

Clear Fork Athletics



Coaching Handbook

May 2013

Clear Fork Athletic Department

Philosophy

The OHSAA Handbook states that interscholastic activities are an integral part of the total secondary school educational program. Schools are expected to prepare young people for their future role in our society. Therefore, athletic policies should be consistent with the philosophy and objectives of the school and community, which sponsors the program.

Participation in a sound athletic program contributes to the development of health, happiness, physical skills, emotional maturity, social competence, moral values, and self-discipline. A sound athletic program teaches the participants the value of cooperation and the need for teamwork, as well as the spirit of competition so important to our society. The student/athlete learns how to work with others for the achievement of group goals and develops an understanding that individual needs can be shared by a group effort. Learning to properly handle both victory and defeat, complying with the rules of the game, and being a good sport are all characteristics needed by a mature, responsible citizen. The field of athletic competition is an equalizer, where individuals are judged for what they are and for what they can do, not on the basis of the social, ethnic, or economic group, which they belong.

Beliefs

- Students are our highest priority.
- Athletic competition develops life-long values and skills.
- Athletics is an important part of the educational experience.
- Athletic programs promote school and community pride.
- Open and honest communication between all parties is the foundation of a successful athletic program.
- Well qualified coaches and administrators are vital components of a successful athletic program.

Goals

Provide an athletic department that...

- complements and supports our academic program.
- encourages our athletes to compete at the highest level they are capable of.
- prepares student athletes with life skills including teamwork, individual and group accountability, goal setting, a sense of the greater good, emotional, mental, social and physical growth.
- the community views as their best choice for their son or daughters self-development and growth.

- its first initiative is a performance conditioning program that is integrated into all sports offerings.
- its strategic plan takes a comprehensive look at our master campus plan, which includes all athletic facilities to ensure our students are well served.

Coaches Code of Ethics

The function of the coach is to properly educate students through participation in interscholastic competition. The interscholastic athletic program is designed to enhance academic achievement and should never interfere with opportunities for academic success. Athletes should be treated as though they are members of the coach's families and their welfare should be of primary concern at all times. In recognition of this, the following guidelines for coaches have been adopted by the Clear Fork Valley Local School District:

- **The coach** must be aware that he/she has a tremendous influence, either good or bad, in the education of the student athlete and, thus, shall never place the value of winning above the value of instilling the highest desirable ideals of character.
- **The coach** must constantly uphold the honor and dignity of the profession. In all personal contact with the student athlete, officials, athletic director, school administration, the state high school association, the media, and the public, the coach shall set an example of the highest ethical and moral conduct.
- **The coach** shall take an active role in the prevention of drug, alcohol and tobacco abuse and under no circumstances should condone their use.
- **The coach** shall promote the entire interscholastic program of the school and direct his/her program in harmony with the total school program.
- **The coach** shall be thoroughly acquainted with the contest rules and is responsible for their interpretation to team members. The spirit and letter of rules should be regarded as absolute values. The coach shall not try to seek an advantage by circumventing the spirit or letter of the rules.
- **The coach** shall use proper language in all situations and at all times, and monitor player language as well. This includes the privacy of the locker rooms, team meetings, busses, etc.
- **The coach** will monitor his/her conduct on the field. We as coaches often become over-excited during critical moments of competition and allow our emotions to take over. We must display the example of good sportsmanship that we are trying to teach. Defend the rights of yourself and athletes at all times but do not overdo your differences with officials. Never engage in an exchange of

words with spectators during the contest. Remember, the eyes of the athletes, spectators and public are always on you and you're constantly being evaluated.

- **Coaches** shall actively enhance sportsmanship among spectators by working closely with cheerleaders, booster clubs and administrators.
- **Contest officials** shall have the respect and support of the coach. The coach shall not indulge in conduct, which will incite players or spectators against opponents or officials. Public criticism of officials or players is unethical.
- **Before and after contests** rival coaches should meet and exchange friendly greetings to set the correct tone for the event and display appropriate sportsmanship win or lose.
- **A coach** shall not exert pressure on faculty members to give student athletes special consideration.
- **It is unethical** for coaches to scout opponents by any means other than those adopted by the league and/or state high school athletic association.

Coaching Expectations: Professional and Personal Relationships

The need for precise job description specifications is becoming obvious with the stronger emphasis on credibility and accountability in coaching. There is definite need for precise criteria to measure coaching accomplishments within the framework of the Clear Fork Valley Local School District objectives for their programs. The following major performance areas stand out above others:

Expectations

The Athletic Director and the Clear Fork Valley Local School District Board of Education expect a coach to run his/her program and operate on a daily basis with class and distinction. He/she will display respect for others, show compassion, demonstrate courage and confidence and exhibit and kindle passion in his athletes and staff. Furthermore, a coach will make sacrifices, have and demonstrate total commitment, lead with integrity and build trust. Finally, a coach will be expected to shape and share a vision, identify and live their values and inspire confidence.

Rapport

A coach must be able to develop good rapport with numerous individuals and community groups; team personnel, the student body, the professional staff (faculty, administration, maintenance, etc.), the community as a whole, spectators, officials, fellow coaches in the conference, media representatives and the parents of his/her players. Good rapport and demonstrated competency are invaluable for the coach.

Cooperation

The district expects the highest level of cooperation by all coaches and athletic staff members in the execution of their duties. Coaches must work cooperatively with their school athletic director, administration, other staff, team and parents.

Leadership and Public Relations

Diligence, enthusiasm, integrity, honesty and a love for the game are all part of the professional pride that should be exhibited by any coach. Personal appearance, dress, physical condition – all should be exemplary. Public demeanor and decorum should always reflect positively on the school, school district and the athletic department.

Discipline

Every Clear Fork Valley Local School District athletic team requires a high level of discipline among coaches, players and support staff. In this regard, the implementation of discipline and the attitude with which it's implemented is the coach's responsibility. Individually, the coach becomes a model of all that the program represents – observation of school codes, training rules, rules of the game, ideals of good sportsmanship, behavior of participants throughout the season and especially where the student body is concerned. The desire to do well, to win gracefully, to lose with poise and a positive attitude should be emphasized. Staff, players and spectators should be motivated to achieve established goals as a team and as individual players.

Improvement

All coaches must constantly take advantage of opportunities presented for self-improvement. Regular attendance of district meetings, rules clinics, special workshops and training opportunities in specific fields is imperative. Membership should be maintained in professional organizations, coaches' associations and similar groups whose programs are geared toward greater achievement and improved performance. Keeping abreast of current literature in professional journals, newspapers and magazines, and utilizing enrichment material available in other media forms is also expected.

Coaching Techniques

- Use sound and acceptable teaching practices.
- Run well organized practice sessions.
- Complete pre-season planning well in advance of starting date.
- Adhere to a highly efficient and technically sound program of injury prevention. When injuries occur, follow a prescribed routine and maintain good communications with patient, trainer, doctor and parents.
- Construct a well organized game plan.
- Develop a sound system for equipment accountability, including seasonal inventory, repair, reconditioning and replacement. All purchasing should be accomplished through the allocated budget.

- Keep assistant coaches, student managers and statisticians well informed as to what is expected.
- Cooperate fully with maintenance staff, transportation staff and other similarly involved staff in the overall program.

Coaches' Responsibilities

To the players on the team:

The main reason for having athletic teams within the school is to help provide opportunities for young men and women to develop their respective capabilities to the fullest extent. Development of positive attitudes is an important “mean” to accomplishing this aim. We must promote and teach only ethical, aggressive and fair play, while stressing good sportsmanship at all times. The coach must be the leader and set the example. The coach should be fair and unprejudiced with players and sensitive to individual differences, needs, interests, temperaments, aptitudes and tolerances. Players have a right to expect coaches to possess current knowledge and skill to instruct players competently and to assess their progress. The coach should be transparent and honest with athletes regarding playing time and what the athlete can do to improve their chances of increasing playing time. In addition, coaches should be able to use strategies and conditioning methods appropriate for the level of competition and maturity of players. The coach’s primary responsibility is to ensure maximum growth of each squad member. In this regard, the safety and welfare of players should always be uppermost in the coaches’ minds.

To the school district:

As a coach, you have a high level of visibility throughout the community and you may be discussed or have an impact on the home, the work place and at meetings of many civic organizations. Your profession as well as your reputation as a coach, is constantly under scrutiny. Your actions and public communications should always reflect confidence and respect for the Clear Fork Valley Local School District. Much can be done by the coach within their public contacts to build and maintain a high level of confidence in the athletic program and the school district. Proactive and diligent public relations initiatives are paramount to participation and successful athletic programs.

To the school:

A coach owes his/her school maximal effort and loyalty at all times. He/she must constantly strive for excellence in all areas of his/her school. To be effective, a coach must be respected. In this regard, good personal habits are important. Most importantly are the examples set by the coach. Being respected is much more important than being well-liked. Command respect, don’t demand it. Treat faculty, the players and the general students with the same honor and respect that you would like extended to you. Private, firm, fair and constant discipline must be maintained. The work of the coach must be consistent with the educational program of the school. The coach should demonstrate mastery of the principles of education and continually

attempt to improve teaching and coaching methods and techniques. The coach should give support to all endorsed activities of the school. At every opportunity, the coach should urge the student body to be polite, courteous and fair to the visiting team.

To assistant coaches:

Although the head coach must assume leadership responsibilities, independent thought by all staff members should be encouraged. An important factor is human relations skills, which provide for an open exchange of ideas in a courteous, thoughtful manner. A wise head coach will praise the assistants and award recognition whenever possible. Disagreements between coaches should be discussed privately and as soon as possible. The head coach should expect all staff to contribute a full measure of time, effort, thought and energy to the program. The assistant coaches must be willing and able to do things that they may not wish to do, or even like to do. They must fulfill their responsibility to the head coach, the athletes and the sport itself. Conversely, head coaches are obliged to describe expectations for assistant coaches well in advance of the season. It is most difficult to be a good assistant coach, however, the success of the school, the team and the coaching staff is dependent upon the quality and effort of the assistant coaches.

To other coaches in your school:

One must always bear in mind that his/her sport is part of the total athletic educational program of the school. Therefore, it is important to support, promote and cooperate with all coaches and activity sponsors for the well-being of the program. A coach should support and cooperate with other coaches whenever possible. All remarks should reflect confidence in one's fellow coaches. Strong, harmonious, interpersonal relationships must exist among coaches. Speaking negatively of a peer will not be tolerated and will be reflected on individual evaluations.

Coaches Job Descriptions

Varsity Head Coach

- The head coach will be responsible for all matters pertaining to the organization and administration of the program under his/her direction.
- The head coach will adhere to all rules and regulations of the OHSAA as they pertain to his/her sport.
- The head coach will assign duties to assistant and Middle School coaches.
- The head coach will initiate requests for building permits for practices and scrimmages and follow all regulations regarding the use of facilities.
- The head coach will assist in planning special events such as pep rallies, homecoming, parents' night, banquets, etc.

- The head coach, with the help of the Athletic Director, will be responsible for public information released regarding his/her sport.
- The head coach is responsible for making sure that each athlete in his/her program has a completed athletic packet (including physical form, insurance form, emergency medical form, concussion information form, Expectations for Parents of Athletes form and the Assumption of Risk form) on file with the athletic office before participating in any contest or practice. Any athlete involved in a pre-season conditioning program must have a completed packet on file before participating.
- The head coach will maintain an accurate record of squad members and will carry emergency medical forms at all times.
- The head coach will assign at least 1 coach to be with the squad at all times. This includes supervision of the locker rooms until all squad members have left.
- The head coach will oversee the issuing of uniforms and equipment (and enforce all rules concerning their use) and advise the Athletic Director.
- The head coach will provide the Athletic Director with the criteria for earning a Varsity letter in his/her particular sport before the start of the season.
- The head coach will complete the year-end report at the conclusion of his/her season and file it with the Athletic Director.
- The head coach will complete the pre-season and post-season/self-evaluation form and submit both to the Athletic Director.
- The head coach will file with the Athletic Director individual team policies and procedures for his/her particular sport.
- The head coach will make recommendations to the Athletic Director concerning scheduling of opponents and officials.
- The head coach will enforce the Clear Fork Athletic Code of Conduct.
- The head coach will be expected to conform to decisions and policies of the Athletic Council and Athletic Department.
- The head coach must recognize that as a leader of a particular sport program, he/she will make decisions of a general nature that are in keeping with established policies and procedures of the school system. However, when a decision affects other coaches and sports, that decision should be delayed until the High School or Middle School Principal, the Athletic Director, and the coaches have discussed the matter and reached a decision.

- The head coach will arrange for scrimmages for his/her particular sport and will secure officials (the Athletic Director may assist with this duty) for these scrimmages. The Athletic Director will be advised when scrimmages are scheduled.
- Each head coach must keep in mind that his/her particular sport is part of the total athletic program and that cooperation and support among all coaches, sports, and athletes is expected.
- The head coach is responsible for making sure that all the athletes in his/her program are aware of and understand all policies and procedures pertaining to athletics as established by the OHSAA, the Clear Fork Athletic Council, the Clear Fork Valley Board of Education, and any individual sport/team policies or procedures (including criteria for earning a Varsity letter).
- The head coach is responsible for attending an OHSAA sponsored state rules interpretation meeting (can be completed on-line) in order for teams or individuals to be eligible to enter the OHSAA sponsored tournament.
- The head coach will evaluate his high school coaching staff and make recommendations to the Athletic Director and the High School Principal concerning employment.
- The head coach will submit a list of all “volunteer” coaches associated with his/her program for board approval prior to/well in advance of the start of the season.

Assistant/Middle School Coach

- The assistant coach will support the head coach in conducting the athletic program of his/her particular sport and the total athletic program.
- The high school assistant coach is under the supervision of the head coach and will remain loyal to the head coach and the team. The middle school coach is under the supervision of the Athletic Director.
- The assistant coach will attend staff meetings as determined by the head coach.
- The assistant coach will perform scouting duties as assigned by the head coach.
- The assistant coach will assume any duties as assigned by the head coach that pertain to the overall program (conducting practice drills, handling equipment, collecting paper work, statistics, off-season program work, public relations, etc.).



Pre-Season Meeting/Self-Evaluation

Coach _____

Sport/Year _____

Date _____

What are your goals for the upcoming season? Include information pertaining to professional goals as it relates to coaching.

1.

2.

3.

4.

5.

Coach's signature _____ A.D.'s signature _____



Post-Season Meeting/Self-Evaluation

Coach _____

Sport/Year _____

Date _____

Did you meet your pre-season goals? Why or why not? In hindsight, what could you have done to meet your goals? What can you do to better your chances of meeting your goals next time?

1.

2.

3.

4.

5.

Coach's signature _____ A.D.'s signature _____



Coaching Performance Evaluation

Coach: _____ Sport: _____ Date: _____

Likert Scale of Evaluation

NA	1	2	3	4	5
Not Applicable	Needs Improvement	Poor	Satisfactory	Good	Excellent

Professional and Personal Characteristics/Relationships

- _____ A. Displays respect for others, shows compassion, demonstrates courage and confidence.
- _____ B. Displays a passion for their sport and actively tries to kindle passion in their staff and players.
- _____ C. Demonstrates total commitment and leads with integrity.
- _____ D. Shapes and shares a vision for their program.
- _____ E. Unselfishly supports and promotes the total athletic program.
- _____ F. Establishes rapport with all parties, e.g athletic director, administration, other staff members, team and parents.
- _____ G. Maintains team discipline.
- _____ H. Establishes open and honest communication with parents, coaches, administration and players.
- _____ I. Works cooperatively with all parties, e.g. athletic director, administration, other staff members, team and parents.
- _____ J. Remarks regarding other coaches reflect confidence in them and they seek strong, harmonious interpersonal relations with coaching colleagues.

Coaching Performances

- _____ A. Communicates comprehensive knowledge of the sport to participating athletes.
- _____ B. Corrects player deficits in a manner in which the player understands what can be done to improve their performance.
- _____ C. Demonstrates the ability to perform under game conditions.
- _____ D. Develops and runs well organized practice sessions.
- _____ E. Attends district meetings, rules clinics, and training opportunities/professional development.



Coaching Related Responsibilities

- _____ A. Maintains professional decorum during games and practices.
- _____ B. Promotes and teaches ethical, aggressive and fair play.
- _____ C. Stresses good sportsmanship.
- _____ D. Provides supervision of students before, during and after practice.
- _____ E. Is transparent and honest with athletes regarding playing time and what the athlete can do to improve their chances of increasing playing time.
- _____ F. Uses strategies and conditioning methods appropriate for the level of competition and maturity level.
- _____ G. Assures that the safety and welfare of the players is of the utmost importance.
- _____ H. Provides leadership and develops attitudes that produce positive results.
- _____ I. Actions and public communications always reflect confidence and respect for the Clear Fork Valley Local School District.
- _____ J. Builds and maintains a high level of confidence in their program and all athletic programs.
- _____ K. Urges all student-athletes to participate in as many sports as possible.
- _____ L. Uses Education-Based Athletics, e.g. life-long values such as teamwork, perseverance, hard work and leadership, among many others, as their fundamental approach to athletics instruction.

Equipment, Supplies and Facilities

- _____ A. Keeps accurate inventory records of supplies and equipment distributed, collected, and stored.
- _____ B. Regularly inspects equipment to insure that it is in good repair and safe for use.
- _____ C. Maintains proper care and security of facilities.
- _____ D. Complies with Board policies regarding budgeting, fundraising and purchasing.

Organizational and Administrative Responsibilities

- _____ A. Willingly assists in planning contests, special events, programs, award ceremonies etc.
- _____ B. Is dependable and punctual in performing assigned responsibilities.
- _____ C. Prepares necessary forms in a timely manner.
- _____ D. Follows Board policy as outlined in the athletic handbook, coaching handbook and understands and follows all OHSAA rules and regulations pertaining to athletic eligibility and code of conduct.

Comments



Coaching Performance Summary

SUMMARY FOR:
ASSIGNMENT:
YEAR:

Strengths:

- 1.
- 2.
- 3.

Suggestions:

- 1.
- 2.
- 3.

Contract Status:

Recommend Contract Renewal: _____

Recommend Contract Renewal with Suggestions for Improvement: _____

Recommend Not to be Renewed: _____

Head Coach: _____ Date: _____

Athletic Director: _____ Date: _____

Principal: _____ Date: _____



Practice Session Observation Form

Coach: _____ Sport: _____ Date: _____

1. Was there evidence of pre-practice planning, e.g. written practice plan?
2. Were the athletes actively involved in every drill? Minimal standing waiting their turn?
3. Was the coaching provided clear and instructive?
4. Was the atmosphere positive, encouraging and enthusiastic?
5. Were the drills sequential and appropriate for the level of athlete?
6. Were the weather factor, e.g. heat, humidity, rain, lightning, cold, wind-chill, taken into consideration?
7. Were water, ice and first aid supplies available?
8. Did the head coach effectively involve the assistants during drills and throughout Practice?

Comments



Expectations for Parents of Athletes

The following expectations of the Clear Fork Athletic Department and school administration exist as the basis for proper conduct and support of our athletic program.

- Playing time is earned through performance and is not guaranteed. Only student-athletes should request a meeting with their respective coaches regarding playing time if it is an issue. Coaches will provide honest feedback to the athlete and identify performance areas that can be improved.
- The following items are not discussed with a parent:
 1. Playing time.
 2. Other athletes in the program.
 3. Coaches and their strategies/philosophies or techniques.
- A 24 hour “cool-down” period immediately after each contest is in place during which there is no contact or discussions with a coach.
- All spectators are required to demonstrate appropriate behavior at all athletic events. Please give all student-athletes, coaches and officials positive encouragement and support. Booing, taunting or intimidating the officials, coaches, athletes or spectators is unacceptable and may result in the offender being asked to leave the event.
- Please allow the coach to perform his/her job during contests by not offering coaching advice from the sidelines.

As a parent, I want my son/daughter to have a positive experience participating on an athletic team at Clear Fork, and I am committed to contributing to this outcome.

I have read and understand the parent expectations. If you have questions regarding these expectations, please feel free to contact the Athletic Director or principal by calling (419) 886-2601.

Parent/Guardians Name – print

Date

Parent/Guardians Name – sign

Date



Guidelines for Dealing with Difficult Parents

1. Avoid meet with irate or concerned parents immediately after a contest.
2. Always suggest parents call and set up a mutually convenient meeting.
3. Prepare for this meeting by trying to determine what the parents' concerns are and gather all of the necessary information (statistics) needed for the meeting.
4. Invite a third party to sit in on the meeting. This persons serves to mediate, to provide counsel and to help clarify positions.
5. Listen to the parents' complaints or concerns. Venting by parents is an important first step.
6. Do not allow the parents to yell at you, be rude, obnoxious or to use foul language. Explain this is unacceptable and while you are more than willing to meet, they need to conduct themselves in a calm, civil manner.
7. Shun the impulse to sink to their level should they become disrespectful and belligerent. As difficult as it may be, maintain your poise and professionalism.
8. Steer clear of interrupting parents while listening to their concerns. Make mental notes and save your comments.
9. Try to find some common ground and make your comments as positive as possible.
10. Circumvent making generalizations concerning parents' motivation, attitude or character.
11. Stay away from using extreme statements such as, "You never..." or "You always..."
12. Pass up the impulse to offer unhelpful and diversionary statements over "facts." Focus instead upon, "It seems to me..." or "As I recall..."
13. Be straightforward and honest. Do not, however, explain any more than is necessary. Often a parent is looking for some small opening to build a case or to attack.
14. As difficult as it may be, always thank the parents for expressing their points of view.
15. Aim to end the meeting or conversation with, "I'll take this conversation into consideration." While this statement does not mean any guaranteed action other than thinking about what was discussed, it does provide the parents with the feeling they have accomplished their goals. In this manner, everyone comes out feeling they have won.



Coach Guidelines for Preseason Parents Meetings

1. Distribute copies and/or address the following:
 - A. Team rules
 - B. The factors which determine starters and playing time
 - C. Criteria for earning a letter
 - D. Sportsmanship expectations for athletes

2. Other topics to consider addressing:
 - A. Your coaching philosophy
 - B. Your team's style of play
 - C. How practice sessions are conducted, including:
 - *length
 - *when practices normally begin and end
 - *your perspective of spectators at practice
 - D. An athlete's expectation for attending practice sessions, including Saturday sessions and/or during holiday periods
 - E. The responsibility for issued uniforms and equipment
 - F. Procedures for reporting and attending to injuries
 - G. How and when to contact you with a concern or issue
 - H. Commonly misunderstood or new rules of your sport
 - I. The risks involved in playing your sport
 - J. Answer any questions

3. Helpful hints:
 - A. Try to make your presentation as positive as possible
 - B. Be prepared. Plan what you want to say and how you want to approach the various topics.

Scrimmage Mileage Spreadsheet

Ohio School Districts (50 miles or less)

County	District	Miles
Ashland County	Ashland City SD Black River SD Crestview Local SD Hillsdale Local SD Loudonville Local SD Mapleton Local SD	46.26
Crawford County	Bucyrus City SD Colonel Crawford Local SD Crestline SD Galion City SD Wynford Local Schools	
Delaware County	Olentangy (Lewis Center) Olentangy Liberty (Powell) Olentangy Orange	49.55 54.13 50.18
Coshocton County	Coshocton Schools River View Local Schools	
Holmes County	Hiland (Berlin) West Holmes Local SD	
Knox County	Centerburg Local SD East Knox SD Danville Local SD Fredericktown Local SD Mt. Vernon City Schools	28.95
Huron County	South Central Local SD New London Local SC Willard SD	39.80 41.21 45.65

	Norwalk SD	49.04
Licking County	Johnstown-Monroe SD	41.41
	Utica SD	31.54
Marion County	Elgin Local SD Marion Harding SD Pleasant Local SD River Valley Local SC	
Morrow County	Cardington-Lincoln Local SD Highland (Merengo) Schools Mt. Gilead Exempted Village SD Northmor Local SD	
Richland County	Crestview Local SD Lexington Local SD Lucas Schools Madison Local SD Mansfield City SD Mansfield Christian SD Mansfield St. Pete's Sd Ontario Local SD Shelby City SD	
Seneca County	Buckeye Central Local SD	41.13
Wayne County	North Central Local SD	49.24
	Dalton Local SD	48.54
	Northwestern Local SD	35.23
	Norwayne SD	49.10
	Orrville Local Schools	
	Southeast Local SD	49.45
	Triway Schools	
	Waynesdale SD	49.61
	Wooster City SD	

Clear Fork Athletics



Coaching Handbook

I have read and understand the Clear Fork Athletics Coaching Handbook and agree to abide by its guidelines.

Coach's Signature _____ Date _____

