

# Ladue Horton Watkins High School



# Coaching Handbook

2011-2012



## Ladue Horton Watkins High School

## Athletic Director

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Dear Ladue Coaching Staff:

Welcome back. I hope you had a relaxing summer and are ready for the exciting challenges ahead for the 2011-12 athletic seasons.

I have put together what I believe is a very thorough coaches manual for you. This manual should answer most of your questions about the Ladue athletic program. I urge you to go through the manual and familiarize yourself with our philosophy, goals, basic policies, and expectations for you and our athletes.

Please pay special attention to the following items for this year:

- Our Guiding Principles which stress a commitment to excellence, work ethic, character, and enthusiastic pride in Ladue.
- We must emphasize how important it will be to “live within your budget” again this year and follow budgetary procedures in ordering equipment and supplies.
- Head varsity coaches will be responsible for evaluating their assistant coaches. I will evaluate the head coaches.

Thanks again for all of the work you do with our students. You have my deepest admiration and appreciation. My door is always open to you. If you have any questions, concerns, or simply want to stop by and talk, please feel free to do so.

Best of luck,

Brian Garner  
Athletic Director

# TABLE OF CONTENTS

Philosophy and Guiding Principals .....	1
Athletic Staff Flow Chart.....	2
Coaching Expectations .....	3
Summary of Major Points .....	4
Discipline.....	5
Hazing .....	7
Must Do Lists.....	8
Parent Meeting .....	9
If It Were My Child .....	10
Rain Schedule .....	11
Open Facility Policy.....	12
What To Do If.....	14
Coaching Evaluation .....	15

# LADUE ATHLETIC PROGRAM

## Our Philosophy

We believe that interscholastic activities supplement the secondary curricular program and, as such, become a vital part of a student's total educational experience. These experiences contribute to the development of learning skills and emotional patterns that enable the student to make maximum use of his/her education. Student activities and athletics are an integral part of the total secondary educational program, which provide experiences not otherwise provided. They help students acquire additional knowledge, skills, and emotional patterns necessary as attributes of good citizenship.

## Guiding Principles

The coaching staff at Ladue believes the following guiding principles to be essential for the success of the Ladue Athletic Program.

### PRIDE IN LADUE

#### **Commitment to Excellence**

- Dedication
- Improvement
- Discipline
- Passion

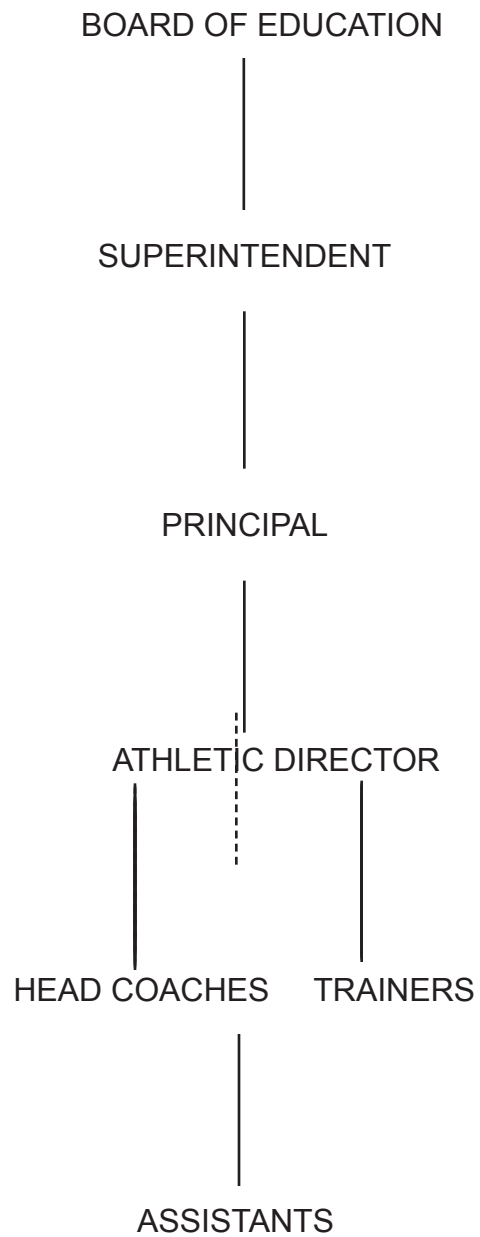
#### **Strong Work Ethic**

- Accountability
- Confidence
- Self-worth
- Toughness (Physical and Mental)

#### **Character**

- Sportsmanship
- Respect
- Integrity
- Teamwork

# ATHLETIC STAFF FLOW CHART



# COACHES

## **Priorities of the Ladue Coach:**

- Academic Integrity
- Social Responsibility
- Competency in your Sport

## **Coach's general duties:**

- Organize, instruct, and supervise student-athletes
- Make participation fun, challenging, gratifying
- Teach values as well as skills at every opportunity
- Ensure safety
- Insist upon the highest possible scholarship and sportsmanship
- Enforce rules as they are written and implied
- Develop fair and caring relationships with student-athletes
- Take care of uniforms and equipment
- Explanation of acceptable conduct, both on and off the field
- Turn in all paperwork on time
- Attend all required rules meetings and meetings with the Athletic Director

## **Recommendations to be an effective coach:**

- Anticipate what is going to happen; be proactive and not reactive
- Involve others (athletes, parents, faculty, coaches)
- Work hard
- Operate with a sense of urgency—not frantic, but with the goal to get more accomplished today than yesterday
- Get it done more quickly and with better organization
- Operate with a sense of confidence (not cockiness)
- Dress appropriately for your practices and games
- Have a written plan for your practices before you take the field
- Point out hazards of smoking, drug and alcohol use
- Build both team and school spirit by your own example
- Encourage and be positive—when you must be critical, do not embarrass or destroy
- Always be willing to listen and learn

## **BRIEF SUMMARY OF MAJOR POINTS**

### **Planning**

- No spur-of-the-moment planning
- Always have a written practice plan
- Save all practice plans in a notebook
- Do not allow yourself to be accused of poor planning or failure to adhere to the plan

### **Supervision**

- Before, during, and after the activity, practice, or game, students must be supervised
- Do not give your keys to a student at any time

### **Instruction**

- Not only how to perform but also how not to perform a task
- Emphasize rules, proper technique, risks, and safety precautions

### **Adequate Warnings Concerning Risk**

- Use verbal and written warnings about risks to all athletes
- Be clear, detailed and repeat often

### **Provide Safe Playing Environment**

- Inspect your playing or practice areas and report problems to Athletic Director

### **Player Evaluation for Injury**

- Recognize when an athlete is injured or sick
- Report such injury nor illness to trainer and parents
- Determine when to let an athlete return after injury or illness
- Be mindful of coercing or pressuring an injured or sick athletes to play

### **Medical Assistance**

- Do not allow athletes to participate without a physical
- Make sure that a medical kit is properly stocked and available at every practice and game
- Be able to administer basic first aid until help arrives
- Make an injury report with the nurse's office for any major injury
- Check on injured athletes by calling parents

## **Transportation**

- Be sure to schedule all buses
- Make sure of proper discipline and supervision on the bus
- If you and your athletes are driving themselves to a game or practice, please inform the Athletic Director

## **Final Reminder**

I realize that the one thing that you do not need more of is paperwork. That being said, I cannot emphasize enough the importance of a “paper trail” to let everyone know that you took reasonable care in providing for the safety and well-being of your athletes.

## **DISCIPLINE**

The purpose of team discipline in sports is NOT to show how much power you have as a coach. It is a way of bringing order to a group of diverse individuals and getting them to focus on common goals.

How does this kind of discipline relate to self-discipline? By setting rules or guidelines, you give your players an inkling of what they should be accomplishing by themselves as they mature into adulthood.

A few of our athletes struggle with self-discipline for whatever reason. As a result, they do not have a reference point for setting and achieving personal goals. Once they experience team discipline, and learn to deal with it, they will hopefully begin disciplining themselves in other areas of their lives—school, home, social life, etc.

## PUNISHMENT

At times, when an athlete violates a team rule, the coach may have trouble differentiating between discipline, punishment, and revenge. Too often, coaches let athletes' behavior eat away at them until they can't keep a professional distance from the behavior itself. When problems or confrontations do occur, the coach sometimes wants to do something immediately to the athlete. Stepping back and giving some time and thought to the situation is the best solution and often leads to a solution that is best for the individual athlete and the team.

We must remember that discipline is a general set of behaviors, not a set of punishments. The *Webster's Dictionary* defines discipline as "training that develops self-control and efficiency." And self-control coming from oneself is much better than control coming from the coach. A coach who can educate and motivate his or her athletes to do the right thing will have a happier and more successful team and season.

Punishment does not usually or always teach good behavior. A coach should not take it personally when rules are violated. It is a natural part of establishing independence. Rule violations happen at all levels. Think about these recommendations for dealing with team rules:

- Always allow the athlete to explain his/her actions and the reasons for them. There may be reasonable cause for that behavior. Lines of communication should always be kept open.
- Be consistent and impartial. In other words, avoid showing favoritism by treating all athletes equally and fairly. Consistency and fairness build respect.
- Don't express anger or disgust. Don't exhibit a punitive attitude. Never take action out of revenge or retaliation.
- Don't lecture or embarrass the athlete in front of the whole group. The smart coach reads the situation and realizes that athletes who have made a mistake usually know that what they did was wrong. The time and place are important considerations before "going off" on an athlete.
- Focus on the fact that a team policy has been broken, placing the responsibility on the athlete. This should be done without degrading the individual or placing the athlete "in the doghouse." Remind the athlete that a rule was violated that the athlete agreed to follow before the season began, and because of that a penalty must be paid.
- Think long and hard about the penalty or punishment. Be consistent. Realize a couple of things: 1) Deprivation of something that the athlete values can work—playing time, starting position, etc.; 2) Physical measures sometimes do not work if they are necessities in developing skill and conditioning for your program - running laps, pushups, etc. They can send a message to the athlete that educationally sound measures that have beneficial results are unpleasant because they are not punishments and not enhancement tools. (Think about this last statement. I hope it makes sense to you.)

Most importantly, remember that a clear delineation of team rules and the coach's expectations, prior to the start of the season, will lead to fewer problems and confrontations. That is why I continue to stress that it is vitally important to you and your program to have the preseason meeting with players and parents as soon as possible and to be highly organized with its agenda.

## **HAZING**

“Hazing” means an intentional, knowing or reckless act directed against a student for the purpose of being initiated into, affiliating with, holding office in, maintaining membership in any organization, club or athletic team whose members are, or include, other students.

Ladue Horton Watkins High School does not allow or tolerate hazing. It is the responsibility of each and every coach to inform all parents and athletes of this policy at the beginning of the athletic season. Students engaged in hazing will be subject to one or more of the following disciplinary actions:

- conference with parent, guardian
- removal from extracurricular activity
- referral to law enforcement
- possible suspension from school
- possible additional disciplinary action from Superintendent/Board of Education

### **Coach’s Responsibility**

All coaches are expected to instruct their athletes on the dangers of hazing and why Ladue has adopted antihazing guidelines. Coaches should not be afraid to address this issue in a team meeting and also at their preseason parent meeting.

We must be proactive and address the issue and let our students and their parents know where we stand.

## **PRE-SEASON “MUST DO” LIST**

1. **No one is allowed to participate in either a practice or a game unless a completed physical form and parent permission form are on file in the Athletic Office.**
2. Schedule **required** preseason parent meeting . Inform Athletic Director of time and location.
3. Eligibility list must be turned in to Sarah Koch on the prescribed date. It is the responsibility of the head coach to verify the accuracy of each list.
4. Head coaches for each level (V, JV, Frosh.) must attend mandatory MSHSAA rules meetings or complete on-line process. See Athletic Director or MSHSAA Web site for dates, times and locations.
5. Check and inventory all equipment, supplies and uniforms and send an up to date inventory to be kept on file in the AD’s office.
6. Hold a preseason meeting with your coaching staff to discuss roles and goals.
7. Give a copy of your roster with names, grade, positions and numbers to Sarah Koch prior to the first contest each season.
8. See the trainer for a medical kit and supplies.
9. Schedule your transportation.

## **POST-SEASON “MUST DO” LIST**

(within a week of the final contest)

1. Turn in end of the season report to Athletic Director. This should include won-lost record, tournament results, All-Conference, All-District, All-State honors, etc.
2. Inventory all equipment, supplies, and uniforms.
3. Turn in list of fines for uniforms and equipment to the Athletic Director.
4. Schedule and plan for banquet or awards ceremony.
5. Return medical kit.
6. Fill out official’s rating forms on the MSHSAA website (if required for your sport).
7. Facilities cleaned and equipment put away.
8. Nonfaculty keys turned into Athletic Director.
9. Give suggestions for future scheduling to Athletic Director.

## GENERAL STUFF

- No Surprises—Let Athletic Director know of problems or concerns immediately.
- Stay on top of your student-athletes' academic progress.
- Make sure practices end in time for 5:15 p.m. Athletic Bus.
- Always make scores available to media and morning announcements.
- Coordinate fund-raisers through the Athletic Office.
- Follow proper procedures concerning trips (My Learning Plan) and budget issues (Gail Martin).
- Check on transportation.
- Always supervise your student-athletes.

## PRE-SEASON PARENT MEETING

All head coaches are now required to hold a parent meeting for their respective sports. This meeting should include all levels of the sport (Varsity, JV and Freshman).

### Purpose of the Meeting

- To enable parents to become acquainted with you
- To educate parents about the objectives of your sport
- To clarify the goals of the program
- To inform parents about the specifics of the program and what is expected of the athletes and parents
- To get parents to understand and reinforce the positive approach to coaching that you will be using
- To inform parents about the obligations and commitments you expect from their child
- To establish clear lines of communication between the coach, the athlete, and the parent
- To help you, the coach, get a better understanding of the concerns of the parents

### Key Concepts to Remember in Dealing with Parents

- No surprises means less stress for you, the coach. Telling them your expectations and what happens if team rules are violated is key.
- Parents enjoy their child's participation more if they acquire an understanding and appreciation of the sport—which includes knowledge of basic rules, skills, and strategies.
- Parents will accept and support what you are doing if they get to know you better. This includes your goals, philosophy, methods, etc.

### Sample Topics for Preseason Parent Meeting

Welcome  
Intro of coaching staff  
Goals (team and individual)  
Academics  
Player expectations  
Player selection process

Philosophy and team rules  
Health, safety and welfare of athletes  
Risks inherent in the sport  
Practice schedule  
Game schedules  
Questions and answers

## IF IT WERE MY CHILD AND HE/SHE WERE PLAYING FOR THE LADUE RAMS

...wouldn't you expect the following from the coach:

- That the coach supports the belief that ACADEMICS is the No. 1 priority for all student-athletes. Success in the classroom is more important than any victory on the field.
- That the coach be a role model for my child: sportsmanship, honesty, and integrity.
- A set of guidelines and expectations.
- A practice and game schedule—starting and ending times. Will there be practice or games over breaks or holidays and will I be penalized if I miss them?
- Rules apply to all equally and consistently.
- All players are treated fairly and consistently.
- That the coach has a passion for the game and knowledge of the rules and skills of the game.
- Honesty in evaluating my child's ability.
- Effective communication should my child be a problem during practice or games.
- What equipment or uniform parts I need to buy—anticipated costs to participate.
- That the coach will use good judgment if my child is sick or injured.
- That the coach be perfectly honest with regards to my child's chance to play college athletics.
- That the coach be willing to listen to my concerns. While parents may have a very biased point of view, it is extremely important for a coach to listen to their concern. Having an open mind is certainly an added benefit. While agreement between a parent and coach may not occur, being professional, receptive, and making the attempt to listen and to try to understand is necessary.
- That the coach realizes that I love my child and am willing to fight for him or her as much as I can. Please do not take offense if I question some decisions made regarding my child.

## RAIN SCHEDULE – FALL

	M	T	W	TH	F
Main gym (2:45-4 p.m.)	V/JV FB	FH	V/JV FB	Soccer	V/JV FB
Main Gym (4-5 p.m.)	Soccer	V/JV FB	Soccer	FH	Soccer
Upper Gym (2:45-4 p.m.)	Frosh FB	Softball	Frosh FB	Softball	Frosh FB
Upper Gym (4-5 p.m.)	FH Frosh FB	FH	Frosh FB	FH	

- Cheerleaders will move from the upper gym (Tue/Thur) to the commons or cafeteria
- Softball can use the indoor batting cage (Mon-Fri, 2:45-4:45 p.m.)
- JV Volleyball moves from the Main gym to share the West gym with Varsity Volleyball
- NOTE—If a team chooses not to use their assigned space, the space may be used by another team. Coaches should communicate with one another when this situation arises.

## RAIN SCHEDULE – SPRING

	M	T	W	TH	F
Main gym (2:45-4 p.m.)	Baseball	Baseball	Baseball	Baseball	Baseball
Main Gym (4-5 p.m.)	LAX	Baseball	LAX	Baseball	LAX
West Gym (2:45-4 p.m.)	Soccer	LAX	Soccer	LAX	Soccer
West Gym (4-5 p.m.)	Soccer	LAX	Soccer	LAX	Soccer
Upper Gym (2:45-4 p.m.)	LAX	Soccer	LAX	Soccer	LAX
Upper Gym (4-5 p.m.)	Baseball	Soccer	Baseball	Soccer	Baseball

NOTE—Varsity and JV coaches will decide how their assigned space will be allocated.

- Track will use Wrestling Room (Mon-Fri, 2:45-4:45)
- Baseball can use the indoor batting cage (Mon-Fri, 2:45-4:45)
- NOTE—If a team chooses not to use their assigned space, the space may be used by another team. Coaches should communicate with one another when this situation arises.
- Some adjustments may have to be made during cheerleading tryouts.

## **OPEN FACILITY POLICY GOALS AND OBJECTIVES**

As many of you know, MSHSAA has adopted an Open Facility Use policy that is now sport specific and can include sport specific instruction from a coach monitoring the open play. LHWHS's Athletic Department views this as a wonderful opportunity for our student body to gain valuable advice on how to improve their skills from our coaching staff without having to spend large sums of money from the so-called "professional instructors" around St. Louis.

However, with this new opportunity is also the potential for added pressure on our student-athlete to concentrate on a single sport as opposed to trying other activities that LHWHS offers. More importantly is the potential of our student-athlete losing site of the true reason he/she is at LHWHS, which is academics.

After consulting with other schools, both in and out of our conference, and looking into the restrictions the NCAA places on their student-athletes, the LHWHS Athletic Department has decided to implement a policy on Open Facility Use, effective immediately. The policy is one we feel is in the best interest of our student-athletes so they may reach their fullest potential as both students and athletes at LHWHS.

## LADUE HORTON WATKINS HIGH SCHOOL OPEN FACILITY USE POLICY

1. Open facility use is open to all members of the LHWHS student body. A coach is not allowed to limit the skill teaching to just a select few student-athletes.
2. You will need to give your request for facility use to the Athletic Director for the entire month, one full week prior to the start of that month. In the request you must list the days requested, the time, and the specific sport skill you wish to cover on each particular date requested. (Example: Tuesday, November 25, mezzanine area, shot put technique, 3 p.m.) The Athletic Director will then post this information on the student portal and on the athletic bulletin board outside the Athletic Director's office. Individual coaches are not allowed to post times.
3. Attendance at open facility use **SHALL NOT** be criteria for a student-athlete making a team.
4. A student-athlete is not allowed to participate in open facility play if he/she is involved in another sport.
5. A student-athlete who quits a sport is not allowed to participate in open facility play until that sport season is complete.
6. Open facility play will not take place during exam weeks.
7. Organized team structure is not permitted during open facility use. (Example: A football coach can work on receivers running routes and catching the ball, but he is not allowed to put all the receivers out there and run full pass plays.)
8. In-season sports have top priority on facility use and can bump out a planned open facility use time in the event of inclement weather or any other unforeseen circumstance.
9. For **the first 8 weeks** following the conclusion of a season, there is to be **NO SKILLS CONTACT** with the student-athlete. This does not include contact with the student-athletes during weight training. For the spring sports, there is to be **NO SKILLS CONTACT** with the student athletes **for the first 6 weeks** of the start of the next school year.
10. For **second 8-week period** following a sport season, the student-athlete is limited to **2 hours of contact (maximum of 2 days)** with a coach during any one week. (Example: A basketball coach can spend 2 hours working with a group of student-athletes on post play and another 2 hours working with another group of student-athletes on ball handling, but a particular student-athlete can only have contact with the coach a maximum of 2 hours during a particular week during this period.)
11. After this 16-week period, during the school year, a coach can only have a maximum of **3 hours of contact per week (maximum of 3 days)** with a particular student-athlete.
12. Over the summer months, a coach can have a maximum of **4 hours of contact per week (maximum of 4 days)** with a student-athlete.
13. Summer camps will be run the same as in the past and will still adhere to all MSHSAA rules and regulations.
14. Violations or misuse of the open facility policy will be dealt with on an individual basis.

## WHAT TO DO IF...

### PROBLEM

### SOLUTION

Medical problem  
with an athlete

See trainer  
Call 911  
Notify Athletic Director (910-8741)  
Notify parents  
Fill out injury report

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Bus problem

Call Barb Myers (983-5333 or 575-9295)  
Call First Student (863-9500)  
Notify Athletic Director (910-8741)

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Eligibility

Notify Athletic Director IMMEDIATELY (910-8741)  
Take no chances. Do not play the student in a game.

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Discipline problem

Refer to school policies  
Notify Athletic Director (910-8741)

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Dropping a student  
from the team

Notify Athletic Director (910-8741)  
Notify student and parents

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Academic problem

Contact teacher/ counselor for input  
Notify Athletic Director (910-8741)

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Maintenance problem

Contact Maintenance (994-3500)  
Notify Athletic Director (910-8741)

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If a game official doesn't  
show up

Try to reach officials assignment coordinator  
Notify Athletic Director (910-8741)

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Media wants to talk with you  
or your players

Anticipate questions, prepare responses  
Educate players on how to react to media



# LADUE ATHLETICS COACHING EVALUATION

COACH \_\_\_\_\_

SPORT \_\_\_\_\_ Boys \_\_\_\_\_ Girls \_\_\_\_\_

Please use the following scale:

1	Outstanding
2	Consistently Effective
3	Needs Improvement
4	Unsatisfactory

**Standard #1 Coaches Are Committed to Student-Athletes and Their Learning** 1 2 3 4

The Coach...  
Provides an experience that contributes to the total school program  
Demonstrates positive and respectful interpersonal relationships with student-athletes  
Demonstrates ability to motivate student-athletes toward desired goals  
Works successfully with student-athletes of varied ability levels  
Establishes and maintains a functional and safe environment that is conducive to learning

**Standard #2 Coaches Know the Activities They Coach and How To Teach Those Activities to Student Athletes** 1 2 3 4

The Coach...  
Demonstrates careful preparation in terms of selected objectives, activities and procedures  
Demonstrates that sequence and continuity are regarded as important factors in learning  
Demonstrates ability to communicate effectively with student-athletes  
Demonstrates knowledge of the sport

**Standard #3 Coaches Are Responsible For Managing and Monitoring the Learning Experience Within their Programs** 1 2 3 4

The Coach...  
Uses practice time effectively  
Manages behavior in a positive and constructive manner  
Monitors the student-athletes' academic progress and citizenship  
Promotes and displays good sportsmanship  
Creates inclusive atmosphere with respect for student-athlete diversity  
Adopt and teaches anti-bullying or hazing philosophy with student-athletes

**Standard #4 Coaches Think Systematically About Their Programs  
and Learn From Their Experiences**

1 2 3 4

The Coach...

- Models professionalism and responsible work habits
- Follows the policies, procedures and directives of the school, district and state
- Participates in professional growth activities for coaching
- Utilizes client survey to influence future coaching practices

**Standard #5 Coaches Are Members of Learning Communities**

1 2 3 4

The Coach...

- Demonstrates positive interpersonal relationship with all staff
- Demonstrates positive interpersonal relationships with parents and patrons
- Supports the total school program
- Encourages teams, school, community teamwork

Additional Comments:

\_\_\_\_\_ Exceeds Expectation—recommended for continued assignment

\_\_\_\_\_ Meets Expectation—recommended for continued assignment

\_\_\_\_\_ Probationary—recommended for continued assignment provided an understanding can be reached in areas where improvement is suggested.

\_\_\_\_\_ Below Expectation—not recommended for continued assignment

\_\_\_\_\_  
Athletic Director

\_\_\_\_\_  
Coach

Signature of the coach does not imply that he/she is in agreement with the opinions expressed herein, but merely indicates that he/she has read the evaluation and had the opportunity to discuss it with the Athletic Director.

STAFF MEMBER COMMENTS: