GRAND RAPIDS AREA SCHOOLS

COACH & ADVISOR HANDBOOK

Revised August 2025

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Welcome to the team of Grand Rapids Area Schools Activities!

You have been invited to be part of a powerful assembly of professionals who care deeply about student-athletes. You may have had many motivating reasons for wanting to work with our student-athletes, but ultimately, you will find that you are going to be one of the most influential forces in the lives of our student-athletes that you have the privilege to work with throughout your tenure as a coach in our district. That is a responsibility that you should not take lightly.

In his book, InsideOut Coaching: How Sports Can Transform Lives, Joe Ehrmann writes,

"Laid out before me was my life as a sports story, a narrative with each mile marker underscoring a coaching relationship. I saw the transactional coaches: the kind of coaches who use players as tools to meet their personal needs for validation, status and identity. They held their power over us to elicit the response they wanted. I obeyed these coaches out of necessity but I never accepted their belief system or bought into their programs. Coach first, team second and players' growth and needs last, if at all, were their modus operandi.

I also saw transformational coaches, who used their coaching platform to impart life-changing messages that I began to understand only decades later. Coach-power, like all forms of power, can be used either for good or for bad, for self or for others. Transformational coaches are other-centered. They use their power and platform to nurture and transform players. I followed these coaches because I sensed their authenticity; they have affected me for a lifetime. Players first, team second, coach's needs met by meeting the needs of players." *Ehrmann; InSideOut Coaching: How Sports Can Transform Lives; pp. 5-6*

The purpose of this handbook resource is to clearly communicate the importance of each Grand Rapids Area Schools coach becoming an InSideOut Coach, and to provide the direction and support you need along each step of the journey.

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GRAND RAPIDS AREA SCHOOLS COACH DEVELOPMENT PROGRAM

The Grand Rapids Area Schools Activities Department aspires to provide excellent experiences for student-athletes and commits to developing great coaches. Coaches may be the most influential force in the lives of high school students of this era. This is a vital responsibility and a wonderful opportunity.

The plan to develop coaches in Grand Rapids Area Schools is based on coaches understanding who they are and planning to strengthen areas of challenge and achieve greatness through refining areas of natural ability. Through a comprehensive set of criteria, coaches will obtain feedback from multiple sources to help them accomplish this.* Grand Rapids Area Schools Activities administrators will guide professional development through collaboration, support and resources.

All head coaches will be required to complete items listed in Appendix A *Required Activities in Coach Development Program*. This includes a student-athlete, coaching staff and parent survey; an administrative assessment; and, a personal professional development plan. Each of these components will be completed as listed in Appendix B *Schedule of Activities in Coach Development Program*. It is strongly suggested that head coaches develop evaluation systems for their coaches and student-athletes. And that head coaches have a comprehensive program development plan.

Every student-athlete and parent expects great coaching. The goal of the Grand Rapids Area Schools Activities Department is to work collaboratively with coaches to become transformational leaders.

*The criteria and framework for assessment is a compilation of research and review of the following:

1. Activities evaluation used at Jefferson High School in Alexandria, Minnesota
2. Coach evaluation used at Prior Lake High School
3. Standards set by National Association of Sport and Physical Education (40 benchmarks in 8 domains.)
4. Themes and concepts presented in InSideOut Coaching: How Sports Can Transform Lives by Joe Ehrmann
5. Rubric model reflecting work of *Frameworks for Teaching* by Charlotte Danielson.

GRAND RAPIDS AREA SCHOOLS ACTIVITIES COACH & ADVISOR HANDBOOK
KEY COACHING QUESTIONS, COMPONENTS & RESOURCES

KEY QUESTION #1:
WHY DO I COACH?
Mission, Vision & Professional Development

Component 1A: Philosophy & Purpose

Head coaches and advisors are required to have a Philosophy Statement on file for their program.

Head coaches and advisors are required to have a Purpose Statement on file for their program.

Experiences from your past shape who you are today. These experiences have a major impact on your belief system. And, these experiences and beliefs serve to form how you view your role as a coach or advisor.

Transactional coaches do not make connections from previous experiences to shape their philosophy. Their belief system readily changes based on current situations rather than serving as the guiding light to help drive decisions. Transformational coaches are able to reflect on prior experiences as an athlete, both good and bad; and able to recognize the positive and negative ways in which they were coached. These reflections help the transformational coach decide what is valued as you now serve in your role as a coach. This reflection and statement of how you view your role as a model to our youth will be a guiding force on your planning and actions. Your past experiences, your belief system, and the role model you become will ultimately dictate how you are remembered by athletes, parents and your community.

"If you don't know where you are going, any road will take you there." Lewis Carroll. A comprehensive, purposeful **mission** will drive coaches to develop excellence in their programs. Likewise a **vision** of what you want your program to become and how you will accomplish it will give a framework for success.

A powerful mission/vision statement for our activity programs focuses on creating a quality experience for all stakeholders: student-athlete, coaching staff, parents and school community by setting high expectations that will be met through the building of relationships.

Resources:

GRAND RAPIDS AREA SCHOOLS ACTIVITIES DEPARTMENT
PHILOSOPHY STATEMENT

We believe that interscholastic activities are an integral part of the school's total educational program. The activities program is a complete extension of our basic educational philosophy of preparing students to become productive, contributing citizens of their community.

We believe that a sound activities program teaches the participants the values of cooperation as well as the spirit of competition. The individual learns how to work with others for the achievement of group goals.

We believe that participation in a sound activities program contributes to the development of health, happiness, physical skills, maturity, sportsmanship, decision-making skills, self-confidence, and self-discipline of each participant.

As you plan your personal Philosophy Statement, listen to legendary coach, John Wooden as he shares who influenced him; what he believes; and, how he views his role as a coach:

http://www.ted.com/talks/john_wooden_on_the_difference_between_winning_and_success.html

Here are some things to consider as you write out your personal philosophy statement:

https://docs.google.com/spreadsheet/ccc?key=0Aj9rDLuQx63edG80eUZPUnBwWnZSZEhEME43U1VNTVE&usp=sharing

Sample statements from the Minnesota State High School League, Independent School District 318 and Grand Rapids Area Schools Activities are below.

MINNESOTA STATE HIGH SCHOOL LEAGUE
MISSION AND BELIEF STATEMENTS

Mission Statement

The Minnesota State High School League provides educational opportunities for students through interscholastic athletics and fine arts programs, and provides leadership and support for member schools.

Education and Leadership for a Lifetime

Beliefs

We believe that…

- Participation in school activity programs is a privilege and not a right.
- Sportsmanship needs to have a constant presence in all school-based activity programs.
- Students should have an equal opportunity to participate in all activities offered by their school.
- Ethical behavior, dignity and respect are non-negotiable.
- Student participants who choose to be chemically free must be supported.
- Collaborative relationships with parents enhance a school's opportunity to positively impact student success.
- Academic priorities must come before participation in athletic or fine arts activities.
- Positive role models and an active involvement in a student's life by parents and others are critical to student success.
- High school activity programs are designed for student participants, and adults must serve in a supportive role.
- The success of the team is more important than individual honors.
- Compliance with school, community and League rules is essential for all activity participants.
- Participation in school-sponsored activities must be inclusive, not exclusive.
- Ethical behavior, fairness, and embracing diversity best serve students and school communities.

INDEPENDENT SCHOOL DISTRICT 318
MISSION & STRATEGIC AIMS

Together, teaching & learning
for life, to achieve excellence.

GRAND RAPIDS AREA SCHOOLS STRATEGIC AIMS

- Highest Student Achievement
- Safe Environment
- Effective & Efficient Systems
- Partnerships

GRAND RAPIDS AREA SCHOOLS ACTIVITIES DEPARTMENT
PURPOSE STATEMENT

The Grand Rapids Area Schools Activities Department, including Grand Rapids and Bigfork, is committed to developing unmatched quality experiences for student-athletes, coaches, and community members.

We strive to guide the development of programs that are so meaningful that people will still be speaking of these positive memories long after they have graduated from Grand Rapids Area Schools. We will achieve this by developing TRANSFORMATIONAL coaches who deeply care about each student-athlete as a person, and will structure their programs to reflect that care.

Purpose Statement Guide:
https://docs.google.com/spreadsheet/ccc?key=0Aj9rDLuQx63edEFVNVkyUUtMVkw0VUxLaXplaXI4RGc&usp=sharing

Component 1B-1E: Program Development

Head coaches and advisors are strongly encouraged to have a Program Development Plan on file for their program.

Successful programs do not happen by accident. Strong programs are the result of careful planning and actually carrying out what is stated on your plan. Transformational program development plans align *all* program activities at *all* levels to create a quality experience for *all* stakeholders (student-athletes, coaches/staff, parents and school community members) by frequently assessing the program; creating a plan for improvement; and, assessing for success after implementing the plan. In addition, decisions such as hiring staff, scheduling, ordering equipment, and communicating with players and parents are all driven by the goals of the program. The purpose of program development should be that the program will be thriving and in great shape when you decide to step aside for the next coach to take over.

Program development does not only involve making student-athletes physically skilled, but it also looks to develop your coaching staff, and improve relationships with parents, school and community. Certain considerations must be accounted for in each of these special groups:

Component 1C: Student Athlete Development: Developing student-athletes into well-rounded citizens is the main purpose of Grand Rapids Area Schools Activities. Plans to develop players should include the obvious

physical attributes necessary to succeed at the sport or activity, but it is also a goal to develop the academic, mental, social and emotional side of your players as well. This will result in a better trained and prepared athlete, but more importantly it is crucial in the personal development of each student-athlete that comes through your program. A comprehensive student-athlete development program addresses needs at all grade levels represented by your program and is designed to include improvement during the off-season as well as the time in which the student-athlete is practicing and competing.

Component 1D: Staff Development: One of the most enjoyable aspects of being a head coach of any team or program is the privilege of mentoring other coaches or staff in your program. Whether you supervise paid or volunteer positions, your team/program will make great strides when you invest time into those individuals coaching with you to achieve success with your team. Just as with student-athletes, good staff development plans look beyond simply improving the physical, technical aspects of the activity, but also develops the philosophical and relational sides necessary to be a transformational coach. This plan will include coaches at all levels of the program.

Component 1E: Parent/Community Development: The most successful transformational programs have all stakeholders on board in supporting the efforts of all teams in the program. It is critical to plan for this outcome, rather than just hope it will develop. A good parent/community plan involves assessing the perceptions of those groups to identify areas of need so that relationships can be fostered to improve the experience for all stakeholders, most importantly the student-athlete. Transformational coaches listen to all opinions; critically analyze suggestions and criticisms; and make changes when needed to stay true to the philosophy and purpose of the program.

Resources:
Program Development Planning Guide:
https://docs.google.com/spreadsheet/ccc?key=0Aj9rDLuQx63edHNQSWNYb1l4cnM2QnlIdko2MUJJWEE&usp=sharing

KEY QUESTION #2:
WHY DO I COACH LIKE I DO?
Matching Actions to Intentions

Component 2A: Reflecting on Good Coaching

All coaches and advisors are expected to reflect on previous experiences; personal strengths and weaknesses; and, how their actions impact others in order to become a better coach.

Transactional coaches live day to day without introspection. Transformational coaches know themselves very well. More importantly, they know what they want to continue doing well, and what they want to change to become better. Over the course of many cycles of assessing, planning, and reviewing, a good coach becomes great. Confidence comes through being very comfortable with who you are and knowing your limitations. Through this process, great coaches seek diverse feedback from others and do not fear criticism because they know which points are valid and worth the time to address and which points are not constructive and should be let go.

Your student-athletes, coaching peers and parents will benefit when you can focus on them and know when you can help them; or, when you should point them to someone else because it is not an area of strength for you.

In an article in The Sports Digest, W. Glenn Reese writes, *"Most successful new school coaches tend to be cooperative style coaches. Athletes today want coaches who are open to their ideas and value them as people. Cooperative coaching allows this empowerment of the athlete, while keeping the overall power in the hands of the coach. A prevalent trait of the new school coach is the thirst for knowledge. A new school coach is more open to change and adaptation than the old school coach. This does not mean that the new school coach is "soft." This simply means that the new school coach is not as domineering. A new school coach seeks to earn the respect of his/her athletes by demonstrating the knowledge they need to be successful. "A characteristic of effective coaches at*

all levels is continued ongoing learning and reflection…Virtually every portrait of great coaches shows them to be active learners who engage in constant reflection" (Gilbert & Jackson, 2004).”

All coaches move in and out of transactional (old school) and transformational (new school) behaviors. It is paramount, however, that our INTENT is to always be new school.

Component 2B: Goal Setting

Head coaches and advisors are required to set SMART goals for their personal professional development plan.

All coaches and advisors are expected to set SMART goals for themselves, and to facilitate goal setting with their teams, staff and student-athletes.

Just knowing what you would like to accomplish through your philosophy, mission and vision is very different than actually making those dreams become a reality. Without effective goal setting, most dreams never materialize. The day-to-day rut of managing meaningless, but necessary duties and dealing with “crisis” situations often keeps us from accomplishing great things with our programs.
It is important to keep your goals aligned with your team’s mission and vision, and, they should not go against your philosophy. Goal setting should also involve all the stakeholders included in the desired outcome. For example, if you would like to see a baseball team goal of not allowing more than three runs per game, it is important to involve your players and coaches in that discussion and process of setting the goal. If goals involve parent support or community involvement, those stakeholders should be included in the goal setting sessions as well.

Resources:
SMART Goals defined/examples:
http://www.lehigh.edu/~inhro/documents/SMART_GoalsHandout.pdf

Planning Guide:
https://docs.google.com/spreadsheet/ccc?key=0Aj9rDLuQx63edHhqRDN3bEs2NHVuNFF2by1pZmx4VFE&usp=sharing

Template:
https://docs.google.com/spreadsheet/ccc?key=0Aj9rDLuQx63edDVLaUpPMVRSTFNkdVBfZnlVSE1feEE&usp=sharing

Principles of Effective Goal Setting:
http://www.appliedsportpsych.org/Resource-Center/Athletes/Articles/goalsetting

Student-Athlete Goal Setting:
http://www.olympic.org/content/olympic-athletes/athletes-space/tips/setting-smart-goals/

Team and Individual Goals:
http://www.americancoachingacademy.com/goalsetting-sugarman.html

Component 2C: Planning Practice to Achieve Goals

Head coaches and advisors will be observed in practice at least once per year, and will be asked to submit a written practice plan at that time.

All coaches and advisors are expected to have a detailed practice plan for each session. Practice plans should focus on achieving stated goals and objectives.

The effectiveness of your goal planning will be evident in the day-to-day routines of practices and games/contests. Practice time provides the best opportunity to see achieve the most growth in your team and individual players. However, this will require careful consideration of the needs of your team and players to be successful in meeting the goals you have set.

Transformational practice plans will result in development of the complete student-athlete and should include teaching components in the areas of physical skills, knowledge of rules and strategies of the game, and ways to overcome stressful emotional situations that may negatively affect players or coaches. The development of these skills does not come by chance, but through careful planning to include all of the components needed to be successful. Just as important is the need for players and coaches to feel rewarded in practice. Practice should be efficient, upbeat and fun. Players and coaches should enjoy going to practice, and feel rewarded when they end a practice session.

Assistant coaches play an important role in the success of any team or program. All coaches should be involved in identifying the goals/objectives of practice sessions. And, assistants should be efficiently used during the practice session to maximize instruction and repetitions for players. Efficient planning eliminates unnecessary idle time.

Component 2D: Consistency in Game Coaching

Head coaches and advisors will be observed in a game/contest at least once per year.

All coaches and advisors are expected to display professionalism and demonstrate coaching decisions aligning with program philosophy, mission, vision and goals.

Some transactional coaches display great transformational qualities right up until game time, at which time philosophies, goals and relationships are sacrificed because of the scoreboard. It is critical that coaches maintain consistent personality, emotional control and sound decision making during competitive events in order to maintain the integrity of the program. The fact that someone is keeping score should not be a justification for disregarding team values, standards of behavior, or goals that have been committed to by team members.

Many program, team and individual goals will be measured by results through competition, and it is not acceptable for a coach to disregard those values just because he or she was upset by a player, official or parent. Great game decisions are a result of clearly stated beliefs, goals and standards that are reinforced many times in practice. Relationships should be valued whether in-season or off-season, during team meetings, practice or games.

Likewise, team philosophies or protocols should not be ignored just to win a game. If the program or team philosophy for a junior high team is that all players will play an equal amount of time, it is not acceptable for a coach to choose otherwise.

Take great care that competition does not derail your mission to provide a quality experience for all stakeholders in the program.

Component 2E: Seeking Feedback for Improvement

Head coaches and advisors will conduct a program/coach survey and attend an administrative review at least once every three years. Survey and assessment data will be used to create a personal professional development plan.

All coaches and advisors are strongly encouraged to survey all stakeholders to identify areas of improvement for their programs.

Many team or individual goals can be easily measured by statistical data. Other objectives, such as a "quality experience" are harder to quantify, and require opinion feedback from people who have a connection to the program. While getting the opinions of those who may disagree with some of the things you do can be intimidating, it is also an opportunity to validate that you are succeeding or to identify areas that would benefit from strategic planning and goal setting. Transformational coaches are "in tune" with the thoughts and opinions of players, coaches and parents. Transactional coaches do not want to hear negative news because they feel it is a reflection or opinion of their worth. Transformational coaches seek to get those thoughts and opinions in the form of data, so they can either continue doing great things, or improve good or unacceptable things going on in their program.

Because transformational coaches are others-centered, the thoughts and opinions of those stakeholders are critical, and constructive input is always welcomed. This does not mean that any idea, thought or suggestion shared by someone else will immediately result in a change, but it does mean that when coaches listen to other ideas, they get a broader view of the sport or activity. And, if enough stakeholders are saying the same thing, it is probably worthy to give the idea serious consideration.

Grand Rapids Area Schools activities directors will assist coaches in the assessment/analysis/plan/implement/review cycle which will cover a three year span. It will be a district requirement that once every three years, program head coaches and advisors will conduct a program/coach survey that will seek input from players, coaches and parents in their program.

You may view the survey at: http://bit.ly/291s15b

A link to the survey will be sent to parents by the activities director. The survey will be monitored by the activities director, who will share the results with you at your post-season meeting.

It is possible that an alternate survey could be used. If this is your wish, you need to receive prior approval from your activities director in the pre-season meeting during the year you are required to administer the survey.

KEY QUESTION #3:
WHAT IS IT LIKE TO BE COACHED BY ME?

Coaching Skills, Abilities and Qualities

Component 3A: Knowledge of rules, skills and strategies

All coaches and advisors will be required to complete annual on-line rules meetings as directed by the Minnesota State High School League.

All coaches and advisors are expected to study, learn and improve: the rules of their sport or activity; the skills necessary to compete in that sport or activity; and, the strategic aspects of their sport or activity.

Transactional coaches think they know all there is to know about their sport. Transformational coaches are students of the game. They understand the rules of the game, and keep current with the annual rule changes, in order to allow their teams to compete without penalty. They also understand and are able to instruct the physical skills necessary for their athletes to be successful. Transformational coaches don't just tell players to do something--they tell them, show them, and have them practice these skills until mastered, providing multiple ways to know and practice these components. Once base knowledge and fundamental skills are in place, a transformational coach challenges his or her team with the strategic aspects of the game. Players are stretched to be thinkers in order to allow them to compete at a higher level. They impart that knowledge with their teams in order to develop the mental part of the game as well as the physical.

Component 3B: Assessing Team and Player Needs

All coaches and advisors are strongly encouraged to have multiple measures of determining whether or not team and individual goals are being met in order to identify areas of strength and areas needing improvement.

Perhaps the most important responsibility of any coach or advisor is to improve a team's performance through the growth and improvement of the individual members of that team. It is critical that the coach is able to properly assess the strengths of the team and individuals on that team through a combination of hard (quantitative) and soft (qualitative) measurement methods.

The use of skills test results (timed running, measured jumping, or throwing speed), game statistics, and season records are all examples of qualitative measurements. Watching practice or game tape, player interviews or simply practice or game observation to determine conditioning level are all examples of qualitative measures.

The purpose of a systematic gathering of the data is to assist coaches in efficiently planning for improvement. Without an accurate assessment of true needs, it is highly unlikely that practice and game planning will be successful for the team or individual player. Transactional coaches simply go from game to game and complain that players are making the same mistakes over and over again. Transformational coaches study results to plan for improvement.

Transactional coaches do not scout other teams, nor do they modify their coaching strategies to be successful. Transformational coaches not only analyze their own teams, but actively scout opponents in order to develop game plans to help his or her team be more successful in competition. As with rules, skills and strategies, these information pieces are shared with the team in order to communicate areas of emphasis and focus for the coming contest.

Component 3C: Facilitating Team and Player Goal Setting

All coaches and advisors are strongly encouraged to guide their teams and players through the process of reviewing data and setting improvement goals.

Just as coaches need to set goals for their program, teams and players need to work to improve through specific, measurable, attainable, relevant and time-bound (SMART) goal setting. This process does not come naturally to most people. A transformational coach takes on the responsibility to guide this process. It is important that the coach helps identify areas needing improvement, suggests realistic goals and provides supporting resources, without mandating to the team or player what their goals will be. A transactional coach will have predetermined goals that never change from season to season; team to team; or player to player; if they set goals at all. A transformational coach understands that this type of goal setting is a collaborative effort, and that when teams and players have meaningful input, they will also have invested interest and commitment to achieving those goals.

Transactional coaches focus strictly on performance outcomes like game statistics, if there is any goal setting at all. Transformational coaches encourage their teams and players to look at setting goals in the areas of academics, community service and beyond the current or upcoming season. A variety of goals helps develop the complete student-athlete and improve their ability to achieve success in the short and long term.

Component 3D: Administering Practice

Head coaches and advisors will be observed in practice at least once per year, and will be asked to submit a written practice plan.

All coaches and advisors are expected to have a detailed practice plan for each session. Practice plans should be aligned with team philosophy, goals and game plans. In addition, practice should be challenging, energetic and enjoyable for the participants.

Practice is where growth happens. Transactional coaches look at practice as time to kill until the next game. Transformational coaches realize that practice is where goals are achieved, even though results may not be immediately evident.

Practice plans should point toward the development needed to achieve team and individual goals. Practice should be an efficient blend of universal skill development; individual skill development; like-group drills and activities that challenge but not overwhelm; team improvement in systems that follow a natural progression; and, non-physical components such as game plan, game strategy, academic and personal improvements.

All of this should be coordinated in a well-organized format that maximizes the time spent by each coach and player. Transitions need to be seamless with little time wasted. There should be more doing than talking, unless the practice element requires a discussion. Practices should be challenging, engaging and fun.

Component 3E: Safety

Head coaches and advisors are required to have an emergency action plan and filed copy with the athletic director.

All coaches and advisors will be required to complete annual safety as directed by the Minnesota State High School League.

All coaches and advisors are expected to study, learn and improve the safety components of their sport or activity. This includes: maintaining equipment; safe physical technique training; and, sports injuries.

Above all else, safety is the greatest consideration. It is never acceptable to put anyone at an increased risk of injury or endangered health. Coaches must be well trained in recognizing dangerous situations and how to respond in those situations. The Minnesota State High School League has partnered with Anyone Can Save a Life to provide a protocol worksheet for a cardiac emergency. All head coaches are responsible for developing this plan and training their staff and teams. A copy of this plan must be turned in and kept on file with your activities director at your pre-season meeting.

Transactional coaches view athletes as positional resources to their team. Safety, injury prevention and health maintenance are compromised when the goals are not student-athlete centered. Transformational coaches values those in the program above all else; and, just as a good parent cares for his or her own children, a transformational coach seeks training to: maintain equipment at a safe level; teach safe competition techniques in physical skills; and, assess injuries and respond accordingly both at the time of trauma and during rehabilitation.

These safety considerations are not only during practices and games, but part of every condition and environment associated with the program: practices, games, team travel, lodging, team meals, and off-season improvement programs.

Resources:
Emergency Action Plan:
http://anyonecansavealife.org/ACSALDocs/ResponseProtocolWorksheet.pdf

Component 3F: Environment of Respect

Head coaches and advisors are required to provide coaches, players and parents with a team handbook which contains expectations for responsible behavior; protocols for reporting a complaint; and, procedures used to investigate complaints.

All coaches and advisors are required to create a safe, respectful environment on their teams. There will be no discrimination, harassment or hazing activities associated with participation.

Just as physical safety is a non-negotiable element of Grand Rapids Area Schools activities, emotional safety is also required.

Transactional coaches consider hazing and other demeaning activities necessary as players "pay their dues" or "learn their place in the pecking order". Transformational coaches understand that this is not only dangerous for individuals, but is a negative reflection on the values of the team.

Coaches need to model supportive and positive behavior in all venues and require the same standard of conduct from their coaches and student-athletes. Reports of violations will be investigated and responded to in an appropriate manner.

Component 3G: High Expectations and Achievement

All coaches are expected to ensure that high expectations are continuously communicated and modeled; and that high energy and effort is a constant regardless of ability level.

It is easy to have high expectations for achievement after your team has won a big game. It is more challenging, and arguably more important, when tangible results are not yet showing the rewards of your team's effort.

Transactional coaches quickly begin focusing on "star" athletes or next season, lowering the bar for their team by making excuses. Transformational coaches understand many times the rewards of their efforts may not be immediately realized. These coaches are consistent in setting and working towards realistic goals. They have the same energy level and passion in practices and games regardless of season record. And, individuals—coach, player or parent—are not allowed to disrespect the team by their actions. The head coach addresses these issues with open, honest communication in a manner that supports improvement.

Component 3H: Motivation

All coaches are expected to be able encourage and support individual and team improvement through positive means, and to provide frequent positive feedback to motivate continued effort.

Perhaps one of the greatest qualities of coaches is that they inspire. Setting goals and planning work is usually not productive without the ability to get others to desire the goal and want to work to achieve. Through this effort, team members learn to believe they can accomplish great things.

Transactional coaches try to meet personal goals by scaring assistant coaches and players to perform. Motivation techniques involve a system of irrelevant requirements reinforced through negative rewards (punishment). Players and staff learn to work hard to avoid negative consequences, but are not inspired to be their best for the team. Many times, transactional coaches will explain that they use negative reinforcement for the good of the team. Transformational coaches do a great job of "selling a dream" to get team buy in. Student-athletes are involved in the process of determining their role in helping the team accomplish goals, with positive feedback frequently given as they progress; and, support and encouragement offered when they fall short. Players soon come to rely on their positive training and look for good things to happen when they work hard; as opposed to fearing failure and concentrating on "not losing". Motivational support spreads from the coach through the team, instead of isolation and blame when someone makes a mistake.

Component 3I: Decision Making

All coaches are expected to make sound decisions based on team values. Decision-making should reflect a player-first attitude and be consistently evident in team meetings, practice and games.

Decisions, especially immediate, quick-thinking ones, define or destroy coaches. What is done or said in a split second can change a life or relationship forever.

Coaches who allow emotion or circumstance to dictate how they react display a transactional attitude. They consider their needs to be the most important factor in the response they choose. Ripping an official for a poor call; running up the score on an opposing coach who is not liked; or, benching a player whose parent expressed dissatisfaction in the coach all point to decisions being made on behalf of the coach's ego. Contrastly, transformational coaches take themselves out of the equation when making decisions. Players' self-worth; team goals and modeling good decision-making drive the decisions that transformational coaches make regardless if they are in a parent meeting, practice or the state tournament. Transformational coaches consider all the variables and factors to make the best decisions. They are flexible and understand that certain circumstances may require a different approach to solving a problem. The transactional coach has a "my way or the highway" approach to decision-making, usually having their mind made up before the issue has been completely understood.

Good coaches take the time to get it right, and often seek input to gain different perspectives. In the end, they are confident in making the right decision—even the hard ones—for the right reasons.

Component 3J: Organization, Record-Keeping and Communication

All coaches are required to organize meeting, practice and game schedules; keep required records for the program as directed by the activities director; and communicate necessary information with coaches, players, parents and community organizations.

Some great coaches don't ever get going because they cannot organize.

There is nothing more frustrating to players, other coaches and parents, than lack of organization. Lost equipment, miscommunicated schedules, poor record-keeping, and not completing required clerical tasks are not only

inconveniences, these detractors can keep your team from achieving its goals. Transactional coaches consider "paperwork" unnecessary. They do not read important information, prepare player/parent communications about schedules or team events, or strive for effective, efficient systems because of the planning time and work involved. They simply want to show up at practices or games.

Transformational coaches realize that good organizational skills increase the opportunity for success. If this is not an area of strength for them personally, they seek out another coach or parent who can perform these duties. They understand that players continuing on to college may need accurate records of their performances for scholarships and do their best to keep and maintain those records. Transformational coaches realize that they can make the life of their activities director easier by getting required paperwork and administrative requirements completed on time.

Good coaches take the time to get it right, and often seek input to gain different perspectives. In the end, they are confident in making the right decision—even the hard ones—for the right reasons.

Resources:
Appendix C Coach/Advisor Responsibilities

Component 3K: Communication with Opponents, Media and Recruiters

All coaches are expected to keep communications with opponents and the media positive and team-focused. Individual conversations with college recruiters must follow guidelines set forth by that association.

There will be times when you will be communicating with others outside of your own team. It is important to represent your community, school and team with dignity. In today's world of social and public media, it only takes one statement to tarnish the reputation you have worked so hard to earn.

Likewise, your student-athletes who aspire to higher levels of competition will rely heavily on your recommendation to help them gain admission or scholarship to the next level. Please consider that carefully as you discuss student-athletes, and represent them truthfully and considerately.

Transactional coaches may view opposing coaches, media and recruiters with suspicion. They may try to play "head games" with each in order to make themselves look good. They may try to use the media to promote themselves through highlighting how their decisions affected the contest. Or, they may take out frustrations of a bad game, by lashing out at someone who is covering the game for an article. Transactional coaches do not look to help student-athletes reach the next level by assisting them in promoting themselves accurately with integrity. They may falsely represent a player they resent; or, they may exaggerate ability and character in order to make themselves look successful.

Transformational coaches view opponents, media and college recruiters as an integral part of the complete experience. Opponents should be respected—recognizing their strengths and values. The media should be respected by giving honest accurate information in a manner that focuses on the team by making positive statements. This means that even after a poor performance, demeaning comments are not made about the team or any individual. Transformational coaches are very interested in assisting their student-athletes reach their long term goals and support their efforts to be part of a college level team. They provide recruiters accurate information about players' strengths and qualities and acknowledge weaknesses if specifically asked.

Coaches often are the spokesperson representing our programs and all we hold dear. Take that responsibility seriously and avoid cutting comments that do not promote the sport.

Component 3L: Being a Role Model

All coaches are required to display professional behavior while serving in their capacity as coach. Additionally, all coaches are strongly encouraged to consider their impact as a role model and strive to positively influence those around them.

The fact is that so many of our student-athletes view their coaches as the most influential person they know. This can be a tremendous responsibility. It can also be your greatest opportunity to positively impact a young man or lady for life.

Transformational coaches know that they are often on a pedestal in their players' eyes, and they take that responsibility seriously. They work diligently to completely understand the duties and responsibilities associated with their coaching position, and they work to meet those requirements. They seek to establish positive, professional relationships with all of those on the team and associated with the team in support roles. Transformational coaches understand that youth are more interested in what you are doing than what you are saying you do, so they display the highest standard of professional and ethical behavior. They carry this responsibility in all walks of their life: at home, at work, and in their coaching position.

Coaches who are truly transformational embrace the role of role model—in fact, it is why they coach in the first place.

KEY QUESTION#4:
HOW DO I DEFINE SUCCESS?

Results-Oriented Assessment

Component 4A: MSHSL, District and School Policies

All coaches and advisors are required to adhere to the requirements, policies and procedures of the Minnesota State High School League, Independent School District 318, and Bigfork or Grand Rapids High School.

All coaches and advisors are required to create a Coach's Clipboard account with the Minnesota State High School League.

Just as there are rules of the game for players and teams, there are rules and protocols for activities and athletic programs that must be followed. A transformational coach seeks out this information in order to be in compliance so his or her team or program is not penalized due to a violation. Developing positive relationships with governing agencies such as the Minnesota State High School League and school administrators creates a supportive environment in the area of policy compliance. It is also important for the head coach communicate such requirements to coaches in the program, players and parents so they may be informed as well. Knowledge of the requirements is prerequisite to compliance.

Completing required actions and following proper procedures is a critical part of being a coach. There are many aspects of the job that can be given time to improve, but following the rules is an immediate, non-negotiable requirement. There can be very little grace granted for failure to comply with such guidelines. Most required actions or procedures are monitored by administrative personnel, and accountability is very high.

Though this is a very basic measure of your success, it is an extremely important indicator in determining your effectiveness as a coach. You may access Minnesota State High School League coaching requirements through

establishing a coach's clipboard at the web page listed below. Grand Rapids Area Schools Activities responsibilities are listed in Appendix C.

Resources:
MSHSL Coach's Clipboard log in page: http://www.mshsl.org/mshsl/coachesed/login.asp

Component 4B: Meeting Targeted Goals (Data Evident)

Head coaches and advisors are required to compile and analyze data set in SMART goals for their personal professional development plan.

All coaches and advisors are strongly encouraged to compile and analyze data set in SMART goals for themselves and to facilitate goal setting with their teams, staff and student-athletes.

As stated in Component 2B: Setting Goals, it is important to set goals and action plans to meet those goals. Equally important is measuring the effectiveness of your work in those areas. Reliable and relevant data will validate that your efforts were successful, or indicate that more work needs to be done in that area.

Transactional coaches create goals and action plans simply because they are required. Once developed and approved, they sit on a shelf in a binder never to be looked at again. And, there is not a quality assessment to measure if the goals were met or not. Transformational coaches realize that program, team, staff and player improvements are the result of careful planning, diligent implementation, and very importantly, critical review based on the measurements identified when setting goals. These coaches realize that the data gathered through valid and reliable means is the foundation to taking the step of setting new goals. Good coaches understand that improvement plans are fluid, and that improvement is never "done". There are simply new goals, action plans and assessments.

Component 4C: Stakeholder Feedback

Head coaches and advisors will be required to administer a program/coach survey to staff, players and parents currently in the program once every three years, and data from the survey will be compiled and analyzed to help develop personal professional development plans.

All coaches and advisors are strongly encouraged to administer a program/coach survey to staff, players and parents currently in the program, and data from the survey should be compiled and analyzed to help develop personal professional development plans as well as program development plans.

Can you imagine if the businesses you patronize did not care about your opinion?

Transactional coaches view the program/team as "theirs". Coaches on their staff, players and parents are viewed as "guests" that the coach allows being a part of his or her experience. Transactional coaches view suggestions for improvement as threats to the program and does not welcome input. In very extreme cases, some transactional coaches do not care how coaches, players or parents view the program or if it is helping them develop into a better person. If required to gather input, transactional coaches discredit results identifying areas of weaknesses in the program, or worse yet, try to manipulate outcomes by administering surveys in a manner to skew data results.

Transformational coaches are focused on meeting the needs of players, staff, parents and school community; and, they actively seek input from them in order to move towards a better experience. All responses are carefully considered for validity and reliability—in other words, one loud response does not necessarily represent the opinion of the majority. Where there are clear areas of need, transformational coaches begin addressing them because the data reveals it.

All Grand Rapids Area Schools head coaches and advisors are required to complete a survey of players and parents in their programs. A survey which aligns with the three year administrative assessment can be obtained from your

activities director who will provide you with a link to a secure, on-line survey. Athletic Directors will send the survey to Parents; Head coaches will be required to share the link with players and staff in their program.

Resources:
Player, staff and parent assessment survey: http://bit.ly/291s15b

Component 4D: MSHSL Officials Ratings

Head coaches and advisors will receive a summary of MSHSL official ratings for their coaching staff and players each year if applicable. The activities director will provide these ratings and use them as a part of the three year administrative assessment.

The Minnesota State High School League provides data on player and coach sportsmanship and behavior through game official ratings after each contest. The ratings use the following scale:

Spectators, Participants and Coaches:
Excellent (5) - Sportsmanship and behavior were exemplary - absolutely no problems. This was an exceptional officiating experience.
Good (4) - Overall sportsmanship and behavior was very good. This was a pleasurable officiating experience.
Acceptable (3) - Sportsmanship and behavior was generally good. There were some minor problems. This was an average officiating experience
Needs Improvement (2) - There were several problems with sportsmanship and/or behavior. Improvement is needed. This was a disappointing officiating experience.
Unacceptable (1) - Sportsmanship and/or behavior was poor - there were issues that must be addressed. An MSHSL Incident Report Form has been filed. This was not an enjoyable officiating experience.
N/A - Not applicable

Summary information will be shared with coaches through the activities director at the conclusion of each season.

Component 4E: Team and Individual Accomplishments

Head coaches and advisors will be required to share an end of year report with their activities director that highlights team and individual accomplishments, including letter winner information. Head coaches will collect information from teams at all levels in their program and provide in their report.

Team and individual accomplishments and awards are often the measuring stick for success. Records of wins and losses, tournament results, and individual player awards such as letter winner, all-conference, or all-state are the most public of measurements and are not to be discredited.

Transactional coaches often use this as the only measurement—especially in the absence of meaningful team and individual goals.

Transformational coaches believe that these measurements are often the secondary result of teams with a broader vision and mission. Through creating quality experiences for all, rewards and awards are natural results of a quality program that it focused on improvement. Because transformational coaches are so far beyond the short term results of a single game or season, teams often work harder and develop better team chemistry which pays off in wins and championships.

Resources:
End of Season Report:
https://docs.google.com/spreadsheet/ccc?key=0Aj9rDLuQx63edG44dWwyaURhU2JOU3lUNy1xRjNpYUE&usp=sharingpYUE&usp=sharing

APPENDIX A

GRAND RAPIDS AREA SCHOOLS ATHLETICS/ACTIVITIES
REQUIRED ACTIVITIES OF COACH DEVELOPMENT PROGRAM

REQUIRED ACTIVITIES	FREQUENCY	DUE	RESPONSIBILITY
MSHSL CER Requirements Completed	Every season	Pre-season meeting with A.D.	Head Coach
Philosophy Statement	1st season as new head coach; After every change	Pre-season meeting with A.D.	Head Coach
Purpose Statement	1st season as new head coach; After every change	Pre-season meeting with A.D.	Head Coach
Team Handbook for Coaches, Players & Parents	Distributed every season	Pre-season meeting with A.D.	Head Coach
Emergency Action Plan	Every season	End of the First Week of Practice	Head Coach
Practice Observation	At least once per season; not scheduled	By conclusion of season	Athletic Director
Formal Game Observation	At least once per season; not scheduled	By conclusion of season	Athletic Director
Season End Report	Every Season	Post-season meeting with A.D.	Head Coach
Player, Staff & Parent Survey with Data Analysis	Once every 3 years as scheduled	Given to coach in pre-season meeting; results shared in post-season meeting with A. D.	AD: Send to Parents Head Coach: Send to Players & Staff
Administrative Assessment of Head Coach	Once every 3 years as scheduled	Post-season meeting with A.D.	Athletic Director (Head Coach does self-assessment)
Head Coach Professional Development Plan	Once every 3 years as scheduled	Given to coach in pre-season meeting; results shared in post-season meeting with A. D.	Head Coach

APPENDIX A

GRAND RAPIDS AREA SCHOOLS ATHLETICS/ACTIVITIES
SUGGESTED ACTIVITIES OF COACH DEVELOPMENT PROGRAM

SUGGESTED ACTIVITIES	SUGGESTED FREQUENCY	SUGGESTED TIME DUE	RESPONSIBILITY
Head Coach Professional Development Plan	Every season	Given to coach in pre-season meeting; results shared in post-season meeting with A. D.	Head Coach
Program Development Plan	Every season	Prior to season	Head Coach
SMART Goal Planning	Every season	Prior to Season	Head Coach
Player Evaluation/Goal Setting	Every season	Post-season player meeting	Head Coach
Assistant/Staff Evaluation/Goal Setting	Every season	Post-season staff meeting	Head Coach

APPENDIX B

GRAND RAPIDS AREA SCHOOLS ATHLETICS/ACTIVITIES
SCHEDULE OF ACTIVITIES FOR COACH DEVELOPMENT PROGRAM

YEAR	FALL ACTIVITIES	WINTER ACTIVITIES	SPRING ACTIVITIES
2021-2022	Administrative Assessment	Professional Development Plan	Player, Staff & Parent Survey
2022-2023	Player, Staff & Parent Survey	Administrative Assessment	Professional Development Plan
2023-2024	Professional Development Plan	Player, Staff & Parent Survey	Administrative Assessment
2024-2025	Administrative Assessment	Professional Development Plan	Player, Staff & Parent Survey
2025-2026	Player, Staff & Parent Survey	Administrative Assessment	Professional Development Plan
2026-2027	Professional Development Plan	Player, Staff & Parent Survey	Administrative Assessment
2027-2028	Administrative Assessment	Professional Development Plan	Player, Staff & Parent Survey
2028-2029	Player, Staff & Parent Survey	Administrative Assessment	Professional Development Plan
2029-2030	Professional Development Plan	Player, Staff & Parent Survey	Administrative Assessment

APPENDIX C

COACHES/ADVISORS/DIRECTORS RESPONSIBILITIES

PRE-SEASON

A. Ensure that all assistants, Jr. High coaches, and others involved in the program are advised of starting dates and times for the season. Be specific in advising assistants and other advisors and coaches in the program of their responsibilities.

B. Turn into the Activities Office starting date, time and location of your activity so it may be publicized.

C. Team or Activity Meeting - Pre-season meetings are encouraged which may involve the parents. Practice and game procedures can be reviewed, and expectations explained. Special rules and regulations can be discussed at this time and Varsity lettering criteria. This is a good time to discuss MSHSL Code Of Conduct and Eligibility Rules. See attached MSHSL Sponsored Activities Brochure.

D. Meet with the Activities Director to discuss concerns regarding your program. Concerns can include scheduling conflicts, equipment, participants, coaches, eligibility issues, and any other items pertaining to the program.

E. **MSHSL Requirements -** Varsity head coaches and cheerleading advisors are required by the MSHSL to create a coach's clipboard and complete all Continuing Education Requirements including rules interpretation meetings. It is the responsibility of the head coach or advisor to oversee the completion of these requirements for all coaches on their staff.

F. Insure all your equipment and supplies are on hand before your season begins.

G. Obtain copies of MSHSL Rules and Regulations (be familiar with these rules before you explain them to your participants). Understand all School District 318 policies, rules and regulations. Thoroughly review all eligibility rules pertaining to the activity with your student-participants.

H. Review transportation times, dates and vehicle requests with the Activities Director before the season begins. The Activities Director will request all transportation. The time of departure shall be arranged to miss a minimum of class time.

SEASON

A. Prior to participation, all students must turn in Physical Forms; Eligibility Forms; Paid Activity Fee and Insurance Form. Activity Fees (Appendix C.)- Collected only by the secretaries in the High School Activities Office or the Middle School Office. Coaches are not to collect fees. Fees to be paid by the second day of practice. Notify the Activities Office of any transfer, foreign exchange, and other special situation students immediately.

B. **Team or Activity Roster -** Complete and accurate rosters should be given to the Activities Director and to the office personnel at the respective buildings. These rosters will be used to check on participants eligibility, programs and travel rosters for early dismissals. These should be available by the second week of Practice.

C. Head Coaches/Advisors and Directors are responsible for the care, control, AND storage of all equipment and supplies within their program.

D. **Special Needs -** During the season, emergencies or unexpected needs may arise in various activities. This may involve supplies, equipment or travel and may require money not in the budget. On these occasions, do not order or approve any order of supplies and equipment. This must be done through the

Activities Director, after a discussion of the matter.

E. Student Conduct - Coaches, Advisors, and Directors should impress upon the student-athlete the importance of good conduct not only at practice, but at all contests home and away, and also during the school day. Please take an interest in their behavior throughout the year. You have a great deal of influence on these young people.

1. Ensure that your participants are properly supervised during away events. DO NOT allow them to be running through the halls, repeating trips to locker rooms, lobbies or leaving the school premises.

2. Hazing will not be tolerated within Grand Rapids Area Schools activities. Hazing is an activity that a high status member orders other members to engage in or suggests they engage. Hazing can be subtle, harassing or violent. Athletes should be informed to report acts they believe may be hazing to a parent, captain, coach, teacher, school administrator or anyone they feel comfortable reporting.

F. Discipline - maintaining discipline should be a major concern for all programs. Rules and regulations should be realistic and fair. Enforcement of these rules and regulations should be consistent. A student problem outside of team participation (i.e. in trouble with the law) not covered by MSHSL Rules will be dealt with by a committee made up of the Principal, Activities Director, counselor, the student's coach/advisor plus any additional personnel deemed appropriate to the case. Committee members can defend or condemn actions taken against or for the student by a majority **consensus of the committee.**

G. District 318 provides transportation for all of its student athletes to and from all contests. All activity members will be transported in this **manner. Under no circumstances should a coach permit a student participant to go to or come home from a contest with other students or driving themselves.** If alternate transportation is requested by the parents, the student participant may be released to the parent by completing a Travel Release Form.

H. Upon returning from an out of town contest, coaches, advisors, and directors will be expected to inspect the buses/cars/vans for equipment and debris. Ask students to help clean vehicles.

1. Explain rules regarding bus behavior and conduct and your penalties for students who do not follow bus rules before away contests.

2. Coaches and advisors driving school vans/cars please be sure to pick up items and debris off floors and seats before leaving the vehicle.

I. INJURIES - Coaches should familiarize themselves with first aid procedures and CPR Coaches should plan for emergencies and have established procedures with which they and their staff are familiar. **Any injury of a serious nature, or one that requires service by a physician should be written up on the proper form and filed with the Activities Director.**

J. Type III Training. If a coach needs to drive a suburban to transport athletes they must get Type III vehicle training from Transportation dept. Predetermined training sessions or sessions scheduled through Transportation may be scheduled.

K. Practice Schedules - Coaches should be organized and efficient in using practice time. Our facilities are used by many activities, and by different groups from the community. Space for practice is at a premium. Be sure your practices are well designed to follow time guidelines.

We cannot expect to use more than our allotted time because of our failure to plan. Create a practice schedule and make copies available to the students and their parents.

L. Wednesday Evenings - Wednesday evenings are regarded as church activities nights. Coaches should be sure that student-athletes are released from practice early enough to allow them to get to their respective activities at church.

M. Event Procedures - All coaches, advisors, and directors should be aware of what their responsibilities are for contest dates. These will vary from building to building and event. If you are not sure of what is expected, please discuss with the Activities Director.

N. Severe Weather– In regard to outside activities in the spring and fall, anytime there is threatening weather (tornado, lightning, etc.) coaches should instruct their squads to move inside their respective building and remain there until the danger is passed. In the winter season, anytime school is dismissed because of the weather, All Grand Rapids Area Schools activities will be canceled. Activities at the high school will be reviewed by the Superintendent, Activities Director, Principal and coaches to determine if a special exemption will be made.

O. Tournaments - Coaches should be aware of what their responsibilities are in regards to tournaments. Squad rosters, team pictures, team records and official's ratings must be completed on time. Please contact the activities director if you are not sure of your obligations. Team photos should be completed and copies given to the Activities Director's secretary one month before tournaments.

P. Advise participants of event times, site location, directions to away event sites and remind participants to inform their parents.

Q. Student-athlete safety is the highest priority in our extra-curricular activities. Please follow the guidelines listed below in cases of blood or bodily fluids staining a uniform:

1. It is strongly suggested that teams carry an extra uniform in case a player is removed from a contest due to blood on their uniform.

2. At no time should any player wear a uniform that has blood or bodily fluids from another player.

3. Players will not be asked by a coach to give up a uniform for a player who has blood on his or her uniform. (If an extra uniform is not available, an exchange of uniforms by players is possible if a player chooses to volunteer their uniform without a request from coach or another player. It is assumed players DO NOT wish to give up a uniform unless a player communicates otherwise.)

4. Coaches and players will follow the guidelines at: http://www.education.com/reference/article/Ref_HIV_Blood_Borne/

POST-SEASON

A. Final Report - Each head coach should prepare a final report for the Activities Director. This report should contain the following: roster, special awards, team accomplishments, summary of the season, recommendations for the future, inventory of equipment and intent to continue assignment. The report should be completed and given to the Activities Director within two weeks after the season**.**

B. Collecting Equipment and Inventory - When your season has been completed, coaches are to collect all equipment issued to students. Make it a policy in your activity to collect all equipment and supplies from participants immediately following the last game or practice of the season. It has been our experience that more of it will come back with far less effort if handled in this fashion.

C. Budget requests are to be given to the Activities Director before the end of the school year for the following year.

PERSONNEL PROCEDURES

A. Positions will be posted through the District Personal Office.

B. Salaries determined by teacher negotiations. The Activity Council to make recommendations to the negotiators for any changes.

C. The head coaches/advisors will recommend to the Activities Director Individuals to fill the assistant and Junior high positions. Hiring to be done only after approval by the Activities Director.

D. To fill vacancies, assistant and middle school positions may be advertised.

E. Coaches and advisors being paid by activity organizations or activity associations must be approved by the Activities Director.

F. Volunteer Coaches/Advisors must be under the supervision of a certified coach, and complete requirements as listed in the Grand Rapids Area Schools Volunteer Handbook. This handbook may be obtained in the main school office.

PROFESSIONAL GROWTH

A. Coaches are encouraged to attend clinics, conferences and workshops.

B. Coaches Association - Coaches are encouraged to Join the state associations, Individual sport associations as well as the local association and to be active members.

C. Coach Development- The sole purpose of the coaches development system is to improve the quality of our activity programs by recognizing and encouraging the use of successful coaching practices and techniques. See Appendix A for requirements and schedules. Copies of administrative assessments will be kept on file in the Grand Rapids Area Schools Director of Human Resources office.

SCHEDULING

A. Athletics
1. Activities Director to schedule contests with coaches' input.
2. Section opponents and conference affiliation to have top priority.

B. Scrimmages are allowed, however any costs to be paid by the activity - **NOT** District 318 funds. Scrimmages to be scheduled with the Activities Director.

C. Fine Arts
1. Director/Advisor to do the scheduling.
2. Budget to control the number of contests and locations.

OFFICIALS

A. Activities Director or designee to hire officials for all athletic events.

B. Coaches give the Activities Director recommendations for officials.

C. Coaches relationships and attitudes towards officials are very critical. We encourage all coaches to be very concerned about their conduct towards officials, how it will affect the student athletes in their charge and how it will affect their respective activity. Any concerns regarding officials should be brought to the attention of the Activities Director.

D. Coaches in varsity activities that require ratings of officials for MSHSL should be sure these ratings are completed and sent to the MSHSL.

E. Fine Arts Directors are responsible for hiring and evaluating officials in their activities.

FINANCIAL PROCEDURES

A. A budget will be established that is fair to all programs. Long range rotation of large purchases (uniforms, etc.) will be planned so that major requests may be accomplished over several years.

B. All purchasing of athletic equipment and supplies will be done by the Activities Director. Purchase orders must be filled out for all purchases.

1. After evaluation of requests and conference with the coach/advisor, price quotes will be requested.

2. Activities Director to order items agreed upon with the coach/advisor based on price quotes received.

C. **All Fundraisers** must have prior approval from the Activities office. The Activities Director will seek approval from the appropriate building principal and/or district administrator. All cash or checks received from the fund raiser must be deposited in the appropriate activity account before any purchases or expenses are paid.

1. **Donations** to the activity from various clubs, organizations, and private sources must be reported to the Activities Director. Please see Appendix B for details of booster club regulations.

D. **ALL FORMS AND REQUESTS** must be given to the Activities Director in a timely fashion. Please complete all necessary forms and return any receipts.

GENERAL POLICIES

A. Key Requests
Make your requests to the secretary of the building being used. Coaches/Advisors to be extremely conscientious about building keys, they should not be given to student participants. Keys are to be turned in no later than one week after the season ends. Coaches may request additional time if needed.

B. Supervision and Security

1. Lock all doors when leaving the area If you return after custodians are off duty (11:00 p.m.) check the main doors In your area to insure they have been secured.

2. Set up specific times to have locker room doors open for teams to enter while games are in progress.

3. Before leaving the locker room be sure the doors are locked.

4. Discourage your participants from bringing large amounts of money, expensive jewelry, or other valuables to school and/or away events.

5. Ensure that all participants in your program have a ride home following your event. Arrange for you or one of your assistants to stay until all students in your program have left the campus.

C. Locker Rooms

All coaches are expected to help supervise locker rooms. At least one coach from a respective activity should be present to supervise their student athletes in locker rooms or lobby areas where student athletes are waiting for rides. A rotation may be agreed upon by coaching staff during a particular season. Under no circumstances should student athletes be left unsupervised in locker rooms or lobby waiting areas. This includes times when arriving from out-of-town contests. Cell phones are prohibited in locker rooms.

D. Weight Room

The use of our weight room facilities can be incorporated into all programs. However, these must be adequately supervised at all times. Student athletes are not allowed to lift weights without an approved adult supervisor present.

E. Custodial Staff

The need for cooperation between the custodial and coaching staff is obvious. Coaches should follow established procedures in facility use and maintenance schedules. Give custodians ample time when requesting work from them. Inform them of any special needs, such as Saturday practices, use of buildings during vacation times, after hours departure or return, ahead of time. This can be done through the Activities Director or the appropriate principal.

F. News Media

Promoting your sport should be a concern for all coaches/advisors. Take advantage of every opportunity whether it is through the newspaper, radio or television. Coaches are encouraged to cooperate with the news media personnel, even though on some occasions this can be considered difficult. Make an effort to always be positive in your conversations with media people when you are talking about student athletes, opponents, officials or your program in general. This helps to create a better atmosphere to work in for everyone involved.

1. The reporting of news items and game results to newspapers, radio, and TV stations rest with the head coaches and their staff.

G. Support of Entire Co-Curricular Program

All coaches/advisors are urged to support all student athletes in their respective activities. We can do this by attending athletic contests in areas other than our own, and also be attending non-athletic events. Encourage students to involve themselves in more than one activity.

H. Concerns/Complaints

On occasion there may be questions or concerns by the student-athlete. These concerns should follow the procedures listed below:

1. The student-athlete should schedule an appointment with the coach to discuss the matter. This appointment should be held no sooner than 24 hours after the incident of concern.

2. If the meeting in #1 is not satisfactory, the player's parent(s) may request to meet with the coach and player.

3. If these two meetings still do not resolve the issue, a meeting between player, parent(s), coach and activities director will be scheduled.

Meeting concerns will not address playing time unless obvious discrimination.

I. Language
Use of profanity or vulgar language by students and coaches is strictly prohibited. Violations will be dealt with harshly.

J. Harassment
Have knowledge of and follow the District #318 policy on sexual harassment.

K. Student Attendance
Students who are absent or truant for the day shall not participate in school activities. Students must meet school requirements. Students missing school for an excused absence will be allowed to participate in after school activities provided the absence has been excused in advance by the principal or activities director.

1. Students serving out-of-school suspension will not be permitted to play.

2. Students with detention time must make arrangements with the principals in scheduling their time.

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STATE TOURNAMENT PARTICIPATION:

1. Lodging & other costs will only be paid for days when teams or individuals are actually competing. Unless, it is necessary to travel the night before due to early participation times and/or tournament functions.

2. State tournaments in which there are individual qualifiers, the Activities Department will pay in the following manner:

   One participant - Expenses for participant and one coach.
   One coaches' room and one for participant.

   Two participants or more - Expenses for participants. One coaches' room. If coaches are different gender the Activities Department will provide two rooms.

APPENDIX D

GRAND RAPIDS AREA SCHOOLS
ACTIVITIES DEPARTMENT: BOOSTER CLUBS

1. The purpose of the Booster Club is to provide support to the particular program (s) that they represent.
2. The Booster Club is not designed to run the program or teams within the Activities Dept.
3. The Booster Club is not to make decisions on behalf of the coach or program.
4. The Booster Club is not to influence hiring practices.
5. The Booster Club is not to steer the program toward any singular agenda or misfortune.
6. Any funds generated by the Booster Club, becomes the property of that club.
7. **Every purchase made by the Booster Club must have prior approval from the District Activities Director.**
8. Student Activity Accounts held at the school must fill out the required forms and have a student representative signature. These are returned to the Principal's administrative assistant.
9. The Booster Club will comply with any and all rules, regulations and policies of District 318, the conference and the Minnesota State High School League.
10. Each Booster Club is required to have a board of directors that include but not be limited to a president or chair, vice-president or vice-chair, secretary, and treasurer. There may be additional positions or committee members as needed.
11. Coaches are not allowed to have signature authority on any booster/support account.
12. All fund raising projects and events sponsored and/or operated by the booster club will require approval from the Activities Director.
13. **Any and every stipend/position that is provided by booster/support groups must be paid through the district payroll procedure. Forms are in the Activities Office.**
14. Any funds generated as a result of an event that is sponsored and/or operated by the Booster Club will become the sole property of that Booster Club and cannot be paid to individuals or families within the Booster Club, other than reimbursement of expenses, or if one of the boosters is working as a vendor or independent contractor for the Booster Club.
15. **By MSHSL rules, the Booster Club cannot pay for any student-athlete to attend a camp, clinic or league. ("League" refers to participation in a league, other than MSHSL).**
16. **The Booster Club may not establish a scholarship program for attending camps/clinics.**
17. Each Booster Club or support organization will take part in and adhere to policies and practices established by Grand Rapids Area Schools Activities Department.

APPENDIX E

GRAND RAPIDS AREA SCHOOLS ATHLETICS/ACTIVITIES

PROGRAM NAME

PHILOSOPHY STATEMENT (WHY DO I COACH LIKE I DO?)

Template

The purpose of a philosophy statement is to clearly articulate what you believe; why you believe it; and, how you incorporate those beliefs into your role.

HISTORICAL PERSPECTIVE

What was your experience like in athletics/activities?

What were the positive attributes of coaches that you considered "good coaches"?

What were the negative attributes of coaches that you considered "bad coaches"?

What was your personality/style as a student-athlete?

Who helped shape your thinking (coaches, teachers, parents, community members)?

WHAT ARE YOUR PERSONAL BELIEFS?

What do you believe about athletics/activities?

What do you believe about student-athletes?

What do you believe about parents of student-athletes?

What do you believe about competition?

WHAT IS YOUR ROLE AS COACH?

What is the purpose of a coach?
What is your responsibility?
What is not your responsibility?
Whom can you influence?
Whom can you not influence?
How do you want to be remembered?

SAMPLE OF COACHING PHILOSOPHY

John Wooden shares his philosophy on coaching success:

http://www.ted.com/talks/john_wooden_on_the_difference_between_winning_and_success.html

APPENDIX F

GRAND RAPIDS AREA SCHOOLS ATHLETICS/ACTIVITIES

PROGRAM NAME

PURPOSE STATEMENT (WHY DO I COACH?)

Template

The mission of a purpose statement is to provide clear, focused purpose of work for all in your program. "When you don't know where you are going--any road will do." *Lewis Carroll*

WHAT?

What do we believe is important for our program to accomplish?

What do we actually want to accomplish? What is the picture-perfect end product?

What overall image do we wish to protect and support?

What distinguishes our program?

HOW?

How will we accomplish our "what"?

WHY?

Why are we trying to accomplish this?

Who will benefit from our efforts?

RESULTS?

In what measurable ways will the people we serve benefit?

THE PURPOSE STATEMENT

Convert answers into a powerful statement. Shorter is better. Consider an even shorter slogan/motto so everyone can remember the mission in order to keep focused.

SAMPLE PURPOSE STATEMENT

…To lead student-athletes to be better students, athletes and citizens by planning, teaching and modeling successful beliefs, actions and reflections. This effort will make our student-athletes better people, our teams more successful, our school a better organization, and our community a better place to live. We will not rest until all of our students achieve their academic, athletic and personal goals.

SAMPLE SLOGAN/MOTTO

The team gets better when I get better!

APPENDIX G

GRAND RAPIDS AREA SCHOOLS ADMINISTRATIVE ASSESSMENT:

https://docs.google.com/spreadsheet/ccc?key=0Aj9rDLuQx63edHlDRHk3UHZxM3lKdDRmaHB5UUFjbHc&usp=sharing

APPENDIX H

PLAYER, STAFF AND PARENT SURVEY:

http://bit.ly/291s15b

APPENDIX I

GRAND RAPIDS AREA SCHOOLS ATHLETICS/ACTIVITIES
COACH PROFESSIONAL DEVELOPMENT PLAN

GRAND RAPIDS AREA SCHOOLS ATHLETICS/ACTIVITIES

COACH PROFESSIONAL DEVELOPMENT PLAN

Program/Level: _____

Coach: _____

Date: _____

My professional goal for the coming year is:

Three action steps that I will take to achieve my goal are:

Action Step	Date of Completion	Measurement of Success
1.		
2.		
3.		
We will review my plan on (date):		

GRAND RAPIDS AREA SCHOOLS ATHLETICS/ACTIVITIES
COACH PROFESSIONAL DEVELOPMENT
FOLLOW-UP REVIEW OF PLAN

Date: _____

Was the goal met? ☐

Were action steps completed on time?

Action Step #1 ☐

Action Step #2 ☐

Action Step #3 ☐

Reflection on plan/results:

_____ _____

Coach Signature Date

_____ _____

Athletic Director Signature Date

APPENDIX J

GRAND RAPIDS AREA SCHOOLS ACTIVITIES DEPARTMENT
END OF SEASON REPORT

PROGRAM:
LEVEL:
COACH:
SCHOOL YEAR:

Roster at completion of season (may use MSHSL roster page)

Regular Season Wins: _____

Regular Season Losses: _____
Attach detailed list of regular season opponents and scores (may use MSHSL team record page)

MSHSL Tournament
Attach detailed list of MSHSL tournament opponents and scores (may use MSHSL page)

Letter Winners

List all letter winners below.

Major Team Awards/Accomplishments

Major Player Awards/Accomplishments

Major Personal Awards/Accomplishments