.
8. I display good sportsmanship. I acknowledge and applaud the efforts of others. I encourage my teammates with positive statements. I refrain from boasting to my teammates and "trash-talking" to members of other teams. I accept defeat graciously by congratulating my opponents on a game well played.

Because I represent my family, school, and team, I abide by the policies, rules, and guidelines of the school, team, and coaches.

Print Name

Signature

Date

*These contracts came from book *InSide Out Coaching* - Joe Ehrmann

Allistair McCaw - Players Who Are A Danger to Team Culture:

Players who are a danger to a TEAM CULTURE:

- Believe they're owed something
- Gossip about others
- Expect privileges
- Blame instead of take ownership
- Dislike authority
- Like to Criticize
- Bring a poor energy
- Toxically influence others in the team

3-D Coaching – Jeff Duke

High Motivation

- Athlete arrives on time for training.
- Athlete's equipment is in good shape.
- Athlete has good time-management skills.
- Athlete is always ready to try new athletic skills.
- Athlete is willing to memorize

Low Motivation

- Athlete is regularly late for practice.
- Athlete's equipment is in poor shape
- Athlete demonstrates poor time-management skills.
- Athlete is unwilling or hesitant to try new skills.
- Athlete doesn't put forth the effort to memorize

Indicators of Extrinsic Motivation

- When athletes perform well, they believe they should get something in return.
- Athletes begin to internalize the belief that external rewards are the primary goal
- Eventually, athletes begin to base their identity on performance.

Randy Jackson - Author of *Culture Defeats Strategy* - on Defining Player Roles. The staff meets individually with players 3 times a year to help define player roles.

At North Forney High School, the players that the coaching staff feels give the **TEAM** the best opportunity to **WIN** will play.

- Being a great student does not guarantee the right to play.
- Being in the FCA does not guarantee the right to play.
- Being a great athlete does not guarantee the right to play.
- Having parents in the booster club does not guarantee the right to play.
- Coming to practice every day does not guarantee the right to play.
- Being a captain does not guarantee the right to play.

You must be able to produce positive results versus quality competition in order to play on the varsity level.

SENIORS: All seniors will be on the varsity. Being a senior does not entitle a player to anything more than being a valued member of the **TEAM**. Many seniors will see quality playing time many will not.

ROLES: Starter - **expected** to perform on a **HIGH** level versus quality 5A competition with minimal mistakes.

Backup / JV Starter - **expected** to be game ready if for any reason a starter cannot perform. Expected to perform on a **HIGH** level versus quality 5A competition with minimal mistakes.

Special Team - **expected** to perform flawlessly in every special team assignment. Mistakes are inexcusable. Perfection of assignments is mandatory!

Team Members / JV - **expected** to provide auxiliary support for your **TEAM**. This includes scout teams, sideline encouragement, leader in the locker room and a positive attitude at all times. Team members will get very few playing opportunities.

JUNIORS: Some juniors will have a role on the varsity, but some will be on our JV team. The juniors who are on the varsity will be there for the following reasons:

- (1) Ability level makes him a starter
- (2) Lack of position depth makes him a backup who sees playing time
- (3) A major contributor on special teams.

Juniors on the JV team can be called up to the varsity at any time during the season for any reason and be expected to perform on a **HIGH** level versus quality 5A competition with minimal mistakes.