

# ***ACTIVITIES HANDBOOK***



***LAKEVIEW HIGH SCHOOL***  
***2026-2027***

## TABLE OF CONTENTS

|                                                            |            |
|------------------------------------------------------------|------------|
| Forward .....                                              | 3          |
| Vision, Purpose, and Mission Statement .....               | 3          |
| Definition of Success .....                                | 3          |
| Values .....                                               | 4          |
| Administration of the Activities Program .....             | 4          |
| Lakeview Activities Committee .....                        | 5          |
| Activities Director .....                                  | 6          |
| Coaches of Activities .....                                | 10         |
| MSHSCA Code of Ethics .....                                | 10         |
| Head Coach/Advisor .....                                   | 12         |
| Sub-Varsity Coaches .....                                  | 19         |
| Program Expectations .....                                 | 20         |
| Evaluation and Mentorship Program .....                    | 22         |
| Role of Parents .....                                      | 24         |
| Parent Expectations .....                                  | 27         |
| Dealing with Conflict .....                                | 27         |
| Eligibility .....                                          | 29         |
| Student/Athlete Expectations .....                         | 29         |
| General Activity Policies .....                            | 31         |
| Lakeview High School Student/Athlete Code of Conduct ..... | 32         |
| References .....                                           | 39         |
| Coaching Evaluation Rubric .....                           | Appendix A |
| Coaching Evaluation Report .....                           | Appendix B |
| Formal Observation Form .....                              | Appendix C |
| Five-Minute Walk-through Form .....                        | Appendix C |
| Professional Goal Development Coaching Form .....          | Appendix D |

## **FORWARD**

The purpose of this handbook is to help our coaches, parents, athletes, and community members become more familiar with the accepted procedures in which the Lakeview School Board, Administration, and Coaches have found to be appropriate and educational.

To improve the efficiency of our current activities, below you will find written policies, expectations, and recommendations which have been marked to promote positive culture and consistency within our programs. Future changes to this Activities Handbook will be recommended by our Activities Committee to the Board of Education, in which they would either approve or deny such recommendations.

We encourage all Lakeview families to become familiar with the materials in this manual.

## **VISION STATEMENT**

Provide "Tools for Life" to become "Better People, Better Athletes."

## **PURPOSE AND MISSION STATEMENT**

Lakeview Activities' purpose is to provide tools for life lessons through meaningful and rewarding experiences to all participants. This is accomplished through developing a sense of belonging, upholding character and moral values, and by providing a healthy lifestyle to our students.

The Mission of the Lakeview Schools' Activities Department program is to provide meaningful and rewarding activities which enable participants to develop a sense of belonging, good character, and a healthy lifestyle. Lakeview's Activities Department will create a high-quality experience in which every athlete:

1. Is coached using the principles of the MSHSL "Why We Play" Initiative
2. Has fun at practices and games
3. Feels like an important part of the team regardless of performance
4. Learns "life lessons," which have value beyond the playing field
5. Learns the skills, tactics and strategies of the game to improve as a player

(Positive Coaching Alliance, 2015).

## **DEFINITION OF SUCCESS**

Lakeview Activity Department defines success as student-athletes having fun while displaying consistent developmental, emotional, and social growth that prepares them for life after High School. Through this growth, we create a sense of belonging which yields a commitment to each other that puts the team before themselves.

## **VALUES**

The Lakeview Public School Activities Department will use the character values of loyalty, duty, respect, responsibility, integrity, sportsmanship, and personal courage to uphold:

- The building of positive relationships
- The promotion of a strong work ethic
- The development of healthy self-esteem
- Communications skills that are open and honest
- Learning as an ongoing process
- The pursuit of excellence
- The value of a team over individuals

## **ADMINISTRATION OF THE ACTIVITIES PROGRAM**

The Board of Education has the responsibility to determine the philosophy of the total educational program for all school athletics and activities.

An Activities Committee shall be formed to develop and enforce the guidelines as outlined in this manual. The committee will be made up of representatives from the Board of Education, Administration, Activities Director, and a parent representative from the Booster Club Board with the exclusion of data privacy laws.

The Superintendent is responsible for all matters pertaining to activities in the schools. He/she shall see the interscholastic activities program is conducted within the philosophy of activities as adopted by the Board of Education.

The Principal is directly responsible for all programs conducted within the school. Therefore, all coaches and advisors within the interscholastic programs are also responsible to the high school principal.

The Activities Director is responsible to the high school principal, superintendent, and school board. He/She shall coordinate activities in grades 7-12, with help from the coaches/advisors.

## LAKEVIEW ACTIVITIES COMMITTEE

The purpose of the Activities Committee is to establish better communication between the coaches, advisors, parents, student/athletes, Activities Director, and the School Board. This is accomplished by acting as a sounding board for the presentation of program ideas, rules and regulations, and other related items.

The committee creates proposals for possible Board of Education action at later dates. They help bring out the facts, not rumors or half-truths so prevalent in many cases. The committee must keep the overall interest of the student/athlete in mind and how their activity participation relates to the total picture. Above all, the committee must create consistent rules in all activities. To ensure consistency, the committee must annually review all handbooks, policies, and reports for each specific activity.

Members of the committee will consist of:

1. Up to three school board members
2. Superintendent
3. Principal
4. Activities Director
5. Parent Representative from the Booster Club Board

The Activities Committee will meet as soon as possible after the conclusion of each sports season (Fall, Winter, and Spring). Special meetings can be arranged as deemed necessary. Special meetings can be called by the head coach or lead advisor and arranged through the Activities Director, or through the approval of other Committee members.

**NOTE: The function of this committee is not to evaluate personnel. Personnel decisions are made at the school board level under the recommendations of activities administration. The function of the Activities Committee is to look at the programs and what can be done to make them better.**

## **ACTIVITIES DIRECTOR**

An Activities Director oversees all activities as well as the logistics of each activity within Lakeview. They work directly with the school's administration to ensure the district has quality and dedicated staff to keep successful programs. The Activities Director will:

1. Analyze potential hazards and develop responsive strategies that will prevent or reduce the potential for injury.
2. Schedule events, contests, practices, trips, and facilities (district or non-district organizations), and coordinates schedules with administration and custodians.
3. Be a member of the Minnesota Interscholastic Athletic Administrators Association (membership fees will be paid by the district) and will attend the annual MnIAAA conference in the spring.
4. Be responsible for scheduling transportation of teams and any necessary changes. This shall be done in consultation with the Head Coach/Advisor and Transportation services.
5. Have one administrator in attendance at all home contests to supervise and maintain the running of the event. Supervision of contests is to ensure that spectators do not create an unsafe or disruptive environment.
6. Supervise the condition, safe usage, maintenance and upkeep of equipment and facilities. Ensure that facilities are locked and that students are denied access when a competent staff member cannot be physically present to supervise. Ensure coaches are doing the same.
7. Implement site-specific plans for managing uninjured team members while emergency care is being administered to an injured athlete. In addition, plans must be in place to: ensure access to a telephone, a stocked first aid kit, spine board and other emergency response equipment. The plan should also account for a timely call to EMS and an expedited access by EMS to the injured athlete by stationing coaches or team members at driveways, parking lots, entry doors and remote hallways.
8. Screen coaching applicants and make recommendations to the Superintendent for the hiring of transformational coaches/advisors with the support of the Principal.
9. Approve/disapprove all scrimmages scheduled by the head coaches as outlined by the MSHSL.
10. Ensure all events are scheduled on the website and all advertising of events are posted in a timely manner. This is to include event programs, posters, etc.
11. Communicate any pertinent information to coaches/advisors, athletes, officials, community members, and media as soon as they occur.

12. Verify that the head coaches have up to date rosters on the MSHSL website and all appropriate student forms are complete and turned into the District Office

Student Forms include:

- a. A copy of the MSHSL Eligibility Brochure
  - b. An updated physical examination and/or health cards
  - c. Insurance waivers or insurance policy forms
  - d. A copy of the academic and attendance policies must be issued and discussed
13. Attend all Lakeview Activity, Camden Conference, District, Region 3A, and State meetings with respect to all activities.
14. Conduct evaluations on all head coaches/advisors according to the evaluation and mentoring program. Report results and recommendations to the Activities Committee. Work with the head coaches/advisors to evaluate/mentor their assistant coaches.
15. Provide all activities' budget to each coach/advisor that was established by the superintendent. Maintain the budget and track purchases made for all activities. Keep a schedule for uniform replacement.
16. Ensure all MSHSL rules are followed by the activities' coaches/advisors.
17. Contract all events with opponents and officials.
18. Secure supervisors and event workers:
  - a. Volleyball
    - i. Supervisors (2)
    - ii. Line Judges (2)
    - iii. Scoreboard (1)
    - iv. Scorebook (1)
    - v. Libero Tracker (1)
    - vi. PA (1)
    - vii. Streaming (1)
    - viii. Videoboard (1)
    - ix. Ticket Takers (2)
  - b. Football
    - i. Supervisors (4)
    - ii. Scoreboard (1)
    - iii. Chains (4)
    - iv. PA
    - v. Streaming (1)
    - vi. Videoboard (1)
    - vii. Ticket Takers (2)
  - c. Cross Country
    - a. Starter/Results Manager (1)
    - b. Supervisors (2)
    - c. Timers (3)
    - d. Tick Sheet Worker (1)
    - e. Awards (1)
    - f. Golf Cart Driver (2)

- d. Basketball
  - i. Supervisors (2)
  - ii. Scoreboard (1)
  - iii. Scorebook (1)
  - iv. PA (1)
  - v. Streaming (1)
  - vi. Videoboard (1)
  - vii. Ticket Takers (2)
- e. Dance
  - i. Meet Manager (1)
  - ii. Judges (Arranged through jamdanceteams.org)
  - iii. PA (1)
  - iv. Supervisors (4, 1 @ Each Door)
  - v. Ticket Takers (4)
- f. Track & Field
  - i. Meet Manger (1)
  - ii. Computer/Video Capturing (3)
  - iii. PA (1)
  - iv. Awards (1)
  - v. Streaming (1)
  - vi. Videoboard (1)
  - vii. Starting Clerk (1)
  - viii. Long Jump Clerk (1+2)
  - ix. Triple Jump Clerk (1+2)
  - x. Discus Clerk (1+2)
  - xi. Shot Put Clerk (1+2)
  - xii. High Jump Clerk (1+2)
  - xiii. Pole Vault Clerk (1+2)
- g. Baseball/Softball
  - i. Scoreboard (1)
  - ii. Scorebook (1)
  - iii. PA (1)
  - iv. Streaming (1)

Compensation for event personnel will be set by contract or arranged through the Activities Director.

19. Plan and coordinate student leadership opportunities.
20. Responsible for all athletic equipment, supplies, and inventory. (To be compiled through the Head Coach). Ensure all athletes are properly equipped with equipment that is appropriate for their age and maturity, and that is clean, durable, and safe.
21. Administer post-season surveys to each athlete for all levels of sport/activity.
22. Conduct regular meetings for all coaches to promote professional development.
23. Coordinate supplies, supervision, and workers for Lakeview concessions.
24. At the end of each season, the Activities Directors will set up meetings with all Head Coaches for that season to review all staff evaluations. At this meeting, the head coach will provide the AD with the following information:

- a. Season review including records at each level (7-12), achievements, individual honors, team honors, and a statement of his/her feelings of how the season went,
- b. Participation numbers by grade (7-12)
- c. Equipment or facility concerns for the future
- d. Areas of Improvement/Program Concerns for the Team
- e. Areas of Strength/Program Highlights for the Team
- f. Any other information that they feel is pertinent; i.e., team GPA's or other positives

The information from this meeting will be taken to the Activities Committee by the Activities Director at a regular meeting along with recommendations for program growth.

## **COACHES OF ACTIVITIES**

Coaches of interscholastic activities assume a high-responsibility in American Education. On one hand, they guide youth in life situations. On the other hand, they instruct students in the techniques of their specialty, while witnessing the results of their teaching in actual and immediate practice.

No other teacher enjoys so rich an opportunity to mold the character of adolescent youth, but few teachers run so great a risk of having their technical and emotional shortcomings exposed. Thus, a coach has a unique teaching opportunity, perhaps one that is more exclusive than any other teacher has while in education.

Head and Assistant Coaches of all activities have the responsibility to guide their teams; so then, it is also their duty to have a thorough knowledge of all policies and procedures set forth by Lakeview High School's Activity Department. Coaches should also be familiar with the rules and regulations of the Minnesota State High School League, while following the Code of Ethics as set up by the Minnesota State High School Coaches Association.

### **MSHSCA Code of Ethics**

The coaches are official representatives of the school in interscholastic activities. In this important capacity, the following Code of Ethics set up by the Minnesota State High School Coaches Association shall be practiced.

As a professional educator, I will:

1. Strive to develop in each athlete the qualities of leadership, initiative and good judgment.
2. Respect the integrity and personality of each individual athlete.
3. Encourage the highest standards of conduct and scholastic achievement.
4. Seek to inculcate good health habits including the establishment of sound training rules.
5. Fulfill responsibilities to provide health services and an environment free of safety hazards.
6. Exemplify the highest moral character, behavior and leadership.
7. Provide ethical relationships among coaches.
8. Encourage a respect for all athletics and their values.
9. Abide by the rules of the game in letter and spirit.
10. Respect the integrity and judgment of sport officials.
11. Display modesty in victory and graciousness in defeat.
12. Demonstrate a mastery of and continuing interest in coaching principles and techniques through professional improvement.

The code of ethics of this association shall be adhered to by each and every member of the MSHSCA. Any action by members of the MSHSCA contrary to the principles therein established shall be subject to review by the Executive Committee according to policies established by the MSHSCA Delegate assembly (MSHSCA, 2015).

With the MSHSL adoption of “Why We Play” program and with Lakeview’s adoption of the InSideOut Initiative, it is imperative that administrators and coaches understand the true message of these two programs. Administrators and coaches must follow these programs to create a positive, fun, and successful culture in Lakeview athletics.

## Head Coach/Advisor

The head coach/advisor oversees all events, practices, equipment, facilities and personnel within their activity. The head coach/advisor will:

1. Follow the Coaches Code of Ethics established by MSHSCA.
2. Implement the contents of this handbook.
3. Have a purpose statement as explained by the MSHSL.
4. Define and model establish character and moral values within your program.
5. Maintain a program book that defines your philosophy and values.
6. Attend regular professional development meetings.
7. Be a member of their appropriate Minnesota State High School Coaches Association.
8. “Honor the Game” by demonstrating good sportsmanship and respecting all aspects of your sport.
9. Recognize coaching as teaching in its truest form.
10. Recognize winning as being important, but never at the expense of our total program, or the welfare of our students.
11. Work towards a goal of improvement from the standpoint of the individual and the team during the season.
12. Consider the physical condition of our athletes at all times, including following up on injured students.
13. Deal fairly with each student athlete and be responsive to individual needs and concerns.
14. Provide opportunities for each student athlete to actively participate in practice sessions, whenever possible in game situations, and to strive for additional opportunities to participate through scrimmages, etc.
15. Conduct oneself in the highest professional manner.
16. Provide, through association, a positive role model for student athletes.
17. Recognize loyalty as a very important ingredient in the success of any program, by being loyal to fellow coaches, teachers, the school, and the community.
18. Recognize all programs below varsity level as developmental activities for the individual and team.
19. Cooperation: Coaches/Advisors will work with the Activities Director, Principals, and other members of their staff.
20. Leadership: Individually, the Coach/Advisor should observe school policies, training rules, rules of their activity, and good sportsmanship/behavior of all participants.
21. Build positive relationships by developing good rapport with team members, student body, staff, administration, maintenance staff, and the community.

## **General Procedures for Head Coaches:**

### **Preseason**

1. Complete preseason planning in advance of the starting date.
2. Notify all eligible students of the dates to receive equipment and dates and times of practice sessions.
3. Establish a goal-driven mentorship program for each student/athlete within their program.
4. Be knowledgeable about school district policies and procedures.
5. Complete MSHSL rules meeting and other courses found on your Coaches Dashboard.

### **Keys**

Keys will be issued to each coach at the start of the sport season for athletic facilities and should be returned to the Activities Director at the end of the season. Head coaches are the only exception. They may keep their keys due to summer practices or camps. All coaches are responsible for the safekeeping of keys and at no time should students be given keys. Occasions may arise for a student manager to use keys to run an errand for the coach. A hand receipt must be signed by coach to receive keys to the facility.

### **Practice Sessions**

1. Practice sessions will be planned by the coaches of the various activities. Written plans should be used to make the best use of practice time. A copy of plans should be kept on file, either on paper or electronically, so Activities Director or athletes have access to them. The practice plan must demonstrate awareness of the maturity, physical development and readiness of athletes with appropriate plans for instruction, conditioning and supervision. The scheduling of facilities for practices will be set up by the Activities Director for all levels of competition with input from the various coaches and other athletic personal using the facilities.
2. Each sport will start on the date established by the MSHSL and shall continue until that team is eliminated from tournament competition or their last scheduled contest, whichever is later in the season.
3. Students in activities are excused from practice to take part in district and region-state music contests.
4. No activities or practices may be scheduled on Sundays. or on any day when school is not in session due to weather. or dismissed early due to weather. Unless approval is giving by administration.
5. On Wednesday nights, practices will be scheduled so students/athletes will be dismissed no later than 6:00 PM. No student/athlete will be penalized for missing a Wednesday after school practice due to religious obligations. No events other than practices will be scheduled on Wednesday nights. The two exceptions would be Wednesday night games during MEA week and Region, Section, or State tournament play.
6. The head coach/advisor should instruct squad members on the proper use and care of equipment.
7. Use sound and acceptable teaching practices.
8. Run well-organized practice sessions.
9. Provide a safe environment for practice and contests.

10. Coaches are expected to be able to administer standard emergency care (first aid, CPR) in response to a range of traumatic injuries.

### **Supervision**

1. Locker Room Supervision--Each coach is responsible for the conduct and welfare of the students under him/her. Each coach should not leave the locker area after practices or games unless students under his/her care are also gone. See the locker room is orderly and your students have put their towels in their lockers.
2. The head coach/advisor or designated assistant is responsible for supervision until the participants have left the building. It is also that person's responsibility to see all doors are locked, all lights are turned off, and the activity area is restored to a satisfactory condition. This is to include outside fields.
3. Head Coaches must turn in a duty roster of supervision to the Activities Director to ensure all supervision responsibilities are covered.

### **Communication**

1. Coaches must maintain a philosophy for their program.
2. The head coach/advisor should clearly define expectations for personnel in their activity.
3. The head coach will communicate expectations with the 7th and 8th grade coaches.
4. The head coach/advisor should cooperate with the various news media in providing publicity materials about the activity and arrange for reporting results of all contests.
5. Keep the student/athletes, the community, and the administration informed as to changes in the League rules of interest or concern to them.
6. The coach/advisor will communicate to the participant(s) of any missing, needed documents for participation before practice begins upon the AD's request.
7. All athletic injuries are to be reported as soon as possible to parents, trainers, activities director. Correct incident form needs to be filled out and returned to the Activities Director. Follow the emergency action plan and maintain good communications with patient, trainer, doctor, and parents.
8. The head coach/advisor should give input to the Activities Director on the hiring of officials/judges.
9. All rule violations are to be reported to the Principal and Activities Director.
10. The head coach/advisor will submit a list of names in advance for early dismissal to the Activities Director.
11. Refrain from using putdowns, profanity, and inappropriate language.

## **Leadership**

1. The head coach/advisor will delegate authority to assistants for the development of activities and programs at all levels.
2. Each assistant assigned to the activity must know the duties and responsibilities of the assignment.
3. The head coach/advisor is responsible for evaluating and mentoring assistants and junior high coaches according to the Evaluation and Mentorship Program.
  - a. Make recommendations to the activities director each year.
    - i. This should be done at the end of each sports season.
4. The head coach/advisor shall assign staff to scouting assignments.
5. Promote an open exchange of ideas in a courteous and thoughtful manner between Head Coaches/Advisors and Assistants.
6. Support, promote, and cooperate with Junior High and Elementary Coaches/Advisors and other activity sponsors for the well-being of the total program.
7. Support and assist fellow coaches/advisors whenever possible.

## **Professional Development or Conference Meetings**

Head Coaches/Advisors are encouraged to attend clinics for the activities they supervise. Membership is encouraged in professional organizations and associations. Parent/participant surveys may be used to measure if programs, goals, and expectations are met.

The following criteria for attending professional clinics are set forth in the Lakeview Master Agreement;

Article X: Section 4. Professional Leave: All teachers may request to be granted no more than three (3) days (24 hours) of professional leave annually, excluding School District-assigned workshops with pay, to attend meetings to facilitate professional growth. Mileage, lodging, meals and registration shall be reimbursed with a maximum of \$600.00 per year, per teacher. These days may be used during the summer upon approval of the Superintendent. If approved by administration, teachers may use professional leave to leave school early to attend classes germane to their teaching assignment. This time may be hourly, accruing to no more than 3 days (24 hours) for the school year. If over 3 days (24 hours) is required, additional time will be taken out of personal time. If no personal time remains, it will be considered unpaid time.

- The Allotted reimbursement is only for Head Coaches.
- Receipts must be provided.
- Application must be made using the district staff development process.
- All clinic allowances are non-accumulative from one year to the next

All coaches are required to attend the quarterly staff development meetings provided by the Activities Director and the Coach and Program Development Coordinator.

### **Accountability and Responsibility**

1. Develop a system for equipment accountability including seasonal inventory, repair, reconditioning, and replacement.
  - a. Turn in an Inventory Form at the end of the season.
2. The head coach/advisor is responsible for administration and the development of the program.
3. Maintain practice areas and locker rooms.
4. Store equipment neatly and use equipment properly. Secure the storage areas.
5. The head coach/advisor and assistants shall be responsible for reasonable personal appearance of participants and dress when representing ISD #2167.
6. The head coach/advisor should keep statistics necessary for school records.

### **Away Events**

1. Returning From Away Events--Many times the janitors are gone, and it is the responsibility of the returning coaches to see all their kids are out of the building, lights are off, and the building is secure.
2. When the team is visiting other schools' locker rooms and facilities, the head coach/advisor should see the condition of the room is the same as when they arrived.
3. Student Transportation--the following should apply:
  - a. When transportation is provided for the students, the students must ride the bus both ways unless their PARENTS (not a sister, brother, friend, etc.) make contact with the coach. A parent must sign the transportation form provided by the school district with their coach, and it must be secured by a coach/advisor. If a student rides with other students or friends, he/she will not be able to take part in the next contest.
4. Only school-authorized transportation may be used.
5. Requests for transportation should be made at least two weeks in advance. These requests are to be made to the Bus Company and must be done through the Activities Director.
6. If a coach/advisor chooses to make a scheduled or unscheduled stop (i.e. McDonalds), notification must be sent to the Activities Director.
7. Coaches will ride the team bus unless approved otherwise by the Activities Director.

### **Postseason**

The head coach/advisor shall complete and submit to the Activities Director season summaries of all teams in the program immediately after the conclusion of the season.

1. Collect and inventory all equipment and uniforms no later than one week after the completion of the season by using the appropriate inventory forms.
2. The head coach will provide the AD with the following information for an end of season review:
  - a. Season review including records at each level (7-12), achievements, individual honors, team honors, and a statement of his/her feelings of how the season went,
  - b. Participation numbers by grade (7-12)
  - c. Equipment or facility concerns for the future
  - d. Areas of Improvement/Program Concerns for the Team
  - e. Areas of Strength/Program Highlights for the Team

- f. Any other information that they feel is pertinent; i.e., team GPA's or other positives

### **Awards**

1. Nominate individual and team athletes for area and state awards (All-State, Individual and Team All-Academic, EXCEL (deadline mid-December), Triple A (Deadline mid-January), etc.)
2. The head coach/advisor shall award letters. Criteria for lettering must be established in the coach's program booklet.
3. Additional awards can be given but descriptions/criteria must be clearly stated.

### **Summer**

All coaches are allowed to have summer programs but they must follow the no contact rules established by the MSHSL.

1. A summer coaching waiver must be filled out on each individual Coach's Dashboard.
2. A summer schedule must be approved by the Activities Director.
3. Any camps must be run through Community Ed.
4. All information found in this Activities Hand book still applies

### **Equipment, Supplies, and Purchase Orders**

1. **Issue and Return**--Each coach at all levels is responsible for the issue, return, and storage of all items used by his/her squads during the season. It is suggested this be done on some sort of checkout form or at least keep track of the supplies. It would also be a good idea to have the kids sign a check out form. Schools may not issue uniforms or equipment to students for their personal use in non-school sponsored camps and clinics
2. **Maintenance and Cleaning**--The maintenance and cleaning of game equipment and uniforms is the responsibility of each coach for their team. This should be taken care of as soon after the game as possible. If there is a problem that could be a safety factor, please contact the Activities Director as soon as possible so it can be taken care of.
3. **Use of Equipment**--No school owned equipment is to be removed from the school buildings or grounds without the approval of the Head Coach and Activities Director.
4. **Storage rooms**--Storage rooms need to be secured. Do not leave them open, and if managers do help, they are to keep them locked unless they are in the room working. There are never to be ANY students storage rooms without permission.
5. **Game Uniforms**--Game uniforms are for use during game time only. Uniforms should only be signed out during the season. Uniforms are to be hung or boxed up when not in use.
6. **Inventory**--After each sports season, the coaches shall take an accurate inventory of all items stored for their sport by filling out an Inventory form. A copy of this form should be attached to the box they are stored in. The boxes should be marked plainly

on the outside. A copy of the inventory should be given to the Activities Director. The uniforms and other items used should be cleaned and put away within a week after the last contest. A blank copy of the form can be found under “Quick Links” on the Lakeview Activities website.

7. **Budget Requests and Ordering—Note:** All request and orders must come from the head coach or head advisor. It is advised for head coaches/advisors to receive input from their assistants.
- a. Coaches/advisors will receive a supply budget amount at the end of the spring semester from the Activities Director. This amount is for the following fiscal year.
  - b. Coaches/Advisors should submit all order requests to the Activities Director for approval. The Activities Director will ensure the purchases are within budget and are appropriate purchases.
  - c. Once approved, the coach/advisor will submit the request through the purchase ordering system to receive a purchase order number from the Superintendent. If outside of the school, the Activities Director will submit the request for you.
    - i. The Superintendent will not authorize a PO number until he/she sees approval from the Activities Director.
  - d. Once the PO number is issued, the coach/advisor can order the supplies they need or have the Superintendent’s secretary assist the coach/advisor in the ordering.

For large purchases over \$500.00, the coach/advisor must submit a typed rational describing what the purchase is and how it will benefit the students/athletes or the program. With the rational, the coach/advisor needs to submit a picture or web address of the items to be purchased. If necessary, the coach/advisor can submit a budget plan aiding the District to purchase the items. Coaches/Advisors must be available to answer any questions the Activities Director or Superintendent may have regarding the request. These requests will be approved or denied based on need and available funding.

**Any items purchased without going through the above processes will be the responsibility of the person making the order.**

## **Open Gyms**

Refers to the use of school facilities for recreational activities. Students may participate in open gym if all of the following conditions are met:

### MSHSL Requirements

1. The school facilities are available for students to participate in a number of activities
2. The recreational activities are open to all students
3. There is no coaching of the skills and techniques of activities provided in the school interscholastic athletic program.
4. There is no requirement for students to attend open gym activities as a prerequisite for membership on a high school team.

### Lakeview Requirements

1. A coach/advisor is responsible, and in the gym while it is being used by students. This person should be the last one to leave the building, turn off lights, and secure the building.
2. No Open Gym on nights of other home activities. No Open Gym on Holidays or Days where school is cancelled or dismissed early due to weather.
3. Open Gyms should be reserved through the Activities Director or Community Education.

## **Scrimmages**

These may be lined up by the Head Coach with prior approval of the Activities Director.

## **Sub-Varsity Coaches/Advisors**

The assistant coaches/advisors are responsible for the following duties:

1. Work directly under the head coach/advisor.
2. Follow directions of the head coach/advisor concerning:
  - a. Practice Sessions
  - b. Plays and Drills
  - c. Fundamentals
  - d. Activity Sessions
3. Assistant Coaches may be asked to perform duties at scheduled contests without additional compensation.

### **Length of Season**

1. Assistant coach/advisor will begin the season simultaneously with the head coach/advisor.
2. If a coach/advisor does not work for the entire season, that person's salary will be prorated on a daily basis.
3. Seventh and eighth grade activity seasons will be ended by the time when the varsity team begins MSHSL tournament action or for spring activities, one week prior to the end of the school year.
4. Coaches/advisors are required to practice until the season is officially completed.

## **PROGRAM EXPECTATIONS**

### **Elementary Programs:**

Elementary programs will be run through community services, or individual sport clubs, with an emphasis on player participation. This level shall emphasize (fun/enjoyment) opportunities for all athletes and a strong emphasis on the building of skills. The head coaches should assist in setting up these programs and creating their philosophy, in conjunction with community services or the individual sport club.

### **7th and 8th Grade Programs:**

1. The program design for junior high teams will lend itself to interscholastic competition.
2. A major focus on a fair amount of participation will continue by developing innovative ideas for allowing continued opportunities for each athlete to participate in practice and scheduled contests. The Head coach and Activities Director, along with Junior High coaches will define fair, prior to the season.
3. The program will be designed to allow for individual differences in growth patterns. Each coach should be looking for the potential in each athlete.
4. The continued emphasis on skill development, as well as fun and enjoyment, will be stressed with an introduction of more defined team concepts in all aspects of play.
5. This level indicates a need for coaches to communicate with athletes regarding areas for improvement and the possibility of other opportunities in the activities program.

### **“B and C” Squad Level Programs:**

1. There is a recognized transitional period in the athletic program that calls for a balance between participation and winning. Whenever possible, the program will allow each athlete the opportunity to participate in practice and scheduled contests.
2. This team level indicates a need for coaches to communicate with athletes regarding areas for improvement and the possibility of opportunities in the other activities programs.
3. Our major focus continues on the teaching of basic fundamentals to further develop the skill level of each participant.

### **Varsity Level Programs:**

1. Varsity competition lends itself to an emphasis on winning. Although winning is a point of emphasis, the program should never sacrifice the rules governing play, good sportsmanship or the safety of the team members at the expense of winning.
2. Recognition of performance will be judged on the basis of improvement shown during the entire season.
3. Individuals should be making maximum contributions within the limits of their abilities.

**Note: Lakeview has a no cut policy, meaning students that want to participate may, if they meet all requirements. In no way does this guarantee playing time. Team members may be cut by the coaching staff for documented disciplinary reasons as spelled out by the coach in the rules distributed prior to the beginning of the season.**

### **Squad Advancement**

Any 9th - 12th grade student can participate at the varsity level if they are selected for the team with the understanding that everyone must earn that advancement. Advancement of junior high athletes to higher levels of play require signed permission from the athlete, coach, parent (s) and Activities Director. The coach and Activities Director must follow the Advancement Policy #540 to ensure what is best for the student athlete. The Policy #540 can be found on the district website at [www.lakeview2167.com](http://www.lakeview2167.com)

### **Fine Arts Programs**

1. To teach the use of both verbal and nonverbal communication.
2. To emphasize and develop individual skills.
3. To build a positive attitude toward the activity, to learn the importance of individual contributions along with the cooperative dynamics of being part of a group.
4. To continue the students' development in intellectual, physical, emotional, and social skills, allowing students to mature to their fullest potential.
5. To assist participants in the goal-setting process and the assessment of goals as an individual and as a group.
6. To assist in the development of self-worth, self-esteem, self-confidence, and poise.
7. To honorably represent Lakeview Public Schools, exhibiting excellent sportsmanship while serving as a role model for younger students.
8. To nurture intellectual and imaginative growth enriching the spirit and heart.

## EVALUATION AND MENTORSHIP PROGRAM

The purpose of the Evaluation and Mentorship Program is to help coaches become the best they can be. This is a process of professional development. It is a way for coaches to identify areas of strength and areas of improvement. Ultimately, this will lead to better programs and more team success, but this program is also designed to “put the right people in the right seat on the bus”. If an individual coach does not seem to fit into our school’s philosophy or lacks the will to improve, that coach can be removed.

### Evaluation

The evaluation component is based on five key pillars: Competency, Communication, Leadership, Professional Development, and Responsibility and Accountability.

1. **Competency** is the technical and tactical knowledge, skills, and abilities of the activity with the commitment of excellence while making sound judgements for everyone to continuously learn and seek self-improvement.
2. **Communication** is being an active listener and using great verbal and non-verbal skills with everyone around the activity. Let people understand what they have to say has value by having an open-door policy.
3. **Leadership** is anyone who has been assigned the responsibility to inspires and influences people to accomplish program goals. Leaders motivate to pursue actions, focus thinking, and shape decisions for the greater success of the program.
4. **Professional Development** is the advancement of skills or expertise to succeed in a profession, especially through continued education.
5. **Responsibility and Accountability** is about individual safety and the ability to grow and learn while caring for the maintenance of equipment and facilities. Taking responsibility for your participants’ actions whether they are good or bad.

Each pillar has a rubric describing how well the coach rates in that pillar. The ratings are Exceeds Standard, Meets Standard, Needs Some Improvement, and Needs Much Improvement; see Appendix A.

All Varsity will be evaluated with these pillars and rubrics by the Activities Director. Sub-Varsity coaches will be evaluated with these pillars by the A.D. and Head Coach.

The evaluation report form, copy found in Appendix B, will be used to rate the individual coach. Data will be collected from two formal observations of a practice and many informal observations throughout the season and year. Each formal observation of a head coach will be conducted by the Activities Director (Rater) and an Administrator (Senior Rater). Each assistant coach and junior high coach will be evaluated by their respective head coach (Rater) and Activities Director (Senior rater). The rating period for head coaches and the assistants are as follows:

- Fall Sports – Begins Dec. 1 and Ends Nov. 30.
- Winter Sports – Begins Apr. 1 and Ends Mar. 31.
- Spring Sports – Begins June 1 and End May 31.

The rating period for junior high coaches starts at the beginning of their season and stops at the end of their season. All evaluation reports must be completed by the end date of the rating period.

Every formal observation will be announced and planned through the coach and the observers. During formal observations, the coach will provide a practice plan to the observers prior to the practice. Informal observations will be conducted throughout the rating period and consist of surveys, walk throughs, games, equipment areas, facilities, and locker rooms. Appropriate forms and checklists will be used to document observations. These completed forms and checklists will be kept in the coach's file for that rating period. Once an evaluation report is complete, the observation documents will be shredded and disposed of. These forms can be found in Appendix C. or on Lakeview's website under the Activities page.

### **Mentorship**

The mentorship component is designed to help a coach develop professionally. At the beginning of their rating period, the head coach and assistants will meet individually with the Activities Director and/or School Administrator to establish professional goals for the year. These goals will be based on the evaluation from the previous year as well as what the individual coach determines necessary. All goals and plans will be documented on the appropriate coaching/counseling form. A copy can be found in Appendix D and on Lakeview's website under the Activities page. The process is the same for junior high coaches.

Throughout the rating period, check on progress will be conducted, formally and informally, to aid in the coach's accomplishment of their goals. The informal observations, except the five-minute walk through, must be documented on the same initial coaching form. A date and a brief note must be written to justify a specific rating of a specific goal.

**Note:** Nowhere does it state wins or losses are part of this evaluation and mentorship program. It is all about being successful and building better athletes, better people.

### **Filling of Vacancies**

The first ten days after the season is over, the positions will open to all district personnel, including current coaches. For current employees, the application will be a simple email or letter of application describing intent and the position(s) being applied for. Then an interview will be set up for those interested. All application reviews and any interviews will be conducted by a board consisted of the head coach/advisor, assistant coaches/advisors, activities director, and high school principal/superintendent.

After the initial ten days, any open positions will open to the entire public. Current employees of the district, including coaches, can still apply at this time and only need to submit the request by email or letter of application. Everyone else must submit a complete application through the district office. Forms can be found on the District's website or at the District office. All applicants will be reviewed by the board consisting of the head coach/advisor, assistant coaches/advisors, activities director, and high school principal/superintendent.

## ROLE OF PARENTS

The role of parents is simply support. Everyone wants what is best for their children. Your children need to feel like they are supported at home as well as in school. But this support cannot undermine the learning of life lessons. Some life lessons are tough. It is the job of the parents and the coaches help to support these young adolescents as they grow and learn. The administration, coaches/advisors, and parents must work together and build a partnership in order for those individuals to become successful. The following are guidelines from the Positive Coaches Alliance for how sport parents can contribute to a Coach-Parent Partnership that benefits our athletes.

**Recognize the Coaches' Commitment.** Your child's coaches have made a commitment that involves many hours of preparation beyond the time spent at practices and games. Quite likely in youth sports they are volunteers. Respect their commitment and imagine yourself in their place before approaching them to discuss any issues you may perceive.

**Make Early, Positive Contact with the Coach.** As soon as you know who will coach your child, contact those coaches to introduce yourself and offer any assistance you may provide. Establishing a positive relationship with the coaches will help you proactively shape a positive experience for your child and will lay the foundation for respectful, productive conversations with coaches should a conflict arise later.

**Fill the Coach's Emotional Tank.** Too often, coaches hear only from parents who have complaints. Filling the coaches' Emotional Tanks with specific, truthful praise positively reinforces them to continue doing the things you see as benefiting the youth athletes.

**Don't Put the Player in the Middle.** You wouldn't complain to your children about how poorly their math teacher explains fractions. Don't share your disapproval of a coach with your children. Doing so may force the child to take sides, and not necessarily *your* side! If your child has an issue with the coach and can maturely articulate it, encourage your child to approach the coach and at the very least learn some life lessons in self-advocacy with an authority figure. Otherwise, if you disapprove of how the coach handles a situation, seek a private meeting to discuss the matter.

**Let Coaches Coach.** It can confuse players to hear someone other than the coach yelling out instructions. Also, your instructions may counter the coaches' strategy and tactics, undermining team performance.

**Fill Your Child's Emotional Tank.** Competitive sports can be stressful to players. The last thing they need is your critiquing their performance...on top of what the coach may deliver and what they already are telling themselves. Let your children know you love and support them regardless of their performance.

**Contribute to a Positive Environment.** Fill all the players' Emotional Tanks when you see them doing something well. Honor the Game as a spectator, respecting ROOTS (Rules, Opponents, Officials, Teammates and Self), and encourage others around you to Honor the Game. (Positive Coaching Alliance, 2015).

Here are ways that parents can contribute to a positive youth sports culture so that children will have fun and learn positive character traits to last a lifetime.

### **Before the Game**

- Commit to Honoring the Game in action and language no matter what others may do.
- Tell your children before each game that you will be proud of them regardless of how well they perform.

### **During the Game**

- Fill your children's "Emotional Tanks" through praise and positive recognition to help them play their best.
- Fill their teammates' tanks, too!
- Do not instruct your child during game action or at breaks; let the coaches coach.
- Cheer good plays by both teams.
- Mention good calls by the official to other parents.
- If you disagree with an official's call, Honor the Game – BE SILENT!
- If other spectators yell at officials, gently remind them to Honor the Game.
- Don't do anything in the heat of the moment that you will regret after the game. Ask yourself, "What do I want to model right now for my child?"
- Remember to have fun and enjoy the game.

### **After the Game**

- Thank the officials for doing a difficult job for little or no pay.
- Thank the coaches for their commitment and effort.
- When reviewing the game with your children, ask rather than tell. Instead of immediately sharing your opinions or telling them how they can improve, ask questions such as "What did you learn from that game?" or "What was your favorite play?" or "What was the most fun part of that game?"
- Remember to give your children truthful and specific praise...not just the typical "good game" but, for example, "I saw how well you moved your feet on defense."
- Tell your children again that you are proud of them whether the team won or lost.

(Positive Coaching Alliance, 2015).

It is important that parents intentionally converse with their children about the youth sports experience. However, too often that means the parents talk and the child listens; it is better when children also talk, and parents also listen. Here are more suggestions about engaging your children in a conversation about sports.

**Establish Your Goal – A Conversation Among Equals.** Remind yourself that the youth sports experience belongs to your child, not to you. Your goal is to convey support and unconditional love, not necessarily advice on how to become a better athlete.

**Adopt a Tell-Me-More Attitude.** Let your children know you really want to hear what they have to say, and then listen – even if you don't agree with it or like it. Think of the conversation as an Olympic event with judges, where scoring a 10 depends on the child talking and the parent listening.

**Use Open-Ended Questions.** Some questions elicit one-word responses: “How was school today?” “Fine.” Ask questions that require longer, more thoughtful responses. “What was the most enjoyable part of today’s practice?” or “What worked well in the game?” or “What did you learn that can help you in the future?”

**Ask About Life-Lesson and Character Issues.** For example: “Any thoughts on what you’ve learned in practice this week that might help you with other parts of your life?”

**Show You Are Listening.** Make it obvious you are paying attention through use of nonverbal actions such as making eye contact and nodding your head or making “listening noises” (“uh-huh...interesting,” etc.).

**Let Your Child Set the Terms.** Forcing a conversation soon after competition, when emotions may still run high, is often less successful than waiting until your children indicate they are ready to talk. (Boys may take longer than girls to talk about an experience.) Open-ended questions may prompt more substantive conversations, but they need not always be lengthy to be effective. Defer to your children’s wishes for a brief discussion. Forcing longer conversations will lead to your children avoiding them. And don’t be afraid of silence. Stick with it and your child will open up to you.

**Connect Through Activity.** Playing a board game or tossing a ball around can allow space for children to share their thoughts and feelings. This is especially important for boys, who often resist a direct adult-style of conversation.

**Enjoy.** The most important reason to listen to your children with a tell-me-more attitude is because then they will want to talk to you, and as you all grow older, you will learn there is no greater gift than a child who enjoys conversations with you. (Positive Coaching Alliance, 2015).

## **PARENT EXPECTATIONS**

1. Follow the preceding Role of a Parent.
2. Understand your son/daughter has earned the privilege to be a part of this program. It's not a right or entitlement. Your son/daughter has earned practice time, not playing time.
3. No parents are allowed into the locker rooms.
4. Provide positive support for your son/daughter and the team – discourage selfishness.
5. Your attitude will be reflected in your son/daughter – how do you want him/her to be as a person and representing your family.
6. Support decisions made by the coaching staff.
7. Promote the importance of knowing and fulfilling roles – KEY TO OUR SUCCESS AS A PROGRAM.
8. Encourage your son/daughter to participate in out-of-season practices, drills, and strength programs.
9. Ensure Coaches are aware of medical and/or dietary issues, religious beliefs that affect attendance or participation in practices, games, or events.

## **DEALING WITH CONFLICT**

### **Procedure**

To allow an expression of differences often occurring in athletics/activities, a procedure has been developed for establishing a line of communication between school, parent/guardian, students, and coaches. This procedure should follow an orderly process.

**If procedures are not followed as specified in this policy, the following steps will take place:**

- a. **1<sup>st</sup> Violation of Procedure – A written warning to the parents/guardians from administration outlining our procedure for handling athletic/activity complaints.**
  - b. **2<sup>nd</sup> Violation of Procedure – Removal from the next contest.**
  - c. **3<sup>rd</sup> Violation of Procedure – Removal from all remaining contests.**
2. No conflict between a parent, student, official, or coach should be addressed during or immediately following a contest, production, or practice. The contest site, practice field, lobby, locker rooms, and other alike locations are not appropriate places to handle conflict. Coaches or Activity Supervisors are not to meet or deal with conflict at these times or places. Most conflicts are better resolved with an appropriate cooling down period.
3. For any parent-coach conflict, please call or arrange a meeting for the following workday or as soon as possible. Examples of appropriate and inappropriate concerns are listed below.
4. For any student-coach conflict, please follow the steps below:

- a. **STEP 1:** Talk to your son/daughter objectively about the issue first (it may not be a problem for him/her).
- b. **STEP 2:** A meeting between the student/athlete and the coach/advisor can be called. This meeting can be initiated by the student/athlete or the coach/advisor.
- c. **STEP 3:** If the student/athlete or coach/advisor still feels the conflict is not resolved, a meeting between the parent, the coach, and student/athlete may be called. The Activities Director will act as a mediator and take notes of the meeting. If the Activities Director is the coach involved, an Administrator will act as the mediator. The Activities Director will send out a list of findings and recommendations to those involved no later than one week after the meeting. A copy of all communications will be given to the High School Principal.
- d. **STEP 4:** If the parties still feel the conflict is not resolved, the Principal will set up a meeting between the parent, the coach, student/athlete, and Activities Director. The Principal will send out a list of findings and recommendations to those involved no later than one week after the meeting. A copy of these communications will be given to the Superintendent.

It is very difficult to accept your child is not playing as much as you may hope. Coaches are teachers. They make judgment decisions based on what they believe to be best for the team. As you can see from the list below, certain things can and should be discussed with the coach. Other things, such as the examples listed below, must be left to the professional judgment of the coach.

**Not limited to, but some examples of appropriate concerns may include:**

1. Attitude
2. Effort
3. Academic Performance
4. Coach-ability

**Not limited to, but some examples of inappropriate concerns may include:**

1. Playing Time
2. Team Strategy
3. Coaching Philosophy
4. Other Student-Athletes

**Group Conflict**

No parent group shall meet at LHS to discuss team problems without representatives from LHS which will include the A.D. or coach. At group meetings, individuals must speak for and represent themselves, not other individuals or groups.

## **ELIGIBILITY**

1. Eligibility Rules—All rules of the MSHSL and Lakeview High School are to be followed by the staff and students as they pertain to all school activities. Head Coaches may set up his/her own expectations that are reasonable. These expectations are subject to approval or change by the Activities Director and Principal. These should be in written form and discussed with students prior to being enforced. Copies should be sent home with the students, so they are also understood by the parents.
  - a. Any discipline or consequences that require a suspension, reduced playing time, or partial/full removal from a team needs to be issued per violation of Lakeview School's Code of Conduct. All violations should be clearly documented with copies being given to the student, parents/guardians, and Activities Director.
2. Physicals and Parent Permits—All students out for athletics MUST have, in the Activities Director's office, a current physical form and a signed 23-24 MSHSL Eligibility Brochure. All athletes must submit an updated physical every 2 years. This includes football athletes. It is the Activities Director's job to get a list of those eligible to the coaches at the various levels.

## **STUDENT/ATHLETE EXPECTATIONS**

The chance to participate in activities is available to all students in Lakeview High School. This privilege and honor carry with it a responsibility to the community, school, faculty, and student body the students represent.

The standards and ideals of Lakeview High School will be upheld and enforced uniformly, the following rules have been established and must be familiar to all coaches and students in the activity's programs at Lakeview High School.

1. The Minnesota State High School League Rules shall be enforced.
2. Students will be encouraged to dress and groom in a manner appropriately reflecting on the school, community, and themselves.
3. Students shall accept the decisions of the officials made during activities. Questions should be brought up in the proper manner by either the coach or appointed captains.
4. Students shall not use profanity in practice, games, or any activities in which the students represent the school.
5. Students shall respect the property of others. Any Lakeview student stealing or damaging property in Lakeview or on road trips including any stops made while traveling is in violation of the Student Code of Responsibilities. The coaches must make it a point to check all locker rooms used and to supervise at all stops.

6. Students are financially responsible for equipment checked out to them during their seasons.
7. Students may be allowed to practice while under suspension for violations of rules at the discretion of the coaches and Activities Director. A student **cannot** practice or take part or attend a contest or practice if he/she is suspended from school for any reason.
8. Participation in a school-sponsored activity. Examples include, but are not limited to, absence from class in order to participate in a school-sponsored field trip, foreign exchange program, student council, Knowledge Bowl, athletic contest, fan bus for athletic contest, or school-sponsored music performance. **The student must have been in attendance for the three class periods preceding the school-sponsored event in order for participation to be considered to be excused.**
9. All students are expected to work to their capabilities academically. Any teacher has the right and responsibility to keep a student from attending a contest during school time if they feel the trip will hurt the student in the classroom.

#### 10. ACTIVITY FEES

- a. A participation fee is charged for category I (pg. 32) activities
  - i. 7<sup>th</sup> and 8<sup>th</sup> Graders - \$90.00 per activity
    1. 7<sup>th</sup> or 8<sup>th</sup> graders who compete on a LHS team at the start of a season (varsity, B-squad, or C-squad) will pay the LHS (9<sup>th</sup> - 12<sup>th</sup> grade) fee.
  - ii. 9<sup>th</sup> – 12<sup>th</sup> Grade Students - \$110.00 per activity
  - iii. All Category II students - \$60.00 per activity.
  - iv. Category III students – Free
  - v. Instrument Rental - \$75.00 per year
  - vi. The guidelines are as follows:
    1. Student Max:
      - a. Junior High (7<sup>th</sup> & 8<sup>th</sup>)      \$180.00 for Cat. I and Cat. II
      - b. Varsity (9<sup>th</sup> – 12<sup>th</sup>)      \$220.00 for Cat. I and Cat. II
    2. The fee can be paid online through Synergy or with the secretary in the High School office.
    3. The fee must be paid before the first contest in the activity, or the student will not be allowed to take part or to practice after that time until the fee is paid.
    4. The student will receive a receipt, and the record of payment will be kept in the high school office.
    5. Students who qualify for Free or Reduced Priced Lunch will pay fees at a 50% rate.

#### 11. ACTIVITY PRICES:

- a. Athletic Events
  - i. Adult - \$8.00

- ii. Student<sup>1</sup>- \$6.00
    - iii. Senior Citizen<sup>2</sup> - \$6.00
  - b. Annual Athletic Pass
    - i. Adult - \$90.00
    - ii. Student - Free
    - iii. Couple - \$160.00
    - iv. Senior Citizen<sup>2</sup> - \$70.00
      - 1. Student implies Kindergarten through 12<sup>th</sup> grade only.
      - 2. Senior Citizen is anyone 55 years of age and older.
- 12. While taking part in school activities, you are expected to help with the upkeep of our locker room and facilities you use. This means when you are done for the day, you will pick up your things and see they are put away in the proper place. You are responsible for your valuables and are not to leave money, watches, shoes, or other items out. You should keep all of your valuables locked up. You are also expected to keep other schools' facilities clean and in order while on road trips.
- 13. While riding to and from events, you are to behave on the bus. The supervisor has the right and responsibility to see the students are reasonably quiet and do not interfere with the driver's concentration or ability to provide a safe bus.
- 14. No student will be allowed to join any activity after the first two weeks of the start of the activity. Only exceptions to this rule are injured athletes or transfers.

## GENERAL ACTIVITY POLICIES

**These guidelines are minimum rules and expectations required of all students for participation in activities. Additional rules may be added by the coaches of the activities, assuming those rules are not unreasonable in nature.**

**Additional rules that require a suspension, reduced playing time, or partial/full removal from a team needs to be issued per violation of Lakeview School's Code of Conduct. Any and all of these types of violations should be clearly documented with copies being given to the student, parents/guardians, and Activities Director.**

**Rules pertaining to Appeals of such rules may be made to the Activities Director and High School Principal who will render a decision.**

Lakeview High School offers a wide variety of co-curricular and extra-curricular activities. The opportunity to participate in interscholastic and other school-sponsored activities is available to all students in Lakeview High School. Programs and activities are offered in academic, fine arts, performing arts, athletic events, and competitions. These activities include athletics, band and choir contests, speech, and other events. The privilege and honor of activity participation carries with it a responsibility to properly represent the community, school, faculty, and student body of Lakeview.

Lakeview High School participates in the Minnesota State High School League, the National Forensic League, the National Future Farmers of America program, and a variety of other activities. The High School follows the guidelines and policies set forth in each of these organizations. To obtain a copy of the MSHSL activity guidelines and policies, see your coach, supervisor, or the activity director's office for information.

## **LAKEVIEW HIGH SCHOOL STUDENT/ATHLETE CODE OF CONDUCT**

### **1. Practice Attendance Issues – Tardiness or Unexcused Absences**

- a. Unexcused absences are ones where an athlete has not notified a coach prior to practice.
  - i. Consequences:
    - 1. 1<sup>st</sup> Offense – Reduced Play Time, No Practice Restriction
    - 2. 2<sup>nd</sup> Offense – 1 Game Suspension, No Practice Restriction
    - 3. 3<sup>rd</sup> Offense – 2 Game Suspension & Meet to Discuss Possible Dismissal

### **2. Practice Attendance Issues – Excused Absences**

- a. Excused absences are ones where an athlete has notified a coach, but interferes with practice plans
- b. The consequences applied can be applied on reason or frequency (excluding school sponsored events).
  - i. Consequences:
    - 1. 1<sup>st</sup> offense – Verbal Warning & Possible Reduced Play Time
    - 2. 2<sup>nd</sup> offense – Written Warning & Reduced Play Time
    - 3. *Persistent Excused Absences do not necessarily warrant dismissal from a team, but instead a diminished and lesser role on the team*

### **3. Behavior Referrals (DET, ISS, OSS)**

- a. Detentions, In-School Suspension, or Out-of-School Suspension are determined by the Lakeview Secondary School Student Handbook.
  - i. Detention
    - 1. 1<sup>st</sup> Offense – Reduced Play Time, No Practice Restriction
    - 2. 2<sup>nd</sup> Offense – 1 Game Suspension, No Practice Restriction
    - 3. 3<sup>rd</sup> Offense – 2 Game Suspension & Meet to Discuss Possible Dismissal
  - ii. Suspension (ISS or OSS)
    - 1. 1<sup>st</sup> Offense – 1 Game/Event Suspension; No Practice Restrictions
    - 2. 2<sup>nd</sup> Offense – 2 Game/Event Suspension; No Practice Restrictions
    - 3. 3<sup>rd</sup> Offense – Dismissal from the Team

Coaches are granted the authority to adjust disciplinary measures in response to the behavior of student-athletes, under the collaboration of his or her administrative team. This ensures that any consequences outside of the ones above are appropriate, educational, and supportive of the student-athlete's development and align with the school's disciplinary framework. Any consequence involving full game suspensions from games must be issued via a written warning.

#### **4. Student Code of Responsibilities**

- a.** Students participating in school-sponsored activities are expected to abide by the Code of Responsibilities set forth by the Minnesota State High School League and the Lakeview Public Schools. The code includes the following commitments:
  - i.** I will respect the rights and beliefs of others and will treat others with courtesy and consideration.
  - ii.** I will be fully responsible for my own actions and the consequences of my actions.
  - iii.** I will respect the property of others.
  - iv.** I will respect and obey the rules of my school and the laws of my community, state, and country.
  - v.** I will show respect to those who are responsible for enforcing the rules of my school and the laws of my community, state, and country.
- b.** A student who is under penalty of exclusion, expulsion, or suspension, or whose character or conduct violates the Student Code of Responsibilities, is not in good standing and is ineligible for participation for a period of time as determined by the principal. The guidelines adopted by Lakeview High School recommends periods of ineligibility as follows (although all are subject to the determination of the building principal):
  - i.** First violation: Suspension for one game/event
  - ii.** Second violation: Suspension for two games/events
  - iii.** Third violation: Removal from team or activity

#### **5. Application of the Rules**

- a.** The rules applying to all students at Lakeview Schools will be the MSHSL regulations and all the locally adopted rules exceeding the rules of the MSHSL. These regulations will apply uniformly to all MSHSL activities and extra-PSE performances of any type offered at Lakeview School for grades 7-12.
- b.** All students being considered for Homecoming or Snow Week Candidates must be students in good standing. This includes academics, behavior, MSHSL eligibility, and attendance. The candidates must remain in good standing for all Homecoming and Snow Week activities. Any candidate who does not remain eligible will not be allowed to participate in any royal court appearances or activities scheduled for the week.

#### **6. Guidelines**

- a.** It is imperative we raise the level of expectations among our student extra-curricular participants. Students must realize their first concern shall be their performance in the classroom. Our extra-curricular program is supplemental to the classroom and must be looked at as an earned privilege, not a guaranteed right. To uphold the standards and ideals of Lakeview activities, the following rules and academic expectations have been established.

- b. All school activities, other than academic activities, operate under the code established by the Minnesota State High School League and rules established by the Lakeview School Board and School Administration. Examples of other than academic activities include: Enrichment Programs, Destination Imagination, Knowledge Bowl, Spelling Bee, Geography Bee, Art, Music Festival, and other special events.

## 7. Academic Eligibility

- a. Athletes must maintain academic eligibility to compete in interscholastic events.
- b. **Failing Grades:** A student who has one or more failing grades on the most recent midterm or quarter report is ineligible for interscholastic competition for one week starting on Wednesday, 12:00 pm after the grades have been posted to the following Wednesday at 12:00 pm. After one week, if student progress is satisfactory in the class, eligibility will be restored. If not, the student shall remain ineligible for the next full week.
- c. **PSEO Students:** Students enrolled in Postsecondary Enrollment Options (PSEO) courses are subject to the academic standing and failing grade guidelines established by their respective PSEO college or institution. Any failing grade or academic status deemed ineligible by the PSEO institution will be treated as a failing grade for activity eligibility purposes under this policy.
- d. **Incomplete Grades / Course Withdrawal:** A student who has one or more Incompletes on the most recent midterm or quarter report is ineligible for interscholastic events until all Incompletes are amended. If the incomplete becomes a failing grade, procedures for eligibility will follow that of a failing grade. Withdrawal from a course, which includes a PSEO class, after the official add/drop deadline will result in a failing grade for eligibility purposes.
- e. **Restoring Eligibility:**
  - i. At the most recent quarter/mid-term report, any failing student will meet with the Activity Director to discuss their failing grade and pick up an eligibility form.
  - ii. The student then needs to have his/her teacher sign off on the form once satisfactory progress has been met in the classroom.
  - iii. Once the form is signed, the student should it back to the Activity Director so that he/she can notify coaching staff of restored eligibility.
  - iv. If satisfactory grades have been obtained and form completed, the student will be eligible to participate after their Wednesday-to-Wednesday suspension has been completed.
  - v. Otherwise, the student remains ineligible until the following Wednesday at 12:00 pm.
    - 1. Eligibility can also be restored by the posting of the most recent midterm or quarter report.

- f. **Carry Over:** Ineligibilities shall carry over from the previous year (4<sup>th</sup> quarter marking period). A student, who chooses to go out for a fall sport to satisfy their ineligibility requirements, must stay active in that sport for the entire season. If said student quits after the ineligibility period, the ineligibility period will carry over to the next season. The ineligibility will begin on the first Wednesday, 12:00 pm, before the first scheduled event (including scrimmages).
- g. Students who participate in Category II activities shall be passing at the time of tryouts, or in the case of music, at the beginning of the grading period. The students may not lose their eligibility in local music events such as holiday and mid-winter/spring concerts, but will lose eligibility for MSHSL sub-section, section, and state level music events. Students shall not lose eligibility in major drama performances provided they were eligible at the beginning of tryouts or at the beginning of the quarter. Category II activities are defined as non-athletic activities.

## **8. Chemical Eligibility**

The suspensions listed below apply to alcohol, tobacco and controlled substances. For example, the first violation could be tobacco and the second an alcohol violation. All violations will be enforced based on public performances. Possession of alcohol or tobacco will constitute a violation of this rule. Penalties shall be cumulative beginning with and running throughout the student's participation in activities in grades 9-12. School rules apply during the school year and before school starts at the same time as athletic practice starts. Eligibility is determined on a calendar basis. This means the rules apply all year long including summer vacation.

### **Policy on Student Drug and Alcohol Offenses**

No students shall distribute, possess, use, or be under the influence of any alcoholic beverage, malt beverage or fortified wine or other intoxicating-liquor or unlawfully manufacture, distribute, dispense, possess or use, or be under the influence of any narcotic drug, tobacco, hallucinogenic drug, amphetamine, barbiturate, marijuana, anabolic steroid, or any other controlled substance, as defined in schedules I through V of section 202 of the Controlled Substances Act (21 U.S.C. 812) and as further defined by regulation at 21 C.F.R. 1300.11 through 1200.15, before, during or after school hours, at school or in any other school district location as defined below.

“School district location” means in any school building or on any school premises; on any school-owned vehicle or in any other school approved vehicle used to transport students to and from school or school activities; off school property at any school-sponsored or school-approved activity, event or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district.

A student who violates the terms of this policy will be subject to disciplinary action in accordance with the school district's discipline policy and may be suspended or expelled from school.

**Incriminating Evidence:** If the administration is alerted to Internet sites, photos, or other evidence of a breach in MSHSL rules, an investigation will ensue. Photos of possession (holding tobacco products, drug paraphernalia, or alcoholic beverages) will be treated as a violation.

|                                                                                                                                                                    |                                                                                                                                                                   |                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| <b>Category I</b><br>Volleyball<br>Football<br>Dance Line<br>Cheerleading<br>Basketball<br>Golf<br>Baseball<br>Track<br>Softball<br>Cross Country<br>Trap Shooting | <b>Category II</b><br>Lego Robotics<br>Math League<br>Mock Trial<br>One-Act Play<br>Speech<br>Knowledge Bowl<br>Instrumental Music<br>Vocal Music<br>FFA<br>FCCLA | <b>Category III</b><br>Class Officers<br>Student Council<br>Intramurals<br>Art Club<br>SADD<br>Theatre Productions |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|

### Category I

- a. **First Violation:** After confirmation of the first violation, the student shall lose eligibility for the next four (4) consecutive interscholastic events or three weeks (21 calendar days); whichever is greater, of a season in which the student is a participant. No exception is permitted for a student who becomes a participant in a treatment program.
- b. **Second Violation:** After confirmation of the second violation, the student shall lose eligibility for the next six (6) consecutive interscholastic events or three weeks (21 calendar days), whichever is greater. No exception is permitted for a student who becomes a participant in a treatment program.
- c. **Third and Subsequent Violations:** After confirmation of the third or subsequent violations, the student shall lose eligibility for the next twelve (12) consecutive interscholastic events in which the student is a participant or four weeks (28 calendar days), whichever is greater. If, after the third or subsequent violations, the student on her/his own volition becomes a participant in a chemical dependency program or treatment program, and is assessed as chemically dependent and completes treatment, the student may be certified for reinstatement in MSHSL activities after a minimum period of six weeks (42 calendar days). Such certification must be issued by the director or a counselor of a chemical dependency treatment center.
- d. **Penalties will be accumulative** beginning with and continuing throughout the student's participation in a League activity and continuing through the student's high school career.

- e. **Denial Disqualification.** A student shall be disqualified from all interscholastic athletics for nine weeks (63 calendar days) beyond the student's original period of ineligibility when the student denies violation of the rule is allowed to participate and then is subsequently found guilty of the violation as per MSHSL Bylaw 304.
- f. A student participating in Category I and Category II activities shall serve consequences in both categories.
- g. Any student who is placed on suspension for a rule violation during an activity will not be allowed to go out for another activity after that activity's season has started. The participant must wait until the start of a new activity.

## Category II

- a. **First Violation:** After confirmation of the first violation, the student shall lose eligibility for three weeks (21 calendar days) or two public performances of an activity in which the student is a participant, whichever is greater (concerts, judging contests, district meetings, etc. are considered public performances).
- b. **Second Violation:** After confirmation of the second violation, the student shall lose eligibility for three weeks (21 calendar days) or four public performances of an activity in which the student is a participant (concerts, judging contests, district meeting, etc. are considered public performances).
- c. **Third Violation:** After confirmation of the third violation, the student shall lose eligibility for four weeks (28 calendar days) or six public performances of an activity in which the student is a participant (concerts, judging contests, district meetings, etc. are considered public performances). If after the third or subsequent violations, the student on her/his own volition becomes a participant in a chemical dependency program or treatment program, and is assessed as chemically dependent and completes treatment, the student may be certified for reinstatement in MSHSL activities after a minimum period of six (6) weeks (42 calendar days) after entering program. Such certification must be issued by the director or a counselor of a chemical dependency treatment center.
- d. **Penalties will be accumulative** beginning with and continuing throughout the student's participation in a League activity and continuing through the student's high school career.
- e. **Denial Disqualification.** A student shall be disqualified from all interscholastic athletics for nine weeks (63 calendar days) beyond the student's original period of ineligibility when the student denies violation of the rule is allowed to participate and then is subsequently found guilty of the violation as per MSHSL Bylaw 304.

- f. A student participating in Category I and Category II activities shall serve consequences in both categories.
- g. Any student who is placed on suspension for a rule violation during an activity will not be allowed to go out for another activity after that activity's season has started. The participant must wait until the start of a new activity.

### **STEWARDSHIP OF OUR FACILITIES**

It is the responsibility of all athletes, coaches, administrators, and parents to be good stewards of our facilities. Being good stewards demonstrates respect for our equipment and facilities. It keeps everything clean and safe. Our facility and equipment will last longer for future teams to enjoy. But most important, it demonstrates enormous sense of pride for each other, our programs, and our school.

### **LETTER AND LYRE AWARDS**

Letter and lyre award information can be found in each individual program booklets developed by the coaches/advisors themselves. Those booklets can be found on the Activities Webpage. A general description can also be found in the Student Handbook.

## REFERENCES

Minnesota State High School Coaches Association. (2014, 08 27). *Code of Ethics*. Retrieved 05 31, 2015, from Minnesota State High School Coaches Association:  
<http://mshsca.org/codeofethics.htm>

Positive Coaching Alliance. (2015). *PCA Coordinator*. Retrieved May 31, 2015, from Positive Coaching Alliance: <http://www.positivecoach.org/partners/getting-started/pca-coordinator/>

## Appendix A

|                        | <b>Competence</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Exceeds Standard       | <p>The coach:</p> <ul style="list-style-type: none"> <li>• Demonstrates extensive knowledge of the sport with continued pursuit of knowledge through outside means: clinics, readings, self-reflection, etc.</li> <li>• Is in continued pursuit to try multiple methods to improve one's athletes as well as one's self.</li> <li>• Actively builds knowledge of the game as well as relationships when providing instructions or clarification for athletes' misunderstandings. Ex. Remember when we were talking yesterday about...</li> </ul> |
| Meets Standard         | <p>The coach:</p> <ul style="list-style-type: none"> <li>• Demonstrates the knowledge of the sport and following of the MSHSL rules.</li> <li>• Demonstrates various methods of teaching within their practices.</li> <li>• Demonstrates the elements of Why We Play and InsideOut Coaching.</li> <li>• Makes sound judgments and does not make rush judgments.</li> <li>• Is always seeking ways to learn and improve one's self.</li> <li>• Is committed to excellence and accomplishes his/her goals to their fullest capacity.</li> </ul>    |
| Needs Some Improvement | <p>The coach:</p> <ul style="list-style-type: none"> <li>• Demonstrates basic knowledge of the sport but has a hard time articulating connection with other parts of the sport or skill.</li> <li>• Demonstrates some awareness of learning, although such knowledge may be incomplete or inaccurate.</li> <li>• Demonstrates basic knowledge but does not anticipate athletes' misconceptions.</li> <li>• Does not make judgments that are good for all parties involved in accordance with the Lakeview Policies and MSHSL.</li> </ul>         |
| Needs Much Improvement | <p>The coach:</p> <ul style="list-style-type: none"> <li>• Does not take any initiative to correct errors the athletes or themselves make.</li> <li>• Displays little knowledge of the sport essential for student learning.</li> <li>• Is not committed to excellence of their goals as well as seeking to improve one's self for their athletes.</li> </ul>                                                                                                                                                                                    |

|                        | <b>Communication</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Exceeds Standard       | <p>The coach:</p> <ul style="list-style-type: none"> <li>• Is very well articulated and professional when talking with players, parents and the community.</li> <li>• Organizes daily communication (verbal and nonverbal) that enhances the development of the student athlete.</li> <li>• Is able to articulate his/her message in order to relieve any misconception that student athletes or the community may have.</li> </ul>                                                                           |
| Meets Standard         | <p>The Coach:</p> <ul style="list-style-type: none"> <li>• Keeps players, parents, and community informed.</li> <li>• Maintains an open-door policy</li> <li>• Maintains website</li> <li>• Communicates positively to fill emotional tanks of athletes and coaches.</li> <li>• Demonstrates a willingness to listen</li> <li>• Demonstrates good verbal and non-verbal communication skills.</li> <li>• Does not rush to make the sound judgment</li> <li>• Gets thoughts planned before speaking</li> </ul> |
| Needs Some Improvement | <p>The Coach:</p> <ul style="list-style-type: none"> <li>• Explanations and directions are confusing with limited details to the athletes.</li> <li>• Spoken language is used correctly but not appropriate to the athlete's ages or backgrounds.</li> <li>• Makes an attempt to filling emotional tanks by ineffectively using the 5 to 1 positive to criticism ratio.</li> <li>• Has created an environment of distrust where no student athletes feel free to approach when an issue arises.</li> </ul>    |
| Needs Much Improvement | <p>The coach:</p> <ul style="list-style-type: none"> <li>• Does not explain the message to the athlete so it is understood and misconceptions are inevitable.</li> <li>• Is vague on his/her communication to the athlete leaving them confused.</li> <li>• Fails to fill emotional tanks by not using the 5 to 1 positive to criticism ratio.</li> <li>• Has created an environment of distrust where no student athletes feel free to approach when an issue arises.</li> </ul>                             |

|                        | <b>Leadership</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Exceeds Standard       | <p>The coach:</p> <ul style="list-style-type: none"> <li>• Uses goal setting to aid in the athletes' ability to become the best student athlete they can be.</li> <li>• Clearly articulates how to establish high expectations, values, and skills for life-long learning.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Meets Standard         | <p>The coach:</p> <ul style="list-style-type: none"> <li>• Demonstrate values of integrity, honor, duty, loyalty, self-less service, personal courage, and respect.</li> <li>• Assumes the role and/or assigns responsibility.</li> <li>• Inspires and influences people to accomplish organizational goals.</li> <li>• Motivates people both inside and outside the organization to pursue actions, focus thinking, and shape decisions for the greater good of the organization.</li> <li>• Leads by example</li> <li>• Shows empathy and character.</li> <li>• Creates competitors by focusing on the team and what it means to be a teammate.</li> <li>• Is modest in victory and gracious in defeat which is then instilled within their athletes.</li> </ul> |
| Needs Some Improvement | <p>The coach:</p> <ul style="list-style-type: none"> <li>• Occasionally demonstrates the skills required for life-long learning, high expectations, and values.</li> <li>• Is inconsistent with assuming their roles and responsibilities within their program.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Needs Much Improvement | <p>The coach:</p> <ul style="list-style-type: none"> <li>• Poorly demonstrates life-long learning skills by inappropriate uses of examples and analogies.</li> <li>• Fails to assume their role and responsibilities within their organization.</li> <li>• Fails to model character and moral values.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

|                        | <b>Professional Development</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Exceeds Standard       | <p>The coach:</p> <ul style="list-style-type: none"> <li>• Accomplishes his/her short-term goals with high values.</li> <li>• Utilizes lesson learned from professional development events that established highly relevant goals throughout the program.</li> <li>• Persists in searching for best practices and trying multiple methods to develop his/her athletes and/or program.</li> </ul>                                                                                                          |
| Meets Standard         | <p>The Coach:</p> <ul style="list-style-type: none"> <li>• Participates in district level professional development.</li> <li>• Attends sport association professional development.</li> <li>• Applies lessons learned from professional meetings or events.</li> <li>• Gains knowledge by reading books, articles, information from websites, other coaches, etc.</li> <li>• Be a member of the MSHSCA.</li> <li>• Set short and long-term goals.</li> <li>• Establishes a program philosophy.</li> </ul> |
| Needs Some Improvement | <p>The coach:</p> <ul style="list-style-type: none"> <li>• Makes an attempt to utilize lessons learned to become a better transactional coach for their athletes.</li> <li>• Accepts constructive criticism and makes an attempt on improving ones' self.</li> <li>• Attends all professional development opportunities but does not make an attempt to apply the lessons learned.</li> </ul>                                                                                                             |
| Needs Much Improvement | <p>The coach:</p> <ul style="list-style-type: none"> <li>• Establish development goals but does not make an attempt to complete them.</li> <li>• Does not try to improve themselves for their program or athletes.</li> <li>• Does not take any guidance provided to develop and improve their program.</li> <li>• Does not participate in any professional development opportunities.</li> <li>• Does not have a program philosophy.</li> </ul>                                                          |

|                        | <b>Responsibility and Accountability</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Exceeds Standard       | <p>The coach:</p> <ul style="list-style-type: none"> <li>• Persists in the upmost care of all equipment, uniforms and facility as well as the opponents by supervising on a daily basis.</li> <li>• Each student athlete displays and encourages high moral and character values on and off the court.</li> <li>• Goes above and beyond to help each athlete(s) need to become a better athlete and triple impact competitor.</li> </ul>                                                                                                                                                              |
| Meets Standard         | <p>The Coach:</p> <ul style="list-style-type: none"> <li>• Display care and maintenance of equipment, uniforms, and facilities as well as player and equipment safety.</li> <li>• Maintains and establishes high moral and character values in each student athlete.</li> <li>• Meets transportation requirements by traveling on the bus and/or assistant coaches.</li> <li>• Being on time, early for practice or stay late if players need to.</li> <li>• Make sure players and coaches have up to date forms and eligibility requirements according to the MSHSL and Lakeview Schools.</li> </ul> |
| Needs Some Improvement | <p>The coach:</p> <ul style="list-style-type: none"> <li>• Lacks responsibility to acquire the skills necessary for the success of all athletes to become triple impact competitors.</li> <li>• Lacks maintenance care of equipment, uniforms, and facilities as well as player and equipment safety.</li> <li>• Consistently pushes responsibility upon someone else instead of taking the lead themselves.</li> </ul>                                                                                                                                                                               |
| Needs Much Improvement | <p>The coach:</p> <ul style="list-style-type: none"> <li>• Gives up or blames the athletes or the environment for the lack of success in guiding the athlete into being triple impact competitors.</li> <li>• Does not maintain the care of equipment, uniforms, and facilities as well as player and equipment safety.</li> <li>• Hold other people accountable for their own actions.</li> </ul>                                                                                                                                                                                                    |

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# Coach Evaluation Report

## Appendix B

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                             |                             |                             |                             |                          |                          |                          |                          |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--|
| RATED COACH'S NAME (printed):                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | DATE:                       |                             |                             |                             |                          |                          |                          |                          |  |
| <b>Mark appropriate box based on observations and rubrics.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                             |                             |                             |                             |                          |                          |                          |                          |  |
| <p><b>COMPETENCE:</b><br/>Is the technical and tactical knowledge, skills, and abilities of the activity with the commitment of excellence while making sound judgements for everyone to continuously learn and seek self-improvement.</p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">EXCELLENCE<br/>(Exceeds Std)</td> <td style="text-align: center;">SUCCESS<br/>(Meets Std)</td> <td style="text-align: center;">NEEDS IMPROVEMENT<br/>(Some)</td> <td style="text-align: center;">NEEDS IMPROVEMENT<br/>(Much)</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table> <p>Examples:</p> <ul style="list-style-type: none"> <li>Know the sport and MSHSL rules</li> <li>Demonstrates character and moral values.</li> <li>Demonstrates "Honor the Game"</li> <li>Seeks self-improvement; always learning</li> </ul>                                                                                                                        | EXCELLENCE<br>(Exceeds Std) | SUCCESS<br>(Meets Std)      | NEEDS IMPROVEMENT<br>(Some) | NEEDS IMPROVEMENT<br>(Much) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  |
| EXCELLENCE<br>(Exceeds Std)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | SUCCESS<br>(Meets Std)      | NEEDS IMPROVEMENT<br>(Some) | NEEDS IMPROVEMENT<br>(Much) |                             |                          |                          |                          |                          |  |
| <input type="checkbox"/>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <input type="checkbox"/>    | <input type="checkbox"/>    | <input type="checkbox"/>    |                             |                          |                          |                          |                          |  |
| <p><b>COMMUNICATION:</b><br/>Being an active listener and using great verbal and non-verbal skills with everyone around the activity. Let people understand that what they have to say has value by having an open-door policy.</p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">EXCELLENCE<br/>(Exceeds Std)</td> <td style="text-align: center;">SUCCESS<br/>(Meets Std)</td> <td style="text-align: center;">NEEDS IMPROVEMENT<br/>(Some)</td> <td style="text-align: center;">NEEDS IMPROVEMENT<br/>(Much)</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table> <p>Examples:</p> <ul style="list-style-type: none"> <li>Maintains website on a weekly basis</li> <li>Communicates positively to fill emotional tanks of athletes and coaches</li> <li>Demonstrates a willingness to listen</li> <li>Demonstrates good verbal and non-verbal communication</li> <li>Maintains program book</li> </ul>                                      | EXCELLENCE<br>(Exceeds Std) | SUCCESS<br>(Meets Std)      | NEEDS IMPROVEMENT<br>(Some) | NEEDS IMPROVEMENT<br>(Much) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  |
| EXCELLENCE<br>(Exceeds Std)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | SUCCESS<br>(Meets Std)      | NEEDS IMPROVEMENT<br>(Some) | NEEDS IMPROVEMENT<br>(Much) |                             |                          |                          |                          |                          |  |
| <input type="checkbox"/>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <input type="checkbox"/>    | <input type="checkbox"/>    | <input type="checkbox"/>    |                             |                          |                          |                          |                          |  |
| <p><b>LEADERSHIP:</b><br/>Is anyone, who has been assigned the responsibility, inspires and influences people to accomplish program goals. Leaders motivate to pursue actions, focus thinking, and shape decisions for the greater success of the program.</p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">EXCELLENCE<br/>(Exceeds Std)</td> <td style="text-align: center;">SUCCESS<br/>(Meets Std)</td> <td style="text-align: center;">NEEDS IMPROVEMENT<br/>(Some)</td> <td style="text-align: center;">NEEDS IMPROVEMENT<br/>(Much)</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table> <p>Examples:</p> <ul style="list-style-type: none"> <li>Demonstrate values of integrity, honor, duty, loyalty, self-less service, personal courage, and respect</li> <li>Assumes role or assigned responsibility</li> <li>Models empathy and character</li> <li>Focuses on the team and making teammates; triple-impact competitors</li> </ul> | EXCELLENCE<br>(Exceeds Std) | SUCCESS<br>(Meets Std)      | NEEDS IMPROVEMENT<br>(Some) | NEEDS IMPROVEMENT<br>(Much) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  |
| EXCELLENCE<br>(Exceeds Std)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | SUCCESS<br>(Meets Std)      | NEEDS IMPROVEMENT<br>(Some) | NEEDS IMPROVEMENT<br>(Much) |                             |                          |                          |                          |                          |  |
| <input type="checkbox"/>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <input type="checkbox"/>    | <input type="checkbox"/>    | <input type="checkbox"/>    |                             |                          |                          |                          |                          |  |

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|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|---------------------------------------------------|------------------------------------|--------------------------|--------------------------|---------------------------------------------------|--|--|--|
| <p><b>PROFESSIONAL DEVELOPMENT:</b><br/>The advancement of skills or expertise to succeed in a profession, esp. through continued education.</p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center; width: 33%;">EXCELLENCE<br/>(Exceeds Std)</td> <td style="text-align: center; width: 33%;">SUCCESS<br/>(Meets Std)</td> <td style="text-align: center; width: 33%;">NEEDS IMPROVEMENT<br/>(Some) (Much)</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/> <input type="checkbox"/></td> </tr> </table> <p>Examples:</p> <ul style="list-style-type: none"> <li>Participates in district level professional development</li> <li>Attends sport association professional development</li> <li>Applies lessons learned from professional meetings or events</li> <li>Set short and long-term goals</li> </ul>                                                                                      | EXCELLENCE<br>(Exceeds Std) | SUCCESS<br>(Meets Std)                            | NEEDS IMPROVEMENT<br>(Some) (Much) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> |  |  |  |
| EXCELLENCE<br>(Exceeds Std)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | SUCCESS<br>(Meets Std)      | NEEDS IMPROVEMENT<br>(Some) (Much)                |                                    |                          |                          |                                                   |  |  |  |
| <input type="checkbox"/>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <input type="checkbox"/>    | <input type="checkbox"/> <input type="checkbox"/> |                                    |                          |                          |                                                   |  |  |  |
| <p><b>RESPONSIBILITY &amp; ACCOUNTABILITY:</b><br/>Of individual safety and ability to grow and learn while caring for the maintenance of equipment and facilities. Taking responsibility for your participants' actions whether they are good or bad.</p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center; width: 33%;">EXCELLENCE<br/>(Exceeds Std)</td> <td style="text-align: center; width: 33%;">SUCCESS<br/>(Meets Std)</td> <td style="text-align: center; width: 33%;">NEEDS IMPROVEMENT<br/>(Some) (Much)</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/> <input type="checkbox"/></td> </tr> </table> <ul style="list-style-type: none"> <li>Care and maintenance of equipment and facilities</li> <li>Player and equipment safety</li> <li>Encouraging players to learn and grow</li> <li>Players have up to date forms and eligibility</li> <li>Maintains program book.</li> </ul> | EXCELLENCE<br>(Exceeds Std) | SUCCESS<br>(Meets Std)                            | NEEDS IMPROVEMENT<br>(Some) (Much) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> |  |  |  |
| EXCELLENCE<br>(Exceeds Std)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | SUCCESS<br>(Meets Std)      | NEEDS IMPROVEMENT<br>(Some) (Much)                |                                    |                          |                          |                                                   |  |  |  |
| <input type="checkbox"/>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <input type="checkbox"/>    | <input type="checkbox"/> <input type="checkbox"/> |                                    |                          |                          |                                                   |  |  |  |
| Signature of Rater:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Date:                       | Signature of Coach:                               | Date:                              |                          |                          |                                                   |  |  |  |
| <p><b>SENIOR RATER.</b> Recommendation to the board based on observations and rubrics.</p> <p>RECOMMEND:</p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center; width: 33%;">RENEWAL</td> <td style="text-align: center; width: 33%;">PLAN OF<br/>IMPROVEMENT</td> <td style="text-align: center; width: 33%;">NON-RENEWAL</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | RENEWAL                     | PLAN OF<br>IMPROVEMENT                            | NON-RENEWAL                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>                          |  |  |  |
| RENEWAL                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | PLAN OF<br>IMPROVEMENT      | NON-RENEWAL                                       |                                    |                          |                          |                                                   |  |  |  |
| <input type="checkbox"/>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <input type="checkbox"/>    | <input type="checkbox"/>                          |                                    |                          |                          |                                                   |  |  |  |
| Signature of Senior Rater:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                             |                                                   | Date:                              |                          |                          |                                                   |  |  |  |

**DEVELOPMENTAL COACHING FORM****PART I - ADMINISTRATIVE DATA**

|                           |                 |                             |                              |
|---------------------------|-----------------|-----------------------------|------------------------------|
| <b>Name (Last, First)</b> | <b>Position</b> | <b>Date of Observation</b>  | <b>Length of Observation</b> |
| <b>Name of Observer:</b>  |                 | <b>Purpose of Coaching:</b> |                              |

**PART II - BACKGROUND INFORMATION****Observation Comments:**

**PART III - SUMMARY OF OBSERVATION**  
**Complete this section immediately prior to coaching.**

**Key Points of Discussion:**

**Competency:**

Is the technical and tactical knowledge, skills, and abilities of the activity with the commitment of excellence while making sound judgements for everyone to continuously learn and seek self-improvement.

**Communication:**

Is being an active listener and using great verbal and non-verbal skills with everyone around the activity. Let people understand what they have to say has value by having an open door policy.

**Leadership:**

Is anyone who has been assigned the responsibility, inspires, and influences people to accomplish program goals. Leaders motivate to pursue actions, focus thinking, and shape decisions for the greater success of the program.

**Professional Development:**

Is the advancement of skills or expertise to succeed in a particular profession, especially through continued education.

**Responsibility and Accountability:**

Is about individual safety and ability to grow and learn while caring for the maintenance of equipment and facilities. Taking responsibility for your participants' actions whether they are good or bad.

**Plan of Action:** (Outlines actions that the individual will do after the coaching session to reach the agreed upon goal(s). The actions must be specific enough to modify or maintain the individual's behavior and include a specific time line for implementation and assessment (Part IV below):

**Session Closing:** The coach summarizes the key points of the session and checks if the student understands the plan of action. The teacher's signature indicates that he/she has received a copy of this evaluation and has had the opportunity to discuss it. The signature does not necessarily indicate agreement with individual ratings and/or comments.

Individual coached remarks:

Signature of Individual Coached: \_\_\_\_\_ Date: \_\_\_\_\_

**Coach's Responsibilities:** (Coach's responsibilities in implementing the plan of action):

Signature of Coach: \_\_\_\_\_ Date: \_\_\_\_\_

**Note: Both the coach and the individual coached should retain a record of the coaching.**

### Five-Minute Observation Form

This form is used to assist the informal observations of a five minute walk through. The observer must determine what key elements to look for during the visit. These elements should be based on the goals set by the coach at the coaching session at the beginning of the season. After each walk through, the observer must provide feedback to the coach as soon as possible. This process will show how the coach is progressing on their goals.

|                           |                      |                          |                          |
|---------------------------|----------------------|--------------------------|--------------------------|
|                           | <b>Coach's Name:</b> |                          |                          |
| <b>Pillar</b>             |                      | <b>Yes</b>               | <b>No</b>                |
| <b>Competency:</b>        |                      | <input type="checkbox"/> | <input type="checkbox"/> |
| Notes:                    |                      |                          |                          |
| <b>Communication:</b>     |                      | <input type="checkbox"/> | <input type="checkbox"/> |
| Notes:                    |                      |                          |                          |
| <b>Leadership:</b>        |                      | <input type="checkbox"/> | <input type="checkbox"/> |
| Notes:                    |                      |                          |                          |
| <b>Professional Dev.:</b> |                      | <input type="checkbox"/> | <input type="checkbox"/> |
| Notes:                    |                      |                          |                          |
| <b>Resp. and Account:</b> |                      | <input type="checkbox"/> | <input type="checkbox"/> |
| Notes:                    |                      |                          |                          |
| Feedback:                 |                      |                          |                          |

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# PROFESSIONAL GOAL DEVELOPMENT COACHING FORM

## PART I - ADMINISTRATIVE DATA

Name (Last, First)

**Date of Review**

**Name of Mentor:(print)**

**Title of Position:**

## PART II - BACKGROUND INFORMATION

**Purpose:**

The purpose of this form is to professionally grow and mentor Lakeview's coaches. In turn, this will elevate the development of Lakeview's student/athlete to become better people, better athletes. This is to be completed at the beginning of the evaluation cycle.

## PART III - SUMMARY OF GOALS

List goals for each area and establish a plan of action to complete those goals.

### Key Points:

### Goals for Competency:

### Goals for Communication:

### Goals for Leadership:

### Goals for Professional Development:

### Goals for Responsibility and Accountability:

**PART IV - CLOSING**

**Complete this section during the coaching event.**

**Session Closing:** The signature only indicates that the coach had taken part in the development of the listed goals and plan of action. Coach can write any additional remarks that do not pertain to the plan in this location.

Signature of Individual Coach: \_\_\_\_\_ Date: \_\_\_\_\_

**Mentor's Responsibilities:** (Mentor's responsibilities in implementing the plan of action):

Signature of Mentor: \_\_\_\_\_ Date: \_\_\_\_\_

**PART VI – ASSESSMENT OF THE PLAN OF ACTION**

**Informal Observations:** List key examples found through informal observations. Be sure to include the date, time, and a brief description of the event.

Signature of Mentor: \_\_\_\_\_ Date: \_\_\_\_\_

**Note: Both the mentor and the individual coach should retain a record of the coaching.**

