

## **Pennsylvania State Athletic Directors' Association New Athletic Director's Information/Mentorship Manual**

Dear New Athletic Director:

Congratulations on accepting the position of Athletic Director within your school district!! This is a position that will provide you with new experiences and rewards as well as great challenges. The purpose of this manual is to help guide and aid you as you learn the job of Athletic Director.

Those people who are new to this position may sometimes feel overwhelmed and may profit from the experiences of a veteran Athletic Director. To that end, the mentorship committee will work to pair you with an experienced Athletic Director in your area. This pairing is meant to provide you with someone who you can lean on for guidance, direction and sometimes just an ear to talk to as you work through the first of hopefully many more years in this position.

The following are several organizations that you should become familiar with as they impact our duties of managing high school athletics.

### **National Federation of State High School Associations (NFHS)**

This organization is responsible for developing rules for the officials who conduct the athletic contests. Pennsylvania is a member of the NFHS and their website is [www.nfhs.org](http://www.nfhs.org).

### **National Interscholastic Athletic Administrators' Association (NIAAA)**

This organization is a branch of the NFHS and is the national association for high school athletic administrators. The annual dues are \$80 which entitles members to four issues of the *JAA* magazine, and \$1,000,000 liability policy and a \$2,500 life insurance policy. PSADA recommends that new athletic directors consider the lifetime membership option. Their website is [www.niaaa.org](http://www.niaaa.org).

### **Pennsylvania Interscholastic Athletic Association (PIAA)**

This organization is our state association which governs high school athletics "outside the lines." You should find your schools copy of the PIAA Handbook; however, if you cannot you can go to the PIAA website and print a copy of the handbook. Included in the handbook is a copy of the Constitution and By-Laws, a list of all member schools and their information as well as all officials and their addresses. You should take some time to familiarize yourself with the Constitution and By-Laws as these rules contain athletic ground rules for schools, students and officials in Pennsylvania. Their website is [www.piaa.org](http://www.piaa.org).

The PIAA is divided into 12 districts for competition purposes. Each district has a governing body or District Committee and an Athletic Directors' Association. Contact your mentor for information on your PIAA district. Many districts offer new a New AD Orientation Program. Your District Representatives are your links

to the District and State Boards of Directors. Many of the PIAA districts have their own website which contains information regarding that specific district.

### **Pennsylvania State Athletic Directors' Association (PSADA)**

Our organization is involved in all facets of athletic administration; however, one of our main focuses is professional development of the athletic administrator. We have become one of the leading state athletic director associations in the country that offers Leadership Training Courses (LTC) through the NIAAA. Courses are offered each March at our annual conference, at our Leadership Training Academy each July, and at various sites throughout the state in each fall. All athletic directors are encouraged to become members and get involved with our state association. Our website is [www.psada.org](http://www.psada.org).

One of the most valuable resources for athletic directors is their local league or conference within your PIAA district. These leagues/conferences are the source of your regular season games/matches. You will have the opportunity to get advice on problems you are experiencing and which may be common issues in your league/conference.

This manual has been developed by the PSADA Mentorship Committee. We recommend that you utilize as many of these organizations as possible to ease your acclimation to this new job.

Enclosed in this guide are many forms, information, etc that will further assist you in your new position. Please take some time to review this guide and if I or any of the committee members can help you, please do not hesitate to contact us.

Best of Success,

PSADA Mentorship Committee

# MONTHLY CHECKLISTS

Checklists are reminders of things to be done. A running list should be kept of routine duties and they should be organized initially by month to serve as a reminder and to provide a foundation of evaluation of the athletic program. The lists provided are general and can be modified to meet your school/athletic program's needs. They can be consulted at the beginning of each month and broken down by week or daily jobs. They can also be delegated to various employees in your athletic department. These checklists should be reviewed and monitored. They should be modified to meet the changes in your department/position/school. It is helpful if the athletic director sits down each month and reviews the checklists with his/her secretary and any other assistants.

These lists are meant to serve as a guide to getting you started in organizing your program. Be open to suggestions and change, you never know where they might come from.



## JULY CHECKLIST

- \_\_\_\_\_1. Check for delivery of ordered supplies for fall sports teams.
- \_\_\_\_\_2. All coaches hired for fall sports.
- \_\_\_\_\_3. Calendar dates entered on master calendar.
  - \_\_\_\_\_A. Athletic schedules
  - \_\_\_\_\_B. Banquet dates
  - \_\_\_\_\_C. District dates
  - \_\_\_\_\_D. Guidance testing dates
  - \_\_\_\_\_E. Performing Arts (plays, concerts, etc.)
  - \_\_\_\_\_F. Other activities (fundraisers, dances, PTA meetings, etc)
- \_\_\_\_\_4. Administrative supplies ordered
  - \_\_\_\_\_A. Lime
  - \_\_\_\_\_B. Field marking paint
  - \_\_\_\_\_C. Athletic tape/medical supplies
  - \_\_\_\_\_D. Towels
  - \_\_\_\_\_E. Laundry Soap
  - \_\_\_\_\_F. Team room locks
  - \_\_\_\_\_G. Coaching clothing/gear
  - \_\_\_\_\_H. Tickets
  - \_\_\_\_\_I. VCR tapes/DVD discs
- \_\_\_\_\_5. Football program ads checks
- \_\_\_\_\_6. Schedule picture day for program pictures
- \_\_\_\_\_7. Organize athletic booster for beginning of school projects.
- \_\_\_\_\_8. Team room locks updated.
- \_\_\_\_\_9. Send coaches summer letter.
- \_\_\_\_\_10. Send PIAA directory information.
- \_\_\_\_\_11. Repair field equipment
  - \_\_\_\_\_A. Tractors.
  - \_\_\_\_\_B. Marking stencils
  - \_\_\_\_\_C. Paint machine
  - \_\_\_\_\_D. Limer
  - \_\_\_\_\_E. FB coach check FB equipment
  - \_\_\_\_\_F. Teams watering systems FB/soccer/field hockey, etc
- \_\_\_\_\_12. Update forms and duplicate
  - \_\_\_\_\_A. End of season reports
  - \_\_\_\_\_B. Budget Requests
  - \_\_\_\_\_C. Banquet information
  - \_\_\_\_\_D. Emergency care cards
- \_\_\_\_\_13. Send fall schedules to printer
- \_\_\_\_\_14. Send football contracts.
- \_\_\_\_\_15. Send copy of comp tickets to all schools.
- \_\_\_\_\_16. Arrange outside building safety inspection.
- \_\_\_\_\_17. Prepare building use report.
- \_\_\_\_\_18. Order faculty comp passes.
- \_\_\_\_\_19. Review printing needs for upcoming school year.
- \_\_\_\_\_20. Prepare work orders/field preparations for school year.
- \_\_\_\_\_21. Update coaches handbook.
- \_\_\_\_\_22. Update faculty handbook – activities/athletics section
- \_\_\_\_\_23. Review keys/distribution to coaches.

## **AUGUST CHECKLIST**

- \_\_\_\_\_1. Review July checklists for any carry-over items.
- \_\_\_\_\_2. Field marking requirements – review specifications
  - \_\_\_\_\_A. Secure lining personnel
  - \_\_\_\_\_B. Prepare lining schedule
  - \_\_\_\_\_C. Football game field
  - \_\_\_\_\_D. Field hockey practice/game field
  - \_\_\_\_\_E. Cross country course/safety check
- \_\_\_\_\_3. Send coaches association membership forms.
- \_\_\_\_\_4. Football stadium pre-season check (complete in ample time before first game.)
  - \_\_\_\_\_A. Check fence lines/submit appropriate work forms
  - \_\_\_\_\_B. Mow field, adjacent area, weed whack fence lines
  - \_\_\_\_\_C. Scoreboard working properly
  - \_\_\_\_\_D. Stadium lights working properly/bulb replacement if necessary
  - \_\_\_\_\_E. Benches in place/painted/repared
  - \_\_\_\_\_F. Goal posts/level
  - \_\_\_\_\_G. Reserved seats painted
  - \_\_\_\_\_H. Senior class spirit section painted.
  - \_\_\_\_\_I. P.A. System operational
  - \_\_\_\_\_J. Bleacher boards inspected/repared as necessary  
(NOTE: Check bleachers prior to each game.)
  - \_\_\_\_\_K. Concession/restroom buildings operational
- \_\_\_\_\_5. Review fall transportation schedule
- \_\_\_\_\_6. Prepare/submit school year transportation budget
- \_\_\_\_\_7. Check athletic schedules
  - \_\_\_\_\_A. Enter additional contests
  - \_\_\_\_\_B. Send to opposing schools along with directions to facilities
  - \_\_\_\_\_C. Sent to printer
  - \_\_\_\_\_D. Send to newspaper
  - \_\_\_\_\_E. Send to officials' associations
- \_\_\_\_\_8. Scrimmages enters/confirmed on calendar with teams and officials
- \_\_\_\_\_9. Conduct fall coaches' meetings
  - \_\_\_\_\_A. Emphasize sportsmanship
  - \_\_\_\_\_B. Lettering requirements
  - \_\_\_\_\_C. Team leadership
  - \_\_\_\_\_D. Coaches' information card
  - \_\_\_\_\_E. Coaches' address/telephone sheet
  - \_\_\_\_\_F. Review state/district/local school policies.
  - \_\_\_\_\_G. Heat/ conditioning
- \_\_\_\_\_10. Request police for home games/ dances
- \_\_\_\_\_11. School master calendar finalized
  - \_\_\_\_\_A. School dances in September
  - \_\_\_\_\_B. Back-to-school night
  - \_\_\_\_\_C. Pep rallies
  - \_\_\_\_\_D. parents' meetings for individual sports
  - \_\_\_\_\_E. Administrative coverage assignments
- \_\_\_\_\_12. Ticket personnel organized
- \_\_\_\_\_13. Activity calendar/handbook prepared for printer
- \_\_\_\_\_14. Coordinate fall booster activities
- \_\_\_\_\_15. Football game administration
  - \_\_\_\_\_A. Brief game manager
  - \_\_\_\_\_B. Chain crew personnel
  - \_\_\_\_\_C. Timer
  - \_\_\_\_\_D. Announcer
  - \_\_\_\_\_E. Game security personnel
  - \_\_\_\_\_F. Ticket personnel
  - \_\_\_\_\_G. Field equipment: yard markers, pylons, goal post pads, down markers, chains.
- \_\_\_\_\_16. Pre-sale tickets distributed
- \_\_\_\_\_17. Field hockey field preparation
  - \_\_\_\_\_A. Bleachers/benches relocated
  - \_\_\_\_\_B. goals set up
- \_\_\_\_\_18. Football program sent to printer
- \_\_\_\_\_19. Concession items ordered

- \_\_\_\_\_ 20. Complete list and distribute faculty complimentary passes
- \_\_\_\_\_ 21. Review regional comp ticket policy with faculty
- \_\_\_\_\_ 22. Order regional passes
- \_\_\_\_\_ 23. Order state administrative passes
- \_\_\_\_\_ 24. Send visiting varsity FB teams information sheet
- \_\_\_\_\_ 25. Send officials' association pre-game information sheet-times, dressing are, map, etc.
- \_\_\_\_\_ 26. Send athletic trainers emergency information to visiting trainers
- \_\_\_\_\_ 27. Comp tickets mailed to regional schools
- \_\_\_\_\_ 28. Conduct financial seminar with all sponsors/coaches.
- \_\_\_\_\_ 29. Secure sports information director for reporting of scores.
- \_\_\_\_\_ 30. Sent football rosters for opponents printing needs
- \_\_\_\_\_ 31. Send fall sports rosters to opponents
- \_\_\_\_\_ 32. Update security information
- \_\_\_\_\_ 33. Prepare weight room coverage schedule/security/safety.
- \_\_\_\_\_ 34. Organize stadium clean up after FB games
- \_\_\_\_\_ 35. Ensure fall practice/scrimmages occur in accordance with PIAA calendar
- \_\_\_\_\_ 36. Contact fire/rescue to confirm EMT coverage for FB games
- \_\_\_\_\_ 37. Organize student leadership conference
- \_\_\_\_\_ 38. Organize fall sports picture day.
- \_\_\_\_\_ 39. Update building use calendar
- \_\_\_\_\_ 40. Coordinate custodial coverage for Saturday practices/events
- \_\_\_\_\_ 41. New coaches' orientation
- \_\_\_\_\_ 42. Submit sanctions for tournaments
- \_\_\_\_\_ 43. Prepare fall game cancellation check list.
- \_\_\_\_\_ 44. Review band practice schedule/field use.
- \_\_\_\_\_ 45. Review district/regional/state timeline
- \_\_\_\_\_ 46. Prepare activity information sheet for freshman orientation
- \_\_\_\_\_ 47. Remind cheerleader sponsor of cheerleading meeting.
- \_\_\_\_\_ 48. Organize freshman cheerleading tryouts.
- \_\_\_\_\_ 49. Check religious holiday schedule.

# SEPTEMBER CHECKLIST

- \_\_\_\_\_1. Check and update sports schedules
- \_\_\_\_\_2. Review and confirm:
  - \_\_\_\_\_A. Bus schedules
  - \_\_\_\_\_B. Schedules to printer, opponents, newspapers, officials
  - \_\_\_\_\_C. Eligibility
  - \_\_\_\_\_D. Scrimmages
  - \_\_\_\_\_E. Officials
  - \_\_\_\_\_F. Ticket collection
- \_\_\_\_\_3. Advertise any winter coaching vacancies
- \_\_\_\_\_4. Eligibility sent to state associations and opposing schools.
- \_\_\_\_\_5. Start preparation of fall banquet.
- \_\_\_\_\_6. Review trophy/plaque order for school year.
- \_\_\_\_\_7. Review additional fund raising requests.
- \_\_\_\_\_8. Contact local groups that present school awards.
- \_\_\_\_\_9. Distribute bus schedules to coaches/sponsors.
- \_\_\_\_\_10. Submit team rosters for FB insurance – before first game.
- \_\_\_\_\_11. Organize snack bar and soda machines
- \_\_\_\_\_12. Coordinate booster activities
- \_\_\_\_\_13. Prepare winter tournament formats
- \_\_\_\_\_14. Prepare winter recreation gym use schedule
- \_\_\_\_\_15. Submit school enrollment numbers
- \_\_\_\_\_16. Request student schedules.
- \_\_\_\_\_17. Complete approve student activity/club forms
- \_\_\_\_\_18. Meet with information processor to coordinate grade monitoring procedures.
- \_\_\_\_\_19. Submit administrative leave requests for coaches.
- \_\_\_\_\_20. Submit administrative leave requests for district/state meetings.
- \_\_\_\_\_21. Organize fall sports assembly.
- \_\_\_\_\_22. Prepare building use monthly report.
- \_\_\_\_\_23. Assign administrative coverage for school events.
- \_\_\_\_\_24. Review club constitutions.
- \_\_\_\_\_25. Join professional organizations.
  - \_\_\_\_\_A. NIAAA
  - \_\_\_\_\_B. PSADA
  - \_\_\_\_\_C. Local groups.

# OCTOBER CHECKLIST

- \_\_\_\_\_ 1. Update winter schedules.
- \_\_\_\_\_ 2. Book scrimmages for winter sports.
- \_\_\_\_\_ 3. Prepare bus schedules for winter sports.
- \_\_\_\_\_ 4. Organize and conduct winter coaches meetings.
- \_\_\_\_\_ 5. Prepare winter gym practice schedule
- \_\_\_\_\_ 6. Organize winter weekend custodial schedule
- \_\_\_\_\_ 7. Finalize winter holiday tournaments
- \_\_\_\_\_ 8. Mail fall banquet letters
- \_\_\_\_\_ 9. Check monogram delivery
  - \_\_\_\_\_ A. certificates
  - \_\_\_\_\_ B. sport insignias
- \_\_\_\_\_ 10. Attend state legislative meetings
- \_\_\_\_\_ 11. Submit building use report
- \_\_\_\_\_ 12. Attend district/regional meetings
- \_\_\_\_\_ 13. Remind winter coaches of PIAA rules interpretation meetings attendance
- \_\_\_\_\_ 14. Arrange travel/accommodations for stat culminating events.
- \_\_\_\_\_ 15. Coordinate homecoming activities
- \_\_\_\_\_ 16. Prepare winter game cancellation check list
- \_\_\_\_\_ 17. Review district/regional and PIAA timeline for fall sports.
- \_\_\_\_\_ 18. Request police for basketball, wrestling and dances
- \_\_\_\_\_ 19. Review Halloween security precautions
- \_\_\_\_\_ 20. Prepare fall tournament entry forms for team advancement
- \_\_\_\_\_ 21. Organize winter cheerleading tryouts
- \_\_\_\_\_ 22. Monitor 1<sup>st</sup> quarter interims.
- \_\_\_\_\_ 23. Assign administrative coverage for school events.



# NOVEMBER CHECKLIST

- \_\_\_\_\_1. Check and revise winter sports schedules
- \_\_\_\_\_2. Confirm:
  - \_\_\_\_\_A. bus schedule
  - \_\_\_\_\_B. Scrimmages
  - \_\_\_\_\_C. Officials
  - \_\_\_\_\_D. Ticket collection schedule
- \_\_\_\_\_3. Organize winter pep rally
- \_\_\_\_\_4. File administrative leave request for national convention.
- \_\_\_\_\_5. Winter holiday tournament preparation
  - \_\_\_\_\_A. Tournament program
  - \_\_\_\_\_B. Volunteer help schedule
  - \_\_\_\_\_C. Hospitality arrangements
- \_\_\_\_\_6. Winter concessions organized and ordered.
- \_\_\_\_\_7. Fall banquet completed
- \_\_\_\_\_8. Lock rooms and locks reassigned
- \_\_\_\_\_9. Distribute end-of-season reports
- \_\_\_\_\_10. Obtain next year's budge request from fall sports.
- \_\_\_\_\_11. Prepare and submit format for winter and spring tournament hosted.
- \_\_\_\_\_12. Update coaches' address/phone list
- \_\_\_\_\_13. Prepare next financial year ledger for budget information
- \_\_\_\_\_14. Rosters sent to opponents
- \_\_\_\_\_15. Review basketball/wrestling game management procedures
  - \_\_\_\_\_A. clock operator
  - \_\_\_\_\_B. scorekeeper
  - \_\_\_\_\_C. Facility set-i[
  - \_\_\_\_\_D. Name board preparation
  - \_\_\_\_\_E. Pep bands
  - \_\_\_\_\_F. Stringer
- \_\_\_\_\_16. Custodian briefing for winter cleaning
- \_\_\_\_\_17. Building use report
- \_\_\_\_\_18. Recondition FB equipment
- \_\_\_\_\_19. Review religious holiday calendar for scheduling
- \_\_\_\_\_20. Critique district fall sports/non-sports tournaments
- \_\_\_\_\_21. Secure sports information (Stringer) for winter sports
- \_\_\_\_\_22. Conduct evaluations of fall coaches
- \_\_\_\_\_23. Send winter schedules to newspapers, opponents, officials
- \_\_\_\_\_24. Submit reimbursement for state culminating events.
- \_\_\_\_\_25. Prepare winter cancellation list.
- \_\_\_\_\_26. Assign administrative coverage for activities
- \_\_\_\_\_27. Attend district/regional meetings
- \_\_\_\_\_28. Remind wrestling coach of nutrition/weight loss clinic
- \_\_\_\_\_29. Review police/fire and EMT requests for winter
- \_\_\_\_\_30. Expedite payment of fall officials to financial services.
- \_\_\_\_\_31. Monitor 1<sup>st</sup> quarter grades.

# DECEMBER CHECKLIST

- \_\_\_\_\_1. Confirm:
  - \_\_\_\_\_A. Schedules
  - \_\_\_\_\_B. Officials
  - \_\_\_\_\_C. Gym usage for teams and outside groups
  - \_\_\_\_\_D. Bus schedule
- \_\_\_\_\_2. Prepare for national convention
- \_\_\_\_\_3. Finalize details for winter tournaments
- \_\_\_\_\_4. Coordinate booster activities
- \_\_\_\_\_5. Administer winter tournaments
- \_\_\_\_\_6. Building use report
- \_\_\_\_\_7. Prepare holiday security schedule
- \_\_\_\_\_8. Review snow removal schedule with custodians
- \_\_\_\_\_9. Attend district/regional meeting
- \_\_\_\_\_10. Approve all regional winter sports/non-sports budgets.
- \_\_\_\_\_11. Review inclement weather policies with coaches
- \_\_\_\_\_12. Secure and store fall field equipment
- \_\_\_\_\_13. Assign administrative coverage for events
- \_\_\_\_\_14. Arrange for winter sports pictures
- \_\_\_\_\_15. Submit mileage/meal reimbursement
- \_\_\_\_\_16. Monitor 2<sup>nd</sup> quarter interims.

# JANUARY CHECKLIST

- \_\_\_\_\_ 1. Advertise spring coaching vacancies
- \_\_\_\_\_ 2. Confirm:
  - \_\_\_\_\_ A. Schedules
  - \_\_\_\_\_ B. Officials
  - \_\_\_\_\_ C. Bus schedules – especially post season
  - \_\_\_\_\_ D. Gym use for athletics
  - \_\_\_\_\_ E. Gym use for outside groups
- \_\_\_\_\_ 3. Finalize winter personal requirements for district/regional tournaments hosted
- \_\_\_\_\_ 4. Prepare winter mailing for awards banquet
- \_\_\_\_\_ 5. Prepare format for spring district tournaments to be hosted
- \_\_\_\_\_ 6. Place order for fall sports equipment, etc for next year
- \_\_\_\_\_ 7. Make room reservations for state association convention
- \_\_\_\_\_ 8. Submit building use report.
- \_\_\_\_\_ 9. Mid-year review of district, regional, local activity calendars/handbooks
- \_\_\_\_\_ 10. Assign administrative coverage for events
- \_\_\_\_\_ 11. Monitor/review 2<sup>nd</sup> quarter grades for eligibility

## **FEBRUARY CHECKLIST**

- \_\_\_\_\_ 1. Confirm bus schedules
- \_\_\_\_\_ 2. Finalize spring schedules
- \_\_\_\_\_ 3. Conduct coaches' meeting for sporting sorts
- \_\_\_\_\_ 4. Mail winter banquet letters
- \_\_\_\_\_ 5. Administer culminating tournaments
- \_\_\_\_\_ 6. Check awards for banquet:
  - \_\_\_\_\_ A. Monograms
  - \_\_\_\_\_ B. Insignia
  - \_\_\_\_\_ C. Certificates
  - \_\_\_\_\_ D. Banquet supplies
  - \_\_\_\_\_ E. trophies/plaques engraving
- \_\_\_\_\_ 7. Prepare bus schedule for spring sports
- \_\_\_\_\_ 8. Send sports schedules to officials, newspapers, and opponents
- \_\_\_\_\_ 9. Submit work orders for field preparations
- \_\_\_\_\_ 10. Organize game management for spring sports
- \_\_\_\_\_ 11. Coordinate field lining schedule
- \_\_\_\_\_ 12. Check working condition for paint machine, field limer
- \_\_\_\_\_ 13. Submit building use report
- \_\_\_\_\_ 14. Develop inclement weather indoor practice plan
- \_\_\_\_\_ 15. Arrange travel plans/accommodations for state culminating events
- \_\_\_\_\_ 16. Organize parents' meetings for spring sports
- \_\_\_\_\_ 17. Submit request to recreational department for additional field usage.
- \_\_\_\_\_ 18. Conduct field safety check
- \_\_\_\_\_ 19. Send local golf pro letter outlining fall usage
- \_\_\_\_\_ 20. Distribute end-of-season paperwork to winter coaches
- \_\_\_\_\_ 21. Prepare winter tournament entry forms for teams advancement
- \_\_\_\_\_ 22. Review fire/police/EMT request for spring sports
- \_\_\_\_\_ 23. Attend district/regional meetings
- \_\_\_\_\_ 24. Assign administrative coverage for school events.
- \_\_\_\_\_ 25. Advise basketball coaches to solicit summer league sponsors.

## **MARCH CHECKLIST**

- \_\_\_\_\_ 1. Confirm:
  - \_\_\_\_\_ A. Spring schedules
  - \_\_\_\_\_ B. Spring bus schedules
  - \_\_\_\_\_ C. Scrimmages
  - \_\_\_\_\_ D. Officials
- \_\_\_\_\_ 2. Coordinate booster activities
- \_\_\_\_\_ 3. Organize ticket collection/announcers/scorekeepers for baseball, softball, boys' volleyball
- \_\_\_\_\_ 4. Finalize winter sports banquet
- \_\_\_\_\_ 5. Fields organized and set up for spring usage
  - \_\_\_\_\_ A. Tennis nets set up
  - \_\_\_\_\_ B. portable bleachers relocated
  - \_\_\_\_\_ C. water turned on to outside facilities
- \_\_\_\_\_ 6. Attend legislative meetings/ state basketball tournament
- \_\_\_\_\_ 7. Begin soliciting teams for next year's basketball tournaments
- \_\_\_\_\_ 8. Organize custodial staff for trash removal after spring contests.
- \_\_\_\_\_ 9. Submit building usage report
- \_\_\_\_\_ 10. Prepare and send spring sports rosters to opponents
- \_\_\_\_\_ 11. Submit reimbursement for state events
- \_\_\_\_\_ 12. Prepare spring event cancellation list
- \_\_\_\_\_ 13. Prepare custodian weekend supervision schedule
- \_\_\_\_\_ 14. Prepare spring breach security schedule
- \_\_\_\_\_ 15. Evaluation of winter head coaches
- \_\_\_\_\_ 16. Assign administrative coverage of events
- \_\_\_\_\_ 17. Monitor 3<sup>rd</sup> quarter interims
- \_\_\_\_\_ 18. Prepare supply order for next year
- \_\_\_\_\_ 19. Secure stringer for spring sports
- \_\_\_\_\_ 20. Arrange for spring sports pictures
- \_\_\_\_\_ 21. Start preparation of cheerleading tryouts
- \_\_\_\_\_ 22. Submit meal/mileage reimbursement
- \_\_\_\_\_ 23. Expedite payment of winter officials
- \_\_\_\_\_ 24. Attend state athletic directors' conference

## **APRIL CHECKLIST**

- \_\_\_\_\_ 1. Confirm:
  - \_\_\_\_\_ A. Bus Schedule
  - \_\_\_\_\_ B. Spring schedules
  - \_\_\_\_\_ C. Ticket collection
- \_\_\_\_\_ 2. Finalize details for spring tournaments hosted
- \_\_\_\_\_ 3. Complete team selection for winter holiday tournaments
- \_\_\_\_\_ 4. Begin to prepare next year's athletic schedules
- \_\_\_\_\_ 5. Prepare master calendar for next school year
- \_\_\_\_\_ 6. Place orders for next year's winter sports
- \_\_\_\_\_ 7. Contact doctors and set date for physicals
- \_\_\_\_\_ 8. Review ticket prices/pass policies for next year
- \_\_\_\_\_ 9. Sprinkler system/hoses/checked for proper working order
- \_\_\_\_\_ 10. Submit building use report
- \_\_\_\_\_ 11. Assign administrative coverage for events
- \_\_\_\_\_ 12. Attend district/regional meetings
- \_\_\_\_\_ 13. Monitor 3<sup>rd</sup> quarter final grades

## **MAY CHECKLIST**

- \_\_\_\_\_ 1. Confirm:
  - \_\_\_\_\_ A. Bus Schedules for tournaments
  - \_\_\_\_\_ B. officials
- \_\_\_\_\_ 2. Send confirmation letter for winter tournament participants
- \_\_\_\_\_ 3. Complete team schedules for next year
- \_\_\_\_\_ 4. Set deadline to have individual financial accounts stabilized
- \_\_\_\_\_ 5. Prepare mater calendar for next year and begin entering events
- \_\_\_\_\_ 6. Collect budget requests not submitted
- \_\_\_\_\_ 7. Complete and finalize ordering for winter sports
- \_\_\_\_\_ 8. Schedule end of year coaches' meeting
  - \_\_\_\_\_ A. Final year evaluation of sports program
  - \_\_\_\_\_ B. Select male and female athlete of year
  - \_\_\_\_\_ C. Select special awards/recognition
- \_\_\_\_\_ 9. Close out concession inventory
- \_\_\_\_\_ 10. Hold spring athletic awards program
- \_\_\_\_\_ 11. Require coaches to submit inventory of equipment
- \_\_\_\_\_ 12. Begin preparing bus schedule for next year
- \_\_\_\_\_ 13. Prepare work orders for summer repairs/field maintenance
- \_\_\_\_\_ 14. Secure personnel to assist with physicals in June
- \_\_\_\_\_ 15. Make state culminating event arrangements
- \_\_\_\_\_ 16. Circulate statement of intentions for club sponsors/coaches
- \_\_\_\_\_ 17. Advertise all coaching vacancies
- \_\_\_\_\_ 18. Provide recognition for all support staff
- \_\_\_\_\_ 19. Present regional fall sports forms/budgets
- \_\_\_\_\_ 20. Submit reimbursement for state events.
- \_\_\_\_\_ 21. Prepare summer field watering schedule
- \_\_\_\_\_ 22. Organize graduation responsibilities
- \_\_\_\_\_ 23. Begin collecting fund raising requests for next year
- \_\_\_\_\_ 24. Monitor 4<sup>th</sup> quarter interims
- \_\_\_\_\_ 25. Prepare spring tournament entry forms for team advancement
- \_\_\_\_\_ 26. Submit meal/mileage reimbursement
- \_\_\_\_\_ 27. Expedite payment of spring officials.
- \_\_\_\_\_ 28. Assign administrative coverage for events
- \_\_\_\_\_ 29. Submit building using report
- \_\_\_\_\_ 30. Attend district/regional meetings

## **JUNE CHECKLIST**

- \_\_\_\_\_ 1. Close financial accounts
- \_\_\_\_\_ 2. Continue working master calendar
- \_\_\_\_\_ 3. Complete orders for next year
  - \_\_\_\_\_ A. Tickets
  - \_\_\_\_\_ B. Laundry soap
  - \_\_\_\_\_ C. Towels
  - \_\_\_\_\_ D. Field marking paint
  - \_\_\_\_\_ E. Training supplies
  - \_\_\_\_\_ F. Team orders
  - \_\_\_\_\_ G. First Aid supplies
- \_\_\_\_\_ 4. Submit field maintenance work
- \_\_\_\_\_ 5. Complete bus transportation forms
- \_\_\_\_\_ 6. Secure person for inside/outside message marquee assignments
- \_\_\_\_\_ 7. Monitor final grades of athletes for next year
- \_\_\_\_\_ 8. Solicit to research and complete scholar athlete certificates
- \_\_\_\_\_ 9. Coaches schedule meetings to determine fall sport team interest
- \_\_\_\_\_ 10. Travel to feeder junior high schools and talk about activities programs
- \_\_\_\_\_ 11. Offer physical exam for upcoming year.
- \_\_\_\_\_ 12. Submit reimbursement for state events
- \_\_\_\_\_ 13. Submit activities form/catastrophic insurance information.
- \_\_\_\_\_ 14. Approval of all regional fall sports budgets
- \_\_\_\_\_ 15. Evaluation of spring head coaches
- \_\_\_\_\_ 16. Place spring sports orders for next year.
- \_\_\_\_\_ 17. Coordinate booster club activities for next year
- \_\_\_\_\_ 18. Review summer sport camp procedures
- \_\_\_\_\_ 19. Distribute and collect state coaches' applications
- \_\_\_\_\_ 20. Send handbook and directory request
- \_\_\_\_\_ 21. Order national federation rule books for all sports.
- \_\_\_\_\_ 22. Verify summer recreation gym use/field use schedule
- \_\_\_\_\_ 23. Secure all towels/locks
- \_\_\_\_\_ 24. Review any special summer program requirements
- \_\_\_\_\_ 25. Retrieve all training room equipment from individual sports teams
- \_\_\_\_\_ 27. Meet with new student government officers to highlight responsibilities
- \_\_\_\_\_ 28. Attend district/regional meetings
- \_\_\_\_\_ 29. Submit end of year building use report



**RISK MANAGEMENT/INJURY  
PREVENTION**

**AND**

**EMERGENCY MANAGEMENT OF  
INJURIES**

# Reasons an Injury to a Student Athlete May End in a Lawsuit

- Real or alleged problem of unequal competition (especially in football or wrestling)
- Hiring unqualified personnel (and doing nothing to improve them.)
- Failing to make adjustments to the situation (drills too close together)
- Documenting of risk management program
- Lack of post accident or emergency care plan
- Using in appropriate or unproven equipment or practices (conditioning as punishment, baseball striker)
- Not supplying proper equipment
- Failure to:
  - Warn of inherent risk of the sport (review warning label on football helmet)
  - Properly instruct
  - Supervise
- A lack or perceived lack of caring (follow-up injuries)

Information taken from: "Preventing the Big Hurt" by Dr. Richard Borkowski; *Athletic Management*; December/January 1999

# **Athletic Situations to Avoid**

- Not supervising the locker room
- Permitting someone that is not a registered sports official to officiate
- Giving your keys to students
- Permitting horseplay
- Not establishing specific rules of safety prior to the activity
- Not getting involved
- Permitting unequal competition
- Participating without a physical examination or update
- Bypassing teaching the fundamental skills of the sport
- Failing to warn about the potential danger of participating in sport
- Not having an emergency plan
- Failure to equip an athlete properly
- Using correct equipment in an inappropriate manner (allowing 2 or 3 people on a diving board)
- Not taping wrestling mats
- Participating in improper areas (doing speed training in hallways)
- Not correcting an unsafe situation

# EMERGENCY PROCEDURE CHECKLIST

## Prior to the Season – ATHLETIC DIRECTOR

- \_\_\_ The emergency plan was reviewed by the trainer with the coaches.
- \_\_\_ Copies of the emergency plan were distributed to the coaches
- \_\_\_ The emergency plan was reviewed with the coaches step by step
- \_\_\_ Medical kits were distributed to each sport
- \_\_\_ Coaches were instructed to keep their medical kits stocked
- \_\_\_ Coaches were instructed to keep a copy of the emergency plan in the medical kit.
- \_\_\_ Coaches were instructed to keep a copy of the athlete's emergency cards in the medical kit.
- \_\_\_ EMS was contacted provided with field schedules and keys to locked areas
- \_\_\_ a meeting was arranged with the trainer and head of EMS
- \_\_\_ Reviewed the HIPPA law and Right to Privacy Act
- \_\_\_ Reviewed insurance coverage and procedures with the head coach
- \_\_\_ Reviewed procedure for follow up care
- \_\_\_ informed the head coach and trainer who has physical permission to participate

## Prior to the Season – HEAD COACH

- \_\_\_ Checked the practice area for potential hazards/safety concerns
- \_\_\_ Communicated safety concerns to AD
- \_\_\_ Made certain there was access for emergency vehicles
- \_\_\_ Made certain EMS has keys for gated or locked areas
- \_\_\_ Designate someone to stay with an injured athlete should an injury occur
- \_\_\_ Designated someone to activate the emergency medical system
- \_\_\_ Designated someone to be responsible for the medical kit
- \_\_\_ Designated someone to access the emergency plan and phone numbers for the medical kit.

### **Emergency Situation**

- \_\_\_ The head coach and/or trainer asked the injured athlete to detail how the injury occurred and how he/she was feeling.
- \_\_\_ Someone was designated to activate the EMS or call 911.
- \_\_\_ Someone was designated to stay with injured athlete
- \_\_\_ Someone was asked to meet and provide access to the area with EMS
- \_\_\_ Someone was instructed to contact the parent or emergency contact person
- \_\_\_ Parent was asked what hospital to transport athlete to.
- \_\_\_ If parent cannot travel with athlete, a coach accompanied athlete in the ambulance
- \_\_\_ The head coach or trainer contacted the AD based on the severity of the injury.

### **Follow up Care – Trainer, Head Coach, Athletic Director**

- \_\_\_ The trainer followed up by contacting the parent.
- \_\_\_ The head coach called the parent after the injury.
- \_\_\_ The athletic director contacted the parent after the injury.
- \_\_\_ The nurse was notified of the situation.
- \_\_\_ Insurance forms were obtained by the student upon his/her return to school, if necessary.
- \_\_\_ If the injury was to an opponent, inquiry was made as to the status of the injured player with the athletic department.
- \_\_\_ If the injury was at an opposing school, the athletic director contacted the opponent's school to see if there is reciprocity with townships or if it is a private ambulance service.

### **Return to Play – Head Coach, Trainer, Athletic Director**

- \_\_\_ Written permission was obtained from the physician authorizing participation after emergency care or rehabilitation after injury.
- \_\_\_ Verbal authorization was obtained from the trainer in non-emergency situations.

# **Fourteen Duties or Obligations of Coaches and Athletic Administrators**

1. Duty to plan.
2. Duty to supervise.
3. Duty to assess readiness for practice and competition.
4. Duty to maintain safe playing conditions.
5. Duty to provide proper equipment.
6. Duty to instruct properly.
7. Duty to match athletes.
8. Duty to condition properly.
9. Duty to warn.
10. Duty to insure athletes are cover by injury insurance.
11. Duty to provide emergency care.
12. Duty to develop and Emergency Response Plan.
13. Duty to provide proper transportation.
14. Duty to select, train, and supervise coaches.

# Game and Event Management



- Crowd Control Planning and Implementation
- Game Management Checklists: Football, Soccer, Basketball, Wrestling
- Game Introduction and Opening Remarks
- Cancellation Checklists
- Lightning Guidelines
- Fundamentals of Sportsmanship and Guidelines for Behavior

# Crowd Control Planning and Implementation

Efficient management of interscholastic athletic contests, both at home and away, is an increasingly important aspect of administering a high school athletic program. The following recommendations have been assembled to assist schools in preparing adequately for crowd control at athletic contests.

1. Pre-season and pre-game responsibilities are shared by both schools competing in any athletic contest.
2. Responsibilities during the game are shared by both schools with the home school assuming the major role. A dual responsibility exists at a neutral site.
3. Post-game responsibilities are shared by school officials, local police, and the citizens of the community.
4. Advance preparation of all details pertaining to athletic contests is necessary for efficient administration.
5. The coach is usually a stabilizing influence in an emotionally charged situation. In the present social climate, the coach must always assume this important responsibility. No person should be coaching who does not realize that the future of high school athletics is more important than winning or losing a particular game.

## **PROCEDURES BEFORE THE GAME**

### **Home School**

1. Develop an operational plan for each home event.
2. Contact the visiting school as early as possible to arrange for a meeting or telephone conversation to discuss the game, including prior and existing school/community control problems.
3. Discuss any situations peculiar to the stadium (or gym) and send a map of the stadium to the visiting school.
4. Formulate plans which provide directions and instructions for all visiting personnel regarding safest routes, parking, seating and dismissal from bleachers, and loading and unloading buses and automobiles.
5. Have parking areas well lighted. Arrange for on-site parking of visitors' autos and buses. Arrange for bus parking so that the buses do not create a hiding place for loiterers. Police should periodically patrol the bus parking area.
6. Have stadium or gym secure and all gates locked prior to the scheduled opening time.



7. Arrange for supervision to continue until after all visitors, including the team bus, have left the area.
8. Prepare a supervision chart and inform assigned personnel of their duties before the game. (Persons on duty from both schools should have some type of identification - shirts, jackets, arm-bands, badges, etc.,).
9. Staff representatives should be informed of any court orders or other restrictions placed on specific individuals limiting their presence at school events or school property.
10. All faculty members or other personnel helping supervise should be identifiable. This can be done by special T-shirts, arm-bands, caps, etc. Easily recognized apparel that will let people know that these individuals are on duty is highly recommended.
11. The host school must assign supervisors on the visiting side; their main duty is to keep students from the home side from moving into the visitor section. They should assist in overseeing the visiting students and fans only if absolutely needed. In this regard, always designate specific seating for students, bands, adults, and visitors. Student bodies and the respective spectator sections should be kept separated at all times.
12. Provide for adequate police supervision before, during, and after the game.
  - Be sure that there is police supervision both inside and outside at games.
  - Police should be assigned to known or likely trouble spots. Law enforcement supervisors should make sure that officers do not congregate at one place or become spectators.
  - At a set time after the game starts, police should "sweep" the area outside the stadium. Everyone should be inside or off the premises.
  - Provide escorts, preferably police, for game officials and visiting teams before, and particularly after, the event.
  - Marked police vehicles at each vehicular access will serve as a deterrent and a uniformed officer at the gate sends a message as to expected behavior.
  - Traffic control should be delegated to other than sworn-officers if possible.
  - Sworn officers should never be used for parking control. Service clubs and other groups can perform this duty.
  - Make arrangements with local police departments at the highest level possible in order that adequate police protection will be available to control the spectators at the conclusion of the contest. Develop a plan of action in cooperation with the police for measures to be taken in the event of trouble. Review prior and existing school/community control problems.
  - Arrange to divert traffic away from the athletic field or gym so that spectators leaving the game can do so quickly.

- Work with local police in providing "no parking" signs around the stadium or gym, blocking off streets if needed and arranging for one-way traffic where necessary.
- Give specific instructions concerning responsibilities to auxiliary police, ushers, and faculty members hired by the school; designate someone to provide further instructions and direction to paid auxiliary police, ushers, and faculty members at the game.
- Develop a supervision chart for police coverage before, during, and after the game. Police supervision of the parking areas during the game should not be forgotten.
- Suggest a suitable location to detain anyone arrested by the police until that person(s) can be taken away with the least amount of confusion.
- All security personnel should be readily identifiable by the public. Prevention, not apprehension after trouble begins, should be emphasized.
- Review the need for and the provision for metal detection equipment. If such equipment is to be used, inform administrators of the visiting school prior to the day of the event.

13. School employees may tend to no longer feel responsible when uniformed police or other security personnel are present. This is incorrect. School officials have the ultimate responsibility.

14. Depending on local conditions, you may wish to advise ticket sellers to screen for troublemakers and group agitators. In some communities, it may be necessary to consider the advisability of not admitting elementary and junior high students unless accompanied by adults.

15. Instruct the operator of the video taping equipment to record all incidents of inappropriate behavior and to continue taping as teams depart the playing area after conclusion of the contest.

16. School personnel know and are known by potential troublemakers. The presence of a staff person in the right place at the right time may well avoid a potential problem. Staff members should know the limits of dealing with a situation personally and seek the assistance of a police officer in any doubtful circumstances.

17. Have all special seating areas roped off prior to opening the gates. Use school service club members (ROTC, student council, etc.,) for ushers and monitors of student sections and make sure that these students are rehearsed in their duties.

18. Provide reserved seats for bands. The amount of time they will have for half-time activities should be known to them and should be strictly observed.

19. Seat students from opposing schools in separate sections. Seating for home and visiting spectators should be adequate. Spectators should remain on their side of the field or gymnasium throughout the contest. Do not over-sell the facility. Admission for tournament events cannot be included as part of season ticket sales. Keep general admission spectators separate from student sections if possible.

20. Arrange for interested parents and patrons to assist with supervision of general admission section.
21. Check fire code for seating capacity and other recommendations.
22. Provide an escort to meet the visiting team when it arrives and to direct it to the dressing quarters. A good-sized room, a blackboard and chalk, a training table, benches, chairs, and drinking water should be provided. It may be necessary to ask opponents to come dressed for the game if the visiting team's quarters are not adequate.
23. Provide security measures to protect visitors' clothing and valuables while the visitors are on the field or court. The playing field or court and the area immediately adjacent to it at all athletic contests shall be restricted to team members, coaches, managers, officials, and other parties necessary to conduct the game. Student of faculty associates should wear something distinctive so that they may easily be identified. Sufficient personnel should be provided by the host school to enforce this regulation. The visiting school should see that this rule is enforced in its area. Schools must bear a dual responsibility when playing at a neutral site.
24. Provide reserved parking for game officials and doctor/medical personnel. Arrange for the game administrator to meet officials when they arrive and to escort them to their dressing area.
25. Emphasize to game officials the importance of keeping the game under control.
26. Take care in the preparation, printing, and sale of athletic programs. Correct names and numbers, major rule changes and interpretations, and statements concerning spectator behavior have proven effective. The following message has been adopted by the National Federation of State High School Associations and may be considered for inclusion in the game programs and should be announced several times throughout the game during breaks for time-outs, quarters, halves, etc.,
- "These are high school athletes who are performing here tonight. They are friendly rivals as members of opposing teams. They are not enemies."*
- "This basically is the theme of interscholastic athletics -- the idea of friendly competition. The visiting team tonight, and in every interscholastic game, is a guest of the home team. They are expected to be so regarded and so treated."*
- "The officials are individuals who, by agreement between competing teams, are assigned to administer the rules of the game. Their experience and their integrity qualify them for their part in this friendly interscholastic contest. This attitude of sportsmanship should be reflected by all spectators, too, no matter what their personal feelings of loyalty may be to one or the other of the teams in tonight's contest."*
27. Arrange for adequate concessions as a service to spectators. If possible, concession stands should be available on both sides of the stadium at football games.
28. Have a custodian check rest rooms for sanitation and supplies before game time and between quarters. Separate rest rooms should be provided for visitors.

29. Check game facilities: Conditions on the field or court and areas throughout the facilities being used by players and by spectators should be checked before the game for hazards, cleanliness, and proper markings. Special attention should be given to the position of fences and players' benches.

30. Athletic trainers are required for all high school football contests. It is further recommended that an athletic trainer or a physician be present at all other rugged-contact athletic contests. If possible, an ambulance should be available. It should be brought on the field only on request of the athletic trainer or physician. The home team athletic trainer or physician may be made available to the visiting team if the visiting team does not bring its own trainer or physician to the contest.

31. Have properly trained adult scorers and times for officials at games. The same assistants should be used the entire season.

32. Assign a competent person to take charge of the scoreboard.

33. Post signs reminding spectators that West Virginia State Code 16-9A-4 prohibits smoking on school property.

### **Public Address Announcer**

Many individuals certainly play key roles and assume important responsibilities to ensure the successful administration of an athletic event. One of these people is the public address announcer because of the major contribution which he/she can make to set the tone for the game, match, or meet which will proceed in the spirit of fair competition and true sportsmanship.

1. Be organized and prepared. This item really speaks for itself, but the good PA announcer will have announcements and forms prepared ahead of time to facilitate his or her job. Being prepared simply means that PA personnel are better able to handle the announcements for emergency situations as they arise.

2. Check that all equipment operates properly. There is more to be concerned with than just a properly working microphone. Do not forget about tape and cassette players, electronic message centers, and so forth. Often, announcements are to be synchronized with songs or scripts, so ensuring that all equipment works properly will make for a quality presentation.

3. Be professional and unbiased. High school sport announcers should not imitate the styles and antics of some college and/or professional PA personnel who draw attention to themselves and away from the athletic contest.

4. Speak slowly, clearly, and distinctly always! Of these, "slowly" is most important. Not only does the announcer need to be heard, he or she also must be easily understood.

5. Say only what is necessary. Talking all the time and speaking constantly into the microphone - especially with unnecessary comments and/or endless promotion - turns people off and makes them not want to listen. People who "turn off" the announcer may miss out on important, valuable, or emergency announcements.

6. Do not rush and do not panic on public service announcements or emergency announcements. Public service announcements related to sportsmanship and PROJECT TARGET and SPORTSMANSHIP are available from the WVSSAC office.

7. Do not attempt to do play-by-play.

8. Do not editorialize about or comment on any aspect of the game. The fastest and easiest way for an announcer to lose all respect and credibility with everyone at the contest (spectators, players, officials, coaches, and others) is to make a comment about or react to a game situation or outcome. As with item seven, this is not the announcer's role or responsibility.

9. Be involved with the teams and the competition, not with yourself. Enjoy the competitive atmosphere of the game, meet or match and become excited about the young people who are performing. Do not become wrapped up in yourself and excited to hear yourself talk.

10. The announcer is not the entertainment. The spectators came to watch the game and the players perform, to support the cheerleaders, to enjoy the band and its auxiliary units, to congratulate the homecoming courts, to see their neighbor's kids, to observe special halftime activities - NOT TO LISTEN TO THE ANNOUNCER!

11. Give location of rest rooms, concessions, and lost-and-found station.

### **Band Director**

1. Encourage and stimulate good feeling by playing visitor's school fight songs and other appropriate music.

2. Help in crowd control with music at the appropriate times.

3. Encourage band members to stay in small groups of at least three to five when they are not performing at athletic contests.

4. Prior to the season, the guest band director should make a courtesy call to the host band director and exchange information concerning:

a. Whether or not the guests are planning to attend.

b. The length of the half-time performance.

c. Number and location of seating required. Number of band parents or helpers attending.

d. Whether or not there are any special events planned.

5. Host band officers should seek out and meet with the guest band officers sometime during the contest for the purpose of promoting good will.

6. Provide faculty supervision for all pep or marching bands at all athletic contests.

## **Visiting Schools**

1. Contact home school or neutral site manager to discuss game preparations and obtain information on:
  - a. safest route to and from stadium or gymnasium
  - b. location of visitors' parking area
  - c. visitors' entering and exit gate
  - d. visitors' seating area
  - e. prior and existing school/community control problems
2. Consider transporting students by bus if there is inadequate parking at the stadium.
3. Student buses should have staff supervision.
4. Have adequate faculty and administrative supervision going to the game, at the game, and after the game. Provide identification for school personnel.
5. Consider asking interested parents and patrons to help with supervision.
6. Provide information to students regarding travel, parking, entrance, seating, and exit.
7. Check on amount of time allotted for band or other half-time activities and adhere strictly to the time limit.

## **Dual Responsibilities**

1. Provide opportunities for cultural exchange between student bodies through assemblies.
2. Use assemblies to orient students to the importance of good conduct.
3. Ask student councils and cheer teams to help by planning campaigns for spectator sportsmanship.
4. Plan assemblies to inform students about game rules, or issue a book of rules and regulations so that everyone knows how to watch a game intelligently and knows what is expected. Utilize physical education classes to instruct these activities and extend the knowledge of the playing rules.
5. Any type of mascot shall be kept on the side of a school's cheering section.
6. Only the school banner, sportsmanship creed, and signs which display positive connotations should be displayed and placed on the participant's side of the field.
7. Be alert to prior and existing community or cross community control problems.

## **DURING THE GAME**

1. Visiting school principal or representative should contact the site manager or athletic director immediately upon arrival to discuss final details and to indicate seat locations so that parties are available to each other.
2. Separate rest rooms and concession booths should be available.
3. Have adequate police, faculty, and patrons distributed among the students and other spectators. Assign someone to help control spectator behavior in the vicinity of the players' bench.
4. Spectators should not be allowed to leave and re-enter the site. This can result in the smuggling of weapons, drugs, alcohol, etc., into the facility.
5. Prepare a plan for acquiring police back-up if necessary.
6. Meet faculty supervisors from the visiting school and acquaint them with their areas.
7. Employ a walkie-talkie system, tied into the police department, if possible.
8. Check on supervision each quarter.
9. Keep lines of communication open to administrators from the visiting school and the site manager.
10. Assign a responsible adult, other than the coach, to help attend to injured players and, if necessary, to accompany them to the hospital.
11. Provide supervision during half-time. Whether or not there is half-time entertainment, supervision is necessary to help direct the crowd, keep spectators off the playing area, and keep the area under the stands cleared.
12. Provide an escort with a key to the locker room for officials during half-time.
13. Maximum available lighting shall be utilized during any contest and shall not be restricted to the area of competition.

## **AFTER THE GAME**

1. Use public address system to give directions to students and spectators regarding exit from the stands.
2. Provide police and faculty supervision until all students and spectators are well dispersed. Permit no loitering.
3. Provide an escort with a key to the locker room for officials.
4. Arrange an area for press interviews.
5. Check supervision of all areas; provide continuous security for locker room area.

6. Assign someone to assist police in dispersing hangers-on who wait for the team after the game.
7. Buses loaded with fans, band, and team should depart immediately after the game.
8. Administrators of both schools should confer before leaving to be sure that all details have been covered.
9. When deemed necessary, have police escort officials to their cars and team and spectators to buses to the city/town limits.
10. Letters of appreciation should be sent to the opposing school, coaches, officials, and newspapers, if appropriate.

### **GUIDELINES FOR CHEERLEADERS**

1. The host school cheerleaders should go to the visiting side and greet the visiting cheerleaders. Cheerleaders should lead a cheer for the visitors' section and follow with a cheer for the home section. Cheerleading coaches, coaching staffs, and other game management advisors should meet to discuss the importance of spectator and player sportsmanship.
2. Cheerleaders' functions are to make a positive contribution to good spectator reaction at an athletic contest and to create better relations between opposing supporters.
3. Cheers should be positive and not aimed at antagonizing an opponent. Care should be taken to make certain that words used in a cheer are not suggestive and do not have a connotation which would inflame an audience.
4. Cheerleaders should remain silent when the opponents' cheerleaders are cheering and during free throws at basketball games.
5. Cheerleaders are expected to lead the cheer group in a round of applause for an injured player leaving the game. Cheering is appropriate.
6. When "booing" occurs, the cheerleaders should attempt to stop it by immediately starting a popular sideline cheer. Immediate action is the key to the control of booing.
7. Cheerleaders, properly trained, can be as important to the spectator behavior as the coach is to his/her team.
8. Student bodies and teams will react as they are instructed, inspired, and led by neat and well-poised cheerleaders.



## **SPECIAL RESPONSIBILITIES**

### **Police/Security**

1. Police/security should arrive in sufficient time before game starting time and report to principal or his/her representative to request instructions, such as best locations for observation, nearest phone, etc.,
2. During the game, officers should be requested to assist in controlling the following:
  - Non-students who may cause disturbances seated in student sections.
  - Any person appearing to be under the influence of alcohol and denied admission to the event.
  - Any suspicious gathering of individuals in rest rooms, behind the stadium, in parking areas, or elsewhere.
  - Loiterers should be asked to move on and crowds dispersed outside gym once game is sold out.

### **Coaches**

1. Coaches influence not only the conduct of the players under their direction but also that of the student spectators, parents of squad members, and interested citizens who attend athletic contests. Since the coach is influential in setting the tone of conduct, he/she shall be a role model for self-restraint, fair play, and sportsmanlike behavior.
2. In dealing with the officials, the coach's approach must be professional at all times. The coach must exercise self-control and realize that the official sees through impartial and unbiased eyes. Coaches must familiarize themselves with the proper procedure for requesting a conference with an official.
3. Coaches shall never seek out an official during half-time or at the conclusion of a contest.
4. The behavior of the coach must at all times be marked by dignity and self-control. He/she should not, at any time, use provocative language or engage in any unsportsmanlike actions or tactics. He/she must avoid any actions or remarks which would tend to incite the displeasure of the spectators or provoke disorderly behavior.
5. If the coach, as a professional educator, cannot exercise emotional control under stress, then such behavior cannot be expected from the young people on the team nor from the heterogeneous combination of spectators in the stands.
6. The coach will immediately discipline any player who intimidates an official or displays unsportsmanlike behavior.
7. Deliberate attempts to humiliate an opponent should not be tolerated by school officials, e.g., running up the score. Coaches are encouraged to substitute whenever possible especially when the outcome of the game has more or less been decided.

8. Opposing coaches **must** shake hands publicly and should ask players to shake hands with opponents before or after the game and behave with courtesy at all times.

9. Coaches must be sensitive to situations such as athletes losing control of themselves and must get potential troublemakers out of the game before difficulty begins. Head coaches are responsible for the conduct of their entire staff.

### **Players**

The less notice the player takes of the spectators and the more he concentrates on his/her part in the game, the more absorbed the crowd will be and the less likely to misbehave.

1. Players should refrain from showing surprise or irritation at a call of an official. The official's ruling should be accepted with politeness.
2. "Playing to the crowd" can cause trouble particularly in basketball where the player's facial expressions are clearly visible to the bench and stands.
3. Unsportsmanlike gesturing or the harassing of an individual opponent should be avoided and must not be condoned by the coaches.
4. Substitutes on the bench must not heckle the opposing team and should never enter the playing field/court.
5. The relationship of players to each other before, during, and after the game affects and helps establish crowd rapport.

### **School Reporters**

1. Stories should be presented fairly and accurately.
2. Losses do not need to be explained.
3. Wins should not be overstressed.
4. Reporters have many opportunities to speak out for good sportsmanship.
5. Reporters should refrain from criticizing high school athletes in a school newspaper.

### **Spectators**

1. Student councils can develop codes of sportsmanship.
2. Cheerleaders and bands can help promote good sportsmanship.
3. Sportsmanship rating forms are helpful.
4. Sportsmanship trophies can be given to encourage good conduct.
5. Pep boosters can promote better sportsmanship.

6. The pre-game atmosphere is improved if spectator participation is encouraged. Standing and singing "The Star-Spangled Banner" is one opportunity for such participation.
7. Handbooks on regulations dealing with crowd conduct are helpful.
8. Disorderly persons should be removed promptly.
9. Posters can be used to stress courtesy and sportsmanship.
10. Noisemakers and drunkenness should not be permitted.
11. Students should sit as a group.

Students and adult spectators who have general knowledge of game rules and of officials' techniques and signals seldom cause disturbances at athletic contests.

### **Other Considerations**

1. Conduct pre-season meetings for athletes and parents. Invite members of the community to also attend.
2. Post a copy of the crowd control policy in a conspicuous place in the gym and/or lobby.
3. When crowds are anticipated to be large, conduct a pre-game sale of tickets.
4. If prior circumstances indicate the possibility of problems, change the time of the game to the afternoon.

Information taken from: <http://wvssac.org/sportsmanship/Sportsmanship%20Crowd%20Control%20.htm>

## Game Management Checklist – FOOTBALL

Game Manager: \_\_\_\_\_ Date: \_\_\_\_\_  
Final Game Score: \_\_\_\_\_ Opponent: \_\_\_\_\_

### **Pre-Game Set-Up**

- \_\_\_ Field marked
- \_\_\_ Grass cut
- \_\_\_ Yard line markers out
- \_\_\_ Pads on goal posts
- \_\_\_ Water on for teams (water keys needed)- quick connects, hose, etc.
- \_\_\_ Cover for track protection –plywood/rubber tarp, etc.
- \_\_\_ Cover drains and other hard surfaces
- \_\_\_ Ticket booth setups (sign lights desk chair)
- \_\_\_ Chain and lock all non-entrance gates
- \_\_\_ Check visitors' locker room (clean, paper, chalkboard, drinks)
- \_\_\_ Check officials' locker room
- \_\_\_ Flag
- \_\_\_ Stadium lights on, when needed

### **Press Box Set-Up**

- \_\_\_ PA system set-up
- \_\_\_ Scoreboard on
- \_\_\_ Telephone radios, phone#'s, EMT's
- \_\_\_ Programs
- \_\_\_ Roof door open for filming crews
- \_\_\_ restrict rove for filming and coaches

### **Administrative Game Details**

- \_\_\_ Meet visiting team
- \_\_\_ Meet officials
- \_\_\_ Administrative coverage/police security
- \_\_\_ Cheerleader information
- \_\_\_ Program distribution and collection for cheerleaders or boosters
- \_\_\_ Reserved seats
- \_\_\_ Parking attendants for busses, officials, administrators, boosters
- \_\_\_ Assist boosters
- \_\_\_ Announcers packet

### **Pre-Game**

- \_\_\_ Band practice
- \_\_\_ Specialists on field
- \_\_\_ Coin toss
- \_\_\_ Teams leave the field for band activity
- \_\_\_ Teams back on field for introductions
- \_\_\_ Starting line-ups
- \_\_\_ National anthem

## GENERAL INSTRUCTIONS FOR FOOTBALL CLOCK OPERATORS

A. The clock operator should report to the officials' dressing room at the stadium at least 45 minutes before game time for the following purposes.

1. To synchronize timer's watch with official game time as established by the official responsible for timing.
2. To advise officials whether the clock operator will be in the press box or on the sideline. Determine procedure for communication with timer and check this procedure prior to the game.
3. To discuss coordination of starting, stopping and adjusting the clock in accordance with the playing rules.

B. The field clock is normally started 30 minutes before game time. The halftime intermission will start on the referee's signal when the players and officials leave the field. All pre-game and halftime activities will be synchronized with the official game clock. The mandatory three-minute warm-up period will be put on the clock after the intermission time has elapsed.

C. The clock operator shall have an extra stopwatch available. In case of failure of the game clock, the clock operator shall immediately contact the officials, giving them the correct data regarding the official time. The official responsible for timing will then pick up the correct game time on the stopwatch. Should the field clock become inoperative and subsequently repaired, it will not be used again until the next period or when the referee determines

it is operational. The public-address announcer will indicate the field clock will not be official until the malfunction is corrected and subsequent announcement made on the PA system.

D. Game procedures:

1. The clock operator is an integral member of the officiating crew and game administration. Unfair advantages occur when the game clock is not started correctly by rule. Great care must be exercised to see that no time lag occurs in starting or stopping the clock.
2. On all free kicks, the nearest official(s) will signal the legal touching of the ball by indicating that the clock should start.
3. The official who declares the ball dead will be the first official to signal a time-out when a first down occurs.
4. Any official may signal a team time-out; therefore, the operator should be alert to stop the clock.
5. On plays near a boundary line, unless an official so signals, if a pass is caught out of bounds, the incompleteness signal will stop the clock. **Note:** On plays near the out-of-bounds line and in advance of the line to gain, an official may give a winding signal to indicate the ball is inbounds and follow it by a stop-the-clock signal for an apparent first down. Be alert for both signals.
6. The clock operator will automatically stop the clock following a touchdown, field goal, touchback or safety after the appropriate signal has been made.
7. After the clock has been stopped, the referee will start it again on the referee's start-the-clock signal and if no such signal is given, the operator will start it on the snap.
8. The referee may start the clock again before the ready-for-play signal.
9. The try is not a timed down.
10. There are instances when a period shall be extended by an un-timed down. During these extensions, leave the clock at :00. Do not reset the clock for the next period until the referee declares the period over by facing the press box and holding the ball overhead.
11. Guidelines for utilizing a running clock as per state association adoption. The clock will be stopped when:
  - 1) An official's time-out is called, except when a first down is declared; following a change of team possession;  
or to dry or change the game ball;
  - 2) A charged time-out is called;
  - 3) At the end of a period, or;
  - 4) A score occurs.

Note: The clock will continue to run in all other situations.

## **GENERAL INSTRUCTIONS FOR FOOTBALL LINE-TO-GAIN CREWS**

The typical line-to-gain crew consists of at least three individuals – a down-box operator and two to hold the rods. Unless otherwise possible by use of a fourth crew member, the down-box operator will attach the clip as specified. The crew should be dressed uniformly in readily identifiable attire. Remind crew members that they are officials; not fans.

### **PREGAME DUTIES**

1. The line-to-gain crew shall meet the LINESMAN on the sideline opposite the press box at least 15 minutes before game time and also five minutes prior to the second-half kickoff. If an auxiliary down marker is used, operator shall meet the LINE JUDGE on press-box side at the same time.
2. The LINESMAN shall make certain that the chain and the official down box have been placed opposite the press box or the designated sideline and that all are in good working order and conform to the rules. The LINE JUDGE shall then make certain that the auxiliary marker is in good working order and is placed on the opposite side of the field from the line-to gain crew.
3. The complete concentration of the crew is absolutely necessary if it is to discharge its duties efficiently. The crew must refrain from showing any partisan reaction to the events taking place on the playing field. The crew must be prepared to act immediately on instructions from the LINESMAN so that teams and all concerned will know the exact situation concerning the down and yards to be gained. The crew shall not move or change the number of the down until signaled to do so by the LINESMAN. The auxiliary down-box operator shall act only on instructions of the LINE JUDGE.

### **GAME PROCEDURES**

1. On the LINESMAN'S signal, the crew must move as quickly as possible to the next position.
2. When a runner or pass receiver is going out of bounds in the immediate vicinity, the involved crew member is to quickly and carefully drop the marker down and move away from the sideline, keeping his eye on the spot of the marker. The crew member away from the play should hold his position if possible.
3. The LINESMAN will set the spot of all first downs by going to the sidelines and marking, while facing the field, the exact spot where the rear stake will be set. The front crew member will then be sure the chain is fully extended before setting his stake.
4. The DOWN-BOX OPERATOR, on every new series of downs, will set the box at the spot marked by the linesman. When the line-to-gain equipment is moved, the rear rod is to be set behind the down marker and then the clip shall be placed at the back edge of the 5-yard line nearest the rear rod. The marker must be held at all times in an upright position with the down correctly shown.
5. The DOWN-BOX OPERATOR is to show the number of the down just completed and shall not indicate the new down until so notified by the LINESMAN. On instruction from the LINESMAN, the DOWN-BOX OPERATOR will move the down marker to a new position with the marker placed at the forward point of the ball and change the marker to the correct down.
6. On all measurements for first down when the chain is moved onto the field, the DOWN-BOX OPERATOR is to place his marker at/off the spot of the front rod until a new series of downs is declared or the chain is returned to its previous position.
7. The DOWN-BOX OPERATOR should be aware of any penalty markers. The marker must not be moved nor the down changed until so notified by the LINESMAN.
8. The chain is not extended if it is a first-and-goal situation. After the chain is clipped, remove it from the sideline. LINESMAN should provide DOWN-BOX OPERATOR a bean bag in this situation to mark location of the box in case it is moved during the down.
9. The DOWN-BOX OPERATOR should place the marker on the line of scrimmage on all try situations. This will aid players and officials in determining the line of scrimmage on all plays toward the sideline. The chain will not be placed on a try.
10. If the sidelines become crowded and the crew does not have room to efficiently discharge its duties, the crew is to notify the LINESMAN immediately so that a time-out may be called and sidelines cleared before the game will be allowed to proceed.
11. If the game is delayed for any reason, the crew will stay with the officials.
12. Operating the equipment 6 feet off the sideline is for the protection of players, coaches and all persons who are part of the game.

Information taken from: <http://www.nfhs.org/core/contentmanager/uploads/FootballLineToGainInstructions.pdf>

## Game Management Checklist – SOCCER

Game Manager: \_\_\_\_\_ Date: \_\_\_\_\_  
Final Game Score: \_\_\_\_\_ Opponent: \_\_\_\_\_

### **Pre-Game Set-Up**

- \_\_\_ Bathrooms open
- \_\_\_ visiting team dressing room opened
- \_\_\_ trash cans on sidelines

### **Administrative**

- \_\_\_ Scorebook turned on press box, microphone set up
- \_\_\_ National Anthem set up
- \_\_\_ Ticket boxes
- \_\_\_ Flag up on pole
- \_\_\_ Lines on Field
- \_\_\_ Goals on field, corner flags in place
- \_\_\_ Greet officials
- \_\_\_ field lights on, when needed

### **Personnel**

- \_\_\_ Scorekeeper/Clock operator
- \_\_\_ Announcer
- \_\_\_ Ticket seller
- \_\_\_ Trainer
- \_\_\_ Snack Bar/Booster club

### **Half-time**

- \_\_\_ Drinks for officials

### **Post-Game**

- \_\_\_ Remind coach to call in scores
- \_\_\_ Goals moved and secured
- \_\_\_ Trash Removed
- \_\_\_ Equipment secured
- \_\_\_ Press box locked
- \_\_\_ Stadium lights turned off
- \_\_\_ ticket box in safe

Officials:

JV: \_\_\_\_\_

Varsity: \_\_\_\_\_

## Game Management Checklist – BASKETBALL

Game Manager: \_\_\_\_\_ Date: \_\_\_\_\_  
Final Game Score: \_\_\_\_\_ Opponent: \_\_\_\_\_

### Pre-Game Set-Up

- \_\_\_ Bleachers out on both sides and side baskets up
- \_\_\_ Dust floor and/or wet mop
- \_\_\_ Clean lobby, lobby bathrooms, and drinking fountains
- \_\_\_ Team dressing rooms prepared/board and chalk
- \_\_\_ Entryway checked and opened
- \_\_\_ All necessary doors closed and secured
- \_\_\_ Officials' dressing room prepared
- \_\_\_ Scoring tables and banner
- \_\_\_ Team chairs – 25 on each side
- \_\_\_ Gym lobby – 2 tables/2 chairs for ticket sales

### Administrative

- \_\_\_ Set-up scoreboard
- \_\_\_ Set up PA
- \_\_\_ Set up possession clock
- \_\_\_ National Anthem (tape or live performers)
- \_\_\_ Ticket boxes and price signs
- \_\_\_ Announcer information/schedule
- \_\_\_ Greet visiting teams and show them to their team rooms
- \_\_\_ Greet officials – give them the key to their room

### Personnel

- \_\_\_ Scorekeeper
- \_\_\_ Announcer
- \_\_\_ Ticket sellers
- \_\_\_ Security/Police
- \_\_\_ Administrative assignments
- \_\_\_ Student helpers
- \_\_\_ Booster Club/concession stand
- \_\_\_ Trainer

### Half-time

- \_\_\_ Coordinate half-time with cheerleading coach, dance team sponsor, and other performing groups
- \_\_\_ Open team rooms
- \_\_\_ Direct officials to their locker room
- \_\_\_ Provide drinks for officials
- \_\_\_ Notify both teams that there are only three minutes left

### During game

- \_\_\_ Monitor behavior of the coaches, athletes and spectators.
- \_\_\_ At designated time pick up ticket boxes from ticket sellers and secure



# **Game Introduction and Opening Remarks**

## **PUBLIC ADDRESS ANNOUNCEMENTS SPORTSMANSHIP**

### **Welcome**

1. (School) would like to welcome you to this evening's (Contest). This year as in other years the PIAA is interested in promoting good sportsmanship on the part of the coaches, players, cheerleaders, and spectators at the various Contests. We are privileged to have (fill-in number) of the finest (sport) teams in our area. As a PIAA member school, we firmly feel that the outcome of the Contest should be determined by the quality of play on the (competition surface) and by the positive support of the spectators. I know the Principal and Athletic Director of the competing school support this concept. To that end, the use of banners, balloons, signs, shakers, noise-makers, sirens, whistles, and similar items are prohibited in particular, waving arms, and/or objects behind the glass boards during the opponents foul shots is prohibited. We have the potential of a great Contest. Let's make it happen with your positive support. SPORTSMANSHIP - The Only Missing Piece Is You! Good luck to the (fill-in number) teams. At this time would you please rise for the playing of our national anthem?

2. Welcome to (your school name here).... Regardless of the outcome of today's Contest, we ask that all the spectators consider the time and effort that each of these young participants have put forth to represent his/her school. The purpose of this activity is to provide positive learning experiences and opportunities for personal growth for the participants, cheerleaders, officials, and spectators can -- and are expected to - assist in the promotion and achievement of good sportsmanship ideals by taking personal responsibility for keeping this Contest at a high level of fair, clean, and wholesome competition...remember, SPORTSMANSHIP--The Only Missing Piece Is You! ... good luck to both teams!

3. SPORTSMANSHIP is pride in your school, your team and yourself...SPORTSMANSHIP is respect for the Contest of (name of sport) and for those who play it...SPORTSMANSHIP means taking personal responsibility for keeping this Contest at a high level of fair play...SPORTSMANSHIP is appreciation of all performances and the graceful acceptance of results. We welcome you to (name of school) and ask that you remember SPORTSMANSHIP: The Only Missing Piece Is You!

4. (Name of School) is committed to the SPORTSMANSHIP goals of the Pennsylvania Interscholastic Athletic Association...participants, cheerleaders, officials, and spectators can-- and are expected to--assist in the promotion and achievement of good SPORTSMANSHIP ideals by taking personal responsibility for keeping this Contest at a high level of fair, clean, and wholesome competition...we ask that you remember that the purpose of this activity is to provide positive learning experiences and opportunities for personal growth for the participants...SPORTSMANSHIP, The Only Missing Piece Is You!

### **PUBLIC-SERVICE ANNOUNCEMENTS**

1. Role models are more important than ever in today's society. You can serve as a role model for others the next time you display good SPORTSMANSHIP at a high school athletic event. Good sports are winners; so the next time you attend a sporting event, remember to be a good sport and act in a proper manner. Everyone appreciates the good values portrayed by acts of good SPORTSMANSHIP. A public-service message from PIAA and (name of school).

2. In our society today, winning has come to mean everything. However, if winning comes at the expense of good SPORTSMANSHIP, everyone is a loser. Nothing is gained in the long run. Good SPORTSMANSHIP is the result of a disciplined effort to respect yourself, your opponents and Contest officials. Remember, good sports are winners, so Be A Sport and practice good SPORTSMANSHIP. A public-service message from PIAA and (name of school).

3. Don't ever confuse a good sport with the nice guys who supposedly finish last. Sportsmanlike behavior has nothing to do with an athlete's or a spectator's competitive spirit, and more often than not, a display of poor SPORTSMANSHIP leads to a losing performance. Good sports are winners, regardless of the final score. Remember to Be A Sport and practice good SPORTSMANSHIP. A public-service message from PIAA and (name of school).

4. Your ticket to an interscholastic athletic event is a privilege, a privilege to watch youngsters learn on the playing field. One of the lessons taught to players is one spectators can follow as well--that of good SPORTSMANSHIP. Unruly behavior is unacceptable in the classroom, and the athletic field is a classroom. Remember to Be A Sport the next time you attend an athletic event. A public-service message from PIAA and (name of school).

5. Winning -- the No. 1 syndrome -- is the No. 1 problem in interscholastic athletics. High school athletic programs are truly educational in nature, and among the values learned are those associated with good SPORTSMANSHIP. Being No. 1 in SPORTSMANSHIP is educationally more important than being No. 1 on the playing field. Take pride in your team by displaying good SPORTSMANSHIP. A public-service message from PIAA and (name of school).

6. The score of any athletic event is generally forgotten over time, but the actions of players, coaches, cheerleaders, and spectators are remembered. The next time you attend a high school Contest, think of how history will remember you. Choose the side of good SPORTSMANSHIP the next time you attend a high school sporting event. Remember, good sports show how to play the Contest. A public-service message from PIAA and (name of school).

7. An educational environment is critical to the success of high school athletics and activity programs. An important part of the environment is planning for good SPORTSMANSHIP. Without good SPORTSMANSHIP, the lessons learned lose their value. Remember the next time you attend a Contest that you are really inside a classroom where good sports receive the highest grade. A public-service message from PIAA and (name of school).

8. While the scoreboard reveals the winner of a Contest, the real winners are those who display good SPORTSMANSHIP. Those people who treat competition as a Contest and not a war, those who show genuine concern for an injured player, those who accept all decisions of the officials. Remember to Be A Sport when you attend a high school sporting event. A public-service message from PIAA and (name of school).

9. Ethics, integrity, and respect are values important in our daily lives. All of these important values are learned by participation in interscholastic activity programs. During competition, they are translated into one word -- SPORTSMANSHIP. SPORTSMANSHIP is one of the strongest educational lessons and lifetime values taught by interscholastic athletics. It makes sense to exhibit good SPORTSMANSHIP. A public-service message from PIAA and (name of school).

10. Remember that a ticket is a privilege to observe a Contest and support high school athletics, not a license to verbally assault others. There is no place in interscholastic athletics for name-calling to distract an opponent or the use of profanity from the stands. SPORTSMANSHIP is the No. 1 priority at the high school level, so Be A Sport the next time you watch a Contest. A public-service message from PIAA and (name of school).

11. The dictionary defines good SPORTSMANSHIP as playing fair and being a good winner and loser. We often forget that it is more important to be gracious in victory. Good SPORTSMANSHIP gives us a standard to follow at all times. Good sports act courteously and maintain self-control in all circumstances. Remember to be a fan and not a fanatic when watching interscholastic athletics. A public-service message from PIAA and (name of school).

12. A coach once wrote, "When we lose without excuses and when we acknowledge the better team, we place winning and losing in their proper perspective. That's when we find out if we can be good sports." SPORTSMANSHIP is a goal to strive for at all times, in athletics and in our daily lives. Remember to act in a proper manner the next time you attend a high school sporting event. A public-service message from PIAA and (name of school).

13. Coaches should set a good example from players and fans, always exemplifying the highest moral and ethical behavior. Participants should treat opponents with respect and shake hands prior to and after contests. Fans should be fans, not fanatics. SPORTSMANSHIP ... it is vital to the success and further existence of interscholastic athletics. Remember to be a good sport. A message from PIAA and (name of school).

14. Good SPORTSMANSHIP is learned, practiced, and executed. Respect for the opponent, spectators, coaches, and officials are a must at all levels of athletics. At interscholastic contests, behavior on the part of everyone should be characterized by generosity and genuine concern for others. Display good SPORTSMANSHIP the next time you attend a high school event. A public-service message from PIAA and (name of school).

# **Cancellation Check List**

## Cancellation Checklist

Sport: \_\_\_\_\_  
Date of Event: \_\_\_\_\_ Time: \_\_\_\_\_ Place: \_\_\_\_\_  
Rescheduled Date: \_\_\_\_\_ Time: \_\_\_\_\_ Place: \_\_\_\_\_

### **School Personnel**

- \_\_\_ Principal
- \_\_\_ Opponent's Activities/Athletic Director
- \_\_\_ Head Coach
- \_\_\_ Administrators on Duty
- \_\_\_ Band Director
- \_\_\_ Trainers
- \_\_\_ Dance Team Sponsor
- \_\_\_ Cheerleading Coach
- \_\_\_ Transportation
- \_\_\_ Security
- \_\_\_ PA Announcement to Staff/Student Body

### **Support Personnel**

- \_\_\_ Custodial Staff
- \_\_\_ Team Doctors
- \_\_\_ Boosters
- \_\_\_ Performing Groups
- \_\_\_ Special Guests

### **Game Personnel**

- \_\_\_ Officials
- \_\_\_ Chain Crew
- \_\_\_ Announcer
- \_\_\_ Scorers
- \_\_\_ Timers
- \_\_\_ Volunteers
- \_\_\_ Ticket Takers
- \_\_\_ Student Workers
- \_\_\_ Site location

### **Community**

- \_\_\_ Hotline
- \_\_\_ EMS
- \_\_\_ Newspapers
- \_\_\_ Radio Station

Anytown School District  
Athletic Department  
123 Main Street  
Pittsburgh, PA 15226  
412-555-1212

Mary Smith, CAA  
Athletic Director

Today's Date: \_\_\_\_\_

Athletic Event: \_\_\_\_\_

**Schedule Change, Cancellation or Addition**

FROM

Date	Opponent	Site	Time	Bus Depart
------	----------	------	------	------------

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TO:

Date	Opponent	Site	Time	Bus Depart
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cc:   Head Coach                      Cheerleading Sponsor           Officials           Band Director  
          Transportation           Trainer                           Security           Buildings and Grounds  
          Maintenance           Game Workers                   Custodians       Opponent Athletic Dir  
          Food Service           Game Manager

# **Lightning Safety Guidelines**



**GUIDELINES ON LIGHTNING SAFETY**  
**A Position Statement from the National Athletic Trainers Association**  
**adapted and reprinted by The National Association**  
**for Sport and Physical Education**

1. Establish a chain of command that identifies who is to make the call to remove individuals from the field.
2. Name a designated weather watcher (a person who actively looks for the signs of threatening weather and notifies the chain of command if severe weather becomes dangerous).
3. Have a means of monitoring local weather forecasts and warnings.
4. Designate a safe shelter for each venue.
5. Use the Flash-to-Bang count to determine when to go to safety. By the time flash-to-bang count approaches thirty seconds, all individuals should be already inside a safe structure.
6. Once activities have been suspended, wait at least thirty minutes following the last sound of thunder or lightning flash prior to resuming an activity or returning outdoors.
7. Avoid being the highest point in an open field, in contact with, or proximity to the highest point, as well as being on the open water. Do not take shelter under or near trees, flagpoles, or light poles.
8. Assume the lightning safety position (crouched on the ground, weight on the balls of the feet, feet together, head lowered, and ears covered) for individuals who feel their hair stand on end, skin tingle, or hear "crackling" noises. Do not lie flat on the ground.
9. Observe the following basic first aid procedures in managing victims of a lightning strike:
  - Survey the scene for safety
  - Activate local EMS
  - Lightning victims do not "carry a charge" and are safe to touch
  - If necessary, move the victim with care to a safer location
  - Evaluate airway, breathing, and circulation, and begin CPR if necessary
  - Evaluate and treat for hypothermia, shock, fractures and/or burns
10. All individuals have the right to leave an athletic site in order to seek a safe structure if the person feels in danger of impending lightning activity, without fear of repercussions or penalty from anyone.

**GUIDELINES ON LIGHTNING SAFETY**  
**A Position Statement from the National Athletic Trainers Association**  
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**Safe Shelter:**

1. A safe location is any substantial, frequently inhabited building. The building should have four solid walls (not a dug out), electrical and telephone wiring, as well as plumbing, all of which aid in grounding a structure.
2. The secondary choice for a safer location from the lightning hazard is a fully enclosed vehicle with a metal roof and the windows completely closed. It is important to not touch any part of the metal framework of the vehicle while inside it during ongoing thunderstorms.
3. It is not safe to shower, bathe or talk on landline phones while inside of a safe shelter during thunderstorms (cell phones are okay).

**Flash-to-Bang:**

To use the flash-to-bang method, begin counting when sighting a lightning flash. Counting is stopped when the associated bang (thunder) is heard. Divide this count by five to determine the distance to the lightning flash (in miles). For example, a flash-to-bang count of thirty seconds equates to a distance of six miles. Lightning has struck from as far away as ten miles from the storm center. *"If you hear it, clear it; if you see it, flee it."*

Postpone or suspend activity if a thunderstorm appears imminent before or during an activity or contest, (irrespective of whether lightning is seen or thunder hears) until the hazard has passed. Signs of imminent thunderstorm activity are darkening clouds, high winds, and thunder or lightning activity.

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"NATA Position Statement: Lightning Safety for Athletics and Recreation," by Katie M. Walsh, EdD, ATC-L; Brian Bennett, MEd, ATC; Mary Ann Cooper, MD; Ronald L. Holle, MS; Richard Kithil, MBA; Raul E. Lopez, PhD.  
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# **Fundamentals of Sportsmanship and Good Behavior**

## **THE FUNDAMENTALS OF SPORTSMANSHIP**

PIAA and its member schools are strongly emphasizing the importance of GOOD SPORTSMANSHIP.

The one thing we need to realize is that many people have not had GOOD SPORTSMANSHIP explained to them. Hopefully the following will help everyone to understand their responsibilities at a Contest.

### **1. GAIN AN UNDERSTANDING AND APPRECIATION FOR THE RULES OF THE CONTEST.**

The necessity to be well informed is essential. Know the rules. If you are uninformed, refrain from expressing opinions on officials, coaches, or administrative decisions. The spirit of GOOD SPORTSMANSHIP depends on conformance to a rule's intent as well as to the letter of a given rule.

### **2. EXERCISE REPRESENTATIVE BEHAVIOR AT ALL TIMES.**

A prerequisite to good sportsmanship requires one to understand his/her own prejudices that may become a factor in his/her behavior. The true value of interscholastic competition relies upon everyone exhibiting behavior that is representative of a sound value base. A proper perspective must be maintained if the educational values are to be realized. Your behavior influences others whether you are aware of it or not.

### **3. RECOGNIZE AND APPRECIATE SKILLED PERFORMANCES REGARDLESS OF AFFILIATION.**

Applause for an opponent's good performance displays generosity and is a courtesy that should be regularly practiced. This not only represents GOOD SPORTSMANSHIP but also reflects a true awareness of the Contest by recognizing and acknowledging quality.

### **4. EXHIBIT RESPECT FOR THE OFFICIALS.**

The officials of any Contest are impartial arbitrators who are trained and who perform to the best of their ability. Mistakes by all those involved in the Contest are a part of the Contest. We should not rationalize our own poor or unsuccessful performance or behavior by placing responsibility on an official. The rule of GOOD SPORTSMANSHIP is to accept and abide by the decision made. This value is critical for students to learn for later application in life.

### **5. DISPLAY OPENLY A 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 for your school, team, or family. This fundamental is the Golden Rule in action.

### **6. 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, athlete, coach, or official, this value is paramount since it suggests that you care about yourself and how others perceive you.

## **GUIDELINES FOR BEHAVIOR**

### **OF THE COACH...**

- Exemplify the highest moral character, behavior, and leadership; adhering to strong ethical and integrity standards. Practicing good sportsmanship is practicing good citizenship!
- Respect the integrity and personality of the individual athlete.
- Abide by and teach the rules of the Contest in letter and in spirit.
- Set a good example for players and spectators to follow: please refrain from arguments in front of players and spectators; no gestures which indicate officials or opposing coaches do not know what they are doing or talking about; no throwing of any object in disgust. Shake hands with the officials and the opposing coaches before and after the Contest in full view of the public.
- Respect the integrity and judgment of Contest officials. The officials are doing their best to help promote athletics and the student/athlete. Treating them with respect, even if you disagree with their judgment, will only make a positive impression of you and your team in the eyes of all people at the event.
- Display modesty in victory and graciousness in defeat in public and in meeting/talking with the media. Please confine your remarks to Contest statistics and to the performance of your team.
- Instruct participants and spectators in proper sportsmanship responsibilities and demand that they make sportsmanship the No. 1 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.
- Be no party to the use of profanity or obscene language, or improper actions.

### **OF THE STUDENT-ATHLETE...**

- Accept and understand the seriousness of responsibility, and the privilege of representing your school and your community.
- Live up to the standards of sportsmanship established by the school administration and the coaching staff.
- Learn the rules of the Contest thoroughly and discuss them with parents, fans, fellow students and elementary students. This will assist both them and you in the achievement of a better understanding and appreciation of the sport.
- Treat opponents the way you would like to be treated, as a guest or friend. Who better than yourselves can understand all the hard work and team effort that is required of your sport!
- Wish opponents good luck before the Contest and congratulate them in a sincere manner that you would like to be greeted following either victory or defeat.
- Respect the integrity and judgment of Contest officials. The officials are doing their best to help promote you and your sport. Treating them with respect, even if you disagree with their judgment, will only make a positive impression of you and your team in the eyes of the officials and all people at the event.

### **OF THE CHEERLEADERS...**

- Understand the seriousness and responsibility of your role, and the privilege of representing your school and your community.
- Learn the rules of the Contest thoroughly and discuss them with parents, fans, fellow students and elementary students. This will assist both them and you in the achievement of a better understanding and appreciation of the sport.

- Treat opposing cheerleaders the way you would like to be treated, as a guest or friend. Who better than you can understand all the hard work, training, and team effort that goes into a cheering squad?
- Wish opposing cheerleaders good luck before the Contest and congratulate them in a sincere manner following either victory or defeat.
- Establish standards of desirable behavior for the squad and attempt, in a cheerful manner, to transfer that to your spectators.
- Select positive cheers that praise your team without antagonizing the opponents.
- Encourage a positive crowd alternative when booing or an inappropriate chant begins by starting a popular cheer.
- Use discretion in selecting the times to cheer. Give the opposing school the same amount of time your squad would want in performing cheers, and treat opposing players like you would treat your own team.
- Give encouragement to injured players and recognition to outstanding performances for both teams.
- Respect the integrity and judgment of Contest officials. Treating them with respect, even if you disagree with their judgment, will only make a positive impression of your team and your community in the eyes of the officials and all people at the event.

### **OF OTHER SUPPORT GROUPS (BAND, BOOSTER CLUB, ETC.)...**

- Establish themselves as leaders in their conduct before, during and after Contests. Always provide positive support for your team, rather than intimidating or ridiculing the other team.
- Assist cheerleaders with cheers, chants, etc., and be a working part of pep assemblies, with preparation, organization, and involvement.
- Treat opposing players, coaches, spectators and support groups with respect and enthusiasm.
- Conduct themselves in an exemplary manner. Remember, you represent your school both home and away.
- Respect the integrity and judgment of Contest officials. Treating them with respect, even if you disagree with their judgment, will only make a positive impression of your group, your team and your community, in the eyes of all people at the event.
- Be an exemplary role model by positively supporting teams in every manner possible, including content of cheers and signs.

### **OF SPECTATORS...**

- Remember that you are at a Contest to support and cheer for your team and to enjoy the skill and competition; not to intimidate or ridicule the other team and its fans.
- Remember that interscholastic athletics are a learning experience for students and that mistakes are sometimes made. Praise student-athletes in their attempt to improve themselves as students, as athletes and as people as you would praise a student working in the classroom.
- A ticket is a privilege to observe the Contest, not a license to verbally assault others and be generally obnoxious.
- Learn the rules of the Contest so that you may understand and appreciate why certain situations take place.
- Show respect for the opposing players, coaches, spectators and support groups. Treat them as you would treat a guest in your own home.

- Respect the integrity and judgment of Contest officials. Understand that they are doing their best to help promote the student-athlete, and admire their willingness to participate in full view of the public.
- Recognize and show appreciation for an outstanding play by either team.
- Refrain from the use of any controlled substances (alcohol, drugs, tobacco, etc.) before, and during Contests and afterwards on or near the site of the Contest (i.e. tailgating).
- Use only those cheers that support and uplift the teams involved.
- Recognize and compliment school and athletic administrators for their efforts in emphasizing the educational benefits of interscholastic athletics and the role of good sportsmanship to that end.
- Be a positive role model through your own actions and by censuring those around you whose behavior is unbecoming.

### **OF THE MEDIA...**

- Promote ideals and fundamentals of good sportsmanship.
- Report acts of good sportsmanlike without giving undue publicity to unsportsmanlike conduct.
- Refrain from making negative comments towards participants, coaches, or officials. After all, the interscholastic athletic arena is a classroom. Would you make negative comments about teachers teaching students and students trying to learn?
- Recognize the efforts of all who participate in the Contest.
- Report facts without demonstrating partiality to either team.

### **OF CONTEST OFFICIALS...**

- Accept your role in an unassuming manner. Showboating and over-officiating are not acceptable.
- Maintain confidence and poise, controlling the Contest from start to finish.
- Know the rules of the Contest thoroughly and abide by the established PIAA Code of Ethics.
- Publicly shake hands with coaches of both teams before the Contest.
- Never exhibit emotions or argue with participants and coaches when enforcing rules.
- When watching a Contest as a spectator, give the Contest officials the same respect you expect to receive when working a Contest.

### **OF SCHOOL ADMINISTRATORS...**

- Develop a program for teaching and promoting the ideals and fundamentals of good sportsmanship within the school, the conference/league and PIAA.
- Provide appropriate supervisory personnel for each interscholastic athletic event.
- Support participants, coaches and fans whose team displays good sportsmanship.
- Recognize exemplary behavior and actively discourage undesirable conduct by participants, coaches and fans.
- Attend events whenever possible and function as a role model - show good sportsmanship. This includes communicating with spectators during an event as to what is acceptable and unacceptable behavior.

### **OF THE SCHOOL GOVERNANCE BOARD...**

- Adopt policies that promote the ideals of good sportsmanship, ethics and integrity.
- Serve as a positive role model and expect the same from parents, fans, participants, coaches and other school personnel.

- Support and reward participants, coaches, school administrators and fans that display good sportsmanship.
- Recognize the value of school activities as a vital part of education.
- Attend and enjoy school activities.

### **ACCEPTABLE BEHAVIOR...**

- Applause during introduction of players, coaches, and Contest officials.
- Players shaking hands with opponents who foul out while both sets of fans recognize player's performance with applause.
- Accept all decisions of Contest officials.
- Cheerleaders lead fans in cheers in a positive manner.
- Handshakes between participants and coaches at end of Contest, regardless of outcome.
- Treat competition as a Contest, not a war.
- Coaches/players search out opposing participants to recognize them for outstanding performance or coaching.
- applause at end of Contest for performances of all participants,
- Everyone showing concern for an injured player, regardless of team.
- Encourage surrounding people to display only sportsmanlike conduct.

### **UNACCEPTABLE BEHAVIOR...**

- Yelling, waving arms, or objects during opponent's free throw attempt.
- Disrespectful or derogatory cheers, chant, songs, or gestures.
- Criticizing officials in any way, displays of temper with an official's call.
- Cheers that antagonizes opponents
- Refusing to shake hands or give recognition for good performances.
- Blaming loss to Contest on officials, coaches, or participants.
- Laughing or name-calling to distract an opponent.
- Use of profanity or displays of anger that draw attention away from the Contest.
- Doing own cheers instead of following lead of cheerleaders.
- Wearing extreme or unusual clothing or excessive face or body painting that detracts from the action on the playing surface.



# Coaches' Meeting Agenda

## Physicals

### Eligibility Information

- Rosters (additions and deletions)
- Signed Forms

### Supervision

- Athletes
- Facilities
- Transportation

### Indefensible Acts – Administration will not support these behaviors or actions

- profanity
- “hands on” the athlete
- tobacco use including smokeless tobacco

### Communication

- AD – if a problem or situation occurs, I want to hear it from you. Phone calls the next morning from an outsider is not the way that I want to hear about situations or problems.
- Parents
- Athletes

### Parent Meeting Information

- Meet the team night
- Parent representatives

### Polices

- “Cutting” from team
- Award Winners/Varsity Letters

### Sport Specific Team Rules

### Emergency procedures

- Use Emergency Action Plan

### Personal Information

### Volunteer coach Information

- must have ALL clearances before working with students
- must have meeting with AD and principal before working with team.

### Banquet Information and dates

### Coaches' Handbook

### Student/Athlete Handbook

### Media Coverage (Win or Lose)

- Yearbook

- Newspaper
- Announcements
- Schedules
  - Bus
  - Practice
  - Team Pictures
- Building Security
  - Make sure ALL doors are shut or locked during practices. Do not let students in via gym doors. If students are coming to practice, have them enter through the front doors only.
  - Keys are never to be given to students.
- NCAA Clearinghouse
- Coaches' Associations

### **Items you may want to cover**

- Inventory information
  - fines for non return of uniforms, equipment
- Budget information
- Copy of Evaluation Form
- Booster Clubs
  - Fundraisers
  - Meeting Dates
- League Information
  - Coaches' Meetings
  - Responsibilities
- CPR/First Aid

### **Meeting Information**

- Prior to beginning of first practice date
- Prior to beginning of each season
- Have items to give away (jackets, shirts, sweatshirts.)

# **Interview Questions**

The interview questions given below are separated into general questions and then into sport specific questions. Feel free to use these questions a necessary to help in selecting the best qualified coach. Notice that some questions are repeated in different formats. All formats were included to show that questions can be asked in many different ways.

## **GENERAL QUESTIONS**

What is the role of your assistant coaches? How do you determine their talents?

How would you handle the following situations:

- You find out that one of your assistants is talking to the girls about topics that are questionable.
- You know that several parents are talking about you in the stands. This is impacting your players. What would you do?
- You become the head coach only to find out that all of you potential starting players have quit. How do you proceed?

If you arrive on the job the first day and find out that all of your assistants have quit, how would you go about recruiting coaches to assist?

What is your plan for getting to know the boosters, gaining their respect and keeping the lines of communications open?

What are the components of a winning program?

What is your philosophy concerning the weight room?

Why are you the best candidates for this position?

What certifications do you hold?

How do you deal with difficult parents regarding playing time, attendance, etc?

How would you improve/monitor your athlete's grades and/or attendance?

As a teacher and a coach, how will you manage your time effectively so that you are able to show success in both areas?

Describe what your typical practice would look like.

What is your philosophy on sportsmanship?

What workshops/professional development activities have you attended for your sport and/or coaching in general?

What is your philosophy of coaching?

What do you think your strengths are as a coach?

How familiar are you with our athletic program?

What special qualities do you possess that will help you be a successful coach?

Tell us how you were able to bring a difficult situation as a coach to a successful conclusion.

What kinds of things as a coach would you emphasize to the student athlete as being important? What will the athlete walk away with as a result of being coached by you?

What would I see if I observed you in a practice session? A game setting?

How would you define program success?

Tell us about your past experiences as a coach and why you are interested in coaching at X School District?

How do you communicate to your players at practice and in games? What happens if a student does not understand your direction? What do you do?

What do you believe you bring to Anywhere Athletic Program that will make you the best person for this position?

What relationship would you expect to have with the Athletic Director?

Much of your staff is currently in place. How would you handle working with individuals you did not hire?

If any of your staff would resign, do you have some ideas concerning good people that might fill vacant positions?

What would your off-season program be like and also what would your in-season program look like?

How do you feel you would work with your booster organization to make them feel a part of the overall program but at the same time let them know you are in control?

How would you plan to meet the parents of your athletes? Do you feel that it is important to hold parent meetings?

How do you deal with parents who want to have input into your decisions that involve the team?

What are your thoughts about girls participating in AAU basketball?  
How do you motivate athletes?

If you have just played a really tough game and a parent comes across the field after the game screaming at you because his son did not see a lot of game time, what do you say, how do you react?

What has been your most frustrating situation during your years of coaching?

What is your philosophy on discipline of athletes?

What do you do if you find out that your starting point guard went out to a party the night before a game and had been drinking. How would you handle this situation?

What do you do when athletes become negative because the team has lost several games in a row?

What are some special things that you might do for a team building exercise?

When you find out about a potential problem, how long do you wait to inform the principal, athletic director and/or superintendent?

If an individual school board member continuously quizzed you about your coaching habits, procedures, plans, etc. what would you do?

Have you ever quit a coaching position? What were the circumstances?

Have you ever been fired from a coaching position? What were the circumstances?

How do you view X sport in relation to the entire athletic program?

How do you view X sport in relationship to the academic program?

How did the soccer program change following your appointment as head coach?

How would you balance the involvement of parents?

How would you balance the involvement of booster groups?

How would you respond to the media following a loss? Discipline of a student athlete?

What did your superior in your current or former coaching position compliment you on?

What did your superior in your current or former coaching position constructively criticize you on?

One word – how would a student athlete describe you? Colleague? Parent?

What were some of the more difficult problems encountered in your former or current position as a coach? How did you solve them?

What do you consider to be your chief accomplishment as a coach? Chief disappointment?

Explain a normal practice.

What would you hope to accomplish the first month on the job? Months 2-4?

Describe your conditioning program?

Describe your off season program?

What attributes do you look for in a skilled colleague that would qualify the person for the position of head coach?

What types of regulations would you establish for your team? How would you enforce these rules?

Are you able to change a decision following additional investigation or information?

Describe to me your interaction with a hostile parent?

What is your primary strength?

What is your primary weakness? How are you attempting to improve it?

How do you perceive your role within the organization structure?

Why are you applying for this job?

Do you coach boys differently than girls?

What are your thoughts on girls' and boys' teams sharing space and equipment?

How are you going to continue keep the team flourishing since it will be in its first year?

Although this is a part time job, it requires many hours of work. How will you balance this job with your full-time job?

How are you going to continue to keep the team flourishing since you are not in the building to recruit?

Under what circumstances would you bench your best player?

Your team is slow, short, and of marginal talent. How do you motivate your team?

When does your day end?

How would you coach novice players and/or novice team?

## **SOCCER QUESTIONS**

How will you deal with the implementation of the penalty box rule?

Describe your favorite field set-up for a match.

## **BASKETBALL**

There are 10 seconds left in the game and the opponent has just tied the game. You have the ball and one time out left. How do you manage this portion of the game?

What role do you think the assistant/JV coach plays in a basketball program?

Diagram and explain your most effective zone offense against the 1-3-1 zone.

Explain how to break a full court man to man press.

Explain how to break a full court zone press.

Diagram and explain inbound plays for the following areas and situations on the basketball court: underneath the basket, side court, against man to man and against the zone.

Describe your favorite man-to-man offense that you would instruct your players to run.

Describe how would you break a 2-2-1 full court press, including how you would set-up your players on the court?

Describe how you would counteract a 1-3-1  $\frac{3}{4}$  court press.

What are the different zone defenses and the advantages and disadvantages of each?

What do you think are the elements of a successful offense?



What do you think are the elements of a successful defense?

In your first year of coaching, you have a team comprised of big, slow guys, whereas in your fourth year of coaching you have a team comprised of small, quick boys. How would you coach each of these different teams?

What do you think is the best way to attack a zone defense?

## **FOOTBALL**

The head coach is sick; it is the day before the game. What do you do to prepare your team for the game?

As the head coach of the junior varsity what do you think are some of the goals of the junior varsity squad? How will you achieve those goals?

What are the most important components of a strong football team?

What position(s) have you coached and what drills would you use to strengthen athletes who want to play/are playing that position

## **SWIMMING**

What is your personal swimming experience?

Are you available for morning practice?

What is appropriate yardage for practice?

Are dry land workouts important? Why?

Do you believe in two-a-days? Why or why not?

Describe your taper method?

What types of sets/methods will be used to accommodate individual strokes?

## **CHEERLEADING**

Briefly outline your experience in cheerleading. Talk about your experience as a participant and experience you have had in being an advisor.

Why do you want to be the cheerleading advisor at X school?

What do you feel is the role of a cheerleader in a high school athletic program?

Why would a student want to be a cheerleader in your program?

What are your thoughts regarding discipline in a cheerleading program?

What types of rules would you have for the cheerleaders in your program?

Explain the type of relationship you would like to develop with the head varsity coaches of the other sports programs of the high school?

What events do you think the cheerleaders should participate in?

During the summer months, what would be the practice schedule? During the school year?

Our cheerleaders in the past few years have been doing a lot of stunting; how knowledgeable are you in this area?

What will you do in the off-season to prepare the girls for stunting?

What specifically would you do to insure the safety of the cheerleaders as they learn various stunts?

As the varsity cheerleading advisor, you are responsible for not only the varsity program, you are responsible for overseeing the junior varsity program and the middle school cheerleading programs. What do you want to see done in the junior varsity and middle school programs that will help you in the varsity program?

What is your process for conducting cheerleading tryouts?]

What do you need from our school in order to have a successful cheerleading program?

What is your past experience in cheerleading?

Why did you apply for this position?

What do you plan to do to boost school/team spirit?

Are you going to continue to involve the squad in Cheer Competitions?

How will you address parent concerns? Administrative concerns?

What is your experience in gymnastics or dance?

Are you certified in cheerleading safety, if not, are you willing to be certified?

How do you feel about Jr. High squads attending competitions during the season?

What are strengths and weakness in regards to cheerleading?

What are you thoughts regarding cheerleaders being involved in other activities/sports?

What is your philosophy regarding safety?

What is your philosophy on dealing with academic and/or disciplinary concerns?

We expect our coaches to lead by example and to be role models for our athletes. How can you effectively do this with the cheerleading program?

How would you resolve conflict?

What level of involvement would you have in the community system?

How do you teach the progression of stunting with a new technique?

Describe the responsibility of the base in a stunt team?

What are the three most important areas when catching a flyer?

How do you determine or evaluate success in your program?

What do you think your role is in the cheerleading booster club?

One of your cheerleaders tells you she won't attend a mandatory practice because she has practice at the same time at her gymnastics club – which she pays to be a member of. How do you handle this situation?

In practice, one of your top performers will not do something you ask them to do – an act of public defiance. What do you do?

List your goals – after Year 1, Year 3, Year 5?

## **WRESTLING VACANCY APPLICATION CHECKLIST**

	YES	NO
Cover letter	_____	_____
Resume	_____	_____
Teacher	_____	_____
Certificate	_____	_____
Act 34	_____	_____
CY 151	_____	_____
Reference Letters	_____	_____
Reference List	_____	_____
Date	_____	_____

**ANYWHERE  
SCHOOL DISTRICT  
TELEPHONE REFERENCE  
QUESTIONNAIRE**

Reference's Name: \_\_\_\_\_

Reference's Position: \_\_\_\_\_

Reference's Telephone number: \_\_\_\_\_

Reference's relationship to applicant: \_\_\_\_\_

Length of relationship: \_\_\_\_\_

\_\_\_\_\_ is an applicant for the position of \_\_\_\_\_ and has provided your name as a reference. Your opinion will be held in strictest confidence. Thank you for your cooperation.

**NUMERICAL RATING SCALE**

(1) - Unsatisfactory, (2) – Adequate, (3) – Average, (4) - Above Average, (5) – Outstanding

Teaching Competence \_\_\_\_\_ Goal Accomplishment \_\_\_\_\_

Common Sense \_\_\_\_\_ Integrity \_\_\_\_\_

Ability to Get Along w/People \_\_\_\_\_ Communication Skills \_\_\_\_\_

Program Development \_\_\_\_\_ Management Skills \_\_\_\_\_

Ability to supervise \_\_\_\_\_ Decision making skills \_\_\_\_\_

**STRENGTHS:**

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**WEAKNESSES:**

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**TELEPHONE REFERENCE  
QUESTIONNAIRE**

Page 2

Do you know of any reason why the X School Board of Directors should not consider the candidate for the position?

YES \_\_\_\_ NO \_\_\_\_

Reason

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If you were the person making the final decision would you hire the candidate?

YES \_\_\_\_ NO \_\_\_\_

Reason

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OTHER:

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**ANYWHERE SCHOOL DISTRICT  
ASSESSMENT FORM**

**NAME** \_\_\_\_\_

**DATE** \_\_\_\_\_

Rating Scale: (High - 4, Low -1; circle appropriate number and total score.)

**A. PERSONAL CHARACTERISTICS**

- |     |                          |   |   |   |   |
|-----|--------------------------|---|---|---|---|
| 1.  | Professionalism          | 4 | 3 | 2 | 1 |
| 2.  | Attitude                 | 4 | 3 | 2 | 1 |
| 3.  | Maturity, judgment, tact | 4 | 3 | 2 | 1 |
| 4.  | Flexible, adaptable      | 4 | 3 | 2 | 1 |
| 5.  | Dependable, responsible  | 4 | 3 | 2 | 1 |
| 6.  | Personal appearance      | 4 | 3 | 2 | 1 |
| 7.  | Poise                    | 4 | 3 | 2 | 1 |
| 8.  | Speech                   | 4 | 3 | 2 | 1 |
| 9.  | Interpersonal skills     | 4 | 3 | 2 | 1 |
| 10. | Enthusiasm for position  | 4 | 3 | 2 | 1 |

TOTAL\_\_\_\_\_

**B. COACHING SKILLS**

- |    |                         |   |   |   |   |
|----|-------------------------|---|---|---|---|
| 1. | Knowledge of basketball | 4 | 3 | 2 | 1 |
| 2. | Game preparation        | 4 | 3 | 2 | 1 |
| 3. | Practice preparation    | 4 | 3 | 2 | 1 |
| 4. | Utilization of coaches  | 4 | 3 | 2 | 1 |
| 5. | Organization skills     | 4 | 3 | 2 | 1 |
| 6. | Communication skills    | 4 | 3 | 2 | 1 |
| 7. | Leadership skills       | 4 | 3 | 2 | 1 |

TOTAL\_\_\_\_\_

**Coach  
Assessment Form**

**Page 2**

**C. COACH - PLAYER RELATIONS**

- |    |                        |   |   |   |   |
|----|------------------------|---|---|---|---|
| 1. | Team discipline        | 4 | 3 | 2 | 1 |
| 2. | Player motivation      | 4 | 3 | 2 | 1 |
| 3. | Sensitivity to players | 4 | 3 | 2 | 1 |

TOTAL\_\_\_\_\_

**D. ADMINISTRATOR, PEER AND COMMUNITY RELATIONS**

- |    |                              |   |   |   |   |
|----|------------------------------|---|---|---|---|
| 1. | Understanding of supervision | 4 | 3 | 2 | 1 |
| 2. | Peer interaction             | 4 | 3 | 2 | 1 |
| 3. | Parent interaction           | 4 | 3 | 2 | 1 |
| 4. | Booster club interaction     | 4 | 3 | 2 | 1 |
| 5. | Media interaction            | 4 | 3 | 2 | 1 |
| 6. | Understanding of students    | 4 | 3 | 2 | 1 |

TOTAL\_\_\_\_\_

OTHER:

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- |    |                          |       |
|----|--------------------------|-------|
| A. | PERSONAL CHARACTERISTICS | _____ |
| B. | COACHING SKILLS          | _____ |
| C. | COACH/PLAYER RELATIONS   | _____ |
| D. | ADMINISTRATOR/COMMUNITY  | _____ |

GRAND TOTAL \_\_\_\_\_

\_\_\_\_\_  
(Signature of Interviewer)

\_\_\_\_\_  
(Date)



## **PENNSYLVANIA INTERSCHOLASTIC ATHLETIC ASSOCIATION (PIAA)**

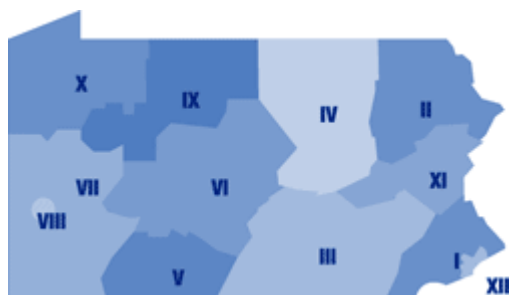
The Pennsylvania Interscholastic Athletic Association, Inc. (PIAA) is a non-profit corporation and a voluntary membership organization. The members of PIAA consist of almost all of the public junior high/middle and senior high schools, some of the Private junior high/middle Schools and many of the Private senior high Schools in the Commonwealth of Pennsylvania. Generally stated, the function of PIAA is to develop and enforce rules regulating interscholastic athletic competition, which are authorized or adopted by the member schools.

PIAA was formed in Pittsburgh on December 29, 1913, by a group of high school Principals who wanted to eliminate abuses, establish uniform rules, and place interscholastic athletics in the overall context of secondary education. The purposes of PIAA, as set forth in ARTICLE II of its Constitution, are to:

- Organize, develop, and direct an interscholastic athletic program which will promote, protect, and conserve the health and physical welfare of all participants.
- Formulate and maintain policies that will safeguard the educational values of interscholastic athletics and cultivate the high ideals of good sportsmanship.
- Promote uniformity of standards in all interscholastic athletic competition.

PIAA believes that a system that best serves the student-athlete emphasizes the amateur, educational, and character-building aspects of high school sports and recognizes that athletics is not the driving force. Students are in school primarily to obtain an education.

The membership of PIAA consists of 1,457 schools, of which 772 are senior high schools and 685 are junior high/middle schools. Of that membership, 146 are Private senior high Schools and 63 are Private junior high/middle Schools. More than 320,000 students participate in interscholastic athletics at all levels (varsity, junior varsity, or otherwise) of competition under PIAA jurisdiction, which placed Pennsylvania sixth among the states for 2008-2009. Similar associations exist in all 50 states.



PIAA is divided for administrative purposes into 12 geographic districts, each of which has a District Committee elected by the member schools within the PIAA district. Each District Committee elects a chairman, who becomes the district's

representative on the Board of Directors, the statewide governing body of the organization.

Other members of the Board of Directors include representatives of the member junior high/middle schools, the Pennsylvania School Boards Association (PSBA), the Pennsylvania Association of School Administrators (PASA), the Pennsylvania Association of Secondary School Principals (PASSP), the Pennsylvania State Athletic Directors Association (PSADA), the Pennsylvania Coaches' Association (PCA), the Pennsylvania Department of Education (PDE), one female and one male PIAA-registered sports' official, the chairpersons of the Girls' Athletics and Private Schools' Steering Committees, and one female and one male representative from the Parents' Advisory Committee. With the sometime exception of the officials' and parents' representatives, members of the Board of Directors are experienced professional educators who have background and experience in dealing with high school athletics.

As with the Board of Directors, nearly all members of the District Committees are experienced professional educators with background and experience in dealing with high school athletics.

PIAA is governed by a Constitution adopted by its member schools and By-Laws adopted by its elected Board of Directors.

Schools become members of PIAA by applying for membership to the District Committee. The application must be signed by the school Principal and must be accompanied by a resolution of approval executed on behalf of the School Board stating that in all matters pertaining to interscholastic athletic activities, the school shall be governed by the Constitution, By-Laws, Policies and Procedures, and Rules and Regulations of PIAA.

The Principal of each member school is responsible to PIAA in all matters pertaining to the interscholastic athletic relations of the Principal's school. PIAA deals with individual coaches, students, and their parents through its member schools.

The four major areas in which PIAA currently operates are:

1. Establishing and enforcing rules governing the eligibility of high school athletes to participate in interscholastic athletics, including rules for academic performance and attendance, age, amateur status, and transfers.
2. Adopting the Contest rules for each sport under its jurisdiction. With the exception of bowling, golf, rifle, and tennis, the National Federation of State High School Associations (NFHS), of which PIAA has been a member since 1925, publishes all other Contest rules adopted by PIAA. As NFHS does not have rules in these four sports, PIAA adopts those published by their respective national governing bodies.

3. Registering and providing training opportunities for officials to officiate at Contests in which PIAA member schools participate. Approximately 14,000 sports officials are currently registered, on active status, and in good standing, with PIAA. PIAA requires its officials to be involved in continuing education and provides classes for them to attend on a local basis throughout the state.
4. Organizing and operating Inter-District Championship Contests in the sports of baseball, basketball, cross country, field hockey, football, golf, lacrosse, soccer, softball, swimming and diving, tennis, track and field, volleyball, and wrestling.

All of this is accomplished without any federal or state funds. PIAA's principle source of revenue is the sale of tickets to its Inter-District Championship Contests. Operating these Inter-District Championship Contests is also PIAA's largest expense. Junior high/middle schools pay annual dues of \$200; senior high schools pay annual dues ranging from a low of \$400 to a high of \$550, based on school size. Those dues constitute approximately 10% of PIAA's gross revenue, and are paid by many of the schools from their athletic budgets, which come from ticket sales to their own Regular Season Contests. Gate receipts enable PIAA to operate without taxpayer financing.

In addition to these specific categories of operations, PIAA also provides numerous services to its members on a day-to-day basis through its headquarters near Mechanicsburg, Cumberland County.

On a national comparative basis, PIAA has a small staff for such a large state. The organization operates with a full-time staff of 12 and approximately 200 volunteers. Most of those volunteers are professional educators in Pennsylvania schools. Without substantial volunteer assistance from people concerned about student-athletes and their experiences, PIAA could not operate as it does.

Information taken from: <http://piaa.org/about/story.aspx>

## **CONTACT INFORMATION FOR THE PIAA**

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### **Office Hours**

Monday - Friday: 8:30 am to 4:30 pm

*For additional information, go to <http://www.piaa.org>*