



2015-16

Good Practices for Great Coaches

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Forward

The School District of Menomonee Falls' Coach's 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 SDMF employee handbook for your school.
2. SDMF Board Policies (available from school administration and web site).
3. WIAA Publications.
4. National Federation of High Schools rule book governing your sport.

Mission

High 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.

Menomonee Falls strives to provide and maintain a comprehensive athletic program that seeks the greatest development possible of its participants within the framework of the total district educational program. The goal is to provide avenues for intellectual and interpersonal growth, social development, as well as to improve student-athletes physically and emotionally.

Fourteen Legal Duties of a Coach

Several obligations or duties have been identified as absolute requirements for coaches and athletic administrators. These standards have evolved as a result of various case law proceedings and legal judgments against individuals and school districts. It is important that all coaches, including assistants and volunteers, know and understand the following duties. This summary is not all-inclusive but is generally accepted as the “Legal Duties of Coaches” by the NFHS (National Federation of High Schools) and NIAAA (National Interscholastic Athletic Administrator Association).

- 1. Duty to Plan** – A coach must demonstrate awareness of the maturity, physical development and readiness of athletes with appropriate plans for instruction, conditioning and supervision.
- 2. Duty to Supervise** – A coach must be physically present, provide competent instruction, structure practices that are appropriate for the age and maturity of players, prevent foreseeable injuries and respond to injury or trauma in an approved manner. This duty requires supervisors to make sure facilities are locked and that students are denied access when a competent staff member cannot be physically present to supervise. This duty may also require coaches to control reckless player behaviors. Supervision responsibility also pertains to athletic administrators who are expected to be able to supervise coaches competently.
- 3. Duty to Assess Athletes Readiness for Practice and Competition** – Athletics administrators and coaches are required to assess the health and physical or maturational readiness skills and physical condition of athletes. A progression of skill development and conditioning improvement should be apparent from practice plans. Athletes must also be medically screened in accordance with state association regulations before participating in practice or competition.
- 4. Duty to Maintain Safe Playing Conditions** – Coaches are considered trained professionals who possess a higher level of knowledge and skill that permits them to identify foreseeable causes of injury inherent in defective indoor and outdoor facilities or hazardous environments.
- 5. Duty to Provide Safe Equipment** – Courts have held athletic supervisors responsible to improve unsafe environments, repair or remove defective equipment or disallow athlete access.
- 6. Duty to Instruct Properly** – Athletic practices must be characterized by instruction that accounts for a logical sequence of fundamentals that lead to an enhanced progression of player knowledge, skill, and capability.
- 7. Duty to Match Athletes** – Athletes should be matched with consideration for maturity skill, age, size and speed. To the degree possible, mismatches should be avoided in all categories.
- 8. Duty to Condition Properly** – Practices must account for a progression of cardiovascular and musculoskeletal conditioning regimens that prepare athletes sequentially for more challenging practices and competitive activities.
- 9. Duty to Warn** – Coaches are required to warn parents and athletes of unsafe practices specific to a sport and the potential for injury or death. This warning should be issued in writing and both athletes and parents should be required to provide written certification of their comprehension.
- 10. Duty to Ensure Athletes are Covered by Injury Insurance** – Athletics administrators and coaches must screen athletes to ensure that family and/or school insurance provides basic level of medical coverage. Athletes should not be allowed to participate without injury insurance.
- 11. Duty to Provide Emergency Care** – Coaches are expected to be able to administer standard emergency care (first aid, CPR) in response to a range of traumatic injuries.

- 12. Duty to Design a Proper Emergency Response Plan** – Coaches must design plans to ensure an expedited response by EMS and an effective transition to the care and supervision of emergency medical personnel.
- 13. Duty to Provide Proper Transportation** – In general, bonded, commercial carriers should be used for out of town transportation. Self or family transportation for local competition may be allowed if parents have adequate insurance coverage for team members other than their family members. (follow School District guidelines)
- 14. Duty to Select, Train, and Supervise Coaches** – Administrators have responsibility to ensure that appropriate skill and knowledge levels exist among members of the coaching staff to ensure appropriate levels of safety and well being among athletes.

National Standards for Sport Coaches

DOMAIN 1: PHILOSOPHY AND ETHICS

Standard 1: Athlete-centered philosophy

- Reasons for entering professions
- Program mission and goals
- Communicate philosophy
- Welcoming behaviors
- Manage athlete behavior

Standard 2: Teach positive values of sport

- Community input
- Diverse population
- Team policies
- Winning
- Lifetime fitness
- Problem solving
- Participation enjoyment

Standard 3: Teach responsible behavior

- Rule application
- Officials
- Respect for others
- Effort and self-control
- Bullying and/or hazing

Standard 4: Demonstrate ethical conduct

- Model good sport behavior
- Exhibit self-control
- Positive language
- Professional relationship
- Personal and official power
- Gambling

DOMAIN 2: SAFETY AND INJURY PREVENTION

Standard 5: Safe facilities

- Facility specifications
- Inspection
- Modify play

Standard 6: Protective equipment

- Safety standards
- Fitting and maintenance
- Selection and use

Standard 7: Environmental conditions

- Environmental safety information
- Facilitate hydration
- Modify play

Standard 8: Physical conditions predisposing injury

- Clearance to participate
- Health status and body structure
- Sleep and emotional states

Standard 9: Immediate care of injuries

- Medical information
- Action plan first aid CPR
- First aid kit
- Communications
- Blood borne pathogens
- Professional medical care
- Injury recovery

Standard 10: Coordinated health care program

- Communication
- Certified trainer
- Decision about returning to play
- Modify coaching techniques

Standard 11: Psychological implications of injury

- Psychological conditions
- Supportive environment
- Anxiety fear of re-injury
- Build self-confidence
- Adhere to rehabilitation
- Poor psychological adjustment

DOMAIN 3: PHYSICAL CONDITIONING

Standard 12: Conditioning based on exercise, physiology and biomechanics

- Positive view of conditioning
- Components of physical fitness
- Body composition
- Warm-up and cool-down activities
- Variety of training throughout season
- Biomechanical principals
- Overtraining-periodization
- Cross-training
- Contraindicated activities

Standard 13: Teach proper nutrition

- Timing and selection of food
- Proper hydration options
- Nutrition knowledge
- Body composition weight management
- Eating disorders

Standard 14: Advocate for drug-free sports

- Supplements
- Medications
- Drug use
- Negative consequences drug use
- Social pressure

Standard 15: Conditioning to return to play after injury

- Written permission
- Communication
- Time

DOMAIN 4: GROWTH AND DEVELOPMENT

Standard 16: Developmental changes in learning skills

- Sequential developmental training
- Instructional readiness
- Analyze performance
- Maturation levels

Standard 17: Social and emotional growth

- Age-related social-emotional issues
- Balanced lifestyle
- Lifelong physical activity
- Manage stressors
- Recognize limits

Standard 18: Leadership opportunities

- Personal responsibility
- Athletic input and self-evaluation
- Physical and mental readiness
- Leadership skills
- Manage conflict
- Mentoring opportunity

DOMAIN 5: TEACHING AND COMMUNICATION

Standard 19: Positive learning environment

- Individualized instruction
- Team cohesion
- Mistakes
- Corrective instruction
- Behavior management and discipline
- Equal opportunity

Standard 20: Establish goals

- Practice and competition
- Goal-setting process
- Goal difficulty
- Modification of goals
- Mastery goal orientation

Standard 21: Season plan-periodization

- Scope
- Seasonal and sequential planning
- Time
- Communication

Standard 22: Practice management

- Staffing and supervision
- Organize equipment and space
- Waiting time
- Communication
- Diagrams
- Grouping of athletes

Standard 23: Clear instruction

- Teaching progressions
- Learning styles
- Variety instructional methods
- Order and timing of practice activities
- Peer demonstration
- Technology
- Motivation in re-teaching

Standard 24: Mental skill training

- Intrinsic and extrinsic rewards
- Stress management
- Build confidence
- Mental game plan
- Improve concentration
- Standard 25: Communication
- Terminology
- Expectations
- Orderly environment
- Feedback
- Appropriate language
- Verbal and visual cues
- Over-communicating

Standard 26: Motivational techniques

- Motivational strategies
- Individual needs
- Burnout
- Achievement environment
- Feedback on success
- Negative discipline
- Self-efficacy

DOMAIN 6: SPORT SKILLS AND TACTICS

Standard 27: Skills of the sport

- Demonstration of skills
- Performance feedback
- Safety
- Seasonal adjustments

Standard 28: Competitive tactics strategies

- Rules and philosophy
- Situation, specific strategies
- Athlete involvement
- Assign positions, line ups
- Game adjustments

Standard 29: Scouting opponents

- Organize team
- Game plan
- Practice planning
- Scouting tools

DOMAIN 7: ORGANIZATION AND ADMINISTRATION**Standard 30: Contest management**

- Transportation
- Locker room supervision
- Spectator behavior
- Facility preparation
- Officials

Standard 31: Public relations

- Informational meetings
- Team policies
- Athlete preparation
- Program advocacy

Standard 32: Manage human resources

- Communication methods
- Training and/pr screening of staff
- Job descriptions
- Registration requirements

Standard 33: Manage fiscal resources

- Fiscal responsibility
- Purchasing and distribution
- Financial records
- Guidelines for booster clubs
- Fund-raising

Standard 34: Emergency action plans

- Unsafe conditions
- Written record emergency plan
- Use of safety equipment
- Sport-specific safety techniques
- Documentation
- Formation of rules

Standard 35: Manage information documents

- Facility
- Practice plans training records
- Physical examination, injury
- Medical history
- Administrative forms
- Eligibility
- Safety procedures
- Waivers and participation agreements

Standard 36: Legal responsibilities

- Transportation
- Insurance
- Risk management plan
- Legislative mandates
- Inherent risks
- Adequate supervision

DOMAIN 8: EVALUATION**Standard 37: Team evaluations**

- Evaluation tools
- Sequence of evaluation
- Statistics
- Practice evaluation
- Seasonal analysis
- Team outcomes
- Barriers to success
- Communicate findings

Standard 38: Motivation and performance evaluation

- Authentic assessment techniques
- Individual improvement
- Team interactions
- Feedback on instructional techniques
- Standard 39: Player selection
- Criteria for selection
- Competition data
- Athlete input-self evaluation
- Feedback to athletes
- Communicate evaluation

Standard 40: Staff and self-evaluations

- External input
- Self-reflection
- Peer-feedback
- Formal evaluation
- Diplomacy

Quality Coaches, Quality Sports: National Standards for Sport Coaches, 2nd Edition reprinted with permission from the National Association for Sport and Physical Education (NASPE), 1900 Association Drive, Reston, VA 20191-1599, www.naspeinfo.org

Adapted from the *Wisconsin Educator Standards – Teachers, Ten Standards for Teacher Development and Licensure*

Wisconsin coaches should demonstrate proficient performance under all of the following standards:

1. **Coaches know the sports they are coaching.**
The coach understands the central concepts, tools of inquiry, and structures of the disciplines she or he coaches and can create learning experiences that make these aspects of subject matter meaningful for student-athletes.
2. **Coaches know how children grow.**
The coach understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.
3. **Coaches understand that children learn differently.**
The coach understands how student-athletes differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of student-athletes, including those with disabilities and exceptionalities.
4. **Coaches know how to teach.**
The coach understands and uses a variety of instructional strategies, including the use of technology, to encourage student-athlete's development of critical thinking, problem solving, and performance skills.
5. **Coaches know how to manage a team.**
The coach uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. **Coaches communicate well.**
The coach uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction with the team.
7. **Coaches are able to plan different kinds of lessons.**
The coach organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.
8. **Coaches know how to assess for student-athlete progress.**
The coach understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student-athlete.
9. **Coaches are able to evaluate themselves.**
The coach is a reflective practitioner who continually evaluates the effects of his or her choices and actions on student-athletes, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.
10. **Coaches are connected with other coaches and the community.**
The coach fosters relationships with school colleagues, parents, and agencies in the larger community to support student-athlete learning and well-being and acts with integrity, fairness and in an ethical manner.

Awards Programs/Banquets

Menomonee Falls has a tradition or practice of awards programs, banquets, or some sort of gathering. These gatherings should be designed to celebrate the season. Celebration is the true goal of these gatherings. This can happen if teaching, learning, nurturing and growing take place.

There is no place in these programs for negatives. Parents tend to be there, siblings are often present, and this is not the time to speak of weaknesses, deficiencies, or any other negatives. In the event that there are awards to be earned through participation or accomplishment, student-athletes should know if they have achieved their goals. This is in reference to a letter, award for 100% attendance, etc. It is surely acceptable to keep the name from the team who won your Most Valuable Player, or Most Improved or other such special team awards.

Organization is important for these events. Prior to the event a coach should:

- Discuss with team members any expectations you have for them at the event, such as attire...
- Make arrangements to secure a facility as early as possible through the athletic office.
- Communicate the date, the time and the facility you select to the athletic department.
- Plan the menu if a meal will be shared.
- Request a letter of invitation to be sent to all team members and parents through the Athletic Department.
- Secure awards early through the Athletic Department.
- Check records as to which members of the team have yet to return all school issued equipment. This is perhaps your last "easy" retrieval opportunity.
- Plan an agenda and prepare your presentation.
- It is nearly always best to attempt to conduct an awards assembly/banquet before the following season begins. This enables a much higher turnout of your student-athletes.
- An awards assembly is to be a positive experience for all in attendance. Coaches should be able to say something positive about each athlete on the team.

There are many small touches that can be done to enhance the quality and thus the perception of your assembly. Some suggestions are:

- Mail or email the invitation, which will avoid the "He/she never brought it home" conversation.
- Invite administrators, and support individuals who have helped throughout the season. This could include, but not limited to, people who keep statistics, people who keep a book or run a clock.
- Make an effort to balance the presentation amongst the players in a somewhat consistent basis.
- Provide a season summary to the team members. This could include statistics, game by game scores, a narrative, or some other treasure.
- Developing a season highlight DVD is a special touch. These gifts are extremely well received.

Communicate with the athletic department as to the event and if there were team members that were unable to attend.

Blood Borne Pathogens

Outline of Responsibilities and Procedures

1. Through OSHA/DILHR/DPI the School District of Menomonee Falls is required to have an exposure control plan that includes:
 - a. Training of total staff.
 - b. Protection of staff.
 - c. Protection of students.
 - d. Have trained person available.
 - e. Be prepared to handle bleeding situations.
 - f. Get student safely back into school programs.
2. Officials determine who must leave contest by enforcement of national rule
 - a. Because of bleeding and/or open wound.
 - b. Because of excessive blood on uniform.
3. School personnel handle blood-related situations in accordance with OSHA/DILHR/DPI regulations.

From the *WIAA Medical Policies and Procedures – Medical Information Guide*

This relates to the handling of any body fluids, to include saliva, blood products, and urine. It relates to the potential for a blood-borne pathogen in any of these fluids, and how it is to be handled. Any contact with these fluids is to be handled as a potential blood-borne pathogen. Essentially, universal precautions apply, but will be detailed as follows:

1. Any time the trainer/coach is aware there will be contact with blood, he/she should wear clean gloves and utilize sterile gauze pads (when able) for initial contact on the wound.
2. All bandages, gloves, all other paper products coming in contact with the wounds/body fluids should be disposed of in double red biomedical waste bags and properly disposed of via biomedical waste disposal procedures.
3. Any clothes stained with blood product, should be immediately washed/scrubbed prior to further use. When possible, replacement clothing item should be utilized with the contaminated clothing bagged until cleaning can occur.
4. Bandages should be applied to wounds such that exposure to other players is avoided.
5. An antibacterial solution such as Cidex, Sanizine, etc. can be carried in a small bottle in the trainer kit in order to disinfect the contaminated clothing prior to further use or bagging for future cleansing.
6. After any contact with wounds or body fluids, the trainer/coach should immediately cleanse his /her hands with warm soapy water or an antibacterial solution as soon as possible after the event.

Booster Club

The Booster Club exists for the purpose of broadening the involvement of students, student families and the school through financial and volunteer support for all activities. The Booster Club works to achieve this purpose through active participation of as many parents as possible in the school's booster club programs, working closely with the coaches, athletic director, activities director and principal of the school. Remember "booster" funds are not inexhaustible. While banquets and awards are certainly worthy, the financial demands of a sport (equipment, transportation, etc.) must first be met for the sport's existence. Prioritize "booster" spending.

1. The Booster Committee/Club shall operate in full support of the school principal, athletic director and coaches.
2. Officers and coaches should establish goals jointly to create a workable budget.
3. Encourage every parent of every player on your team to join and attend meetings and fund-raisers.
4. Fund-raising activities must be approved by the principal and are governed by school board and WIAA policies.
5. Contributions and collections for approved fund-raising involving students shall be deposited in accordance with Board Policy.
6. A financial recap statement for each booster committee/club must be submitted to the principal at the end of each year.
7. Expenditures must meet all Title IX – Gender Equity rules and regulations to ensure that equivalent benefits and services are provided to members of both sexes.
8. Accounts are subject to State/Federal and school board compliance audits.
9. Coaches may not serve as officers for the Booster Club.

IMPORTANT: If the Booster Club is planning on building any structure, please note that there are guidelines that must be followed inclusive of Title IX and ADA.

Budget

Purchasing Basics

The primary method for making a purchase within the Athletic Department is through the purchase order system.

Important Things to Know

Follow ordering instructions completely when filling out orders for supplies or equipment

- A *purchase requisition* **does not authorize** a purchase.
- A *purchase order* **must** be approved and issued before an order is delivered.
- Purchases over <amount may vary with district> are subject to competitive bidding. Purchasing will solicit three bids after a requisition has been submitted.
- Members of the coaching staff must make requests for equipment through the athletic director.
- Anyone placing an order without a purchase order may be held personally liable for payment.
- The athletic department must sanction all equipment purchases. (this includes the school athletic director and district athletic director).
- Unauthorized purchases become the responsibility of the purchaser.
- When purchasing athletic equipment, local merchants shall be considered and given the opportunity to bid on equipment that they can provide. In purchasing equipment, cost, service, and the time items can be provided shall be considered.
- Purchases must not be divided in an attempt to circumvent the bid laws and rules (see district policies on purchasing)
- All receipts, packing slips and invoices must be submitted to the business office for proper payments to be made.

Certification Requirements for Athletic Coaches

Certified to Teach

Persons certified or eligible and applying for certification to teach in Wisconsin or who have completed a WIAA approved education course shall be assigned as coaches (including assistants, helpers, aides, etc.) of teams representing a school in interscholastic competition.

Application

This rule is applicable to all levels of competition, varsity, junior varsity, sophomore, freshman, etc., and practice sessions as well as actual competition.

Coaches Not Licensed to Teach (CNLTs)

A school may employ other than a certified teacher for coaching, if a certified teacher is unavailable or unacceptable for coaching assignment.

The following provisions must be met:

1. All coaches not licensed as teachers must have completed a WIAA approved coaches education course before they start their second year of coaching.
2. In lieu of having a coach not licensed as a teacher complete a course, a school may assign a faculty mentor, not otherwise coaching, to be present at all times with the coach.
3. A coach not licensed as a teacher, with five years of documented coaching experience in public or nonpublic educational institutions, will not need to complete a coaches education course, but will need to apply annually.
4. Coaches not licensed as teachers, or who have not completed an approved coaches education course, must be registered with the WIAA office on the Request for Permission to Use a Coach Not Licensed to Teach Form (CNLT). This requirement includes first year coaches and coaches with five years of experience.
5. A fee schedule for coaches not licensed to teach will be issued annually.

The Wisconsin Interscholastic Athletic Association (WIAA) has approved the American Sport Education Program (ASEP) Coaching Principles and Sport First Aid Courses and also the National Federation of State High School Associations (NFHS) Fundamentals of Coaching and First Aid for Coaches to meet the educational requirement for Coaches Not Licensed to Teach (CNLTs). This requirement became effective with the 1994-95 school year and requires CNLTs to successfully complete an approved coaches' education program prior to coaching during a second school year.

The following do not have to take an approved course:

- A student teacher while student teaching.
- An individual with an administrator's or counselor's license.
- Guest lecturers (one time appearance).

The following must take an approved course before they can coach a second year:

- Anyone that does not fit one of the above listed categories.
- Anyone that does not have a current license to teach in Wisconsin.

The following conditions do not exempt a person from the requirement:

- Holding a license to teach that has expired.
- Being a volunteer.
- Being unpaid.
- Being an occasional, but regularly scheduled lecturer or demonstrator.
- Having been a student teacher, but is no longer officially in that capacity.
- Being a non-varsity coach.
- Being an assistant coach.

From the *WIAA Senior High Handbook 2010-2011*

Character and Service Development

Promoting team unity is a critical element in forging a successful team. Coaches attempt this in many ways – pre-season campouts, team breakfasts and special team outings are some examples. Few could argue, however, that community service is one of the most worthwhile opportunities to build team unity and foster character development in one's athletes. Not only does it provide the team with an opportunity to collaborate as a group, but it also benefits others in the greater community.

- The values of community service are numerous. First and foremost, it reinforces in our athletes the fact that they are citizens of not only their team but of a much larger community. With the privilege of citizenship comes responsibility – the responsibility to share, the responsibility to support, and the responsibility to serve. In this manner, community service develops responsible athletes. When the teammates participate together in community-related projects, they share a common sense of pride that contributes in making them a more cohesive group. Athletes can also benefit personally from their participation in community service. Many colleges look favorably on applicants who participate in such activities.
- Before planning begins on a community service project, the coach should:
 1. Consult the athletic administrator, building principal or the district office to see if there are any school or district policies governing such ventures.
 2. Make sure that everyone involved with the project understands the true purpose of the activity. It is important to remember that the goals are to make athletes better citizens and to provide a service to others, not to promote the school or athletic program. Therefore, coaches and other school officials should refrain from drawing attention to their community service projects through press releases or other publicity.
- There are many community service projects in which teams may participate. In choosing the one right for the team, the coach must remember the safety and well-being of the athletes. Never should the team members be at risk. Often, it is wise to contact a local service agency in an effort to identify a program or activity that best suits your team's capabilities and the time frame available to it. Also, whenever possible, it is important to allow the team some voice in selecting the project. Including athletes in the decision-making process gives them a sense of empowerment and, in turn, empowerment promotes efficacy and confidence. Team members who feel personally invested in a community service project are likely to gain more from the experience.
- Some ideas for community service include:
 1. High school athletics donating their time and talent to younger children in the district.
 2. A community day when the team does odd jobs throughout the neighborhood.
 3. Athletes use seminar time or after-school time to read with elementary students.
 4. Around the holidays, a team could adopt-a-family in order to provide family members with clothing, household supplies, toys or other gifts.
 5. Habitat for Humanity
 6. Forming an anti-drinking, anti-smoking or anti-drug program for the middle school students in the district.
 7. Conducting a fund-raiser where part of the proceeds are devoted to team camp, and part of the proceeds go to a charity of the team's choice.

Coach's Checklist

The following CHECKLIST is provided to assist coaches in carrying out the responsibilities associated with their coaching assignments. The CHECKLIST is not all-inclusive, but is a general listing that provides a starting point in assuring the completion of assigned tasks.

PRE-SEASON

Head coaches should establish a meeting with coaching staff (middle level through high school)

- Communicate all responsibilities and expectations with members of your staff.
- Program Philosophy
- Program rules
- Skill development expectations for all levels
- Safety Protocol
- Clinic, workshop opportunities
- Booster Club support
- Inter-program support at all levels
- Co-Curricular program support of all activities and sports
- Review academic expectations of students and ask coaches to promote scholarship
- Review that athletes are ineligible to practice unless all forms are turned in.
- Transportation schedules
- WIAA and MVC rule changes
- 14 Duties defined by law – Liability Issues (handout available)
- Every student-athlete is eligible.
- Check WIAA policies and procedures for your sport. (white book)
- Any assistants must be approved prior to hiring. DO NOT offer someone a position without checking with administration first.
- Check all equipment/supplies and update inventory.
- Physical inspections of facilities and equipment are cleared for use.
- Check schedules for possible errors or conflicts.
- Get copies of student health information and permission for emergency care forms.
- Issue all necessary equipment and keep accurate records of who has what.
- Assist in organizing home events.
- Complete First Aid and CPR training.
- Schedule travel for season. (Bus Field Trip Form)
- Submit practice times and location(s) to the athletic director.
- Issue uniforms and equipment and keep records of all assigned equipment.
- Submit a preliminary and final typed roster (name, grade, position, uniform number). Prior to the first contest.

Pre-Season Parent/Athlete Meeting

- Handouts
- Program Philosophy
- Rules
- Expectations of student-athletes
- Coach contact information
- Practice/game schedules
- Lettering Policy
- Individual/Team Goal Setting
- Parent/Athlete Program Expectations
- Inform parents and athletes they will have an opportunity to provide feedback through an on-line survey at the end of the season.

ATTEND PRE-SEASON MEETING AT MS TO SUPPORT MS COACHES & PROGRAM PHILOSOPHY

DURING THE SEASON

Head coaches should meet with coaching staff (MS & HS levels)

- Issues and/or concerns
- Visible attendance at middle and high school games
- Review skill development and practice format
- Review game strategy
- Organize all practices and make game preparations.
- Check field or facility and equipment for safety each day.
- Supervise locker room and other facilities.
- Secure facilities (lights, doors, etc.)
- Ride the bus to and from games.
- Carry a copy of student health information and permission for emergency care forms at all times.
- Call in scores (win or lose) to Press.
- Ensure wins and any program changes are in building daily announcements.

Athlete Contact

- Individual review of skill development
- Review of individual goals and team goals
- Instruct athletes regarding potential risks and their consequences.
- Maintain active contact with student/athletes and their parents.
- Check with students to ensure they maintain eligibility. (Academic Weekly Progress Report)

Parent Contact

- Newsletter
- Reminders of important information (parent's night, senior night, award program)
- Concerns and/or issues
- Maintain active contact with student/athletes and their parents.

Meet with Activities Director

- Issues and concerns
- Schedule for next season
- Media contact (program and individual student-athlete)
- Maintain accurate records of all information necessary to administer an effective and efficient program (statistics, forms, etc.).
- File injury report on any student who is injured in practice or competition.
- Update rosters as needed, keeping the A.D. informed at all times.
- Fill out an incident report within 24 hours and return to Athletic Director.
- Inform the Athletic Director and/or Principal of any problems that may come up.

Non-staff are required to turn in their time sheets every two weeks for approval

POST SEASON

Head coaches should meet with coaching staff (MS & HS)

- _____ Issues and/or concerns
- _____ Post season summary
- _____ Awards planning and staff participation
- _____ Evaluate program year
- _____ Clinic and workshop opportunities
- _____ Prepare for sports banquet.
- _____ Medicine kit is clean and returned to the trainer's office.
- _____ Water bottles and coolers are cleaned and returned.
- _____ Team locker room is clean. All players have removed locks and cleaned out lockers.
- _____ Evaluate program and make recommendations for improvement.

Parent and Student-Athlete

- _____ Program evaluation by parent
- _____ Program evaluation by student-athlete
- _____ Be proactive in helping college-bound athletes.
- _____ Collect all uniforms and equipment; uniforms and equipment should be cleaned and stored neatly.
- _____ Plan out of season activities (camps, clinics, weight-training, conditioning, etc.).

Meet with Activities Director

- _____ Program evaluation
- _____ Program support evaluation
- _____ Coach self-evaluation
- _____ Report lost or stolen uniforms and/or equipment owed by athletes to the A.D.
- _____ Complete inventory of equipment/uniform and give a copy to A.D.
- _____ List letter/certificate winners and turn in a copy to A.D.
- _____ List award winners and turn in a copy to A.D.
- _____ Complete end of season report with a list of all scores and final record along with individual and team accomplishments and turn into A.D.
- _____ Requisition items needed for next season.
- _____ Turn in keys.

Code of Ethics – Sports Programs

The function of a 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, athletic 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 an advantage by circumventing of the spirit or letter of the rules.

Coaches shall actively 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.

Discipline

DISCIPLINE VS. PUNISHMENT

While a positive approach to coaching discourages punishment, maintaining discipline is a must for all athletic teams. Great coaches know the difference between discipline and punishment.

Discipline includes:

1. Setting limits on behavior.
2. Making rules simple, few and consistent.
3. Being a role model for appropriate behavior.
4. Ignoring annoying behaviors that do not cause real problems.

With discipline, your athletes will:

1. Know what is expected.
2. Control and change their own behavior.
3. Become responsible for their own actions.
4. Learn a lesson that will positively affect their future behaviors.
5. Increase feelings of self-worth and self-confidence.

Using a positive approach to coaching with its emphasis on discipline will help you develop in your student-athletes the character traits that we want to see developed. Experts, (including lawyers) discourage the use of physical activities (i.e. running laps or push-ups) to punish athletes.

Punishment techniques include:

1. Yelling
2. Lecturing
3. Sarcasm
4. Threats

Unintended Results of Punishment could:

1. Emphasize athletes' failures.
2. Lead to resentment and frustration.
3. Destroy self-esteem and self-confidence.
4. That athletes are not taught to become responsible for their own behaviors.

Drugs in Sports

It is difficult in a short span of time and limited space to cover the topic of drugs in sports. The implications and ramifications of drugs, even in the high school setting, much less society in general, is very large and difficult. There are the risks of the drugs and their side effects such as the medical, psychological and addicting concerns. There is the effect on athletic performance; not only increasing athletic performance but also increasing the risk of injuries and decreasing performance.

Twenty-five years ago coaches had to concern themselves with alcohol and cigarettes as the two drugs of risk and danger to their athletes. Today this list has been greatly expanded with the addition of marijuana, cocaine, stimulants, anabolic steroids and many others. No coach or athletic administrator can be a master of all of these drugs with their many implications. An understanding of the background of drugs and some of the major side effects and warning signs should be understood by all. This puts an added responsibility on the coach and athletic administrators, but it is one of the responsibilities that goes with coaching today.

Basically drugs can be broken down into three groups. First being therapeutic, second recreational, and third ergogenic.

Therapeutic

Therapeutic drugs are those that are used for a medical reason so that the individual may perform at the athlete's normal ability or level. They are not used to enhance performance or to get a false high or "feeling good" attitude.

Ergogenic

Ergogenic drugs are ones that are used to obtain improved athletic performance. They have no therapeutic value in their own right, and are used strictly to enhance athletic performance. These are all banned and should be banned in high school sports. Included in this area are stimulants and anabolic steroids.

Recreational Drugs

Recreational drugs are those that are used to relax, escape or to create a false impression of euphoria. There is no specific goal to improve performance but just to "feel better". This group would include marijuana, cocaine, cigarettes, chewing tobacco and stimulants.

Some people argue that therapeutic drugs are not permissible and are misused to increase athletic performance.

If one remembers that the goal of therapeutic drugs is to allow the athlete to compete at their normal ability and not to increase performance, this argument loses merit. An athlete who takes insulin for his diabetes, anti-inflammatory medication for tendinitis or muscle strain, or uses an albuterol inhaler for his asthma, is not trying to increase performance. They are getting back to a normal state.

Use of recreational drugs is another problem and leads to tremendous social consequences. There is great risk to the athlete who uses these drugs as well as to others. The legal, moral and ethical questions are very complicated and lead to a great amount of responsibility being placed on coaching staffs and athletic administrators in our high schools. The WIAA has taken a stand and has instituted penalties for the use of these drugs. Individual high schools have often increased the penalties for the use of these drugs over what the WIAA has recommended and this should be complimented. Every

high school athlete who has a problem with these drugs should be counseled and a clear process outlined by which they can reenter athletic competition. Sports can be a route to allow the athlete to break a drug habit that they may have acquired, but at the same time a penalty must be clearly stated and enforced so that they know the rules and the limits ahead of time. Coaches, administrators, and the WIAA working together can work for a safer environment for all athletes in the area of drug use and abuse.

A brief outline of major drugs and their risk and side effects will be listed. This is not all inclusive, but y coaches should familiarize themselves with early signs and symptoms so they can be available to help the young athlete deal with their problem. It may not seem right to have drug awareness be part of our coaches job description, but if one is to help and coach our athletes, the coach has no choice. This must be done.

Alcohol

Alcohol is the primary drug problem in sports as well as in society. This is not a problem only of the young athlete, but of all age groups throughout our society. It clearly decreases athletic performance, besides being illegal. Alcohol inhibits motor skills of all types and leads to a loss of body fluids resulting in a lower endurance rate. It induces behavioral changes and poor judgment, and is a depressant medication that prolongs reaction time as well as slowing neuromuscular responses. Alcohol is used primarily as a social drug but functions more as an escapist drug and is probably the primary health hazard in the United States.

Tobacco

Tobacco is probably the second most commonly abused drug by the athlete as well as society in general. It, too, is a social drug that is incorrectly called a recreational drug. The nicotine in tobacco, whether it be in cigarettes or chewing tobacco, is addictive. The carcinogens and carbon monoxide that results from smoking of tobacco are dangerous to the athlete's health and to those that are around him/her as well. Medically it causes severe medical problems and worsens many other medical conditions. Heart disease, strokes, vascular disease, pulmonary disease, including emphysema, and cancer, as well as the risk to the unborn fetus, are well documented. Athletic performance is definitely reduced and the longer the athlete smokes the greater the adverse effect is on the athletic performance. It clearly decreases oxygen utilization, and the passive effect of the smoke can have a negative effect on the performance of those who are around them.

Marijuana

Marijuana is a totally illegal drug but one that is readily available to our high school athletes. Marijuana does not lead directly to the use of cocaine, or other dangerous, hard-lined drugs; but certainly those who go on to cocaine and other hard drugs have usually tried marijuana first.

The effects of marijuana are many and dangerous. It impairs short-term memory, slows learning and can lead to transient confusion and anxiety. It clearly, with frequent use, leads to a nonmotivational syndrome where the athlete loses interest in many things, as well as impairing motor coordination and function. This makes driving a risk. It, too, can lead to chronic lung disease. One of its greatest risks is the euphoria and sense of false reality that it creates. Those who become addicted emotionally to this drug can find that after many months and years of use, their emotional development has been harmed, as well as their educational status. While most of the effects that have been mentioned are short term, some have extended health consequences. A good example of this is that the measurement of male sex hormones have been shown to decrease while using marijuana as well as low sperm counts. When

the marijuana is stopped, both normalize, but if use is extended over long periods of time, the effect is not known at this time.

Marijuana clearly decreases athletic performance. The athlete, because of the euphoric qualities of the drugs, believes that their athletic performance has never been better. All studies show a decrease in motor skills and performance.

Cocaine

Cocaine is the so-called champagne of drugs. It has become a status symbol in society in general and has crept down to be used even by 11 and 12 year olds. The number of deaths caused by cocaine has increased steadily and the street legend that it is non-injurious, nonaddicting and safe has clearly been disproved. It is not solely a drug of minorities or the poor, but one that is used by all financial status and races. It is addicting and the lethal to safe dose range is extremely small. This is one reason why death occurs with the recreational use.

Medically, it has similar effects to amphetamines in that it is a stimulant and a powerful vasoconstrictor. It creates a great feeling of euphoria, but with it goes increased heart rate, increased blood pressure and irregular heart rates. It also leads to nervousness, insomnia, blurred vision, as well as tremors and convulsions. It can lead to cardiac arrhythmias, cardiac arrest, as well as respiratory arrest. It can kill. In the short term use, there is not a major effect on athletic performance, but as more is used, athletic performance decreases and socially it becomes a tremendous problem. Mood swings are great and in the high school athlete, not only will athletic performance, but scholastic performance as well, will decrease. It is an extremely dangerous drug.

Stimulants

Stimulants basically include those drugs such as amphetamines, caffeine, ephedra, and ma huang. These drugs stimulate the central nervous system and seem to increase alertness in motor and physical activity. They decrease fatigue and create a feeling of euphoria. Unfortunately many side effects also are present. Caffeine is a diuretic and can contribute to dehydration in an athlete. Stimulants can lead to insomnia, hypertension, hyperexcitability followed by depression, as well as collapse, convulsions and coma. It can lead to irregular heart rates, increased hostility, aggression and addiction. One of the greatest dangers is that they decrease fatigue and mask mental awareness and pain. This has led to death in athletes who push themselves beyond their physical endurance.

While there may be a slight increase in athletic performance when used, over a long period of time they decrease athletic performance and carry with them great risk.

Anabolic Steroids

Anabolic steroids are a growing problem in high schools as the young high school athlete sees it being used in the professional and college ranks. They, too, want to get the competitive edge, perform better and gain the scholarship. Basically, anabolic steroids work by stimulating protein synthesis and therefore, protein building. They may work by blocking the breakdown aspect of weight training and conditioning. Unfortunately, the protein building effect the athlete wants cannot be separated from the side effects of accentuating secondary male sex characteristics as well as other risks. One cannot get the desired effects without the side effects. Many athletes try to do this by "stacking" anabolic steroids, which means they take oral and injectable steroids in set patterns. They will use these in six to ten week cycles, in doses that are 10-100 times the usual therapeutic doses for medically indicated condition.

The use of anabolic steroids does have a positive effect on athletic performance. For too many years medical personnel tried to say that anabolic steroids did not increase athletic performance. This cost the medical community credibility among athletes, as well as coaches. To have an effect on athletic performance, the athlete must be in an intensive weight training program before the start of using anabolic steroids, and continue this intensive weight lifting program while on them. The athlete must maintain a high protein, high calorie diet at the same time.

The trouble with this “program” is that the desired effect is usually accompanied by serious side effects. The risk and dangers are too great to allow the use of anabolic steroids at any level of competition. We cannot lie to the athlete and say they don’t work. We must educate the athlete to the risks and dangers as to why the use of anabolic steroids should not be used. They are banned for sound medical reasons.

Studies have shown that there is an increase in muscle strength but it is questionable as to whether an increase in athletic performance is achieved. They have no effect on aerobic capacity, but do seem to increase strength, body weight, and muscle mass.

The adverse effects are on many different organs of the body. They can affect the liver, leading to hepatitis as well as benign and malignant tumors of the liver. They decrease the size of the testicles, lead to enlarged breast tissue, and decrease sperm counts in the male. In females it can lead to marked masculinization, with clitoral enlargement, increased body hair, deepening of the voice, a cessation of menstrual periods as well as a decrease in breast size.

In both sexes it can cause an increase in blood pressure, raise blood cholesterol, produce a drop in high density lipoproteins, and lead to destruction of heart muscle. They can also produce acne, baldness and an increased incidence of tendon ruptures and muscle strains.

There are two other side effects that can be dangerous to the athlete. One, they cause mood changes with increased aggressiveness, irritability, and rapid personality swings. Second, in the adolescent it can lead to early closure of the growth plate in bones and result in a shorter final height than would have been attained.

Many of these affects are permanent such as baldness, clitoral hypertrophy, growth plate closure, as well as the heart/liver damage.

The coach should be aware of how to spot the athlete who is using anabolic steroids. Some of the things to look for is the athlete who works out lifting weights away from his/her team and away from the coach. The coach may notice a sudden increase in strength and size in the athlete over what would be expected. There may be real mood swings with more aggressive behavior as well as increased irritability.

The coach can be of tremendous help in educating the athlete on the moral values of fair play and fairness. He can instruct them on the rules and the legal aspect in the use of anabolic steroids. The coach must make it absolutely clear that he/she is against the use of anabolic steroids. The athlete must be aware that the coach and the athletic administrators will not tolerate the use of these drugs on their athletic teams.

The information given is not meant to be all inclusive but more of a guide and background to expand the knowledge of those who deal with the high school athlete. Awareness of physicians, parents, and coaches is a big aid against the use and abuse of any drugs.

From the WIAA Medical Policies and Procedures – Medical Information Guide

Eligibility

The following are areas of student eligibility to participate in school sports:

- **Academic** – see district and WIAA guidelines
- **Physical/Alternate Year** – see WIAA guidelines
- **Risk Acknowledgement** – A form prescriptive to each sport should identify risks associated with participation in the sport should be signed by the parent/guardian and the student-athlete
- **Insurance** – see school district's policies.
- **Permission to Treat** - see school district's policies
- In depth eligibility guidelines can be found at the WIAA web site www.wiaawi.org or see the WIAA Senior High School Handbook.

Evaluation

HEAD COACH ASSESSMENT

The purpose of the assessment is to assist coaches with understanding the expectations of their positions and to recognize actions that are exemplary, those that meet standards of expectations, and those areas that may require growth and improvement. This tool used for assessment is aligned with the standards established for quality teaching (Charlotte Danielson) and is meant to be utilized as both a form of self-assessment and reflection as well as observation. The following indicators will be used:

- NA – Not applicable
- G – Area for growth and/or improvement needed
- P – Proficient
- D – Distinguished

Coach _____

Date _____

| Ia. PLANNING & PREPARATION - BUDGET | NA | G | P | D |
|--|-----------|----------|----------|----------|
| Review budget with Activities Director Prior to the start of the season and provide program needs and budget projections for the upcoming year. | NA | G | P | D |
| Provide program needs and budget projections (3-5 years) for the long-range plan. | NA | G | P | D |
| Provide Activities Director with any known or anticipated expenditures. | NA | G | P | D |
| Work with Activities Director to secure Purchase Orders for all purchases per district policy and guidelines. | NA | G | P | D |
| Inform Activities Director when the order has been received and accepted as complete. | NA | G | P | D |
| Ib. PLANNING & PREPARATION - TRANSPORTATION | NA | G | P | D |
| Meet with Activities Director to review program transportation needs. Provide departure time and return time requests a minimum of 2-weeks in advance. | NA | G | P | D |
| Inform Activities Director and transportation office of any changes in transportation needs. | NA | G | P | D |
| Ic. PLANNING & PREPARATION – PRE-SEASON MEETING | NA | G | P | D |
| Develop a program handout that includes the following: | NA | G | P | D |
| • Program Philosophy | NA | G | P | D |
| ▪ Team/Program Rules | NA | G | P | D |
| ▪ Practice Schedules | NA | G | P | D |
| ▪ Game Schedule | NA | G | P | D |
| • Try-out & Cut Policies | NA | G | P | D |
| • Expectations of Program Participants | NA | G | P | D |
| • Expectations of Parents & Roles for Involvement | NA | G | P | D |
| • Lettering Policy | NA | G | P | D |
| • Reinforce academic expectations | NA | G | P | D |
| • Promote Booster Club membership | NA | G | P | D |
| • Reinforce ineligibility to practice unless all required forms are turned in (physical/alternate year card, insurance, permission to treat, code & WIAA eligibility). | NA | G | P | D |
| Conduct a pre-season meeting with students and parents. | NA | G | P | D |
| Provide 5 copies of pre-season handouts to the Activities Office. | NA | G | P | D |

| 1d. PLANNING & PREPARATION – PRE-SEASON MEETING WITH COACHING / ADVISING STAFF | NA | G | P | D |
|---|-----------|----------|----------|----------|
| Head coaches and advisors should establish a meeting with coaching staff (middle level through high school). Topics to be covered should include. | | | | |
| ✓ Program Philosophy | NA | G | P | D |
| ✓ Program rules | NA | G | P | D |
| ✓ Skill development expectations for all levels | NA | G | P | D |
| ✓ Safety Protocol | NA | G | P | D |
| ✓ Clinic, workshop opportunities | NA | G | P | D |
| ✓ Booster Club support | NA | G | P | D |
| ✓ Inter-program support at all levels | NA | G | P | D |
| ✓ Co-Curricular program support of all activities and sports | NA | G | P | D |
| ✓ Review academic expectations of students and ask coaches/advisors to promote expectations at all levels. | NA | G | P | D |
| ✓ Review that athletes are ineligible to practice/participate unless all forms are turned in | NA | G | P | D |
| ✓ Transportation schedules | NA | G | P | D |
| ✓ WIAA/MVC rule changes or State Association Affiliation rule changes | NA | G | P | D |
| ✓ 14 Duties defined by law – Liability Issues (enclosed handout) | NA | G | P | D |
| 1e. PLANNING & PREPARATION – STUDENT ELIGIBILITY | NA | G | P | D |
| Insure all program participants are ACADEMICALLY ELIGIBLE prior to the first date of practice/participation, competition/performance and/or program activity date. | NA | G | P | D |
| Insure all program participants are ELIGIBLE by having appropriate RISK CARDS completed prior to the first date of practice/participation, competition/performance and/or program activity date. | NA | G | P | D |
| Insure all program participants are ELIGIBLE by having appropriate PHYSICAL/ALTERNATE YEAR CARDS completed prior to the first date of practice/participation, competition/performance and/or program activity date. | NA | G | P | D |
| Insure all program participants are ELIGIBLE by having appropriate INSURANCE/PERMISSION TO TREAT cards completed prior to the first date of practice/participation, competition/performance and/or program activity date. | NA | G | P | D |
| Insure all program participants are ELIGIBLE by having appropriate CODE cards completed prior to the first date of practice/participation, competition/performance and/or program activity date. | NA | G | P | D |
| 1f. PLANNING & PREPARATION – RULES, POLICIES, PROCEDURES & RISK MANAGEMENT | NA | G | P | D |
| Coach participates in WIAA Rules meetings or on-line Rules program. | NA | G | P | D |
| Coach is knowledgeable about WIAA rules, MVC rules and National Federation of High School rules respective of their sport. | NA | G | P | D |
| Coach is knowledgeable and puts in to place prevention plans for addressing risks commonly associated with their program, practice, games and supervision responsibilities. | NA | G | P | D |
| Coach has a thorough knowledge of school policies and procedures and adheres to them. | NA | G | P | D |
| 1g. PLANNING & PREPARATION – SCHEDULES & FACILITIES | NA | G | P | D |
| Establishes game schedule and practice schedule times and facilities with Activities Director. | NA | G | P | D |

| Ila. PROGRAM ENVIRONMENT – COMMUNICATION | NA | G | P | D |
|---|-----------|----------|----------|----------|
| Coach establishes and communicates skills and techniques to be taught by staff and contacts staff throughout the season for mentoring and assistance as needed. | NA | G | P | D |
| Coach communicates expectations, concerns and roles to athletes. | NA | G | P | D |
| Coach promotes sport within the school, media and community through youth programs. | NA | G | P | D |
| Coach provides information timely to athletes/parents/AD on any changes in practice/game schedules and on special programs (parent's/senior night, awards). | NA | G | P | D |
| Coach is responsive to concerns and follows through with contact to appropriate individual. | NA | G | P | D |
| Iib. PROGRAM ENVIRONMENT – LEADERSHIP | NA | G | P | D |
| Coach is a role model for sportsmanship and uses appropriate language. | NA | G | P | D |
| Coach is approachable and maintains an open mind. | NA | G | P | D |
| Coach is consistent in applying team philosophy and rules. | NA | G | P | D |
| Coach promotes the benefits of participation in other sport and activity programs. | NA | G | P | D |
| Coach serves as a resource for community programs. | NA | G | P | D |
| Coach keeps the Activities Director apprised throughout the season of any changes, concerns or issues. | NA | G | P | D |
| Iic. PROGRAM ENVIRONMENT – FACILITIES & EQUIPMENT | NA | G | P | D |
| Coach insures facilities are prepared and safe for practices and games. | NA | G | P | D |
| Coach insures equipment is prepared and safe for practices and games. | NA | G | P | D |
| Coach reports all facility and equipment concerns in a timely manner. | NA | G | P | D |
| Illa. PROGRAM INSTRUCTION | NA | G | P | D |
| Coach is able to instruct athletes in the fundamental skills, strategy and physical training associated with the sport. | NA | G | P | D |
| Coach is organized and prepared for practices and games. | NA | G | P | D |
| Coach instructs athletes on the rules of the game. | NA | G | P | D |
| Coach provides positive and corrective feedback to players during practices. | NA | G | P | D |
| Coach provides positive and corrective feedback when able to players during games. | NA | G | P | D |
| Coach instructs students in a manner that allows for skills and teamwork to have improved from the start of the season. | NA | G | P | D |
| Coach stresses positives, learning, and work ethic to athletes. | NA | G | P | D |
| Coach implements any safeguards necessary during practices, games and travel. | NA | G | P | D |
| Coach is able to modify instruction to meet the developmental needs of athletes. | NA | G | P | D |
| Maintains discipline and works to increase team morale, cooperation and teamwork. | NA | G | P | D |
| Directs student managers, assistants and statisticians. | NA | G | P | D |
| Played athletes according to established team rules and expectations, emphasizing playing the sport well. | NA | G | P | D |
| Initiates programs and policies concerning injuries, medical attention and emergencies. | NA | G | P | D |

| IVa PROFESSIONAL RESPONSIBILITIES | NA | G | P | D |
|--|-----------|----------|----------|----------|
| Coach has a thorough knowledge of all athletic policies and is responsible for their implementation. | NA | G | P | D |
| Coach refers all requests or grievances through proper channels. | NA | G | P | D |
| Coach attends professional clinics and workshops and encourages staff to do the same. | NA | G | P | D |
| Coach attends all staff development programs sponsored by the Activities Office. | NA | G | P | D |
| Coach is associated with the Holmen Athletic booster Club. | NA | G | P | D |
| Coach is a member of their respective State Coaches Association. | NA | G | P | D |
| Provides timely documentation necessary for end-of-season reports. | NA | G | P | D |
| Advises the Activities Director of any policy, method or procedural changes. | NA | G | P | D |
| Maintains inventory records of equipment, supplies and uniforms. | NA | G | P | D |
| Assists athletes in their college or advanced educational selection as needed. | NA | G | P | D |
| CPR & 1 st Aid Certified | NA | G | P | D |
| Certified in Coaching Principles | NA | G | P | D |

_____/_____
Coach Date

_____/_____
Activities Director Date

Expectations

- Exemplify the highest moral character, behavior and leadership, adhering to strong ethical and integrity standards.
- Practicing good citizenship is practicing good sportsmanship!
- Respect the integrity and personality of the individual participant.
- Abide by and teach the rules of the game in letter and in spirit.
- Describe and define respectful and disrespectful behavior.
- Stress that disrespectful behavior (i.e. taunting, trash talking, intimidation and excessive individual celebrations) will not be tolerated.
- Set a good example for players and spectators to follow – please refrain from arguments in front of participants and spectators; no gestures which indicate disrespect to an official, judge or opposing coach; no throwing of any object in disgust. Shake hands with officials, judges and the opposing coaches before and after the contest in full view of the public.
- Demand the same of your players/team.
- Respect the integrity and judgment of officials, judges doing their best to help promote interscholastic activities and the student/participant. Treating them with respect, even if you disagree with their judgment, will only make a positive impression of you and your team.
- Display modesty in victory and graciousness in defeat in public and in meeting/talking with the media. Please limit your comments to game statistics and to the performance of your team without disrespecting the performance of the opponent.
- Instruct participants and spectators in proper sportsmanship responsibilities and demand that they make sportsmanship the top priority.
- Develop a program that rewards participants and spectators for displaying proper sportsmanship and enforces penalties on those who do not abide by sportsmanship standards.

From the *WIAA Sportsmanship Reference Guide*

Facilities

The coach must:

Schedule practice facilities with the Athletic Director.

Recognize the environmental and safety hazards likely to affect athletes in practice and competition. Report any unsafe areas immediately to the athletic director, custodians or principal. Follow-up with written documentation within 24 hours.

Establish and follow procedures for identifying and correcting unsafe conditions.

Require the use of appropriate and adequate safety equipment by all athletes in the sport being coached during all practices and competitions.

Be responsible for the cleanliness of the facility. At the conclusion of practice, make sure that the area is clean and all doors secured. Turn off all lights if appropriate.

Report any safety issues or concerns to the athletic director within 24 hours.

Food/Drug Supplements

The use of supplements and ergogenic aids to enhance athletic performance is becoming more prevalent in athletics; however, there exist considerable safety concerns and myths surrounding their use. It is imperative that athletes, parents and coaches be educated as to the current state of knowledge regarding these products, which are currently not regulated by the Food and Drug Administration (FDA).

Several organizations, including the NFHS, have created policies regarding the use of supplements by athletes. For the most part, these organizations discourage the use of supplements by athletes due to the lack of published research addressing their long-term adverse effects, particularly in the adolescent athlete.

General Concerns About Supplements

Safety

- Nutritional supplements are not evaluated or regulated by the Food and Drug Administration
 - With no FDA standards, there is no guarantee of amount or concentration of ingredients
 - With no FDA controls, products frequently lack purity and are laced with other compounds
- Very few studies exist on the short-term or long-term side effects associated with their use
- There are even fewer studies addressing the side effects in children and adolescents

Effectiveness

- Very few controlled scientific studies have been done to evaluate effectiveness
- There is a lack of sufficient evidence demonstrating that performance is actually improved in most traditional sports

Legality

- Certain supplements are illegal to obtain without a prescription
- Many supplements, even though legal to obtain, are banned by governing bodies of sports organizations

Existing Policies/Stands

The NFHS position on food supplements (including creatine and Androstenedione) states that:

School personnel and coaches should not dispense any drug, medication or food supplement except with extreme caution and in accordance with the policies developed in consultation with parents, health-care professionals, and senior administrative personnel of the school or school district.

The use of any drug, medication or food supplement in a way not described by the manufacturer should not be authorized or encouraged by school personnel and coaches. Even natural substances in unnatural amounts may have short-term or long-term negative health effects.

In order to minimize health and safety risks to student-athletes, maintain ethical standards, and reduce liability risks, school personnel and coaches should **never** supply, recommend or permit the use of any drug, medication or food supplement solely for performance enhancing purposes.

The American College of Sports Medicine's stand on dietary supplements states:

- Performance will not be improved in individuals, consuming nutritionally adequate diets, who use nutritional supplements
- Only athletes with a defined nutrient deficiency will benefit from supplementation of the limiting nutrient(s).
- A registered dietician experienced in counseling athletes should evaluate concerns about the nutritional adequacy of an athlete's diet.
- Athletes should consume a diet that includes a variety of foods to optimize vitamin and mineral intakes rather than nutritional supplements.
- Use of megadoses of vitamins and minerals is not recommended due to potential adverse effects.
- Physically active people who intermittently use a vitamin or mineral supplement as prophylaxis should use a product that does not exceed the RDA for essential nutrients.

Common Myths About Supplements

- If a substance is natural, it must be safe. NOT TRUE
- If a substance is natural, it must be healthy and beneficial. NOT TRUE
- If a little bit is good, then a whole lot is better. ALMOST NEVER TRUE
- Athletes are deficient in important compounds. ALMOST NEVER TRUE
- If a substance increases muscle size, then sports performance is enhanced. VERY SELDOM TRUE

Preventing athletes from taking supplements

Coaches, parents, administrators and licensed athletic trainers should send a strong message that discourages the use of supplements for performance enhancement. This can be done through a positive example of healthy behaviors regarding exercise and diet. In addition there are messages you can send to your athletes to counteract the advertising ploys regarding supplements. These include:

- If it's too good to be true, it probably is.
- There's no short-cut to excellent performance; it takes hard work.
- Let the buyer beware: If someone can gain from your decisions, check it out thoroughly before you choose
- If you win naturally, you'll know it was you who won.
- No drug is harmless and free of consequences.
- Even natural substances in unnatural amounts may have short-term or long-term negative health risks.
- We advocate against the use of creatine and androstenedione because we believe they are too risky to be used by young athletes.
- There is not enough research on the long-range risks of creatine or androstenedione to make these substances worth the risk of using them.

- I'm your coach (or athletic trainer, or athletic director) and I don't think the use of these substances is a good choice for you, or for the team.

Resources:

For additional and more detailed information, please refer to the following useful references:

American Academy of Pediatrics. Adolescents and anabolic steroids: a subject review. www.aap.org/policy/970601

American College of Sports Medicine. Current Comment: Creatine. June 1998.

American College of Sports Medicine. Current Comment: Anabolic Steroids. April 1999.

American College of Sports Medicine. Current Comment: Vitamin and Mineral Supplements and Exercise. May 1998.

American College of Sports Medicine. Physiological and health effects of oral creatine supplementation. (Special Communications: Consensus Document from an Official ACSM Roundtable) *Medicine and Science in Sports and Exercise*. 32(3); 706-717, 2000.

American College of Sports Medicine Position Stand. The use of anabolic steroids in sports. *Medicine and Science in Sports and Exercise*. 19(5): 534-539, 1987.

Benzi, G. Is there a rationale for the use of creatine either as nutritional supplementation of drug administration in humans participating in sport? *Pharmacological Research*. 41(3); 255-264, 2000.

Iowa High School Athletic Association. Wellness Update #4. 1998.

Juhn, M.S. and Tarnopolsky, M. Potential side effects of oral creatine supplementation: A critical review. *Clinical Journal of Sports Medicine*. 119;8:298-304, 1998.

National Federation of State High School Associations. www.nfhs.org

Stone, M.H. Human growth hormone: physiological functions and ergogenic efficacy. Addendum to Position paper and literature review: Anabolic-androgenic steroid use by athletes. National Strength and Conditioning Association.

From the *WIAA Medical Policies and Procedures* – Medical Information guide

Fund-Raising

GUIDELINES

- A fund raiser is any activity which is used to seek gifts and/or materials (gifts-in-kind) in support of an organization or for a charitable purpose.
- Application for a fund raiser should be filled out and submitted to the Athletic Director and a copy of the completed form will be returned to the applicant organization.
- Fund raisers involving solicitation of area businesses or firms must be approved.
- Athletic teams planning fund raisers and fund raising which involves athletic fields or facilities must be approved by the Athletic Director and Principal.
- All fund raiser proposals will be considered on a "first-come-first-served" basis. All applications must be submitted in writing.
- A form reflecting the total funds raised should be turned into the Athletic Director following the approved event.
- No games of chance, raffles and/or lotteries allowed.
- Monies derived from these authorized fund raising projects must be wholly deposited into sport fundraising account.

Gender Equity

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 districts' 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.

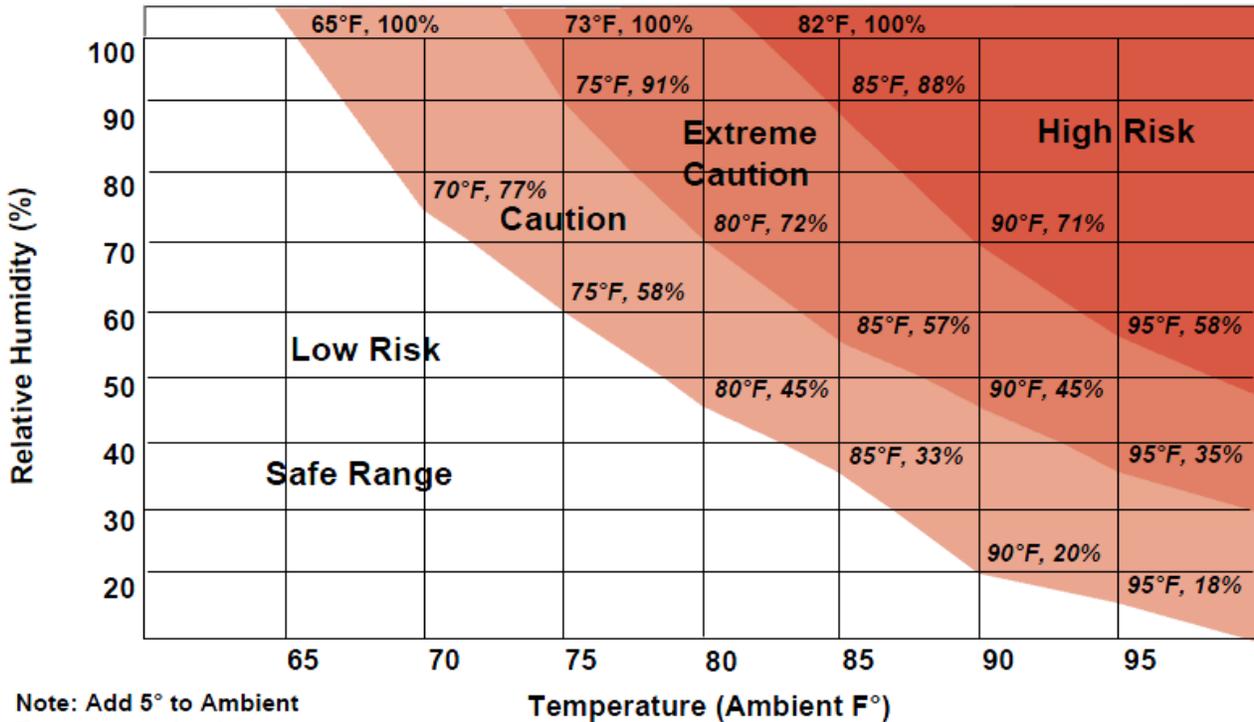
Athletic programs most successfully reflect the philosophy of equity when the people affected develop plans and policies. Typically, this includes school administrators, athletic directors, coaches, athletes, parents, and representatives of groups that perform at athletic contests. It is especially important 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

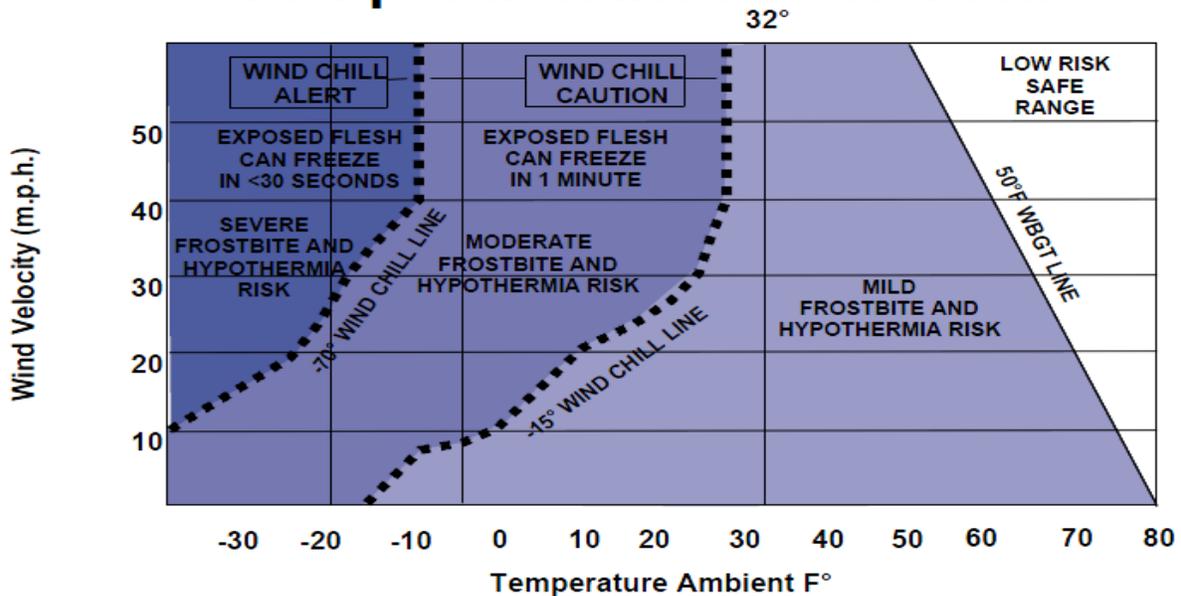
of educational excellence and ensures no students are denied participation in activities for discriminatory reasons. WIAA member schools have successfully identified ways to provide greater levels of access to interscholastic athletic programs, and, more important, to afford all public school students 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.

Hazardous Weather Competition Index For Heat



Wisconsin Interscholastic Athletic Association
(Reproduced courtesy of Minnesota State High School League)

Competition Index For Cold



Wisconsin Interscholastic Athletic Association
(Reproduced courtesy of Minnesota State High School League)

Know the Heat Index Before You Start Practice

Courtesy of the Wisconsin High School Football Coaches Association

The Heat Index is the opposite of "wind chill." It combines the effects of heat and relative humidity. Fortunately many radio stations provide the heat index during hot weather. If not, use the accompanying chart to determine the daily heat index. Keep these guidelines in mind and adjust your practice to the weather.

Heat Index Practice Adjustment

Under 80 = Green Flag Normal practice, no restrictions, full go!

80-90 = Yellow Flag Exercise caution. Take extra water breaks and keep an eye on the bigger players.

90-100 = Red Flag Stop! Sunstroke, heat cramps and heat exhaustion are possible with prolonged exposure and practice. Consider practicing without pads or shorten practice and remove pads for parts of practice. Provide extra water and monitor bigger players.

Over 110 = Black Flag Danger zone, practice not recommended. There is an extreme danger of sunstroke, heat exhaustion and heatstroke. Use common sense and make new plans.

What to do When Heat Waves Strike

- Increase intake of non-carbonated, caffeine free beverages such as water and juice.
- Encourage players to drink more water than they are thirsty for.
- Wear uniforms that are light in color and loose fitting. Mesh jerseys are ideal.
- Strip off pads for conditioning parts of practice.
- Give special attention to the bigger players and light-skinned players who haven't been out in the sun.
- Use the heat index to make the proper adjustments to practice.

HEAT SAFETY TIPS

Prevention of these heat-caused conditions is much easier than the treatment. The Red Cross advises that people be careful so that enjoyable summertime activities do not become dangerous and life-threatening.

The American Red Cross offers these tips to help prevent illness due to heat:

- Slow down and avoid strenuous outdoor activity.
- Stay indoors as much as possible.
- Wear lightweight, light-colored clothing.
- Drink plenty of water regularly and often.
- Eat small meals and eat more often. Avoid foods high in protein, which increase metabolic heat.
- Avoid using salt tablets unless directed by a physician.

Heat-related illness in early stages can usually be reversed. Follow these procedures for care:

- Get the victim out of the heat.
- Loosen any tight clothing.
- Remove perspiration-soaked clothing.
- Apply cool, wet cloths, such as towels or sheets to the skin.
- Fan the victim.
- If victim is conscious, give cool water to drink.
- Ice packs or cold packs can be applied to the victim's wrists, ankles, groin, armpits and neck to cool the large blood vessels.
- Let the victim rest in a comfortable position, and watch for changes in condition.
- Call for an ambulance if victim refuses water, vomits or starts to lose consciousness.

Lightning Guidelines

The following guidelines should be followed when making decisions as to whether to suspend or restart a contest/practice based on the presence of lightning.

1. Assign staff to monitor local weather conditions before and during events.
2. Develop an evacuation plan, including identification of appropriate nearby shelters.
3. Criteria for suspension and resumption of play:
 - When thunder is heard, or a cloud-to-ground lightning bolt is seen, the thunderstorm is close enough to strike your location with lightning. Suspend play and take shelter immediately.
 - Thirty-minute rule. Once play has been suspended, wait at least 30 minutes after the last thunder is heard or flash of lightning is witnessed prior to resuming play.
 - Any subsequent thunder or lightning after the beginning of the 30-minute count reset the clock and another 30-minute count should begin.
 -

From the *WIAA Medical Policies and Procedures* – Medical Information Guide

Tornadoes

1. Tornado Watch: this advisory means that prevailing conditions are such that tornadoes could form in the watch area.
 - a. When word is received that a tornado watch has been issued, the Principal/Site Administrator will assign someone to monitor the weather station.
 - b. Notify employees of the Tornado Watch Advisory.
 - c. Continue all normal operations of the School/Facility
2. Tornado Warning: this advisory means that a tornado has formed and has been sighted. The Tornado Warning area will be geographically defined in the advisory.
 - a. When a sighting is near your location the tornado signal will be sounded. The signal must be different from the Fire Alarm or Evacuation recall.
 - b. All employees and students should immediately proceed to shelters.

Hazing

Hazing or "forced activity" means any activity which is a condition of initiation or admission into or affiliation with an organization, regardless of a student's willingness to participate in the activity. Hazing also includes any action taken or situation created, intentionally, whether on or off-campus, that produces mental or physical discomfort, embarrassment, harassment, or ridicule. This includes any action that endangers the health or well-being of an individual, is personally degrading, has an adverse effect on the academic performance of the student, or which violates any federal, state or local statute or University policy. Individual or group consent to hazing activity in no way validates the activity or excludes those perpetuating it from being charged with a crime. Hazing is a process that involves harassment, with or without consent. Hazing can occur within any group. Hazing results include but are not limited to, excessive physical fatigue, embarrassment, humiliation, and mental or physical injury. It is the responsibility of victims, participants or witnesses of a potential hazing incident to report the activity.

Wisconsin Statute 948.51:

Wisconsin Statute 948.51 prohibits any form of hazing. The statute says:
948.51 Hazing. (1) In this section "forced activity" means any activity which is a condition of initiation or admission into or affiliation with an organization, regardless of a student's willingness to participate in the activity. (2) No person may intentionally or recklessly engage in acts which endanger the physical health or safety of a student for the purpose of initiation or admission into or affiliation with any organization operating in connection with a school, college or university. Under those circumstances, prohibited acts may include any brutality of a physical nature, such as whipping, beating, branding, forced consumption of any food, liquor, drug or other substance, forced confinement or any other forced activity which endangers the physical health or safety of the student. (3) Whoever violates sub. (2) is guilty of: (a) A Class A misdemeanor if the act results in or is likely to result in bodily harm to another. (b) A Class E felony if the act results in great bodily harm or death to another.

Is it Hazing?

"Hazing" refers to any activity expected of someone joining a group (or to maintain full status in a group) that humiliates, degrades or risks emotional and/or physical harm, regardless of the person's willingness to participate. (taken from StopHazing.org)

Additionally, hazing may be reflected in any act that is required of new members in order for them to gain admittance to an organization that is not required of the current membership.

Health and Behavior Compliance

Required Documentation

A student may not practice for or participate in interscholastic athletics until the school has written evidence on file in its office attesting to:

1. Parental permission each school year including an acknowledgement of receiving the school athletic code,
2. Acknowledgement of receiving the WIAA Rules of Eligibility,
3. Athletic Emergency Form
4. Current physical fitness to participate in sports.

Physical Examination

A current physical fitness to participate in sports as determined by a licensed physician or Advanced Practice Nurse Prescriber (APNP) no less than every other school year with April 1 the earliest date of examination. School policy determines when an athlete may return to competition following an injury, except where rule book or WIAA tournament policies apply.

Physical examination taken April 1 and thereafter is valid for the following two school years; physical examination taken before April 1 is valid only for remainder of that school year and following school year.

Note: It is recommended that a student also have dental fitness attested by a licensed dentist.

Code of Conduct

A school shall have a code of conduct for its athletes, and it is strongly recommended that the code (a) designate the period of time involved in a suspension in advance of the school year and (b) be developed with the involvement of students, coaches, and administration and adopted by the Board of Education or recognized governing body.

The WIAA is against the use of anabolic-androgenic steroids and other performance enhancing substances (PES). Member schools shall devote time each year to positive programs which highlight prevention and education of the risks, benefits and adverse effects of PES. Coaches, teachers, sports medicine staff and school administrators who ignore or encourage the use of PES, provide and/or sell PES to athletes (including indirect distribution through a third party) shall be subject to their own school's provisions regarding discipline.

A student is required to follow the school's code of conduct on a year-round (12 month) basis.

1. In-season violations of the school code will result in immediate suspension of the student from interscholastic competition for no less than one day of competition (but not less than one complete game or meet) for acts involving (a) possession and/or use of alcohol, (b) possession and/or use of tobacco, including chewing tobacco and/or (c) use, possession, buying, or selling of controlled substances, street drugs and performance enhancing substances (PES).
2. The member school will determine minimum penalties for violation of any other provisions of its code of conduct, including all out-of-season offenses.
3. The member school will determine minimum penalties for any other unacceptable conduct contrary to the ideals, principles, and standards of the school and this Association, including but not limited to criminal behavior.

Note: The school must provide an opportunity for the student to be heard prior to any penalty being enforced. If a student appeals a suspension, according to the school's appeal procedure, the student is ineligible during the appeal process.

The minimum penalty for acts outlined above in Section 2-C (1 through 3) which results in a student being suspended for one or more WIAA tournament competitions, is immediate disqualification of the student for the remainder of the total tournament series in that sport.

Athletes who are ineligible during the WIAA Tournament (for any reason) may not appear in uniform, participate in warm-ups, and may not participate in the awards ceremony at the WIAA Tournament.

A student who transfers from any school, whether or not a member school, with a status of ineligibility for disciplinary reasons and/or as a result of another State Association regulation or sanction retains such status at his/her new school for the same period as decreed by the former school.

Flagrant or Unsportsmanlike Conduct and/or Assault on an Official

A student, disqualified from a contest for flagrant or unsportsmanlike conduct, is suspended from interscholastic competition for no less than the next competitive event (but not less than one complete game or meet).

Note: The penalty shall be served in the sport in which the offense occurred. If that sport season is completed, then it shall be served in the next sport or sport season.

Any player who spits on, strikes, slaps, kicks, pushes or intentionally and aggressively physically contacts an official at any time shall be immediately ineligible for competition a minimum of 90 calendar days from the date of the confrontation. In addition, the player is ineligible to compete for the first 25% of the next season in that same sport.

From the WIAA Senior High Handbook 2010-2011

Inventory of Equipment

Maintain a complete inventory of equipment. Equipment must be identifiable (numbered, labeled, etc.). At the conclusion of the season or when a student-athlete quits or becomes ineligible:

1. Collect his/her equipment immediately.
2. If the student/athlete fails to turn in any equipment:
 - a. Contact the student and give him/her a deadline for the equipment to be returned.
 - b. Make a parent/guardian contact immediately if the student/athlete fails to make the deadline.
 - c. See the athletic director for proper procedures to follow and current bid prices for replacement.
 - d. Contact the athletic director if the equipment still has not been returned for further action.
 - e. Place student-athlete on debt list with schools' bookkeeper.

Locker Rooms

Each school district shall observe measures intended to protect the privacy rights of individuals using school locker rooms. The coach is expected to provide locker room supervision. If the coach is a different gender, the coach should make arrangements for another same gender staff to assist with supervision.

Locker rooms are provided for the use of physical education student's, athletes and other activity groups and individuals authorized by the building principal or by District policy. No one will be permitted to enter into the locker room or remain in the locker room to interview or seek information from an individual in the locker room at any time. Such interviews may take place outside of the locker room consistent with applicable District policies and/or school rules.

No cameras, video recorders or other devices that can be used to record or transfer images may be used in the locker room at any time.

No person may use a cell phone to capture, record or transfer a representation of a nude or partially nude person in the locker room or to take any other photo or video image of a person in the locker room.

Students and staff violating this policy shall be subject to school disciplinary action and possible legal referral, if applicable. Other persons, violating the policy may be subject to penalties outlined in state law. The building principal or his/her designee shall be responsible for enforcing this policy.

Media/Publicity

The key to getting your athletic program's message to the public is building and maintaining a good relationship with all of the local media servicing your school area. Here are some steps to follow:

- Begin with the premise that the media has a job to do with specific timetables and guidelines to follow. Their job requires filling the pages of the newspaper or specific time slots on the radio/TV.
- Establish a policy in the Athletic Department that encourages coaches to think of the media not as an adversary but as a voice for your entire athletic program. Once you establish this working relationship, you can depend on the media when you need their support.
- Prepare for each season the same way teachers prepare to teach their classes. Good teachers, which includes good coaches, create lesson plans to make sure everything will be covered effectively and efficiently. Begin by setting a timetable for your complete season, beginning with the pre-season report. Special events such as inter squad scrimmages, fundraisers, homecoming game, and banquets are some, but not all, of the items that may be in your lesson plan. Remember that your school is not the only school the media has to cover. Your school is more likely to receive adequate coverage, if the media has adequate time to plan for your specific events.
- Set a specific time to contact the media. This, can and will, alleviate the all-to-common "I could not get in touch with you" response. The media may dictate contact times.
- Create a format to follow when making these reports. A simple sheet with items to follow such as the score, statistics, highlights, and specific people to recognize is helpful. It is helpful to write these items down before making the phone call. Doing this will help coaches anticipate any difficult or controversial questions from the media. Don't forget to include the non-starters who may have made a special contribution to the success of the contest. Get names in whenever possible.
- Be aware of and follow any special guidelines that your league or school district may require when dealing with the media.
- Speak positively regarding their inquiry of a game and/or the summary of a game. Nobody wants to hear a "complainer" on why they lost or blame others for the outcome. A slip of the tongue at this point may cause a major misunderstanding when seen in print. Too many times you hear of coaches saying "I was misquoted" and in some cases they are. But the damage has been done.
- Fill out any special nomination forms in a timely fashion. Some of the forms that need prompt attention are: Athlete of the Week, All League, All Area, All District, All Regional and All Academic. Remember how important this award may be to one or more of your players. Do not miss selection meetings.
- Print clearly when filling out the above forms, and if possible type them out. Nothing is more frustrating to a reporter being pushed by a deadline than to try to figure out the spelling of someone's name. This is important to the athlete.
- A general rule of thumb would be to "say only what you want the people to read or hear." Be courteous but be sure you do not give out "personal" information regarding players, coaches, and officials. This is where the pre-made form can help you.
- Do not allow yourself to be drawn into a conversation regarding a controversial topic. When there is a possibility of a sensitive issue being brought up, refer the media to the specific board personnel who are charged with dealing with these issues.
- Do not make statements about players who have been disciplined or cut from the squad. It is usually not good practice. Remember, as a coach you are hired as much to develop character as you are teaching the "X's" and "O's" of your sport. Putting our negative responses to the media only makes matters worse in the eyes of your athletes and their parents. They deserve your trust.
- It is a nice touch to have a small gift for each media representative when they show up. This could be a pen, a small notebook, or a coffee mug. These should have the school name and phone number on them.

- Be honest and truthful. Don't ever lie to or mislead reporters. If the topic is sensitive or you don't have knowledge of a particular issue, it is appropriate to say "I don't know" or "At this time, I'm not able to answer without additional information..." or "I don't know, but I can get back to you or get someone who may know more about that."
- Don't ever assume anything is "off the record" even if you or the reporter indicates that's the case.
- Think of the audience, those are the people you're talking to.
- Be succinct and brief in answers. First, less chance of being misquoted. Second, the average TV sound bite is eight seconds, and there is only a couple quotes in a story. Choose the two or three points you want to get across.

Medications

A new medication administration law will be enforced March 1st, 2011. School staff and coaches who may administer any type of medication will be required to do an online course and complete a skill competency to ensure safety for students and school personnel. The course is supported by Wisconsin Department of Public Instructions and can be accessed at <http://www.wisconsinschoolmeds.com>.

Sportsmanship

1. 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.

2. 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.

3. 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.

4. 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 or family.

5. 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, 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*

Team Rules

It has long been accepted that the establishment of rules for a team is critical for a successful season. Very few coaches dare to enter a season without establishing regulations for team membership.

Coaches are well advised to discuss the rules they wish to declare as guidelines for their team with the athletic administrator involved with their school. This will serve to establish a common ground with the coach and his/her administrator prior to any conflict that may take place.

Coaches are also well served to distribute printed copies of their rules and to request that student-athletes and parents sign some sort of a form indicating that they have been made aware of the rules and that they accept them, regardless of whether or not they agree with the rules.

Team rules are to parallel the school code of conduct. There is no place in educational athletics for inconsistencies in behavioral expectations.

It is generally accepted that it is impossible to foresee all issues for which a coach would like to be prepared; therefore an all encompassing statement is recommended. Such statements could state that all team members should represent their school and team in a manner that will reflect positively on all involved.

There are many theories employed in the establishing of team rules. Some coaches have a set of guidelines and consequences that have been effective for them. There are coaches who collaborate with team members/captains in order to establish guidelines, and there are schools where all team rules are the same. All of these variables can be and have been successful.

Rules should be concise. Order can be established with a few rules that govern the behavioral expectations. Consequences should be consistent and not geared to players of different abilities. Consequences should be administered by the coaches and in some occasions, captains can be consulted.

One method of establishing guidelines is to establish team priorities. In educational athletics, academics, the family of the team member, and perhaps other items would be more important than winning and losing a contest.

Transporting Students

ALTERNATIVE VEHICLES

Section 121.555(1), Wis. Stats., permits school districts and private schools to provide pupil transportation services using "alternative vehicles," or vehicles other than school buses. Alternative vehicles fall into two categories:

1. A motor vehicle transporting 9 or less passengers in addition to the operator.
2. A motor vehicle transporting 10 or more passengers in addition to the operator and used temporarily to provide pupil transportation when the school board or governing body of the private school requests the Secretary of Transportation to determine that an emergency exists because no regular transportation is available. Use of such a vehicle would require written approval of the Secretary of Transportation.

Section 121.555(2), Wis. Stats., requires alternative vehicles to meet certain requirements relating to insurance and inspection. Drivers of alternative vehicles are not required to have a school bus endorsement on their operator's license. However, the driver must be at least 18 years old, possess a valid operator's license, and meet certain requirements relating to physical condition. In addition the driver must not have been convicted of specified crimes relating to the operation of a motor vehicle. Additional information on requirements is available at <http://dpi.wi.gov/sms/doc/altvehfs.doc>.

Resources

National Federation of High Schools (NFHS) publications and web site www.nfhs.org

National Interscholastic Athletic Administrator Association (NIAAA) publications and web site www.niaaa.org

National Association for Sport and Physical Education (NASPE) publications and web site www.naspeinfo.org

Wisconsin Interscholastic Athletic Association (WIAA) publication and website www.wiaawi.org