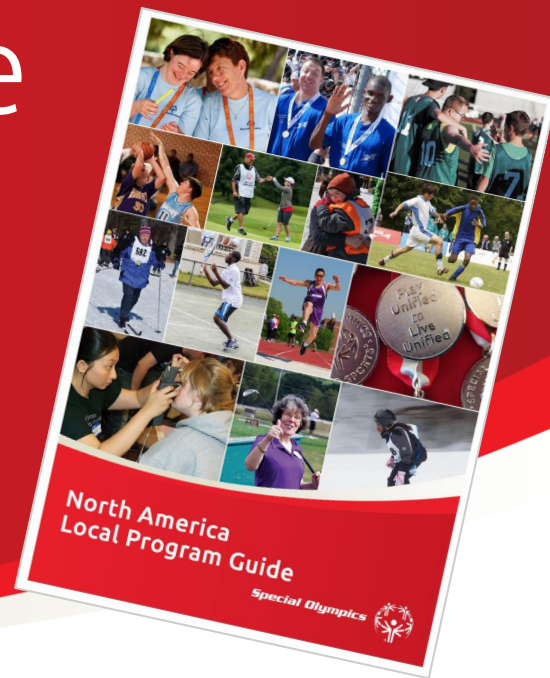


# North America Local Program Guide

Why the guide is important  
and how to use it.

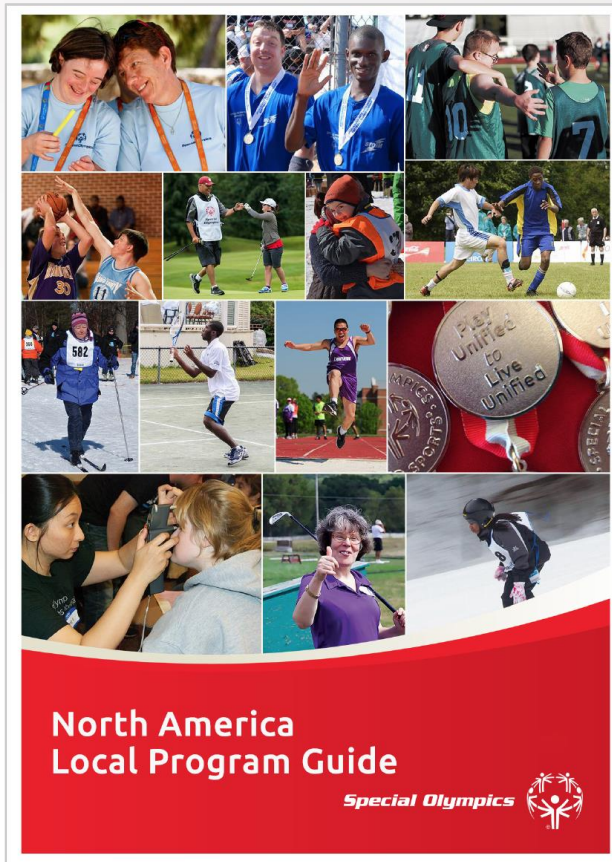
US Business Meeting - July 17, 2018



***Special Olympics***



# Today we will review

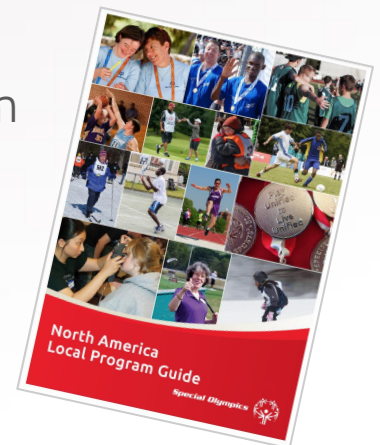


- Purpose of the Guide and how it was created
- Quick look at the contents and how the guide is set up
- Styling and customizing the Guide to meet your Program's needs
- Your ideas for how to best use the Guide in your Program
- Why the Guide is important and where to host the Guide in your Program

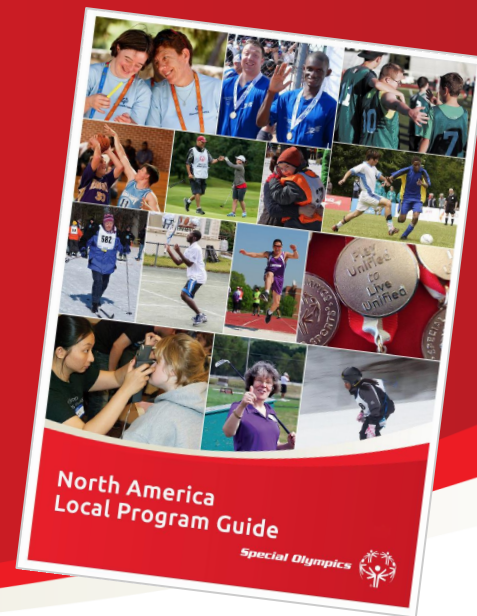
# The Purpose of This Guide:



- Serve as a resource for Local Program leadership
- Improve quality of the Local Program
- Provide necessary information and tools to manage the Special Olympics Local Program in each community
- Establish the framework for each Local Program with 3 parts providing crucial information for success:
  - Part 1: A Quick Start Guide to Developing a Local Program
  - Part 2: Growing & Sustaining a Local Program
  - Part 3: Resources



# Creating this Guide...



***Special Olympics***





# Built Through Collaboration

This guide was a collaborative effort between Special Olympics North America (SONA) and U.S. Accredited Programs.

- Written by U.S. Accredited Program Staff with support from SONA
- Reviewed with Local Program volunteers and staff at Northwest Regional Meeting
- Shared with Accredited Program staff for feedback

The **Local Program Guide Committee** is the team behind the creation of this guide.



# Local Program Guide Committee



- Lisa DeNatale, Chair, Past CEO, Special Olympics Vermont
- Priscilla Dowse, CEO, Special Olympics Wyoming
- Bob Norbie, CEO, Special Olympics Montana
- Berit Amlie, Special Olympics Florida
- Anna Guzdial, Special Olympics Michigan
- Anne Goudie, Special Olympics Michigan
- Morgan Larche, Special Olympics Washington
- Leslie Low, PhD, Special Olympics Texas
- Sam Miller, Special Olympics Colorado
- Nancy Morehouse, Special Olympics Virginia
- Annette K. Lynch, Consultant and Project Leader

# Customizable & Cost-Effective



A digital copy of this guide is available on **SONA Resources** with customization possible for all Accredited Programs.

The screenshot shows a web browser window with the URL <https://resources.specialolympics.org/RegionsPages/content.aspx?id=35875>. The page content includes a yellow arrow pointing to the 'SONA Local Program Guide' section. Above this section is a box with the text: 'support for more tolerant speech and acceptance of people with differences.' The 'SONA Local Program Guide' section contains three links: 'Program Guide (PDF)', 'Program Guide (DOC)', and 'Webinar Presentation and Instructions for Customizing the Guide'. The 'Unified Champion Schools' section contains two links: 'All Unified Champion Schools Resources' and 'Core Package: Overview One-Pager'. The 'Unified Sports' section contains three links: 'Unified Sports Tools and Resources', 'PlayUnified.org', and 'Unified Sports Coach recruitment video'.

Special Olympics: \_Catalo x

Secure | <https://resources.specialolympics.org/RegionsPages/content.aspx?id=35875>

support for more tolerant speech and acceptance of people with differences.

**SONA Local Program Guide**

[Program Guide \(PDF\)](#): The Local Program engages with the public to offer official Special Olympics sports training and competition opportunities for individuals with intellectual disabilities and Unified Sports® partners (individuals without intellectual disabilities). The SONA Local Program Guide is a resource for Accredited Programs to customize.

[Program Guide \(DOC\)](#): Here is the SONA Local Program Guide in Microsoft Word format.

[Webinar Presentation and Instructions for Customizing the Guide](#): Here is the presentation that accompanied the webinar about how to use the Program Guide.

**Unified Champion Schools**

> [All Unified Champion Schools Resources](#): The Unified Champion Schools resources page serves as a portal for students, educators and Programs.

[Core Package: Overview One-Pager](#): This document is best used for quick overview of UCS with high level reach information.

**Unified Sports**

[Unified Sports Tools and Resources](#): Special Olympics Unified Sports is a fast-growing initiative that brings people with and without intellectual disabilities together on the same team to compete. This page offers background information, resources and news.

[PlayUnified.org](#): Visit this site to find out more about our Play Unified initiative.

[Unified Sports Coach recruitment video](#): Coaches share their insight on the keys to being a successful Unified Sports coach and the role they play in ensuring meaningful involvement on the field and fostering social inclusion off the field.

[Unified Sports Inclusion recruitment video](#): Teammates and coaches talk about the power Unified Sports can have in building friendships at school and in the community.

# Customizable

- Customize the Local Program Guide with a Letter from your CEO
- Include a message to the Local Program Coordinators in your Program



## A Letter from our CEO

On behalf of the Program Committee of the United States Leadership Council (USLC), I am pleased to provide our Special Olympics **North America Local Program Guide**. This guide is a resource for Local Program leadership, providing the necessary information and tools to manage the Special Olympics program in each local community.

Local Program leadership is critical to the successful organization of Special Olympics programs at the grassroots level. This is the foundation of our worldwide movement and the starting point for each athlete's participation.

This guide includes:

- **Part 1:** A Quick Start Guide to Developing a Local Program
- **Part 2:** Growing & Sustaining a Local Program
- **Part 3:** Resources

The North America Local Program Guide can serve as a tool to engage new Local Program leadership, providing the Local Coordinator with information and tools necessary to build a foundation for the Local Program. Parts 2 and 3 provide the next level of resources to grow the Local Program by offering new and expanded opportunities.

Our staff are here to offer additional guidance and support as you work tirelessly to engage athletes in local sports training and competition opportunities.

*Thank you for your commitment to our athletes and the Special Olympics movement.*

**Insert Name of your Program CEO**







“Local Program leadership is critical to the successful organization of Special Olympics programs at the grassroots level. This is the foundation of our worldwide movement and the starting point for each athlete’s participation.”

# The Local Program Guide is created in 3 Parts:

Part 1: A Quick Start Guide to Developing a Local Program

Part 2: Growing & Sustaining a Local Program

Part 3: Resources

***Special Olympics***



# Part 1: Quick Start Guide



- Serves as a tool to engage new Local Program leadership, providing the Local Program Coordinator with information and tools necessary to build a foundation for the Local Program
- Covers the **Mission & Vision, Sports, Support Structure**, and more in order to provide Local Program Coordinators, staff and volunteers with a comprehensive understanding of Special Olympics and Local Programs
- Can be utilized by itself to introduce volunteer leadership to the concept of Local Program Management or combined with Parts 2 and 3

# Part 1: Quick Start Guide



## Part 1: Quick Start Guide to Local Program Management

### Section 1: Overview

#### Mission & Vision

*The mission of Special Olympics is to provide year-round sports training and athletic competition in a variety of Olympic-type sports for children and adults with intellectual disabilities giving them continuing opportunities to develop physical fitness, demonstrate courage, experience joy, and participate in a sharing of gifts, skills, and friendship with their families, other Special Olympics athletes, and the community.*

The vision of Special Olympics is to help bring all persons with intellectual disabilities into the larger society under conditions whereby they are accepted, respected, and given the chance to become productive citizens.

One of the main ways Special Olympics is fostering inclusion through sports is the expansion of Unified Sports® Programming, which brings together athletes with and without intellectual disabilities on the same team to promote inclusion. First pioneered in the 1980s, Unified Sports® was inspired by a simple principle: **Training together and playing together is a quick path to friendship and understanding.**

#### Special Olympics Philosophy

Special Olympics is founded on the belief that people with intellectual disabilities can – with proper instruction and encouragement – learn, enjoy, and benefit from participation in individual and team sports. Special Olympics believes that consistent training is essential to the development of sports skills, and that competition among those of equal abilities is the most appropriate means of testing these skills, measuring progress, and providing incentives for personal growth.

Special Olympics has demonstrated that, through sports training and competition, people with intellectual disabilities can benefit physically, mentally, socially, and spiritually. Additionally, families are strengthened and the community at large – both through participation and observation – comes to better understand people with intellectual disabilities in an environment of equality, respect, and acceptance.

#### Goal

The **ultimate goal** of Special Olympics is to provide individuals with intellectual disabilities of all ages the opportunity to participate as productive and respected members of society at large. This occurs by offering ongoing opportunities for these individuals to develop and demonstrate their skills and talents through sports training and competition. This is done while also increasing the public's awareness of their capabilities and needs, creating welcome communities of inclusion around the world. To learn more about Special Olympics, visit <http://www.specialolympics.org/>.

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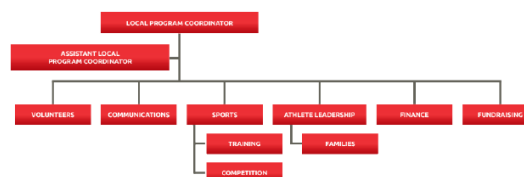


- **Unified Champion Schools – School Liaison/Transition:** Help to recruit schools. Provide support as schools continue to grow. Maintain close communication with school teams to help athletes and Unified Sports® partners transition to the Local Program (from the school).

*Below is an example of an expanding structure as the Local Program grows:*



*Below is an example of a more fully developed Local Program:*



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# Part 1: Quick Start Guide



- Physical education class activities and intramural sports may also fall into this category.

## Sports Training & Practice

Requirements concerning Special Olympics training may be found in Article 1, Section 3.05: <http://media.specialolympics.org/resources/sports-essentials/general/Sports-Rules-Article-1.pdf>

## Minimum Standards

The minimum standards for athletes desiring to compete in Special Olympics are based on Special Olympics Inc. Sports Rules. All athletes must be trained in the sport before competing. Part of this training may include nutrition education and physical conditioning. Eight consecutive weeks are mandatory. However, for Regional or World Games, training is recommended twice a week for ten weeks. All athletes must have opportunities to compete during that time.

## Levels of Competition

Athletes of all ability levels have an opportunity to advance to the next higher-level competition provided the sport and event are offered at the next level, from sub-Program Games to World Games.



## Criteria for Advancement

The criteria for advancement can be found on page 18 of the Official Special Olympics Sports Rules: <http://media.specialolympics.org/resources/sports-essentials/general/Sports-Rules-Article-1.pdf>

Special Olympics staff, with assistance from the Games Organizing Committees, may establish quotas for the number of athletes and teams participating in Games.

The Accredited Program identifies the number of athletes or teams eligible for advancement within the sport/event based on participation in competition at the lower level. If the number of eligible athletes or teams does not exceed the quota, all athletes and teams may advance.

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- Fundraisers may serve several purposes. Identify the purpose and match the amount of effort that will go into it based on its purpose. For example, a car wash can bring in great awareness; however, the amount of money it raises may be limited. Determine the value and balance the work put into the fundraising effort.
- Fundraising events are not allowed to have any direct affiliation with tobacco or alcohol products.\*
- All contractual agreements that address liability require approval by the Accredited Program's office for them to be considered binding.
- All funds raised by or donated to a Local Program must be deposited into the authorized Special Olympics Accredited Program account within five (5) business days of the event.
- Funds should be sent by check or money order. **Do not mail cash.** Cash may be hand-delivered to the Accredited Program office. **Always** request a receipt for cash.
- Value-in-kind donations should be documented with a receipt to the donor. Your Accredited Program office will have forms that can be utilized.

\*For more information, see

[http://resources.specialolympics.org/Topics/General\\_Rules/Article\\_05.aspx](http://resources.specialolympics.org/Topics/General_Rules/Article_05.aspx)



## Finance

Accounting for all funds raised and used by your Local Program is important to protect the credibility of Special Olympics brand, as well as to ensure compliance with the Internal Revenue Service (IRS) in the United States (or comparable agency in your country) as a tax-exempt charitable not-for-profit organization.

## Oversee & Manage Financial Resources

*The following steps should be taken in order to ensure that the Local Program's financial resources are managed appropriately:*

- Identify a Local Program volunteer to manage finances.**  
Recruit someone who is capable of helping to budget, manage funds, and report finances as required. Notify the Accredited Program office as to who has been identified for this role.
- Create annual revenue and expense budgets.**  
Budget what Program activities, training, and competitions your Local Program plans to engage in, and then manage within those parameters. Prepare budgets by consulting the Local Program leadership regarding intended goals, budget expenses, and revenue based on prior performance. Budgets are typically prepared during the third or fourth quarter of the current year for the following year, and will be reviewed and approved by the Accredited Program prior to implementation.
- Reconcile expenses and revenue.**  
On a monthly basis, reconcile expenses and revenue against the budgets with receipts. Generally, the Accredited Program will require quarterly reports to ensure that everything is accounted for and balanced.

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“Although each Local Program varies in size and culture, a team structure supports opportunities for athletes, families, and additional volunteers as the program grows.”

# Part 2: Further Developing Your Local Program



Special Olympics encourages Local Programs to look ahead and plan for growth. In this section of the Guide, Local Program Coordinators learn how to grow and sustain their individual Local Programs.

This section helps to enhance Local Programs, offer suggestions on how to best work towards developing partnerships and how to effectively utilize technology to the advantage of the Local Program.

# Part 2: Further Developing Your Local Program



## Part 2: Further Developing Your Local Program

### Section 1: How to Grow & Sustain Your Local Program

#### Planning for Growth

As a Local Program grows, it will have to evolve in order to serve athletes in a quality manner. The goal of all programs is that growth be tied to athlete demand and interest. As more athletes join a Local Program, more sport opportunities will need to be added, practice facilities will need to be larger, the budget will have to increase, and the coach and volunteer base will need to grow. For this reason, it is better to plan for growth when launching a Local Program in order to best accommodate the Local Program's needs as they are discovered.

#### Enhancing Existing Sports

Consider adding additional training opportunities and sports performance standards to the Local Program to encourage increased performance. Expand the Local Program from just one skill-focused training session per week by adding a second training session focused on fitness and conditioning. Focusing on health to enhance the existing sports programs will assist your athletes in their health and well-being. It is a global initiative of Special Olympics for all athletes to participate in 2 high quality sports opportunities per week.

#### Adding Unified Sports® Options to Already Existing Sports

By partnering with schools, churches, or other community organizations, the Local Program can grow by giving volunteers the option of becoming Unified Sports® partners to train and compete alongside Special Olympics athletes.

#### Adding New Sports

In order to better gauge the popularity of the sports offered by your Local Program and the Accredited Program, regularly surveying the athletes, coaches, Management Teams, and families is encouraged to obtain the best information and feedback.

In order to make effective decisions in adding a new sport or Program, the following need to be taken into consideration:

#### Interest

- Determine community interest by hosting a sports demonstration night for local athletes, Unified Sports® partners, and coaches. Introduce basic sports skills and determine the community's interest for adding a program or sport
- Brochures within schools, community boards, group homes, and other areas that serve individuals with intellectual disabilities are helpful for increasing awareness and determining interest

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- Whole School Engagement

#### Unified Champion Schools Resources:

[resources.specialolympics.org/Taxonomy/Community\\_Building/Youth\\_and\\_School\\_Activation/Unified\\_Schools\\_Resources\\_All.aspx](https://resources.specialolympics.org/Taxonomy/Community_Building/Youth_and_School_Activation/Unified_Schools_Resources_All.aspx)

#### Athlete Leadership

Athlete Leadership programs provide Special Olympics athletes the opportunity to become advocates for Special Olympics. Athletes are provided with training and the subsequent opportunities to speak publicly, meet with sponsors or donors, and hold leadership positions within the organization.

Through the Leadership program athletes are provided with the opportunity to coach, officiate, and hold positions on Input Councils, Committees, and Boards. These opportunities are the means of developing athletes' abilities beyond those of being a competitor.

#### Athlete Leadership Resources:

[http://resources.specialolympics.org/Taxonomy/Community\\_Building/Youth\\_and\\_School\\_Activation/Unified\\_Schools\\_Resources\\_All.aspx](http://resources.specialolympics.org/Taxonomy/Community_Building/Youth_and_School_Activation/Unified_Schools_Resources_All.aspx)

#### Youth Activation

Youth Activation Committees are an inclusive group of school-aged leaders, both with and without intellectual disabilities. The committee encourages its members to support the Accredited Program and develop their leadership skills through event participation, volunteer opportunities, and fundraising.

Youth Activation primarily focuses on promoting social inclusion by educating, motivating, and activating youth to become agents of change in their communities and advocate for the respect, inclusion, and acceptance of all people, regardless of abilities. Youth Activation can take many different forms depending on the culture of your Local Program.

#### Youth Activation Information:

[http://www.specialolympics.org/Common/Special\\_Olympics\\_A\\_to\\_Z.aspx?aspxerrorpath=/Sections/What\\_We\\_Do/Project\\_Unify/Youth\\_and\\_Schools.aspx](http://www.specialolympics.org/Common/Special_Olympics_A_to_Z.aspx?aspxerrorpath=/Sections/What_We_Do/Project_Unify/Youth_and_Schools.aspx)

#### Healthy Athletes®

The Healthy Athletes® program is dedicated to providing health services and education to Special Olympics athletes, and changing the way health systems interact with people with intellectual disabilities.

Healthy Athletes® is a program that can be implemented within any Special Olympics program. By promoting a healthy lifestyle with fitness and overall wellness components, you can ensure that your Local Program is equipped to make healthy choices beyond the sport and competition realm.

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# Part 2: Further Developing Your Local Program



## Section 2: Developing Partnerships

### What is a successful partnership approach for Local Program development?

Throughout North America, Local Programs are forging partnerships in their communities in creative and exciting ways. The following information is provided to help you get started with creating your own partnerships with sponsors, volunteers, clubs and organizations, athletes, and others in your community.

### Prospects

#### Identify Potential Prospects

Who aligns with the Special Olympics mission? It is important to think outside of the box!

- Health and insurance companies
  - **Example:** What opportunities might be available for addressing obesity and Special Olympics athletes?
- Prominent companies in your community
- Potential family connections

Identify the value of your Local Program to a company through goals and objectives that the company is trying to meet.

#### Discover the Key Contact: Gatekeeper vs. Decision-Maker

- Get past the gatekeeper to the decision maker
- Develop a relationship and focus on getting the decision-maker to an event

#### Network Everywhere

- Keep an open mind
- Always listen for opportunities; all interactions provide an opportunity to share the Special Olympics mission and identify program needs
- Be Positive, on Point, and Persistent
- Many times, you will have to get through a lot of "No's" before you find the "Yes"
- Be persistent and reframe your ask when necessary
- Develop a YES mentality

#### Get in the Door

- Look at different levels of engagement; start small
- The first level may be inviting the decision-maker to an event
- Connect the decision-maker with an athlete who can introduce them to Special Olympics
- In the course of conversation with the decision-maker, find out what is important to them as an individual and to their company
- Do not go into the conversation with a specific agenda; listen and develop their involvement together. Create a partnership.

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- Work toward sustainability. Continue to deepen the connection with frequent communication and follow up.

### Partnerships with Families

Engaging families in any of the diverse roles in Special Olympics will strengthen your Local Program. Visit the Special Olympics Resources page on families to explore ways to actively engage athletes' families:

[http://resources.specialolympics.org/Common/Special\\_Olympics\\_A\\_to\\_Z.aspx?aspxerrorpath=/Topics/Family\\_Support\\_Network/Family\\_Toolkit.aspx](http://resources.specialolympics.org/Common/Special_Olympics_A_to_Z.aspx?aspxerrorpath=/Topics/Family_Support_Network/Family_Toolkit.aspx)

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*Learn, practice, and improve. Partnerships propel the Program.*

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# Part 2: Further Developing Your Local Program



## Section 3: Using Technology

*Technology enables a Local Program to work smarter, more efficiently, and more effectively.*

Here are ways technology can be used to benefit a Local Program.

### Volunteer Management

Technology and volunteer management systems provide a strong platform for volunteers to learn about Special Olympics and the various ways to get involved. Technology helps volunteers learn about opportunities, register, and monitor progress towards training. It also provides access to applications and allows them to learn of placements. A strong volunteer management system will retain volunteers and help provide ongoing communication and recognition.

Programs can utilize technology to ensure all of the requirements are met for background checks, applications, and training. A volunteer management system allows people to register online and notifies them of deadlines to renew background checks and applications.

A volunteer management system will enable you to keep track of all volunteers and continue to engage them in future events, document volunteer hours, and share important details of volunteer opportunities.

Creating an online presence for volunteer opportunities, and streamlining the process for volunteers to register, will increase the numbers of people engaging in Special Olympics programs. Communicate with your Accredited Program to assess what opportunities are available for the Local Program to work collaboratively.

### Games Management

Each Local Program must use a Games Management System (GMS) to maintain data and performance records on all athletes. This system is also essential to the divisioning process so that athletes are entered into the appropriate division, which ensures that they are competitive and results in the most positive experience at all levels.

The official SOI website provides a resource on the use of the GMS. It contains training videos, downloads, and tips:

[http://resources.specialolympics.org/topics/Games/GMS/GMS\\_Learning\\_Center.aspx](http://resources.specialolympics.org/topics/Games/GMS/GMS_Learning_Center.aspx)

### Communications & Marketing

#### Social Media

Social media can be a powerful and cost-effective way to reach a broad audience.

#### What is Social Media?

What defines and constitutes social media is constantly evolving and changing. Social media is a form of communication that is comprised of platforms that allow for the two-way sharing of information. Information shared on social media includes text posts, photos, audio, and visual media. Social media

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- The Remind app can be downloaded for iOS or Android

Sample folders your Local Program may create and share include:

- GMS
- PDF division (heat) sheets
- Fundraising event instructions
- Program and Local Program calendar(s)
- Local Program Guide
- Sports Information Guide
- Sports Rules

\*NOTE: Special Olympics does not endorse these products, but is citing them for the purposes of illustration.



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"The Local Program engages with the public to provide sports training, competition opportunities, and related activities. Through sports, Special Olympics creates inclusive communities where all people respect one another and work together for the greater good."



# Part 3: Resources

To ensure that each Local Program runs efficiently, this guide offers an entire section dedicated to resources.

## **Included in the Resources section are:**

- Sample checklists and useful tools
- Best practice tips
- Local Program management team position descriptions

**Accredited Programs are encouraged to include their own Resources in this section.**

# Part 3: Resources



## Part 3: Resources

The Special Olympics Resources site is a self-service website that includes a variety of tools and valuable resources. Local Programs should contact the Accredited Program for additional resources.

View Special Olympics Resources: <http://resources.specialolympics.org/ResourcesDefault.aspx>

### Sample Checklists, Tools, and Best Practices

The following resources are offered as suggestions based on Local Program needs. You may customize the forms in this Resources section to suit your individual needs. Please check with the Accredited Program to determine if they have an alternate form for these resources that can be utilized by the Local Program.

- Local Program Management Team Position Descriptions
- Local Program Management Team Training Checklists
- Sport Training and Competition Checklist
- Codes of Conduct - Athletes, Coaches, Family Members
- Developing an Emergency Management Plan
- Incident Action Steps Card
- Inclement Weather Policy



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## Sport Training & Competition Checklists

### Checklist for Training Sites

#### Logistics

- ☐ Facilities arranged and evaluated for safety and accessibility
- ☐ Equipment procured and prepared
- ☐ Length of practice
- ☐ Time of day for practice
- ☐ Availability of coaches and volunteers
- ☐ Communication of dates and times to athletes
- ☐ Documentation of scores or assessments

#### Athletes

- ☐ Number involved
- ☐ Age level and maturity
- ☐ Skill level
- ☐ Adjusting for different skill levels
- ☐ Preparedness for potential injuries

#### Safety

- ☐ Practice conditions
- ☐ Water available
- ☐ Weather Conditions
- ☐ Hazard-free playing surface
- ☐ Equipment in proper condition
- ☐ Emergency procedures
- ☐ Medical forms on site

#### Skills to Be Learned

- ☐ Physical
- ☐ Motor
- ☐ Technical
- ☐ Mental

#### Delivery of Instructions

- ☐ Key points
- ☐ Teaching methods
- ☐ Position of athletes: Not facing the sun, athlete needs such as hearing or vision, etc.
- ☐ Delegation of volunteers and assistant coaches
- ☐ Intervention for behavior or crisis
- ☐ Positive feedback and support
- ☐ Progression throughout the session:
  - ☐ Easy to difficult
  - ☐ Slow to fast
  - ☐ Unknown to known
  - ☐ General to specific

#### Organization of Practice

- ☐ Warm-ups (body and skills)
- ☐ Review previously taught skills
- ☐ Introduce new skills
- ☐ Game or event situation; competitive experience
- ☐ Cool down and team talk
- ☐ Cell phone numbers of chaperones and coaches
- ☐ Emergency contact information for chaperones and coaches

#### Other

- ☐ Communication with parents, coaches, and event staff
- ☐ Coordination with Special Events

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# Part 3: Resources



## Codes of Conduct

The following are sample codes of conduct for Local Programs. Check with your Accredited Program to see which Code of Conduct is currently in use.

### Special Olympics Athlete Code of Conduct

Special Olympics is committed to the highest ideals of sport and expects all athletes to honor sport and the mission and vision of Special Olympics. All Special Olympics athletes and Unified Sports® partners agree to the following code:

#### Sportsmanship

- I will practice good sportsmanship.
- I will act in ways that bring respect to me, my coaches, my team, and Special Olympics.
- I will not use bad language.
- I will not swear or insult other persons.
- I will not fight with other athletes, coaches, volunteers, or staff.

#### Training & Competitions

- I will train regularly.
- I will learn and follow the rules of my sport.
- I will listen to my coaches and the officials, and ask questions when I do not understand.
- I will always try my best during training, divisioning, and competitions.
- I will not hold back in preliminary competitions just to get into an easier finals competition division.

#### Responsibility for My Actions

- I will not make inappropriate or unwanted physical, verbal, or sexual advances on others.
- I will not smoke in non-smoking areas.
- I will not drink alcohol or use illegal drugs at Special Olympics events.
- I will not take drugs for the purpose of improving my performance.
- I will obey all laws and Special Olympics rules, the International Federation, and the National Federation/Governing Body rules for my sport(s).

I understand that if I do not obey this Code of Conduct, I will be subject to a range of consequences by my Program or a Games Organizing Committee, up to and including not being allowed to participate.

_____	_____	_____
Name	Athlete or Unified Sports® Partner Circle Role	Date

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## Developing an Emergency Management Plan

### Considerations

- Ideally, a physician, an athletic trainer, or a physical therapist knowledgeable in the triage and immediate management of athletic injuries should cover practices and games.
- The coach should provide the athletes' medical forms and any special instructions to medical personnel.
- An emergency medical technician (EMT) and ambulance should be available immediately upon calling.
- The coaching staff should be educated and skilled in immediate management designed to contain the extent of the illness/injury until appropriate medical personnel are available.
- The coach and all personnel should be certified in cardiopulmonary resuscitation (CPR) and first aid.

### Each coach is responsible for activating an Emergency Management Plan

- The coach should assess the situation as quickly as possible after an incident has occurred.
- The coach should assess the incident right where it occurred, determining whether the athlete can be safely moved.
- The coach should know the athlete and his/her personality to best assess injury versus reaction.
- The coach should remain calm, which will also serve to keep the athlete and others calm.
- The coach should listen to the athlete describe what happened.
- The coach should ask simple, clarifying questions.
- The coach should observe the athlete's face and eyes while talking.
- The coach should observe for any asymmetry, trauma, general body alignment, and functional abilities.
- The coach should survey the area where the injury occurred for any unsafe articles or terrain.
- The coach should evaluate the criticality of the situation, and then institute action based on the evaluation of the situation.
- The primary survey of the athlete evaluates airway, breathing, circulation, and consciousness.
- The secondary survey of the athlete evaluates the seriousness of all other injuries once it is determined that the athlete is breathing and alert, with good cardiac function.
- If no medical personnel are available, the coach should respond based on his/her assessment of the criticality of the situation.
- When in doubt, do not put the athlete back into play.
- Always refer to a healthcare professional for additional follow-up.

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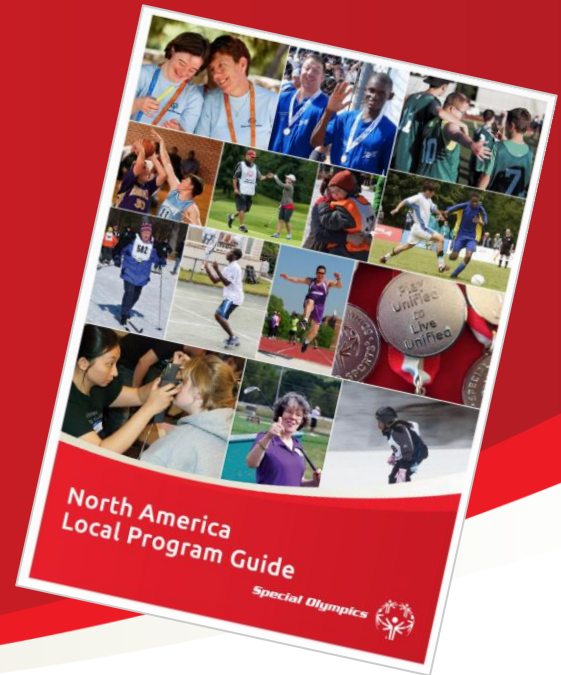




“Through sports, Special Olympics also creates ongoing opportunities for physical activity and socialization, fostering greater athlete involvement and satisfaction – which are critical to Special Olympics’ growth.”



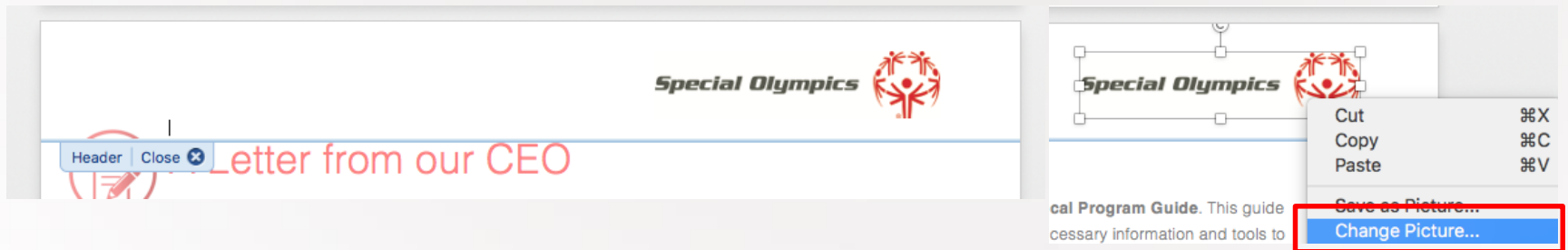
# Styling and Updating your Guide...



***Special Olympics***



# Adding your Logo to the Header



To add your logo to the Header, move your cursor over the existing logo and double click. Next, right click on the current logo and select “Change Picture” from the drop-down menu. Upload the image of your logo. To leave the header edit mode, hit “close” when done.

# The Table of Contents



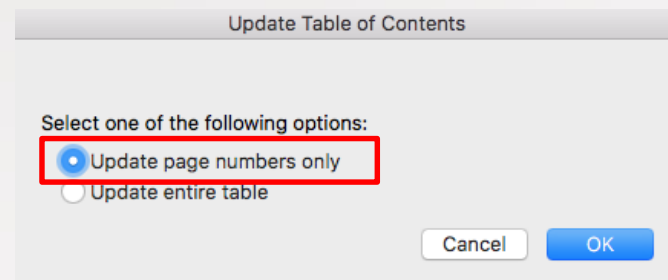
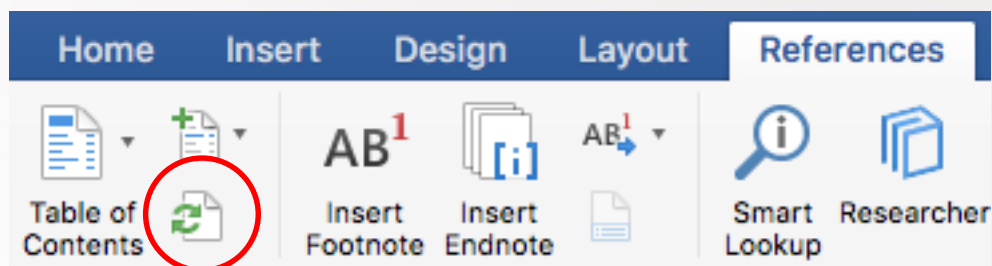
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**Tip:** Clicking on an item in the Table of Contents will automatically jump to that section of the Guide.

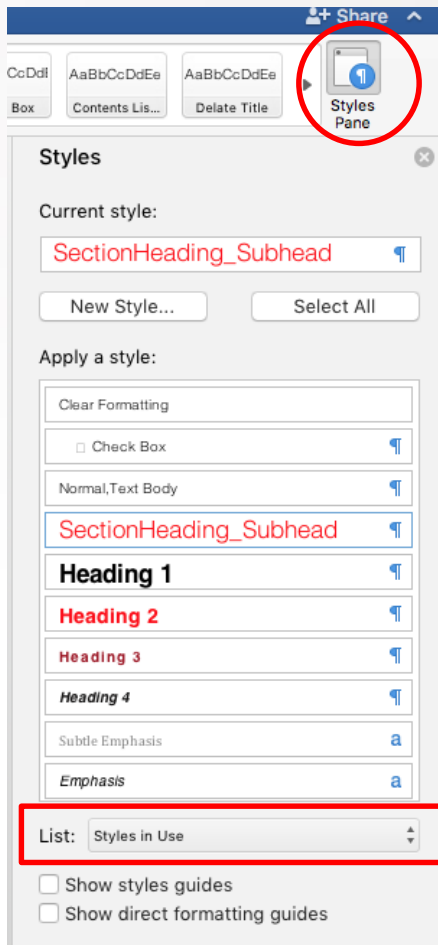
- **For PC Users:** Hold “Ctrl” and then click

# Updating The Table of Contents



To update the Table of Contents, click on “References” in your top toolbar. Next, select the “Update Table” icon as shown in the left image above. When prompted, be sure to select “Update page numbers only” and click “OK”. This will ensure that the Table of Contents styles remain the same.

# The Styles Pane



The Guide follows a set of text styles. To view the Styles Pane, click on “Home” in your top toolbar and select the “Styles Pane” icon, as shown in the image to the left.

**Tip:** To only see styles being used, select “Styles in Use” from the “List” drop down at the bottom.





# Using the Styles Pane

check.

- The Accredited Program will notify the volunteer and Local Program if they are unable to assist as a Class A Volunteer.
- All volunteer information must be renewed every three (3) years.

Volunteers are expected to follow the rules and standards set forth for volunteers under the direction of the Local Program Coordinator. Please note that – for the safety of the athletes, coaches, and other volunteers – all volunteers will undergo the same screening process as Program Staff.

Volunteers under the age of 18 do not need to complete Protective Behaviors Training. However, they do need to provide two non-family references.

Apply a style:

Emphasis	a
Strong	a
Quote	¶
<b>Intense Quote</b>	¶
• List Paragraph	¶
TOC 3	¶
Footer	¶

To use the Styles Pane, simply highlight the text you wish to change/update and select any of the listed styles. The text will automatically update to match your selection.

# Adding Links



## **Unified Sports®**

Unified Sports® is an inclusive sports program that includes Special Olympics athletes (individuals with intellectual disabilities) and Unified Sports® partners (individuals without intellectual disabilities). Through shared sport training and competition, Unified Sports® promotes inclusion for individuals with and without intellectual disabilities.

Coaches are required to take the Coaching Unified Sports® Course, which is available free of charge online at <https://nfhslearn.com/courses/36000/coaching-unified-sports>.

## **Unified Sports® Models**

Three models exist within Unified Sports®: Unified Sports® Competitive, Unified Sports® Player Development, and Unified Sports® Recreation. All three models provide different types of experiences in team sports.

## **Unified Sports® Competitive**

- All athletes and partners must have sport-specific skills and tactics to - complete without modification of rules.

To create a hyperlink, highlight text, click on “Insert”, select “Hyperlink”. When prompted, add the full web URL.

**Tip:** Links must be fully written out so that users will be able to use links when referencing a printed version of the Guide.

# Search Bar



Special Olympics Local Programs' "inverted pyramid" (shown on next page) approach acknowledges Local Programs as leaders and champions. With so many leaders at the grassroots level, the North America Local Program Guide is an important tool. The Local Program provides an empowering experience for Special Olympics athletes, Unified Sports® partners, families, **volunteers**, supporters, and fans. The Local Program makes the first impression about this movement.

The conduct of the Local Program can either enhance or hurt the Special Olympics brand. When someone calls to learn more, sign up, donate, or volunteer, did they receive a call back in a timely manner? At local Games, did the venue convey that these are authentic sports teams and is the competition taken seriously? Were athletes competing in uniforms, or were they wearing inappropriate competition apparel? All of these things help shape the perception of Special Olympics and Local Programs.

Take pride in your Local Program by building a team of leaders who share the Special Olympics vision of excellence. This guide is intended to help empower and educate **volunteers** and staff – critical local leaders – so that quality Local Programs can be developed in all communities.

Use the search bar in the top toolbar to easily find a word or phrase that you are looking for. The word/phrase you typed in will highlight every where it is located in the Guide.

# The Customize Icon



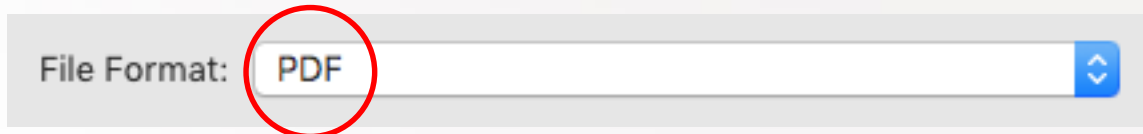
You will find this icon next to sections that may be customized to fit your Local Program.

**Tip:** You can remove the icon by simply clicking on it and hitting "Delete"/"Backspace" on your keyboard.

# Saving the Guide



The Guide will automatically save as a Word Document. To save as a PDF, Go to “File” at the top of the program and select “Save As”.



In the file format drop-down, select “PDF”.

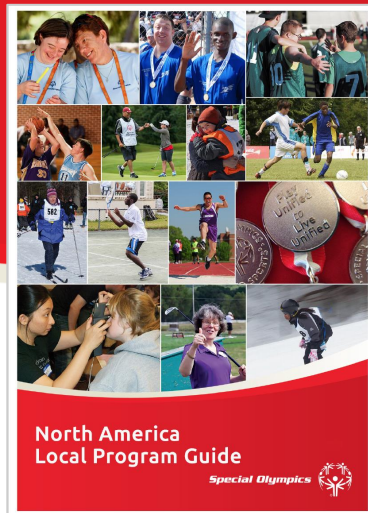




“While everyone in the Special Olympics global movement plays a vital role, the importance of the Local Program level of the organization cannot be emphasized enough. It is at the grassroots level of the movement that most people engage with Special Olympics. This grassroots level is where fans cheer on their family, friends, and neighbors who compete, and it is where communities of inclusion are built.”



# Why the Guide is important to our Programs and Where to host the Guide



***Special Olympics***



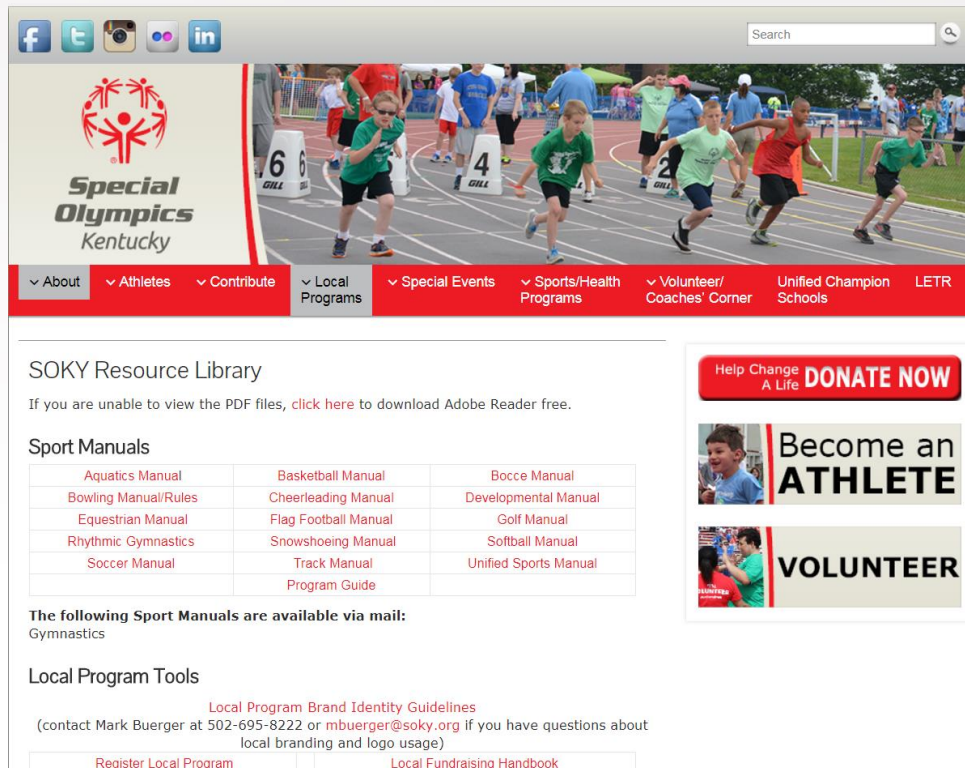


# ADD - Why the Guide is important from CEO perspective!

# Accessibility is Key



All Local Program Guides should be easily accessible on your Accredited Program's website under either the Local Programs or Resources section.



The screenshot shows the Special Olympics Kentucky website. The header includes social media icons (Facebook, Twitter, Instagram, YouTube, LinkedIn) and a search bar. The main banner features the Special Olympics Kentucky logo and a photo of children running on a track. Below the banner is a red navigation bar with links: About, Athletes, Contribute, Local Programs, Special Events, Sports/Health Programs, Volunteer/Coaches' Corner, Unified Champion Schools, and LETR. The main content area is titled "SOKY Resource Library" and includes a link to download Adobe Reader. Below this is a table of Sport Manuals. To the right of the table is a "DONATE NOW" button and a "Become an ATHLETE" section. At the bottom, there is a "VOLUNTEER" section and a "Local Program Tools" section with links to "Local Program Brand Identity Guidelines" and "Local Fundraising Handbook".

**SOKY Resource Library**

If you are unable to view the PDF files, [click here](#) to download Adobe Reader free.

**Sport Manuals**

<a href="#">Aquatics Manual</a>	<a href="#">Basketball Manual</a>	<a href="#">Bocce Manual</a>
<a href="#">Bowling Manual/Rules</a>	<a href="#">Cheerleading Manual</a>	<a href="#">Developmental Manual</a>
<a href="#">Equestrian Manual</a>	<a href="#">Flag Football Manual</a>	<a href="#">Golf Manual</a>
<a href="#">Rhythmic Gymnastics</a>	<a href="#">Snowshoeing Manual</a>	<a href="#">Softball Manual</a>
<a href="#">Soccer Manual</a>	<a href="#">Track Manual</a>	<a href="#">Unified Sports Manual</a>
	<a href="#">Program Guide</a>	

The following Sport Manuals are available via mail:  
Gymnastics

**Local Program Tools**

[Local Program Brand Identity Guidelines](#)  
(contact Mark Buerger at 502-695-8222 or [mbuerger@soky.org](mailto:mbuerger@soky.org) if you have questions about local branding and logo usage)

[Register Local Program](#) [Local Fundraising Handbook](#)

**Help Change A Life **DONATE NOW****

**Become an **ATHLETE****

****VOLUNTEER****

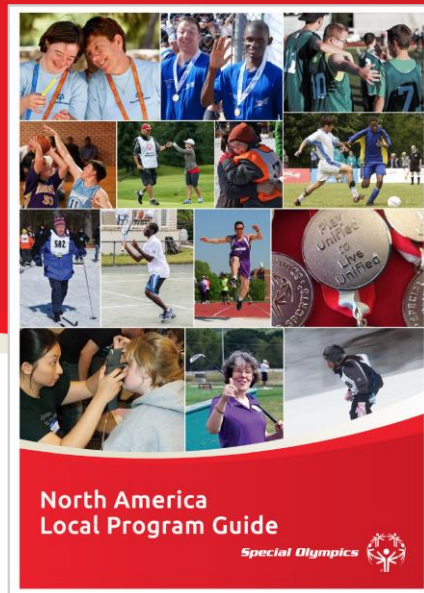
# Suggestions or Updates?



Please contact Nora Mason with suggestions for updates or edits:

[nmason@specialolympics.org](mailto:nmason@specialolympics.org)

Thank you to all who have contributed to the SONA Local Program Guide and to all who are committed to utilizing this new resource to impact Local Programs throughout North America. Together we will continually improve overall Program excellence throughout our region.



***Special Olympics***

