

The Connecticut Interscholastic Athletic Conference



Athletic Program Evaluation

South Windsor High School

South Windsor, CT

May 28-29, 2008

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THE CONNECTICUT INTERSCHOLASTIC ATHLETIC CONFERENCE

MISSION STATEMENT

The CIAC believes that interscholastic athletic programs and competition are an integral part of students' academic, social, emotional and physical development. The CIAC promotes the academic mission of schools and honorable competition. As such, the CIAC serves as the regulatory agency for high school interscholastic athletic programs and exists to assure quality experiences that reflect high ethical standards and expectations for fairness, equity and sportsmanship for all student-athletes and coaches. The CIAC provides leadership and support for member schools through the voluntary services of dedicated school administrators, athletic directors, coaches and consultants.

EDUCATIONAL FRAMEWORK FOR INTERSCHOLASTIC ATHLETIC PROGRAMS



INTRODUCTION

There is a greater need today than ever before in the history of interscholastic athletics to develop an educational framework which will promote the value and importance of high school athletic programs. The Connecticut Interscholastic Athletic Conference Board of Control has expressed the need to identify educational expectations for school-based athletics and believes that it is incumbent upon CIAC and its member schools to be able to successfully advance and accomplish those expectations. The establishment of an assessment and technical assistance program that will enhance the quality of high school athletics through the teaching of character education, sportsmanship, ethical and socially responsible behaviors will elevate the value and importance of high school interscholastic athletics well above other athletic experiences now available to high school age athletes. In the final analysis, it is the responsibility of educational leaders to prove the educational worth of high school sports and to show that the lessons learned by young people participating in athletic activities will reinforce and supplement the same goals of the classroom teachers. Therefore, the goal of this initiative is to develop a set of standards for an exemplary interscholastic high school athletic program, implement those standards, and then assess and evaluate the program successes.

THE EVALUATION PROCESS

The intent of the CIAC Board of Control in moving forward on this initiative is to encourage each member school to periodically conduct a formal review of its athletic program to determine the programs successes and areas in need of improvement. This review will be measured against a set of defined standards of an exemplary interscholastic athletic program and indicators for each of the defined standards.

Schools undertaking a program review began by conducting a self-study in which the school/athletic department measures its progress in meeting each of the standards and indicators. The school utilized self-study materials developed by the CIAC. Additionally, the athletic department surveyed student-athletes, parents, and coaches to solicit feedback on the quality of the athletic program. The school's self-study (along with information provided from the surveys) allowed the school/athletic program to determine their strengths and areas in need of improvement. It is expected that the

athletic department will develop improvement plans based on the findings of the self-study.

Following completion of the self-study a visiting team consisting of three school administrators and two athletic administrators conducted a two-day site visit to the school. The visiting team reviewed the self-study findings, the athletic department improvement plans as well as meet with all stakeholders in the program. Additionally, the visiting team determined the athletic department's success in meeting its mission and expectations and to what extent the standards of an exemplary high school athletic program are being met. The visiting team completed a comprehensive report delineating the strengths of the program and the areas in need of improvement. Appropriate commendations and recommendations are detailed in this report and were provided to the school principal and athletic administration. The school is charged with implementing the recommendations found in the final report in a timely manner and reporting their progress to CIAC in a follow-up two year report.

The evaluation process is intended to be a program improvement model designed to assist athletic and school administrators in providing an exemplary interscholastic athletic program to all their students while linking it to the academic mission of the school. It is recommended that each member high school athletic program be evaluated once every ten years.

The CIAC wishes to thank the principal and athletic director of South Windsor High School, the South Windsor Superintendent of Schools and Board of Education for their willingness to be one of the initial schools in Connecticut to undergo an athletic program evaluation using the standards of an exemplary interscholastic athletic program. The willingness to be involved in this program evaluation is a clear indication of the value placed on athletics in the South Windsor community and the desire of those involved in athletic programs to serve the needs of the student athletes of South Windsor High School in the best way possible. It indicates a strong belief that athletics should be an integral part of the educational program of a high school.

The visiting team was especially impressed with the high quality of work done by the self study committee. It engaged all stakeholders in the process of looking at the school's athletic program and produced a wealth of data to assist in the work of reviewing all aspects of the program. The self study committee worked very hard and strove to provide a fair and balanced perspective to the information that it gathered. The work done by the self study committee provides a blueprint for the South Windsor High School athletic community in its desire to make its programs the best that they can be for the student athletes. The processes used by the self study committee can be replicated in implementing many of the recommendations for improving the program that follow in this report.

OVERVIEW OF FINDINGS

Five standards form the foundation of the CIAC Athletic Program Evaluation: *Guiding Principles, Curriculum, Resources and Equity, Administration, and Program and Player Evaluation*. The thirty-nine indicators embedded in these standards describe practices that are exemplars for schools to aspire to in their athletic programs. The overall findings from a comprehensive overview of the South Windsor High School athletic program provide evidence of its excellence in many of these aspects and clearly demonstrate that the community views athletics to be an integral part of the educational program at South Windsor High School. All groups of stakeholders express the belief that the athletic experience should be a positive one for all student athletes.

South Windsor High School does not have a separate mission statement developed for athletic programs. While some specific expectations are defined for student athletes, coaches and the athletic director, other expectations for these groups and for the programs in which they participate are not clearly delineated. Roles of parents, administrators, the board of education and others are not defined. Also not delineated are core values of the program, for example the emphasis to be placed on winning at various levels, commitment to teams, practice times, academic priorities, and others. The lack of clearly defined values leads to inconsistencies between teams and programs and differing expectations from student athletes, parents, coaches, athletic administrators, and others. Some groups feel that they have no input into the program or that their views are not given serious consideration.

Some steps have been recently taken to better define expectations and values for the South Windsor High School athletic program. These include the institution of a student athletic handbook, "The Bobcat", and revisions to the coaches' handbook. The information gathered by the self study committee would have great value in beginning the process of developing an athletic mission, clear expectations and a statement of core values. Once these have been developed, they need to be communicated to all constituents and to serve as a basis for making decisions about the program. A process needs to be developed that will provide for an ongoing review of the mission, expectations and core values to reflect changes in the program and the needs of the student athletes.

The South Windsor High School athletic program has a long tradition of success on which to build and in which the school and community exhibit pride. Values within the program are very positive with teams supporting other teams, a strong emphasis on sportsmanship and a commitment to academics first. The athletic director is extremely dedicated and highly visible in the program. He takes a great interest in student athletes and is well-liked by all associated with athletics. In most sports, good relationships exist between youth organizations and the high school program.

Much work needs to be done to provide a more formal curriculum and structure to the South Windsor High School athletic program. The parent/student-athletic handbook and coaches' handbook represent a good beginning in this area, but need to be regularly

upgraded with input from all constituencies. Expectations and guidelines for each sport should be codified and disseminated to those involved. Communications about upcoming programs and publicity about athletic successes need to be improved. Formal programs to provide appropriate information should be developed including a general meeting for parents and student athletes prior to each season, an athletic orientation for 9th Graders, an orientation for new coaches, a college athletics night, and leadership training for captains. Communication about athletic programs needs to be greatly increased in a variety of ways. All of this work would greatly reduce misconceptions and improve consistency within the program.

The South Windsor High School athletic program is mainly funded through the school district's budget: \$208,000 allocated for general program operation in 2006-2007. Additional revenues are generated through a \$100.00 participation fee which brings in an additional \$80,000 annually to fund transportation costs. Gate receipts generate another \$19,000 which funds awards, clinics and miscellaneous expenses. Financial support for equipment, supplies and other basic resources for the 25 varsity level sports and 43 teams is adequate. Booster clubs provide additional funding on a sport by sport basis. An issue of equity exists in this regard, since two sports in particular have the ability to raise significantly more funds than the others.

Conditions of athletic facilities and fields are very poor. Indoor facilities, including the main gymnasium, weight room, locker rooms and storage areas, are shabby and inadequate to meet the needs of the current athletic program. Athletic fields on the school property are poorly maintained and overused. Long range planning for both regular budgeting and facilities improvement and expansion is needed to provide direction for the future of the program. The initiative in the community to "turf" some of the athletic fields at South Windsor High School should be strongly supported.

Male and female programs are roughly comparable, with some notable exceptions. The school should institute an annual self-administered Title IX compliance review to ensure that these issues are addressed. Means to meet the needs of a significant number of swimmers in the school should continue to be explored and supported. When facilities are available, intramural sports should be added to the program.

The primary responsibility of administering the athletic program at South Windsor High School is given to a part-time athletic director, who teaches two classes and has two additional duty assignments each day. Although he works tirelessly to manage the athletic program and shows a deep commitment to it, the job is nearly impossible given the size and scope of the program. While the additional \$18,000 in the 2008-2009 budget is a beginning to providing needed assistance to the athletic director, it would still not be sufficient to administer the program at its present level and to implement the recommendations for improvement contained in this report. It is strongly recommended that the athletic director position be upgraded to full-time, that clerical assistance be provided to the athletic program and that additional assistance for game management be provided.

An area in need of strengthening in program administration is the evaluation of coaches. The existing evaluation form for coaches emphasizes program management issues over coaching competence. The instrument should be revised to more directly reflect coaching skills and performance and to connect professional growth and development to the evaluation. It should also be made clear that the responsibility for evaluating coaches lies with the athletic administration.

Parents and student-athletes at South Windsor High School feel that their input into the program has not been valued. The creation of an athletic advisory council with representatives from all groups of stakeholders including student-athletes, parents, coaches, community sports groups, and the town parks and grounds department would serve as a vehicle for input to the athletic administration. The council would greatly improved communications and would provide a great service to the athletic department.

Some coaches have developed excellent processes for assessing individual athletes and using the assessments for growth. A consistent process for assessing players at all levels should be developed and implemented throughout the athletic program at South Windsor High School.

The athletic administration has annually reviewed the athletic program with some input from coaches. This process needs to be expanded to include input from all constituencies and formalized. Results of the annual program review should be used to provide direction for program improvements. A report of these results should be made annually to the South Windsor Board of Education.

There are many positive aspects of the South Windsor High School athletic program, including a strong tradition of success and positive shared values among all associated with the program. A more clearly defined mission and core values, greater consistency within the program, more formalized procedures and processes, improved communication, greater involvement of all stakeholders, much needed assistance for the athletic administration, improved and additional facilities, a stronger coaches' evaluation process and more accountability will all improve the athletic experience for the fine student-athletes at the school.



STANDARD I **PROGRAM GUIDING PRINCIPLES**

The athletic program has developed a mission statement that clearly defines what the school/program is seeking to achieve and delineates the expectations of the program for student-athletes, coaches, school administration, parents, and the community. The expectations of the athletic program are the fundamental goals by which the school assesses the effectiveness of the athletic program and services provided.

1. The athletic program mission statement and expectations shall be developed by all stakeholders in the program including, but not limited to, coaches, student-athletes, parents, board of education, community members, teachers and school administrators. The mission is to be clearly linked to the academic mission of the school and district.
2. The mission shall reflect the core values, beliefs, and goals of the athletic program.
3. The athletic program shall define expectations as they relate to the athletic program for coaches, student-athletes, school administrators, parents, board of education, and the community.
4. The mission and expectations of the athletic program shall be the basis upon which all decisions are made relative to the program.
5. The athletic mission and expectations shall be reviewed, revised/reaffirmed bi-annually to assure it reflects the needs of the student-athlete, the school and the community.
6. The athletic mission and expectations shall be published and distributed throughout the school community in a manner that ensures that all stakeholders are aware of athletic department's goals.

CONCLUSIONS

The mission statement for athletics at South Windsor High School is the same as the school's mission statement. No separate mission statement has been developed for the athletic program. A Philosophy of Athletics has been developed which defines expectations for the program. These are consistent with the school's mission statement. A description of core values for the athletic program is contained in the Philosophy of Athletics, but simply explains that expectations regarding values of all involved in the athletic program are the same as they would be for the classroom, without specifically delineating these values. These statements had been developed prior to 2000 by the school and athletic administrations and board of education without input from all groups of stakeholders in the athletic program.

The lack of defined values, beliefs and goals specific to the athletic program creates inconsistent expectations among the various groups of stakeholders and provides no basis for making decisions about the program. Areas of the athletic program viewed as having inconsistencies by various constituencies of the South Windsor High School athletic program include: student-athlete and parent issue escalations, administration and approval of booster club finances, admission charges to sporting events, development of leadership in captains and seniors, coaches' role in academics, coaching fairness, hiring and training of coaches, field conditions, practice times and duration, and equipment and uniform purchases. While all constituencies recognize that other groups act in the best interest of student athletes, there is a general lack of trust among the constituent groups and many discrepant views about the aims and goals of the program. This high level of distrust is a direct result of a lack of understanding about these issues, since there are no clear guidelines to which all groups can refer.

Some expectations about athletic programs are defined in the newly developed "Bobcat", the athletic handbook for students and parents, although some inconsistencies in the handbook have been noted. A coaches' handbook has also been

developed by the school and athletic administrations, which defines responsibilities of coaches and the athletic administration. There are no defined expectations of school administrators relative to athletics, parents, board of education members, community organizations, captains, or team managers.

The expectations that currently exist for the South Windsor High School athletic program are published in the athletic and coaches' handbooks and are widely distributed within the school. All student athletes and parents are required to attend a preseason meeting and to sign a form indicating that they have been provided with the handbook. Goals and expectations about athletic programs are not widely posted throughout the school and athletic facilities. Parents and student athletes feel that making athletics more visible would improve school spirit.

The self study committee for this athletic program review at South Windsor High School has done an excellent job of collecting information and data from the various groups of constituents in the school's athletic community. The issues that require definition have been well documented in the work of the self study committee, which was comprised of members of the constituent groups. An athletic council for South Windsor High School with representatives from each constituency involved with athletics, similar to the self study committee, could begin the work of developing a mission and expectations for the South Windsor High School athletic program.

With input from all members of the South Windsor High School athletic community, and by examining programs in comparable schools and exemplars available from the CIAC, the mission and expectations could be developed for approval by the school administration and board of education. Expectations for the program should be clearly delineated relative to emphasis placed on winning at different levels, participation, level of commitment to a team, hiring and retention of coaches, sportsmanship, playing beyond high school, practice times, academic commitment and other relevant areas. The expectations defined for student athletes, coaches, and

the athletic director in the various handbooks should be reviewed and revised. Expectations of all other stakeholder groups should be defined.

A process should be developed to ensure that the athletic mission and expectations are reviewed, revised/reaffirmed biannually with input from all constituencies. This could be part of the ongoing work of an athletic council. An ongoing program to increase the visibility of athletics in the school would also benefit the athletic program.

COMMENDATIONS

1. The athletic director and school administration for the recently developed “Bobcat” student athletic handbook.
2. The athletic director and school administration for the coaches’ handbook.
3. The self study committee for involving all stakeholders in the athletic program in delineating areas of concern regarding the mission and expectations of the South Windsor High School athletic program.

RECOMMENDATIONS

1. Develop a mission statement specific to the athletic program at South Windsor High School through an athletic advisory council with input from all stakeholders.
2. Clearly define and communicate expectations for all constituencies of the athletic program.
3. Clearly define and communicate core values and beliefs about the athletic program.
4. Develop a process to regularly review and revise the mission, expectations, and core values of the athletic program with inputs from all constituent groups of stakeholders.
5. Develop means to increase the visibility of the athletic program throughout the school and community.



STANDARD II

PROGRAM CURRICULUM

The athletic program has developed and implemented programs, activities and curricula that enable the school to achieve its athletic mission and expectations. Embedded in this standard, in addition to sport specific skill development and the promotion of academic achievement, are the teaching and endorsement of sportsmanship, character development, ethics, values, living a healthy and drug free lifestyle and appropriate behavior for all student-athletes, coaches, parents, and spectators.

1. Curricula shall be developed and instituted that advance sport specific training, conditioning, and skill development in all sports.
2. Curriculum units/modules shall be developed and taught to all student-athletes and coaches in a formal setting on the following topics: Sportsmanship, appropriate behavior, ethics, values, character development, leadership, and development of healthy lifestyles.
3. Specific programs and activities shall be developed and implemented by each school and athletic department to address the proper behavior of all student-athletes, coaches, parents and spectators at athletic contests.
4. The athletic program shall support and monitor the academic achievement of each student-athlete throughout the high school years.
5. The athletic department promotes a program that is safe, positive, respectful, and supportive and fosters the benefits of multi-sports athletics and the disadvantages of sports specialization.
6. The athletic department provides leadership training to all captains and team leaders.

CONCLUSIONS

South Windsor High School provides an extensive athletic program for its students. Over 600 students are on at least one athletic team, and approximately one-third of them play more than one sport. The athletic director and the coaching staff are commended for encouraging students to be multi-sport athletes. Student-athletes as well as students who did not participate in the athletic program demonstrate a high level of respect for each other, and it is also obvious that South Windsor High School students take great pride in their school and its athletic program. Coaches and student-athletes indicate that it is a common practice for teams to support each other, for example coaches sometimes shortened their practices so their teams can support another South Windsor team in its contest. Students and coaches feel that publicity within the school about the results of athletic contests is limited and that little information about upcoming athletic schedules is promoted. Although scores and schedules were often announced in the cafeteria at lunch time, students and coaches felt that improved exposure of athletic programs would give them enhanced stature and promote positive school spirit.

Increasing the celebration of individual student-athlete successes as well as team successes would benefit the athletic program. Recognizing individual and team efforts that are successful is a good way to build school esprit de corps and a wonderful way to motivate student-athletes to further their successes. An example of an effective practice in this area is a school that uses an “honor flag.” That school flies the flag on the school flag pole to celebrate anything within the school that brings honor to the school or is a successful endeavor, including athletic achievements. An announcement in the morning informs students why the honor flag is being flown. At South Windsor High School the trophy cases contain numerous recognitions of past athletic achievements; however, they are dusty and appear to be neglected. Other areas that celebrate accomplishments, such as the track and field record board in the gym, should be updated and presented in a more professional manner. The maintenance of the gym, weight room, training room and storage rooms do not reflect the care and appearance that is evident within other areas of South Windsor High School facility.

Student-athletes and their parents are provided with essential information about the athletic program in general as well as team specifics through pre-season meetings with the various coaches. At least one parent of each student-athlete is expected to attend these meetings. The student-athlete and parent are also required to sign a contract indicating their agreement to abide by departmental, as well as the individual coach's, policies and procedures. Important details related to participation on a given team are provided at that time; however, because coaches present the parameters of their own sport, there is no assurance of consistency in the presentations or that every critical issue is discussed. Therefore, it is recommended that the director of athletics meet with all student-athletes and parents prior to the season to assure that information about important issues, such as hazing, the transportation policy, attendance policies, etc. are communicated in a consistent manner. At the conclusion of the general meeting, student-athletes and their parents could adjourn to breakout sessions with their respective coaches to discuss sport specific topics.

Posting the Student-Athlete/Parent Handbook on the school web-site is also an important means to communicate all athletic related information to student-athletes and parents. The handbook should be reviewed yearly with all stakeholders should having input into its contents. Communications from the athletics department and the coaches should be seen as frequent, clear and relevant. A common theme in concerns expressed by parents at the school was a need for greater communication from the athletics department and their children's coaches. Implementation of the above recommendations will help to address those concerns.

A formalized plan for introducing ninth graders to the athletic program has not been developed. The school's orientation meeting for freshman students and their parents would provide an opportunity to disseminate information on the fall sports offerings as well as other sports offered throughout the year. Many students have an anxiety about moving from a middle school environment to a high school setting, including about the athletic component. Therefore, it provides a level of comfort to incoming freshman

students to know when teams are practicing on which they wish to participate, including the sites, times, dates and location of the first practices.

An athletic advisory council would be of great benefit to the athletic director and all the athletic department's stakeholders. An advisory council would provide the athletic director with input from the public and create a conduit for communicating athletic department policies, philosophies and general information on department operations to the public and the athletic constituencies within the school. The mission of the council, how the organization functions, and clear definition of each stakeholder's role in the athletic program are all items that should be readily available to the public. Meeting dates, times and locations for the athletic council, along with minutes and outcomes should also be public information.

A climate and culture is evident within the athletic department whereby coaches and student-athletes demonstrate and exemplify good sportsmanship, high ethical standards, positive values and respect for each other and for opponents. The athletic administration is commended for its efforts in this area. The school and athletics department also devote considerable attention to ensuring that coaches, athletes, students and parents exhibit proper behavior at all athletic contests. Written statements of behavioral expectations for all spectators should be visible at each venue and announced prior to home contests. Captains can play a major role in this endeavor. To assure that captains have a clear understanding of their role and the responsibilities attendant to that position, the director of athletics and a school administrator should meet with all captains at the start of each season. Several captains at South Windsor High School expressed their perception that their opinions were not seriously considered and were, therefore, irrelevant. There is no formalized program for training captains and coaches in the area of leadership. The formation of a captains' council may prove useful in this area. Several of the groups interviewed during the evaluation process indicated that there is a need for training captains and coaches in the area of leadership.

During interviews with coaches, several expressed a desire to participate in more athletic oriented and sport specific professional development programs and to have increased opportunities to participate in programs relevant to their coaching. Studying contemporary topics such as functional training, the dynamic warm-up, periodization, diversity, dealing with difficult parents, and others would be of benefit to all coaches, and ultimately to their student-athletes.

The academic progress of student-athletes is regularly monitored by the athletic department to assure continued eligibility. Many, but not all, coaches review progress reports and end-of-marking period report cards; however, there is no formalized policy related to coaches checking the academic performance of their student-athletes. A departmental policy would provide consistency in this area. Efforts of this nature also clearly demonstrate that the athletic department and its coaches are committed to assisting classroom teachers in seeing that their athletes are meeting academic expectations and that the student-athletes clearly understand their academic programs come first. The importance of focusing on scholarship was made very clear in interviews with student-athletes, coaches and non-coaching teachers. It was also apparent that a strong and positive relationship exists between the guidance department and the athletic department.

The guidance department capably assists student-athletes with NCAA Clearinghouse questions as well as other topics related to participation in intercollegiate athletics. South Windsor High School student-athletes would benefit from having a “College Night for Student-Athletes.” That program would help clarify for student-athletes and their parents many of the misconceptions about college athletic scholarships, recruiting and other items related to collegiate athletics participation. There are a number of representatives from university athletic departments who are willing and capable of leading that program. The guidance department and the athletic department could co-sponsor the college night. The role of coaches in helping student-athletes who wish to participate beyond high school should also be clarified and made clear to all.

No formal system exists for orienting new coaches to the South Windsor High School athletic program. The athletic director conducts a training program for new head coaches. Sub-varsity coaches are provided some training by the athletic director and some by the head coach of a sport; however, the training is not done in a systematic way. Handbooks should be developed for each sport that will detail much of what a new coach needs to know for a successful coaching experience. A part of each coaching handbook would be a section prepared by the athletic director. That section would inform a new coach of general athletic department policies, including sections on sportsmanship, hazing, drug and alcohol policies, practice regulations, professional decorum, etc. These would be consistent throughout each handbook. The remainder of the sport-specific handbook would be the head coach's responsibility. The head coach could detail for sub-varsity coaches everything expected of assistants, including offensive and defensive strategies, drills to be employed, conditioning methods, team selection procedures, etc. The addition of handbooks for each sport will further enhance the quality of the athletic department.

In addition to coaching-related manuals, sport-specific handbooks for athletes that describe all segments of their experience in that sport would be very beneficial. Included should be the criteria for team selection, basic information about styles of play to be employed, the skills necessary to play the sport, conditioning requirements (including suggestions for off-season conditioning) as well as a multitude of other points that are unique to each sport. That curricular document should also contain units taught to student-athletes in a formal setting on the following topics: sportsmanship, sport-related values, character and the development and maintenance of healthy lifestyles.

A number of coaches enjoy a positive relationship with the leaders of South Windsor's youth athletic leagues. That type of relationship is important to the long term success of any high school program and should be encouraged in all sports.

The management of a program as large as South Windsor High School's is extremely difficult. A program of this magnitude requires a leader capable of organizing and supporting approximately 900 contests per year, an ability to deal with people of widely

divergent views, the willingness to work inordinately long hours, and the vision to move the program forward. South Windsor High School is commended for having such a person in place. Unfortunately, the way the current athletic director's position is structured, it is nearly impossible to fulfill every aspect of that job. The South Windsor High School athletic program is extensive. There are many sports and a large number of participants. In order to manage this large operation in an optimal manner, adequate time, secretarial help as well as assistance in supervising home contests is necessary.

COMMENDATIONS

1. The efforts of many coaches to provide a positive athletic experience to South Windsor High School's student-athletes.
2. The efforts of the head coaches in the pre-season team meetings to address team issues, policies and procedures as well as other items contained in the Student-Athlete/Parent handbook.
3. The athletic director for maintaining a file of records, awards, and other documents.
4. The positive relationship a number of coaches have with the youth leagues.
5. The high number of students participating in the athletic program.
6. The number of sports offered by South Windsor High School.
7. The efforts of many coaches to monitor student-athletes' academic progress.
8. The high level of cooperation between the athletic department and the guidance department.
9. The high number of student-athletes who play multiple sports.
10. The school and athletic department for cultivating a climate and culture where athletes and coaches demonstrate good sportsmanship, ethics, values, respect.
11. The school and athletic department for acknowledging that academic success is the highest priority for student-athletes.

RECOMMENDATIONS

1. Provide written coaching manuals for each sport that are developed by the athletic director and head coaches at all levels including the middle school where appropriate.
2. Design and implement a plan to provide written documents for team members that articulate sport specific skill development as well as other information that is pertinent to each sport.
3. Initiate a mandatory general pre-season “sports night” program hosted by the athletic director, for student-athletes, parents and coaches of that season.
4. Establish and implement methods for celebrating the successes of individual athletes as well as teams.
5. Establish and implement procedures to regularly review and revise the “Student-Athlete/Parent Handbook” with input from all stakeholders.
6. Provide professional development to all coaches that is relevant and integrated with the coaches’ evaluations.
7. Post and/or distribute spectator expectations at all venues to reinforce the school district and athletic department expectations for appropriate behavior.
8. Initiate a “Captains’ Council” to promote leadership, consistency and unity of teams.
9. Conduct a “College Night for Student-Athletes” directed to student-athletes with aspirations of playing sports on the intercollegiate level.
10. Continue to develop positive and formalized relationships between South Windsor’s youth leagues and the high school programs in all sports.
11. Establish and implement procedures to regularly review and revise the coaches handbook with input from stakeholders.
12. Design and implement a leadership training program for all team leaders and captains.
13. Clearly articulate the role of the coach in assisting the student-athlete who wishes to participate in athletics at the next level.



STANDARD III **PROGRAM RESOURCES AND EQUITY**

The athletic program is provided sufficient support and resources by its governing body and the community to assure the achievement of the athletic mission and expectations. Equitable resources, facilities, and opportunities are afforded to all student-athletes and sports programs including intramural programs for students not involved in interscholastic sports. The athletic program is in compliance with all state and federal mandates.

1. The athletic program shall be provided sufficient funding to assure the program provides and maintains quality athletic opportunities, personnel, services, facilities, equipment, transportation, uniforms, teaching materials and supplies to support each sport offering.
2. All athletic equipment including uniforms shall be adequate, properly maintained, refurbished or replaced on a prescribed schedule for all teams.
3. The athletic program shall allocate resources, programs and services for all sports equitably.
4. The athletic program shall be in compliance with all state and federal mandates including coaching certification and Title IX.
5. The athletic program provides athletic opportunities to all interested students including special needs students.
6. The athletic program provides equal opportunities for male and female athletes.
7. Athletic programs and activities exist for those students not involved in competitive interscholastic athletics.
8. Funding parity shall exist among all sports programs and support from sources such as booster clubs is considered when allocations are determined.
9. All athletic facilities are properly maintained to ensure the safety of student-athletes and the school shall have a long-range facilities plan to upgrade, improve and to add to existing facilities as necessary.

CONCLUSIONS

South Windsor High School offers a comprehensive athletic program that includes a wide range of sports offered during each of the three seasons. The high school program affords students the opportunity to become involved in twenty-five varsity level sports, eleven for the women and twelve for the men, as well as two coeducational programs. Students also participate in a swim program during the fall and winter seasons representing South Windsor as a three person team. The entire athletic program (freshman, junior varsity and varsity) consists of forty-three teams. The total school enrollment is approximately 1,651 students in grades 9-12. Current data indicate that the student population participating at the varsity, junior varsity and freshman levels during the 2006-2007 school year totals 879 participants, more than 386 of which are unique, single-sport athletes. There were 364 females participating (41 percent) and 515 male participants (59 percent).

Revenues used to support the athletic program come from three sources. The board of education budget provides funds to support the purchase of uniforms, equipment, security and game personnel, ice time, miscellaneous fees, officiating fees, reconditioning costs and facilities maintenance, totaling \$207,599, exclusive of coaches' salaries. In addition to the general athletic budget, an average of \$80,000 is generated from the athletic registration fees (participation fee) each year. Most of the registration revenue covers the cost of transportation for the 43 high school teams. A third source of revenue for the athletic department is gate receipts, approximately \$18,789. These funds are used for the purchase of awards, letters, banners, all-state dinners, coaches' clinics/training and miscellaneous fees.

There appears to be a good balance between academics and athletics both of which are high priorities at South Windsor High School. There also seems to be good interaction between the athlete and the non-athlete. However, both groups did express a need to better publicize athletic events in an effort to gain more support from the student body. Parents groups that were interviewed also felt the need to better publicize athletic events as well as student accomplishments.

The athletic budget is developed by the athletic director with input from the coaching staff. The athletic director formulates a budget that distributes the requested funds across all teams as equitably as possible. Some sports require expensive equipment or special fees for the rental of off-campus facilities. However, equity among teams is emphasized through the scheduling of the same number of contests for boys and girls, the provision of the same number of coaches and officials and the same type of transportation. The budget is then submitted to the South Windsor Superintendent and Board of Education for review and modifications if needed. The South Windsor Town Council reviews the school district budget (which includes the athletic budget) and acts upon it after review of all of the town department proposals. The athletic director will then make final adjustments to the budget if necessary and has the primary role of carefully assessing all requests for equipment and uniforms. Use of budget authority for short and/or long range planning such as funding programs of uniform replacement across all sports on a pre-determined rotational basis does not exist. A cost analysis by sport of the interscholastic program would also be a valuable tool during the budget process so that all stakeholders are aware of expenditures and program equity. The athletic budget generally supports requests from the coaches and it is felt that overall program needs are met.

Athletic equipment is adequate, properly maintained, and replaced as needed. There is no uniform replacement schedule in place at this time. The coaches have the flexibility to purchase uniforms from their budget whenever they feel it is necessary. As a result, there is inconsistency in purchasing which raises concerns from all parties involved. There is also little evidence of an updated inventory for each sport, although coaches do submit an end of season report. An accounting process for this procedure should also be in place. Funds are available for the reconditioning of equipment as is outlined in the district budget. Additional assistance for the athletic director with managerial tasks is essential for improving accountability and to ensure the smooth running of each team's activities.

Concerns from student-athletes, parents, coaches and administrators have been expressed regarding the condition of the weight room facility, the gymnasium, a general lack of scoreboards and over-all capital expenditures. Survey results indicate that coaches and

athletes feel that equity exists in terms of access to facilities and other resources, although both groups expressed a need for more availability of indoor athletic facilities as well as additions to existing facilities. The schedule for field and gymnasium use is coordinated by the athletic director. Due to the lack of sufficient indoor facilities, practices are sometimes shortened to accommodate home events. Off-site facilities and early team practices are used to accommodate the needs of two sports. Concerns were raised by student-athletes and parents about the lack of an equitable practice rotation schedule for males and females. An explanation for this is that several of the schedules are worked around the coach's availability and therefore a rotation plan cannot be put in place at this time. The high school programs have use of all school and some community outdoor facilities until 6:00 p.m. on a daily basis.

The South Windsor school district has not recently conducted a Title IX compliance review. It would be beneficial to complete a self audit because some equity issues exist within the athletic program. The program does generally offer a good balance of opportunities for males and females. Resources, including coaches' salaries, are equitably allocated and funded. However, a need exists to monitor funds provided by booster groups and all fund-raising efforts to ensure that there is equity among teams. Concern was also expressed regarding equity in the number of assistant coaches. One such issue will be resolved with the addition of a freshman boy's soccer team in the fall of 2008; however, funding for this program will come from outside sources. The practice of using outside funding sources to resolve inequities should be examined very closely.

Both the boys and girls programs share the same game and practice facilities; however, there is some inequity in the softball/baseball programs regarding facilities and evening events. The athletic director and coaches work cooperatively to develop plans for the use of outdoor and indoor facilities. The fitness area, although inadequate, is equally accessible to all students. Most student-athletes do not use the fitness facility due to the lack of updated equipment. There are ample locker room facilities and a relatively small training room that becomes overcrowded during practice sessions. Over all, there is evidence that scheduling of all venues is conducted without bias for any particular sport.

Storage areas are limited and lack organization; thereby losing some very much needed storage space. The certification of coaches is monitored by the athletic director; including coaching permits, first aid and CPR.

Students with disabilities are welcome to try out for interscholastic teams. South Windsor High School also has an outstanding unified sports program for intellectually challenged students. Approximately twenty students participate in the soccer and basketball programs. There are over 25 school clubs established for the non student-athletes with approximately 663 students involved in these programs. Only two of these clubs are athletic in nature, dodge ball and the outing club.

There are many athletic opportunities available for students at the high school level. There are a number of freshman level teams which provide good opportunities for students to learn about a sport and develop the skills necessary for competition at higher levels. Due to the lack of indoor facilities, there are no intramural offerings at this time. Creative ways to implement an intramural program during the fall and spring seasons should be considered. A strong youth swimming program exists in the community with approximately 300 participants. The high school teams consist of only three members in both the fall and winter seasons due to the lack of facilities. The South Windsor swimmers represent the school as part of the Bristol athletic program. There is a strong interest in pursuing other swimming venues in an effort to provide a swimming program that would be competitive and therefore attract additional athletes. Currently there is no written evidence of steps to be followed for transitioning a sports club to varsity status. A program review would be beneficial to determine if additional sports are needed.

Funding from outside sources comes from several booster groups as well as fund-raising efforts by many of the sports teams. Two of these teams have the ability to raise a substantial amount of income, which creates an equity issue with respect to other sports. The board of education budget provides the necessary financial resources to operate the sports program adequately. Parent groups solicit funds to enhance the programs by funding banquets, jackets, warm-ups or specialized equipment. However, there is a great

deal of confusion regarding the use of these booster club funds. Fund raising procedures need to be clearly communicated to all constituents, including that administrative approval is required for all expenditures. The financial report after the yearly audit of school activity funds should be made available to any interested party. A sport financial report should also be provided by all groups participating in any fund-raising activities. Although there are steps in place for the operation of fund-raising projects and the required approval process, more specific guidelines need to be developed so that groups can work together and have a better understanding of their role. It would also be beneficial to include this information in the student-athlete/parent handbook and make it available on the school web-site.

The facilities at South Windsor High School are in need of major renovations and were the main concern of all stakeholders during this process. The parks and grounds staff is responsible for maintaining all athletic fields while the school staff is responsible for lining the fields. An outside firm is hired to properly maintain the grass height on the field hockey facility; however, concerns were raised that the field is not maintained on a consistent basis. Communication is good between the athletic department and the grounds staff. The lack of irrigation on many of the fields has resulted in very poor field conditions. The fields not located directly on school property appear to be in far better condition than the ones on the school site. The over use of fields, the number of athletic programs and the inability to properly maintain the fields has had a direct impact on field deterioration. The indoor facilities have also been ignored over the years and are inadequate for the size of the athletic program. Capital improvement funds have not been provided and there is no plan in place to address the extension and upgrade of current facilities. Steps have been taken regarding the installation of an artificial surface field(s) however; this is not part of a capital improvement plan. Serious attention needs to be given to the over-all facilities at South Windsor High School.

COMMENDATIONS

1. The athletic director and administration for their willingness to undergo a review of their athletic program.
2. The athletic director for his visibility and outstanding rapport that he has developed with the coaches and student-athletes.
3. The school and athletic department for offering a comprehensive athletic program in male and female sports.
4. The athletic director for his ability to successfully accommodate the extensive number of indoor team practices and contests with limited (inadequate) facilities.
5. The administration for their financial support in providing additional assistance and funding for the athletic director for the 2008-2009 school year.

RECOMMENDATIONS

1. Develop a capital improvement plan to establish a timeline and financial support to address the upgrade and additions of indoor and outdoor facilities.
2. Annually conduct a Title IX self-audit to ensure there is equity within the program.
3. Institute a regular uniform replacement plan.
4. Develop specific guidelines for fund raising/booster club efforts and allocation of funds. Fund raising efforts need to be consistent across the board so that there is not an equity issue and to communicate guidelines to all stakeholders.
5. Implement a sport fund-raising financial report to be completed at the end of each season and to be included in the annual audit of school activity funds that is currently conducted.
6. Develop an interest survey as a program review and to determine the need for additional programs.
7. Develop a timeline for the installation and completion of the artificial field surface project.

8. Continue to actively pursue swimming opportunities to sustain a varsity program at South Windsor High School.
9. Implement an intramural program during the fall and spring seasons when facilities are available.
10. Make the weight room more conducive to use by the female athlete.



STANDARD IV **PROGRAM ADMINISTRATION**

The athletic program has the administrative structure, policies, procedures, and personnel in place to allow for the attainment of the athletic mission and expectations. The program encourages the active involvement of coaches, student-athletes, parents, booster clubs, and the community in decision making to promote an atmosphere of participation and ownership. The accomplishments of the program, the student-athletes and coaches are regularly acknowledged and celebrated. The program has a clearly defined formative and summative personnel evaluation plan in place which is designed to enhance the professional growth of all coaches. The athletic program promotes and supports all CIAC regulations and by-laws including those of the National Federation of State High Schools and is in compliance with all state and federal statues.

1. The school/district shall provide appropriate personnel with adequate time and resources to assure the effective administration of the athletic program.
2. The athletic program has clearly defined policies and procedures in place for the effective administration of the program.
3. The athletic program has a student-athlete/parent handbook and contract that clearly defines all expectations for student-athletes including, but not limited to, policies on sportsmanship, hazing, taunting, substance use and abuse, and is provided to all student-athletes and their parents.
4. The athletic department provides to all coaches, including volunteer coaches, a handbook which outlines all expectations and procedures including CIAC rules and regulations and the responsibility of the coach to promote and model good sportsmanship.
5. The athletic program shall have written guidelines for all booster clubs explaining their role in the program.
6. The athletic program shall have written guidelines and procedures for all athletic events including emergency evacuation measures in line with the CIAC Manual for Tournament Operations and Guidelines for Crowd Control and Security.
7. The athletic program shall have programs in place to educate players, coaches, students, parents and spectators on sportsmanship and proper behavior at all sporting events.

8. The athletic program shall have a formal evaluation plan for all coaches including assistant and volunteer coaches that promote the professional growth and competence of all coaches.
9. The school/athletic department shall provide staff development programs for coaches designed to enhance and improve their professional growth and competence.
10. The athletic department provides an induction program for new coaches as well as coaches who are not employed as faculty or staff in the district.
11. The athletic department allows for the meaningful input from student-athletes, parents, booster clubs, and the community into decisions impacting the athletic program.
12. The athletic program complies with all CIAC and National Federation of State High School rules, regulations and by-laws and all state and federal statutes.
13. The athletic program regularly acknowledges, celebrates, and displays the accomplishments of the student-athlete, teams and coaches.

CONCLUSIONS

The South Windsor High School athletic department is supervised by the athletic director who is also responsible for teaching two physical education classes. In addition, he has two duty periods during the day. One of the assistant principals serves as the department's liaison to the administration. Clerical work for the athletic program is shared with the athletic director by the secretaries in the main office, on an availability basis. There is also a part-time athletic trainer. Money has been allocated in next year's budget (\$18,000) to hire an additional part-time athletic director. South Windsor High School is a large school with approximately 879 athletes who compete on 43 teams in 15 sports. Despite the size of the school, the athletic director is very familiar with the student athletes, calling many of them by name as they pass in the halls. Student-athletes report that he is very accessible to them. All of the stake-holders, supporters and critics alike, acknowledge that the task of running the extensive athletic program at South Windsor High School is overwhelming for a part-time athletic director. Increased numbers of sports and teams and more required reporting to the CIAC have significantly increased the amount of clerical work for athletic departments. The lack of a secretary assigned to the athletic office adds greatly to the athletic director's work load. Providing coverage for the greater number of athletic contests is also impossible for a program of South Windsor's size without additional assistance for the athletic director from faculty managers.

Funding for equipment, supplies and professional development is adequate. Most coaches and the athletic director felt that these resources were sufficient, with parents and students concurring. There were concerns raised about the condition of some of the uniforms and the need to purchase new ones, especially by the athletes and parents, but this appears this is more of a priority issue than a financial one. There is no long term plan for purchasing uniforms in a timely and equitable way. In spite of this, the district generally does a good job of providing the athletes and coaches with appropriate supplies and equipment.

Facility maintenance is a major issue at this school. Although the grounds are spacious, the fields are in very poor condition. The parks and grounds crew attribute the poor condition of the fields to state regulations that prohibit the use of pesticides on the fields in close proximity to schools. They also note that the fields are in constant use and that two proposed additional field maintenance positions were cut from the budget. The grass on the girls' field hockey field isn't cut to regulation height because the town does not have a mower with a blade that can be adjusted to the correct height. As a result, the job is outsourced to a vendor for \$2,000 a season. In general grass on the fields is sparse and weeds and other ground cover dominate, resulting in a bumpy and uneven surface that creates very poor conditions for the athletes. The gymnasium is small and does not efficiently accommodate all of the teams. The floor on the gymnasium hasn't been sanded and resurfaced in many years. Each year the athletic director cleans the floor and applies a coat of polyurethane to the floor. According to the coaches, this has resulted in a slippery surface.

A student-athlete handbook was written during the summer of '07 by the assistant principal who is a liaison to the athletic department. The handbook contains departmental policies; a philosophy statement; athletic awards; CIAC eligibility requirements; sportsmanship, hazing and taunting regulations; NCAA eligibility information and relevant board of education policies. Students and parents must sign the document. Portions of the student-athlete handbook are included in the student handbook which is posted on the school's website; the complete student-athlete handbook is not. The primary method of communicating the department's policies and procedures is through the distribution of the student-athlete handbook. The result of this practice is that parents who do not attend the general meeting or those who misplace the handbook have no ready access to the department's philosophy statement or its policies and procedures.

There was no involvement from any of the athletic department's constituencies in the creation of the athletic handbook. Parents and student-athletes cite this as a concern. The handbook was introduced in the summer of 2007; and was not updated during the school year. The lack of involvement in the development of the athletic handbook by anyone

other than the administration has led to a finished product that many feel is inadequate. It has also created the perception among some parents that a document designed to inform and increase communications has instead become one that reinforces their perception that their input is not valued. The need to improve communications between the department and its various constituent groups has been repeatedly expressed by students and parents.

Although the athletic department has a statement of philosophy which is included in the handbook, there is no mission statement for the department. The department references the school's mission statement as its mission statement. Parents and student-athletes feel that uniformity and accountability for all groups are not evident in the department. The lack of a clearly stated, focused mission statement and the absence of a standardized curriculum are contributing factors to this perception. Booster club guidelines are also not included in the handbook resulting in additional fragmentation and lack of consistency in the administration of the department.

There is a coaches' handbook which is updated annually, but is poorly organized and contains some inaccuracies when referencing appendices. However, the handbook does contain a great deal of relevant and useful information for the coaches. Input is provided by the athletic director and some coaches. It is distributed to the coaches at a meeting held at the beginning of each season. The athletic director continues to occasionally meet with coaches during the season to remind them of policy updates as well as recent activities within the department. This process does not take into account the opinions of all stakeholders: athletes, coaches, parents, boosters, community, and school staff. When those who are asked to abide by the policies and procedures of the department are excluded from the planning process, it leads to a feeling of detachment and lack of ownership which can only lessen the department's effectiveness.

Written policies on sportsmanship, hazing, taunting and substance use and abuse are included in the handbook. There are no indications that any of these topics are a concern in this district. Student-athletes indicate an awareness of these policies and parents, teachers, coaches and students do not express any concerns about these issues. A high

profile incident at a baseball game in 2007 led to corrective steps to ensure that a similar incident would not happen again. In fact, student behavior at games is perceived to be commendable, with the only concern that students are too passive and don't cheer at all. The athletes expressed the same sentiments. Spectator behavior is monitored and appropriately emphasized at this school. Discussions with the athletes and all students about positive school spirit would help to alleviate their confusion about when it is appropriate to cheer and what types of cheers are acceptable.

There are no written guidelines for booster clubs that are distributed to parents, nor is there a centralized booster club. By policy, all monies collected by booster clubs must be deposited in the school account and are included in the school's audit. Booster club liaisons submit invoices to a school secretary for payment. There are currently six active booster clubs. The lack of written guidelines for booster clubs has created confusion and frustration for some of the clubs' members.

Coaches meet with the athletes and parents at the beginning of the season. During this meeting, the coaches distribute the handbook and discuss team policies and the importance of good sportsmanship with the players and their parents. The coaches explain during these meetings the importance of fans and players being positive and that words of encouragement are expected from all. The athletes and parents are cautioned about not engaging in negative or confrontational behavior with opposing fans or players. This standard also applies to the coaches. Since the meetings are individual coaches' meetings, there is no single voice sharing information with parents resulting in variances in how the message is delivered and which points are emphasized.

Following each season, head coaches are given a report that reminds them of various dates and inventory responsibilities; it also asks them to list any team or individual accolades earned during the season. The report includes a section for the head coaches to reflect on the past season and to write goals for the next year. The head coach and athletic director have an evaluation meeting with the assistant coaches to discuss their season which is followed by a meeting with the head coach and athletic director to evaluate the

head coach. The formal evaluation document used to evaluate coaches focuses heavily on management of the team, but not on specific coaching skills and competence. It does not reference the coaches' knowledge of the skills, strategies or current rules of the specific sport. Evaluation of coaches is perceived as ineffective by parents and student-athletes. Strengthening the evaluation document would provide better support for the athletic director in his evaluation of coaches. While the athletic director should consider informal input from parents and student-athletes, the evaluation of coaches should be strictly a function of the athletic administration.

Coaches are given the opportunity to attend various clinics. It appears that twelve sports have taken advantage of this opportunity. Although coaches have the opportunity to self-reflect on their evaluation forms, there is no evidence of a systematic plan that provides professional development to the coaches, including the opportunity for coaches to collaborate, based upon their competency in a specific sport as evidenced by their job performance. There are many coaches who have implemented strong practices in their programs which could be shared with other coaches in the school. This issue is a part of the larger concern of the lack of a formalized curriculum in the department compounded by insufficient staffing to implement these initiatives.

The department hosts an awards night at the end of each season where all of the athletes are recognized and team and individual awards are celebrated. Conference and state championship banners are hung in the gymnasium. Trophies are displayed in trophy cases which are located in several areas of the school, including the hallway near the main office.

There is no formalized process that allows the various constituents of the athletic community to share suggestions, concerns and praise. Parents sometimes have the opportunity to provide input to individual coaches but this varies from team to team. The lack of a formalized opportunity for input was cited as a concern in the self-study report and has resulted in all parents and most students who were interviewed feeling there is a need for better communications between the athletic department and the people it serves.

Many of the parents had inaccurate or partial information about some matters that created unnecessary angst on their part. One parent stated many parental concerns could be easily addressed and the positive things that happen within the athletic department on a daily basis would be better recognized if there were better communications between the department and the parents. As previously mentioned in this report, the formation of an athletic advisory committee would not only allow input from various constituencies, it would also provide an opportunity for more people to become knowledgeable about departmental policies and for them to communicate with others, providing an additional opportunity for the department to reach out to the community.

The athletic handbook contains information regarding what is expected of students and parents when they attend an athletic contest during home and away games. As was stated earlier in this report, the guidelines are followed and fan behavior does not seem to be a concern. Security is hired for home football, basketball, hockey, boys' soccer and boys' lacrosse games. Coaches are reminded at the pre-season meeting with the athletic director about safety procedures, such as what to do if there is a thunder storm, but these procedures are communicated orally and have not been distributed to the coaches in a written format.

COMMENDATIONS

1. The positive relationship that exists between the town parks and grounds department and the athletic department.
2. The school's emphasis on prioritizing academics while recognizing that athletics is an integral component of a comprehensive high school.
3. The personalized atmosphere created by the athletic director's ability to know the names and offer greetings to nearly all of the athletes in the school.
4. The accessibility of the athletic director to student-athletes.
5. Funding for equipment and supplies that is sufficient to meet the department's needs.

6. The committee formed to investigate and make recommendations for the improvement of the athletic facilities.
7. The number of trophy cases in the school.
8. The awards assembly held at the end of each season where individual and team honors are recognized and celebrated.
9. The athletic director, assistant principal and athletic trainer for meeting with all coaches at the beginning of each season to review policies and procedures.
10. The department's emphasis on appropriate spectator behavior at home and away games.

RECOMMENDATIONS

1. Make the athletic director position full-time.
2. Provide adequate secretarial assistance to the athletic department.
3. Provide a faculty manager to assist the athletic director with the running of contests.
4. Organize an athletic advisory council that includes representatives from all constituencies involved in athletics at South Windsor High School.
5. Revise the coach's evaluation instrument to include general and sport specific coaching competencies.
6. Provide professional development opportunities for the coaches that are directly linked to the results of the evaluation instrument.
7. Ensure that emergency procedures are included in both student-athlete and coaches handbooks.
8. Post the entire athletic handbook on the school's website.
9. Hold one pre-season meeting for the athletes and their parents, hosted by the director of athletics and school administration, to explain departmental policies, procedures and expectations in a consistent manner.
10. Create a booster club handbook, or include information in the athletic handbook, that provides guidelines and clearly outlines the role of the booster clubs.
11. Develop and vigorously pursue a plan to improve the poor playing surfaces of the fields and the gymnasium floor.



STANDARD V **PROGRAM AND PLAYER EVALUATION**

The athletic program has an ongoing program evaluation procedure in place designed to measure the department's success in achieving its mission and expectations and the developmental skill growth of each student-athlete. The skill growth of athletes is formally assessed at the end of each season and improvement plans are co-developed by the coach and athlete. The athletic department reports its progress in meeting its mission and expectations to the school administration and develops action plans for improvement.

1. The athletic program shall have a formalized process in place to assess the achievement of its mission and expectations. Data collection and review procedures shall be in place to support the department's findings.
2. The athletic department shall periodically employ surveys and focus groups to garner information from parents, students, and coaches regarding the success of the athletic department in meeting its mission.
3. The athletic department shall report the results of its efforts to meet the mission and expectations annually.
4. The athletic department shall develop action plans for improvement or enhancement of the program on an annual basis.
5. The athletic department shall develop and implement a player assessment program that is designed to set and evaluate individual performance goals for each student-athlete on a seasonal basis.

CONCLUSIONS

The overall success of the mission and beliefs of the athletic program at South Windsor High School are informally reviewed and evaluated by the athletic administration on an annual basis. The school has not developed a statement of purpose or core values specific to the athletic program which are linked to the overall mission of the school. The lack of a statement of purpose and core values for athletics inhibits the ability of the athletic administration to truly measure the success of the program and to develop plans for improvement. Coaches are requested to submit an end of season packet to the athletic director where the coaches list the accomplishments of their teams and individual players. The athletic director uses this information to recognize players and teams at the end of season awards program; however, this information is generally not shared with the public at-large.

The evaluation of the athletic program, in general, is informal and input is sought from coaches; however, input from parents, student-athletes and the public is not sought as part of the review process. No formal procedures are in place to collect and use data relating to the program in the annual review or in reporting results to the South Windsor Board of Education or the public. The involvement of all constituents in a periodic review of the mission, core values and beliefs of the program would assure ownership of all involved in the athletic program and lead to greater support for athletes. Additionally, collecting and analyzing data related to the program and reporting the results of the athletic department's efforts in meeting its mission to the Board of Education and community on an annual basis will also lead to greater support of the entire program.

The school's athlete's web site could be enhanced to include the mission and core values of the program and to highlight the many successes of the athletic program. South Windsor High School has a long tradition of athletic success both for team and individual sports and has much to be proud of as many of their teams have been successful in league play and state tournaments. Many South Windsor athletes have successfully competed beyond high school. The school, athletic department and the student-athletes would be

well served if data from the many accomplishments of the athletic program were collected and used to demonstrate the department's success in meeting their mission and core beliefs.

The collection and analyzing of data related to the athletic program and the formal opportunity for constituents to periodically review and evaluate the department's success in meeting the mission, will allow the athletic administration to develop priorities and action plans for the overall improvement of the program. Without a formalized process in place to assess the program's success or needs, goal setting for program improvement is diminished.

There is no formal player assessment program in place that is designed to set and evaluate individual performance goals for student-athletes on an annual basis. All coaches evaluate their players in some fashion and share their assessments in various ways with the athlete. Some coaches have developed an effective player evaluation system where pre-season goals are set with each athlete, the goals are periodically evaluated during the season where results are shared in individual meetings with the athlete and, formally evaluated at the end of the season where off season improvement plans are developed for each player. The athletic department is encouraged to design and implement procedures where the sharing of best practices is done on a regular and on-going basis. Most coaches meet with their players informally to discuss their performance and areas for growth and development. Some coaches will also address off-season training plans with their player. There is, however, no consistent program or approach that is used by all coaches. If the athletic program is to be clearly linked to the academic program of the school and the coach is to be viewed as a teacher, a formalized process of goal setting, instruction, evaluation, and improvement recommendations must be part of each coach's responsibility. The development and skill growth of each student-athlete will then be enhanced. The athletic department could strengthen and formalize a player assessment program through focused discussion with the coaches at a pre-season meetings and the sharing of best practices.

COMMENDATIONS

1. The efforts of the athletic department to seek input from coaches for program improvements.
2. The efforts of the school and athletic administration to informally evaluate the success of the program annually.
3. The efforts of some coaches to formally implement a player assessment program and to provide personalized feedback to student athletes on their performance.

RECOMMENDATIONS

1. Develop and implement procedures for the formal, periodic review of the mission, beliefs and core values of the athletic program and action plans for the improvement of the program.
2. Involve coaches, athletes, parents and community members in the periodic review of the mission and core beliefs.
3. Collect and analyze data delineating the department success in meeting its mission and core beliefs and share the results with the school and community.
4. Publish an annual report delineating the many successes of the athletic program.
5. Develop and implement a formal player assessment program in all sports at all levels.
6. Utilize the school's web site to further report the many successes of the athletic program and the department's success in achieving its stated mission and core values.
7. Develop and implement an ongoing process where coaches can share best practices on a variety of coaching strategies including player assessment.

FOLLOW-UP PROCESS

The South Windsor High School follow-up program evaluation report reflects the findings of the athletic department's self study and the perceptions of the visiting committee. The recommendations in this report and those in the self study will serve to guide the school's athletic department in the improvement of programs and services provided to student-athletes, coaches, parents, and spectators. The athletic department is charged with the responsibility of implementing the recommendations found in the final report in a timely manner. The school will be asked to report its progress in meeting the recommendations to the CIAC after a two-year period. The CIAC is committed to assisting the school and its athletic department in addressing the recommendations and will provide technical assistance as is necessary.

VISITING COMMITTEE MEMBERS

Dr. Jerry Auclair – Chairperson	Retired Principal, Darien High School
Paul Hoey	Retired Principal, Newington High School/ Associate Director CIAC
Vincent Iezzi	Retired Principal, Hamden High School
Dr. Robert Lehr	Retired Director of Athletics, Southington High School/ CIAC Staff
Barbara Startup	Retired Director of Athletics, Glastonbury High School