

# FRUITPORT



ESTABLISHED 1963

Athletic Department

## COACH HANDBOOK

Our resource for *leading* students/*managing* our programs as we promote our mission of

*...developing student athletes to reach their fullest potential as competitors and people ...*

**August 2019**

## Coaching Absolutes:

Don't focus on winning (outcome);  
**Focus on preparation, effort and execution** (process).

Winning is a result of-  
the execution of the fundamentals...  
the ability of all players to work in unison... all the time.

A team can only reach its true potential if-  
The most talented player is also the hardest worker;  
Everyone in the program buys in to the 'We > Me' concept;  
Each player is in peak physical condition.

**You either accept it or you correct it.**

**You play the way you practice.**

Alan Stein

**"The greater danger for most of us lies not in setting our aim too high and falling short, but in setting our aim too low and achieving our mark."**

- **Michelangelo**: 15th-16th century Italian sculptor, painter, and architect

## Fruitport Community Schools Coach Handbook

This handbook/notebook is designed for coaches of all athletic activities sponsored by the Fruitport Community Schools Department of Athletics. Its content will help define the philosophy, goals, and objectives, as well as the policies and procedures used within the Department of Athletics.

The Coach Handbook is a blend of three resources:

- Hardcopy of Policies and Procedures
- Resources, links, downloads located on the school athletics web page [www.fruitportschools.net](http://www.fruitportschools.net)
- MHSAA information located at [www.mhsaa.com](http://www.mhsaa.com)

This handbook is approved annually by the Fruitport School Board.

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### Notice Regarding Non- Discrimination Policy

No person shall, on the basis of sex, be excluded from participating, be denied the benefits of, be treated differently from another person or otherwise discriminated against in any interscholastic athletic program at Fruitport Community Schools.

Any person believing Fruitport Community Schools has inadequately applied the principles and/or regulations of Title IX of the Educational Amendment Act of 1972 may bring forward a complaint to the Director of Athletics at Fruitport High School, with a copy to the Superintendent of Fruitport Community Schools at the following address:

**Superintendent of Fruitport Community Schools**

**3255 Pontaluna Rd  
Fruitport, MI 49415**

## Part I What Are We Doing?

*Our actions must reflect our purpose: developing student athletes to reach their fullest potential as competitors and as people by giving maximum effort every day.*

Do the **Big Things** right

- ✓ LEAD
- ✓ TEACH
- ✓ CARE

Do the **Small Things** right

- ✓ *Under promise and over deliver*
- ✓ *Prepared, professional, and organized*
- ✓ *Read books and study veteran coaches*
- ✓ *Communicate issues to AD*
- ✓ *Engage every member of your team*
- ✓ *Recognize and reward effort*
- ✓ *Don't neglect the value and the **power of words***
  - At banquets
  - In parent meetings
  - In e mails and texts
  - In team meetings and one on one conversations
  - In comments to the press
- ✓ *Start and end on time*
- ✓ *Embrace personal responsibility for your team and yourself*

To Summarize: Improve *relationships*, Communicate clearly a *common message*, and teach a *mindset* of commitment and mental toughness.

**YOU DON'T GET THE CULTURE YOU HOPE FOR; YOU GET THE CULTURE YOU BUILD... BRUCE BROWN**

**Position Title:**       **Head Athletic Coach**  
**Department:**         Athletic  
**Reports to:**           Athletic Director

*Summary: To assist the personal development of the student athlete by providing a setting which students learn skills, sportsmanship, personal management, leadership, character, and team work.*

**Essential Duties and Responsibilities.** (Other duties may be assigned.)

- Responsible for general planning, oversight, and evaluation of sub Varsity coaches and programs in particular sport grades 9-12. Provide significant input, training, and assistance to related programs in elementary through middle school. Develops plan for summer and off- season training programs.
- Understands and communicates to athletes, assistants, and the general public the values that are to be developed from participating in sports programs.
- Provides a source of assistance and information for potential collegiate opportunities.
- Maintains competency in rules, interpretation procedures, as well as an updated knowledge of the techniques and tactics of the sport. Maintains active membership in coach's associations and related organizations.
- Accounts for all equipment and uniforms and delegates responsibility. Recommends purchase of equipment and supplies. Uses proper purchasing and accounting procedures.
- Applies ethical conduct in sport by maintaining emotional control and demonstrating respect for athletes, officials, and other coaches.
- Regularly communicates team information and game results to media.
- Maintains a working knowledge of and adherence to MHSAA, Conference, and FHS athletic policies and procedures, including the coach's handbook and athletic code for coaches. Acts as voting member of Athletic Council.
- Understands the scope of legal responsibilities that comes with assuming a coaching position, e.g. proper supervision, planning and instruction, matching participants, safety, first aid, and risk management.
- Maintains accurate records, statistics, and results of the season. Complies with all deadlines and submits required year end reports and other paperwork as assigned.
- Oversees the safety conditions of the facility or assigned practice area in which the assigned sport is conducted at all times those students are present. Place high priority on protecting and preserving the facility being used.
- Understands a basic knowledge of physiological systems and their response to training and conditioning.
- Conducts practices and competitions to enhance the physical, social, and emotional growth of athletes.

## **Sub-Varsity Template Internal/External Posting**

**DEPARTMENT:** Athletic Department

**LOCATION:** High School

**POSITION:** Coaching, Sub-Varsity

### **REQUIREMENTS:**

- \*Organized, professional, and committed to the policies and procedures established by the head coach, the Athletic Department, and the MHSAA.
- \*Maintains a focus on player development, leadership, and character.
- \*Possesses a working knowledge of the skills and abilities required for this sport, and is capable of communicating and demonstrating what is expected to be successful.
- \*Models and supports the mission of the athletic program and the school.
- \*Handles interactions with student athletes and adults with professionalism and integrity.
- \*Is able to assist the head coach in overall program assessment and development, both in season and out.
- \*Is able to balance personal and professional duties with coaching duties

### **PREFERRED EDUCATION AND OR EXPERIENCE:**

- \*Successful high school or youth level coaching experience.
- \*Valid teaching certificate or a earned hours in a degreed program in education or coaching.
- \*Experience in physical education, first aid, and sports medicine.
- \*Certificate in CAP (Coaches Advancement Program) or equivalent.
- \*Current CPR certification.

Persons interested in applying for this position may do so electronically by clicking the “Employment” link off our district web site [www.fruitportschools.net](http://www.fruitportschools.net).

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It is the policy of Fruitport Community Schools that no person shall on the basis of race, color, national origin or ancestry, sex or handicap be excluded from participation in, denied the benefits of, or be subjected to discrimination, in employment or any of its programs or activities.

## Doing the Right Things

**Coaches have a difficult job. They are the key decision-makers. They set examples. Players look to them for leadership. Administrators – and parents -- look to them to make good choices.**

As adults we often speak to our young people about making choices— preferably intelligent, positive choices. That said, coaches make choices, too. They can choose to be the kind of coach that cares only about “winning”, or a coach that has a deeper—and longer-lasting—impact on the young people they coach and the families whose lives they touch. Here are some tips to help make the coaching experience better for you—and the young people you interact with:

- 1) **Build confidence in your players.** Too often young athletes have their confidence shattered by their coach. Ask anyone in sports, including top professional athletes: when you lose your confidence, performance suffers and it becomes a vicious cycle. As a coach, regardless of whether you are soft-spoken, a yeller or somewhere in between, you must show confidence in your athletes – and constantly build their self-confidence. Wouldn't you rather be the one coach the player looks back on and says – “That person really believed in me and made a difference in my life” than the coach who is a negative caricature in the minds of your former players?
- 2) **Identify the real team players on your squad.** Coaches so often want to build a team with stars that they neglect to identify the young athletes who will be the glue that keeps a team together, and keeps them successful. There are obviously many attributes of a “team player”, but for starters, look for young people who are good teammates, who support other players, who are unselfish, and treat other players and people with respect. A really good coach would rather ‘lose’ with a bunch of fine young people than ‘win’ with a group of talented prima donnas who care only about themselves and not the team.
- 3) **Communicate regularly -- and honestly.** Young players need regular feedback. You should never go weeks or months without providing constructive feedback on their performance. If they are not meeting your expectations, either in terms of performance or attitude, speak with them—privately. That said, the first thing you should do is set mutually understood expectations at the *beginning* of each season. Meet with the player alone to do this (and with their parents, when age appropriate), away from everyone else.
- 4) **Explain clearly what you want and then demonstrate what you want.** I often see coaches demand, yell, threaten. Parents and players expect --and accept-- some loudness from a coach. A little loudness may even help sometimes, especially on a large soccer pitch! But be sure to explain clearly what you want to see, then *show what you want*. Young players need to see what you're talking about, so if you can't show/demonstrate what you want, bring in a guest instructor who can.
- 5) **Recognize that every young person/athlete is motivated differently.** Not every athlete— or person — responds to the same stimuli. Some athletes are self-driven, some may need a shove in the behind, others need encouragement. Whatever, the key is to find out what is behind every player's mental door. Speak to the player. Get to know them. Find out what motivates them. Again if age appropriate, speak with their parents. They may have insight that will help you inspire your young player.
- 6) **Recognize that you have a potentially huge effect on the young people you coach.** Parents clearly have a seminal influence on the lives of their children. Particular teachers can have a major impact. But there's no question youth coaches have a huge effect on many of the young players on their team. What you say, how you say it, how you act and how you treat people does matter -- a lot. Ask yourself: ***How will I want to be remembered by this group of players, by each individual player, in 20 years?***

**7) Don't hide your head in the sand. Make yourself aware of personality conflicts on your team, and work to resolve them.**

Many coaches don't want to know if there are conflicts on their young team. Just like adults, we can't expect young people, particularly young people competing against one another for playing time and recognition, etc. to always like each other, or to get along. But you can make it a point to hear, watch and see what's going on. And you, as the team leader, can engender a sense of camaraderie, togetherness, and foster the notion of respect for each other on and off the field of play. Insist on it.

**8) Keep your players' egos in check.** Young people see "the pros" showboating, trash-talking and generally acting in a manner that most parents would not approve of. While we all want our kids to have healthy self-esteem and a good sense of self-worth, too much "attitude" can lead to an over-developed sense of self-importance. As coach, you have the opportunity—and the responsibility—to see that your players don't fall into this pattern. If you don't deal with it, you will generally see a negative impact on the players, your team, and your efforts to build a tight-knit group.

**9) Listen to your players. Don't assume you have all the answers.** We adults often think we have the answers, because we have "life experience". This life experience can lead to wisdom. It can also lead to rigid thinking that hasn't changed in decades. This certainly applies to coaching. The way things were done in "your day" may not have been the best way. Much like parenting, why would we want to repeat the mistakes made by our own parents? ***Hearing is a sense. Listening is a skill. Develop that skill— especially when it comes to relating to your players.***

**10) Model real leadership. If you talk about leadership but don't live it, your players will tune you out.** Leadership is easy to talk – and write about— and much harder to show. But as a youth sports coach, you have a wonderful opportunity to model positive leadership. How you speak with your players, the way you instruct, how you handle situations when players make mistakes and how you communicate with players on a daily basis are all vitally important examples of your leadership style. You are showing by your own actual behavioral example what you believe is the "right" way for an adult in a position of authority to handle themselves. We all make mistakes, and if you make one, be strong enough to acknowledge that you let a player down and then apologize to them. The willingness to do that will set a tremendous example as well.

**11) Be consistent in your discipline and expectations, regardless of whether it's your "stars" or those who play less often.** Young people generally recognize pretty quickly when a coach says one thing, then does something different. While you should aim to get to know all of your players as individuals, and know what motivates them and react accordingly, you should establish firm team expectations – and stick with them. Suppose "star" players miss practice regularly, or don't work hard in drills, or put down their teammates (or act out in games against opponents or referees). The players should know what your rules, guidelines and expectations are, and realize there will be consequences— regardless of who breaks the rules.

**12) The Golden Rule: Monitor how your players treat one another.** For some coaches, this notion is somehow totally unimportant. It should be important to you. If you have certain players putting down others on a young team, it's toxic and spreads. Don't be lulled into thinking it doesn't matter. The world is still full of "Eddie Haskell" types— kids who are nice to the coach or certain adults, but are jerks to teammates or others they don't like. If you see inappropriate behavior of any kind, deal with it firmly. Talk to the instigator/s privately and make it clear you will not tolerate that behavior on your team, period.

**"The most essential quality for leadership is not perfection but credibility. People must be able to trust you." -Rick Warren**

## Coach Education Requirements

Effective 2011 All Paid Staff CPR/AED certified-trained.

**New Coaches** hired since 2010 are expected to successfully complete a CAP class or equivalent when offered.

All Head Coaches are expected to take part in Athletic Council meetings.

All Head Coaches are to be active members in their state coach's association and related teaching clinics.

All staff coaches are expected to attend scheduled staff meetings and orientation.

**MHSAA requires that each year all staff at ALL levels—including volunteers-- complete the on line rules meeting and a separate concussion training module..**

**The MHSAA is requiring that all new head coaches will have taken CAP 1 or 2.**

**MHSAA rules also mandates that all head coaches are current in CPR certification. (The FCS policy is for all paid staff coaches to also be current in CPR.)**

### Additional Recommendations

*All Staff should be First Aid Certified. This will likely be a future MHSAA requirement.*

Sub-varsity coaches should attend state association clinics.

Head coaches should possess certification through their association or through MHSAA CAP.

New coaches/advancing coaches should be working on completing *all* six segments of CAP leading to certification.

***It is strongly recommended that all staff coaches read at least two books per year that are related to continuous improvement as a coach. See AD for recommended reading list.***

**“My standard of performance are defined as follows: Exhibit a ferocious and intelligently applied work ethic directed at continual improvement; demonstrate a respect for each person in the organization; be deeply committed to learning and teaching...” -Bill Walsh**

## Part 2 Why Do We Coach?

### Our Mission:

*Our job is to develop student athletes to reach their fullest potential as competitors and people by giving maximum effort every day.*

Coach John Wooden once commented that the coach he most admired was Amos Alonzo Stagg, who coached football at the University of Chicago when it was a national power. Coach Wooden told the story that when coach Stagg was asked if a particular team was one of his greatest ever, Stagg said, **“I won’t know for another 20 years or so”**. You see, coach Wooden explained, Coach Stagg knew that it would take that long to see how the youngsters under his supervision turned out in life. Wooden went on and said “That is how I feel. I’m most proud of the athlete who does well in life. That’s what success is. Basketball is just a very small part of it”.

Very few coaches are remembered for single victories or for the records of athletes. Some are remembered for a legacy of achievement and influence on their sport, but truly great coaches find impact and immortality in the lives of everyone they taught.

***“LEADERSHIP is communicating to people their worth and potential so clearly that they see it in themselves”.*** John Maxwell

## Part 3 How am I Doing?

### An Effective Coach:

#### I. **Engages** Students, Staff, Stakeholders, Self

*“You engage people when you win their heart.”*

- Prioritizes relationships over results.
- Practices shared leadership with staff and players.
- Demonstrates empathy and support for colleagues.
- Utilizes assistants and volunteers for the full benefit of the students and the program.
- Treats everyone (staff, students, parents, officials, opponents) with dignity and respect.
- Directly confronts difficult issues/conflict with composure and professionalism.
- Learns to grow through reading, listening, collaborating with other coaches.
- Understands the need to recharge, rest, and refuel emotionally.

#### II. Communicates a **Common Message**

*“We must do everything we can to make sure our coaches, parents, athletes, communities, administrators, and participants know what common language means.”*

- Committed transformational coaching, focusing on the growth and potential of the student.
- Welcomes Challenge.
- Clarifies and acknowledges the roles of players and staff.
- Practices positive communication.
- Teaches athletes to compete fearlessly.
- Teaches and demonstrates a growth mindset, never settling for “average”.
- Teaches athletes to become better people.
- Uses common language and message regardless of the sport or the season.

#### III. Exemplifies a **Mindset** of Mental Toughness and High Commitment

*“How can we create a stronger will to win?”*

- Compelled to find a way for growth and improvement. Demanding but not demeaning.
- Sees setbacks as opportunities to get better and failure as a learning tool.
- Seeks to create habits that result in multiple small gains.
- Teaches and exemplifies that *gratitude* is a form of mental toughness.
- Magnifies the effort and contributions of all team members.
- Maintains high standards and a low tolerance for blaming, complaining, or making excuses.

## Impact of Coaches

I have come to a frightening conclusion,

I am the decisive element in the gym, on the field, or at the track or court.

It is my personal approach that creates the climate.

It is my daily mood that makes the weather.

As a coach, I possess tremendous power to make an athlete's life miserable or joyous.

I can be the tool of torture or an instrument of inspiration.

I can humiliate or honor, hurt or heal.

In all situations it is my response that decides whether a crisis will be escalated or de-escalated and an athlete humanized or dehumanized.

An adaptation of Haim Ginott

Presented by Dr. Tom Crawford, 1993 USOC Coaching Symposium, Colorado Springs, CO

**“My father gave me the greatest gift anyone could give another person, he believed in me”. -Jim Valvano**

## MEASURING THINGS I HAVE CONTROL OVER: FCS COACH EVALUATION SYSTEM

PLEASE NOTE: Coach Evaluation comes in two forms: the self -evaluation and the evaluation by supervisors are separate forms! These forms may be completed by hand or digitally.

All Coaches: Complete self- evaluation and return it to immediate supervisor (Head Coach or AD), return to Athletic Office.

Head Coaches: Complete the Post season Coach Evaluation for your staff, obtain signature, sign and return to Athletic Office. A copy will be sent to each coach. (AD will evaluate Head Coaches on this form.)

Exit interview is mandatory for all first year coaches. **\*An informal midseason review of all head coaches will take place at the request of the AD (see form attached).**

**All evaluations given above are for the growth of the individual coach and the continuous improvement of the program.** If serious weaknesses are identified and are not improved over time, coaches may be asked to step down.

The forms on the following pages are also located on the athletic dept. web page [www.fruitportschools.net](http://www.fruitportschools.net)

**“Few things are worse than a teacher who is unteachable”. John Maxwell**

Self Evaluation Checklist Coach \_\_\_\_\_ Date \_\_\_\_\_

Please mark an X to answer which comes closest. Leave Blank only if you are not a head coach of your team.

- | Yes | No  | <b>Relationships</b>   |
|-----|-----|--|
| ___ | ___ | 1 I prioritize relationships over results.   |
| ___ | ___ | 2 I am on the bus every time the team travels.   |
| ___ | ___ | 3 Every underclassmen knows exactly what improvements are needed for next year.          |
| ___ | ___ | 4 I am able to directly confront difficult issues with composure and professionalism.    |
| ___ | ___ | 5 I have deliberately made connections with fellow coaches from other sports.            |
| ___ | ___ | 6 Each player has had at least one 1 v 1 conversation about their progress this season.  |
| ___ | ___ | 7 Each player parent has had a personal 1 v 1 contact at some time in the season.        |
| ___ | ___ | 8 I have a grasp on each of my players' academic performance.                            |
| ___ | ___ | 9 I am satisfied with my contact opportunities with lower level and Middle School teams. |
| ___ | ___ | 10 I understand the need to recharge, rest, and refuel emotionally on a regular basis.   |

**Mandatory**-One Specific Goal for improvement related to one or more of the above:

**Clear Common Message**

- |     |     |  |
|-----|-----|--|
| ___ | ___ | 11 I utilized a team blog/web page/text / email message system of communication this season.       |
| ___ | ___ | 12 I have intentionally taught a growth mindset and refuse to settle for "average".                |
| ___ | ___ | 13 I have communicated clearly to parents prior to the season the out of pocket expenses involved. |
| ___ | ___ | 14 I have communicated clearly weekly practice schedules.  |
| ___ | ___ | 15 I have stuck with beginning and ending practice times at least 90% of the time.                 |
| ___ | ___ | 16 The preseason parent meeting attendance was over 75%.   |
| ___ | ___ | 17 A personal contact was made with all parents not represented in the parent meeting.             |
| ___ | ___ | 18 When asked to return a call, I have always done so within 24 hours.                             |
| ___ | ___ | 19 I had a theme for the season. Our core values were stressed regularly.                          |
| ___ | ___ | 20 I am satisfied with how I clarify and acknowledge the roles of players and staff.               |

**Mandatory**-One Specific Goal for improvement related to one or more of the above:

**Growth Mindset**

- |     |     |  |
|-----|-----|--|
| ___ | ___ | 21 I am demanding but not demeaning. Compelled to find improvement and growth.                   |
| ___ | ___ | 22 My communication to players in practice or games was at least 75% positive.                   |
| ___ | ___ | 23 Each player has been given measurable goals for improvement.                                  |
| ___ | ___ | 24 I have emphasized the practice of gratitude as an aspect of mental toughness.                 |
| ___ | ___ | 25 I <i>expect</i> players to attempt to reach their full potential on a daily basis.            |
| ___ | ___ | 26 Each practice is planned out ahead of time.   |
| ___ | ___ | 27 In the heat of battle I remain positive in instruction, halftime speeches, etc.               |
| ___ | ___ | 28 I am a role model of sportsmanship and character.   |
| ___ | ___ | 29 I do not accept half-hearted effort in practices or games.                                    |
| ___ | ___ | 30 I expected and regularly encouraged this team to reach beyond "good enough".                  |
| ___ | ___ | 31 When correction is needed, I find ways to communicate 1 v 1 whenever possible.                |
| ___ | ___ | 32 I have a working knowledge of the X's and O's of my sport which improves each year.           |
| ___ | ___ | 33 I have read at least two books in the last 12 months that have directly impacted my coaching. |
| ___ | ___ | 34 I have worked hard in the off season and pre-season to prepare for this year.                 |

**Mandatory**-One Specific Goal for improvement related to one or more of the above:

## FRUITPORT HIGH SCHOOL Post season Coach Evaluation

(To be completed by immediate supervisor/AD)

**Objective** – This evaluation is intended to provide you support following the season, address problems and help design proactive solutions to potential future problems or issues. Head Coach evaluates Sub-Varsity; Athletic Director evaluates Head Coaches on this form. **Please forward to Athletic Office when complete.**

Note: If completing this form digitally, please bold print in black your numerical selection, and *italicize* your written comments.

**Coach:** \_\_\_\_\_ **Sport:** \_\_\_\_\_ **Season:** \_\_\_\_\_

**Rating Scale:**

1	2	3	4	5
Very Ineffective	Ineffective	Neutral	Effective	Very effective
Very unsatisfied	Unsatisfied	Uncertain	Satisfied	Very satisfied
Worsened situation	No improvement		Improved	Highly improved

N/O=Not Observed      N/A= Not Applicable

### Personal Relationships and Team Engagement

- Provides training rules to team members in writing and communicates clear preseason expectations to players and parents.**
1 2 3 4 5 N/O
- Supports colleagues from other sports.**
1 2 3 4 5 N/O
- Communicates to athletes, assistants, parents, and the general public the values of participation and a clear sense of purpose.**
1 2 3 4 5 N/O
- Deals with conflict immediately, and handles difficult issues with composure and professionalism.**
1 2 3 4 5 N/O N/A
- Maintains suitable sideline conduct to players, officials.**
1 2 3 4 5 N/O N/A
- Maintains an overall positive rapport with student athletes.**
1 2 3 4 5 N/O
- Allows for non judgemental responses to student input, welcomes discussion and encourages “civilized disagreement”.**
1 2 3 4 5 N/O
- Encourages team members to take responsibility and to share leadership.**
1 2 3 4 5 N/O
- Is fair, understanding, tolerant, and patient with student athletes.**
1 2 3 4 5 N/O
- Shows interest in athletes’ academic and out of season activities.**
1 2 3 4 5 N/O
- Maintains individual and team discipline and control.**
1 2 3 4 5 N/O

**Comments:**

### Communicates a Common Message and Growth Mindset

- Is respected by contest officials.**
1 2 3 4 5 N/O N/A
- Cooperates in submitting preseason and year end reports and information to the Athletic Director.**
1 2 3 4 5 N/O



<b>Works well with other coaches and assistants in developing and coordinating the overall program.</b>	1 2 3 4 5 N/O
<b>Develops well organized practice and training sessions.</b>	1 2 3 4 5 N/O
<b>Receptive to suggestions.</b>	1 2 3 4 5 N/O
<b>Knowledgeable of the tactics and techniques of the sport.</b>	1 2 3 4 5 N/O
<b>Maintains a positive profile in media relationships.</b>	1 2 3 4 5 N/O
<b>Conducts practices and competitions to enhance the physical, social, and emotional growth of athletes.</b>	1 2 3 4 5 N/O
<b>Is aware of and abides by the athletic code for coaches.</b>	1 2 3 4 5 N/O
<b>Provides leadership in appearance, demeanor, language, and self control during contests and practices.</b>	1 2 3 4 5 N/O
<b>Maintains a working knowledge of and adherence to MHSAA, Conference, and FHS athletic policies and procedures.</b>	1 2 3 4 5 N/O

Comments:

## Related Coaching Responsibilities

<b>Provides proper supervision of players before and after contests and practices-in buses, training rooms, locker areas.</b>	1 2 3 4 5 N/O
<b>Cooperates in submitting preseason and year end reports and information to the Athletic Director.</b>	1 2 3 4 5 N/O
<b>Operates the sport within the budget parameters determined by the Athletic Department.</b>	1 2 3 4 5 N/O N/A
<b>Accurately follows preseason procedures as given in Coach Handbook.</b>	1 2 3 4 5 N/O
<b>Communication with Athletic Director/Head Coach during the season.</b>	1 2 3 4 5 N/O
<b>Properly collects and stores uniforms/equip to assure their extended use.</b>	1 2 3 4 5 N/O
<b>Participated in post season selection/business meeting(s)</b>	1 2 3 4 5 N/O N/A
<b>Reports scores to media as expected.</b>	1 2 3 4 5 N/O N/A

Comments:

Summary Comments:

Head Coach or AD \_\_\_\_\_ Date: \_\_\_\_\_

Coach Acknowledgement: \_\_\_\_\_ Date: \_\_\_\_\_

## Part 4 Coaches Communicate: Trying Out and Staying Out

### SQUAD SELECTION

#### Philosophy

In accordance with our philosophy of athletics and our desire to see as many students as possible participate in the athletic program while at Fruitport High School, we encourage coaches to keep as many students as they can without unbalancing the integrity of their sport. Obviously, time, space, facilities, equipment, personal preference and other factors will place limitations on the most effective squad size for any particular sport. *However, when developing policy in this regard, coaches are to strive to maximize the opportunities for our students without diluting the quality of the program.*

#### Cutting Policies

Choosing the members of athletic squads is the sole responsibility of the coaches of those squads. Lower level coaches shall take into consideration the policies as established by the Head Coach in that particular program when selecting final team rosters.

Prior to try-outs, the coach shall provide the following information to all candidates for the team: (ideally this information should be available on line well in advance of try-outs, with a file copy sent to the Athletic Office.)

- Extent of try-out period
- Criteria used to select the team
- Number to be selected
- Practice commitment if they make the team
- Game commitments and playing time

#### Procedure

When a squad cut becomes a necessity, the process will include two import elements

- Have the opportunity to compete in a minimum of **three (3)** practice days for sub Varsity, **two (2)** days for Varsity.
- Be personally informed of the cut by the coach and the reason for the action.

NOTE: It is recommended that teams who cut players document the progress, skill test data, etc. of each athlete in order to add objectivity to the process. It would be appropriate to privately discuss with each student the results of the try-out period.

- Cut lists are not to be posted.
- Coaches will discuss alternative possibilities for participation in the sport, or other areas in the activities program.
- If a coach foresees difficulties arising as a result of squad cuts, he/she should discuss the situation with the Athletic Director.

## COACHES COMMUNICATE PLAYING TIME

Coaches must realize that the athletic program exists for the benefit of the student, not the benefit of the coach. Balancing the definition of success based on a win-loss record with the development of the entire group of individuals may turn out to be the most difficult duty of a coach. Due to the myriad of differences in sports, there is no intent to legislate playing time of all team members. All players cannot be 'first chair'. All players cannot have identical roles on the team. Neither are coaches asked to accommodate the wishes of all parents of players.

However, coaches must realize that negligible or zero playing time on a regular basis often connotes negative messages such as "we can win without you", "your needs are not important", "you are a weak player that cannot be counted on" and ""your hard work and preparation are not important". Even the weakest player can be placed in a position that matches his/her skills and benefits the team at a time in the game that is not crucial. This takes careful planning and preparation by the coach.

As a general rule, it should be the goal of every sub-Varsity coach that all players receive some game exposure each week, if not each game. **The purpose of JV and Freshman levels of play is to 1) Increase participation at the appropriate skill levels, and 2) Strengthen the Varsity program.**

When choosing the team in the pre-season, consideration should be given to how much playing time the 'bottom five' really receive. Communication is essential at any level when a coach really feels it would benefit a team to hold on to rather than cut an individual, even though he/she will obviously receive minimal game exposure. A logical and consistent playing philosophy must also be presented in **pre-season parent meetings**.

It is generally recognized that Varsity level coaches have more leeway in determining playing time for all athletes. It is at this level that the school's best athletes hopefully participate. **Unlike other levels, Varsity coaches attempt to put together a team at the highest level of competition possible in order to develop a winning team. This does not, however, negate the role of this coach in the personal development of each of his/her players, nor the importance of communicating a playing time philosophy to players and parents.**

## QUITTING/REMOVAL FROM ROSTER

Coaches are to immediately report roster changes on the proper form (*Notification of Roster Change*) when students are removed from a team. Athletes who quit the team are subject to potential sanctions, so documentation/communication is a **MUST**.

## Part 5 Safe, Sound, and Legal

### SAFETY- Contemporary Issues-

- ✓ Heat/Hydration
- ✓ Heart Health
- ✓ Head Injuries
- ✓ Mental Health

***A Summary is below (refer to the entire MHSAA coach handbook at MHSAA.com). The MHSAA handbook and on-line coach downloads are considered a part of FCS Policy and Procedure. The MHSAA and EduStaff require the completion of certain training modules for these topics.***

### Heat

Any time the temperature (indoor or outdoor) is over 80 degrees coaches are to monitor the Heat Index. If the heat index is above 104 degrees, all activity is to cease. For indices between 95 and 104, special precautions such as regular water breaks, shade provisions, etc. are to be followed.

### Heart

CPR/AED certification is required of all paid staff. Beyond certification, coaches are to be familiar with the plan for heart emergencies that take place at their worksite especially during practices. SCA drills are strongly encouraged. Coaches should encourage athletes to take part in free heart screenings offered by Mercy Health [www.athletehearts.evenbrite.com](http://www.athletehearts.evenbrite.com)

### Head

*"Any athlete who exhibits signs, symptoms or behaviors consistent with a concussion (such as loss of consciousness, headache, dizziness, confusion, or balance problems) shall be immediately removed from the contest and shall not return to play until cleared by an appropriate health care professional."*

Concussion management protocols have changed drastically over the last 10 years. All staff must take the on line concussion education class on the MHSAA or NIAA web page, or take the annual on line rules test. A certificate of completion must be submitted to the athletic office prior to coaching. State law mandates youth sports abide by the protocol such as the MHSAA policy on handling concussions and return to play. At FHS, we utilize through Mercy Health, a return to play protocol using IMPACT testing and their staff professionals. **Note:** starting 2016-17, return to play approval must include the signatures from the proper health official *as well as* the parent and participant.

## UNIFORM RESPONSE TO INJURIES

### Review for Coach Staff

- Athletic Emergency information is accessible on Final Forms. All paid staff are to insure access.
- First Aid Kits are to be properly equipped and carried by the coach for all events.

### DIRECTIONS FOR CALLING PARAMEDICS

State your name and position

- Describe the nature of the injury
- Describe the location of the injured athlete (specific door to enter, etc.)
- Give present phone #
- Send responsible person to meet paramedics
- Assist as needed with injury information

### COACH'S RESPONSIBILITIES FOR MEDICAL EMERGENCIES

- Administer necessary first aid
- Call 911 if necessary
- **Contact parents as soon as possible**
- Assist emergency personnel as needed
- If an injury results in a serious injury (hospital transport, etc.) contact AD immediately. Any injury requiring likely medical attention (Dr, emergency room, etc) : Contact AD within 24 hrs via an **injury report**. Contact Athletic Trainer if not present.

### HEAD INJURIES/CONCUSSION SYMPTOMS

- **If trainer is present, follow protocols**
  - **If trainer is not present, coach responsibility is as follows:**
    - **If symptoms of concussion exist, player does not return to play until cleared by a physician;**
    - **Coach is to contact parents as soon as possible;**
    - **Coach is to inform athletic trainer as soon as possible.**
- \*remember that return to play requires a form signed by a school contracted physician, the parent, and the student.**

### INJURED ATHLETE AND PARTICIPATION

**Decisions of the Athletic Trainer, if present, are considered final.** When a player has symptoms of a concussion, he or she is not to return to play without a physician's written permission. The same applies to other serious injuring such as broken bones, dislocations, hear issues, etc.

**REMEMBER: THE INJURED ATHLETE TAKES PRIORITY OVER EVERYTHING. WHEN IN DOUBT, DO NOT MOVE AN INJURED ATHLETE-CALL 911.**

ALWAYS REMEMBER IT IS THE RESPONSIBILITY OF THE COACH TO CONTACT PARENTS REGARDING THE NATURE OF THE INJURY AND THE AVAILABILITY OF ACCIDENT INSURANCE ABOVE AND BEYOND THE FAMILY POLICY COVERAGE.

# EMERGENCY INFORMATION

Athletic Office 865-4035

Athletic Director Ken Erny 865-4034(office); 231-206 -1203(cell)

## MEDICAL EMERGENCY DIAL 911

NEAREST HOSPITAL: Mercy Hospital 739-3916

HIGH SCHOOL ATHLETIC TRAINERS :

Pam Simot 616-481-6708

[psimot@fruitportschools.net](mailto:psimot@fruitportschools.net)

### OPERATIONS DEPT NUMBERS

Office: 865-3196

Director John Winkas 231-206-2904

Transportation Kathy Randall 865-4017 c 616-638-0245

### DEFIBRILATOR (AED) LOCATIONS:

#### MIDDLE SCHOOL

- GYM HALLWAY ENTRANCE ON LEFT
- FRONT OF BUILDING NEAR AUDITORIUM
- MIDDLE SCHOOL OFFICE

#### HIGH SCHOOL:

- NE CORNER OF THE SMALL GYM
- FRONT LOBBY OF HIGH SCHOOL
- PORTABLE AED WITH ATHLETIC TRAINER
- 

Any time you use 911, contact the Athletic Director ASAP.

Any time you have an injury that requires professional care, complete an injury report and submit immediately to trainer and/or to the Athletic Office.

Coaches: You are responsible for insuring an accident form has been completed. Be sure a parent contact is made when a serious injury occurs.

**BE FAMILIAR WITH ALL EMERGENCY EXITS IN YOUR AREA!**

## COMMUNICATION THAT IS NEEDED AFTER ATTENDING THE INJURY

### Accident Report

These are absolutely necessary when the athlete will possibly be referred to a medical professional for treatment of the injury. If the athletic trainer is not present, this is the responsibility of the coach. Accident reports must be accurate (date, place, and time; what exactly happened), specific (left or right arm, etc.), and as detailed as possible. The report may be submitted digitally or in hard copy. The form is located on the coach disk and also on line. Forms are often rejected by insurance companies due to vague or missing information.

### Parent /Administration/Trainer Communication

Decide who (coach/trainer) will contact the parent with details of the injury. If the trainer was not present, the coach makes the call asap. Parents must be contacted the same day if a player receives a *suspected concussion*. Describe what happened, ask them to monitor the student when at home, discuss the IMPACT program and follow up testing procedures. Coaches: don't forget-the communication chain for injuries includes:

- Trainer
- Parent
- AD (Accident report submitted)

\*Contact AD immediately after parent contact for injuries that result in a call to 911 or a visit to ER. For potentially catastrophic injuries, the principal and superintendent are to be contacted.

IMPORTANT: Paper trail (accident report), note taking, eyewitness accounts are important. Follow professional protocol. Do not extend yourself as a medical authority or diagnose injuries.

#### **A note on accident insurance-**

The school **DOES NOT CARRY** secondary insurance for athletic related injuries. This **MUST** be communicated clearly at every opportunity and parent meeting. However, accident reports are still required.

In addition, the MHSAA **DOES CARRY** a policy for concussion related injuries, so it is essential that coaches are aware of and follow protocols.

## **SEVERE WEATHER POLICY**

MHSAA POLICY THAT IS IN PLACE WILL BE FOLLOWED FOR FOUL WEATHER PROCEDURES. REFER TO THE MHSAA COACH GUIDEBOOK ON LINE AND/OR THE FCS COACH DISK FOR SPECIFIC DETAILS.

**WHAT APPLIES FOR MHSAA EVENTS WILL ALSO APPLY FOR FCS PRACTICE DAYS, SUCH AS**

- Lightning and /or thunder present- minimum 30 minutes off the field
- Tornado Warning/Thunderstorm Warning –postpone practice and take cover immediately.
- Tornado watch/Thunderstorm watch-monitor the situation.
- Heat index over 104-postpone event or practice

HEAT EMERGENCIES-SEE MHSAA POLICY REGARDING HEAT INDEX THRESHOLD.

POLICY ON SNOW DAYS AND SCHOOL CANCELATIONS-SEE PRACTICE POLICY.

## **FACILITY USE INDOORS**

**Running in Hallways- Safety is an issue. Refrain from training in hallways until after 4 pm due to the number of potential collisions when others are in the hallways after school.**

**Baseball and softball practices in gym:**

- **Use indoor balls only**
- **Be sure out of season 4 player rule is observed-no exceptions**
- **Teams are liable for damage repairs**
- **Practice on weekends must be pre-approved**
- **Balls are not to be thrown in lobby or hallway**
- **A high priority must be taken for safety of our students and protection of the facility**
- **Batting cages must be properly supervised at all times and all students properly equipped**

## DRUG TESTING POLICY

The Board requires that each student and their parent or guardian in any of the District's interscholastic athletic programs agree that the student athlete participate in a reasonable suspicion drug-testing program. **The test or tests will be conducted by an independent contractor or family doctor. A parent or guardian must be present and request the test be administered solely for determining athletic eligibility.** A list of banned drugs and performance-enhancing substances developed by the NCAA and adopted by the Michigan Department of Public Health are listed in the back of this handbook. Please note that the list may change during the year, and that updates may be found on the NCAA Website ([www.ncaa.org](http://www.ncaa.org)). All test results will be given to the Athletic Director and the student, parent, or guardian. If the student or parent or guardian asserts any privilege or withdraws the consent given in the Athletic Consent form, the athlete shall immediately be ineligible for further athletic participation. The testing lab will be instructed to test for one or more illegal drugs. Student participant samples will not be screened for the presence of any substance other than an illegal drug or for the existence of any physical condition other than drug intoxication.

A student athlete who tests positive for any illegal substances (in accordance with the testing methods authorized by the School Board), shall become ineligible to participate in athletics for a period as given in the athletic code. A student athlete or parent/guardian may request a retest within 24 hours of the original test at his/her own expense. Students who are taking prescription medication may provide a copy of the prescription or a copy of a doctor's verification that provides evidence that the substance is for a condition where the drug or drug family is prescribed for a medical reason. This information must be provided to school personnel within 24 hours of the test. A student athlete who tests positive will be required to participate in a drug education program in addition to serving an athletic suspension as per the Athletic Code of Conduct.

### **Reasonable Suspicion:**

*Reasonable suspicion is intended to target situations when there are objective facts or specific occurrences that support the conclusion that a student-athlete may be using alcohol or other prohibited drug substances. Reasonable suspicion may also be triggered by a previous positive test or an arrest and/or suspension for possession/use of illegal substances within the preceding twelve months. Reasonable suspicion is based on a common sense conclusion upon which practical people ordinarily rely. These conclusions can be drawn from observed or reliably described human behavior that is determined to be warning signs for possible drug/alcohol use (e.g., changes in emotional and physical condition and academic/athletics achievement, witnessed drug use, possession, etc.).*

**All Athletic Department personnel are required, and other teaching or administrative staff are encouraged, to report to a student-athlete's respective head coach, head athletics trainer, administrator or athletic director specific facts or observable behaviors that indicate that a particular student-athlete may be violating the policies expressed in this program.**

**Your Legal Responsibilities as a Coach**  
**...you are considered the trained expert in this position**

- I. **Failure to teach and failure to warn** – Coaches can be sued for failure to teach fundamentals in their particular sports and protective skills
  - A. Teach athletes to protect themselves
  - B. Teach proper fundamentals
  - C. If an athlete is praised or encouraged for doing something improperly, it will come back to haunt you.
  - D. Negligent entrustment (entrusting authority/activity to individuals who are not qualified to carry-out that particular authority/activity).
    1. Assistant Coaches
    2. Volunteer Coaches
  - E. Athletes and parents must be warned of the inherent dangers of competition in each sport, before practice begins
  
- II. **Failure to properly supervise.**
  - A. If you are not there, you **will** be liable
  - B. The more hazardous or the more contact, all the more closely the activity must be supervised. (Senior captain must never supervise any drill).
  - C. You must be at least immediately accessible.
    1. Accessible to all aspects of practice or activity.
    2. Systematic overseeing of the practice or activity. (Head coach spends time here and there)
      - a. Systematic supervision
      - b. Written itinerary
      - c. Emergency policies
      - d. Locker room rules/regulations, posted
  
- III. **School Policy**
  - A. Coaches must know school policy in every situation
    1. If no school policy, go to the Board of Education and/or Superintendent.
    2. If you fulfill school policy, you automatically fulfill your duties as a reasonably prudent administrator or coach.
    3. Know if you have school policy and do not deviate from it.
    4. Adopt the policy rules of the superior administrative agencies.
  
- IV. **Equipment**
  - A. Once injury does take place:
    1. Keep the equipment, label it. Get evidence of purchase and sequester it.
    2. If on film, study film and keep it.
    3. Get witnesses immediately.

## COACHES AREA OF LEGAL RESPONSIBILITY – CONT'D

- V. Reasons for Coach and Administrator liability
  - A. Failure to supervise an activity.
  - B. Negligently entrusting a duty to an under qualified or unqualified individual.
  - C. Failing to teach proper skills.
  - D. Failing to teach protective skills.
  - E. Failing to provide and maintain a safe coaching and playing environment.
  - F. Failing to inspect, repair and re-condition equipment properly.
  - G. Failing to teach athletes to inspect their own equipment.
  - H. Failing to provide proper effective equipment
  - I. Failing to properly play an activity.
  - J. Failing to create and set policies and procedures for an activity.
  - K. Failing to follow and enforce such policies and procedures.
  - L. Failing to adopt safety standards of pertinent superior administrative organization
  - M. Failing to match or equate athletes.
  - N. Failing to properly administer first-aid.
  - O. Failure to warn or inherent dangers of the activity.
  - P. Failing to assess an injury or incapacity of an athlete.
  - Q. Failing to keep adequate and accurate records.
  
- VI. Duties of a Coach
  - A. Provide safe environments.
  - B. Properly plan activity.
  - C. Evaluate their athletes or students for injury
  - D. Match or equate athletes.
  - E. Provide or maintain proper effective equipment.
  - F. Warn of inherent risks of a sport.
  - G. Supervise closely.
  - H. Know and use emergency procedures and first-aid.
  - I. Keep adequate records.
  - J. Know, document, post and operationalize school policies.

**“For every finish line tape a runner breaks-complete with the cheers of the crowd and the clicking of hundreds of cameras-there are hours of hard work and often lonely work that rarely gets talked about”. –Grete Waitz**

## **PUBLIC ACTS REGARDING STEROIDS, SUPPLEMENTS, AND HAZING**

### **PUBLIC ACT 31 (1990) REQUIRES NOTICE THAT POSSESSION/USE OF STEROIDS IS A CRIME**

In 1990, the Michigan Legislature enacted Public Law 31 which requires athletic service providers – including both educational and recreational athletic facilities – to post notice that warns that any person who uses or knowingly possesses an androgenic anabolic steroid violates Michigan law and is punishable by imprisonment and fine.

### **PUBLIC ACT 187 (1999) PROHIBITS PROMOTION/DISTRIBUTION OF PERFORMANCE ENHANCING SUPPLEMENTS**

Michigan public school employees and volunteers are prohibited by Public Law 187 from promoting or supplying dietary supplements which carry claims of enhanced athletic performance. The Law covers androstenedione, creatine and any compound labeled as performance enhancing. See MCL 380.1317.

### **PUBLIC ACTS 111 AND 112 (2004) PROHIBIT AND PENALIZE HAZING**

In 2004, the Michigan Legislature enacted legislation that prohibits hazing activities at educational institutions and provides penalties.

Hazing is defined in the law as an intentional, knowing or reckless act by a person who acted alone or with others that was directed against an individual and that person knew or should have known would endanger the physical health or safety of the individual, and that was done for the purpose of affiliation with, participation in, or maintaining membership in any organization. The law does not apply to an activity that was normal and customary in an athletic program sanctioned by the educational institution.

If the violation resulted in physical injury, the person would be guilty of a misdemeanor punishable by imprisonment for not more than 93 days, a fine of not more than \$1,000, or both. A violation resulting in impairment of a body function would be a felony resulting in imprisonment of up to five years and a fine up to \$2,500, or both. A violation resulting in death of the person hazed would be punishable by up to 15 years imprisonment and a maximum fine of \$10,000 or both.

### **PUBLIC ACT 215 (2006) BANNED DRUGS**

The law requires all public school districts and academies to include in their local codes of conduct that possession or use of any National Collegiate Athletic Association banned drug is not permitted and shall subject the student to the same penalties that the school district has established for possession/use of tobacco, alcoholic beverages and illegal drugs.

The board of a school district or board of directors of a public school academy shall ensure that its policies concerning a pupil's eligibility for participation in interscholastic athletics include use of a performance-enhancing substance by the pupil as a violation that will affect a pupil's eligibility, as determined by the board or board of directors. The governing body of a nonpublic school is encouraged to adopt an eligibility policy that meets the requirements of this section.

For the purposes of this section, the Department of Community Health shall develop, periodically update and make available to school districts, public school academies and nonpublic schools a list of performance-enhancing substances. The Department of Community Health shall base the list on the list of banned drugs contained in the Bylaws of the National Collegiate Athletic Association.

## **Part 6 Managing the Message, the Morale, and the Money**

### **ATHLETIC CODE FOR COACHES**

**The coach is the official representative of the school at interscholastic athletic activities. Any public or private behavior of a coach which would tend to bring disrepute, contempt, or ridicule upon Fruitport Community Schools, or any private or public behavior which adversely affects the reputation of the school's athletics program or mission in any way is grounds for dismissal. In addition, she/he is expected to:**

- 1 Develop an understanding of the role of interscholastic athletics and communicate it to players, parents and the public.
- 2 Develop an up-to-date knowledge of rules, strategies, safety precautions and skills of the sport; and communicate them to the players and parents.
- 3 Develop, communicate and model policies for athletes' conduct and language in the locker room, at practice, during travel and during competition.
- 4 Develop fair, unprejudiced relationships with all squad members.
- 5 Allow athletes to prove themselves anew each season and do not base team selections on previous seasons or out-of-season activities.
- 6 Allow athletes time to develop skills and interests in other athletic and non-athletic activities provided by the school and community groups.
- 7 Give the highest degree of attention to the athletes' physical well-being.
- 8 Teach players, by precept and example, respect for school authorities and contest officials. Provide support for them in cases of adverse decisions and refraining from critical comments in public or to the media.
- 9 Teach players strict adherence to game rules and contest regulations.
- 10 Present privately, through proper school authorities, evidence of rule violations by opponents; and counteract rumors of unproven allegations of questionable practices by opponents.
- 11 Attend required meetings, keep abreast of MHSAA policies regarding the sport, and be familiar with MHSAA eligibility and contest regulations.
- 12 Present a clean and professional image in terms of personal appearance and provide a positive role model in terms of personal habits, language, internet use, and overall moral conduct. The use of profanity, the use of tobacco within sight of players and spectators, and the use of alcohol any time before a contest is not acceptable. Attending gatherings where alcohol is served to minors and the use or abuse of illegal drugs at any time is grounds for immediate dismissal.
- 13 Uphold the law and basic citizenship expectations as a community member and employee of the school.
- 14 Support administrative decisions in all policies, rules and regulations regarding athletics.

## BEST PRACTICES – SOCIAL MEDIA

Adapted from MAISD Andy Mann March 2010

Social media is defined as any form of online publication or presence that allows users to engage in multi-directional conversations in or around the content on the website. Social media includes FaceBook, Ning, Twitter, YouTube, social bookmarking, e mail, etc.

**BE TRANSPARENT.** Do not misrepresent yourself. Be honest with who you are, where you work, and what you do.

**ALWAYS A COACH.** Even if you have a disclaimer or use a different user name, you will always be considered a coach with the district in which you work in. Always write in the first person and make it clear that you are speaking for yourself and not on the behalf of the district.

**USE A DISCLAIMER.** “The opinions and positions expressed on this site are my own and do not necessarily reflect the position of my school district’s positions, strategies, or opinions”. If asked by the media to comment on a school related issue, refer them to the correct department or person (AD, principal, etc).

**SCHOOL VALUES.** Represent the district’s values. All communications should be done in good taste. Do not denigrate or insult other staff, students, parents in this or other districts. Don’t use ethnic slurs, innuendos, obscenity, or any inappropriate content. Consider carefully before posting photos or comments.

**POSITIVELY REPRESENT YOUR SCHOOL.** Respect others privacy. Under no circumstances make comments that are offensive to students or colleagues. Do not comment or forward unsupported information (rumors). If you are hesitant to publish something, wait a day, review guidelines, ask a supervisor.

**SHARE YOUR EXPERTISE.** Write what you know and be accurate. Post something useful. Be respectful to the opinions of others. Be professional.

**OWN YOUR MISTAKES.** If you make a mistake, correct it quickly. Even though the damage is done, it is best to admit our mistake and correct it. Apologize if appropriate.

**CONFIDENTIAL INFORMATION.** Never post information that is considered confidential. Do not write about a student or colleague without their permission.

**SCHOOL LOGOS.** Do not use logos without permission.

**POSTING MOVIES OR CLIPS.** Do not post movies or clips of students without parent permission. Do not post photos or movies of colleagues without their permission.

**RESPONDING TO NEGATIVE COMMENTS/CRITICISMS.** How you respond to negative comments says more about your character than what you post. When publically criticized, stay cool and don’t reply in haste. When in doubt its best to ignore a comment and not give it credibility. A face to face meeting may be more appropriate.

**SPELL CHECK.** Proper grammar, capitalization, and punctuation make sense for any educational professional.

**COPYRIGHT AND FAIR USE.** Respect Fair Use and Copyright guidelines. Cite sources.

**STAFF-STUDENT RELATIONS.** Employees are prohibited from establishing personal relationships with students that are unprofessional and thereby inappropriate. Examples include fraternizing with students as if they were employees, communicating (texting, tweeting, e mailing, etc.) students about personal matters in their private lives or inviting students to do the same, and engaging in sexual dialogue. Coaches are prohibited from posting sexually explicit messages or photos, discussing or revealing information regarding the use of alcohol, drugs, or anything that students are prohibited from doing.

### PUBLICITY AND PROMOTION

The goal of publicity in an interscholastic program is to have the material constructive, factual and educational. Good public relations are an important objective of any school news release.

**Everyone involved in athletics is involved in public relations.** This includes the athletes both on and

off the field, the coaches and other field personnel including trainers, cheerleaders and administrators. Their actions reflect the overall image of Fruitport Community Schools.

Therefore, coaches must set rules of conduct for their players, and school administration must set rules of conduct for their coaches and administrators. Public relations blunders can cost coaches their jobs; and players may lose chances to play because of inappropriate conduct. Also, when players are allowed to continue to play after committing an infraction, the institution's reputation is adversely affected.

### **PUBLIC RELATIONS MUSTS**

\*When a newspaper or other media requests a call for information about an athletic event, return the call, whether the outcome was a win or loss. Sometimes coaches call only when they win. This usually makes reporters cynical and they will be reluctant to help with publicity.

\***When an interview is requested**, give them what they request. Try to develop a friendship and trust with the media. Be genuine and honest. If they ask hard questions, stay calm, be polite and answer honestly. If they ask questions that you are unable to discuss, don't say "no comment". Explain that the answer cannot be given at this time, but the reporter will be informed when an answer can be provided.

\*Keep answers short – the longer you talk, the more likely you are to say something you shouldn't.

- Never criticize or blame the officials to the press.
- Never criticize the staff, administrators or student athletes to the press.
- Never share student medical information or diagnose injuries.
- Make a genuine effort to support other sports and school programs. Seek out other teachers and coaches to compliment them on their efforts.
- **instruct players in advance as to how to handle interviews-encourage them to credit teammates by name before talking about "me".**

### **MEDIA**

Head coaches are responsible to report game results to local media, including **VNN Press Box** (an OK Conference expectation). In addition, it is expected that head coach use this media for team updates and feature stories. Coaches should promote VNN media to parents and stakeholders, and make regular contributions. All stories on VNN are linked to local media as well as our Athletics Twitter (@FCS\_Athletics) and Facebook accounts.

## PRACTICE SESSIONS

Participant requirements prior to first practice:

- All eligibility requirements have been satisfied
- Completed physical examination form
- Completed emergency medical cards
- Completed parent-athlete consent forms
- Fees paid (if any) within one week

Practice Policies

The morning following the first official practice, each coach shall submit a “squad roster” of all candidates trying out to the Athletic Director.

- Practice sessions shall be scheduled so as to create the minimum amount of daily conflict with normal family activities of the participants.
- Practice sessions should be well planned, well-structured and normally should not exceed two hours (immediately following the end of the school day). This excludes time required for dressing and showering.
- In sports where it is necessary to schedule separate, back-to-back practices due to lack of facilities, the last practice session must be concluded by 9:30 p.m.
- Coaches who wish to continue practice beyond the completion of their scheduled practice time should receive prior clearance from the Athletic Director.
- Coaches and managers should be the first to arrive and the last to leave the practice sessions. At NO TIME are athletes to practice by themselves.
- All equipment used in practice sessions shall be returned to its proper storage location at the end of each practice. The practice area must be policed and secured.
- Student athletes are expected to attend **all** scheduled classes in order to participate in practices or games that day. Excused absences for unusual circumstances may be permitted after review from an administrator. Exceptions may be granted by the principal in cases of school related activities, college visits, etc., if arranged in advance.

Restricted Practice Days

All practices are to be held on school days if at all possible.

**Sunday/holiday practices will be permitted only:**

- **By varsity level teams upon permission of the Athletic Director;**
- **When a contest (varsity or sub varsity) has been scheduled for the following day;**
- **When a tournament or play-off contest falls on the following day.**
- **When administrator permission is given for extenuating circumstances.**

If permission to conduct a Sunday or holiday practice is granted, the total length of the practice session may be no longer than two hours. Practices held during school breaks (Thanksgiving, Christmas, Spring Break, etc.) shall be scheduled earlier in the day to take into consideration family commitments of the majority of the team members.

## Early Dismissal of School or Emergency Closing

In the event there is a *scheduled early dismissal* of school, practices may be held at that time providing the coaches are available. Normally, the dismissal results in the coach attending a meeting, seminar or workshop during this period.

## Weather Cancellations

**When school is dismissed early due to inclement weather or when all afternoon activities are cancelled, no practices will be held. When the entire school day is cancelled due to weather, Varsity level practices only may be permitted with administration approval, provided road conditions are improved by practice time.**

See also policy under storm warning conditions and extreme heat situations.

## OVERNIGHT TRIPS

All teams and groups must secure permission for any overnight trips or activity well in advance. **Administration and Board of Education approval is mandatory.**

## Meal Allowance

Whenever possible, student athletes will be provided with a meal allowance to help cover food stops when away games are more than 250 miles round trip. This also applies when teams advance in state tournament play and an overnight stay is required.

## INTERSCHOLASTIC SCRIMMAGES

Scrimmages shall be set up by the head coach of each sport with the approval of the Athletic Director (a minimum of one week advance notice is required for bus transportation).

\*The head coach must contact and make arrangements with the maintenance and/or transportation department

\*Scrimmages are to be scheduled with no loss of school time.

\*Expenses are to be approved as per the yearly athletic budget.

\*Reserve and sub-Varsity scrimmages may be arranged if they involve no expense on the part of the athletic department.

\*If coaches wish to use registered paid officials for a scrimmage, he/she must secure their services. Unless other arrangements are made, official's payment is done from the sport's *internal account*.

## OFF SEASON TRAINING

All coaches must be aware of off season coaching limitations. The best way is to refer to the MHSAA Coaches Guidebook located on mhsaa.com or in this handbook disk. **Off season training must adhere to established guidelines. If in doubt about a rule, ASK.**

## **OPEN GYMS**

Only enrolled FCS students are to participate in open gyms. This is for the protection of students from possible liability issues as well as recently adopted MHSAA transfer restrictions.

## **SCOUTING**

Sub- varsity coaches may be asked to scout future opponents of the Varsity team. Head coaches are to communicate with their staff about the times, locations and expectations for scouting.

Mileage reimbursement will be at the discretion of the head coach. *Scouting is no longer reimbursable through general fund accounts.* Meals are not reimbursable. Only the expenses of the athletic scout will be covered. No expenses will be covered for any student athletes that may also attend the activity. At the end of the season, scouts are to submit an itemized mileage report to the head coach for reimbursement from the sport fundraising (internal) account.

## **ATHLETIC COUNCIL**

The Athletic Council consists of each head Coach, the athletic Director, two Board members, Superintendent, and FHS/FMS Principals or representatives. Meetings are 2-3 times per year in November, March, and May as needed. Special meetings may be called as needed.

The primary function of the Athletic Council is to serve as an advisory and consultant to the Athletic Director. Additionally, the Council

- Allows AD, administration, and staff to know what's going on in the "front lines"
- Establishes direction for athletics programming
- Encourages involvement and ownership in the big picture (interdependence)
- Ensures coaches are on course with the mission of athletics
- Allows "advice and consent" for changes to be made
- Allows for input on short and long term plans for programs and facilities
- Allows communication that helps the AD offer a hand in *clearing the way* for coaches to coach
- Helps to assess performance and to stress continuous improvement in the delivery of athletics
- Assists us to slay the dragon of mediocrity and simply "going through the motions"

## Awards

Make sure the post season celebration is organized, recognizes everyone appropriately, and is announced well in advanced. Banquets, or post season awards presentations are expected as a part of honoring student and team accomplishments. Expenses are to be covered by internal accounts and or ticket fees. They are not to be overly expensive or formal. The head coach is responsible for arranging the award banquet with the help of parent groups and assistants.

### Banquet Guidelines

- **Two weeks notice** (minimum) must be given to the Athletic Office. Facilities request is required.
- Written invitation /announcement to parents.
- Every word you say **will be** scrutinized and is important. Be well prepared with what you plan to say.
- Be Positive and Brief! Emphasize seniors. Highlight good things from the season, not player weaknesses!
- Give recognition to volunteer parents, coaches, and managers.
- Do not talk too much. Do not rehash the season game by game. Do not talk about other teams.
- Do not use this event to announce your resignation or your personal accomplishments.

### Varsity Awards

Each head coach sets the criteria for earning a varsity letter in that sport. It is imperative that the criteria be clearly presented to students and parents at the preseason meeting and in written materials.

### Other Awards

**Athletic Foundation Outstanding Achievement Award** is given to seniors receiving 6 or more varsity letters in their career. **Senior Student Athlete of the Year** Awards are given to a student who has lettered in multiple sports, has earned a 3.4 gpa or higher, and has been selected by coaching and teaching staff at FHS. The Athletic Department also distributes independently sponsored senior awards to deserving athletes who meet the given criteria. **Academic All State** awards vary by sport state association and are submitted to the Athletic Office by the head coach.

### All District, Area, Region, All State

Head coaches are expected to be active members of their association, where most of these awards originate. The selection process varies by sport and it is critical to be familiar with this protocol.

### Wall of Fame Criteria

Photos of FHS Athletes earning All State recognition are displayed on the "Wall of Fame".

- Athlete is named to one of the "teams" (First, second, third, or fourth team) under **MHSAA sponsorship** by state coach association or media outlet (AP, Free Press, Detroit News, etc.)
  - Athlete qualifies by determination of state finals finish as determined by Coach assn.
  - Athlete is a state champion.
- Note: Honorable Mention classification is not considered as the same level of "team" selection and is not included in "Wall of Fame".

## MANAGING THE MONEY

### General Fund Account

Each sport has several line items representing specific budgeted approved expenditures. All purchases must be approved by the Athletic Director. Each Head Coach is in charge of expenditures for each level team in that sport. Budget line items are specific and set by administration. The budget year is from July 1-June 30. Funds are not carried over after a school year ends.

### Internal (Trust and Agency) Account

This is the fund raising account that the head coach is in charge of. Like a checkbook for the sport, the head coach keeps current balances, which do NOT revert to zero at the end of the year. These funds help cover additional equipment, post season banquets, summer programs, and miscellaneous expenses not covered in the general fund account. They are also used to cover overages spent in line item general fund accounts. Administrator approval is required to use the funds. Internal account funds belong to the school district and coaches must follow Board policy and guidelines for the use of these funds. Coaches are not permitted to order equipment or supplies from this account when there are not the funds to cover the cost.

### Credit Card Use

Athletic Department credit cards may be used for coaches to make purchases when ordering on line or covering expenses that are needed at the time of purchase. It is critical that coaches return the card **with an itemized receipt identifying everything purchased.** **Sales tax (except for food and certain motel taxes) should not be charged for school purchases.**

### Placing Orders

**All general fund purchases and orders are to be made with the approval of the athletic office. Paperwork (when quoting, ordering, and receiving equipment) MUST be submitted to the office in order to keep track of purchases.**

### Fund Raising

**Coaches are to request administration approval to sponsor fund raisers.** Avoid door to door sales and duplications of other team fund raisers. Follow Board approved guidelines (see 5830)

### Collecting Money for Fund Raisers, etc.

Avoid accepting cash or personal checks for fund raising efforts. Make deposits the next business day. Never hold school money in desk drawers, etc.

**Summary-** Always make a paper trail. Keep meticulous records. Never hold money. Make regular deposits. Spend wisely. Handle finances professionally. Communicate issues and ask questions.

***Remember, mishandling of money is a major reason for coach dismissal in our society. Be above reproach.***

## Fruitport Community Schools Administrative Guidelines

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### **5830 - STUDENT FUND-RAISING**

The following guidelines are to be followed for any activity that involves fund-raising by students and from students.

In any fund-raising activity involving students, the following conditions must be met:

- A. No instructional time is to be used to plan, conduct, assess, or manage a fund-raising activity unless such an activity is part of an approved course of study.
- B. Fund-raising activities conducted in a school or on District premises are not to interfere with the conduct of any co-curricular or extra-curricular activity. Students involved in the fund-raiser are not to interfere with students participating in other activities in order to solicit funds.
- C. Student participation in fund-raising activities conducted by school-related groups of which they are not members must be voluntary and must be approved by the student's teacher or counselor to ensure that participation will not adversely affect his/her school work and other school responsibilities.
- D. No student of any age may participate in off-District fund-raising activities without proper supervision by approved staff or other adults. No student of any age may participate in off-District fund-raising activities without proper supervision by approved staff or other adults.
- E. No student group or volunteer group which uses students may conduct more than three (3) fund-raising activity(ies) in a school year.
- F. In accordance with Board policy, each fund-raising activity must be approved by the principal if occurring on District premises and by the Superintendent if occurring off District property (See Form 5830 F1.) In order to be approved, the group leader or advisor is to submit a proposal in advance of the event so that all fund-raising efforts may be coordinated so as not to burden or be a nuisance to students, faculty, parents, or the community.
- G. Contracts with outside suppliers for merchandise to be sold in a fund-raising activity are to be reviewed by the principal and signed by the staff member in charge who is personally responsible for the merchandise and monies collected. The contract must specify that any merchandise which is unsold and is resalable can be returned for full credit. The District will not be responsible for any unsold merchandise that cannot be returned to a supplier for credit for any reason.
- H. The staff member in charge should establish procedures to ensure that all merchandise is properly stored, distributed, and accounted for.
- I. Upon completion of a fund-raiser, a final report is to be submitted to the principal within ten (10) days. (See Form 5830 F3) The report should state:
  - 1. amount of money projected and amount of money raised;
  - 2. any differences between the actual activity and the planned activity;
  - 3. any problems that occurred and how resolved;
  - 4. when and where funds were deposited;
  - 5. if merchandise was involved, how many items were offered for sale, how many sold, the amount of money collected, and the disposition of any unsold items.
- J. No staff member is to accept any special gifts or bonuses offered by an outside supplier or vendor for any reason or purpose.
- K. Fund-raising activities will not be permitted if they interfere with the District's educational program

on nutrition.

- L. Fund-raising activities off District premises shall be voluntary with written permission from parents (See [Form 5830 F2](#)).
- M. **No house-to-house canvassing is allowed by any student for any school or school-related purpose.**
- N. If an activity involves the students providing a service in return for money, such as a car wash, a member of the professional staff shall supervise the activity at all times. His/Her responsibility is to ensure the service is provided in a proper manner and also the safety and well-being of the students and the property of both the purchaser and the owner of the site.
- O. Any fund-raisers that require students to exert themselves physically beyond their normal pattern of activity, such as "runs for.....", must be monitored by a staff member who has the necessary knowledge and training to recognize and deal appropriately with a situation in which one or more students may be over-extending themselves to the point of potential harm.
- P. For any fund-raisers, including those operated by student clubs and organizations, parent groups, or boosters clubs, that involves the sale of food items and/or beverages to students that will be consumed on the school campus (any area of property under the jurisdiction of the school that is accessible to students during the school day) during the school day (the period from the midnight before, to thirty (30) minutes after the end of the official school day), the food items and/or beverages to be sold shall comply with the current USDA Dietary Guidelines for Americans and the USDA Smart Snacks in School nutrition standards. Fund-raisers also include giving away food items or beverages but suggesting donations.

Revised 12/15/14

## CONCESSIONS STAND MANAGEMENT

### Meeting Regulations

All concessions sales must meet Health Dept regulations. If you are preparing foods/cooking foods, a license is required. Each year a fee is due and inspections are made by the county. Each concessions stand must have a director who is Safe Serve certified. **Standard Operating Procedures** and all Health Department protocol must be practiced. Both the Head Coach and the stand manager must be familiar with SOP.

### Finances

Revenue and expenditures for the sale of concession s items are made through the internal account of each sport. Deposits must be made regularly. Volunteers must abide by Board approved standards for handling money.

### Ordering Products

**Ordering of drinks must be done through the school contracted vendor. No exceptions.** All other products for sale must be approved by the Health Dept.

More information is available in the Athletic Office. Standard Operating Procedures notebooks should be on site at each concession stand.

## FRUITPORT ATHLETIC FOUNDATION

The Athletic Foundation exists

- **To develop and promote projects and activities that support the Athletic Department mission;**
- **To provide a vehicle for the promotion of sportsmanship and quality programming** for all athletic events and teams;
- **To assist the Athletic Department** in educating student athletes to be leaders in the anti- drug, alcohol and tobacco movement;
- **To assist the Athletic Department** in the recognition of exemplary achievement of staff members and student athletes.

Monthly meetings require team representation as fund raising efforts are directed toward the awarding of coach grant requests each spring. Coaches and parents actively supporting their efforts is the only way the Foundation can support these worthy causes. At least half of all monthly meetings and functions must be attended in order to receive a grant from AF.

## FRUITPORT COMMUNITY SCHOOLS APPROVED STYLE-IDENTITY GUIDE

Coaches must adhere to the newly adopted style guide. Please see the school website for the guidelines for uniforms, publications, communications, etc. BEFORE ordering or printing anything Fruitport.

## Resources, Forms, Policies, Compliance Procedures

ITEMS LOCATED ON LINE [WWW.FRUITPORTSCHOOLS.NET](http://WWW.FRUITPORTSCHOOLS.NET)

ATHLETIC ACCIDENT REPORT  
ATHLETIC FOUNDATION COACH GRANT REQUEST  
ATHLETIC SERVICE FEES  
COACH PRESEASON PACKET  
EMERGENCY INFORMATION POSTER  
EVALUATION PROCESS  
FEMALE ATHLETE TRIAD  
HALL OF FAME BY LAWS  
INCLEMENT WEATHER SUSPENSIONS  
MHSAA CONCUSSION POLICY  
MHSAA FALL SPORTS GUIDE  
MHSAA HEAT AND HUMIDITY POLICY  
MIDSEASON COACH CONNECT/STAGES OF PROGRAM  
NOTIFICATION OF ROSTER CHANGE  
OVERNIGHT REQUEST  
PARENT-STUDENT HANDBOOK  
POST SEASON PACKET  
REASONABLE SUSPICION DRUG TESTING PROGRAM  
STUDENT FUND RAISING (see Administrative Guidelines and Board Policy 5830)  
VOLUNTEER COACH REGISTRATION  
STYLE SHEET/IDENTITY GUIDE

**Note: FACILITIES REQUEST is located on school web page**  
[www.fruitportschools.net](http://www.fruitportschools.net)

**COACHES ARE TO ALSO BECOME VERY FAMILIAR WITH MHSAA SITE**  
[www.mhsaa.com](http://www.mhsaa.com) for rules meetings, educational materials, officials evaluations, Coach's Guidebook, etc.

**All Compliance documentation will be located on Final Forms. Paid staff are to be registered and fully utilize the Final Forms record keeping and communication system.** <https://fruitport-mi.finalforms.com>

**All Varsity results with a short game summary are to be reported on the Big Teams Site** [www.fruitportathletics.org](http://www.fruitportathletics.org) following each game.  
**Sub Varsity scores (not summaries) are to be reported on Big Teams following each event as well.**