

AGENDA
SCHOOL DISTRICT OF MANAWA
POLICY & PERSONNEL COMMITTEE MEETING

Date: July 14, 2014

Time: 4:00 pm

Location: Board Room
800 Beech St., Manawa

Chair: _____ Recorder: _____ Timer: _____

Board Committee Members: Pohl (C)

1. Emergency Nursing Services Policy 451.1
2. Head Injury and Concussion Policy 453.11
3. Mentoring Administrative Procedure
4. Coaches Handbook
5. Graduation Date 2015
6. Hiring Administrative Procedure
7. District Administrator Job Description
8. Next Meeting Date

1. Emergency Nursing Administrative Procedure Action ____ Table ____

2. Concussion Administrative Procedure Action ____ Table ____

3. Mentoring Administrative Procedure Action ____ Table ____

4. Co-Curricular Advisors/Coaches Handbook Action ____ Table ____

5. Graduation Date 2015

Action ____ Table ____

6. Hiring Administrative Procedure

Action ____ Table ____

7. District Administrator Job Description

Action ____ Table ____

8. Next Meeting Date

In Attendance:

Chair: _____ Date: _____ Adjourn Time: _____
Signature

Emergency Nursing Services Policy

Definitions:

“Professional Nurse”: is a nurse who has a certificate of registration under s. 441.06 or who is licensed as a registered nurse in a party state, as defined in s. 441.50(2) (j) who performs for compensation of any act in the observation or care of the ill, injured, or infirm, or for the maintenance of health or prevention of illness of others, that requires substantial nursing skill, knowledge, or training, or application of nursing principles based on biological, physical, and social sciences, herein referred to as the School Nurse.

“Delegation”: the process for a nurse to direct another person to perform nursing tasks and activities.

“Medical Advisor”: physician licensed to practice in the State of Wisconsin.

Policy

1. The emergency nursing services, including first aid services, will be provided by the School District of Manawa and will be available during the school day and at all school sponsored activities in accordance with state law.
2. The emergency nursing services program shall be under the direction of the school nurse, medical advisor, district administrator and designated employees.
3. The Manawa School District shall employ a School Nurse currently licensed in the State of Wisconsin for the purpose of directing and providing emergency nursing services.
4. A qualified physician shall serve as Medical Advisor for an annually renewable 1 year term.
5. The Medical Advisor, in conjunction with a School Nurse and the district administrator shall assist the school board in the annual review of policies, procedures and first aid standing orders/protocols pertaining to the Emergency Nursing Services Program.
6. There shall be a designated person in each building responsible for carrying out the emergency nursing procedures during school hours and at all functions conducted by the district and attended by students. For athletic contests, field trips, and co curricular events, the person in charge of the event shall either serve as emergency service person or designate someone else to do so.
7. An annually updated emergency card shall be maintained for each student. The purpose of the card is to provide direction to school personnel regarding emergency which dictates immediate medical attention for a student.
8. Equipment and supplies adequate for the emergency nursing service shall be in a designated, readily accessible area in each building. First aid kits may be kept in other designated areas.

References:

1. Wisconsin School Health Services Project (2013) *Emergency nursing services sample policies and procedures* for the *District hired school nurse*. Available at:
<http://www.wpha.org/?page=Resourcesprojects>
2. *Wisconsin Statute Sections 118.135, 118.07, 118.125, 118.29, 118.291, 121.02(1)g*

Head injury and Concussion Policy

Policy

The School District of Manawa is committed to ensuring the safety of students while at school and when participating in any school-sponsored events. The Manawa School District recognizes that educating key individuals about prevention and early recognition of concussions remains the most important component of improving the care of students with concussions. Concussion education includes students, student-athletes, parents, coaches, school administrators, athletic directors, teachers, athletic trainers, physicians and other health care providers.

The Manawa School District is aware that head injuries, including concussions, can happen to any student, not just an athlete. The Manawa School District has developed procedures to address head injuries that occur during the school day, during school sponsored events and during school athletic events. Additionally, the Manawa School District is committed to providing a "return to learn" and "return to play" plan, as needed, to students who have experienced a concussion.

Procedure

Education:

1. Once each year a coach should complete concussion management training offered by the School District of Manawa. The coach should not coach an athletic activity until the required course is completed
2. At the beginning of a season for a youth athletic activity, each person who will be coaching shall receive a head injury information sheet. Each person coaching must sign and return to the school an acknowledgement of their receipt and review of the concussion and traumatic brain injury information.
3. At the beginning of a season for a youth athletic activity, a student desiring to participate, and the student's parent or guardian (if the student is under the age of 19), must sign and return to the school an acknowledgement of their receipt and review of concussion and traumatic brain injury information. A student will not be allowed to participate in any athletic event, including practice or training, until the student, and their parent if applicable, has signed and returned the agreement form.
4. Once each school year school staff shall be provided education on concussions including; information on how concussions can effect ability to learn, examples of concussion symptom triggers, possible variability of triggers from one child to the next and possible effect on attendance, focus, tests and assignments.
5. School staff will also be educated on the sign and symptoms to be aware of:
 - Increased problems paying attention or concentrating
 - Increased problems remembering or learning new information
 - Longer time needed to complete tasks or assignments
 - Difficulty organizing tasks
 - Inappropriate or impulsive behavior during class
 - Greater irritability
 - Less ability to cope with stress or are more emotional
 - Complaint of headaches, especially with screen time

Management of Head Injury Occuring During the School Day and School

Sponsored Event:

1. During the school day the student shall be sent to health office. If injury is severe and occurs during the school day, health aide or school nurse shall be called to scene.
2. Health aide or adult responsible for school event to follow first aid chart on head injury for decision making guidelines. If School Nurse is available, they shall do an assessment and determine best clinical course.
3. The student's parent should be notified of injury immediately after evaluation.
4. Head injury sheet shall be sent home with the student if emergency intervention is determined as not needed.

5. The school personnel who witnessed event and/or provided emergency nursing services shall complete all required documentation and reporting. Appropriate school officials should also be notified including building administrator, athletic trainer and school nurse.

Management of Head Injury Occurring During a School Sponsored Sporting Event:

1. In order to minimize the risk of injury; an athletic coach, athletic trainer, official involved in youth athletic activity or health care provider shall remove a person from the youth athletic activity if the coach, official or health care provider determines that the youth exhibits signs symptoms or behavior consistent with a head injury or concussion **OR** if the coach, official or health care provider suspects the person has sustained a concussion or head injury. Decision making and first aid treatment on how to proceed shall be made based in the head injury section on the first aid card.
2. An athletic coach will notify the parent or guardian as soon as able when an athlete is removed from play because they are thought to have a head injury or concussion.
3. A student thought to have a head injury or concussion must not be allowed into the locker room or any location alone. The student shall be closely observed for worsening symptoms for at least 30 minutes. A student thought to have a head injury must not be allowed to drive home. Team personnel will not permit an athlete to return to play or practice on the same day of a concussion.
4. The athletic coach or school staff providing emergency nursing services shall complete all required documentation and reporting. Appropriate school officials shall be notified including the building administrator, athletic trainer, school nurse and school counselor.
5. Team personnel will not permit the athlete to return to play or practice until evaluated by an appropriate health care professional, trained in the evaluation and management of concussions.
6. The student athlete must receive written clearance from an appropriate health care professional, trained in the evaluation and management of concussions, that states the athlete is asymptomatic at rest and may begin a graduated return-to-play protocol, one step per 24 hours.

Example:

- Step one: About 15 minutes of light exercise: stationary bike or jogging
 - Step two: More strenuous running and sprinting in the gym or field
 - Step three: Begin no-contact drills in uniform and resume weight lifting
 - Step four: Full practice with contact
 - Step Five: Full game clearance
7. A return of symptoms indicates inadequate recovery from the concussion. If symptoms return while on the protocol, the athlete may attempt the previous step once symptom free again for 24 hours. Any athlete who continues to have symptoms with exertion should be re-evaluated by his/her health care provider.

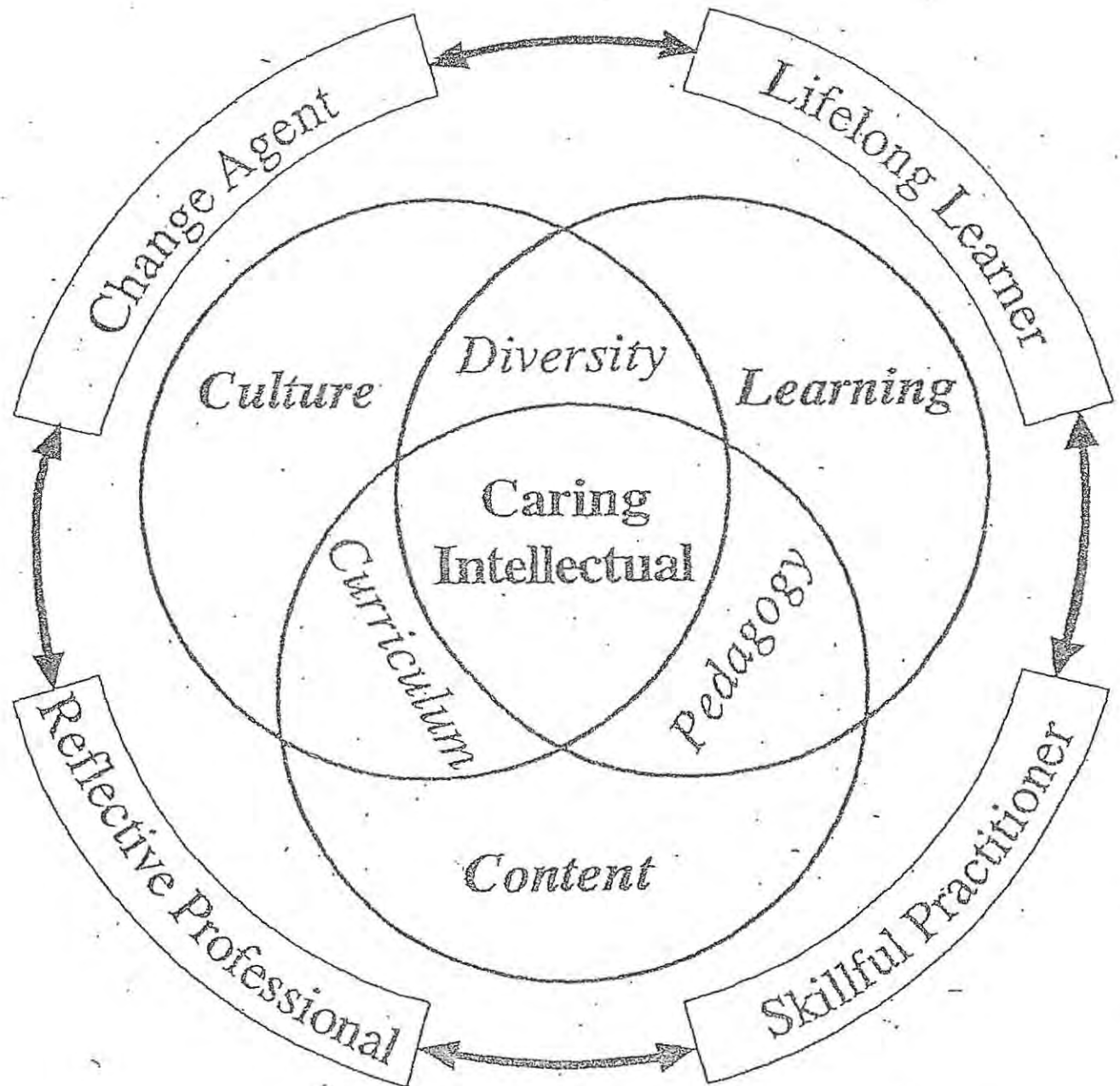
Return to Learn

1. The Manawa School District will work with individual students who require temporary learning support accommodations due to concussions or other head injuries. The Manawa School District realizes that removal from the significant demands of school until symptoms improve is an important component of cognitive rest.
2. Accommodations may include:
 - temporary leave from school
 - shortening of school day
 - reduction of work load
 - allowance of more time for assignments or tests
 - postponement of standardized tests
 - modification or exclusion from physical education classes
 - allowing cognitive rest between classes or tasks
 - temporary tutor
 - limited or no screen time
3. For students who have symptoms that are persistent (greater than 6 weeks) or that substantially interfere with learning, the Manawa School District will develop an accommodation or health care plan
4. A student must have written clearance before returning fully to participate in class, recess or physical education.

References:

1. Wisconsin School Health Services Project (2013) *Concussion management sample policy and procedure* . Available at: <http://www.wpha.org/?page=Resourcesprojects>
2. Wisconsin statute section 118.293

The Mentor as a Caring Intellectual



Goals for Mentor/Induction Program

- To improve teaching performance
 - To establish a collaborative professional team responsible for providing assistance and support for inductees.
 - To satisfy state-mandated requirements related to induction and certification
 - To transmit the culture of the district to teachers new to the system
- To increase the retention of promising new members of the teaching staff during the induction years

Stages of the Mentoring Process

Direct Stage: information providing

Explain Stage: answering "why" questions

Share Stage: new teacher directs questions

Delegate Stage: ask protégé reflection-based questions

Attributes of Good Mentors

- positive attitude
- professional demeanor
- committed to professional growth
- demonstrates good interpersonal relationships
- empathetic and supportive
- able to serve as a teaching model
- respected by colleagues
- is an effective resource person, knowledgeable of school, school district, community, personnel procedures, and professional organizations

A Mentor is...

A Role Model	gives examples, provides opportunities to colleague to observe professional behavior
A Motivator	helps new teachers to explore ways to involve students in learning
A Communicator	listens carefully and uses new teacher responses to improve learning for students
An Advisor	gives clarification and feedback by providing specific and general answers to questions
A Guide	assists new teacher to set up routines and understand the school organization and procedures
A Demonstrator	helps new teacher by demonstrating lessons for teaching specific learning objectives
A Resource	provides appropriate materials and directs new teacher to in-school and community resources
An Assessor	monitors effectiveness of learning in the classroom and helps new teacher to become self-evaluative
A Friend	develops a relationship of trust, confidentiality and support
A Coach	provides instruction in specific knowledge and skills necessary for successful job performance
An Advocate/Ally	helps to cushion the impact of negative experiences
A Counselor	is an empathetic listener who assists the new teacher in coming up with his/her own solutions
A Developer of Talent	challenges colleagues to assess, improve and refine his/her talents and special abilities
A Sponsor	encourages colleague to serve on important committees, help give colleague exposure to administration so he/she will be considered when opportunities arise

Helpful Hints

Mentor

- o Assume nothing.
- o Recognize that the new teacher will have different strengths and weaknesses than you.
- o Give moderate amounts of information at any one time--avoid overload.
- o New teachers will make mistakes due to inexperience--help them redirect and learn from them.
- o Keep goals and horizons high, yet realistic, for new teachers. Encourage them.
- o Let go. Allow and encourage independence.
- o Appreciate your partner's efforts.
- o Be aware of excessive time commitments.
- o Keep a log of what was helpful and when it was needed.
- o List concerns that can be addressed in monthly meetings.
- o Self-disclose; your personal experiences are valuable.
- o Look for your partner's strengths and work from that positive viewpoint.
- o Share--ideas, hints, materials, resources.
- o Share knowledge of organization and people within it (keep it beneficial).
- o Boost morale when needed.
- o Think what you would have needed or appreciated.
- o Maintain confidentiality.
- o Help your partner analyze and face mistakes. Offer or help develop or elicit solutions.
- o Believe you can make a positive difference.
- o Be enthusiastic!
- o Keep a sense of humor; laugh together.

New Teacher

- o Appreciate your mentor's efforts.
- o Seek and accept advice.
- o Be willing to take risks. Try new ideas.
- o Write down questions as they arise to be certain you cover them with your mentor.
Keep a journal.
- o Be committed to teaching and learning more about it.
- o Listen carefully and ask questions.
- o Offer suggestions and ideas. You have much to give.
- o identify problems you have; seek solutions. Be proactive rather than reactive.
- o Maintain confidentiality.
- o Share goals and concerns; keep mentor informed.
- o List concerns that can be addressed in monthly meetings.
- o Be honest with yourself and your mentor.
- o Be enthusiastic!

Mentor Meeting Agenda Before School/August

Where to go when you need help...

Mentor

- Classroom management/discipline/school-wide policies
- Classroom layout
- Classroom routines and procedures
- First day supplies and inventory (texts, desks, etc.)
- Organizing your gradebook
- Classroom schedules
- Schedules for special classes
- School schedules (individual class schedules, early-release/late start)
- Lesson plans
- Assignment notebooks/agendas
- Classroom/study hall/merit rules and procedures
- How to use everything (copier, phone, fax, etc.)
- Media/technology use
- After-school policies and procedures
- Curriculum/syllabus/unit plans (long-term planning)
- Program improvement plans
- Substitute folder/how to call in sick/personal days
- Payroll/TSA/insurance
- Introduce to available building staff
- Specialists and their roles
- Developing collegial relationships
- Tips on effective communication with students, parents, and teachers
- Lunch routine for teachers/students
- Appropriate dress
- Record-keeping (progress reports, attendance, tardies, documentation, etc.)
- School calendar/key events (monthly)
- Playground rules and equipment
- Class parties
- Referrals to the office
- PTO and other school organizations
- confidentiality

Teacher Contract

- Sick days/hourly substitutions
- Time of arrival, departure
- Other responsibilities

Principals

- Tour of building
- Introduce to available building staff
- Classroom inventory
- District forms
- Formal and informal observation and feedback
- Keys-alarms-security procedures
- Use of aides
- Supervision and duties
- Referrals to the office (behavior, etc.)

Office Staff

- Where supplies are kept
- District forms
- Bus slips, detention, attendance, hall passes
- Information/emergency forms
- Lunch/milk tickets and procedures
- Announcements

District Handbooks

- School schedules (daily/weekly)
- School calendar/key events
- Crisis management procedures
- Parking areas
- Bus procedures/students who walk
- Field trip procedures
- Health-related procedures (illness, injury, medication, reporting, etc.)
- Classroom rules/study hall/merit
- Playground rules/equipment

Special Education

- Inclusion, integration
- Referrals
- Confidentiality

Director of Curriculum and Instruction

- Cum folders/portfolio procedures
- Program improvement plans
- Standardized testing

Media Specialist/Technology Coordinator

- Procedures/check-out for media and technology
- Computer lab and library rules and procedures
- Getting logged onto the computer network

Monthly Mentor Meeting: August

DPI Standards: #1, 5, 7, 10

Mentor Signature _____

New Teacher Signature _____

Principal Signature _____

Meeting Date & Time _____

Mentor Meeting Agenda September

Items for Discussion:

- In-class testing procedures
- Parent communications
- Extra-curricular school activities/duties/responsibilities
- Parent organizations
- Homework policies and procedures
- Parent volunteers
- Sub folders
- Progress reports
- Grading procedures
- Organization strategies
- Pacing of lessons, curriculum
- Field trips/bus requests/guest speakers
- Work orders/maintenance
- Open house
- Fundraising
- Discipline
- Student rewards and recognition
- Students' IEPs and 504s, special concerns and situations
- Assistance with curricular planning and time line
- State Testing procedures

Other issues to discuss:

Union representatives walk through contract with new teachers.

Monthly Mentor Meeting: September

DPI Standards: #1, 2, 3

Mentor Signature: _____

New Teacher Signature: _____

Principal Signature: _____

Meeting Date & Time: _____

Monthly Meeting Agenda

October

Prepare for Parent/Teacher Conferences

Discuss:

Special education referral procedures

In-service days

New student procedures

Report cards/grading and comment codes

Professional development opportunities

Program improvement plans-progress

Classroom management and discipline issues

Review items from September and August list that are appropriate

Other issues to discuss:

Monthly Mentor Meeting: October

DPI Standards: #2, 5, 6, 8

Mentor Signature:_____

New Teacher Signature:_____

Principal Signature:_____

Meeting Date & Time:_____

Monthly Meeting Agenda

November /December

Discuss:

Feedback from parent/teacher conferences
Snow day procedures
Teaching strategies/learning styles/cooperative learning
Teaching culturally diverse students/tolerance
Guidance policies and procedures
Stress relievers, feeling overwhelmed
Classroom holiday activities/district policies
Hunting procedures/prearranged absences

Two-Way Observation and Feedback:

Other issues to discuss:

Monthly Mentor Meeting: November/December

DPI Standards: #3, 4, 6, 9

Mentor Signature: _____

New Teacher Signature: _____

Principal Signature: _____

Meeting Date & Time: _____

Mentor Meeting Agenda

January

Discuss:

End of the semester procedures

Report cards/records day

Secondary school scheduling

Plan for second semester

Other issues to discuss:

Monthly Mentor Meeting: January

DPI Standards: #1, 7, 8

Mentor Signature: _____

New Teacher Signature: _____

Principal Signature: _____

Meeting Date & Time: _____

Monthly Meeting Agenda February

Discuss:

Budget procedures
Tricks to get through winter
How to jazz up your lessons
Stress relievers
Retention policies
Spring programs/trips

Other issues to discuss:

Two-Way Observation and Feedback:

Monthly Mentor Meeting: February

DPI Standards: #4, 7, 9

Mentor Signature: _____

New Teacher Signature: _____

Principal Signature: _____

Meeting Date & Time: _____

Monthly Meeting Agenda
March/ April

District testing (Gates-mcGinitie)
Writing portfolios
Summer school referrals and courses
Supply list for next year
Second parent/teacher conference
Standards correlation and curriculum yet to cover

Two-Way Observation and Feedback: (March)

Other items to discuss:

Monthly Mentor Meeting: March/April

DPI Standards: #1, 8, 9, 10

Mentor Signature: _____

New Teacher Signature: _____

Principal Signature: _____

Meeting Date & Time: _____

Monthly Meeting Agenda May

Discuss:

Classroom inventories
Year-end activities and awards
Tricks for the final weeks of school
Year-end reports
Year-end cum folder information

Other items to discuss:

Monthly Mentor Meeting: May

DPI Standards: #5, 6, 9

Mentor Signature: _____

New Teacher Signature: _____

Principal Signature: _____

Meeting Date & Time: _____

More Helpful Hints

Discipline

Of all the aspects of teaching, the one most new teachers are least prepared for is discipline. Without classroom discipline, effective teaching cannot take place.

You need to determine your classroom expectations and rules. In our school swearing and foul language is never acceptable. Familiarize yourself with every aspect of the student handbook. Think about as many scenarios as possible and have a plan ready!

For example:

"No talking when I'm talking."

"Pay attention."

"During work time, be working."

"Be prepared for class every day."

...and they, what next?

someone is sleeping during a video

they write notes instead

John never is, now what?

It is important to start out strict in the beginning. You can always become more lax, but it is extremely difficult to become more strict once you've begun. Do not try to be the students' friend. They have their own friends and so do you. You are their teacher. They will respect you as their teacher when they know what you expect of them. Set high expectations. We've learned this ourselves through experience. Experience is the best teacher.

These are some tips:

- Never threaten or punish an individual in anger.
- Don't publicly humiliate the child. Don't be afraid to take a student elsewhere to discuss the problem.
- Try to empathize with students and look beyond the behavior as to what may be the cause.
- Be consistent and fair. Fairness is very important to students.
- Students need to know the consequences.
- As the teacher, have consequences set up beforehand.
- Include an "emergency plan" in the case of severe behavior. (When does someone else need to be involved?)
- Empty threats are the most common way to lose power.
- Criticize the behavior, not the child.
- Celebrate positive behavior.
- Don't argue with the student, remain calm.
- Follow through with what you say-be assertive!

SUPPORT TEACHER



What can you do to support *new teachers*?

PRE-SCHOOL BUDDY

- ☐ moving-in assistance
- ☐ community tour
- ☐ school layout
- ☐ set up classroom

ASSISTANCE WITH

- ☐ special needs students
- ☐ classroom management
- ☐ discipline procedures
- ☐ student motivation
- ☐ positive reinforcement

ORIENTATION

- ☐ opening day
- ☐ schedules
- ☐ lesson plans
- ☐ room environment
- ☐ obtaining supplies
- ☐ other support personnel

PROFESSIONAL DIALOGUE

- ☐ reflection and self-analysis
- ☐ coaching and feedback
- ☐ sharing philosophies

PRACTICAL INFORMATION

- ☐ ordering materials/films
- ☐ assessment
- ☐ grading/record keeping
- ☐ report cards
- ☐ parent conferences
- ☐ parent communication
- ☐ open house
- ☐ substitutes

PREPARE FOR ROLE

Know about:

- ☐ expectations of your role as a new teacher
- ☐ needs/phases new teacher's students, class
- ☐ procedures, curriculum current educational issues
- ☐ professional growth requirements

Be skilled in:

- ☐ peer coaching
- ☐ stress management
- ☐ communication skills
- ☐ time management

EMOTIONAL SUPPORT

- ☐ school culture
- ☐ resource materials
- ☐ unit and lesson planning
- ☐ teaching strategies
- ☐ curriculum planning
- ☐ evaluation

Develop supportive attitudes by:

- ☐ reflecting on when you were helped
- ☐ establishing rapport and trust
- ☐ understanding receptivity
- ☐ recognizing personal chemistry and philosophies

OVERCOME OBSTACLES

- ☐ create more time
- ☐ develop alternatives for mismatches
- ☐ develop strategies for working with resistant teachers
- ☐ provide special help for struggling teachers

ADMINISTRATOR



*What can you do to
support new teachers?*

ORIENTATION

- ☐ send welcome letter
- ☐ conduct site based orientation session
- ☐ provide a new teacher handbook
- ☐ provide copies of maps, schedules, etc.
- ☐ assign a buddy to help new teacher move in
- ☐ conduct a walking or bus tour

RESOURCES

- ☐ order materials for them
- ☐ provide equal access
- ☐ give copies of curriculum guides, frameworks, course outlines
- ☐ give information about district resources
- ☐ provide time before school opens
- ☐ give a survival kit
- ☐ throw a materials shower

TEACHING ASSIGNMENTS & WORKLOAD

- ☐ assign classroom near colleagues
- ☐ no combination classes
- ☐ no traveling assignments
- ☐ balance class composition
- ☐ minimize number or preparations
- ☐ match experience to grade/subject
- ☐ create split load assignments

SUPPORT SYSTEMS

- ☐ assign a support teacher at the same school, grade, subject
- ☐ ensure training for support teacher
- ☐ meet with new teacher & support teacher
- ☐ have a backup plan if pairing doesn't work
- ☐ set up a site support team
- ☐ create supportive climate & norm of collaboration
- ☐ sensitize staff to needs of new teachers

STAFF DEVELOPMENT

- ☐ support release time during school day
- ☐ help them plan for substitutes
- ☐ schedule regular meetings with new teachers
- ☐ co-plan a lesson
- ☐ provide practical information, e.g. report cards
- ☐ recognize new teacher accomplishments
- ☐ develop sharing program
- ☐ provide observation times
- ☐ connect to professional growth advisor

EVALUATION

- ☐ explain procedure & time line
- ☐ have support teacher help prepare
- ☐ state performance objectives clearly
- ☐ clarify role of support teacher as non-evaluator
- ☐ visit classroom informally prior to evaluation

SUPERVISION

- Communicate goal for improved instruction
- ☐ identify first year growth areas
- ☐ explain difference between evaluation & supervision
- ☐ conduct pre-conference, observation & post-conference
- ☐ do informal drop-in visits
- ☐ withhold judgments
- ☐ encourage teacher self-assessment

PREPARE FOR ROLE

- ☐ understand new teacher preparation & needs
- ☐ develop communication skills
- ☐ work with supportive colleagues

OVERCOME OBSTACLES

- ☐ delegate, collaborate, and recognize others
- ☐ reduce problems for teachers hired late
- ☐ explore use of existing funding sources
- ☐ use existing staff to provide release time

DISTRICT PERSONNEL CHECKLIST



What can you do to support new teachers?

POLICIES

- ☐ assign new teachers appropriately
- ☐ establish advisory board
- ☐ appoint district coordinator
- ☐ train site administrators
- ☐ select and train experienced teachers
- ☐ inform new teachers of expectations
- ☐ advertise new teacher support
- ☐ involve site administrators
- ☐ assign new teachers to supportive settings
- ☐ establish assignment guidelines
- ☐ work with teachers' association
- ☐ assign experienced teachers to work with new teachers
- ☐ review evaluation procedures

ACTIVITIES

- ☐ build on new teacher needs
- ☐ avoid conflicts with site level activities
- ☐ offer stipends for attendance
- ☐ offer salary credit
- ☐ provide release time
- ☐ provide and train substitutes
- ☐ train administrators
- ☐ utilize mentor teachers
- ☐ collaborate with universities

COLLABORATING WITH COLLEGES AND UNIVERSITIES

- ☐ explore potential contributions
- ☐ explain school organization procedures
- ☐ seek to understand university procedures
- ☐ identify contact persons
- ☐ provide feedback to university
- ☐ include faculty on advisory board

PREPARE FOR ROLE

- ☐ know current research
- ☐ know new teacher needs
- ☐ be aware of various delivery systems
- ☐ help minimize demands
- ☐ customize staff development
- ☐ inform about curriculum frameworks & guides
- ☐ take site level activities into account

OVERCOME OBSTACLES

- ☐ explore creative funding
- ☐ consider alternatives to release time
- ☐ explore outside resources

TIPS FOR STAYING ORGANIZED



There are so many details to remember; so many things to do in establishing maintaining an effective classroom environment so that learning can take place.

Try to lessen your load by letting students handle some of the routine items. For example, let students:

- o Change bulletin boards (perhaps you can have a sign-up sheet indicating who is responsible and the required theme, if you have a preference).
- o Pass out and collect papers and books (maybe start out with first person in each row and change as grading period ends or unit ends).
- o Assist with routine chores (attendance, lunch count). Help each other (peer tutoring, make-up work buddies).

Suggestions For A More Organized You:

1. Have needed supplies ready in a convenient location and replenish them as they begin to deplete.
2. Check to see that you have the needed materials ready for the next days lesson the night before (have Mondays things ready to go before you leave school Friday afternoon).
3. Have reference books (dictionaries, etc.) and extra textbooks readily available
4. Keep a folder of worksheets and assignments for absent students.
5. Keep a day book or file folder of lesson plans (this day book should be your constant companion to help you capitalize on what's going well and address what needs to be changed): went well, examples that worked, student ideas that aided the lesson.
6. Make notes of changes needed the next time you teach this lesson.
7. Make note of particularly good examples or student questions.
8. Make note of points still needing more coverage.
9. Do lesson plans in advance, a week at a time (if your school does not require this, set up your own deadline for having this done).
10. Use different colored manila folders or different colored big dips for each class to separate papers needing to be returned or graded.
11. Have a definite place for students to turn in work. (You'll avoid hearing: "But I put it on your desk.")
12. Begin to make a permanent file of units, complete with answer keys and samples of student work.
13. When making a copy or taking a sheet from a workbook, record the source on the master copy. (That way you'll know where to find it again.)
14. Make a seating chart in pencil.
15. When recording grades, label when the assignment grade was taken and what it is; use different colored ink for test grades daily grades, etc.
16. Keep a record of phone calls made to parents and conferences held.
17. Keep a copy at home of student/parent names and phone numbers just in case you need to contact them.

From Richfield Public Schools Mentorship Handbook

Preparing for the First Day and First Week of School



Efficiency in the classroom is the hallmark of an effective learning environment. Established procedures, consistently applied and taught to your students at the onset of the school year, will significantly improve your classroom management time.

Directions:

- Check (✓) each item for which you have prepared
- Place an (X) by each item for which you have not prepared, but think you need to
- Highlight those items which you will teach the students the first day of class

WORK REQUIREMENTS

- ___ heading papers
- ___ use of pen or pencil
- ___ writing on back of paper
- ___ neatness, legibility
- ___ incomplete work
- ___ late work
- ___ missed work
- ___ due dates
- ___ make-up
- ___ supplies
- ___ coloring/drawing on paper
- ___ use of manuscript/cursive (elem)

ROOM/SCHOOL AREAS

- ___ shared materials
- ___ teacher's desk
- ___ drinks, bathroom, pencil sharpener
- ___ student storage, locker
- ___ student desks
- ___ learning centers, stations
- ___ playground, school ground
- ___ lunchroom
- ___ halls/hall passes

BEGINNING CLASS

- ___ seating chart
- ___ attendance
- ___ lunch count
- ___ academic warm-ups
- ___ distributing materials
- ___ class opening
- ___ announcements

ENDING CLASS

- ___ putting away supplies, equipment
- ___ cleaning up
- ___ organizing class materials
- ___ dismissing class

BOOKS AND MATERIALS

- ___ book covers
- ___ notebooks
- ___ daily class supplies
- ___ pencil/pens

OTHER INSTRUCTIONAL ACTIVITIES

- ___ teacher, student contracts
- ___ student movement in the room
- ___ signals for students' attention
- ___ signals for teacher's attention
- ___ student talk during seat work
- ___ activities to do when work is done
- ___ student participation
- ___ laboratory procedures
- ___ movement in/out of small groups
- ___ bringing materials to school
- ___ expected behavior in group
- ___ behavior of students not in group

SETTING UP INDEPENDENT WORK

- ___ defining "working alone"
- ___ identifying problems
- ___ identifying resources
- ___ identifying solutions
- ___ scheduling
- ___ interim checkpoints

GRADING POLICIES & PROCEDURE

- ___ scale
- ___ recording
- ___ posting
- ___ extra credit
- ___ late assignments
- ___ grading reports to parents

Classroom Procedures



Efficiency in the classroom is the hallmark of an effective learning environment. Established procedures, consistently applied and taught to your students at the onset of the classroom management time.

Directions:

- Check each item for which you already have prepared process
- Place a check by each item for which you do not have a policy, but believe you need one
- Highlight those items which you will teach to students the first day of school

BEGINNING CLASS

- ___ roll call, absent, tardy
- ___ academic warm-ups
- ___ distributing materials
- ___ class opening

ROOM/SCHOOL AREA

- ___ shared materials
- ___ teacher's desk
- ___ drinks, bathroom, pencil sharpener
- ___ student storage/locker
- ___ student desks
- ___ learning centers, stations
- ___ playground, school ground
- ___ lunchroom
- ___ halls

SETTING UP INDEPENDENT WORK

- ___ defining working alone
- ___ identifying problems
- ___ identifying resources
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INSTRUCTIONAL ACTIVITIES

- ___ teacher, student contracts
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- ___ activities to do when work is done
- ___ student participation
- ___ laboratory procedures
- ___ movement in/out of small groups
- ___ bringing materials to school
- ___ behavior of students not in group

ENDING CLASS

- ___ putting away supplies, equipment
- ___ cleaning up
- ___ organizing class materials
- ___ dismissing class

INTERRUPTIONS

- ___ rules
- ___ talk among students
- ___ conduct
- ___ passing out books, supplies
- ___ turning in work
- ___ handing back assignments
- ___ getting back assignments
- ___ out of seat policies
- ___ consequences on misbehavior

OTHER PROCEDURES

- ___ lunch procedures
- ___ student helpers
- ___ safety procedures
- ___ fire drills

WORK REQUIREMENTS

- ___ heading papers
- ___ use of pen or pencil
- ___ writing on back of paper
- ___ neatness, legibility
- ___ incomplete work
- ___ late work
- ___ missed work
- ___ due dates
- ___ make-up
- ___ coloring/drawing on paper
- ___ use of manuscript/cursive (Elem)

1
MANAWA'S ATHLETICS
COACHES HANDBOOK
2014-15

Little Wolf



High School

SCHOOL DISTRICT OF
MANAWA'S COACHES
HANDBOOK

ATHLETIC PHILOSOPHY

Coaching is a very difficult yet rewarding endeavor. It requires a generous amount of intelligence, patience, and perseverance. A coach is constantly being critiqued by other coaches, players, and fans. With all of the pressure that this close scrutiny brings, he or she must always keep in mind the main purpose for athletics in the school is to help provide opportunities for young men and women. Winning may be of paramount importance to fans and players, but it must take a back seat to the single most important goal of athletics, **the positive development of the student/athlete.**

STAFF RESPONSIBILITY

Coaches

Coaches are the key figure in the inter-scholastic athletic program. Each coach should strive to teach the basic skills and techniques of his/her sport to squad members through sound educational means. Each coach should consider the teaching of good character, self-discipline, respect, honesty, responsibility, and sacrifice just as important as winning. A coach should always strive to win, but never at the expense of the total school program, the athlete, or the established rules. Each coach should take an interest in every athlete on the team; realizing learning can take place regardless of the individual's position on the team. Each coach shall conduct his/her program under the direct supervision of the Athletic Director. Each coach shall be evaluated annually.

Coaches Duties and Responsibilities

1. Supervise the development of his/her sport on a system wide basis.
2. Complete and turn in sportsmanship evaluations within 24 hours after each conference contest to Athletic Director.
3. Lend support to the entire athletic program and to the philosophy of the department.
4. Make recommendations to the Athletic Director concerning filling assistant coaching vacancies in their sports.
5. Hold an informational meeting for parents prior to the start of the season to explain expectations and answer any questions.
6. Work for professional growth by attending clinics, reading related material.
7. Be responsible for all equipment used in his/her sport, including issuance, collecting, and inventory.
8. Be responsible for calling meetings for pre-season planning, in-season work, and a session to evaluate the program at the conclusion of the season.

9. Determine the system to be used in his/her sport on a system wide basis, and inform all coaches of the proper implementation of the system before the season starts.
10. Work directly with the Athletic Director regarding facilities management and scheduling.
11. Be responsible to organize all supervisory tasks associated with his or her sport, including:
 - a. practice area supervision
 - b. locker room supervision
 - c. training room supervision
 - d. equipment room supervision
 - e. transportation supervision
12. Teaching staff should attend staff meetings or make arrangements with the principal to discuss the information that was presented at the meetings.
13. Make recommendations to the Athletic Director concerning:
 - a. Athletic Department policies
 - b. CWC Eight Conference considerations
 - c. WIAA
14. Make recommendations for the purchase of equipment and supplies on a system wide basis and submit an itemized budget to the Athletic Director at the appropriate time.
15. Determine the system to be used in granting athletic awards and give a written copy to the Athletic Director at least one week before each banquet.
16. All coaches are expected to be present at all practices. Also, at least one coach must stay until all players have left the building after practices and games.
17. Give written documentation of any problems within his/her program to the Athletic Director.
18. Coach should check with the Athletic Director on WIAA status (i.e. Physicals, grades, Concussion Agreement).
19. Provide a written updated roster to the Athletic Director prior to the first game. The roster should include name, height and weight (if applicable), year, position, and jersey number.
20. Inform the Athletic Director of any Foreign Exchange Students who want to participate in his/her sport. (WIAA forms must be completed)
21. Provide recommendations to Athletic Director and Principal on coaching positions within their sports program. Assistance in finding coaches may be obtained from the Athletic Director if needed.
22. Conduct oneself in a manner that positively represents the school and team at all times.

Assistant Coaches and Middle School Coaches

1. Carry out all duties as outlined by the Head Coach
2. Work to gain full understanding of the system employed by the Head Coach.
3. Work for total staff effort in preparing practice schedules.
4. Hold an informational meeting for parents prior to the start of the season to explain expectations and answer any questions.
5. Have an awareness of all equipment and facilities. Make any problems known to the Head Coach or Athletic Director.
6. Work for professional growth by attending clinics, reading related material.
7. Teaching staff should attend staff meetings or make arrangements with the principal to discuss the information that was presented at the meetings.
8. Attend athletic award ceremonies whenever possible.
9. Work within the "system" of the head coach and publicly support that "system."

Transportation of Player Personnel

1. The Athletic Director is responsible for ensuring all sporting transportation needs. The Head Coach should discuss any special transportation needs with the Athletic Director prior to the start of the season. Teams will be transported in buses contracted by the school district. Coaches may, at times, be required to drive the school van to an athletic event. Number of students participating and availability of buses will determine whether the van needs to be used. All team personnel will travel with the team from the departure site to the location of the scheduled event.
2. All player personnel should be encouraged to return with the team to the departure site following the contest.
4. A "Travel Release Form" is available to release a student to a parent or guardian in exceptional situations.
 - a. Parents may make prior arrangements with the athletic director or coach in advance of the trip or at the conclusion of the event. Signed "Travel Release Forms" must be in the possession of the head coach prior to departure from the event.
 - b. It is the Head Coaches responsibility to ensure that only a parent or legal guardian is transporting the athlete for the return trip.

Injuries

1. All coaches in charge of a given activity should take care of an injured athlete to the best of their abilities. This may require referring the injured athlete for proper medical attention.
2. Local ambulance service will be at the athletic field for all football games.
3. The coach in charge of the activity is responsible for having a first aid kit at all practice sessions and contests.
4. All athletes facing life-threatening injuries must be transported by ambulance to a clinic or hospital.
5. Procedures to follow when a student is injured:
 - a. Notify the parents of the injury immediately.
 1. Parents should assume the responsibility of contacting their family physician.
 2. For less serious injuries, have parents provide transportation for necessary medical attention.
 3. In more serious injuries, not life threatening, get permission from parents to use the ambulance service.
 - b. If parents are not available, use the following procedure.
 1. Consult emergency consent forms, which are required to be carried to all home and away events.
 2. A member of the coaching staff must accompany the athlete to seek the necessary medical attention.
 3. For serious injuries, call the ambulance immediately.
 4. Never move an injured athlete if there is a reasonable risk that movement will exacerbate the injury.
 5. In all of the above situations, continue to maintain contact with parents to keep them informed of the situation.
 6. Always secure the name of the physician who treats the athlete and the hospital/clinic where the athlete was taken.
6. A coaches must complete an injury report form on each student athlete injured during practice or an athletic contest. The completed form should be given to the Athletic Director. Injury report forms are available from the Athletic Director or the Nurse.
7. The Head Coach should do follow-up calls to the parents to check on the well-being of the injured athlete.

Awards

Coaches will establish, in writing, their criteria for earning a letter or award for their particular sport. The award policy should be reviewed before the season starts with all of the participants, and a copy should be given to the Athletic Director.

Maintenance of Facilities and Grounds

1. All coaches are responsible for the care and maintenance of all of the following athletic facilities:
 - a. Locker room areas
 - b. Practice fields, courts and rooms provided for practices and games
 - c. Training and equipment rooms
 - d. Waiting areas such as commons, halls, and entrances
 - e. Any other rooms used for team meetings or video viewing
2. All breakdowns and problems with facilities should be reported to the Athletic Director, and he/she will report them to the Director of Maintenance.
3. The entire coaching staff will cooperate and collaborate fully with the maintenance staff.

Athletic Recognition

1. Each sport will be responsible for their own end of the season recognition program.

News Media

1. Coaches are responsible for reporting scores and statistics to the news media after each game.
2. Special individual awards (player of the week) are also the responsibility of each coach.

Conference Information

1. The Athletic Director will inform all coaches of any change in conference policy regarding athletics.
2. Coaches are responsible for informing their players of any information required by the conference commissioner or his/her designated representative.
3. Coaches are required to attend or send a representative to their respective all-conference and WIAA playoff seeding meetings.
4. Any problems with conference policy or procedure regarding athletic events should be reported to the Athletic Director.

Officials

1. If a coach feels an official at a home or away contest does an inadequate job of officiating, a written report indicating all specifics should be given to the Athletic Director.
2. Sportsmanship is an important lesson for our athletes and officials should be treated with respect.

Scheduling

1. All non-conference contests, within the limits of the WIAA regulations, will be made on the recommendation of the Head Coach in a given sport.
2. Special consideration will be given to the following events in scheduling non-conference contests, special meets, etc.
 - a. Distance traveled
 - b. Size of school
 - c. Cost of event
 - d. Established patterns of scheduling
3. Postponements: Anytime there is to be a postponement or cancellation, the following procedure should be used:
 - a. Any time school is dismissed early because of inclement weather or other unusual circumstances, all athletic practices and games will be canceled.
 - b. On non-school days the Athletic Director will have the responsibility to postpone or cancel a contest.
 - c. All rescheduling of athletic events postponed or canceled must be made with the approval of the Athletic Director.
 - d. In the event of inclement weather occurring at the end of the school day, the Athletic Director or his designee will be responsible for canceling practices and contests.
4. Use of facilities: All requests for use of athletic facilities for special clinics, tournaments, etc. must be made through the building secretary.

Equipment

1. The head coach will be responsible for all equipment issued to participating athletes.
2. All equipment must be returned at the end of the season.
3. Any equipment or uniforms that are damaged beyond normal wear and tear will be paid for by the participant. The amount of payment will be the difference between the user fee and the replacement cost of the uniform or the piece of equipment.
4. Equipment is to be stored in the proper storage areas in a neat fashion.
5. Equipment belonging to the school district should not be lent to outside groups except with the approval of the Athletic Director. Requests for equipment usage by non-school groups should be made in writing to the Athletic Director. The Building Principal will be notified each time this occurs.
6. The Athletic Department will not furnish towels for any athletic practices or contests.

Facilities

1. Suggestions for improvement of athletic facilities should be made to the Athletic Director. These recommendations will be discussed with the building principal and the Director of Maintenance.
2. Training Room: The proper use of the training room is the responsibility of each coach who uses it.
3. Weight Room: The use of the weight room equipment will be governed by the following policy:
 - a. Physical education classes will have priority during the regular school day.
 - b. The weight room will be closed during the school day, at noon-hour, and after school unless under the direct supervision of a teacher or athletic coach.

Release From Class

1. It is the responsibility of the Head Coach to make arrangements with the Building Secretary to have students excused from classes early to attend away games.
2. Students should meet with their teachers prior to leaving early to arrange for any assignments that must be made up or information that the student might need.
3. For attendance purposes, coaches should have an updated roster on file with the high school office and with any teachers whose classes students might be missing.
4. Head Coaches should inform the high school office and fill out the proper paperwork if a substitute teacher/teachers will be needed for any early release days.

General Information

1. Student Managers
 - a. Student managers are responsible to the Head Coach in each sport.
 - b. Managers are subject to the same eligibility rules that team members are.
2. Locker Rooms are for our athletes and coaches only. Parents and friends must wait outside the locker room after games and contests. The varsity side of the boys' locker room is for participating athletes only. During the fall, winter, or spring season, any boy out for a sport can use his locker on the varsity side.
3. Off-Season Activities: Check with the WIAA Rules regarding out of season participation. One rule to remember is that the WIAA does not allow limiting an athlete's participation time during the season because he/she was not involved in an out of season program.
4. Prior to the season starting, each head coach will ensure that the following procedures are followed:
 - a. Conduct a sign-up meeting at least two weeks before the start of the season.
 - b. Turn in a pre-season roster to the Athletic Director two days before the start of the season to ensure physical cards and emergency consent forms are in order and all dues have been paid.

5. Video equipment is the responsibility of the head coach. It is his/her job to properly sign out for the equipment and return it in working order. The Athletic Director will handle any conflicts in availability.
6. Student Attendance (See Student Handbook)
7. Level of Participation: Juniors may participate at the JV level at the discretion of the Head Coach. Seniors may not play on JV teams without the consent of the Athletic Director.
8. Player Recruitment: Coaches should never try to persuade students not to participate in other sports. Shiocton is a small school; we need every athlete out for every sport.
9. Winter and Spring Practice Schedules: Head Coaches will work together to establish a workable practice schedule for gym usage during these two seasons. A written copy of the schedule will be given to the Athletic Director.
10. Weekend and Holiday Practices: No practices will be scheduled on weekends or nationally accepted holidays without the prior approval of the Athletic Director.
11. Inventories: At the end of each season, the head coach will provide the Athletic Director with a written copy of his/her sport's inventory.
12. Athletic Code (See Student Handbook)
13. No spikes of any kind should ever be worn in the building.
14. Make sure building is secure and all doors are locked before leaving.
15. Do not schedule practices or contests that would interfere with Wednesday night religious instruction. Students should not be restricted in their practice time or game participation because they have Wednesday religious instruction.
16. Fund Raising: Before committing to a fund raiser you must have approval from the Athletic Director.

COACHES CHECKLIST

The following form can be used as a checklist by coaches to ensure that all duties which are to be performed prior to, during, and after the sports' season have been accomplished. It will also be used by the Athletic Director to record any areas of concern that have arisen during the course of a season.

Before Season

1. Take WIAA Test. All coaches must do this at all levels
2. Check on all supplies
3. Turn in a list of potential athletes to Athletic Director
4. Have a parent meeting
5. Do newspaper surveys
6. Make sure the field/court is prepared
7. Watch concussion video on WIAA site and turn in signed concussion sheet. Again, all coaches must do these at all levels.

During Season

1. Make sure all equipment is handed out and documented and labeled
2. **Send results to all papers and TV stations**
3. Close up all building when you are done and only leave after all the athletes are gone
4. Make sure athletes have the following forms in **before they can start practicing**
 - a. Physical form
 - b. Concussion sheet
5. Make sure the athletes have the following forms in **during the first week of practice**
 - a. Emergency consent forms
 - b. Fee sheet
 - c. Handbook form

End of Season

1. Collect and turn in all equipment
2. Turn in an inventory of all your equipment
3. Make sure the refs are ranked on refranking.com
4. Send the Athletic Director participation numbers at each grade level at the start and end of the year
5. Have an end of the season meeting with the Athletic Director
6. Evaluation with Principal
7. Turn in a list of athletes that are lettering and all that are receiving the participation certificate
8. Have a sports banquet awards and letters are handed out
9. Let the Athletic Director know if you are returning to coach next year
10. Turn in your keys

NFHS Coaches Code of Conduct

The function of a Coach is to educate students through participation in interscholastic competition. An interscholastic program should be designed to enhance academic achievement and should never interfere with opportunities for academic Success. Each student should be treated with the utmost respect, and his or her welfare should be considered in decisions by the Coach at all times. Accordingly, the following guidelines for Coaches have been adopted by the NFHS Board of Directors.

The Coach shall be aware that he or she has a tremendous influence, for either good or ill, on the education of the student and, thus, shall never place the value of winning above the value of instilling the highest ideals of character.

The Coach shall uphold the honor and dignity of the profession. In all personal contact with students, officials, athletic directors, school administrators, the state high school athletic association, the media, and the public, the Coach shall strive to 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.

The Coach shall avoid the use of alcohol and tobacco products when in contact with players.

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 master the contest rules and shall teach them to his or her team members. The Coach shall not seek an advantage by circumvention of the spirit or letter of the rules.

The Coach shall exert his or her influence to enhance sportsmanship by spectators. Both directly and by working closely with cheerleaders, pep club sponsors, booster clubs, and administrators.

The Coach shall respect and support contest officials. The Coach shall not indulge in conduct which would incite players or spectators against the officials. Public criticism of officials or players is unethical.

The Coach should meet and exchange cordial greetings with the opposing Coach to set the correct tone for the event before and after the contest.

The Coach shall not exert pressure on faculty members to give student special consideration.

The Coach shall not scout opponents by any means other than those adopted by the League and/or state high school athletic association.

Coach Signature

Athletic Director Signature

Coach's Commitment

(Can be used by the Athletic Director or Coach can share with parents.)

As the coach of the (boys or girls) _____ team, I am dedicated to more than the X's and O's of competition. I know that less than 2% of high school athletes go on to play team sports at the college level. Therefore, I understand that high school athletics provide students a unique opportunity for the development of not only physical conditioning and athletic skill, but also character traits essential for success in life. Recognizing my role as educator, leader and role model for students, for the next season I commit to:

- Exemplify the highest moral character as a role model for young people.
- Recognize the individual worth and reinforce the self-image of each team member.
- Establish a realistic team goal or vision for each season and communicate that to the athletes and parents.
- Encourage and assist team members to set personal goals to achieve their highest academic potential.
- Create a set of training rules for athletes that reflect the positive values of abstaining from the use of alcohol, tobacco and other drugs (performance degrading substances).
- Strive to develop the qualities of competence, character, civility and citizenship in each team member, as outlined in the athletic policy/code.
- Provide a safe, challenging and encouraging environment for practice and competition.
- Gain an awareness of the importance of prevention, care and treatment of athletic injuries.
- Respect the integrity and judgment of the game officials.
- Teach and abide by the rules of the game in letter and in spirit.
- Build and maintain ethical relationships with other coaches and administrators.
- Strive for excellence in coaching skills and techniques through professional improvement.
- Promote personal fitness and good nutrition.
- Be modest in victory and gracious in defeat.
- Refrain from use of alcohol, tobacco or other drugs before, during, or immediately after practices and games or until my supervisory duties are completed.

My signature below indicates my commitment to the above:

Date

Coach's Signature

Sport

My specific goals for the team this season are:

NFHS Coaches Code of Conduct

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The Coach should meet and exchange cordial greetings with the opposing Coach to set the correct tone for the event before and after the contest.

The Coach shall not exert pressure on faculty members to give student special consideration.

The Coach shall not scout opponents by any means other than those adopted by the League and/or state high school athletic association.

Coach Signature

Athletic Director Signature

Coach(es) Evaluation

Based on your actual experiences in the athletic program,
rank our Coach(es) in the following areas:

	Never	1	2	3	4	5	Always
1. Coaches follow and are fair in administering the athletic code.	1	2	3	4	5		
2. Coaches are positive role models.	1	2	3	4	5		
3. Coaches set realistic expectations.	1	2	3	4	5		
4. Coaches communicate well with parents and student athletes.	1	2	3	4	5		
5. Coaches avoid using profanity.	1	2	3	4	5		
6. Coaches come to practice prepared and enthusiastic.	1	2	3	4	5		
7. Coaches are team builders.	1	2	3	4	5		
8. Coaches respect athletes and treat athletes with respect.	1	2	3	4	5		
9. Coaches are careful not to make superstars in their team.	1	2	3	4	5		
10. Coaches act as positive motivator.	1	2	3	4	5		
11. Coaches promote academics.	1	2	3	4	5		
12. Coaches hold athletes accountable/responsible.	1	2	3	4	5		
13. Coaches immediately confront and deal with problems.	1	2	3	4	5		
14. Coaches promote good sportsmanship.	1	2	3	4	5		
15. Coaches respect officials.	1	2	3	4	5		
16. Coaches are reliable/dependable.	1	2	3	4	5		
17. Coaches are fair and consistent.	1	2	3	4	5		
18. Coaches demonstrate appropriate self- control.	1	2	3	4	5		
19. Coaches are approachable by parents/players in timely manner.	1	2	3	4	5		
20. Coaches do not use tobacco/alcohol/drugs in presence of athletes.	1	2	3	4	5		
21. Coaches send strong/clear message to team about avoiding alcohol/drug use.	1	2	3	4	5		

Floating Inservice Days: Aug 25, Aug 26, Nov 7, Apr 2

180 Student Days

Floating Inservice days: Teachers must select 2 of the 4 floating Inservice dates as full working days. Two of the floating dates will be full days off. Floating Dates are: Aug. 25, Aug. 26, Nov. 7, or Apr. 2.

SCHOOL DISTRICT OF MANAWA

DISTRICT ADMINISTRATOR

Job Description

- QUALIFICATIONS:
1. Master's degree or higher from an accredited university with a major in educational administration.
 2. Valid State of Wisconsin administrator certification.
 3. At least five years of successful experience in education; minimum of three years in an administrative and/or supervisory field.
 4. Must establish residence in the School District of Manawa within one year of the date of hiring.
 5. Knowledge and experience in the development and evaluation of curriculum.
 6. Knowledge and experience with the teaching and learning process.
 7. Knowledge and experience in the development and maintenance of a positive school climate.
 8. Knowledge and experience in the supervision and evaluation of professional and support staff.
 9. Knowledge of business management.
 10. Such other qualifications of academic, professional, and personal excellence as the Board may specify.

- JOB GOALS:
1. Act as chief executive officer of the School District of Manawa.
 2. Provide leadership and direction in developing and maintaining the positive educational programs and services for the community and the District.
 3. Act in accordance with policies and rules established by the Board and the laws and administrative regulations of the State of Wisconsin.

REPORTS TO: Board of Education

SUPERVISES: All administrative personnel directly; responsible for maintaining an effective supervisory program for all District employees

PERFORMANCE RESPONSIBILITIES: *[All of the following are considered to be the essential functions of the position.]*

1. Executive

- a) See that all items requiring Board action are placed on the Board meeting agenda.
- b) Prepare and present facts and explanations necessary to assist the Board in its duty of legislation for the District.
- c) Attend and participate in all regular and special Board meetings.

- d) Keep the Board apprised of the success of adopted policies, general condition of the school system, and any problems requiring Board consideration.
- e) May delegate any of the responsibilities and duties the Board has entrusted to him/her, but in every instance he/she shall continue to be responsible and accountable to the Board for the execution of the delegated duties and responsibilities.
- f) Assist Board with negotiations for certified and non-certified personnel.
- g) Act as the supervisor and custodian of all records dealing with personnel, enrollments, contracts, securities, title papers, finance, Board and committee minutes, Board policies, state laws and regulations, and building and equipment inventories.
- h) Perform such other duties and responsibilities as may from time to time be assigned by the Board.

2. Planning

- a) Shall help establish both short and long range goals for the District.
- b) Establish and maintain an organizational system with clearly defined lines of authority and responsibility and be responsible for the proper administration of the schools within this framework.
- c) Be responsible for the planning and use of all school facilities and for the control and supervision of all school buildings, grounds, and equipment.
- d) Recommend plans for a long range maintenance program, for renovations of school property, and for new construction.

3. Supervision and Evaluation

- a) District Administrator or designee, shall be responsible for recruitment, selection, and assignment of all employees needed by the District.
- b) Make recommendations to the Board regarding employment and promotion of all personnel.
- c) Be responsible for seeing that positive personnel practices are carried out within the District and recognize personnel for outstanding achievements and performances.
- d) Insure that an employee supervision and evaluation program is carried on throughout the District.
- e) Implement provisions of all employee master contracts.
- f) Hear suggestions or complaints regarding the operation of the schools. Make decisions, with the administrative staff, in matters of controversy between the various school employees, students, parents of students, or other parties when the controversies relate to school affairs.
- g) Be responsible for making certain that fair and equal treatment of all employees and students is maintained throughout the District.

4. Budget and Financial

- a) Assume responsibility for the overall financial planning of the District and for the preparation of the annual budget, and submit budget to the Board for review and approval.
- b) Establish and maintain efficient procedures and effective controls for all expenditures of school funds in accordance with the adopted budget.
- c) Act as purchasing agent for the District.
- d) Be responsible for preparing a monthly financial report and an annual financial report at the close of the fiscal year.
- e) Supervise the preparation of all District payrolls and certify their accuracy, and supervise the keeping of all accounts.
- f) Recommend to the Board transfer from one budget item to another as conditions may require.
- g) Prepare budget information for presentation to the public.
- h) Coordinate and supervise the accounting system of the District.

5. School and Community Relations

- a) Represent the District in its dealing with other school systems, institutions, and agencies, community organizations, and the general public.
- b) Represent the Board as liaison between the District and the community.
- c) Establish and maintain a program of public relations to keep the public well-informed of the activities and needs of the District, effecting a wholesome and cooperative working relationship between the schools and the community.
- d) Insure the District maintains positive school-community relations. This will be a cooperative effort among the Board, administration, teaching staff and support staff.
- e) Serve as an advocate for students and their educational programs.

6. Curriculum

- a) It is recognized that the curriculum of the District is the most important part of the program. The District Administrator and his/her staff shall insure that the District maintains the highest level possible for the students.
- b) Oversee planning and evaluation of curriculum and instruction.

7. Staff Development

- a) Be responsible for the development, maintenance, and operation of a constructive program of in-service training and education for all District employees.

8. Other Responsibilities

- a) Exercise power to make such rules and give such instructions to employees and students as may be necessary to implement Board policy.

- b) Act on own discretion if action is necessary in any matter not covered by Board policy, report such action to the Board as soon as practical, and recommend policy in order to provide guidance in the future.

TERMS OF EMPLOYMENT: Salary determined annually by the Board; insurance and other fringe benefits as provided by the individual administrative contract and Board policy; length of contract consistent with state law

EVALUATION: The Board shall evaluate the District Administrator's performance annually in accordance with Board policy.