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Wakefield Community Schools

Extra-Curricular Activities

The goal of the coaches and administration in examining Wakefield Community Schools extra-curricular activities is to investigate and find various ways to improve our extra-curricular activities program. This document is the result of coaches and administrators discussing ideas for positive improvement and ultimately positive learning experiences, shared by all students whether engaged in athletics, as well as various other extra-curricular activities.

We are excited about developing a roadmap to help our coaches, students, and parents create important life skills learning through extra-curricular activities. The team chose on utilizing concepts found in the works of Bruce Brown and his writing on “Proactive Coaching.” Our team believes the concepts presented will help our teams move positively forward. The purpose of extra-curricular activities is to provide students with positive character development leading to life-long skills development such as being a fearless competitor, team first attitude, character, integrity, grit, decision-making, problem solving, teamwork, and citizenship.

We also believe our work is a work-in-progress and will need to be re-examined or revised as the coaches, students and parents work together. We want our coaches to be difference makers, who are purposeful in their coaching. We believe that the coaches are the role models for the desired extra-curricular activities program. Our coaches love what they do, they love to coach. Coaching is not solely about the win/loss record. “They coach because of their capacity to create an environment where their teams will play to the best of their God-given talent.” (Brown 2003). We want our coaches to follow their hearts, adhere to their convictions, and help instill positive values and a sense of self-worth in our adolescents.

Wakefield Community School coaches and parents should work together to raise young people who realize that sports and activities are only a part of life and being a good participant or athlete does not grant special privileges. The role of coaches is to build lifetime character traits within their students who are in their care.
Wakefield Extra-Curricular Activities

Expectations for Coaches

WAKEFIELD COACHES WILL...

Wakefield coaches will LEAD: Our coaches are LEADERS. They are in charge of the team and are responsible for the team. With leadership comes responsibility and with responsibility comes accountability.

- Coaches will lead the team with respect. The coach will establish himself/herself as the authority figure and will establish rules, roles, standards, and expectations.
- Coaches will lead by example by making efforts to improve as coaches.
- Coaches will lead by example by displaying positive attitudes and positive behaviors.
- Coaches will use “discipline” in a positive manner and will keep negative behaviors in check.
- Coaches will set clear and high expectations for their players.

Wakefield coaches will TEACH: Our coaches are TEACHERS, who are dedicated to teaching their team members in a variety of ways.

- Coaches will teach proper skills, techniques, and fundamentals.
- Coaches will teach and encourage self-confidence and self-respect.
- Coaches will teach and encourage positive attitudes and positive behaviors.
- Coaches will teach and encourage ethical behavior.
- Coaches will view conflicts as opportunities to teach respect.

Wakefield coaches will BUILD CHARACTER: Our coaches exhibit positive character traits and will take opportunities to build these character traits in their team members.

- Coaches will utilize opportunities to teach life lessons.
- Coaches will expect ethical behavior and will not tolerate unethical behavior.
- Coaches will model and encourage positive character traits, such as sportsmanship, respect, selflessness, and giving your best effort.
- Coaches will build positive relationships with their team.

Wakefield coaches will COMMUNICATE: Our coaches have a vision for their team, and they will strive to communicate expectations that lead to this vision.

- Coaches will provide open and honest communication with players, parents, administration, and fans.
- Coaches will clearly communicate his/her expectations for individuals and for the team.
- Coaches will provide positive feedback and will deal with discipline issues and negative behavior in a positive manner.
Coaching Expectations

- Our coaches are the leaders of the team. Coaches will lead with respect. The coach is the authority figure who will establish the rules, roles, standards, and expectations for each team member.
- We expect that our coaches are positive and possess a positive passion for the sport or extra-curricular activity they lead.
- The coach’s goal is to build lifetime character traits in the students who they serve. The coach is responsible for teaching character.
- We expect our coaches to be themselves and possess a successful philosophy that is specific to the sport/activity they coach. A well thought-out coaching philosophy identifies what things are truly essential.
- We expect our coaches to be competitive and strive to win each game, but despite planning and preparation losses will occur, losses are not failures and some teams and coaches can benefit from occasional losses. Losing is not the end of the world, as there is always room for improvement.
- We will provide honest and open communication to the students, parents, and school.
- We expect the coaches to fulfill commitments and demonstrate communication to team members. We say what we mean and mean what we say. For example: being on time to practices.
- The Wakefield coaching philosophy promotes positive attitudes, positive behaviors, and positive relationships. Coaches are expected to confront student behavior that is unacceptable in order to promote meaningful change.
- Our coaches are confident individuals possessing the ability and skills to develop confidence in people around them. Coaches continue to grow and possess confidence in their skills. They possess the ability to teach these techniques and fundamentals in such a way that they are understandable. This develops confidence in team members that comes from being well prepared.
- Coaches plan and prepare students by building small steady successes and utilize positive reinforcement, which spreads confidence.
- Effective coaching involves constant correction and as such our coaches will teach by example in a manner that criticizes the action, not the individual.
- Wakefield coaches will demonstrate persistence and belief in our students. Positive persistence is most needed when the team is experiencing difficulty.
- Wakefield coaches are visionaries and will help their teams fulfill the vision.
- Wakefield coaches commit to continually improve by learning the activity or sport and will commit to, attending coaching clinics, reading books, watching videos...all to improve their skills and ultimately student learning.
- Coaches are responsible for teaching skill improvement, which is the key to team improvement. Teaching will occur through a process of modeling, shaping, and positive reinforcement.
• Everyone understands that discipline is involved in success and as such the term “discipline” is not a negative, but instead a positive belief. Team members can focus their attention on an issue and put the needs of the team ahead of their own. Discipline is used to stop the perpetuation of negative behavior, effort, or attitude. If left unchecked, negativity can send the message of acceptance of the behavior.

• When attitudes require change, it is the coach’s responsibility to change the behavior. The goal is to confront the behavior promptly in an appropriate manner, without embarrassment to the team member. Our coaching goal is to be proactive and positive, helping the team member learn to have success.

• Coaches will communicate behavioral expectations prior to the beginning of the season.

• Remember that player/performer attitude is a choice. Definition of Appropriate Student Attitude: “Be aggressive, confident, disciplined and love to compete. Be intelligent enough to listen and develop the ability to work and learn. Have faith in people you are working with and always put the team ahead of yourself. Keep a sense of humor. Do not let your teammates down in anything you do.” (Bruce Brown)

• Coaches will model motivation by communicating honestly, consistently, and sincerely. Coaches will demonstrate a level of preparation. Coaches will reward things that get done in practices and at competitions, motivating students and perpetuating the behaviors.

• Wakefield coaches are teaching lifetime character qualities to our team members. Ethical behavior is something that is taught. Coaches are expected to teach the difference between right and wrong in every extra-curricular situation.

• Ethical behavior lessons occur in games involving considerable subjective judgment. Conflicts are opportunities to practice respect for obeying rules, authority, positive discipline, and good sportsmanship.

• Demonstrating respect for the team members occurs by empowering them and giving them credit and ownership when things are done well.

• Coaches are going to foster growth by challenging team members to grow beyond their current level of performance. Improvement requires various levels of risk-taking. Coaches recognize that mistakes will occur and they are a part of the learning process.

• Coaches are expected to teach and hold high standards and expectations for their team members.

Sportsmanship of Coaches

Coaches are expected to conduct themselves exhibiting positive sportsmanship at all times. Unsportsmanlike conduct will be addressed by administration. If infractions are severe the NSAA guidelines under section 2.11.4 will apply, “Coach Ejections from Athletic Contests. Any coach ejected from a contest for unsportsmanlike conduct shall be ineligible to coach the next athletic contest at that level of competition and all other athletic contests at any level during the interim, in addition to the other penalties the NSAA or the school may assess.”
Parental Expectations

Parent support for student athletics and activities is needed for every student. Parents’ commitment to attend student events is important and confirms to the student that they are being supported in their endeavors. Occasionally parents get caught up in the moment of their son’s/daughter’s event and degrade team members and coaching staff in front of the student, which hurts the team. We need parents to help support the student athlete, the team and the school through positive participation in the extra-curricular learning process. The following parent guidelines are designed with the student, team and activity in mind. These parental expectations are:

- Extra-curricular activities are a privilege, not a right.
- Be a supportive parent.
- Do not degrade the program, sport or coaches at home or at the game.
- Release your student athlete to the program and allow them to learn.
- Allow your student athlete to succeed, take risks, and fail are all a part of learning.
- Your student athlete’s self-worth is not based upon their performance.
- You are expected to be present at games to watch and support your student.
- Enjoy the process of a sport/extra-curricular activity by actively encouraging your son or daughter.
- Let the coaches’ coach, they are striving for success for your student athlete.
- Do not live out your athletic dreams through your son/daughter.
- Be a positive example of good sportsmanship.
- Remember that the “team” comes first and it is up to you and your student athlete to accept and understand their role on the team.
- Follow the conflict-resolution process. Conflicts are a natural component of life and we want our student athletes to learn how to manage problems and advocate for themselves. When your student athlete comes into visit the coach in step #1 or a student-parent meeting in step #2, it will not be held again against the student athlete’s position on the team.
- Teach your son/daughter the importance of commitment, perseverance and grit in life are essential life skills for success. When they commit to a sport and team hold them accountable to stay with the team and not quit. There is important life skill lessons by seeing an activity through to the end. We agree that it is okay to decide after the sport to try something else the next year.
- Avoid scheduling conflicts like appointments and family activities during practices and games. Please remember that missing practice impact the team and playing time.
- Expect parents to communicate directly with the coach if the student athlete is not going to be at practice. Effective ways are: phone call, text or face-to-face meeting. Do not send notes. Coaches will call if a student athlete does not show to practices or games.
Coaching & School Beliefs

- Junior Varsity Athletics objective is to win but the primary goal is to develop our younger players. Wins need to occur to create competitive skill. The better skilled the junior varsity the better skilled the varsity.
- Varsity Athletics primary objective is to win ball games by putting the best combination of athletes on the floor to address the competition.
- When your student athlete comes into visit the coach in step 1 or a student-parent meeting in step 2, it will not be held against the student athlete’s position on the team.

Sportsmanship

Displaying positive sportsmanship is everyone’s responsibility including parents, fans and spectators. In addition to NSAA and official’s sanctions Wakefield Community School administration may impose sanctions for unsportsmanlike conduct. Unsportsmanlike conduct can result in a range consequences from a verbal/written reprimand, removal from games up to and including suspension from attending school sanctioned activities.
Student Expectations

Student Extra-Curricular Activities Guidelines

The extra-curricular activities team identified four cornerstones of the Wakefield Community Schools extra-curricular program. The Four Cornerstones of our extra-curricular activities plan are:

Four CORNERSTONES:

• Team-first Attitude

• Integrity

• Fearless Competitor

• GRIT

Our Student-Athletes and Activity Participants will...

Possess “A TEAM FIRST” Attitude

• The needs of the team come before the individual needs.
• Players exhibit good sportsmanship in support of their team.
• All team members are expected to be positive representatives of their team.
• Players selflessly make improvements for the sake of the team.

Display Integrity

• Ethical behavior is expected and unethical behavior is not tolerated.
• Players exhibit honesty and are proven to be trustworthy.
• Players exhibit a positive moral compass.
• Players “do the right thing” even when no one is watching.

Compete Fearlessly

• Players compete without fear of making mistakes.
• Games/contests should be valued as being healthy competitions.
• Players look forward to challenges and opportunities to compete.
Have Grit

- Demonstrate Passion
- Perseverance
- Have a “Stick-to-It” attitude
- Persistence
- Motivated to achieve team goals

Extra-Curricular Activities Outcomes

Develop Leadership

Leadership – Individuals who are accountable and lead by example to others and encourage others to excel. Leaders expect excellence and require accountability for their actions and the actions of others when working toward a common goal.

Leaders Demonstrate:

- Respect for others.
- Respect for the coaches
- Unselfish
- Demand excellence of themselves
- Identify those who need support and strive to help others have success
- Handle and deal with conflict
- Willing to speak up and confront others hurting the team.

Commitment

Commitment to the sport or activity is another important life and work related skill. Commitment is demonstrated by showing up to practices, games and weight training. We see the need for our student athletes to possess the skill of sticking to a commitment and see it out to the conclusion. Nothing rewarding comes without sacrifice and being committed to going the extra mile. This doesn’t mean that winning will always occur but positive gains come through hard work and effort, including winning. Quitting is an easy habit for anyone to get into and hinders many of today’s and tomorrow’s work force.

Extra-Curricular Activities Sportsmanship

Wakefield Community Schools expects all student activities participants to represent the school by displaying positive sportsmanship. The coaches and the student leadership team for each activity will address unsportsmanlike conduct. NSAA guideline 2.11.3 Participant ejections from athletic contests states, “Any participant ejected from a contest for unsportsmanlike conduct
shall be ineligible for the next athletic contest at that level of competition and all other athletic contests at any level during the interim, in addition to the other penalties the NSAA or the school may assess.

**Conflict Resolution Process**

The player form will also serve as an avenue to self-advocate when concerns arise. Self-advocacy is an essential job skill in the work place.

Conflicts or concerns will arise in life as well in extra-curricular activities. Learning how to self-advocate through resolving conflicts is crucial to you and the team. Students need to learn how to effectively advocate on their behalf and resolve conflicts to keep issues small and not grow into larger conflicts. We hope that as questions arise you will simply visit with the coach(s). However, if you are unable to visit directly with the coach a two-step conflict resolution process is available.

The first action is to fill out Step 1 of the Conflict Resolution form. This form is available from the Athletic Director or School Counselor. We encourage you to fill out the form, turn it in to the either the A.D. or School Counselor. A meeting will be scheduled with the coach. You may request to have either the A.D. or School Counselor to assist you at the meeting.

Step two involves completing the Student – Parent Meeting with The Coach. This form is used if you believe the first step of the Conflict Resolution Process has failed to gain conflict resolution. Pick up the form from the A. D. or School Counselor, take it home and fill out with your parent(s) assistance.

The forms are available below:
Conflict Resolution Process

Student Athlete Question & Meeting Request – Step #1

Name: _______________________________  Date: ______________________

Date of Event in Question: _______________  Coach: _______________________

Location: ____________________________________________

What are the circumstances or situation at the time of the event: ________________________________

What do you think needs to happen to resolve the situation? ________________________________

Meeting Date: __________________

Resolution: ________________________________

Was the situation adequately addressed? ______ (Yes or No)

Student Signature: _______________________________  Date: ______________________

Coach Signature: _______________________________

*Hand in the form to either Mrs. Harding or Mr. Brenn
Conflict Resolution Process

Student Athlete & Parent Meeting Request – Step #2

Name: ___________________________                Date: __________________

This form is to be completed by a parent and must be submitted at least 24 hours in advance of a meeting.

Has your son/daughter met with the coach (Step #1)? ____________ (Yes or No)

According to your son/daughter what is your understanding of the circumstances?

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

What do you and your son/daughter believe is still unresolved or not addressed?

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

What do you and your son/daughter believe should occur to bring resolve to the situation?

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

Meeting Date: __________________________

Resolution: _______________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________
*Disclaimer: Things that will not be discussed are: playing time, coaching strategies, and other student athlete performance.

** Please hand in the form to Mr. Brenn or Mrs. Harding.

Student Signature: ____________________________  Parent Signature: ____________________________

Coaches Signature: ____________________________  Date: ____________________________