

ADMINISTRATIVE REGULATION

CENTENNIAL SCHOOL DISTRICT

APPROVED: August 16, 2016

REVISED:

122-AR-0. STUDENT ORGANIZATIONS

The following administrative regulations govern the registration and management of student groups at the secondary level.

The Board will approve and recognize any group organized for a purpose not prohibited by Board policy or by law, if the group complies with all provisions of Board policy and administrative regulations. Any group that violates Board policy and/or administrative regulations may be subject to losing its right to meet on school premises, as otherwise guaranteed under the Equal Access Act.

Classification

The building principal will determine whether a student group is curriculum-related or not. In order to qualify as curriculum-related, the relationship between the student group and the curriculum must meet one (1) of the following criteria:

1. Subject matter of the group must actually be taught or will be taught in a regularly scheduled course.
2. Subject matter of the group must concern the body of planned instruction as a whole.
3. Participation in the group is a course requirement.
4. Academic credit is earned for participation in the group.

Any student group that does not meet at least one (1) of the above criteria will be classified as noncurriculum-related.

Curriculum-Related Student Groups

For curriculum-related groups, faculty advisors will have the authority to provide in-depth guidance and teaching to students, and will act on behalf of the District to ensure that the group's activities are aligned with the District's objectives. All such faculty advisors must teach a subject in the District whose content is directly related to the group's activities, or have sufficient experience or expertise related to that subject, as determined by the administration.

Noncurriculum-Related Student Groups

A noncurriculum-related student group has a purpose and subject matter not directly related to the body of planned instruction offered by the school. Pursuant to the federal Equal Access Act, all meetings and activities of noncurriculum-related student groups must be initiated, directed and controlled by District students and not by other individuals, including school personnel, parents/guardians, and all other nonschool individuals who have no official affiliation or relationship to the school.

Nonschool persons may not regularly attend meetings or activities of noncurriculum-related student groups. Notification of the attendance of a nonschool person at a meeting must be submitted to the principal at least seven (7) school days prior to the meeting.

For noncurriculum-related student groups, faculty advisors will act as a monitor for the students, and may provide assistance in facilitating logistics when requested. However, the students must retain control of such meetings and activities. Faculty advisors for noncurriculum-related groups may not assume any leadership, direction or control of student groups; may not speak on behalf of student groups; and may not participate in any activities of student groups.

Student Group Registration

Students requesting to form a group must apply in writing to the building principal. At that time and each year thereafter, student groups will be required to:

1. Submit a list of its members and officers.
2. Submit a copy of its constitution and/or bylaws.

District Authority

The Superintendent, building principal and/or designee has full authority to prohibit unlawful meetings; maintain discipline and order on school premises; prevent the material and substantial interference with the orderly conduct of educational activities; and/or protect the well-being of students and other members of the school community.

Scheduling Meetings

Based upon availability and advance request, properly registered student groups may conduct meetings on school premises before and after school and during the lunch hour, as the schedule permits.

Requests for permission to schedule meetings of student groups must be submitted on the District form to the principal or designee at least seven (7) days prior to the meeting.

Presence Of Faculty Advisors

To ensure appropriate levels of safety, the District requires the presence of a faculty advisor for all meetings and activities of student groups, whether curriculum-related or not. If a student group is unable to secure a faculty advisor, the District will ensure that one is provided. No school employee will be expected to attend or monitor a meeting if the content of the speech at the meeting is contrary to the employee's beliefs.

Meeting/Activity Announcements

The principal will allow all student groups, whether curriculum-related or not, to have their meetings and activities announced through District media, such as bulletin boards, morning announcements on the P.A. system, school television program, school calendar, school newspaper, District website, and school hallways for announcement posters, subject to the following requirements:

1. Announcements for student group meetings and activities, whether curriculum-related or not, may only include the name of the group; date, time, and place of the meeting or activity; and general subject of the meeting or activity. Announcements will not advocate for a particular position or promote a viewpoint.
2. All announcements must be submitted to the principal or designee at least one (1) school day in advance of the meeting or activity.
3. The principal or designee will ensure that all announcements adhere to these requirements, and will decide how such announcements may be displayed and/or conveyed.

Dissemination Of Policy/Regulations

Board policy and administrative regulations will be made available to students, parents/guardians, staff and administrators on the District website.

Information regarding pertinent Board policy and administrative regulations will be presented to all students and advisors annually during grade level orientation assemblies at the onset of each school year.

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122-AR-1. STUDENT ELIGIBILITY

The following administrative regulations will be in effect for students participating in extracurricular activities. All staff members, students and parents/guardians must be informed of these regulations. Activity sponsors must follow these requirements for eligibility as they pertain to the participation of students in the various clubs and extracurricular activities.

Elementary

All students are eligible to participate in any club program.

The principal may suspend or terminate a student from a club if:

- 1. Participation is negatively affecting his/her regular school program or other student(s) in the club;**
- 2. The student does not have a reasonable explanation for not attending meetings and/or actively taking part in the club; or**
- 3. The student is on suspension.**

Middle and High School

All students are eligible to participate in clubs and intramural activities.

The principal may suspend or terminate a student from a club or intramural activity if:

- 1. Club or intramural participation is negatively affecting his/her regular school program or other student(s) in the club or intramural activity;**
- 2. The student does not have a reasonable explanation for not attending meetings and/or actively taking part in the club or intramural activity; or**
- 3. The student is on suspension.**

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122-AR-2. CODE OF CONDUCT FOR EXTRACURRICULAR ACTIVITIES

The goal of the extracurricular program is to provide opportunities for students to pursue interests and develop life skills beyond the classroom.

Activity advisors will create a roster of students who are members or participants of a group and will maintain attendance records.

This Code of Conduct applies to all students participating in extracurricular activities as defined in Board policy.

Students must conduct themselves at all times, including after school and on days school is not in session, as good citizens and representatives of their school; they must behave in ways that are consistent with good sportsmanship, leadership, and appropriate moral conduct. Students are expected to demonstrate good citizenship and exemplary conduct in the classroom, in the community, and during all facets of an extracurricular activity.

The Code of Conduct describes the expectations and goals of the extracurricular activities program. This Code does not contain a complete list of inappropriate behaviors for students in extracurricular activities. This Code of Conduct will be enforced 365 days a year, twenty-four (24) hours a day. A student may be excluded from activities or competition while the school is conducting an investigation regarding that student's conduct.

Students and their parents/guardians are encouraged to seek assistance from the Student Assistance Program regarding alcohol or other drug problems. Family referrals or self-referrals will be taken into consideration when determining consequences for Code of Conduct violations.

Code Of Conduct

A student participating in an extracurricular activity will be subject to disciplinary action if s/he violates this Code of Conduct for Extracurricular Activities. Violations will be treated cumulatively, with disciplinary penalties increasing with subsequent violations.

Students will not:

1. Violate Board policies or administrative regulations related to student discipline.
2. Consume or be under the influence of a beverage containing alcohol.

3. Use tobacco, tobacco products and/or vapor products, in any form.
4. Use, be under the influence, possess, buy, sell, barter, or distribute any controlled substance or paraphernalia.
5. Use or possess any object that is or could be considered a weapon or any item that is a look-alike weapon. This prohibition does not prohibit legal use of weapons in cooking and in sports, such as archery, martial arts practice, target shooting, hunting, and skeet.
6. Attend a party or other gathering and/or ride in a vehicle where alcoholic beverages and/or controlled substances are being consumed by minors.
7. Act in an unsportsmanlike manner.
8. Vandalize or steal.
9. Haze other students.
10. Violate the written rules for the activity.
11. Behave in a manner that is detrimental to the good of the group or school.
12. Be insubordinate or disrespectful toward the activity's advisors.
13. Falsify any information contained on any permit or permission form required by the activity.

All students remain subject to the Board's student discipline policies, administrative regulations and/or the school's student handbook and the disciplinary measures listed in them.

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122-AR-3. LIMITED OPEN FORUM

Secondary schools in the District will grant access to student groups that request to meet for academic, religious, political, or philosophical purposes under a limited open forum provided by the Equal Access Act. The implementation of Board Policy 122, Extracurricular Activities is governed by established administrative regulations.

Establishment of a limited open forum does not limit the authority of the school, the District, its agents, or its employees to maintain order and discipline on school premises; to protect the well-being of students and staff; and to assure that attendance of students at meetings is voluntary.

A limited open forum is established when the school grants an opportunity for one or more noncurriculum-related student groups to meet on school premises during noninstructional time.

Noninstructional time – means the time determined by the administration before actual classroom instruction begins or after actual classroom instruction ends, and the lunch hour. For purposes of determining the beginning and ending of the school day, the school will designate the first period in the day when the majority of the students attend class as the first period; the last period in the day will be the period that is the last class period for the majority of the students.

Noncurriculum-related student group – means any student group that does not directly relate to the curriculum programs offered by the school.

The school will be deemed to offer a fair opportunity for students to conduct meetings within a limited open forum if it uniformly ensures that:

1. The meeting is voluntary and student-initiated.
2. There is no sponsorship of the meeting by the school or any government, its agents or employees.
3. School employees are present at religious meetings only in a nonparticipatory capacity.
4. The meeting does not materially and substantially interfere with the orderly conduct of educational activities within the school.
5. Nonschool persons do not direct, conduct, control, or regularly attend activities of student groups.

Establishment of a limited open forum does not authorize the school or the District to:

1. Influence the form or content of any prayer or other religious activity.
2. Require any person to participate in prayer or other religious activity.
3. Expend public funds beyond the incidental cost of providing the space for the student-initiated meetings.
4. Compel any school employee to attend a meeting if the content of the speech at the meeting is contrary to the beliefs of the employee.
5. Sanction meetings that are otherwise unlawful.
6. Limit the rights of groups of students that are not of a specified numerical size.
7. Abridge the constitutional rights of any person.

Student religious groups and political clubs will be allowed to use school premises on the same basis as other noncurriculum-related groups.

The building principal may approve a student group's use of facilities to conduct a meeting during the open forum, provided that:

1. The meeting will take place during noninstructional time, as determined by the principal.
2. The meeting is voluntary and student-initiated. The principal must be assured that students are the ones promoting such activities and are participating of their own volition. Only students enrolled in the school may request such meetings.
3. School authorities or District personnel do not promote, lead, or participate in such meetings. Principals may assign personnel to supervise these meetings. This action does not constitute sponsorship of such meetings.
4. The presence of school authorities is for the purpose of observation only, and such attendance is nonparticipatory in nature.
5. The school may deny facilities use to students on the basis that such activities or meetings interfere with the instructional program when the meeting interferes with the conduct of regular instructional activities in the school.

6. Student meetings are not controlled, conducted, or directed by persons or groups not affiliated with the schools. Nonschool individuals may attend student meetings but not on a regular basis. The student who requested use of the school facility for a student meeting must receive approval from the principal at least seven (7) days in advance for any nonschool individual who will be attending the meeting and must state the purpose of his/her attendance. All visitors must register at the school office before proceeding to any scheduled student meeting.
7. The meeting is open to all students without regard to race, color, creed, gender, sexual orientation, religion, ancestry, national origin, or handicap/disability.
8. Student-initiated, noncurriculum-related groups must apply for the use of school facilities for student meetings on the appropriate form. Approval or denial will be made by the principal or designee.
9. Use of school equipment by noncurriculum-related groups will be subject to Board policy.
10. Groups denied use of facilities may appeal the decision pursuant to Board Policy 906, Public Complaints.
11. Approved groups will not use the school name, school mascot name, District name or any name that might imply school or District sponsorship.

Any activity that would violate Board policy and/or discipline codes is prohibited on District property. Any student who engages in misconduct is subject to disciplinary action, including suspension and expulsion.

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122-AR-4. REQUEST FORM FOR STUDENT MEETINGS

Student groups are expected to return the room(s), including furniture, to its original condition and configuration after each use. The contents of assigned room(s) are the private property of the District. Seven (7) days prior to any meeting, the requesting student must give the principal the name of anyone attending the meeting who is neither a student nor a school staff member. When a copy of this form is returned with the necessary approval signatures, the group may begin its activities.

Return this form to the building principal for approval.

Student's Name: _____

Group's Name: _____

Description/Purpose of Activity: _____

Will nonschool individuals direct, conduct, control or regularly attend meetings? Yes No

Will decorations be used? If yes, how will they be affixed? _____

Materials to be brought into/near building (be specific):

Material: _____

Purpose: _____

Activity Date(s): _____

Start Time: _____ End Time: _____

How will students attending the meeting(s) be made aware that student discipline rules apply during the meeting and at all times while on school property?

They will be told by the student signing this form.

They will receive a written explanation.

Other: _____

By signing this form, you agree to comply with the Board policy and administrative regulations on student groups and meetings.

Student's Signature: _____ Date: _____

Official Use Only

Date Request Received: _____ Date Approved: _____

Received By: _____ Approved By: _____

Room(s) Assigned: _____

Approval Signature: _____ Date: _____

Student's identification was verified by: _____

CENTENNIAL SCHOOL DISTRICT
122-AR-5. EXTRACURRICULAR EVALUATION FORM

Name of Advisor

Building

Activity

RATING CODE: **U** – Unsatisfactory **RI** – Requires Improvement **E** – Effective **O** – Outstanding **NA** – Not Applicable

I. PROFESSIONAL & PERSONAL RELATIONS	U	RI	E	O	NA	EVALUATOR'S COMMENTS
A. Cooperation and communication with building principal						
B. Cooperation and communication with appropriate administrator						
C. Rapport with staff						
D. Relationship with participants						
E. Appropriate conduct at events						
F. Appropriate dress at events						
G. Relationship with news media						
H. Parental activities, student activities, awards program						
I. Encourages students to participate in activities						
J. Ability to motivate participants toward desired goals						
K. Assist student participants with college selections and scholarship availability						
L. Encourages students to excel in the classroom and cooperates with teachers in dealing with student academic problems						
II. ADVISOR PERFORMANCE & RELATED RESPONSIBILITES						
A. Respect – sets example						
B. Supervision and administration of participants at meetings						
C. Knowledge of program						
D. Is innovative – uses new techniques and ideas						
E. Compliance with meeting deadlines						
F. Detail work for timesheets, student rosters, résumés, permission slips, awards lists, etc.						
G. Care of equipment, issuance and storage						
H. Willing to devote time and energy to advisor duties						
III. GENERAL OVERALL EVALUATION (Attach extra sheet for additional comments)						
IV. ADVISOR PERFORMANCE & RELATED RESPONSIBILITES	YES <input type="checkbox"/>		NO <input type="checkbox"/>			

Signature of Administrator

Signature of Advisor

Date

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122-AR-6. REQUEST TO ESTABLISH STUDENT ACTIVITY

Name of Organized Student Activity: _____

Purpose or Objective: (Briefly describe why this organization is being formed.)

Benefit: (Briefly describe how the students/District will benefit from the establishment of this organization.) _____

Leadership: (Briefly describe how this activity will be organized, how it will be run and whether the officers will be elected or appointed.) _____

Faculty Advisor: (Name and Subject)

Fundraising:

- Will this organization raise funds? No Yes
- If yes, briefly describe typical fundraising activities and who will be involved.

Use of Funds: (Briefly describe how these funds will be used to benefit the students or the District.) _____

Financial Dependence:

- Will this organization require facilities or equipment to be provided by the school?
 No Yes
- If yes, briefly describe the assistance needed and whether it is a continuing, year-to-year need. _____

Financial Responsibility: (Briefly describe who will be responsible for these funds and how fundraising, expenditure and/or transfer decisions will be made.) _____

♦ *Attach a copy of the Constitution or Bylaws that will govern this student activity.*

Request Submitted by

Date Submitted

Approved by

(Building Principal)

Date Approved

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122-AR-7. REQUEST TO CLOSE STUDENT ACTIVITY

Any student activity group that will be closing, or whose major membership will be graduating, or whose major membership will no longer be eligible to participate in future activities of the organization must submit a Request To Close A Student Activity Form for approval before the regularly scheduled Board meeting in June, or as soon as dissolution is anticipated to occur if the closing will occur during a school year. Failure to take any action regarding any unspent balance within one (1) year of the inactivity of the account will deem those funds to be donated to the Student Council fund of the respective school.

Name of Organization: _____

Reason for Closing: _____

Disposition of Funds:

Does this organization have any funds remaining? No Yes

If yes, what is the estimated ending balance? \$ _____

What disposition will be made of these funds? (Donation to another activity, purchase of equipment or other contribution to the District, etc.) All funds must be expended.

Date of Closing: _____

Copies of the Board policy and administrative regulations have been provided to all organizations to provide full understanding of the responsibilities of student activity groups formed in the District.

Date Submitted: _____ Submitted By: _____

Principal approval: _____ Date: _____

SECTION 3: UNDERSTANDING OF RISK OF CONCUSSION AND TRAUMATIC BRAIN INJURY

What is a concussion?

A concussion is a brain injury that:

- Is caused by a bump, blow, or jolt to the head or body.
- Can change the way a student's brain normally works.
- Can occur during Practices and/or Contests in any sport.
- Can happen even if a student has not lost consciousness.
- Can be serious even if a student has just been "dinged" or "had their bell rung."

All concussions are serious. A concussion can affect a student's ability to do schoolwork and other activities (such as playing video games, working on a computer, studying, driving, or exercising). Most students with a concussion get better, but it is important to give the concussed student's brain time to heal.

What are the symptoms of a concussion?

Concussions cannot be seen; however, in a potentially concussed student, **one or more** of the symptoms listed below may become apparent and/or that the student "doesn't feel right" soon after, a few days after, or even weeks after the injury.

- | | |
|--|---|
| <ul style="list-style-type: none"> • Headache or "pressure" in head • Nausea or vomiting • Balance problems or dizziness • Double or blurry vision • Bothered by light or noise | <ul style="list-style-type: none"> • Feeling sluggish, hazy, foggy, or groggy • Difficulty paying attention • Memory problems • Confusion |
|--|---|

What should students do if they believe that they or someone else may have a concussion?

- **Students feeling any of the symptoms set forth above should immediately tell their Coach and their parents.** Also, if they notice any teammate evidencing such symptoms, they should immediately tell their Coach.
- **The student should be evaluated.** A licensed physician of medicine or osteopathic medicine (MD or DO), sufficiently familiar with current concussion management, should examine the student, determine whether the student has a concussion, and determine when the student is cleared to return to participate in interscholastic athletics.
- **Concussed students should give themselves time to get better.** If a student has sustained a concussion, the student's brain needs time to heal. While a concussed student's brain is still healing, that student is much more likely to have another concussion. Repeat concussions can increase the time it takes for an already concussed student to recover and may cause more damage to that student's brain. Such damage can have long term consequences. It is important that a concussed student rest and not return to play until the student receives permission from an MD or DO, sufficiently familiar with current concussion management, that the student is symptom-free.

How can students prevent a concussion? Every sport is different, but there are steps students can take to protect themselves.

- Use the proper sports equipment, including personal protective equipment. For equipment to properly protect a student, it must be:
 - The right equipment for the sport, position, or activity;
 - Worn correctly and the correct size and fit; and
 - Used every time the student Practices and/or competes.
- Follow the Coach's rules for safety and the rules of the sport.
- Practice good sportsmanship at all times.

If a student believes they may have a concussion: Don't hide it. Report it. Take time to recover.

I hereby acknowledge that I am familiar with the nature and risk of concussion and traumatic brain injury while participating in interscholastic athletics, including the risks associated with continuing to compete after a concussion or traumatic brain injury.

Student's Signature _____ Date ____/____/____

I hereby acknowledge that I am familiar with the nature and risk of concussion and traumatic brain injury while participating in interscholastic athletics, including the risks associated with continuing to compete after a concussion or traumatic brain injury.

Parent's/Guardian's Signature _____ Date ____/____/____

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122-AR-9. SUDDEN CARDIAC ARREST INFORMATION SHEET



Athlete/Parent/Guardian Sudden Cardiac Arrest Symptoms and Warning Signs Information Sheet and Acknowledgement of Receipt and Review Form

What is sudden cardiac arrest?

Sudden cardiac arrest (SCA) is when the heart stops beating, suddenly and unexpectedly. When this happens blood stops flowing to the brain and other vital organs. SCA is NOT a heart attack. A heart attack may cause SCA, but they are not the same. A heart attack is caused by a blockage that stops the flow of blood to the heart. SCA is a malfunction in the heart's electrical system, causing the heart to suddenly stop beating.

How common is sudden cardiac arrest in the United States?

There are about 300,000 cardiac arrests outside hospitals each year. About 2,000 patients under 25 die of SCA each year.

Are there warning signs?

Although SCA happens unexpectedly, some people may have signs or symptoms, such as:

- dizziness
- lightheadedness
- shortness of breath
- difficulty breathing
- racing or fluttering heartbeat (palpitations)
- syncope (fainting)
- fatigue (extreme tiredness)
- weakness
- nausea
- vomiting
- chest pains

These symptoms can be unclear and confusing in athletes. Often, people confuse these warning signs with physical exhaustion. SCA can be prevented if the underlying causes can be diagnosed and treated.

What are the risks of practicing or playing after experiencing these symptoms?

There are risks associated with continuing to practice or play after experiencing these symptoms. When the heart stops, so does the blood that flows to the brain and other vital organs. Death or

122-AR-9. SUDDEN CARDIAC ARREST INFORMATION SHEET

permanent brain damage can occur in just a few minutes. Most people who have SCA die from it.

Act 59 – the Sudden Cardiac Arrest Prevention Act (the Act)

The Act is intended to keep student-athletes safe while practicing or playing. The requirements of the Act are:

Information about SCA symptoms and warning signs.

- Every student-athlete and their parent or guardian must read and sign this form. It must be returned to the school before participation in any athletic activity. A new form must be signed and returned each school year.
- Schools may *also* hold informational meetings. The meetings can occur before each athletic season. Meetings may include student-athletes, parents, coaches and school officials. Schools may also want to include doctors, nurses and athletic trainers.

Removal from play/return to play

- Any student-athlete who has signs or symptoms of SCA must be removed from play. The symptoms can happen before, during or after activity. Play includes all athletic activity.
- Before returning to play, the athlete must be evaluated. Clearance to return to play must be in writing. The evaluation must be performed by a licensed physician, certified registered nurse practitioner or cardiologist (heart doctor). The licensed physician or certified registered nurse practitioner may consult any other licensed or certified medical professionals.

I have reviewed and understand the symptoms and warning signs of SCA.

Signature of Student-Athlete

Print Student-Athlete’s Name

Date

Signature of Parent/Guardian

Print Parent/Guardian’s Name

Date

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122-AR-10. COACH/ASSISTANT COACH PERFORMANCE EVALUATION FORM

PENNSYLVANIA STATE ATHLETIC DIRECTORS ASSOCIATION ATHLETIC COACH/ASSISTANT COACH PERFORMANCE APPRAISAL FORM

Coach _____ Date _____

School _____ Sport/Position _____

Time in Present Position _____

MISSION STATEMENT:

The success or failure of athletic programs has a direct bearing on how community members view the entire school system. Community and parental pressure must be balanced with the objectives of good sportsmanship and good mental health. Coaches continually face risks, such as, player injury and legal predicaments. It is imperative that these are weighed against the pressures of winning or losing. Exercising common sense and good judgment are pre-requisites to final decisions. There are those who do not fit the model of a successful coach and the successful coach is not always the one who wins every game. A successful coach needs a broad spectrum of behavioral competencies and should be judged accordingly.

GOAL STATEMENT:

To improve the fundamental skills, team strategy and physical fitness that are needed to achieve a degree of individual and team success. These, in turn, should lead to the formulation of normal and ethical values, pride of accomplishment, acceptable social behavior, self-discipline and individual self-confidence.

This instrument may be used to evaluate the head coach of an athletic activity. The form is to be completed by the supervisor in charge (usually the athletic director) who, in turn, submits a copy to the principal of the building where the coach performs his/her duties. Appeal and legal procedures of points in question are to be conducted according to School Board Policy. It is recommended that this evaluation be conducted twice during the season, if time permits - mid-season and the final review..

**PENNSYLVANIA STATE ATHLETIC DIRECTORS ASSOCIATION ATHLETIC
COACH/ASSISTANT COACH PERFORMANCE APPRAISAL FORM**

Coach _____ Date _____ Evaluator _____

PERFORMANCE CRITERIA	PERFORMANCE STANDARD						SCORE
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5 = High, 1 = Low, (Circle One)

A. SKILLS, KNOWLEDGE, PERFORMANCE STANDARDS

1. Possesses knowledge of sport that he/she coaches	5	4	3	2	1	=	_____
2. Understands the fundamentals of the sport	5	4	3	2	1	=	_____
3. Understands the legal duties of coaching	5	4	3	2	1	=	_____
4. Demonstrates sound sport strategies for competition	5	4	3	2	1	=	_____
5. Knows the strengths and opportunities of each player	5	4	3	2	1	=	_____
6. Implements an appropriate conditioning program to promote sport specific fitness	5	4	3	2	1	=	_____
7. Sets challenging performance standards for the team	5	4	3	2	1	=	_____
8. Encourages each player to achieve his/her goals	5	4	3	2	1	=	_____
9. Requires players to work hard and hustle during practice	5	4	3	2	1	=	_____
10. Teaches positive sportsmanship and to be proud but humble in victory	5	4	3	2	1	=	_____
11. Understands basic principles of sport psychology and applies where and when appropriate	5	4	3	2	1	=	_____
12. Teaches persistence in the face of adversity	5	4	3	2	1	=	_____

Sub-total _____

Coach _____ Date _____

Evaluator _____

PERFORMANCE CRITERIA	PERFORMANCE STANDARD						SCORE
	5 = High, 1 = Low, (Circle One)						
B. SELF AND TEAM MANAGEMENT							
1. Maintains self and team discipline	5	4	3	2	1	=	_____
2. Conducts well planned and organized practices	5	4	3	2	1	=	_____
3. Develops and implements effective game plans	5	4	3	2	1	=	_____
4. Keeps team focused during practices and games	5	4	3	2	1	=	_____
5. Encourages the team to work together	5	4	3	2	1	=	_____
6. Emphasizes the team approach - T ogether E veryone A chieves M ore!	5	4	3	2	1	=	_____
7. Creates a positive learning environment for players to learn from their mistakes	5	4	3	2	1	=	_____
8. Manages conflict in a positive manner	5	4	3	2	1	=	_____
9. Enforces rules and regulations for the team	5	4	3	2	1	=	_____
10. Evaluates team personnel and gives constructive feedback	5	4	3	2	1	=	_____
11. Develops a positive attitude with team	5	4	3	2	1	=	_____
12. Manages time spent with family, sport and profession	5	4	3	2	1	=	_____
13. Delegates authority with responsibility but remains responsible	5	4	3	2	1	=	_____
14. Commands respect by example	5	4	3	2	1	=	_____
						Sub-total	_____

PENNSYLVANIA STATE ATHLETIC DIRECTORS ASSOCIATION
 ATHLETIC COACH/ASSISTANT COACH PERFORMANCE APPRAISAL FORM

PERFORMANCE CRITERIA	PERFORMANCE STANDARD						SCORE
	5 = High,	4	3	2	1 = Low,	(Circle One)	
C. LEADERSHIP and COMMUNICATION SKILLS							
1. Exhibits qualities of leadership	5	4	3	2	1	=	_____
2. Establishes realistic, achievable goals for the team	5	4	3	2	1	=	_____
3. Communicates the expectations for the team	5	4	3	2	1	=	_____
4. Uses praise and encouragement to influence players behavior	5	4	3	2	1	=	_____
5. Exhibits enthusiasm during practices and games	5	4	3	2	1	=	_____
6. Conducts self in a professional manner with players, parents, officials, media and public	5	4	3	2	1	=	_____
7. Exemplifies integrity throughout the program with all personnel	5	4	3	2	1	=	_____
8. Keeps athletic director informed	5	4	3	2	1	=	_____
9. Communicates effectively with staff, faculty, administration, parents and media	5	4	3	2	1	=	_____
10. Values the contributions of all players and game personnel	5	4	3	2	1	=	_____
11. Cares about his/her players and believes in them	5	4	3	2	1	=	_____
12. Motivates players in an ethical manner	5	4	3	2	1	=	_____
13. Treats players, officials with respect and dignity	5	4	3	2	1	=	_____
14. Promotes players for appropriate recognition during and after the season	5	4	3	2	1	=	_____
15. Maintains effective rapport with parent/booster club	5	4	3	2	1	=	_____

Sub-total _____

TOTAL NUMERICAL VALUE	SCORE
A. Skills, Knowledge, Performance Standards	_____
B. Self and Team Management	_____
C. Administrative Duties	_____
D. Leadership and Communication Skills	_____

TOTAL _____

PENNSYLVANIA STATE ATHLETIC DIRECTORS ASSOCIATION
ATHLETIC COACH/ASSISTANT COACH PERFORMANCE APPRAISAL FORM

EXPLANATION and COMMENTS

Indicate the major strengths of the contract holder. (Be specific.) Must be completed by evaluator and by self.

Indicate the major areas in need of improvement. (Be specific.) Must be completed by the evaluator.

OVERALL RATING:

TOTAL POINTS = _____ **SATISFACTORY**
UNSATISFACTORY

PENNSYLVANIA STATE ATHLETIC DIRECTORS ASSOCIATION
ATHLETIC COACH/ASSISTANT COACH PERFORMANCE APPRAISAL FORM

Coach _____ Position _____

INITIAL REVIEW

The performance criteria and position description have been reviewed with the coach at the beginning of the appraisal period:

Date	Evaluator Initials	Coach Initials
_____	_____	_____

PROGRESS REVIEW

() Mid-year () Annual

Dates of appraisal Period:

From: _____ To: _____

SIGNATURES

This report reflects my appraisal of this coach's performance in relation to the performance criteria in effect for the appraisal period. I have completed this appraisal in accordance with school district policies and procedures, and I have discussed it with the coach and my immediate supervisor.

Evaluator's Signature	Date	Position
_____	_____	_____

This appraisal has been completed in accordance with school district policies and procedures. I have reviewed this appraisal and I _____ **concur** _____ **do not concur** with it. If I have comments, they are attached to this page.

Reviewer's Signature - Supervisor	Date	Position
_____	_____	_____

My signature indicates that the evaluator has discussed this appraisal with me. My signature does not imply agreement or disagreement with the ratings. If I have comments about the appraisal, they are attached to this page.

Coach's Signature	Date	Position
_____	_____	_____

ADMINISTRATIVE REGULATION

APPROVED: August 16, 2016

REVISED:

CENTENNIAL SCHOOL DISTRICT

122-AR-11. DATA SHEET FOR CLUB/INTRAMURAL/NON-ATHLETIC ACTIVITIES

Sponsor: _____

Club Title: _____ # of Hours: _____

Intramural: _____ # of Hours: _____

Non-Athletic Activity: _____

Salary: _____ Time Period: _____

Projected Number of Sessions: _____ Projected Number of Students: _____

Frequency of Sessions: _____

Description of Activity: _____

Requested by: _____
(Principal)

Date: _____

Approved by: _____
(Supervisor)

Date: _____

End of Activity Report

Activity Hours: _____ Activity Dates: _____

of Students Involved*: _____ Average # Per Session: _____

Grade Levels Served: _____

Payment Authorized to Amount of \$: _____

Approval Signature: _____ Date: _____

*Attach list of student names to this form.