

The Connecticut Association of Schools

The Connecticut Interscholastic Athletic Conference



STANDARDS

OF AN EXEMPLARY INTERSCHOLASTIC HIGH SCHOOL ATHLETIC PROGRAM AND PROGRAM EVALUATION MODEL





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.



■ Statement of Purpose

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 as those of 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.



■ 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 will begin by conducting a self-study in which the school/athletic department measures its progress in meeting each of the standards and indicators. The school will utilize self-study materials developed by the CIAC. Additionally, athletic departments will be expected to survey 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) will allow 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 two school administrators and two athletic administrators will conduct a two-day site visit to the school. The visiting team will review the self-study findings, the athletic department improvement plans as well as meet with all stakeholders in the program. Additionally, the visiting team will determine 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 will be charged with the responsibility of

completing a comprehensive report delineating the strengths of the program and the areas in need of improvement. Appropriate commendations and recommendations will be detailed in a final report that will be provided to the school principal and athletic administration. Schools will be charged with implementing the recommendations found in the final report in a timely manner and reporting their progress to CIAC in a follow-up report.

The evaluation process is clearly 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.



■ Acknowledgments

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STANDARDS OF AN EXEMPLARY QUALITY INTERSCHOLASTIC HIGH SCHOOL ATHLETIC PROGRAM

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.

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 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.

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 and appropriate 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.

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 the 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 statutes.

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.



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.

SELF STUDY CHECK LIST

1. The school's athletic mission statement, core values, and expectations were recently created or updated.
2. The school involved all stakeholders in the development or revision of the mission.
3. The committee selection for the development of the mission was open to all those interested in participating
4. The athletic department has defined expectations for:
 - Coaches
 - Student-athletes
 - School administrators
 - Parents
 - Board of Education
 - Community
5. The development of the athletic department's core values involved stakeholders beyond the committee.
6. The committee conducted surveys and focus groups in an effort to solicit information from the community-at-large in the development of the mission.
7. The athletic mission has been widely distributed throughout the school and community.
8. The athletic mission, core values and expectations is published in all school and athletic handbooks and is available on the school web site and/or athletic web page.
9. The athletic department has established procedures to ensure periodic review, revision or reaffirmation of the mission, core values and expectations.
10. The athletic mission is clearly linked to the academic mission of the school.
11. Coaches, student-athletes, parents, teachers and the community have embraced the athletic mission, core values and expectations.
12. The athletic mission serves as the basis upon which all decisions relative to the program are being made.
13. The athletic mission is reflected in the practices, procedures and culture of the athletic program.

14. All coaches model the beliefs and values found in the mission.
15. The athletic program meets all the indicators in Standard I.

The athletic department should review thoroughly any area where the response was “no” as part of its self-study review.

PART I SELF-STUDY QUESTIONS

Please provide a comprehensive response to the following questions:

1. List those involved in the formulation or recent review/revision of the athletic mission and core values and their role. Did the school make efforts to involve all stakeholders in the process? Were all stakeholders represented in the process? If not, please explain. Was the committee open to all who were interested in serving?
2. Describe the process used to determine the core values, beliefs and goals of the athletic program. Did the process include stakeholders beyond the committee? Discuss how the athletic department used surveys and focus groups to solicit information from the community at-large.
3. Describe the process used to define expectations for coaches, student-athletes, school administration, parents, the board of education and the community. Are the expectations clearly articulated, understood and accepted by each group?
4. Discuss the degree to which the athletic mission and core values are inherent in the practices, procedures, and culture of the athletic program.
5. Discuss how coaches model the beliefs and values expressed in the athletic mission.
7. What do coaches do to ensure that student-athletes understand the importance of the values and beliefs expressed in the athletic mission?
7. Discuss the steps the athletic department has taken to assure that the mission, core values and expectations are widely disseminated and understood by the entire school and community.
8. Discuss the strength of the link between the athletic and academic programs of the school. What, if anything, needs to be enhanced in this area to achieve the mission?
9. Discuss how the athletic mission complements and is compatible with the academic mission of the school.
10. Describe the process the athletic department has established to periodically review / revise or reaffirm the athletic mission, core values and expectations.
11. To what degree have the coaches, student-athletes, parents, teachers and the community embraced the athletic mission, core values, and expectations?
12. Does the athletic mission serve as the basis for all decisions relative to the program? Cite an example.

Note: Please attach a copy of the mission, core values and expectations.

PART II

- Please list those attributes the athletic department does well regarding this standard.
- Please list those aspects of this standard in need of intervention by order of importance.

PART III

- Describe the department’s plan to address areas in need of intervention.



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.

SELF-STUDY CHECK LIST

1. The high school athletic program has written curricula, play books, program guides or documents outlining the sport specific skills / training / conditioning for use at all levels of play.
2. Varsity coaches instruct sub-varsity coaches in a formal setting on the developmental skills of the sport and the system to be utilized at all levels.
3. High school coaches work with and/or instruct / train coaches at the youth league level.
4. The school athletic department offers instruction, in a formal setting, on the following:
 - Sportsmanship
 - Character Development
 - Ethics
 - Values
 - Appropriate behavior
 - Leadership
 - Development of Healthy Life Styles
5. The school / athletic department has written expectations for the proper behavior of student-athletes, coaches, parents and spectators. Expectations are published in the student/parent handbook, and the coaches' handbook, on the school's web site, posted in the gym and at the playing field.
6. The school / athletic department has a formalized process for coaches to monitor the academic progress of its players. The school / athletic department clarifies for all coaches the appropriate faculty members or departments that coaches should contact when a student-athlete is in need of academic assistance or counseling support.
7. Evidence indicates that the athletic and guidance departments collaborate to promote the best interest of the student-athlete.
8. The athletic department maintains records of the achievements of their student-athletes in each sport and assists student-athletes in making contact with college coaches.
9. The school / athletic department discourages sports specialization and promotes multi-sport athletic experiences

- to parents, student-athletes and coaches.
10. Leadership training is provided to all team captains and team leaders and coaches.
 11. There is evidence that the athletic department promotes and recognizes academic achievement.
 12. The athletic department promotes and recognizes multi-sport athletes.
 13. In-service training has been provided to all coaches in sport specific conditioning techniques.
 14. The athletic department monitors the conditioning progress of all athletes.
 15. The athletic department has a captains' council to promote unity and leadership.
 16. The athletic department meet all the indicators in Standard II.

The athletic department should review thoroughly any area where the response was “no” as part of its self-study review.

PART I SELF-STUDY QUESTIONS

Please provide a comprehensive response to the following questions:

1. Describe the process the athletic department has instituted to facilitate the writing or revision of curricula / program guides / or documents for sport specific training, conditioning and skill development.
2. List all sports that:
 - Have a completed curriculum document
 - Those partially completed
 - Those not done and a time line for completion
3. Describe the programs, units, and modules developed and implemented in the following areas: (include samples of materials, information disseminated)
 - Sportsmanship
 - Appropriate behavior
 - Ethics, Value, Character Development
 - Leadership
 - Development of Healthy Lifestyles
4. List all programs and activities the school / athletic department has offered in the past two years designed to promote proper behavior of athletes, coaches, parents and spectators.
5. Describe the steps the school / athletic department takes to monitor and support the student-athletes' academic achievement. Have these steps resulted in fewer student-athletes being declared academically ineligible?
6. Describe how the school maintains records and achievements of its athletes in each specific sport and how this information is used to promote the athlete to college coaches. Discuss how coaches collaborate with counselors and support staff to support student-athletes.
7. Describe the efforts of the school / athletic department and coaches to promote the benefits of being a multi-sport athlete and the disadvantages of sport specialization.
8. Delineate the programs, activities, workshops or seminars the school / athletic department has provided or attended for leadership training of captains and team leaders.
9. Explain how varsity coaches instruct and support sub-varsity coaches and/or youth league coaches on the developmental skills of the sport and the system to be utilized at all levels.
10. Describe how the athletic department promotes and recognizes the academic achievement of student-athletes.
11. List the in-service training sessions by the athletic department that focused on sport specific conditioning techniques. What procedures do coaches employ to monitor the conditioning progress of student-athletes?

PART II

- Please list those attributes the athletic department does well regarding this standard.
- Please list those aspects of this standard in need of intervention by order of importance.

PART III

- Describe the department's plan to address areas in need of intervention.



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 and appropriate 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.

SELF-STUDY CHECK LIST

1. The athletic administrator has the appropriate time and resources to provide leadership and effectively manage the entire athletic program.
2. An effective budgeting process has been established that provides adequate and equitable funding for all sports.
3. Equipment is properly maintained, repaired and inventoried on a regular and scheduled basis.
4. A uniform replacement schedule has been established.
5. Accurate records and an up-to-date equipment inventory are kept.
6. An accurate system is in place to issue and collect equipment.
7. Equipment meets all safety specifications.
8. All sports programs are treated equally in the allocation of resources.
9. All coaches are properly certified and have up-to-date CPR and First Aid certification.
10. Male and female athletes have equal opportunities to compete, have equal access to facilities and are equally recognized for their accomplishments.
11. Funding and allocation of resources from all outside sources are in accordance with Title IX regulations.
12. Special needs students are encouraged to participate in athletics.
13. A Unified Sports™ program exists for intellectually challenged students.
14. All athletic teams are recognized in similar fashion at the conclusion of each season.

15. All home games are conducted and hosted equally for boys and girls teams. (Ex.- announcers, concessions, national anthem, number of day/night games.)
16. The male and female athletic program opportunities are in compliance with Title IX.
17. Athletic opportunities exist for students not on an interscholastic team.
18. The athletic department has on-going short and long range plans for capital improvements of facilities and replacement of equipment.
19. The athletic program meets all the indicators in Standard III.

The athletic department should review thoroughly any area where the response was “no” as part of its self-study review.

PART I SELF-STUDY QUESTIONS

Please provide a comprehensive response to the following questions:

1. Provide details of the budgeting process used to develop and adjust the athletic department budget. Do all stakeholders have input in the process?
2. List all sources of revenue used to fund the athletic program. Are all resources equitably distributed? How are booster club fund raising revenues used to enhance the athletic program? Are these funds equitably distributed?
3. Discuss how resources are allocated to each sport and how allocations are determined. Does the school / athletic department believe there is equity in the process?
4. Provide details of the athletic budget for the past two years – excluding salaries and transportation. Provide a breakdown by sport for the following:
 - Supplies
 - Uniforms
 - New/replacement of equipment
 Are these allocations equitable and sufficient?
5. Have the budget allocations for athletics been adequate to maintain a quality program that is equitable for all sports? What areas of the budget need to be changed in order to meet the athletic mission and expectations of the school and why?
6. Discuss how the athletic program determines if it is in compliance with Title IX. How often does the school conduct its own compliance review? Does the school district have a Title IX coordinator? If so, how does this person collaborate with the athletic department? Has a “gender equity self-audit tool” been completed? (See addendum)
7. Do all male and female athletic programs have equal opportunity to compete and equal access to all facilities?
8. Are all end-of-season recognition events/banquets similar and equitable for all student-athletes? If not, please explain.
9. What athletic opportunities exist for students not participating in interscholastic sports at your school?
10. What athletic opportunities exist for intellectually challenged students at your school?

PART II

- Please list those attributes the athletic department does well regarding this standard.
- Please list those aspects of this standard in need of intervention by order of importance.
- Please complete the gender equity self-audit and develop action plans as appropriate.

PART III

- Describe the department’s plan to address areas in need of intervention.

Addendum

**GENDER EQUITY
SELF-AUDIT TOOL**

Gender Equity “Points of Emphasis”

Purpose: To develop basic, concise, practical information on major components of gender equity compliance.

Target Recipients: State association personnel who will subsequently distribute the information to their member schools in a method that is appropriate for their individual states.

Goal: Improved gender equity in high school activities. Improvement starts with awareness.

Suggestion 1

Understand the Interest and Abilities Component of Title IX

The interests and abilities component of Title IX includes a three-prong evaluation. Successfully meeting any of the three prongs can constitute compliance.

A. **Proportionality** – Is the number of interscholastic male and female athletic opportunities substantially proportionate to the number of female and male students enrolled?

Use the formula below to evaluate proportionality. When counting the number of athletes, count the total number of opportunities or filled slots. For example, one male athlete who participates in football in the fall and track in the spring would count as two opportunities.

Do not include participants whose activity is not an interscholastic athletic activity.

	Boys	Girls	Total
Number Enrolled			
Percentage Enrolled			100%
Number of Athletes			
Percentage of Athletes			100%
Variance			

Sample

Sample	Boys	Girls	Total
Number Enrolled	1600	1525	3125
Percentage Enrolled	51%	49%	100%
Number of Athletes	235	165	400
Percentage of Athletes	59%	41%	100%
Variance	8%	-8%	

- B. **District's history of Adding Sports** – When is the last time your district added a sport or a level or a sport for the under represented gender? Have sports or levels of sports been added on a regular basis, demonstrating that the district is improving the ratio between enrollment and athletic participation?
- C. **Athletic Interests are Met by the Current Programs** – Has the district recently conducted an athletic interest survey of all high school students to determine whether interests are being met by the current athletic program?

Has the district gathered other reports or information providing justifiable, non-discriminatory explanations for the current athletic program, which may not be meeting the substantially proportionate ratio requirement? Lack of available competition in the area or not enough athletes to field a team might be valid factors. Budgetary restrictions or lack of booster support are not justifiable explanations.

Ideas for achieving compliance include, but are not limited to:

- Adding a sport for the under represented gender
- Adding another level to a presently offered sport (JV or other sub-varsity team)
- Reducing the number of players presently being cut, whenever retention of these players can give them a meaningful team experience.

Suggestion 2 **Know What Defines a “Sport”**

The Office for Civil Rights (OCR) can review, on a case-by-case basis, any information pertinent to the determination of whether an activity should be considered an interscholastic sport. Answer the following questions:

A. Is the Activity:

- Recognized and governed by the state association?
- Sponsored for the primary purpose of preparing for and engaging in athletic competition against other similar teams?
- Scheduled during a regular season with definite starting and ending dates as set by the state association?
- Governed by a specific set of rules published by a state or national organization?

B. Does the Activity:

- Prepare for and engage its participants in competition the same way other teams in the interscholastic athletic program prepare and engage participants?
- Require that students meet eligibility requirements?
- Require that participants receive coaching?
- Require team tryouts, regular practice sessions and regularly scheduled athletic competitions?
- Base selection for the team on factors related primarily to athletic ability?
- Assign trained and certified officials/judges who have met a certification standard?
- Follow a competition structure like other sports to the state championship level?
- Stand alone as the primary event without being scheduled simultaneously with another event?

Questions most often arise in the evaluation of cheerleading (spirit). The governance of cheerleading varies by state association.

Suggestion 3 **Identify the Areas that Have the Greatest Potential for Disparity**

From the smallest district to the largest, every school has its share of “hot button” issues. State associations are no different. There are some issues that afford a great deal of room for disparity and/or discrimination. Below are just two examples:

A. Facilities

The first thing to note about facilities is that the OCR Investigators' Manual lists "facilities" under the component of LOCKER ROOMS, PRACTICE AND COMPETITIVE FACILITIES. Here are some points to review when evaluating facilities.

- Do the policies, procedures or criteria used for allocating locker rooms, practice and competitive facilities differ by gender?
- Are there any differences in the quality and availability of practice and competitive facilities for males and females?
- Are there any differences in the quality and availability of locker rooms for males and females?
- Is the number of male teams that have exclusive use of practice and/or competitive facilities comparable to the number of female teams that have exclusive use of practice and/or competitive facilities?
- Is the number of male teams that have exclusive use of locker rooms comparable to the number of female teams that have exclusive use of locker rooms?
- Are the maintenance and preparation of practice and competitive facilities equivalent for both genders?

Do any of the above answers indicate disparity or significant disparity?

B. Boosters

Private fund raising is permissible under Title IX regulations. But regardless of the source of funds, districts must take action to ensure that benefits, services, treatment and opportunities are equivalent for males and females.

Remember that outside donations, such as contributions from businesses, community members or parents, are treated as private funds even if the school doesn't have a formal "booster club." School districts (and state associations) should affirmatively encourage boosters and similar groups to devote comparable attention to both genders.

It's also important to check your state regulations regarding private contributions to public school districts. Laws vary from state to state.



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 the 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 statutes.

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.

SELF-STUDY CHECKLIST

1. The school district has an athletic director who is provided the necessary time and resources to provide leadership and manage the program.
2. The school district provides adequate clerical support for the athletic director.
3. Job descriptions exist for positions within the athletic department (athletic director, coaches, faculty manager, game workers, etc.)

4. The athletic department has a written policies and procedures manual that is up-to-date.
5. The athletic department has an up-to-date coaches handbook.
6. The athletic department has a student-athlete/parent handbook with a contract that is updated annually.
7. The athletic department has written policies on sportsmanship, hazing, taunting, and substance use/abuse.
8. The athletic department has written guidelines for all booster clubs concerning fund raising, end-of-year/season events, and distribution of funds raised by booster organizations.
9. The school/athletic department has written guidelines and procedures in place for emergency evacuation of all athletic events. These guidelines conform to the CIAC manual for Tournament Operations and Guidelines for Crowd Control and Security.
10. Programs are in place to educate players, coaches, parents and spectators about sportsmanship and proper behavior at athletic events.
11. A formal coaches evaluation plan is used to evaluate coaches annually.
12. The athletic department provides district-based staff development opportunities or supports the attendance of coaches at workshops offered through professional organizations in order to enhance their professional growth and competence.
13. Student-athletes, parents, booster clubs and the community are provided opportunities to have input into decision impacting the athletic program.
14. The athletic department is in compliance with all CIAC and National Federation rules.
15. The school conducts pre-season meetings for players and their parent/guardian to review all rules, regulations, procedures and athletic contracts.
16. The athletic department has a web site available to athletes, parents and the community to communicate information, schedules, results, programs, activities, rules and regulations.
17. The athletic department meets all the indicators in Standard IV.

The athletic department should review thoroughly any area where the response was “no” as part of its self-study review.

PART I SELF-STUDY QUESTIONS

Please provide a comprehensive response to the following questions:

1. Describe and discuss the adequacy of the personnel, time and resources provided the athletic department to effectively administer and lead the athletic program. Specifically detail any aspect of the program not being met as a result of insufficient personnel, resources or time.
2. Are the policies and procedures of the athletic department clearly written, defined and articulated to all involved? If yes, are copies given to coaches and school administrators? When was the last time these policies and procedures were updated? Were coaches, athletes, and parents involved in the writing or review of these policies and procedures? Please discuss how the department informs the school and community of its programs, policies, and procedures as well as CIAC rules and regulations.
3. Are the policies and procedures of the department aligned with both the mission of the athletic department and the school? Please explain.
4. Are the present policies and procedures of the athletic department sufficient for the effective operation of an exemplary athletic program?
5. Does the athletic department have a handbook for all coaches? How often does the school review the handbook with coaches and how often is the handbook updated?
6. Does the school/athletic department have a student/parent athletic handbook outlining all rules, regulation procedures and contains a contract for the athlete and parent to sign? If yes, how often is the handbook updated? How and when is the information reviewed with the athlete and parent? If no, how do the student-athletes and parents know the rules and regulations of the athletic department and CIAC?

7. Does the school / athletic department have written policies on the following:
 - Sportsmanship
 - Hazing
 - Taunting
 - Substance use and abuse
8. Does the school have written guidelines for booster clubs which delineate their role in the athletic program and the extent of fund raising and the use of such funds?
9. Does the athletic department have written job descriptions for positions such as coach, faculty manager, athletic trainer, event manager, etc.
10. Does the athletic department conduct pre-season meetings for players and parents to review rules and regulations, procedures, and contracts? Does the department use the school web site to inform students and parents about its programs, events, policies and expectations?
11. Discuss the school/athletic departments efforts to educate players, parents, coaches and spectators on proper behavior at athletic contests. Have these efforts resulted in improved sportsmanship and behavior at games?
12. Describe the procedures used by the school/athletic department to evaluate the coaching staff. Have the evaluation procedures improved the performance of coaches and enhanced learning for the student-athlete? Do coaches have opportunities for self-evaluation?
13. Does the school athletic department offer staff development or in-service programs to enhance the skills and ability of coaches based upon data from the annual evaluation of coaches? Provide a listing of any programs offered by the school or attended by the coaching staff.
14. Describe how the school regularly acknowledges, celebrates, and displays the accomplishments of the student-athlete and coaches. Do all programs receive the same recognition?
15. Describe how student-athletes, parents, booster clubs and the community have input into decisions that impact the program. Do all stakeholders feel their input is meaningful?
16. Are the procedures for the management of all home contests designed to assure a safe and orderly environment and are they in compliance with the CIAC Manual for Tournament Operations and Guidelines for Crowd Control and Security.

Please provide a copy of the following:

- *Athletic policy and procedures manual*
- *Copy of the school's operation plan for home events*
- *Copy of the student-athlete / parent handbook and contract*
- *Copy of the Coaches Handbook*
- *Copy of the written guidelines for booster clubs*
- *Copy of the school's athletic department's policies on sportsmanship, hazing, taunting, substance use and abuse – if not already included in the student-athlete / parent handbook*
- *Copy of the coaches evaluation documents*
- *Copy of staff development offerings provided for coaches*

PART II

- Please list those attributes the athletic department does well regarding this standard.
- Please list those aspects of this standard in need of intervention by order of importance.

PART III

- Describe the department's plan to address areas in need of intervention.



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.

SELF-STUDY CHECKLIST

1. The school has established a formalized process to periodically review and update the athletic mission and expectations.
2. The school has established criteria that will be used to measure the school/athletic department success in meeting the mission and expectations.
3. The school has a formalized process to report its success in meeting the mission on an annual basis.
4. Action plans for improvement/enhancement are developed annually.
5. The athletic department has developed and implemented a player assessment program which evaluates individual performance goals established for each student-athlete.
6. Players and coaches co-develop performance improvement plans for the upcoming season and for off-season skill development and conditioning.
7. The athletic program meets all the indicators in Standard V.

The athletic department should review thoroughly any area where the response was "no" as part of its self-study review.

PART I **SELF-STUDY QUESTIONS**

Please provide a comprehensive response to the following questions:

1. Provide details of the athletic department's formalized plan for the periodic review and updating of the mission and expectations.
2. Discuss the data collection procedures and what data the school/athletic department uses to measure its success in meeting the mission and expectations.
3. Discuss the school/athletic department plan to report its progress in meeting the mission. If available, please provide a sample of an annual department improvement report from past years.
4. Detail how student-athletes are evaluated by their coaches both pre- and post-season and provide examples of player improvement plans co-developed by coaches and players.
5. Discuss how the results of player assessment are shared with the student-athletes, athletic director and receiving coaches.

PART II

- Please list those attributes the athletic department does well regarding this standard.
- Please list those aspects of this standard in need of intervention by order of importance.

PART III

- Describe the department's plan to address areas in need of intervention.

ATHLETIC PROGRAM STRENGTHS / NEEDS

Please list those attributes that the athletic department does well:

-
-
-
-
-
-
-
-

Please list areas in need of improvement as a result of the self-study review in priority order:

-
-
-
-
-
-
-
-

What are the major obstacles the athletic department faces in meeting the Standards of an Exemplary Athletic Program, if any? Please list in priority order:

-
-
-
-
-
-
-
-

ATHLETIC DEPARTMENT PROFILE

The profile is to be completed as part of the athletic department self-study. The information will allow the school / athletic department to see trends over time and will provide the visiting team an overview of the program. **Please complete the data for all CIAC-sponsored activities over the past three years, if available. If not, use the most recent data.**

1. The mission of the district, school, and athletic department.
2. Number of student-athletes (boys/girls)* participating in your athletic program. Of these athletes provide the number of one, two or three sport athletes.
3. Number of boys/girls sports per season. Please list sports per season at every level of play.
4. Number of student-athletes declared academically ineligible by sport.
5. The number of students cut from teams (boys/girls) by grade.
6. Number of students removed from teams for reasons other than academic performance. Please list the sport and reason.
7. Number of sportsmanship issues, e.g., game ejections, altercations, red cards, taunting, etc., by sport. Please list data for students and coaches separately.
8. Number of coaches who are certified teachers from your district, the number of certified teachers from outside the district, the number of non-certified individuals who coach in the district.
9. Number of league and state championships by sport.
10. Awards or recognition received by the athletic department.
11. Percentage of student-athletes achieving academic honors by sport.
12. Sports (or levels) that have been added over the past five years and any sport or level anticipated to be added over the next five years. List any sport or team that has been cancelled and the reason for this change.
13. The Board of Education or governing body athletic budget (excluding salaries and transportation) for the past three years. Indicate the percentage of change of the athletic budget, with exclusions, for each year.
14. List any sports funded by another individual or group other than the board of education or governing body.
15. Information concerning participation fees (pay for play), if applicable. .
16. Job descriptions for coaches, athletic director, trainer, volunteer coaches, faculty manager, etc.
17. Provide a copy of the coaches' evaluation document, if available, and the date of the last revision.
18. The percentage of turnover of coaches over the past five years by level.
19. Copy of your latest coaches' handbook, if available.
20. The number of athletic directors hired by the district over the past ten years.
21. Copy of the district procedures for the hiring of coaches, if available.
22. The salary schedule for coaches.
23. Copy of the student-athlete / parent handbook and contract.
24. Information concerning the role of the Title IX coordinator in regard to the athletic program, if available.
25. Sample of curriculum guides, play books, modules or units developed by the school's athletic department.
26. A copy of the district's long range plan (or capital improvement plan), if available that provides for projects involving athletic fields or facilities.
27. A copy of written guidelines for booster clubs, if available.

* Available through the on-line eligibility center at CIAC

ATHLETIC PROGRAM REVIEW: COACHES' SURVEY

(Reprinted with permission of Auclair, Lehr & Startup, Educational Consultants)

Dear Coach:

Your school has commissioned the CIAC to conduct a review of the interscholastic athletic program and to make recommendations for its improvement. Part of that review involves conducting surveys of all coaches, and selected athletes and parents. It is very important to the validity of the study that all coaches complete this survey on line at casciac.org and click on survey and select the appropriate category. Your school administration will provide you with the appropriate password for your school.

Please fill out this survey carefully, answering all questions to the best of your knowledge. Comments at the end of each section will be considered, but are not necessary. You may also include any other comments that you feel are important. It is essential that you not consult with anyone else about your responses. It is your opinions that are being sought.

Your thoughts are essential to the work of the evaluators. Your cooperation in completing the survey in a timely fashion is greatly appreciated and will make the survey more valid.

Check the Correct Information:

School _____

Sex: ___ Female ___ Male

Please check all sports which you coached at your school – including levels (e.g. girls basketball - fr, JV – girls tennis - JV, varsity) Check all that are appropriate from the pull down menu.

Directions – Using the following code, check the letter after each statement which best describes your feelings about it:

SA – Strongly Agree

A – Agree

N – No Opinion

D – Disagree

SD – Strongly Disagree

PROGRAM ISSUES

I am familiar with the mission and goals of the athletic program SA A N D SD

The athletic mission reflects the values of the school and community SA A N D SD

Participation in high school athletics is a positive experience SA A N D SD

The athletic program promotes involvement in more than one sport SA A N D SD

Expectations of student athletes are fair and equitable SA A N D SD

Rules of conduct listed in the Athletic Handbook are effectively followed SA A N D SD

Our school belongs to the most appropriate athletic conference SA A N D SD

In general, athletic policies and procedures are clearly defined and effective SA A N D SD

ATHLETIC PROGRAM REVIEW: COACHES' SURVEY - page 2

PROGRAM ISSUES (continued)

Coaches are given adequate time for practices	SA	A	N	D	SD
An appropriate balance exists between athletics and academics	SA	A	N	D	SD
The athletic department promotes and recognizes academic achievements	SA	A	N	D	SD
The athletic program is well administered	SA	A	N	D	SD
Athletics are perceived as important by the student body	SA	A	N	D	SD
Recreation, youth league, and other developmental programs allow our teams to be competitive at the high school level	SA	A	N	D	SD
Additional sport offerings at the middle school level would improve the competitiveness of our high school programs	SA	A	N	D	SD
Appropriate emphasis is placed on off-season programs, sports camps, summer leagues, etc.	SA	A	N	D	SD
Sports offerings are sufficient to accommodate the interests of most students	SA	A	N	D	SD
The athletic department has clearly defined guidelines regarding booster clubs	SA	A	N	D	SD
Coaches develop skill goals for each individual player and assess each student-athlete in relation to these goals	SA	A	N	D	SD

Comments:

PERSONNEL ISSUES

The process of selecting coaches is fair and effective	SA	A	N	D	SD
Appropriate staff development opportunities exist for coaches	SA	A	N	D	SD
Varsity coaches instruct and guide JV and freshman coaches	SA	A	N	D	SD
The system of evaluating coaches is fair and effective	SA	A	N	D	SD
A cooperative spirit exists between coaches of different sports	SA	A	N	D	SD
Athletes can approach coaches freely to discuss personal issues	SA	A	N	D	SD
Coaches provide guidance and assistance to student-athletes intending to play in college	SA	A	N	D	SD

Comments:

ATHLETIC PROGRAM REVIEW: COACHES' SURVEY - page 3

COMMUNICATIONS

Coaches input regarding athletic programs is valued.	SA	A	N	D	SD
The athletic department clearly communicates its expectations concerning sportsmanship and fan behavior	SA	A	N	D	SD
Athletic achievements are given appropriate exposure within the school	SA	A	N	D	SD
Press and media coverage of athletic events is appropriate	SA	A	N	D	SD
Parental input regarding coaches is fairly considered by the administration	SA	A	N	D	SD
Coaches effectively communicate their expectations of athletes to parents	SA	A	N	D	SD
Varsity coaches instruct and guide JV and freshman coaches	SA	A	N	D	SD

Comments:

EQUITY ISSUES

All students are given an equal opportunity to participate in athletic programs	SA	A	N	D	SD
Athletic programs for which I am responsible have been treated equitably with all other sports	SA	A	N	D	SD
Boys and girls athletic programs receive equitable treatment	SA	A	N	D	SD
Practice and game facilities are equitable for boys and girls sports	SA	A	N	D	SD
Provision of uniforms is equitable for boys and girls teams	SA	A	N	D	SD

Comments:

FINANCIAL SUPPORT ISSUES

Athletic teams are financially as well supported as those of our opponents SA A N D SD

Athletic facilities are as good as those of our opponents SA A N D SD

Team uniforms and equipment are as good as those of our opponents SA A N D SD

Coach's stipends are fair relative to surrounding communities SA A N D SD

Maintenance of athletic facilities is adequate SA A N D SD

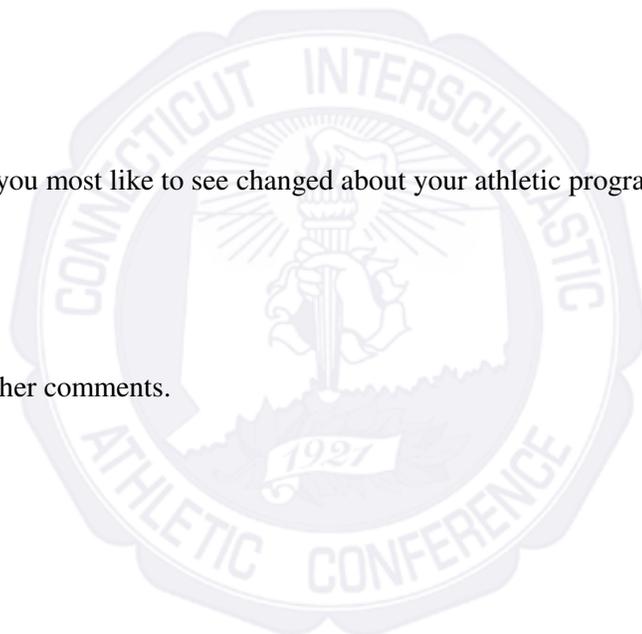
Funding for transportation is adequate SA A N D SD

Funding for athletic awards is adequate SA A N D SD

Comments:

GENERAL QUESTIONS

1. What is the best thing about your athletic programs?
2. What single thing would you most like to see changed about your athletic programs?
3. Feel free to submit any other comments.



ATHLETIC PROGRAM REVIEW: PARENT SURVEY - page 2

PROGRAM ISSUES (continued)

In general, athletic policies and procedures are clearly communicated and effective	SA	A	N	D	SD
Demands of practice schedules are reasonable	SA	A	N	D	SD
An appropriate balance exists between athletics and academics	SA	A	N	D	SD
The athletic department promotes and recognizes academic achievements	SA	A	N	D	SD
The athletic program is well administered	SA	A	N	D	SD
Athletics are perceived as important by the student body	SA	A	N	D	SD
Recreation, youth league, and other developmental programs allow our teams to be competitive at the high school level	SA	A	N	D	SD
Additional sport offerings at the middle school level would improve the competitiveness of high school programs	SA	A	N	D	SD
Appropriate emphasis is placed on off-season programs, sports camps, summer leagues, etc.	SA	A	N	D	SD
Sports offerings are sufficient to accommodate the interests of most students	SA	A	N	D	SD
Coaches develop skill goals for each individual student and assess each player in relation to these goals	SA	A	N	D	SD

Comments:

PERSONNEL ISSUES

Coaches are generally fair in choosing teams and playing athletes	SA	A	N	D	SD
Coaches teach positive values to athletes	SA	A	N	D	SD
Coaches demonstrate competence in teaching about sport	SA	A	N	D	SD
Coaches demonstrate competence in game strategies	SA	A	N	D	SD
Athletes can approach coaches freely to discuss personal issues	SA	A	N	D	SD
Coaches provide guidance and assistance to student-athletes intending to play in college	SA	A	N	D	SD

ATHLETIC PROGRAM REVIEW: PARENT SURVEY - page 3

PERSONNEL ISSUES (continued)

Coaches are objective in their post season evaluations of athletes SA A N D SD

Comments:

COMMUNICATIONS

Parents input regarding athletic programs is valued SA A N D SD

Athletic achievements are given appropriate exposure within the school SA A N D SD

The athletic department articulates its expectations regarding sportsmanship and proper fan behavior SA A N D SD

Press and media coverage of athletic events is appropriate SA A N D SD

Parental input regarding coaches is fairly considered by the administration SA A N D SD

Coaches effectively communicate their expectations of athletes to parents SA A N D SD

Comments:

EQUITY ISSUES

All students are given an equal opportunity to participate in athletic programs SA A N D SD

Athletic programs in which my student athlete(s) have participated have been treated fairly SA A N D SD

Boys and girls athletic programs receive equitable treatment SA A N D SD

Practice and game facilities are equitable for boys and girls sports SA A N D SD

Provision of uniforms is equitable for boys and girls teams SA A N D SD

Comments:

FINANCIAL SUPPORT ISSUES

Athletic teams are financially as well supported as those of our opponents SA A N D SD

Athletic facilities are as good as those of our opponents SA A N D SD

Team uniforms are as good as those of our opponents SA A N D SD

The athletic department has clearly defined guidelines for booster clubs SA A N D SD

Comments:

GENERAL QUESTIONS

1. What is the best thing about your athletic programs?
2. What single thing would you most like to see changed about your athletic programs?
3. Feel free to submit any other comments.



ATHLETIC PROGRAM REVIEW: STUDENT-ATHLETE SURVEY

(Reprinted with permission of Auclair, Lehr & Startup, Educational Consultants)

Dear Student Athlete:

The school has commissioned the CIAC to conduct a review of the interscholastic athletic program and to make recommendations for its improvement. Part of that review involves conducting surveys of all coaches, and selected athletes and parents. You are one of the athletes selected to participate in this study. It is important to the validity of the study that you spend a few minutes to complete the survey on line at casciac.org and click on survey and select the appropriate category. Your school athletic administration will provide you with the appropriate password for your school.

Please complete this survey carefully, answering all questions to the best of your knowledge. Comments at the end of each section will be considered, but are not necessary. You may also include any other comments that you feel are important. It is essential that you not consult with anyone about your responses. It is your opinions that are being sought. Please complete the survey by the deadline date outlined in the letter you received from the school.

Your thoughts are essential to the work of the evaluators. Your cooperation in completing the survey in a timely fashion is greatly appreciated and will make the survey more valid.

Check the correct information about you:

School _____ Grade 9 10 11 12 Sex: ___ Female ___ Male

Please check all sports in which you have participated in high school, including levels (e.g. girls basketball - fr, JV – girls tennis - JV, varsity) Check all that are appropriate from the pull down menu.

Directions – Using the following code, check the letter after each statement which best describes your feelings about it:

SA – Strongly Agree A – Agree N – No Opinion D – Disagree SD – Strongly Disagree

PROGRAM ISSUES

I am familiar with the mission and goals of the athletic program SA A N D SD

The athletic mission reflects the values of the school and community SA A N D SD

Participation in high school athletics is a positive experience SA A N D SD

Expectations of student-athletes are fair and equitable SA A N D SD

The athletic department encourages participation in more than one sport SA A N D SD

Rules of conduct listed in the Athletic Handbook are effectively enforced SA A N D SD

The athletic department clearly communicates its expectations concerning sportsmanship and fan behavior SA A N D SD

ATHLETIC PROGRAM REVIEW: STUDENT-ATHLETE SURVEY - page 2

PROGRAM ISSUES (continued)

In general, athletic policies and procedures are clearly defined and effective	SA	A	N	D	SD
Demands of practice schedules are reasonable	SA	A	N	D	SD
An appropriate balance exists between athletics and academics	SA	A	N	D	SD
The athletic department promotes and recognizes academic achievements	SA	A	N	D	SD
The athletic program is well administered	SA	A	N	D	SD
Athletics are perceived as important by the student body	SA	A	N	D	SD
Recreation, youth league, and other developmental programs allow our teams to be competitive at the high school level	SA	A	N	D	SD
Additional sport offerings at the middle school level would improve the competitiveness of high school programs	SA	A	N	D	SD
Appropriate emphasis is placed on off-season programs, sports camps, summer leagues, etc.	SA	A	N	D	SD
Sports offerings are sufficient to accommodate the interests of most students	SA	A	N	D	SD
Coaches develop skill goals for each individual player and assess each athlete in relation to these goals	SA	A	N	D	SD

Comments:

PERSONNEL ISSUES

Coaches are generally fair in choosing teams and playing athletes	SA	A	N	D	SD
Coaches teach positive values to athletes	SA	A	N	D	SD
Coaches demonstrate competence in teaching about their sport	SA	A	N	D	SD
Coaches demonstrate competence in game strategies	SA	A	N	D	SD
Athletes can approach coaches freely to discuss personal issues	SA	A	N	D	SD

ATHLETIC PROGRAM REVIEW: STUDENT-ATHLETE SURVEY - page 3

PERSONNEL ISSUES

Coaches provide guidance and assistance to student-athletes intending to play in college SA A N D SD

Coaches are objective in their post season evaluations of athletes SA A N D SD

Comments:

COMMUNICATIONS

Athletes input regarding athletic programs is valued SA A N D SD

Athletic achievements are given appropriate exposure within the school SA A N D SD

Press and media coverage of athletic events is appropriate SA A N D SD

Parental input regarding coaches is fairly considered by the administration SA A N D SD

Coaches effectively communicate their expectations of athletes to parents SA A N D SD

Coaches clearly define their expectations of a student-athlete SA A N D SD

Comments:

EQUITY ISSUES

All students are given an equal opportunity to participate in athletic programs SA A N D SD

Athletic programs in which I have participated have been treated fairly with all other sports SA A N D SD

Boys and girls athletic programs receive equitable treatment SA A N D SD

Practice and game facilities are equitable for boys and girls sports SA A N D SD

Uniform replacement is equitable for boys and girls teams SA A N D SD

Comments:

FINANCIAL SUPPORT ISSUES

Athletic teams are financially as well supported as those of our opponents SA A N D SD

Athletic facilities are as good as those of our opponents SA A N D SD

Team uniforms are as good as those of our opponents SA A N D SD

Comments:

GENERAL QUESTIONS

1. What is the best thing about the athletic programs?
2. What single thing would you most like to see changed about the athletic programs?
3. Feel free to submit any other comments.

