

Palmyra-Eagle Area School District

Palmyra-Eagle High School
and Middle School

Coaching Handbook



GO PANTHERS!

The Mission of the Palmyra-Eagle Area School District Athletic Department is to develop young athletes who demonstrate the Panther Way and the following characteristics: sportsmanship, pride, determination, commitment, integrity and work ethic, all while living up to the challenges placed in front of them and taking pride in the tradition that is Palmyra-Eagle Athletics.

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Forward

The Palmyra-Eagle Area School District High School and Middle School Athletic Coaching Handbook has been prepared as a reference guide which highlights coaching responsibilities, basic policies and procedures. It serves as a basis for periodic re-evaluation of the interscholastic athletic program. It also provides, in writing, a statement of basic policies and procedures for reference when desirable. For a more comprehensive study of your responsibilities as a coach, please become familiar with the rules and regulations in the following publications:

1. The school district's employee handbook for your school;
2. School district Board policies (available from school administration and website);
3. Wisconsin Interscholastic Athletic Association (WIAA) Publications;
4. National Federation of High Schools rule book governing your sport.

Mission

High school and middle school athletics is an extension of the classroom and an integral part of the school's program of education. Coaches and students are motivated to want to win and excel, but the principles of good sportsmanship prevail at all times to enhance the educational values of contests. Participation in school athletics by a student is not a "Right," it is a "Privilege" that must be earned in order to be a member of an athletic team.

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Key Contacts

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Sportsmanship

Gain an understanding and appreciation for the rules of the contest.

Being well informed is essential. Know the rules. If you are uninformed, refrain from expressing opinions on decisions made by officials, coaches and administrators.

Exercise representative behavior at all times.

The true value of interscholastic competition relies upon everyone exhibiting behavior which is representative of a sound value base. Your behavior influences others whether you are aware of it or not.

Exhibit respect for the officials.

The officials of any contest are trained, impartial arbitrators who perform to the best of their ability. Mistakes by all those involved are a part of every contest. We should not rationalize our own poor or unsuccessful behavior by placing responsibility on an official. A rule of good sportsmanship is to accept and abide by the decision made.

Openly display respect for the opponent at all times.

Opponents are guests and should be treated cordially, provided with the best accommodations and accorded tolerance at all times. Be a positive representative of your school, team and family.

Display pride in your actions at every opportunity.

Never allow your ego to interfere with good judgment and your responsibility as a school representative. Regardless of whether you are an adult, student, player or coach or official this value is paramount since it suggests that you care about yourself and how others perceive you.

Sportsmanship Reveals Character – regardless of the final outcome.

From the *WIAA Sportsmanship Reference Guide*

National Federation of High School Coaches Code of Conduct

The function of the coach is to properly educate students through participation in interscholastic competition. The interscholastic athletic program is designed to enhance academic achievement and should never interfere with opportunities for academic success. Athletes should be treated as though they are members of the coach's families and their welfare should be of primary concern at all times. In recognition of this, the following guidelines for coaches have been adopted by the National Federation of Interscholastic Coaches Association Board of Directors.

The coach must be aware that he or she has a tremendous influence, either good or bad, in the education of the student athlete and, thus, shall never place the value of winning about the value of instilling the highest desirable ideals of character.

The coach must constantly uphold the honor and dignity of the profession. In all personal contact with the student athlete, Activities Directors, school administrators, the state high school athletic association, the media, and the public, the coach shall set an example of the highest ethical and moral conduct.

The coach shall take an active role in the prevention of drug, alcohol and tobacco abuse and under no circumstances should condone their use.

The coach shall promote the entire interscholastic program of the school and direct his or her program in harmony with the total school program.

The coach shall be thoroughly acquainted with the contest rules and is responsible for their interpretation to team members. The spirit and letter of rules should be regarded as absolute values. The coach shall not try to seek advantage of circumventing of the spirit or letter of the rules.

Coaches shall enhance sportsmanship among spectators and by working closely with cheerleaders, the pep club sponsor, booster clubs and administrators.

Contest officials shall have the respect and support of the coach. The coach shall not indulge in conduct which will incite players or spectators against opponents or officials. Public criticism of officials or players is unethical.

Before and after contests, rival coaches should meet and exchange friendly greetings to set the correct tone for the event.

A coach shall not exert pressure on faculty members to give student athletes special consideration.

It is unethical for coaches to scout opponents by any means other than those adopted by the leagues and/or state high school athletic association.

DPI/WIAA Gender Equity Information

Overview

The following is an excerpt from the "Pupil Non-Discrimination Guidelines For Athletics" co-published by the WIAA and DPI and available from WIAA member schools and the DPI.

Discrimination in interscholastic athletics in Wisconsin has been an item of increasing concern since the 1970-71 school year, when swimming, gymnastics, and track for girls were given state tournament status by the Wisconsin Interscholastic Athletic Association (WIAA). Additional girls' sports were added to the WIAA list each year until the number totaled ten in 1982-83. As of 2004, the state interscholastic program includes 11 sports for girls and 13 sports for boys.

The growth of girls' sports in Wisconsin coincided with the passage of Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex in federally funded educational programs. Title IX gave needed impetus for the development of girls' interscholastic sports and expanded opportunities in all educational programs and activities.

Although discrimination exists in many forms, most discrimination problems in interscholastic athletics have been based historically on sex. In the 1997 edition of the guidelines, we begin to address other discriminatory factors, but will continue to draw on the bulk of case law and interpretations by the Office for Civil Rights, which focus on sex or gender.

In the years since 1972, nearly all Wisconsin school districts have experienced some problems in providing equity between the boys' established programs and the girls' growing programs. Problems frequently encountered included developing equitable budgets, sharing facilities, providing comparable facilities, transporting athletes, and scheduling games. Other problems arose in providing publicity, assigning bands and cheerleaders to games, and maintaining consistent athletic codes. Most of the problems at the school-district level have been settled by enlightened leadership and compromise, but it is not unusual for controversies to result in complaints, frequently through the federal Office for Civil Rights or litigation through the courts.

At the state level, it has been necessary for WIAA to change long-standing rules. For example, WIAA rules prohibited all competition between boys and girls. In 1978, the U.S. District Court ruled that qualified girls must be allowed to participate on boys' teams if no girls' team is offered in a sport. This decision, which applies to both contact and noncontact sports, is consistent with other court decisions throughout the country. As a result of this ruling, the WIAA changed its rule.

A number of sex-related athletic problems have yet to be resolved. Equal offerings of some WIAA sports to girls and boys during fall, winter, and spring seasons, reaching agreement at local and conference levels regarding the scheduling of activities on given days of the week, and providing equitable media coverage for boys' and girls' activities are problems that remain to be fully solved.

Although in 1984, the U.S. Supreme Court (in *Grove City College v. Bell*, 465 U.S. 555, 1984) cast serious doubts about the applicability of Title IX to programs such as athletics that receive no direct federal funds, the Civil Rights Restoration Act of 1988 has clarified this point and established that Title IX applies to all programs and activities.

In 1992, the United States Supreme Court decided that monetary damages may be awarded for sexual harassment under Title IX (*Franklin v. Gwinnett County Public Schools*, 503 U.S. 60, 1992). This decision has caused school districts to approach questions of gender equity with a greater sense of urgency, and to focus on the issue of sexual harassment in interscholastic athletics. To address this emerging and important issue, we have included the appendix section on preventing harassment, hazing, and assault.

In 1985, the Wisconsin Legislature repealed and recreated section 118.13, Wis. Stats., which prohibits discrimination in public schools on the basis of sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability. Section 118.13(2), Wis. Stats., requires school boards to develop policies and procedures, including a complaint procedure, to implement the statute (see *Pupil Nondiscrimination Guidelines*, DPI Bulletin No. 94050). Section 118.13, Wis. Stats., also requires that the state superintendent decide appeals of the school district's final decisions on complaints. The statute also authorizes the state superintendent to review school district compliance with the statute and provide school districts with technical assistance.

The issue of whether some mascots, logos, and nicknames used by school athletic teams are discriminatory and offensive began to be widely debated in the press and other public forums in 1991. Some districts and the department received complaints about discriminatory logos and mascots. In 1992, the state superintendent requested an opinion from the Attorney General on the subject of whether American Indian logos, mascots, and nicknames come within the purview of the pupil nondiscrimination statute and its rule. The opinion is straightforward and clear, stating that the use of such logos, mascots, and nicknames is clearly within the purview of the law. Further, the Attorney General found that the administrative rules in PI 9, Wis. Admin. Code, which define the statutory language "discrimination," "pupil harassment," and "stereotyping" are a valid interpretation of the statute. Evaluations of whether a particular use by a school district of an American Indian logo, mascot, or nickname is discriminatory must be made on an individual, case-by-case basis. Discrimination which meets the definitions of either stereotyping or pupil harassment must be shown to be detrimental to constitute a violation of the law.

Finally, it is not a necessary element of a finding of discrimination to prove that the district intended to discriminate by adopting such logos or mascots. School districts using mascots, logos, and nicknames which have single gender or ethnic group connotations could be in violation of s. 118.13 and PI 9. In 1994, the state superintendent urged school districts to review their logos and mascots in light of the Attorney General's opinion to determine whether a change was in order.

The Department of Public Instruction and the WIAA have prepared a publication called "The Pupil Non-Discrimination Guidelines For Athletics" available through public schools to provide guidelines for athletic decision makers at the local and conference levels. The guidelines are based upon the spirit and regulations of Title IX, appropriate case law, WIAA rules, section 118.13, Wis. Stats., and PI 9, Wis. Admin. Code, in addition to valuable assistance from professional organizations and the U.S. Office for Civil Rights. Although most attention will focus on sex equity, other areas of possible discrimination that are prohibited under section 118.13, Wis. Stats., will also be discussed. It is intended that these guidelines will help ensure the following:

- No student's athletic participation is to be determined by any of the discriminatory factors listed in section 118.13, Wis. Stats, although the Americans with Disabilities Act has been interpreted to mean that it is not necessary to alter the standard of an activity to give an unfair advantage to opponents in athletic contests.
- Since separate interscholastic athletic programs are conducted for boys and girls, both programs are to be provided with comparable facilities, equipment, coaching, game and practice schedules, training rules, awards, and publicity.
- The levels of competition provided for boys and girls are to be commensurate with student interests and abilities.
- Activities peripheral to the athletic program, such as pompon squads, cheerleaders, and pep bands, are to be assigned to specific games on the basis of a school plan that does not include sex of either athletes or support activity participants as a factor.
- Administrators, coaches, parents, and athletes will understand both the legal and philosophical implications of discrimination in athletics.

Philosophy The intent of most civil rights legislation is to ensure equitable treatment for minority groups and individuals who have been subject to discrimination. In Wisconsin, the Legislature enacted section 118.13, Wis. Stats., in an attempt to prevent discrimination in public schools on the basis of sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability.

This statute can significantly enhance interscholastic athletic participation, an important component of education for thousands of boys and girls in Wisconsin. However, ensuring equity in athletics, particularly sex equity, is frequently hindered by stereotypic beliefs about what constitutes safe, appropriate, and acceptable athletic participation for boys and girls. The previously held supposition that only males should be involved in vigorous, competitive sports, often involving physical contact, has lessened, but not to the extent that girls' athletics have achieved a desired level of equity or equality of opportunity.

The spirit and intent of the statute, as it applies to interscholastic athletics, is to provide all boys and girls with the opportunity to participate in equitable athletic programs and activities at comparable levels of support. Nothing in section 118.13, Wis. Stats., or in Title IX, for that matter, requires comparable programs for males and females in athletics.

Both DPI and the WIAA are committed to the concept of separate athletic programs for boys and girls. On the surface, this seems to contradict civil rights decisions in which courts have consistently held that "separate but equal" is in fact unequal. In athletics, however, size, strength, and weight are often the qualifying factors for successful participation, and these factors continue to favor the average boy over the average girl. Consequently, if all sports activities were open equally to both boys and girls, the number of female athletes would be severely curtailed.

The best interests of both boys and girls in athletics seem to be served at this time by separate, comprehensive, comparable programs that are carefully organized and monitored to accommodate the interests and activities of both sexes. Comparable programs, according to DPI/WIAA philosophy, are those offering boys and girls the same or similar activities, with opportunities and resources of equal quality in the areas of coaching, provision of facilities and equipment, assignment of practice and game times, awards, publicity, and transportation. Cheerleaders, pompon squads, and pep bands have individual identities and add to the excitement and attractiveness of high school sports. Appearances at respective boys' and girls' contests must satisfy the same equity comparability standards as those just mentioned. The availability of concessions stands, booster activities, and so forth, cannot be ignored either.

In the matter of boys competing on girls' teams and girls competing on boys' teams, Title IX requirements and subsequent case law generally allow students to cross over only if there is no team for one sex and athletic opportunities for that sex have been limited in the past. In Wisconsin and many other states, this approach allows girls on boys' teams under certain conditions, but it does not allow boys on girls' teams. DPI/WIAA philosophy tolerates the apparent unfairness to boys in this situation only because the alternative would be more discriminatory. Both agencies monitor related state and federal case law on an ongoing basis. Future court findings will influence interpretations and determinations on this issue. Athletic programs most successfully reflect the philosophy of equity when the people affected develop plans and policies. Typically, this includes school administrators, Activities Directors, coaches, athletes, parents, and representatives of groups that perform at athletic contests. It is especially important to ensure adequate representation of both females and males in planning equitable athletic programs in Wisconsin.

Although most athletic equity problems should be prevented or solved at the district level, it should be emphasized that equity is guaranteed at several levels. Among the sources to be considered are the Fourteenth Amendment to the U.S. Constitution (equal protection), Title IX of the Education Amendments of 1972, the Wisconsin Constitution, section 118.13, Wis. Stats., PI 9, Wis. Admin. Code and the bylaws and rules of eligibility of the WIAA.

DPI and the WIAA are confident in the ability of educational decision makers to guarantee equitable athletic opportunities for all boys and girls in Wisconsin. This is consistent with the Wisconsin tradition of educational excellence and ensures no students are denied participation in activities for discriminatory reasons. WIAA member schools have successfully identified ways to provide greater levels of access to interscholastic athletic programs, and, more important, to afford all public school students with the opportunity to benefit from participation in athletics. A positive approach must continue if Wisconsin's sports offerings are to withstand the scrutiny of critical observers, and, more importantly, to afford all public school students the opportunity to benefit from participation in athletics.

National Standards for Sport Coaches

<p><u>DOMAIN 1: PHILOSOPHY AND ETHICS</u></p> <p>Standard 1: Athlete-centered philosophy</p> <ul style="list-style-type: none"> · Reasons for entering professions · Program mission and goals · Communicate philosophy · Welcoming behaviors · Manage athlete behavior <p>Standard 2: Teach positive values of sport</p> <ul style="list-style-type: none"> · Community input · Diverse population · Team policies · Winning · Lifetime fitness · Problem solving · Participation enjoyment <p>Standard 3: Teach responsible behavior</p> <ul style="list-style-type: none"> · Rule application · Officials · Respect for others · Effort and self-control · Bullying and/or hazing <p>Standard 4: Demonstrate ethical conduct</p> <ul style="list-style-type: none"> · Model good sport behavior · Exhibit self-control · Positive language · Professional relationship · Personal and official power · Gambling <p><u>DOMAIN 2: SAFETY AND INJURY PREVENTION</u></p> <p>Standard 5: Safe facilities</p> <ul style="list-style-type: none"> · Facility specifications · Inspection · Modify play <p>Standard 6: Protective equipment</p> <ul style="list-style-type: none"> · Safety standards · Fitting and maintenance · Selection and use <p>Standard 7: Environmental conditions</p> <ul style="list-style-type: none"> · Environmental safety information · Facilitate hydration · Modify play <p>Standard 8: Physical conditions predisposing injury</p> <ul style="list-style-type: none"> · Clearance to participate 	<ul style="list-style-type: none"> · Health status and body structure · Sleep and emotional states <p>Standard 9: Immediate care of injuries</p> <ul style="list-style-type: none"> · Medical information · Action plan first aid CPR · First aid kit · Communications · Blood borne pathogens · Professional medical care · Injury recovery <p>Standard 10: Coordinated health care program</p> <ul style="list-style-type: none"> · Communication · Certified trainer · Decision about returning to play · Modify coaching techniques <p>Standard 11: Psychological implications of injury</p> <ul style="list-style-type: none"> · Psychological conditions · Supportive environment · Anxiety fear of re-injury · Build self-confidence · Adhere to rehabilitation · Poor psychological adjustment <p><u>DOMAIN 3: PHYSICAL CONDITIONING</u></p> <p>Standard 12: Conditioning based on exercise, physiology and biomechanics</p> <ul style="list-style-type: none"> · Positive view of conditioning · Components of physical fitness · Body composition · Warm-up and cool-down activities · Variety of training throughout season · Biomechanical principles · Overtraining-periodization · Cross-training · Contraindicated activities <p>Standard 13: Teach proper nutrition</p> <ul style="list-style-type: none"> · Timing and selection of food · Proper hydration options · Nutrition knowledge · Body composition weight management · Eating disorders <p>Standard 14: Advocate for drug-free sports</p> <ul style="list-style-type: none"> · Supplements · Medications · Drug use
<ul style="list-style-type: none"> · Negative consequences drug use · Social pressure <p>Standard 15: Conditioning to return to play after injury</p> <ul style="list-style-type: none"> · Written permission · Communication · Time <p><u>DOMAIN 4: GROWTH AND DEVELOPMENT</u></p> <p>Standard 16: Developmental changes in learning skills</p> <ul style="list-style-type: none"> · Sequential developmental training · Instructional readiness · Analyze performance · Maturation levels <p>Standard 17: Social and emotional growth</p> <ul style="list-style-type: none"> · Age-related social-emotional issues · Balanced lifestyle · Lifelong physical activity · Manage stressors · Recognize limits <p>Standard 18: Leadership opportunities</p> <ul style="list-style-type: none"> · Personal responsibility · Athletic input and self-evaluation · Physical and mental readiness · Leadership skills · Manage conflict · Mentoring opportunity <p><u>DOMAIN 5: TEACHING AND COMMUNICATION</u></p> <p>Standard 19: Positive learning environment</p>	<p>Standard 22: Practice management</p> <ul style="list-style-type: none"> · Staffing and supervision · Organize equipment and space · Waiting time · Communication · Diagrams · Grouping of athletes <p>Standard 23: Clear instruction</p> <ul style="list-style-type: none"> · Teaching progressions · Learning styles · Variety instructional methods · Order and timing of practice activities · Peer demonstration · Technology · Motivation in re-teaching <p>Standard 24: Mental skill training</p> <ul style="list-style-type: none"> · Intrinsic and extrinsic rewards · Stress management · Build confidence · Mental game plan · Improve concentration <p>Standard 25: Communication</p> <ul style="list-style-type: none"> · Terminology · Expectations · Orderly environment · Feedback · Appropriate language · Verbal and visual cues

<ul style="list-style-type: none"> · Individualized instruction · Team cohesion · Mistakes · Corrective instruction · Behavior management and discipline · Equal opportunity <p>Standard 20: Establish goals</p> <ul style="list-style-type: none"> · Practice and competition · Goal-setting process · Goal difficulty · Modification of goals · Mastery goal orientation <p>Standard 21: Season plan-periodization</p> <ul style="list-style-type: none"> · Scope · Seasonal and sequential planning · Time · Communication 	<ul style="list-style-type: none"> · Over-communicating <p>Standard 26: Motivational techniques</p> <ul style="list-style-type: none"> · Motivational strategies · Individual needs · Burnout · Achievement environment · Feedback on success · Negative discipline · Self-efficacy <p>DOMAIN 6: SPORT SKILLS AND TACTICS</p> <p>Standard 27: Skills of the sport</p> <ul style="list-style-type: none"> · Demonstration of skills · Performance feedback · Safety · Seasonal adjustments <p>Standard 28: Competitive tactics strategies</p> <ul style="list-style-type: none"> · Rules and philosophy · Situation, specific strategies
<ul style="list-style-type: none"> · Athlete involvement · Assign positions, line ups · Game adjustments <p>Standard 29: Scouting opponents</p> <ul style="list-style-type: none"> · Organize team · Game plan · Practice planning · Scouting tools <p>DOMAIN 7: ORGANIZATION AND ADMINISTRATION</p> <p>Standard 30: Contest management</p> <ul style="list-style-type: none"> · Transportation · Locker room supervision · Spectator behavior · Facility preparation · Officials <p>Standard 31: Public relations</p> <ul style="list-style-type: none"> · Informational meetings · Team policies · Athlete preparation · Program advocacy <p>Standard 32: Manage human resources</p> <ul style="list-style-type: none"> · Communication methods · Training and/or screening of staff · Job descriptions · Registration requirements <p>Standard 33: Manage fiscal resources</p> <ul style="list-style-type: none"> · Fiscal responsibility · Purchasing and distribution · Financial records · Guidelines for booster clubs · Fundraising <p>Standard 34: Emergency action plans</p> <ul style="list-style-type: none"> · Unsafe conditions · Written record emergency plan · Use of safety equipment · Sport-specific safety techniques · Documentation · Formation of rules <p>Standard 35: Manage information documents</p> <ul style="list-style-type: none"> · Facility · Practice plans training records · Physical examination, injury 	<ul style="list-style-type: none"> · Medical history · Administrative forms · Eligibility · Safety procedures · Waivers and participation agreements <p>Standard 36: Legal responsibilities</p> <ul style="list-style-type: none"> · Transportation · Insurance · Risk management plan · Legislative mandates · Inherent risks · Adequate supervision <p>DOMAIN 8: EVALUATION</p> <p>Standard 37: Team evaluations</p> <ul style="list-style-type: none"> · Evaluation tools · Sequence of evaluation · Statistics · Practice evaluation · Seasonal analysis · Team outcomes · Barriers to success · Communicate findings <p>Standard 38: Motivation and performance evaluation</p> <ul style="list-style-type: none"> · Authentic assessment techniques · Individual improvement · Team interactions · Feedback on instructional techniques <p>Standard 39: Player selection</p> <ul style="list-style-type: none"> · Criteria for selection · Competition data · Athlete input-self evaluation · Feedback to athletes · Communicate evaluation <p>Standard 40: Staff and self-evaluations</p> <ul style="list-style-type: none"> · External input · Self-reflection · Peer feedback · Formal evaluation · Diplomacy

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GENERAL INFORMATION

All coaches are hired to supervise, teach, and organize interscholastic teams of student athletes. The primary responsibility of a coach in interscholastic athletics is the squad of players and managers on their respective team. Proper supervision is required at all times and must be exercised before, during and after all practices and games. Regulations involving control and conduct are necessary to ensure safety and welfare of the participants. Open communication between the head coach and all assistant coaches within a given sport must be positively maintained throughout the season.

COACHING DUTIES, RESPONSIBILITIES AND GUIDELINES

1. The coach is ultimately responsible to make sure that each participant has completed all the necessary pre-registration forms before an athlete is allowed to participate. No athlete may participate in any practice until the following forms are returned and signed:
 - a. Physical/Alternate Year Card
 - b. Concussion Form
2. The coach is ultimately responsible to make sure that each participant has paid their fees. Check with the Activities Director or the main office to see which students have paid fees. Students will have until the first game to turn in their fees. If they have not paid by the date of the first contest, they will not participate.
3. The coach must maintain positive public relations in all pertinent areas (i.e. parents, school, faculty, coaching staff, media)
4. The coach will supervise all areas used by team members. The coach will also supervise each student after practices or games until all students have left the building.
5. All volunteer coaches must be approved by the Activities Director and have completed the proper paperwork in the District Office.
6. Coaches are responsible to communicate to parents, athletes and staff that gifts in any form are not to be received by the athlete.
7. The coach will keep all athletes and parents informed of schedule and transportation changes.
8. Paid coaches must be present at all practices and contests.
9. The head coach in each sport shall develop a method of inventory and shall delegate or supervise this process at each level. All changes to inventory should be properly documented. All equipment is to be collected, inventoried and stored properly before pay vouchers will be signed and submitted to the Business Office.
10. The cleaning, maintenance and repair of equipment shall be the responsibility of all coaches. Equipment needing repair shall be reported to the Activities Director. All facilities, indoor and out, should be checked periodically for maintenance, and should be reported to the Athletic Office as soon as possible. Report any lost equipment to the athletic office.
11. The coach must make contact with the athletic office before the season starts to reserve facilities for practice. All coaches must enter their practice schedule and home event schedule on the Google Calendar titled: Facilities Use/Practice Schedule. Head varsity coaches are also expected to coordinate the use of facilities for JV1, JV2, middle school and youth programs.
12. The coach must provide supervision of athletes in the locker room and on the bus. All coaches are required to ride the bus with the team unless permission is received from the Activities Director due to extenuating circumstances.
13. Coaches must develop a lettering policy and communicate it with students and families before the season starts. A list of letter awards and MVP awards should be turned into the Activities Director at the end of the season.
14. The coach will set a good example of behavior for participants and fans to follow.
15. The coach or designee will notify the proper person/media of game results.
16. Team rules and policies governing that particular sport shall be shared with the Activities Director prior to implementation.
17. Coaches will take an active role in the organization of special events surrounding their games (Pink Out, Parents' Night, Senior Night, etc.)
18. All coaches are to be familiar with the Wisconsin Interscholastic Athletic Association and Rock Valley/Trailways Conference By-Laws as well as the specific sport by-laws. Additionally, all coaches are to be knowledgeable of the special sport rules that apply.
19. Team rosters are to be completed on a Google Sheet and shared with the Activities Director within a week of the first game. Any changes to the roster (new player, change from JV to varsity, etc.) should be shared with the Activities Director. Rosters should include players names, grades and any other pertinent information (position, height, weight,

number, etc.). The names of coaches, managers, statisticians and any other personnel to be listed on programs should be included.

20. Coaches at all levels are to be knowledgeable of Palmyra-Eagle's athletic code. Coaches are to follow the procedures as outlined in the code. Violations of any section are to be reported to the Activities Director.

21. Coaches should always conduct themselves as professionals around student-athletes. They will not send texts, emails or any other form of communication that is personal in nature; all communications should be limited to notification of sudden changes in practice or game schedules.

22. Coaches shall not transport students without proper paperwork being filled out in the District Office and prior approval by the Activities Director. Coaches should not transport students in their personal vehicles.

23. Written team rules and policies governing the particular sport will be developed and made available to the Activities Director, parents, and athletes before the start of the season.

24. Head coaches will hold a Parent's Meeting at the beginning of the season. All schedules including practices and contests will be handed out. Goals, objectives, philosophy, and team policies should also be covered. The meeting should be scheduled prior to the first game.

25. Coaches will assist contest preparation for each respective sport. This includes getting the field, gym, etc. ready and helping take down the equipment after the contest. Coaches will assist in receiving the visiting teams and showing them to their accommodations.

26. Coaches will be responsible for the conduct, appearance and the welfare of the team and him/herself at all times. Use of alcohol, drugs, tobacco and illicit substances are not allowed while supervising students. Use of illegal substances is not allowed at any time. If the team has any type of meal together, it should be communicated with all in attendance that this is a school function, and alcohol and tobacco use by anyone is inappropriate (This includes parents and fans in attendance). Banquet settings are included.

27. Head coaches will cooperate with and assist the Activities Director with scheduling of contests, transportation, supervising tournaments, special events and budgeting.

28. All coaches will coordinate practice sites and times with the Athletic office. Any additions or cancellations to the practice schedule should be reported to the Activities Director.

29. All coaches will submit an electronic copy of the end of the year summary to the Activities Director. The AD will provide the necessary forms to all the coaches.

30. Head coaches will meet before and after the respective season with the Activities Director.

31. Head coaches will evaluate the lower level coaches in their sport using the form provided by the Athletic office. The head coach will meet with each coach to discuss their evaluation. Both coaches must sign and date the evaluation.

32. Coaches must show respect for one another. Grievances or disagreements between coaches should never be aired where students, parents, fans or other coaches can hear them.

33. All head coaches whose sports are sponsored by the WIAA will submit to the WIAA the appropriate official's ranking form as well as the beginning/ending athlete participation form. This will be done in a timely fashion.

34. Head coaches will set a date for the end of the season banquet as soon as possible after the season ends. These dates will be turned into the Activities Director and will be put on the schedule.

35. Coaches will work with the trainer to insure that all injuries are reported and treated properly.

**JOB DESCRIPTION
ATHLETIC DEPARTMENT
Palmyra-Eagle Area School District**

Title: HEAD COACH

Qualifications:

1. Has a valid Wisconsin teacher certificate or is WIAA recognized.
2. Has the ability to organize and supervise a total sports program.
3. Has previous successful coaching experience in the assigned sport.
4. Must have substantial knowledge of the technical aspects of the sport and at the same time must continue to examine new theories and procedures pertinent to the sport.
5. Knowledge of basic rules of the activity and specific safety concerns.
6. Ability to work effectively with other coaches and staff.

Reports To: The Activities Director who provides overall objectives and final evaluations in conjunction with the high school principal or designee of the principal.

Supervises: A staff of high school assistant coaches in conjunction with the Activities Director.

Job Goal: To instruct athletes in the fundamental skills, strategy and physical training necessary for them to realize a degree of individual and team success. At the same time, the student shall receive instruction that will lead to the formation of moral values, pride of accomplishment, acceptable social behavior and self-confidence.

General Guidelines and Expectations:

- a. The success of the athletic programs has a strong influence on the community image of the entire system. The public exposure is a considerable responsibility and community/parent pressure on winning performance is taxing, but must not override the objective of good sportsmanship, good mental health, and the safety of the athletes.
- b. The head coaching position includes unusual aspects of extended time commitments and risk injury factors.
- c. It is the expressed intent of this job description to give sufficient guidance to function. In cases not specifically covered, it shall be assumed that the coach will exercise common sense and good judgment in making decisions.

Duties and Responsibilities:

- a. Prepare plans and strategies for practices and games.
- b. Prepare a team physically, mentally, and emotionally to effectively compete.
- c. Provide a safe, healthy and challenging competitive activity.
- d. Teach good sportsmanship, self-control, self-discipline and pride.
- e. Has knowledge of existing school conference, and W.I.A.A. regulations.
- f. Evaluates all assistants at the end of the season.
- g. Assist with scheduling, transportation, and budgeting.
- h. Assist in preparation and cleanup necessary to hold a scheduled event.
- i. Coordinates scheduling and facilities with the Activities Office.
- j. Establish team rules and criteria for awards and have them make available.
- k. Coaches are responsible to communicate to parents, athletes and staff that gifts in any form are not to be received by the athlete.
- l. Supervise the issuing, collection, inventory and storage of equipment.
- m. Coordinate the cleaning, maintenance and repair of equipment.
- n. Turn in team roster to the Activities Office.
- o. Report all scores to the conference statistician, media and the Activities Office.
- p. Complete and submit necessary injury reports when required.
- q. Monitor athlete attendance, grades and behavior.
- r. Prepare and submit reports and information required by the school, conference and W.I.A.A.
- s. Attend required meetings set up by the conference or W.I.A.A.
- t. Carry out the concepts of the activities code and rules established by the W.I.A.A.
- u. Conduct a preseason parent/athlete information meeting. Keep parents and athletes informed of changes in schedules and other information deemed necessary.
- v. Visibly supervise athletes at all times when athletes are present.
- w. Ensure athlete is cleared to practice or play after an injury.
- x. Ensure athletes have completed and turned in all registration materials before practicing to start the season.
- y. Always have in possession at all practices and games a player's emergency medical information.

I have read the Job Description and agree to abide by it. I also, understand there may be extra duties or responsibilities assigned by the Activities Director or Principal that pertain to my position as Head Coach of my respective sport that may have been missed in this description. I agree to abide by this assigned duties and responsibilities.

Signed: _____

Date: _____

**JOB DESCRIPTION
ATHLETIC DEPARTMENT
Palmyra-Eagle Area School District**

Title: ASSISTANT COACH

Qualifications:

1. Has a valid Wisconsin teacher certificate or has taken a WIAA recognized coaches Course.
2. Has a previous successful coaching or playing experience in the assigned sport.
3. Must have knowledge of the background in the assigned sport.
4. Knowledge of basic rules of the activity and specific safety concerns.
5. Ability to work effectively with other coaches and staff.

Reports To: Head Coach, Activities Director, Principal

Supervises: Athletes and team assigned. Assumes supervisory control over all athletes in program when such control is needed.

Job Goal: To carry out the aims and objectives of the sports program as outlined by the head coach and school administration. To instruct athletes in the fundamental skills, strategy and physical training necessary for them to realize a degree of individual and team success. At the same time, the student shall receive instruction that will lead to the formation of moral values, pride of accomplishment, acceptable social behavior and self-confidence.

Duties and Responsibilities:

- a. The success of the athletic programs has a strong influence on the community image of the entire system. The public exposure is a considerable responsibility and community/parent pressure on the winning performance is taxing, but must not override the objective of good sportsmanship, good mental health, and the safety of the athletes.
- b. Has knowledge of existing school district, state, and conference regulations and carries them out.
- c. Maintains discipline and works to increase morale and cooperation within the school sports program and school community.
- d. Understands the proper administrative line of command and refers all requests or grievances through proper channels.
- e. Monitors student athlete's academic progress through Skyward and behavior by working with the Activities Director.
- f. Complete and submit necessary injury reports to the Activities Office.
- g. Is accountable for all equipment. Arranges with the head coach for the inventorying, issuing, storing and reconditioning of equipment.
- h. Examines locker rooms before and after practices and games, checking on general cleanliness and damage of the facility.
- i. Supervise the locker room and the other areas used by the respective team. Must be present until the last student athlete leaves.
- j. Be prepared to hold scheduled sports events or practices and adheres to scheduled facility times. Help coordinate practice sites and times with the Activity Office.
- k. Assist in the preparation and cleanup of playing areas for practice and/or contests.
- l. Supervises practices, games, and team trips. Take all necessary measures to safeguard each participant.
- m. Assists the head coach in carrying out his/her responsibilities.
- n. Strives to improve skills by attending clinics and using resources made available.
- o. Turn in team roster to the Activities Office a week before the first game.
- p. Prepare and submit reports and information required by the Activities Office.
- q. Always have in possession at all practices and games a player's emergency medical information.

I have read the Job Description and agree to abide by it. I also, understand there may be extra duties or responsibilities assigned by the Activities Director or Principal that pertain to my position as an Assistant Coach of my respective sport that may have been missed in this description. I agree to abide by this assigned duties and responsibilities.

Signed: _____

Date: _____

PALMYRA-EAGLE MIDDLE/HIGH SCHOOL ACTIVITY CODE



This code applies to the following groups:

Competitive/Performance Activities

Athletic Teams (WIAA Sponsored)

Football
Volleyball
Cheerleading
Cross Country
Boys Basketball
Girls Basketball

Wrestling

Dance
Baseball
Softball
Track
Soccer
Golf

Musical

FFA
Student Council
Equestrian Team
Stand Tall

ACADEMIC ELIGIBILITY STANDARDS

A student must meet school and DPI requirements defining a full-time student and cannot have received more than one (1) failing grade (including incompletes) or fall below a 2.0 (GPA) in the most recent grade-reporting period. Incomplete grades are counted as failing grades when determining eligibility. Ineligibility following the final term grade will result in a fifteen (15) school day suspension as mandated by the WIAA. Following that period students must show evidence that they are passing all courses before they are allowed to compete or perform.

ATTENDANCE

Students are expected to be in school if they plan to participate in after school events. Any student absent from school will not be eligible to participate in after-school activities and competitions. Violations of this section will result in that student's inability to participate in that day's activity. Exceptions will include, but shall not be limited to: medical appointments, family emergencies and legal appointments. The athletic director or administrator must give permission prior to participation in competitions.

CODE OF CONDUCT STANDARDS

Students must refrain from the consumption, sale, purchase, distribution, or possession of any amount of alcoholic beverage, tobacco, or controlled substance, including "look-alike drugs."

This code is in effect for twelve (12) months a year throughout the high school career of each student. Students shall refrain from any conduct or act that is in violation of school rules or is generally considered to be immoral or socially unacceptable. Consequences will be administered by school administration based on the guidelines outline below.

CODE OF CONDUCT VIOLATION

Category I: Category I violations include behavior that generally results in a suspension (in or out-of-school) or behavior that is contrary to generally recognized moral and ethical standards. These conduct violations include, but are not limited to, the following:

- Suspensions (in or out-of-school)
- Presence at parties where minors consume alcohol, tobacco, or other drugs
- Unsportsmanlike conduct as a participant or spectator as determined by school administration
- Misuse of social media
- Written referrals for bullying, hazing, disrespect or insubordination.
- Students who are involved in unacceptable conduct contrary to the ideals, principles, and standards of Palmyra-Eagle Area School District.

Category I Consequences:

- 1st **Offense:** The student will meet with his/her coach/advisor.
- 2nd **Offense:** The student will meet with his/her coach/advisor, the activities director.
- 3rd **Offense:** The student will meet with his/her coach/advisor, the activities director and a parent/guardian.
- 4th **Offense:** The student will receive the same consequence as a Category II first offense.
- 5th **Offense:** The student will receive the same consequence as a Category II second offense.
- 6th **Offense:** The student will receive the same consequence as a Category II third offense

Category II:

Category II violations generally include those that could result in legal consequences for students. These include, but are not limited to, the following:

- Consumption, possession, distribution, or sale of alcohol, tobacco, or other controlled or uncontrolled substances.
- Theft, Vandalism and Harassment.
- Use or distribution of performance enhancing supplements.
- Any criminal related activity or municipal ordinance including, but not limited to, shoplifting, disorderly conduct, assault or burglary.

Category II Consequences:

- 1st **Offense:** A suspension from 1/3 of all scheduled performances or competitions unless self-reported within 48 hours of the infraction to school administration or your current head coach. In this case the penalty may be reduced by 20%.
- 2nd **Offense:** A suspension from 2/3 of all scheduled performances or competitions. If this is a second offense for alcohol or a controlled substance, the student is required to undergo an assessment at his/her own expense from a licensed A.O.D.A. agency or counselor.
- 3rd **Offense:** Forfeiture of all co-curricular privileges for one calendar year from date of offense. The student will not be allowed to be a part of any activity covered by this code in any capacity during that suspension.

If a student is assigned a suspension during a season in which he/she is currently competing, the suspension shall begin immediately in that season. If the term of the suspension extends beyond the end of the current season, the suspension will be extended into the next applicable season. If a student is assigned a suspension while out of season the suspension shall be served during the first season of an activity in which the student participated during the previous year of high school. No suspension will exceed one calendar year. Suspensions must be completed in good standing or the entire suspension must be served during the next eligible activity.

Consequences for Members of Select Groups:

Any Category II Activities Code violation(s) will result in the forfeiture of leadership and postseason awards for that season. These awards include, but not limited to: all conference and regional awards, team awards, and special recognitions.

All decisions concerning the implementation of the code including events not covered are to be made by the School Administration. It is therefore stated that the decision of the Administration is final. This ACTIVITIES CODE APPROVED BY THE PALMYRA-EAGLE AREA SCHOOL DISTRICT SCHOOL BOARD ON: August 9, 2016.

CONTRACTUAL AGREEMENT

We have read and understand the policies and rules described above and do agree to support and comply with their provisions. We also understand there are risks involved and no injury insurance is provided by the Palmyra-Eagle Area School District.

____/____/____
Date

Athlete's Signature & Print

Parent/Guardian Signature & Print

PEHS/MS Athletics- “Panther Way”

P-E Athletics Core Beliefs	Integrity (Do what is right whether you are alone or with a group, doing the right thing no matter what the rewards or the consequences may be)	Commitment to Excellence (Always try your best-Improve every drill/ practice/ game/ season)	Ownership (Be inspired to take care of the program, uphold its standards, and defend its beliefs)
In School	<p>AD-Make decisions based on the “Panther Way”</p> <p>Coach-Ensure athletes are maintaining individual academic success</p> <p>Athlete-Demonstrate respect toward other students, teachers, administration, & staff</p> <p>Parent-Set high expectations for academic standards and achievement</p>	<p>AD – Greet coaches and athletes daily</p> <p>Coach – Greet athletes daily</p> <p>Athlete – Sit in front; be “INTO” class, not just “in” class</p> <p>Parent – Ensure athletes attendance and accountability to education</p>	<p>AD- Honor program achievements</p> <p>Coach-Display athletes news and highlights</p> <p>Athlete- Positive talk about all teachers, programs, and other students</p> <p>Parent- Be available and help guide athletes academically</p>
In Community	<p>AD-Positive promotion of PEHS/MS athletics at all times (board reports, discussion, etc...)</p> <p>Coach-Positive talk about athletes at All times</p> <p>Athlete-Support your teammates</p> <p>Parent-Positive talk about coaches, players, and program at All times</p>	<p>AD – Connect with local business for advertisement opportunities; attend athletic program banquets</p> <p>Coach – Attend Booster Club meetings, attend other sports’ competitions</p> <p>Athlete – Attend and support local events</p> <p>Parent – Attend other sports’ competitions , not just son or daughter’s</p>	<p>AD- Positive promotion of ALL sports to local newspapers and websites</p> <p>Coach-Host sports camps and clinics for youth coaches and athletes</p> <p>Athlete-Volunteer time with your youth and feeder programs</p> <p>Parent-Eliminate “Large school Advantage” dialog</p>
In Practice	<p>AD-Attend practices, giving constructive criticism to athletes and coach about “Panther Way”</p> <p>Coach-Attend all practices and have a detailed practice plan</p> <p>Athlete-On time, focused, stay to the end of practice</p> <p>Parent-Drop and pick up athletes early and on time; schedule appts. and activities around practice & contests</p>	<p>AD – Devote time before and during practices to work with athletes & coaches 1:1; mentally & physically</p> <p>Coach – Correct mistakes immediately; create situations for athletic success each day</p> <p>Athlete – Work at “game speed”; challenge teammates</p> <p>Parent – Make time to watch practice</p>	<p>AD-Hold coaches accountable</p> <p>Coach-Hold players accountable</p> <p>Athlete-Hold teammates accountable</p> <p>Parent-Be available daily to listen to your child without being judgemental</p>
In Games	<p>AD-Welcome opposing coaches/ officials and make sure they have everything they need</p> <p>Coach-Respect the decisions of officials; Maintain composure</p> <p>Athlete-Do not argue with officials; win or lose congratulate the opposing team</p> <p>Parent-Respect the decisions of coaches and officials; tell your son/ daughter that you love to watch them play</p>	<p>AD – Attend events for all sports, volunteering time, when feasible, to be a part of the competition</p> <p>Coach – Complete preparation to win; Be prepared</p> <p>Athlete – Know your role; do your part</p> <p>Parent – Display sportsmanship; support all of the athletes</p>	<p>AD- Ensure proper game management duties have been completed before, during, and after events</p> <p>Coach-Outcomes are based on the results of the controlled</p> <p>Athlete-Accept the results and work to improve</p> <p>Parent-Work concessions, 50/50 raffle, ticket sales, etc.</p>
In Off-season/ Summer	<p>AD-Evaluate all stakeholders in terms of the “Panther Way”</p> <p>Coach-Reflect on season through the lens of the “Panther Way”</p> <p>Athlete-Adhere to the athletic code of conduct</p> <p>Parent-Teach your athlete the merits of hard work and dedication</p>	<p>AD-Attend PD</p> <p>Coach-Attend PD</p> <p>Athlete-Make time for focused strength and skill work</p> <p>Parent-Provide transportation to work-out sessions, camps, leagues, etc...</p>	<p>AD-Conduct pre-school year/ season meeting for all coaches to communicate expectations and “Panther Way”</p> <p>Coach-Schedule strength and skill work with all returning players</p> <p>Athlete-Honor your teammates with your best effort and attitude-devotion to each other</p> <p>Parent-Support and involve yourself in fundraising activities</p>

**LETTER OF ASSIGNMENT Co-Curriculars (Sports, Clubs and Activities)
Palmyra-Eagle Area School District
201X – 201X School Year**

Date

Dear

The Palmyra-Eagle Area School District offers to employ you as the _____ for the 201X-201X school year. This offer of employment is contingent on participation by a sufficient number of students for the program and is subject to the policies of the Board of Education of the Palmyra-Eagle Area School District. In this position, you will be paid \$ _____, which will be paid in [check one]:

___ one payment at the end of the activity on _____ OR
___ one payment mid-activity on _____ and one payment at the end of the activity on _____.

You duties for the position will include, but are not limited to, the following:

1. Adhere to and model the standards and expectations as outlined in the National Federation of High School Coaches – Coaches Code of Ethics (included on the reverse of this Letter of Assignment).
2. Enforce the expectations of the Palmyra-Eagle Area School District Athletic Handbook.
3. Perform all tasks necessary to properly implement, operate and supervise the activities of the program.
4. Communicate effectively with students, parents and administration and Athletic Director regarding schedules, budgets, transportation, discipline, etc.
5. Enforce standard safety regulations appropriate to the sport or activity.
6. Enforce all other District and State rules for the sport or activity.
7. Secure/maintain equipment, uniforms, paperwork, fees, etc.
8. Abide by all applicable District policies, applicable State laws and pertinent provisions/guidelines as outlined by the WIAA Handbook (if applicable to the assignment).
9. Other duties as assigned by the District Administrator, principal, Athletic Director and/or their designee.

This offer of employment letter is not intended to serve as nor should it be viewed as an employment contract. Your employment in this position of _____ is at-will. Additional information regarding this assignment may be found in the Palmyra-Eagle Area School District Employee Handbook pertaining to Co-Curricular Staff.

Failure to sign and return your response to this offer no later than _____, may be construed as non-acceptance or resignation from said position.

I accept the position of _____ with the Palmyra-Eagle Area School District for the 201X-201X school year.

Coach/Advisor Signature

Date

NOTE: Maintain one signed copy for your file and return one copy to the Business Office.

Letter of Assignment Template Approved by the Palmyra-Eagle Area School District Board of Education on: March 10, 2015

Related Palmyra-Eagle Area School District Board Policies

PALMYRA-EAGLE AREA SCHOOL DISTRICT
SCHOOL BOARD POLICY

377.2

Same Season Dual-Sport Participation

The Palmyra-Eagle Area School District seeks to provide quality co-curricular athletic opportunities for its students. Some students have talents and abilities which they have a desire to contribute to more than one team in a particular athletic season, and both of these teams can benefit. Some activities may struggle with low numbers, and this can boost participation in those sports.

STUDENTS PARTICIPATING IN TWO ACTIVITIES DURING THE SAME SEASON

Student-athletes are allowed to participate in two co-curricular athletic activities during the same season. Students wishing to participate in two sports during the same season will need to obtain a request form from the district Activities Director and follow the guidelines established by the athletic department involving dual sport participation. Student-athletes are not allowed to participate in “open gyms” as well as other non-school competition in another sport, on the same day they are participating in a school-sponsored co-curricular athletic activity without permission from the head coach of the sport in which they are currently participating and the building principal.

REQUIREMENTS OF DUAL-SPORT PARTICIPATION

1. A student who wishes to participate in two sports during the same season must designate a primary sport before the beginning of the first appointed date of practice set by WIAA for the season of participation.
2. A primary sport is defined as the sport which takes precedence over another sport in the event there is a conflict of schedule or any other matter that could lead to a conflict. The student must adhere to the primary sport in the event of any and all conflicts of schedule. If one sport has a contest and the other has practice, the contest will take precedence.
3. The student must practice in both sports, but the amount of practice time must meet the agreed requirements of the head coaches of those sports involved.
4. Approval may be denied because of academic concerns at any time during the sport season. The athlete then will participate in the primary sport only.
5. The student and parents or legal guardians, must sign a contract of dual-sport participation before the first practice session he or she attends.
6. In the event that a student is disciplined for any infraction in a specific sport, the consequence will also be applied to the second sport in the season of dual participation. For example-Student A is suspended 25% of a season for drug use. That suspension is to be served for both the primary sport and non-priority sport.
7. The High School Activities Director and the High School Principal will serve in the capacity of advisors and final judgments on matters concerning dual-sports participation.

Request for Dual Sport Participation

It is the intention of the athlete named below to participate in two sports during the same season. In order for this to occur, the following stipulations must be met in accordance with Palmyra-Eagle Area School District policy and established Palmyra-Eagle high school Athletic Department procedures:

1. The process must be initiated by a scheduled conference with the PEASD Activities Director, student-athlete and his/her parents or legal guardian.
2. The athlete must declare which sport is primary and secondary for participation purposes.
3. Approval may be denied because of academic concerns at any time during the sport season. The athlete then will participate in the primary sport only.
4. Practice and Game/Meet requirements must be established prior to the sport season. Contests take precedence over practice, and the primary sport contests take precedence over secondary sport contests. This should be detailed in writing below after a conference between the athletic director and coaches involved.

Name of Athlete: _____ Sports: _____

Primary Sport: _____

Practice and Game/Meet Requirements: (attach calendar):

Secondary Sport: _____

Practice and Game/Meet Requirements: (attach calendar):

Additional Stipulations (If any):

Signature of Athlete Date

Signature of Parent/Guardian Date

Signature of Head Coach-Primary Date

Signature of Head Coach-Secondary Date

Signature of Athletic Director Date

Signature of High School Principal Date

REVIEWED: 09/13/16
REVISED:
APPROVED:

NOTE: This policy becomes effective in the 2017-2018 school year when the district is fully aligned with the Trailways Athletic Conference. This policy does not apply to any athletic programs affiliated with the Rock Valley Conference or any other conference that does not permit dual participation in sanctioned sports.

**PALMYRA EAGLE AREA SCHOOL DISTRICT
SCHOOL BOARD POLICY**

411.3 - Rule

WIAA Transgender Participation Policy

The Wisconsin Interscholastic Athletic Association (WIAA) has developed this policy to address the participation and eligibility of transgender athletes in WIAA sponsored athletics. The policy is derived in part from the already-existing policies of the Washington Interscholastic Athletic Association, Colorado High School Activities Association, and National Collegiate Athletic Association (NCAA). It seeks to balance the important goals of: 1) equity (since providing equal opportunities in all aspects of school programming is a core value in education), 2) physical safety (since biological males or androgen-supplemented biological females are typically stronger and faster than biological females) and 3) competitive equity (since the ideal of a “level playing field” is an inherent expectation at all levels of sport competition). Guiding principles for this policy are as follows:

1. The WIAA is committed to the principle that transgender students have opportunities to participate in WIAA sponsored athletics.
2. Member schools shall ensure that all students have access and opportunities to participate in athletics without discrimination based on disability, race, creed, color, gender, sexual orientation, gender identity, gender expression, religion, age, national origin, or ancestry.
3. Policies governing sports participation for transgender students should be formed by sound medical knowledge and scientific validity.
4. The medical privacy of transgender students should be preserved.

Transgender Participation Policy

The following definitions apply to this policy:

1. “Transgender” means having a gender identity or gender expression that differs from societal expectations based on gender assigned at birth.
 - a. Female-to-Male (FTM) transgender person means one who was born with a female body but who identifies as a boy or man.
 - b. Male-to-Female (MTF) transgender person means one who was born with a male body but who identifies as a girl or woman.
2. “Gender identity” means an innate sense of one’s own gender.
3. “Gender expression” means external appearance, characteristics or behaviors typically associated with a specific gender.

The WIAA Transgender Policy only addresses bona fide transgender students and does not alter existing WIAA rules prohibiting boys playing on girls teams or girls playing on boys teams when a comparable girls team is provided.

Privacy Statement:

Protecting the privacy of transgender student athletes must be a priority for all athletic department and affiliated school personnel. All medical information shall be kept confidential in accordance with applicable state, local and federal privacy laws.

All discussions and documentation in each level of the process by the member school, appeals panel and the WIAA shall be kept confidential unless the student and family make a specific request otherwise.

Procedures:

1. The student's member school will be responsible for determining the student's eligibility to participate in WIAA sponsored interscholastic athletics. The school's policy shall provide that the student and parents/guardian must notify the school in writing that the student is a transgender individual, having a consistent gender identity different than the gender of the student's birth certificate, and list the WIAA sport(s) in which the student would like to participate. The following information and criteria should be used by the school to determine which gender the student will participate on the school's teams:
 - a. Current school registration information
 - b. A written statement from the student and parent(s)/guardian(s) affirming the consistent gender identity and expression to which the student self-relates
 - c. Documentation from individuals such as, but not limited to, parents, friends, and/or teachers, which affirm the actions, attitudes, dress and manner and demonstrate the student's consistent gender identification and expression
 - d. Written verification from an appropriate health-care professional (physician, psychologist) of the student's consistent gender identification and expression
 - e. Medical documentation (hormonal therapy, sexual re-assignment surgery, counseling, etc.)
 - f. An FTM student who has started hormone therapy (example: testosterone) is only eligible for male teams. Hormone supplementation is allowable in this situation consistent with WIAA policy. Note that a FTM student who has NOT started hormone therapy may participate on female teams if desired by the student, as there would be no concern about safety or competitive equity without biological interventions having been implemented.

An MTF student must have one calendar year of medically documented testosterone suppression therapy to be eligible to participate on a female team, consistent with WIAA policy. Note that a MTF student who has NOT started testosterone suppression therapy may participate on male teams if desired by the student, as there would be no concern about safety or competitive equity without biological interventions having been implemented.

Hormone supplementation/suppression therapy under the supervision of a licensed physician when taken as prescribed does not violate WIAA Performance Enhancing Supplement policy.

2. Once the member school has rendered a decision, a school administrator shall communicate with the WIAA office in writing of the decision. The school shall list the student's classified gender and WIAA sport(s) in which the student-participant intends to participate if he/she meets all WIAA eligibility requirements and is selected through the team try-out process.
3. If a school approves participation as a transgender student athlete in WIAA sport(s), the student may not return to his/her gender identified on the birth certificate for athletics participation purposes unless another evaluation is undertaken by the member school because of a change in circumstances.
4. If a school denies participation as a transgender student athlete in WIAA sport(s), the student's eligibility remains with the school's teams as determined by birth gender.

Appeal:

If denied participation as a transgender student athlete in WIAA sport(s), the school's policy shall provide that the student and/or parent(s)/guardian(s), may file an appeal in writing with the school within the time period specified and in the manner dictated by school appeal policy, consistent with the Wisconsin Pupil Nondiscrimination Guidelines.

The WIAA recommends that each school have the ability to convene an appeals panel when determining the eligibility of transgender students. Ideally, this panel should include a licensed physician or psychologist and a school administrator. Ideally all are familiar with transgender, gender identity and gender expression issues. The student-participant with his/her parents/guardians should be provided the opportunity to address the appeals panel. All documentation submitted on behalf of the student-participant and documents used in the decision making process by the school shall be available for review by the appeals panel. The appeals panel must send a written decision to the WIAA and to participants in the appeal process within three business days.

Areas of Awareness for Schools:

- Have a plan written, accessible and in place
- Use preferred names/pronouns according to the student's self-identification
- Ensure gender appropriate, equitable locker room and restroom accessibility
- Educate teacher, counselors, coaches, administrators, parents, and students on transgender sensitivity in relation to students. Also, educate booster clubs as needed with regards to potential funding issues.
- Permit the student to dress according to gender identity. This includes dress codes for athletic teams when traveling or during a game day at school.

CROSS REF.:

112.1 Non-Discrimination on the Basis of Sex
411 Equal Education Opportunities
411.1 Student Discrimination Complaint Procedures
411.15 Sexual Harassment of Students
411.2 Student Harassment and Bullying
443.1 Student Dress Code
WIAA Transgender Athlete Policy

REVIEWED: 02/09/16; 03/08/16

REVISED:

APPROVED: 03/08/16

Palmyra-Eagle Area School District Head Varsity Coach Season Performance Evaluation for

Name _____ Sport _____ Year _____

Section One: General Job Description Performance Evaluation

S=Success, fully met indicator; NI= Needs Improvement U-UNABLE to determine

1.	Pre-Season	End of Year
1.0	Attended Pre-Season Coach's Meeting	
1.1	Held A Quality Pre-season Parent Meeting	
1.2	Created a Quality Team Handbook/Rules/Policies	
1.3	Determined and communicated responsibilities of Assistant Coaches	
1.4	Followed District Purchasing Policy on all Purchases	

2.	In-season	End of Season
2.0	Scored 80 or higher on NFHS Exam	
2.1	Attended WIAA Rules Meeting or Viewed Rules Video in a timely manner	
2.2	Attended Conference Post-Season Meeting	
2.3	Communicates regularly with Athletic Department	
2.4	Enforces District Athletic Code	
2.5	Uses age appropriate language and motivational tactics	
2.6	Plans regular dynamic practices sessions and maximizes instructional time to prepare students for contests	
2.7	Innovative, using new coaching techniques and ideas in addition to using sound, already proven methods of coaching.	
2.8	Uses generally accepted practices and discretion in determining the proper course of action: using good decision-making skills. Regularly demonstrates emotional maturity.	
2.9	Regularly displays appropriate conduct during contests. Ability to maintain poise, develop a pattern of consistency when dealing with stressful situations, and put the best interest of the group as a whole above all else.	
2.10	Shows self-control and poise in all areas related to coaching duty: on or off campus (with students, staff, parents and community)	
2.11	Ability to connect, inspire and lead students with a variety of learning styles and backgrounds.	
2.12	Public Relations: cooperation with radio, newspaper, and other media.	
2.13	Works cooperatively with the booster club organization.	
2.14	Regular supervision and administration of locker and training rooms.	
2.15	Regular supervision and care of the weight room, fields, gyms, etc.	
2.16	Is cooperative in sharing use of facilities.	
2.17	Is prompt in meeting team for practice and games.	
2.18	Collects, inventories, and arranges to clean and repair all equipment. Provide inventory documentation upon request of administration.	

Narrative:

Section Two: Focus Goals

Coaches are asked to fill out the goals below. Included must be a means to measure the success of each goal.
S=Success, fully met indicator; I=IMPROVED, but did not fully meet indicator, NI=needs improvement, U=UNABLE to determine

These goals can be either qualitative or quantitative.

Performance Goals

****You could have multiple performance goals for the season**

	Relative Competiveness goal – Season**: What do you want to see this team accomplish this year?	End of Year
Goal 1	Measure:	

	Relative Competiveness goal – Program: (Focus is on a 3-5 year period)	End of Year
Goal 2	Measure:	

Relationship Goals

	What will you do to increase/improve the relationships you have with your athletes?	End of Year
Goal 1	Measure:	

	What will you do to increase students' sense of connectedness to their school, community and athletic experience?	End of Year
Goal 2	Measure:	

Coaching Goals

	Season: What do you want to accomplish as a coach this season?	End of Year
Goal 1	Measure:	

	Professional Development Goal: What do you plan to do to improve your skill as a coach?	End of Year
Goal 2	Measure:	

Culture

	What kind of culture are you trying to create?	End of Year
Goal 1	Measure:	
	What are things you're doing to create that culture?	
Goal 2	Measure:	

Initial Conference:

Supervisor Signature

Coach Signature

Date

Date

End of Season Conference:

Supervisor Signature

Coach Signature

Date

Date

End of Season - Discussion with Athletic Director & Head Coach

Coach's Name: _____ **Date:** _____

Coach, I look forward to meeting with you for your End of Season Evaluation. I plan to discuss some other topics with you. Please generate some thought to the following for when we meet.

- 1. What are some tangible things we need to improve the safety and quality of experience for our student-athletes?**

- 2. Identify equipment needs? Potential Costs?**

- 3. Identify staff training needs? Potential Cost?**

- 4. What is the biggest challenge for you as a coach?**

- 5. What is your professional development plan for this off-season?**

- 6. What do you need from the Athletic Office to help your program improve?**

- 7. How are you working to balance your family, job and coaching position?**

Palmyra-Eagle High School Head Coach's Evaluation

Name:
Season:

Position:

Strengths and Accomplishments:

Administration: (Equipment; Organization; Supervision; Public relations, Attendance at appropriate meetings; etc.)

Skills: (Game decisions; Fundamentals; Practice organization; Teaching; Professional development; Compliance with applicable school district policies and rules etc.)

Attitudes and Relationships: (Rapport with team, coaches, opponents, staff, parents; Enthusiasm; Youth program involvement; etc.)

Overall Performance: (Execution of team; Sportsmanship; etc.)

Suggestions for Growth:

While your program had many strengths listed above, the following suggestions may enhance your program.

Administration: (Equipment; Organization; Supervision; Public relations, Attendance at appropriate meetings; etc.)

Skills: (Game decisions; Fundamentals; Practice organization; Teaching; Professional development; Compliance with applicable school district policies and rules etc.)

Attitudes and Relationships: (Rapport with team, coaches, opponents, staff, parents; Enthusiasm; Youth program involvement; etc.)

Overall Performance: (Execution of team; Sportsmanship; etc.)

Goals/Points of Emphasis for the next season

Conclusion:

Activities Director

Date

Coach

Date



Head Coach's Self-Evaluation

Name: _____

Sport: _____

This self-evaluation is an additional component of our evaluation procedure of head coaches at PEHS. It has been designed as a "tool" to help with both personal and overall program growth. Some coaches are more critical of themselves than others, but all of us can benefit from an introspective look at the job we do as head coach.

1	2	3	4	5
Excellent	Good	Satisfactory	Unsatisfactory	Not Applicable
"Superior in every way"	"Meets/Exceeds expectations"	"OK, but could probably do better"	"Needs Improvement"	

Directions: Please rate each line below according to the above rating scale. Either print this out and circle your choice, or on your computer, choose one number and delete all the others for each line. Return to activities director, *before* your end-of-season meeting.

Administration:

- | | | | | | |
|---|---|---|---|---|-----|
| 1. Care of equipment (distribution, collection, inventory, cleaning, storage.) | 1 | 2 | 3 | 4 | N/A |
| 2. Practice organization (well designed and executed "lesson plans.") | 1 | 2 | 3 | 4 | N/A |
| 3. Organization of coaching staff (clearly defined roles for entire staff.) | 1 | 2 | 3 | 4 | N/A |
| 4. Supervision (before and after practices and games.) | 1 | 2 | 3 | 4 | N/A |
| 5. Prevention and care of injuries (follow-up with trainer, parents, etc.) | 1 | 2 | 3 | 4 | N/A |
| 6. Adherence to school and athletic department policies and procedures (pre/post season information, budget, awards, injury forms, roster updates, etc.) | 1 | 2 | 3 | 4 | N/A |
| 7. Schedules and conducts effective pre-season parent/athlete meeting (provides clear team rules and expectations, explains them, and enforces them at all levels.) | 1 | 2 | 3 | 4 | N/A |

Relationships/Attitude:

- | | | | | | |
|---|---|---|---|---|-----|
| 1. Maintains appropriate rapport with team members. | 1 | 2 | 3 | 4 | N/A |
| 2. Maintains appropriate rapport with members of your staff. | 1 | 2 | 3 | 4 | N/A |
| 3. Provides atmosphere of discipline which is firm, fair, and consistent. | 1 | 2 | 3 | 4 | N/A |
| 4. Conducts oneself appropriately with officials and opponents. | 1 | 2 | 3 | 4 | N/A |

Performance:

- | | | | | | |
|--|---|---|---|---|-----|
| 1. Appearance of team. | 1 | 2 | 3 | 4 | N/A |
| 2. Players and coaches exhibit good sportsmanship. | 1 | 2 | 3 | 4 | N/A |
| 3. Well prepared for opponents. | 1 | 2 | 3 | 4 | N/A |

Program Development:

- | | | | | | |
|--|---|---|---|---|-----|
| 1. Written philosophy and curriculum of program for 7-12 grade levels. | 1 | 2 | 3 | 4 | N/A |
| 2. Weight program established and monitored (in-season and out-of-season.) | 1 | 2 | 3 | 4 | N/A |
| 3. Personal involvement in off-season goals of athletes (conditioning, camps, etc.) | 1 | 2 | 3 | 4 | N/A |
| 4. Has success working with feeder schools to develop overall program (club program, summer camps, etc.) | 1 | 2 | 3 | 4 | N/A |
| 5. Member of state coaches association and attendance of state coaches' clinic. | 1 | 2 | 3 | 4 | N/A |



Head Coach's Evaluation of Assistant Coach

Name: _____

Sport: _____

This evaluation is a component of our evaluation procedure of coaches at PEHS. It has been designed as a "tool" to help with both personal and overall program growth.

1	2	3	4	5
Excellent	Good	Satisfactory	Unsatisfactory	Not Applicable
"Superior in every way"	"Meets/Exceeds expectations"	"OK, but could probably do better"	"Needs Improvement"	

Directions: Please rate each line below according to the above rating scale. After completing, sit down with the assistant coach to discuss the ratings below. One copy should remain with the Head Coach and one copy should go with the Assistant Coach.

- | | | | | | |
|---|---|---|---|---|-----|
| 1. Supportive of the Head Coach | 1 | 2 | 3 | 4 | N/A |
| 2. Appropriately cares for the equipment | 1 | 2 | 3 | 4 | N/A |
| 3. Exhibits knowledge of the sport | 1 | 2 | 3 | 4 | N/A |
| 4. Uses sound coaching methods/teaching ability | 1 | 2 | 3 | 4 | N/A |
| 5. Motivates players through positive coaching instruction | 1 | 2 | 3 | 4 | N/A |
| 6. Develops rapport between coaches and players | 1 | 2 | 3 | 4 | N/A |
| 7. Displays enthusiasm in coaching | 1 | 2 | 3 | 4 | N/A |
| 8. Maintains discipline and provides proper supervision | 1 | 2 | 3 | 4 | N/A |
| 9. Accepts duties assigned by the Head Coach | 1 | 2 | 3 | 4 | N/A |
| 10. Uses good judgment, proper language, and behavior at all times | 1 | 2 | 3 | 4 | N/A |
| 11. Dependable | 1 | 2 | 3 | 4 | N/A |
| 12. Follows wishes of head coach as how the program should be run – teaching drills, offenses, defenses, etc. | 1 | 2 | 3 | 4 | N/A |
| 13. Stresses proper conditioning, fitness, and injury prevention | 1 | 2 | 3 | 4 | N/A |
| 14. Maintains acceptable ethical standards for coach and students | 1 | 2 | 3 | 4 | N/A |
| 15. Is cooperative in sharing facilities | 1 | 2 | 3 | 4 | N/A |
| 16. Recognizes the role of athletics in the development of lifelong values | 1 | 2 | 3 | 4 | N/A |
| 17. Recognizes that the students' physical and emotional well-being comes before winning | 1 | 2 | 3 | 4 | N/A |

Comments:

ASSISTANT COACH _____

Date ___/___/___

HEAD COACH _____

Date ___/___/___



Assistant Coach's Evaluation of Head Coach

Name: _____

Sport: _____

This evaluation is a component of our evaluation procedure of coaches at PEHS. It has been designed as a "tool" to help with both personal and overall program growth.

1	2	3	4	5
Excellent	Good	Satisfactory	Unsatisfactory	Not Applicable
"Superior in every way"	"Meets/Exceeds expectations"	"OK, but could probably do better"	"Needs Improvement"	

Directions: Please rate each line below according to the above rating scale. After completing, sit down with the assistant coach to discuss the ratings below. One copy should remain with the Head Coach and one copy should go with the Assistant Coach.

- | | | | | | |
|--|---|---|---|---|-----|
| 1. Supportive of the asst. coaches | 1 | 2 | 3 | 4 | N/A |
| 2. Appropriately cares for the equipment | 1 | 2 | 3 | 4 | N/A |
| 3. Exhibits knowledge of the sport | 1 | 2 | 3 | 4 | N/A |
| 4. Uses sound coaching methods/teaching ability | 1 | 2 | 3 | 4 | N/A |
| 5. Motivates players through positive coaching instruction | 1 | 2 | 3 | 4 | N/A |
| 6. Develops rapport between coaches and players | 1 | 2 | 3 | 4 | N/A |
| 7. Displays enthusiasm in coaching | 1 | 2 | 3 | 4 | N/A |
| 8. Maintains discipline and provides proper supervision | 1 | 2 | 3 | 4 | N/A |
| 9. Assigns reasonable duties to assistant coaches | 1 | 2 | 3 | 4 | N/A |
| 10. Uses good judgment, proper language, and behavior at all times | 1 | 2 | 3 | 4 | N/A |
| 11. Dependable | 1 | 2 | 3 | 4 | N/A |
| 12. Allows and values input from assistant coaches | 1 | 2 | 3 | 4 | N/A |
| 13. Stresses proper conditioning, fitness, and injury prevention | 1 | 2 | 3 | 4 | N/A |
| 14. Maintains acceptable ethical standards for coach and students | 1 | 2 | 3 | 4 | N/A |
| 15. Is cooperative in sharing facilities | 1 | 2 | 3 | 4 | N/A |
| 16. Recognizes the role of athletics in the development of lifelong values | 1 | 2 | 3 | 4 | N/A |
| 17. Recognizes that the students' physical and emotional well-being comes before winning | 1 | 2 | 3 | 4 | N/A |

Comments:

ASSISTANT COACH _____

Date ___/___/___

HEAD COACH _____

Date ___/___/___

Athletic Program Improvement Plan (APIP) Process

You have been chosen to participate in an Athletic Program Improvement Plan (APIP) process because your program is perceived to be Plateauing, Declining or Problematic. There may be several reasons for this, however, our goal of this process is to turn your program around and make it into a Rising, Competing, or Elite program. I firmly believe that winning is a by-product of all that we do as coaches of our programs. I don't think that winning is solely dependent on the athletic ability of our students. It's more about doing the right things, paying attention to detail, and being the best we can be at everything we do in every capacity. As the head coach of your program, you are the captain of the ship, and it is your responsibility to steer it in the right direction.

In order to turn your program around, you need to realistically assess your situation or program. With a calm and clear mind, invest the time to realistically and honestly assess your current situation. You must know exactly what you are dealing with in order to devise a plan to fix it. This means seeking the unvarnished truth.

With this mindset, take the time to realistically and honestly assess every aspect of your program and determine a plan to improve those areas of concern. Keep in mind that as the head varsity coach, you are viewed as (and should be) the foremost expert in your sport. You should play a role and set the tone in all lower levels of your program (youth, middle school, freshmen, JV).

This is a process to make your program, your staff, yourself and Palmyra-Eagle Athletics better. We are in this together!



The Mission of the Palmyra-Eagle Area School District Athletic Department is to develop young athletes who demonstrate the Panther Way and the following characteristics: sportsmanship, pride, determination, commitment, integrity, selflessness and work ethic, all while living up to the challenges placed in front of them and taking pride in the tradition that is Palmyra-Eagle Athletics.

APIP Process Timeline

1 st meeting	Schedule of meetings Review of goals Did you meet them? If not, why not. Ask coach to identify all weaknesses and address them Program (HS → Youth) Team/Athletes Staff Self
2 nd meeting (1 week later)	Presentation of Weaknesses
3 rd meeting (5 days later)	List of my concerns including: Athletes Program Coaches Culture Parents Promotion
4 th meeting (2 weeks later)	Presentation of corrective plans and steps Precise plan on each concern, including timelines
5 th meeting (1 week later)	Final Review Questions Suggestions Direction

Identifying Weaknesses

Date:

WEAKNESSES

- I. PROGRAM
 - A. Youth
 - 1. ...
 - 2. ...
 - B. High School
 - 1. ...
 - 2. ...
- II. TEAM/ATHLETES
 - A.
 - 1. ...
 - 2. ...
 - B.
 - C.
- III. STAFF
 - A.
 - 1. ...
 - 2. ...
 - B.
 - C.
- IV. SELF
 - A.
 - 1. ...
 - B.
 - 1. ...
 - 2. ...
 - C.
 - D.

When identifying areas of weakness within your program, please consider the following components. You don't have to address each component, but consider them when identifying areas of weakness.

<u>Areas of Concentration</u>	<u>Category</u> <u>National Coaching Standard</u>	
1. Sport skills, tactics and instruction	<i>Self</i>	Domain 6
2. Experience of the student athletes	<i>Team/Athletes</i>	
3. Philosophy, ethics, vision, goals	<i>Self, Program</i>	Domain 1
4. Organization and administration	<i>Self, Program</i>	Domain 7
5. Safety of athletes	<i>Team/Athletes</i>	Domain 2
6. Physical conditioning	<i>Team/Athletes</i>	Domain 3
7. Growth and development (improvement over the course of the season)	<i>Staff, Self, Program</i>	Domain 4
8. Teaching mental skills	<i>Self, Staff</i>	Domain 5
9. Communication (with athletes, parents and administration)	<i>Self</i>	
10. Culture	<i>Self, Staff, Program</i>	
11. Promotion of program	<i>Self, Program</i>	

Program Umbrella Philosophy

No one is bigger than the program – athlete or coach.

We don't make special accommodations for athletes that will break the rules or put the integrity of the program at risk.

The coach bears the responsibility to steer the program in a direction that all previously involved people would be proud and future people want to be a part of.

When thinking about your program, you have to think BIG picture. Not about this season, or this week, or this practice; but this PROGRAM. How will this decision/culture/season/attitude affect the PROGRAM? How will my philosophy affect this PROGRAM? How will my attitude affect this PROGRAM? How will the skills that I'm teaching affect this PROGRAM? Where do I see this PROGRAM going? What is my vision for this PROGRAM, and more importantly, how am I going to get there?

Remember that we are building something for our current AND future students.

6 Steps in Turning Your Program Around

1. **Honestly evaluate your program (including self, staff, team/athletes)**

Invest the time to take a good hard, comprehensive and brutally honest look at your overall program. What really are your program's strengths and weaknesses?

2. **Develop a Program Improvement Plan**

You need to develop a realistic and specific plan that will help you progress from where the program is now to where you would like it to be.

3. **Develop or change your Program Core Values or philosophy**

You will need to establish a clear set of core values for your program. You must determine what your program will be about and what it will stand for both on and off the playing field. These core values will serve as the guiding principles for your team. Developing a coaching philosophy will not only help guide your team, but help guide you and your staff.

4. **Promote the desired Culture**

In addition to outlining your core values, you also have to create a strong positive culture and vibe around your program. You have to get your athletes to expect and eventually demand success. You have to create a positive culture of success.

This obviously starts with you and your coaching staff, but should also extend through your captains and leaders. Find and develop athletes who believe in what you are doing and have the respect of their teammates. The goal is to get the athletes to "buy into" the system or culture.

5. **Develop/Strengthen your Pipeline**

You continually need to think about ways to upgrade your talent. You must create, develop, and/or improve the current feeder system you have in place. This ranges from youth to middle school to high school teams.

6. **Be Patient, Persistent, and keep your Perspective**

Understand that progress with your program will be made in stages and is far from a linear progression. Most programs are a continual work in progress and typically take three to five years to build or turn around. Many weeks along the way you will take two steps forward, then the next week, take a step backwards.

Understand the big picture and realize that Rome wasn't built in a day, and neither will your program. Envision each step you are taking as an investment and another brick in the foundation of your program's long-term success. With time and the right people, processes, and culture in place, you will eventually rise to the elite stages.

The intention of this process is to identify and address program weaknesses and work together to rebuild the program with characteristics consistent with the strong tradition of Palmyra-Eagle Athletics.



GO PANTHERS !!

**Employee Acknowledgment
201X - 201X**

To be signed and returned to the Palmyra-Eagle Area School District Activities Director.

My signature below indicates that I agree to read this Coaching Handbook and abide by the standards, policies and procedures defined or referenced in this document. It is also important to know that additional regulations, policies and laws are in the District Board Policies Manual. A hard copy of the Employee Handbook can be located in the District Office and in the Principal's Office of each district school building as well as the district shared directory. A hard copy of the Board Policies Manual can be located in the District Office as well as the district website, www.peasd.org.

The information in this Coaching Handbook is subject to change. I understand that changes in District policies may supersede, modify or eliminate the information summarized in this Handbook. As the District provides updated policy information, I accept responsibility for reading and abiding by the changes. I understand that this Handbook does not constitute an employment contract or alter my status as an at-will employee. I understand that nothing in this Coaching Handbook is intended to confer a property interest in my continued employment with the District beyond the term of my current Letter of Assignment. I understand that I have an obligation to inform my supervisor of any changes in my personal information, such as phone number, address, etc. I also accept responsibility for contacting my supervisor if I have any questions, concerns or need further explanation.

My signature on this form is acknowledgment that I agree that I am legally responsible for any fines or fees charged to the School District incurred by me (an example may be a traffic citation, e.g. a parking ticket, received as a result of my operation of a District motor vehicle) or reduction in wages, earned or otherwise, for breach of contract.

Printed Name

Signature

Date

(This signed form document will be kept in the office of the Activities Director. After the employee ceases employment with the District, the District will maintain this record pursuant to its records retention schedule, or if none, for a period of not less than seven (7) years.)

Palmyra-Eagle Area School District Coaching Handbook Approved by the School Board on:

December 13, 2016.