

Frequently Asked Questions and Concerns Regarding the NIAAA Quality Award Program

1. What if a school district wants to claim points for all schools and chooses to complete a “District Application on behalf of several schools within the district?”

- a. *If a district provides policy manuals (coaches, parent-athlete); inspection checklists, warnings and administrative documents (permission to participate etc. medical clearance, health insurance, authority to treat injuries) etc utilized at the local school level, the applicant may claim points for both district and local school subcategories. There will be areas where the individual schools may vary in their application methods. This must be verified by the district athletic administrator*
- b. *If a school district with multiple high schools provides district -wide documents cited above in all its schools, each school should be scored in the same manner.*
- c. *If a school uses district documentation and/ or policies for parts of a category and local school materials for other parts of a category, the applicant may only claim points for the level at which the document(s) was/were issued)*
- d. *The governance structure may differ from school to school within the same district. A principal in one building may have more autonomy than the principal another. For that reason, there may be differences in the application of policies, operations, and procedures. There may be some school districts that are decentralized (not enough centralization and thus inconsistency in the use of athletics policies and procedures by individual schools). Thus we will review and assume individual school applications and documentation represent “the way they conduct business” in one building as contrasted to another which may use different procedures. The significant point here is that the individual schools in the same district choose to use different procedures; therefore, there may be significantly different scores.*

2. If a school does not qualify for the QPA recognition for which it has applied, can that school re-apply?

If school does not qualify for an award at the Exemplary Level, the athletics director may resubmit a new application (with additional documentation) at a cost of \$50.00

3. How does one apply to the QPA program?

The athletic director of the school who is applying must have taken LTC 799 (provide document of completion) and then complete the QPA application (application on LTC 799 CD) and must submit the required documents, electronically, as specified in the QPA manual – including the LTC 799 completion certificate. The athletic director must be a member of the NIAAA, being in good standing with their own state A.D. Association and received endorsement from their school superintendent and principal.

4. How is the following scenario scored?

An applicant school is a member of a multiple school district. Points are given for a district's policies and a district director's achievements as well as the individual school's achievement.

5. Does this give the applicant an advantage? (See #s 2 and 3 above). The school may claim points for the district director's education and licensure as well as the individual building athletic director/coordinator if the district is the issuing authority for all publications used by the school and if the district AD is the issuing authority. However, points may be claimed for all NIAAA courses completed by both the district and building Ads/Coordinators as well as NIAAA membership points

6. What are examples of educational documents and philosophies statements that meet the standards in Category I? (See Rubrics, P 19) Governance body, senior administrative or building administration publications that indicate:

- a. Athletics is/are an educational activity that cannot be duplicated in the class room*
- b. Athletics shall promote growth in the physical, emotional, intellectual and social domains*
- c. Educational athletics will give evidence of high quality instruction, motivation and assessment of the readiness of the athlete for a logical progression of instruction and conditioning*
- d. Educational athletics will provide evidence of sequential instruction (simple to complex, known to unknown and involvement of the learner) and sequential conditioning reflective of the athletes' readiness and various climactic considerations that reflect American Red Cross and NATA standards.*
- e. Educational athletics success will be assessed on the basis of player improvement, player work ethic and perseverance in the face of adversity and players' indication of enjoyment of a sport. Formal assessments should incorporate these measures (See CAQ #12)*
- f. Educational athletics will be characterized by motivational techniques wherein coaches make note and recognize growth and improvement; by giving constant feedback on player progress or needs. Coaches provide content-rich comments on needed skill improvement rather than degrading insults.*
- g. A district or school educational athletics philosophy gives direction to vacancy notices, job descriptions, interview questions and assessment criteria as well as improvement plans for coaches*

7. What are examples of Educational Compatibility?

- a. A coaches education curriculum that begins with NFHS Fundamentals of Coaching or (a State Department of Education coaches education framework) and continues with a range of related topics including emergency care and certifications, nutrition, strength training, endurance training, response to and management of closed head injuries and a wide range of legal issues starting with negligence and inclusive of Title IX, Sexual Harassment and Hazing. (See LTC 723)*

- b. Coaches will show evidence of regular clinic attendance and independent reading and or visitations to colleges and universities in order to maintain current thinking, strategies and tactics specific to a sport*
- c. District and/ or school ADs show evidence of continuing professional growth with NIAAA membership, attendance of conferences at the national and state levels, completion of NIAAA LTI courses, attainment of NIAAA certifications, attainment of state department licenses as needed by the state or district, ongoing licensure and/ or advanced standing degree attainment*
- d. Attainment of state department administrator and/or supervisor licenses as needed by the state or district; licensure renewal and/or advanced standing degree attainment – especially for district ADs*

8. Describe what is meant by Mentoring –

- a. Counseling, planning, goal setting, facilitating, resourcing but NOT doing a task for an individual. Ideally, the mentor should be a professional colleague of similar rank (e.g.. experienced coach mentor for another coach)*

9. Show evidence that mentoring led to:

- b. Improved sportsmanship of coaches in competition situations (LTC 705)*
- c. Improved communications used by coaches to motivate and/or describe needed player improvements*
- d. Improved coaches' efforts to monitor academic standing, personal conduct and overall eligibility of athletes year around.*
- e. Improved commitment of coaches to the athletics department and sports other than the one for which he/she has responsibility*
- f. Developed opportunities for student athletes to lead in the school and community (Habitat for Humanity, ARC blood drives, food drives, youth sport activities, etc.) (LTC 703)*
- g. Provided opportunities for student athletes to model personal conduct and leadership that enhances the overall school environment (positive sportsmanship, drug, alcohol, tobacco advisory panels, athletics code advisory panels, direct involvement in developing assessments of sport programs) (LTC 703 and LTC 707)*
- h. School AD developing a school wide sportsmanship effort and a community sportsmanship education program.*
- i. AD seeks recognition for positive sportsmanship; evidence of awards received (league, state association)*
- j. School AD designs a protocol for progressive intervention of adult sportsmanship issues beginning with education, a continuum of quiet personal interventions up to and including exclusion of chronic violators (LTC 720)*
- k. School AD is active at the conference and state association level in developing, modeling, and/ or supporting positive sportsmanship programs*

10. Risk Management Category Concerns:

- a. *Off campus equipment and facilities inspections: Some may express concern about the advantage gained by some schools if they play contests at numerous off campus sites. Note that the points are given for ANY off campus inspections that can be documented - not the number of off campus sites and inspections. At minimum, golf and cross country could be used as examples – in particular for lightning notifications and conformity to the NFHS lightning regulation. In addition, inspection of contest surfaces, spectator protections and seating areas using agreed on checklists are the documentations valued for this sub category (LTC 504, LTC 615, LTC 616, LTC 617)*
- b. *For contest management, highest value documentation for this category includes, the training given to contest workers, the progression of interventions used, the location of police, contest supervisors, the communications used by the PA announcer, the evaluations performed after a disruptive incident and at the close of a season. Simply documenting that an assistant principal is in charge would provide only minimal point awards (LTC 625, LTC 630). The training program for contest workers and PA announcer (s) should ideally be described in some detail.*
- c. *Regular player equipment (particularly helmet) inspections must be documented with copies of actual checklists and indications of frequency with which the inspections are performed. (LTC 617 and LTC 618)*
- d. *Indications that sport specific safety improvements are performed as a direct result of ongoing inspections of equipment and facilities and or assessment of coaching methods, techniques and behaviors (LTC 616)*

11. Program Access and Equity Category

- a. *Documentation of the communications established before a season that informs players and parents of the kinds of skills and knowledge that must be demonstrated by candidates to achieve team membership (for selected teams) and to achieve playing time for sports wherein individual performance is not the main assessment factor as in swimming, golf, tennis, wrestling, running sports. This is particularly important for football, basketball, soccer, hockey and volleyball.*
- b. *Documentation of the methods used to assess the capabilities of a special education student in order to determine whether he/she can attain team membership and or playing time. The “otherwise qualified” concept must be documented at the school level when a special education child does not achieve team membership for a selected team*
- c. *Documentation of the methods use to implement the “Three Prong Test” of Title IX compliance (LTC 506)*
- d. *Documentation of actual survey instruments used to assess emerging interests in sports for female students. In addition, an indication of the frequency of these surveys is important. (LTC 707)*

12. Personnel assessment category

- a. *A formal process of assessment is sanctioned by a governance body, senior administration and or school administration. Look for a BOE or school district policy*
- b. *The assessment is regularly conducted. Look for a BOE or school district or school policy.*
- c. *The applicant provides documentation of actual instruments used to assess coaches (LTC 502 and LTC 707)*
- d. *The applicant provides documentation of population surveyed (e.g. athletes only? parents and athletes?)*
- e. *The applicant provides documentation that assessment procedures focus on factors over which coaches have control. (Win-loss records, State tournament appearances, Championships, Players on All-State teams NOT part of assessment)*
- f. *The applicant provides documentation that coaches are involved in development and evaluation of the assessment procedures and instruments used.*
- g. *The applicant provides documentation that assessment data are used to mentor coaches and to develop improvement programs*