



Hanover School Division Volunteer Coach Handbook

Version 1.0

Acknowledgements

The division would like to thank and acknowledge the contributions of Angela Burtnack-Schinkel, Henry Kasdorf, Jamie Peters, Corinne Thiessen, Bud Penner, Nathan Giesbrecht, Rob Giesbrecht, Kelly Tufford and AJ Neufeld in the development of the HSD Volunteer Coaches Handbook.

Table of Contents

Section	Page
1. Introduction	3
2. Hanover School Division's Middle Years Sports Philosophy	3
3. Hanover School Division's Senior Years Sports Philosophy	4
4. Fair Play in Sport	4
5. Role of the Coach	5
6. Codes of Conduct	6
7. Helpful Coaching Suggestions	7
8. Key Components of a Practice	8
9. Key Components of a Game	9
10. Transporting Athletes to and from Events	9
11. Medical Care	11
12. Concussion Protocol and Management	12

Introduction

Thank you for agreeing to take on the responsibility of being a volunteer coach in Hanover School Division. Your time, effort and commitment put toward the growth and development of our students is greatly appreciated. Please read this handbook to assist you in fulfilling your role as a coach.

Our Mission

Hanover is a student-centered school division striving for excellence while developing skills and promoting values for a productive and wholesome life.

Our Vision

Hanover School Division believes that athletic programs are an important part of a student's overall deeper learning experience. Hanover School Division is committed to developing the whole person and has identified eight deep learning competencies: to be a Learner, Critical Thinker, Communicator, Collaborator, Literate, Creative, and to exhibit good Citizenship and Character.

The athletic programs offered in Hanover are in place to promote active and healthy lifestyle choices and strive to provide students with access to a variety of programs that accommodate their different abilities, interests and ambitions.

Hanover School Division Middle Years Sports Philosophy

Hanover School Division is committed to providing all Middle Years students with the opportunity to participate in sports programs that are of interest and age appropriate, as well as, dedicated to fostering each individual student's growth and development as a player and a good person. The following divisional guidelines will be used with all middle years students:

- Fun, fundamentals, Fair Play, fitness, developing relationships, and team concepts are the major focus for all participants;
- There will be no tryouts or cuts of players. The number of teams at a school is subject to coach and teacher supervisor availability;
- All Grades 5-8 teams will play with balanced playing time for each player. This may happen within a game or over a period of games. However, coaches coordinate playing time and may make adjustments due to extenuating circumstances (such as inappropriate behaviours, academic or attendance concerns, etc.);
- Playing time in playoff games for grade 8's will be followed as outlined in HSD's Middle Years Sports Specific Guidelines.

Hanover School Division Senior Years Sports Philosophy

At the Senior Years Level, Hanover School Division is committed to making sure that student athletes are provided with a well-rounded education that provides them with a positive sporting experience that will help better prepare them for life after high school. High school sports in Hanover support and follow the constitution and bylaws set forth by the Manitoba High Schools Athletic Association (MHSAA), specific zones, sport leagues, and the mission and beliefs of the Hanover School Division.

Student athletes in Hanover School Division can expect the following concepts to be emphasized:

- The ideals of sportsmanship and Fair Play apply equally to all athletic disciplines.
- Individuals, regardless of their role, are expected to be aware of their influence on the behaviour of others and model good sportsmanship.

- Participation, skill development, individual character development (physical, emotional and social well-being), sportsmanship and Fair Play to teammates, opponents, officials, and coaches.
- Coaches will provide practice opportunities for all participants, as they learn game rules and strategies of game play.
- In all grades, playing time is earned by work ethic, intelligence, commitment, and individual player skill. School athletic programs do not guarantee equal playing time. Coaches will provide every participant an opportunity to compete.
- School sports programs will emphasize the **pursuit of excellence** through hard work, perseverance, discipline, effort, respect, fairness and humility for all participants.

Fair Play in Sport

- RESPECT the rules.
- RESPECT the opponents.
- RESPECT the decisions of officials and coaches.
- PROMOTE individual player and team development.
- MAINTAIN self-control at all times

Role of the Middle Years Coach

- To follow the guidelines of the Hanover School Division and the school in relation to the facilitation of an athletic team.
- To emphasize the values of academics for all athletes. Be aware of school procedures in relation to grade and participation on teams.
- To inspire a love of the game for all participants.
- To maintain an up to date knowledge of the sport being coached to ensure the students are given every opportunity to succeed.
- To communicate information to players and parents via a parent meeting or other method.
- To review local guidelines for the sport and attend appropriate clinics and coaches' meetings.
- To work with student athletes in a professional manner that emphasizes respect, fair play and skill improvement.
- To be knowledgeable of the rules and the skills necessary for the students to play the game safely.
- To ensure that the team's excursion list is with the team at all times.
- To call the school principal in case of emergency.
- To defer all parental conflicts with PE staff.
- To be sure that all media contact is vetted by school principal.
- To have a First Aid kit with the team when leaving home school.
- To travel with your team to and from games.
- The coach must be familiar with:
 - The Hanover School Division Middle Years Interscholastic & Intramural Sports Handbook

- Hanover School Division's Volunteer Coach Manual
- The Hanover School Division sport specific guidelines
- The school/Hanover School Division Transportation Policy

Role of the Senior Years Coach

- To follow the guidelines of constitution and bylaws set forth by the Manitoba High Schools Athletic Association (MHSAA), specific zones, sport leagues, and the mission and beliefs of the Hanover School Division.
- To emphasize the values of academics for all athletes. Be aware of school procedures in relation to grade and participation on teams.
- Limit the loss of instructional time when planning the season.
- To inspire a love of the game for all participants.
- To maintain an up to date knowledge of the sport being coached to ensure the students are given every opportunity to succeed.
- To communicate information to players and parents via a parent meeting or other method.
- To review local guidelines for the sport and attend appropriate clinics and coaches' meetings.
- To adhere to coaching qualifications for higher risk sports.
- To work with student athletes in a professional manner that emphasizes respect, fair play and skill improvement.
- To be knowledgeable of the rules and the skills necessary for the students to play the game safely.
- To ensure that the team's excursion list is with the team at all times.
- To call the school principal or designate in case of emergency.
- To defer all parental conflicts with PE staff.
- To have a First Aid kit with the team when leaving home school.
- To travel with the team to and from games (or have a teacher/principal approved designate to travel with the team).
- The coach must be familiar with:
 - Hanover School Division's Volunteer Coach Manual
 - The school/Hanover School Division Transportation Policy

Coach's Code of Conduct

- Develop people first and athletes second.
- Know, understand and appreciate your role as a role-model who conducts him/herself in a mature, responsible, and courteous manner, building relationships based on trust and mutual respect.
- Be a life-long learner who is knowledgeable about the sport and the developmental characteristics of young athletes.
- Be composed and express enthusiasm/disappointment in appropriate ways - always keep winning and losing in perspective.
- Work positively with parents, players, officials, and other coaches.
- Ensure that all students have the opportunity to experience success in a positive and supportive coaching environment.

Player's Code of Conduct

- Play by the rules.
- Respect the official's decision.
- Respect your opponents, teammates and coaches.
- Work equally hard to improve your own skills as well as your team's.
- Show sportsmanship at all times.
- Maintain self-control.
- Cooperate with your coach, teammates and opponents.

Parent's and Spectator's Code of Conduct

- The focus of parents and fans attending or participating in events should be encouraging and supportive in every possible manner.
- Recognize the importance, value and personal sacrifice of volunteer coaches.
- Realize that it is a privilege to observe and support athletic events - NOT a license to verbally assault others or to be generally obnoxious.
- Respect decisions made by game officials.
- Be an exemplary role model by positively supporting teams in every manner possible, including content of cheers and signs.
- Respect fans, coaches and participants.
- Maintain enthusiasm and composure.
- Recognize outstanding performances on either side of the playing court, field, or arena.
- Wait 48 hours before voicing issues and/or complaints with PE staff. For example, conversations about playing time should take place in a respectful manner and at an appropriate time.

Helpful Coaching Suggestions

1. Instruct student and athletes in behaviours you want to see them use. Explain and model to team captains or student leaders the exact behaviours you want them to use during practice, game or instructional situations.
2. Consistently practice what you preach. Be a consistent example for your athletes and students of the behaviours you suggest.
3. Be aware of your non-verbal behaviour. Make sure your non-verbal signals don't conflict with your verbal behaviours.
4. Instruct...don't just state the obvious. When a mistake is made, don't end the communication with what was done wrong. Give instruction on how not to make the mistake again, and close with a socially supportive behaviour.
5. Be a consistently positive role model.

6. Distribute task and social behaviour equally. Be consistent regarding where your behaviour is directed. For example, treat all the athletes and students equally, and support all equally.
7. Eliminate dead time. Avoid drills and activities that leave participants standing around. This causes boredom and lack of enthusiasm and may cause discipline problems.
8. Be realistic with team and individual expectations. Having difficult goals may set the student or athlete up for failure, while easy goals set the student or athlete up for complacency.
9. Refine your coaching philosophy to incorporate social support into your coaching philosophy. Include improving social interaction as a group objective for each season and school year.
10. Be diligent about the management of uniforms and equipment.
11. Provide as much information to colleagues and parents with respect to schedules and commitments as possible.
12. Communicate with the parents – Parents have a unique perspective on their son or daughter – respect that perspective and their right to protect it.
13. Do not leave athletes unsupervised in practice or games. You are liable for their safety.
14. Do not allow athletes access to physical education office unless supervised.
15. Clean up after yourself. You must work to maintain and organized work environment. This would include seeing that equipment is put back in the proper place and manner and that the doors are shut and locked.
16. Report scores to proper authorities as soon as possible so that they are able to do their jobs as well.

(Source Document: MHSAA 2014-2015 Handbook)

Key Components of a Practice

Before Practice

- Know what you want to teach your players and have a written plan for each practice.
- Pre-plan your practice to include Fun, Fundamentals and Fitness
- Concentrate on practicing a few skills well, rather than attempting to cover too much at one time.
- Ensure that you plan drills for the equipment that is available.
- Ensure that the practice area is safe.

During Practice

- Insist on players being punctual and fully ready.
- Always utilize 100% of your time and facility.
- Keep everyone active.
- Provide all players positive feedback.
- Be in control of your practice 100% of the time.
- Utilize assistant coaches effectively.
- Make sure all players can hear you give instructions.
- Teach players simple routines which will speed up the practice and assist in the giving of instructions.

After Practice

- Evaluate your practice and make decisions on how it can become better.
- Make announcements to ensure that the players know the time and location of their next practice or game.

Key Components of a Game

Before the Game

- Arrive at the site well in advance.
- Locate the officials and game convener to discuss any information that may be pertinent to the match.
- Make sure you have a well-equipped first-aid kit and appoint someone responsible for its transport when necessary.
- Check the site for potential safety hazards.
- Check to make sure your players' equipment is safe.
- Ensure that all players go through a proper warm-up.
- Be sure that players are properly hydrated and that there is enough water for the players.

During the Game

- Keep everyone involved. Everyone has a job on or off the playing surface.
- Give the players positive feedback and show enthusiasm.
- Stay in control at all times. There are many eyes watching how you react!
- In middle years sports, our officials are developing their skills, please refrain from negative interaction with officials and maintain a positive rapport.

After the Game

- Make sure all players shake hands with the opposition and have the captains shake the hands of the officials thanking them for coming out.
- Provide your players with feedback on the game.
- Try to say something positive to each player individually before they leave.
- Make announcements to ensure that the players know the time and location of their next practice or game.

Transporting Student Athletes To and From Events

Mode of transportation is a school based decision. Please consult your phys ed. staff to determine what mode will be used for your team.

BUSSING:

Before leaving for the game

- Provide the bus driver with a roster listing all the players who are travelling on the bus.
- Double check that everyone who is supposed to be on the bus is present.
- Review emergency exits and behavior expectations.

Before leaving the venue and returning home

- Check to see who is returning on the bus with you.
 - Athletes may return home with their own parents/guardians/emergency contact.
 - Athletes may return with the parent of another athlete.
 - **ONLY IF THAT PARENT HAS COMPLETED THEIR DRIVER INFORMATION PAPERWORK THROUGH THE OFFICE.**
 - These arrangements should be made in writing and approved by the principal well in advance so you (or the PE Department) can check to see if the paperwork has been done.
 - HSD is liable for the safety of the athletes until they return home.
 - After boarding the bus, take attendance to check that all athletes who are supposed to be on the bus are present.

After arriving back at the school

- Ensure that all students have left the school before you, or a designated adult, leave the school.

PARENT DRIVERS

- To be eligible to drive athletes to a competition, the driver must meet the following criteria, as directed by Hanover School Division Policy:
 - is an employee of HSD, or a coach of the team, or a parent/guardian/emergency contact of a student in an HSD school (preferably of an athlete on your team!)
 - has a clear Child Abuse Registry check
 - has a valid Manitoba Driver's License (photocopy given to school)
 - has signed the HSD Pledge of Confidentiality Agreement
 - the vehicle being used has Basic Autopac Insurance coverage (photocopy given to school)

****NOTE:** Parents are not required to complete any paperwork to transport their own child. However, they **MUST** complete the required paperwork to transport someone else's child!**

All paperwork required to meet these criteria is available to be completed in the school office.

Before leaving for the game

- Keep a list of which athletes are travelling with which driver.
- Ensure the driver knows which athletes they are transporting.
- Notify the parent driver if you are aware of athletes who will be getting a ride home with their own parents.

Before leaving the venue and returning home

- Check to see if any athletes have arranged for alternative transportation home.
 - Athletes may return home with their own parents/guardians/emergency contact
 - Athletes may return with the parent of another athlete
 - **ONLY IF THAT PARENT HAS COMPLETED THEIR DRIVER INFORMATION PAPERWORK THROUGH THE OFFICE.**
 - These arrangements should be made in writing and approved by the principal well in advance so you (or the PE Department) can check to see if the paperwork has been done.
 - HSD is liable for the safety of the athletes until they return home.
 - As much as possible, ensure all athletes return using the same driver they arrived with, to avoid confusion.
 - Athletes who are waiting at the venue for a ride that has not yet arrived need to be supervised cannot be left unattended. This is the responsibility of the coach.

WALKING

HSD policy does not allow students to walk home from an HSD event that is not at their own school. The student must be transported back to their home school. Please do not allow students to walk home from other venues unless they have written or verbal permission.

After arriving back at the school

- Ensure that all students have left the school before you, or a designated adult, leave the school.

Medical Care

1. First Aid Kits: Every HSD school will have a fully stocked, accessible, first aid kit in the general office/medical room and the gym. It is also recommended that each school have several fully stocked first aid travel bags. If an injury occurs, assess the injury and decide on the treatment process:
 - Provide care yourself
 - Contact the parents
 - Activate 911
2. Universal Precautions Re: Blood and Bodily Fluids
 - Use impermeable gloves if blood or body fluids containing visible blood are anticipated.
 - Stop the bleeding, cover the wound and change the uniform if contaminated with excessive amounts of blood.
 - Wash hands and skin after contact with blood with antibacterial product.
3. Please let the phys Ed staff or principal know if there was a significant injury the following day.

Concussion Protocol and Management

If a student is experiencing concussion-like symptoms or has informed the teacher/coach that they have a concussion, the student is to be immediately removed from all activities and play and are not allowed to return to activity/play until assessed by a doctor. Direct supervision is required of all students suspected of having a concussion. Parents/Guardians are to be called to transport their child to the doctor upon discovery of a suspected concussion.

Definition of a Concussion: Temporary change in a person's mental state as a result of a trauma to the head, face, jaw, or neck area (whiplash) **not necessarily with loss of consciousness.**

A student (adult) who may have experienced a concussion can display a wide variety of symptoms:

Visible Clues, Signs and Symptoms include but not limited to:

Headache/pressure in head	Dizziness	Neck Pain
Feeling "dinged" or stunned	Felt like "bell rung"	Feeling "slowed down"
Seeing stars	Feeling dazed/ "in a fog"	Sensitivity to light or noise
Double or blurred vision	Ringing in ears	Nausea /vomiting
Sleepiness	Poor balance	Confusion
Disorientation (time, date, place)	Slow or slurred speech	Slow response to questions
Poor concentration/easily distracted	Decreased playing ability	Loss of consciousness
Vacant stare/glassy eyed	Personality change /irritability	Memory deficits / amnesia
Unusual/inappropriate emotions	Inappropriate behaviour (skate or run in the wrong direction)	
Seizure/convulsion		

Although the classic symptoms of loss of consciousness, confusion, memory loss, and/or balance problems may be present in some athletes with mild concussion, there may or may not be obvious signs that a concussion has occurred.