

# Hugh Sutherland School



## 2024-2025 Athletics Handbook



# KODIAK ATHLETICS



## Contents:

Philosophy	<a href="#"><u>2</u></a>
Athletics Department	<a href="#"><u>2</u></a>
Programs	<a href="#"><u>3</u></a>
Season of Play	<a href="#"><u>4</u></a>
Participant Fees	<a href="#"><u>4</u></a>
Fundraising	<a href="#"><u>5</u></a>
Equipment and Uniforms	<a href="#"><u>5</u></a>
Travel	<a href="#"><u>5</u></a>
Practice and Game Times	<a href="#"><u>6</u></a>
Guidelines for Athletes	<a href="#"><u>7</u></a>
Eligibility	<a href="#"><u>7</u></a>
Conduct	<a href="#"><u>7</u></a>
Injury	<a href="#"><u>8</u></a>
Commitment	<a href="#"><u>9</u></a>
Hazing	<a href="#"><u>9</u></a>
Guidelines for Coaches	<a href="#"><u>9</u></a>
Legal Requirements	<a href="#"><u>9</u></a>
Conduct	<a href="#"><u>9</u></a>
Team Selection	<a href="#"><u>11</u></a>
Cuts	<a href="#"><u>13</u></a>
Practices	<a href="#"><u>14</u></a>
Playing Time	<a href="#"><u>14</u></a>
Communication	<a href="#"><u>15</u></a>
Sanctioned Absences and Early Dismissals	<a href="#"><u>15</u></a>
Student Coaches	<a href="#"><u>16</u></a>
Thank You	<a href="#"><u>16</u></a>
Guidelines for Parents	<a href="#"><u>16</u></a>
Awards	<a href="#"><u>17</u></a>
Appendix A	<a href="#"><u>19</u></a>
Appendix B	<a href="#"><u>23</u></a>
Appendix C	<a href="#"><u>24</u></a>
Appendix D	<a href="#"><u>31</u></a>



# KODIAK ATHLETICS



## Philosophy

Hugh Sutherland School Athletics is a competitive program that supports long-term athlete development, within the Alberta School Athletics Association (ASAA). The goal of Kodiak Athletics is to provide high quality extra-curricular athletic programs to students at Hugh Sutherland. Through these programs students gain valuable sporting experience and develop various life skills, while still putting their education first. Kodiak athletes will learn and practice the ability to work as a team, cooperate, develop social skills and be responsible. Our athletics programs will require students to exhibit a high level of commitment, excellence, and self-motivation, which will help prepare students for the challenges they will meet outside the school community.

Our athletics programs are one of the largest for 2A schools, and focus on various different training levels and goals depending on the age level. Overall, we strive to train students to improve their sport specific skills in a way that allows them to find success in teams, as well as individually. In addition, we strive to use athletics to teach positive values, acceptable social behaviors, perseverance, self-discipline and self-confidence. We also aim to create a fun and enjoyable atmosphere for all Kodiak athletes.

It is a privilege for students to participate in extra-curricular athletics. Participation is voluntary and is not a requirement, nor is it an entitlement. Therefore, extra time and effort are required of those who participate. Since the school is often on display through its extra-curricular programs, high standards must be maintained. Those who earn the privilege of representing Hugh Sutherland School in extra-curricular athletics, are expected to accept greater responsibilities within the school community.

Participation in extra-curricular athletics is open to all students provided they meet the general requirements as outlined in this handbook, are able to make a team within their age category, and any requirements specific to the activity of their choice.

### **Athletics Department**

Athletic Director: Colby Evans

Contact: [cevans@cesd73.ca](mailto:cevans@cesd73.ca)

Cross Country & Track and Field Coach and Coordinator: Jenny Johnson

Contact: [jennyjohnson@cesd73.ca](mailto:jennyjohnson@cesd73.ca)

Principal: Dean Nielsen

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### **Programs**



# KODIAK ATHLETICS



Students can participate at the Middle School, Jr. A, Junior Varsity (JV), and Senior Varsity (Sr.) levels.

Middle School is split into an A and B league. Typically, Grade 8s and the higher level Grade 7 students will participate in A. The remaining Grade 7s and Grade 8s who need more development will play within B.





















Note: Middle School Sports are not open to grade 6 students unless there is a need for more players. League policy prevents more than half of a Middle B roster containing Grade 6 students.

Jr. A is open to Grade 9 students, and will consist of some Grade 7 and 8s if the numbers require or they are playing at a competitive level.

Junior Varsity teams are open to students in Grade 9, Grade 10, and Grade 11.

Senior Varsity teams compete in the most competitive leagues, and are built with the most accomplished players in Grade 10, 11, and 12.

Hugh Sutherland School provides the following athletic activities:

	Middle B	Middle A	Jr A	JV	Sr
Golf					
Cross Country					
Volleyball					
Football					
Curling					
Basketball					
Badminton					
Track and Field					

## Season of Play



# KODIAK ATHLETICS



Each activity may hold practices according to the Alberta Schools' Athletic Association (ASAA) seasons of play. (Refer to ASAA Handbook)

The preceding activity has priority for practice times and games.

The trailing activity may hold practices according to the ASAA seasons of play; however, for these practices players of the preceding activity are not required to attend. For overlapping seasons, both outside and within school sports, athletes who have committed to multiple sports are expected to balance those commitments.

Sport seasons order:

Football	May 1 - last day & Aug 16-Nov 26
Golf	May 1 - last day & Aug 16-Sep 26
Cross Country	May 1 - last day & Aug 16-Oct 21
Volleyball	June 1 - last day & Day 1-Nov 25
Curling	Oct 1 - Feb 23
Basketball	Nov 1 - Mar 16
Badminton	Jan 3 - May 4
Track and Field	Feb 15 - June 8

Playoffs and Zones dates/times will vary for every age group and sport.

## **Participation Fees**

It is necessary for the athletic program to charge a participation fee for each activity. The following applies to participation fees:

All participation fees will be determined by the Athletic Director and Administration.

Fees will be posted online through the school fees, and may be paid online. Previous years fees will be posted on the school website to provide an estimate for parents.

Players must pay fees in full, or make arrangements with the office/athletic director, before they will be permitted to participate in league games or tournaments. If the Athletic Director is experiencing problems in collecting fees, the office may be approached to provide assistance.



# KODIAK ATHLETICS



A chart will be provided with a fee/budget breakdown for each team at the beginning of the season in the player packet, layout is in Appendix C.

## **Fundraising**

Hugh Sutherland School may or may not conduct a school wide fundraising project. Individual teams may choose to fundraise on their own. Money raised through general fundraising allows for additional team purchases like warm up gear. All money raised must be submitted to the school's financial secretary for proper record keeping.

No team/activity shall participate in, or organize any fundraising events without the consent of the Athletic Department or Principal. The coach/school sponsor must be present at all fundraising activities.

## **Equipment and Uniforms**

All uniforms will be provided by Hugh Sutherland School.

Uniforms will be distributed by the coach or Athletic Director, whichever is the most convenient.

For Hugh Sutherland School's athletic dress code:

1. Students must wear:

- Students on a Hugh Sutherland School sports team are expected to wear a uniform as guided by the Athletic Director and the team coach
- An opaque shirt (with straps/sleeves and fabric in the front, back, and on the sides under the arms, and that covers the midriff to the belly button), AND
- Pants or the equivalent (for example, a skirt, sweatpants, leggings, a dress or shorts) that fully cover the buttocks and are visible beyond shirt length at all times, AND
- Activity Appropriate Shoes (Any clean, non-marking running shoes are required, or sport specific shoes that are also clean and non-marking [i.e. Volleyball shoes, basketball shoes, track runners, etc.]

2. Students cannot wear any clothing (including headwear) that has:

- Violent language or images.



# KODIAK ATHLETICS



- Images or language depicting drugs or alcohol or any illegal item or activity (example: beer logos, marijuana leaves)
- Hate speech, profanity, or pornography (example: Playboy)
- Images or language that creates a hostile or intimidating environment based on any protected class or consistently marginalized groups
- Any clothing that reveals visible undergarments (visible waistbands and visible bra straps are permitted), AND
- Accessories that could be considered dangerous or could be used as a weapon.
- Shoes that leave marks on the gymnasium floor
- Shoes that are unsafe for participation in sport
- Non-Athletic Shoes that are not covered above

Students who do not follow the dress code will be asked to either change or cover-up. Students must not wear the article to school in the future. It is at the discretion of school administration and staff to determine the appropriateness of dress. If students or parents require clarification, please contact the administration.

Students with jewelry must follow the rules of their respective sports, and the expectations of the coach and/or referee in regards to jewelry during the activity. It is encouraged to remove jewelry for practices and games of all sports for your own safety.

Coaches will be responsible for the care and maintenance of uniforms while they are in their possession. Under no circumstance should a player take home their uniform.

All uniforms are to be cold water washed and hung to dry. Washing and maintenance shall be the responsibility of the coach or team designate.

Teams may be provided equipment, specific to their activity. This equipment is owned by the school, and a deposit may be required. The care and supervision of this equipment shall be the responsibility of the coach or their designate. This equipment is provided for team use, and not for use by the Physical Education department or public use.

## **Travel**

Travel to and from league games, tournaments, zones, and/or provincials depends on decisions from the coach or athletic director. In some cases group travel may be arranged, such as bussing to and from the event. In this case all members of the team



# KODIAK ATHLETICS



will be charged equally to cover the bussing fees, if a player drives separately they will still be charged equally. In some instances bussing fees may be built into the cost of the league, and in some sports bussing is avoided to keep costs down.

For all instances where bussing is not the selected mode of transport, parent drivers are the normal way of transport.

It is important to note that all parents are only allowed to drive their own kid(s), unless they have fulfilled the office requirements for parent drivers.

Requirements are:

- Talk to office and fill out all related paperwork
- Have copy of insurance on file at office
- Minimum 1 million dollar liability (2 million dollar liability HIGHLY recommended)
- Criminal Record check in at office

Once all of these have been completed, parent drivers are eligible to take other students to and from games.

Coaches are not responsible for finding rides for athletes when using parent drivers for transportation. Students must communicate if they need a ride when their parents can not drive.

## **Practice and Game Times**

All gym usage shall be booked through the Athletic Director.

League games and home tournaments have booking priority over practices.

Any activity under way shall have priority over the following season of play (e.g. volleyball over basketball)

There must be a coach or teacher sponsor present AT ALL practices and games.

Coaches may request specific practice times. While all efforts will be made to accommodate requests, it shall be the priority of the Athletic Director to provide a practice schedule that is equitable to all teams in accordance with priorities.

The Athletic Director will create a practice schedule on a seasonal basis. In some instances where seasons overlap and/or tryouts are underway it may be appropriate to develop a schedule on a weekly basis.





# KODIAK ATHLETICS



League game times are dependent on the age category.

Monday	Tuesday	Wednesday	Thursday
Middle School A	Junior Varsity	Senior Varsity	Middle School B Jr A

All tournaments are unable to operate on Sundays.

## **Guidelines for Student Athletes**

### Eligibility:

To be eligible to participate, Grade 7, 8, 9 student athletes must meet eligibility requirements as outlined by the South Central Zone Athletics Association.

To be eligible to participate, Grade 10, 11, and 12 students must meet eligibility requirements as set out by the ASAA.

Students must be in attendance at school on the day of a practice or game in order to participate in that practice or game. Legitimate reasons for an absence, which would allow a student to participate on the same day as the absence, are;

School Sanctioned Activities

Appointments with health professionals

Emergency Situations

Planned absence for personal or educational purposes that have been approved by the school administration.

Students who are absent from any classes during the day of an athletic event, regardless if ill or otherwise, are not eligible to participate. Exceptions to this may be considered, such as scheduled appointments where the student is excused from class. It may be considered unethical for a coach to practice or play an athlete who was ill earlier in the day. The effects of that illness may linger and present a potential health risk to the athlete, their teammates, and their opponents.

An athlete under suspension from school is also suspended from participation in extracurricular activities, until such time as the student has been reinstated to classes. Participation in the sport may also require a meeting with the coach to review team expectations.

Student Athletes at Hugh Sutherland School are also required to uphold the academic expectations in order to play on a team. All athletes must be maintaining good academic



## KODIAK ATHLETICS



standing in order to be eligible to play. Students must have higher than 50% in all of their courses to continue to play on their respective team(s).

Student Athletes must also uphold an attendance standard to participate in School Athletics. Students must attend at minimum 80% of classes to be eligible to play on any athletics team at Hugh Sutherland. If a student has an unexcused absence rate higher than 20% they will be suspended from participation in sport until they can bring their attendance up or meet with the athletic director and receive approval to play.

### Conduct:

Kodiak athletes are always expected to maintain the Schools Student Code of Conduct at all times.

Students at HSS are to:

- Follow directions of all staff at Hugh Sutherland and any host school
- Demonstrate consideration, courtesy and respect for others' rights and property.
- No hitting, put-downs, name-calling or other behaviors are allowed.
- Follow school dress code policy
- Use appropriate language
- Demonstrate respect for the learning of others
- Respect all school buildings and property

Athletes are also held to a higher standard when representing the school in extracurricular activities. This means they are also required to uphold additional conduct expectations specific to athletics.

Student athletes are expected to demonstrate strong examples of leadership and citizenship both on and off the field/court of play. Being a grade 5-12 school, athletes are watched and looked up to at all levels, athletes must be good role models for all other students.

The team nature of the majority of our sports also requires students to uphold a standard of teamwork. It is encouraged that athletes have individual goals and objectives within their respective teams, however, the team is priority and comes first. Any athlete participating in school sports is committed to their team and must always do their part to put the team first when needed.

Hugh Sutherland School also requires their student athletes to uphold the highest standards of sportsmanship at all times. There is a zero tolerance for abuse of officials, opponents, coaches, or spectators during Hugh Sutherland School competition.



# KODIAK ATHLETICS



The use of tobacco, vapes, drugs, or alcohol is prohibited at all school events and shall be strictly enforced.

If a student athlete does not conduct himself/herself in a manner that reflects favorably on the school and these codes of conduct are not upheld, the privilege of participation may be suspended or revoked by a coach/supervisor, the Athletic Director, or Principal. Typically, and depending on the severity of the conduct infraction, the athlete will meet and be disciplined by the coach and/or Athletic Director first, then if issues continue, meet with and face disciplinary action from the Athletic Director and/or Principal.

## Injury:

Any student injured on or off the field of play, and requiring medical attention, must present a note from a physician before being eligible to practice or play again. Concussions are especially important, and players must go through all stages of the Return to Play process.

Each player must complete the Hugh Sutherland School field trip form prior to the start of the regular season of play. Forms are sent out after tryouts.

## Commitment:

Being a member of any school team is a privilege, which each athlete must earn. A key to earning that privilege is commitment to the team. Team success can only be achieved if all participants are committed. This type of commitment includes:

- Attendance at all practices, games and team events.
- Providing the coach with advance notice of absences from practices or games, and an explanation of that absence.
- Punctuality to all practices, games and team events.

While it is acceptable for a student athlete to have a job, it is not reasonable to expect the coach to accept working as a legitimate reason for missing practice or a game, unless ample notification is provided.

Coaches have the right to suspend/bench players, at their discretion, from practices or games if the athlete does not adhere to such commitment. The Athletic Director may provide assistance in dealing with this matter as required.

## Hazing:



# KODIAK ATHLETICS



Hazing or negative initiation activities are prohibited by Hugh Sutherland School. The planning, initiation of, or participation in such activities, will not be tolerated, and may lead to suspension or removal from a team and/or school.

## Guidelines for Coaches

### Legal Requirements:

Each coach MUST submit the following to the Athletic Director:

- A copy of their Criminal Record Check available from the RCMP.
- Proof of completion of the Concussion Course through <https://thelocker.coach.ca/account/login?ReturnUrl=%2f>

### Conduct:

The following guidelines are to be considered a code of conduct for Hugh Sutherland School coaching staff.

The Coach is foremost a teacher. The chief objectives of school athletics are to build leaders and to develop athletic and life skills. Winning games is secondary to these objectives. Coaches who do not make a positive contribution to the total educational process are not meeting their obligations.

The Coach should always be regular and prompt in meeting assignments – practices, games and meetings.

The Coach should be diligent in attention to routine details. This includes getting in all reports when due, keeping necessary records, reporting results, and forwarding any receipts when required.

The Coach should instill in the team an attitude of sportsmanship on and off the court, during the game and afterwards, in school and out.

The Coach should use acceptable language at all times. Vulgarity and profanity have no place on the athletic field or court, in the gym or in the classroom. This is a school policy too, we can not expect students and athletes to use appropriate language, if coaches are unwilling to do so.

The Coach shall not use alcohol or non-prescription drugs in any form while with the team. This includes tournament play.

The Coach should be mindful of their position of guardianship entrusted by the athletes and their parents. While acting as a mentor to the athletes, there must also be a



## KODIAK ATHLETICS



necessary social separation, so that over-familiarity or impropriety does not occur or is not perceived to have occurred.

The Coach should work to instill with their players respect for the officials, and establish that the coach alone or the captain shall respectfully discuss aspects of the game with the officials.

The Coach will respect the rights and feelings of other coaches and will never use tactics that take unfair advantage of others. The coach should be friendly and courteous at all times and never argue with an opposing coach in front of the team or spectators.

The Coach should teach the team to be respectful of and friendly towards opponents.

The Coach shall use discretion when discussing a difference of opinion with players, parents, colleagues, opposing coaches, and game officials.

To protect themselves, coaches should NEVER have team meetings while athletes are changing into or out of their uniforms.

Coaches should always try to adhere to the “Rule of Two,” which has them always interact with athletes in open view of the public, and only interact with an athlete alone away from the public eye, if a second screened adult, coach, teacher, or Athletic Director is present with them.

### Team Selection:

All activities are open to all students of Hugh Sutherland School who meet the requirements of grade, gender, and general eligibility.

Coaches are to run tryouts for their respective team in any way they deem fit that displays the skills and attitudes necessary for the evaluation of each player. These tryouts will typically last 2 court times, occasionally this is reduced to one, if team numbers are small. Skills evaluated are seen in appendix A for Volleyball, Basketball, and Badminton.

To qualify for any team at Hugh Sutherland School where more students than the number of positions on the team are available, tryouts must be attended. All students intending to play must register for the team. Various sign-ups are posted online and around the school, and students are given ample time and notice to sign up. All students who have signed up must also attend the tryout for their respective team, or contact the Athletic Director in order to inform them of their absence, and to arrange



# KODIAK ATHLETICS



alternative evaluation times. Any student failing to register and/or tryout will not be permitted to join the team.

Age and grade has no bearing on the team selection process, meaning, because you are of the age to fit on a specific team, it does not guarantee a spot on that team.

Ex. grade 12s will never “automatically” make the Sr. Team.

Selection Process is determined by the coaches and one other evaluator. The coach is responsible for making selections based on their team goals, skill requirements, positional needs, and coachability. A second evaluator and in some cases a third evaluator will use one of the sport specific evaluation sheets from appendix A. This will give an overall evaluation score for each player. The coach then submits their proposed roster to the Athletic Director. The Athletic Director contrasts this roster to the ranking from evaluation scores for any significant outliers. As long as they are close the coach’s selections will be finalized into a season roster. If there are some minor differences in scores and coaches picks, the coach will be asked to justify their selection to the Athletic Director. If the coach’s reasons are sound (ie. one player fulfills positional needs of a team, despite being ranked 15th and attempting to make a 10 person team), then the Athletic Director will allow the coach’s selection to be finalized as the season roster. In the event of the coach’s selection reason not being sound, or a player being selected despite being drastically outranked, the Athletic Director will do one of the following:

- Talk to the coach and have them select a better ranked player.
- Talk to the coach and select the better ranked player themselves.
- Have 2 or more players higher ranked, and the coach’s selected player attend the first practice for further evaluation.
  - In the event of this happening, the coach, evaluator(s), and Athletic Director will all be a part of the evaluation process for those players specifically.

Each sport has different evaluation processes:

Golf	Playoff Rounds (1 or 2) - 4 Lowest Scores are selected - Potential 5th as alternate
Cross Country	Run Times - Fastest are selected
Volleyball	Tryout events (2 or more) - best 10-12 players are selected  Sr tryouts are opened first to Gr. 10-12. Following the team selection of Sr., JV tryouts will commence for Gr. 9-11.



# KODIAK ATHLETICS



	<p>Jr. A and Middle School tryouts will follow after JV tryouts.</p> <p>Tryouts will commence in June, and give a rough idea of the top 15 for each team. At the beginning of the school year in September the tryouts will finalize the official team.</p> <p>See Appendix A for Volleyball Tryout Sheet</p>
Curling	<p>1 or 2 Tryout Events - top 4 or 5 players are selected.</p> <p>See Appendix A for Curling Tryout Sheet.</p>
Basketball	<p>Tryout events (2, occasionally 1) - best 10-12 players are selected</p> <p>Sr tryouts are opened first to Gr. 10-12. Following the team selection of Sr., JV tryouts will commence for Gr. 9-11. Jr. A and Middle School tryouts will follow after JV tryouts.</p> <p>See Appendix A for Basketball Tryout Sheet</p>
Badminton	<p>Two tryout events will occur where players are ranked by skill evaluation and round robin play against their counterparts.</p> <p>Players are then ranked and position choice is given to the highest ranked player first, then in descending order until all positions are filled.</p> <p>See Appendix A for Badminton Tryout Sheet</p>
Track and Field	<p>All those who tryout are selected by the Cross Country &amp; Track and Field Coach and Coordinator or the Athletic Director based solely on speed, distance, times, and physical skill/ability.</p>



# KODIAK ATHLETICS



## Cuts:

With the evaluation process there may be what is commonly known as cuts, or the event of an athlete being put on a lower team than they originally tried out for, or not being awarded a spot on a team at all.

Unfortunately, cuts are a part of sports and necessary for Hugh Sutherland School to be competitive within various sports. Spots on any team are awarded to those who work hard and ultimately have the best skill within the sport.

Any complaints, concerns, or questions regarding cuts/team selection can be brought to the Athletic Director, NOT THE COACH. The Athletic Director will hopefully be able to provide reasons for the cuts, guidance for future improvements, as well as further opportunities to participate in the sport (clinics, camps, open gyms, etc.). The Athletic Director and/or the office will not however, provide additional tryouts or undo/move teams for any complaints from students or their parents.

A reasonable effort will be made to ensure all participants trying out are able to make a team, however, in cases of low numbers, low commitment, no available coaches, or various other reasons, a second team may not be made, and cuts will occur.

## Practices:

All practices will be scheduled by the Athletic Director.

Coaches should distribute a practice schedule to players and parents, as well as upload them to a team communication source (Teamsnap, Google Classroom, etc.).

Coaches should do their utmost to adhere to the practice and game schedule, and any changes should go through the Athletic Director.

A change, addition, or cancellation to a game or practice should be made with as much advance notice as possible. Such changes may affect player and parent commitments, officiating, and may have an effect on other teams.

Practices are not to be conducted out of season.

## Playing Time:

Hugh Sutherland School participates mostly in competitive leagues. As such, there will be few, if any instances where playing time for each player on the team will be equal. The amount of playing time may vary from game to game, or from week to week.





## KODIAK ATHLETICS



Neither the player's grades, nor their prior years of playing experience will be a factor in determining playing time. Coaches will determine playing time based on skill, attitude, effort, positional and game needs at any given time.

During the regular season, coaches are encouraged to consider the following recommendations for minimum playing time for athletes, but ultimately decisions regarding playing time shall be at the discretion of the coach.

Middle School B - Developmental, noncompetitive league - all players should play equally for most of the season. (~50% play time for all players)

Middle School A - Developmental, but competitive league - all players should play in every game, however this does not mean equal court time. (~40% minimum play time)

Jr A - Grade 9 developmental, competitive league, chance to qualify for zones - all players should play in every game or every other game, however this does not mean equal court time. (~30-40% minimum play time)

JV - Precursor to Sr league, competitive league, chance to qualify for zones - all players should play in games for enough time throughout the season, however this does not need to be equal court time. (~30% minimum play time)

Sr - Competitive league, chance at zones and provincials - play is merit based - all players should get the chance to play throughout the season, but game and team needs will cause unequal play times. (~15% minimum play time)

For league playoffs, zones, and provincials there are no recommendations.

### Communications:

Clear communication between coach and player, player and parent, parent and coach, and between players is critical to avoid misunderstanding. This communication can be initiated and maintained in a number of ways:

At the beginning of practices, coaches should provide a written or oral statement of their philosophy, team goals, and player expectations.

Coaches should outline the process for communication. This process applies to all parties, and can be outlined for all in a letter or via email.

Coaches can hold a pre-season meeting (suggested agenda – Appendix B)

### Sanctioned Absences and Early Dismissals:



# KODIAK ATHLETICS



It is, at times, necessary for student athletes to be absent from classes for the day, or to be released early from classes on a specific day. In these instances, coaches are required to provide notice to school staff.

Teacher-coaches or teacher-liaisons may do so at their own initiative, or request the Athletic Director to execute this task. Community based coaches shall inform the teacher-liaison or Athletic Director of the dates and times, and the teacher-liaison or Athletic Director shall be responsible to execute this task.

The notice may take the form of an email to all staff members or to the office for PowerSchool input. The notice should be provided as early as possible, and must contain the following;

- A list of all students involved
- The date of the sanctioned absence
- Timeframe
- The event

## Student Coaches:

Students are allowed to coach teams and are very appreciated at Hugh Sutherland. Student Coaches are not required to submit a record check, but are required to have a cleared adult assisting them on the bench.

The Athletic Director must approve all Student Coaches, to ensure the students are coaching appropriately and are able to manage the schedule and time commitments.

## Thank You:

Thank you for coaching at Hugh Sutherland School. Your time, effort, and expertise will make a tremendous difference in the lives of our students. The strength of our athletic program lies in the willingness of our coaches to provide leadership for our youth.

## **Guidelines for Parents**

Support the team, the players, and the coaches.

Help your child follow the guidelines for student athletes at Hugh Sutherland School. Promote sportsmanship, teamwork, healthy competition, and respect to your child, by exemplifying it while watching games and practice.

Support your child's role on the team and the collective success of the team.



# KODIAK ATHLETICS



Adhere to the driving rules in **Travel** for your safety and the schools’.

Pay your child's athletic fees, without payment of fees, teams default on tournament payments, league fees, ref payment and various equipment costs. Failure to successfully pay for these expenses will result in teams folding and being removed from leagues/tournaments, removing opportunity for all involved. Hugh Sutherland strives to keep costs low for athletics and is one of the most affordable options for sport in the area.

For families that have difficulty paying, talk to the office or the Athletic Director, and look into various support options like Jumpstart.

For all issues, please do not attempt to confront a coach before or after a contest or practice. First, review this handbook to make sure it is something that goes against school athletics, then follow the appropriate chain of discussion. We ask that parents follow the 24 hour rule in these situations (if you have an issue with the coach after a game, please wait 24 hours before talking to him or her). These can be emotional times for both the parent and the coach. Meetings of this nature usually do not promote positive results. After 24 hours, try to constructively meet with the coach and sort out the issue.

If the issue is more serious or the first meeting with the coach is unconstructive, talk to the Athletic Director. The Athletic Director will then take action from there.

Please always try to remember that coaches, athletic directors, and other support personnel are all volunteers, who are trying to contribute their passions to the various athletic opportunities that are available.

## **Awards**

Each year in June, at the conclusion of all school sponsored athletic activities the Athletic Department will sponsor and host an “Athletic Awards Night”. Activity awards as determined by the athletic department, and selected by the respective coaching staffs, shall be presented. In addition, the Athletes of the Year, as selected by the Athletic Department shall be presented.

Respective coaches shall be responsible to submit to, the Athletic Director, the names of the award recipients for the following awards, as well as making the Athletic Director aware of any team or individual accomplishments which deserve recognition. Coaches may present only those awards listed, and may not present co-winners without the approval of the Athletic Director.



# KODIAK ATHLETICS



## **Golf:**

- Player of the Year

## **Cross Country:**

- Top Junior High Female
- Top Junior High Male
- Top Senior High Female
- Top Senior High Male
- Most Improved
- French Fry Award

## **Volleyball:**

- Rookie of the Year
- Most Valuable Player
- Coach's Award
- Most Improved Player

## **Curling:**

- Most Improved
- Most Valuable Player
- Coach's Award

## **Basketball:**

- Rookie of the Year
- Most Valuable Player
- Coach's Award
- Most Improved Player

## **Badminton:**

- High School MVP
- High School Most Improved
- Jr High MVP
- Jr High Most Improved

## **Track and Field:**

- Top Junior High Male
- Top Junior High Female
- Top Senior High Male
- Top Senior High Female
- Jr. Heart and Hustle
- Sr. Heart and Hustle

## **Athlete of the Year:**

Selection for Athlete of the Year is based on their overall performance in multiple sports. This means the recipient must have done at least 2 sports and been successful in those sports (the more sports and greater success, the better). They were also selected



# KODIAK ATHLETICS



based on their commitment and effort to their respective sports, in practice and in competition.

- Sr High Male Athlete of the Year
- Sr High Female Athlete of the Year
- Jr High Male Athlete of the Year
- Jr High Female Athlete of the Year

## **Kodiak Spirit Award:**

The Kodiak Spirit Award is given to a student who embodies the true spirit of athletics at Hugh Sutherland School. They not only have the drive and work ethic to better themselves in their respective sport, but they also go above and beyond to benefit the school and other athletes who want to learn and grow. These athletes stand out within their own teams as hard workers, and examples of sportsmanship, and also stand out within the school community as leaders and role models.

## **Appendix A**



# KODIAK ATHLETICS



## Volleyball

Name: \_\_\_\_\_ Tryout #: \_\_\_\_\_  
 Coach's Name: \_\_\_\_\_ Evaluator's Name: \_\_\_\_\_  
 Date of Evaluation: \_\_\_\_\_ Age Group: \_\_\_\_\_

<p><b>A. Serving</b> (one choice- the most representative of the athlete's skill level)          Difficulty tossing/contacting ball (1)          Sometimes serves underhand legally over the net (2)          Legally serves underhand consistently and effectively (3)          Legally serves both unhand/overhand over the net (4)          Consistently serves overhand over the net (5)          Consistently serves into designated areas of the court (6)          Often serves overhand over the net, such that the opposing team cannot return (8)</p>
<p><b>B. Passing/Setting</b> (one choice- the most representative of the athlete's skill level)          Difficulty completing a forearm pass to a teammate (1)          Sometimes completes a pass to a teammate (2)          Only completes passes that come directly to him/her (3)          Usually completes passes received in general area of his/her position (4)          Chooses best type of pass (overhead/set/forearm) for the situation (5)          Completes passes accurately to the setter to run an offense (6)          Controls the offense w/ability to complete an advanced pass, overhead set and fo</p>
<p><b>C. Blocking</b> (one choice- the most representative of the athlete's skill level)          Does not block at all, regardless of the situation (1)          Makes little to no effort to block, and often is out of position for the block (2)          Blocks only when the ball is hit directly in front of him/her (3)          Goes after attacks that are within 1-2 steps (4)          Aggressively attempts blocks 3-4 steps away, makes many successful blocks (6)          Exceptional ability to stop opponent's attacks all along the net with good body</p>
<p><b>D. Attacking/Hitting</b> (one choice- the most representative of the athlete's skill level)          Does not demonstrate knowledge of basic mechanics of front row play (1)          Periodically makes an uncontested attack over the net (2)          Hits the ball over the net when it comes directly to him/her (3)          Hits the ball over the net when it is set to him/her, occasionally moving to a set 1-2 steps away (4)          Consistently hits the ball over the net into the opposite court (5)          Consistently hits the ball over the net such that the opposing team cannot return (6)          NOTE: The Evaluator must consider skill level of opposing team when considering Value (6).          Demonstrates ability to jump and attack the ball</p>
<p><b>E. Communication</b> (one choice- the most representative of the athlete's skill level)          Does not communicate with teammates or coaches/does not make any motion towards the ball (1)          Does not communicate with teammates or coaches; often runs into other players and takes balls called for by teammates (2)          Responds to communications from teammates and coaches by changing the way s/he plays on the court (4)          Calls for and aggressively pursues balls near his/her position and backs away from teammates who call for a ball (5)          Encourages teammates to communicate/helps guide teammates on the court (6)          Strongly communicates with teammates and coaches during play (8)</p>
<p><b>F. Game Awareness</b> (one choice- the most representative of the athlete's skill level)          Sometimes confused on offense and defense; does not transition; stays in one place (1)          Can play a fixed position as instructed by coach; may go after an occasional loose ball (2)          Limited understanding of the game; performs basic skills and will run occasional plays if coach prompts (4)          Moderate understanding of the game; some offensive plays and solid defensive skills (6)          Advanced understanding of the game and mastery of volleyball fundamentals (8)</p>
<p><b>G. Movement</b> (one choice- the most representative of the athlete's skill level)          Maintains a stationary position; does not move to or away from the ball as necessary (1)          Moves only 1-2 steps toward the ball (2)          Moves toward the ball, but reaction time is slow and has intermittent transition from offense to defense (4)          Movement permits adequate court coverage (5)          Good court coverage, reasonably aggressive; good transition from offense to defense (6)          Exceptional court coverage, aggressive anticipation; great transition from offense to defense (8)</p>
<p><b>H. Coachability</b> (one choice- should be the most representative of the athlete's skill level)          Unwilling to learn/listen, does not respect coaches instructions (2)          Only listens when interested in drill/instructions (3)          Only listens when interested in drill/instructions and occasionally listens to coaches adjustments (4)          Listens to coaches instructions (5)          Listens to coaches instructions and tries new/different skills and techniques (6)          Listens to coaches instructions, tries new/different skills and techniques, and adapts when taught by the coach (7)          Listens to coaches instructions, tries new/different skills and techniques, and seeks out ways to learn (8)</p>

## Basketball



# KODIAK ATHLETICS



Name: \_\_\_\_\_ Jersey #: \_\_\_\_\_  
 Coach's Name: \_\_\_\_\_ Evaluator's Name: \_\_\_\_\_  
 Date of Evaluation: \_\_\_\_\_ Age Group: \_\_\_\_\_

<p><b>A. Ball Handling</b> (one choice- should be the most representative of the athlete's skill level)          Has difficulty dribbling and catching (2)          Possesses some ball handling skills but they are very limited (3)          Can handle ball with dominant hand only (4)          Can handle ball with both hands (5)          Has the ability to go either direction on the dribble (6)          Has ability to beat defender regularly with dominant hand (7)          Has ability to beat defender regularly with either hand (8)</p>
<p><b>B. Passing</b> (one choice- should be the most representative of the athlete's skill level)          Has difficulty completing a pass/short pass to a teammate (2)          Can sometimes make a pass to an open teammate with token pressure (3)          Can only complete a pass to teammate after looking directly at him/her (4)          Has ability to choose best type of pass (bounce, chest, skip, other) (5)          Has ability to complete a no look or quick pass to an open teammate (6)          Controls game with ability to complete an advanced pass (no look/snap pass) to open player when they are in good position (8)</p>
<p><b>C. Movement</b> (one choice- should be the most representative of the athlete's skill level)          Maintains a stationary position; does not move to a loose ball (2)          Moves only 1-2 steps toward ball or opponent (3)          Moves toward ball; but reaction time is slow and only in a limited area of the floor (4)          Movement permits adequate court coverage (5)          Good court coverage; reasonably aggressive (6)          Exceptional court coverage; aggressive anticipation (8)</p>
<p><b>D. Game Awareness</b> (one choice- should be the most representative of the athlete's skill level)          Sometimes confused on offense and defense; may shoot at wrong basket (2)          Can play in fixed position as instructed by coach; may go after an occasional loose ball (3)          Limited understanding of the game and can run some offensive and defensive sets - coach prompted (4)          Moderate understanding of the game, some off and def sets and can occasionally fast break (6)          Advanced understanding of the game and mastery of basketball fundamentals (8)</p>
<p><b>E. Shooting</b> (one choice- should be the most representative of the athlete's skill level)          Periodically can make an uncontested layup (2)          Can make shots inside of lane (3)          Can make shots inside of lane and occasionally attempts a mid range jump shot (4)          Can make some mid range jump shots (5)          Can make some mid range jump shots and will attempt shots beyond 15' (6)          Has excellent shooting form and makes shots from all ranges on court (8)</p>
<p><b>F. Rebounding</b> (one choice- should be the most representative of the athlete's skill level)          No understanding of rebounding positions or principles, often beaten to a missed shot (2)          Gets rebounds only when they land directly to him/her (3)          Goes after loose balls within 3 to 4 steps (4)          Aggressively goes after rebounds, gets many (6)          Exceptional ability to get to missed shots on both sides of the basket and either side of the court (8)</p>
<p><b>G. Coachability</b> (one choice- should be the most representative of the athlete's skill level)          Unwilling to learn/listen, does not respect coaches instructions (2)          Only listens when interested in drill/instructions (3)          Only listens when interested in drill/instructions and occasionally listens to coaches adjustments (4)          Listens to coaches instructions (5)          Listens to coaches instructions and tries new/different skills and techniques (6)          Listens to coaches instructions, tries new/different skills and techniques, and adapts when taught by the coach (7)          Listens to coaches instructions, tries new/different skills and techniques, and seeks out ways to learn (8)</p>
<p><b>H. Defense</b> (one choice- should be the most representative of the athlete's skill level)          Unable to defend a ball carrier or open opponent (2)          Can only occasionally be in position to defend an open opponent (3)          Can only occasionally be in position to defend any opponent (4)          Frequently is able to be in the right position to defend any opponent (5)          Frequently is able to be in position to defend any opponent and is quick to recover position if needed (6)          Frequently is able to defend any opponent and is quick to recover position if needed (7)          Frequently is able to defend any opponent, is quick to recover position if needed, and transitions to offense seamlessly (8)</p>

## Badminton



# KODIAK ATHLETICS



Name: \_\_\_\_\_ Tryout #: \_\_\_\_\_  
 Coach's Name: \_\_\_\_\_ Evaluator's Name: \_\_\_\_\_  
 Date of Evaluation: \_\_\_\_\_ Age Group: \_\_\_\_\_

**A. Court Positioning** (one choice- should be the most representative of the athlete's skill level)

- Has difficulty navigating the court (2)
- Mostly gets to position to make a shot (3)
- Mostly gets to position to make a shot and returns to center (4)
- Is always in position and returns to center (5)

**B. Movement** (one choice- should be the most representative of the athlete's skill level)

- Struggles to move around the court effectively (2)
- Slowly moves around the the court (3)
- Gets to most spots around the court with efficient movement (4)
- Can get to any spot on the court with maximum efficiency (5)

**C. Forehand** (one choice- should be the most representative of the athlete's skill level)

- Struggles to hit the Shuttle forehand (2)
- Can hit the shuttle forehand (3)
- Can hit the shuttle forehand and place it in a general area (4)
- Hits the shuttle effectively and places it precisely (5)

**D. Backhand** (one choice- should be the most representative of the athlete's skill level)

- Struggles to hit the Shuttle backhand (2)
- Can hit the shuttle backhand (3)
- Can hit the shuttle backhand and place it in a general area (4)
- Hits the shuttle effectively and places it precisely (5)

**E. Drop Shot** (one choice- should be the most representative of the athlete's skill level)

- Struggles to hit a drop shot (2)
- Can drop the shuttle(3)
- Can hit a drop shot and place it in a general area (4)
- Hits the dropshot effectively and places it precisely (5)

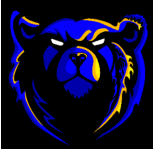
**F. Coachability** (one choice- should be the most representative of the athlete's skill level)

- Unwilling to learn/listen, does not respect coaches instructions (2)
- Only listens when interested in drill/instructions (3)
- Only listens when interested in drill/instructions and occasionally listens to coaches adjustments (4)
- Listens to coaches instructions (5)
- Listens to coaches instructions and tries new/different skills and techniques (6)
- Listens to coaches instructions, tries new/different skills and techniques, and adapts when taught by the coach (7)
- Listens to coaches instructions, tries new/different skills and techniques, and seeks out ways to learn (8)





# KODIAK ATHLETICS



## Curling

Name:

Tryout #:

Coach's Name:

Evaluator's Name:

Date of Evaluation:

Age Group:

<p><b>A. Sweeping</b> (one choice- should be the most representative of the athlete's skill level)          Has difficulty sweeping the rock (2)          Is able to lightly sweep a slow rock(3)          Is able to lightly sweep a fast rock (4)          Is able to moderately sweep any rock (5)          Is able to fully sweep any rock (6)          Is able to fully sweep any rock and has a significant impact on the rocks speed (7)          Is able to fully sweep any rock and can directionally sweep the rock (8)</p>
<p><b>B. Delivery</b> (one choice- should be the most representative of the athlete's skill level)          Struggles to get out of the hack in a balanced accurate shot (2)          Gets out of the hack in a shaky and unbalanced delivery (3)          Gets out of the hack with some balance and is somewhat accurate(4)          Gets out of the hack fully balanced and delivers an accurate shot (5)</p>
<p><b>C. Turn/Curl</b> (one choice- should be the most representative of the athlete's skill level)          Unable to curl the rock delivers the shot with no direction (2)          Is able to curl the rock, however the handle is off or the turning speed of the rock is off (3)          Curfs the rock, but occasionally makes mistakes on handle direction or speed (4)          Easily curls the rock with correct handle and rotation speed (5)</p>
<p><b>D. Weight</b> (one choice- should be the most representative of the athlete's skill level)          Unable to accurately deliver the rock with appropriate weight (2)          Can only deliver the rock with little weight accuracy, gets it between the hog and T lines (3)          Can reasonably deliver the rock with accurate weight, hits house or sets up decent guards (4)          Accurately hits perfect weight on shots (5)</p>
<p><b>E. Broom Accuracy</b> (one choice- should be the most representative of the athlete's skill level)          Struggles to hit the broom/target on delivery (2)          Gets shot in general direction of the broom(3)          Can accurately hit the broom and place the shot well (4)          Hits the broom perfectly with the correct weight to place shots well and accurately curl the rock (5)</p>
<p><b>F. Coachability</b> (one choice- should be the most representative of the athlete's skill level)          Unwilling to learn/listen, does not respect coaches instructions (2)          Only listens when interested in drill/instructions (3)          Only listens when interested in drill/instructions and occasionally listens to coaches adjustments (4)          Listens to coaches instructions (5)          Listens to coaches instructions and tries new/different skills and techniques (6)          Listens to coaches instructions, tries new/different skills and techniques, and adapts when taught by the coach (7)          Listens to coaches instructions, tries new/different skills and techniques, and seeks out ways to learn (8)</p>



# KODIAK ATHLETICS



## **Appendix B** **Coach's Guidelines for a Preseason Parent's Meeting**

All coaches are required to distribute copies and address the following - may be done either by a meeting or by a letter:

Team Rules and School Rules regarding athletics.

Participation - amount of play time athletes can expect.

Sportsmanship - expectations by players and parents.

The procedure to deal with disagreements between coach and players or parents:

- At no time are problems to be discussed in front of other players.
- Ask parents to meet with or email the Athletic Director  
hssathletics@cesd73.ca

Fees and the breakdown of the costs.

Team supervision - coaches and parents

Teamsnap Login, ensure all parents are there

Ask for a Parent Manager to help with various tasks.

Other topics you may want to address:

Your coaching philosophy

How practice sessions are conducted

Length of practice times

Expectation of attending practices

The consequences of missing practices

Academic requirements for eligibility

- Passing grades

Medical information in case of injury

Question and Answer

Coaches are required to get this information out to parents in this meeting or letter.

They must let the Athletic Director know the date and time of the meeting, or when the letter was sent, and provide a copy of the letter.

If a coach would like, the athletic director can attend and facilitate the meeting.



# KODIAK ATHLETICS



## Appendix C

Basic Layout for player information packet received at the beginning of each season.



# KODIAK ATHLETICS



## Hugh Sutherland School Kodiaks **SPORT** **YEAR**

Congratulations on being a member of the  team. This player package includes the following information:

- ✓ **Team Roster**
- ✓ **League Schedule**



# KODIAK ATHLETICS



## Team Roster: HSS Kodiaks



<b>Jersey Number</b>	<b>Name:</b>	<b>Grade:</b>
<b>1</b>		
<b>2</b>		
<b>3</b>		
<b>4</b>		
<b>5</b>		
<b>6</b>		
<b>7</b>		
<b>8</b>		
<b>9</b>		
<b>10</b>		
<b>11</b>		
<b>12</b>		
<b>13</b>		
<b>14</b>		



# KODIAK ATHLETICS



**Practices:**

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**League Schedule:**

Date:	Location:	Time:



# KODIAK ATHLETICS

## Tournament Dates:

Date(s):	Location:

## Fees

All students will be required to pay the **Fee of \$???** to play on the        team.

If there are any questions or concerns Mr. Evans can be contacted at [cevdans@cesd73.ca](mailto:cevdans@cesd73.ca)

## BUDGET

Revenue	Amount
Players Fees	\$??? x ??
<b>TOTAL</b>	<b>\$????</b>
Expenses	Amount
Referee Fees (League Games)	\$???
Scorekeepers Fees (League Games) \$30.00 X 3 home games (playoffs may be third home game)	\$???
Team Warm-up Balls and First Aid	\$???
Tournaments	\$?????
Miscellaneous Fees (equipment, replacement first-aid, refs travel, league costs, etc)	\$????
Others???	\$????
<b>TOTAL</b>	<b>\$????</b>



# KODIAK ATHLETICS



## Appendix D

### Skill Development Guidelines from Volleyball Canada

A tool for coaches to use to understand expected level of play and skill progression that players should be at, and what they should be teaching for them to be ready for the next level of play.

#### MIDDLE SCHOOL A&B

##### LEARN TO TRAIN OBJECTIVES (9-12)



Cycle of Action	Skills	Skill Variations	Cue Reading + Decision Making	Tactics	Athletic Abilities	Competition
Service Reception	Forearm Pass	Ball is to the left or right of passer's body Ball is behind or substantially in front of passer	Alignment and stepping direction of server. Self-position. Ball movement. Position of partners. Distance to the net. Determining if movement is required prior to executing skill + direction. Selection of target for the pass. Amount of force applied at contact for ball to reach target with good trajectory.	3-person V Serve Reception Formation		
Preparation for Attack	Free ball pass	Passing from the backcourt and frontcourt		4-0 Offensive System	Training activities should emphasize coordination and fine motor control, as this is a period of accelerated improvements for these abilities.	2 v 2 (9-10 years old) 4 vs. 4 (11-12 years old) using Badminton lines and a 2m net
	Attacker transition movements		Self position. Ball movement. Position of and distance to partners. Distance to the net. Determining if movement is required prior to executing skill + direction. Selection of target for the pass. Amount of force applied at contact for ball to reach target with good trajectory.			
	Non-setter 2nd ball set	Frontcourt to frontcourt attacker Backcourt to frontcourt attacker				
	Setter - Front Set	At the net & Off the net				
	Setter - Back Set	At the net & Off the net				
Attack	Approach, striking action, and landing	Spike & Tip from left side Spike & Tip from right side	Reading the setter hands + body position; ball speed and trajectory. Selection of skill to attack. Angle of approach. Selection of target. Amount of force to apply at contact.		Quickness/speed of movement, flexibility, and endurance should also be developed during this period.	For children of this age group, 70% of the time should be spent in practice, with only 30% spent on competition.
Attack Coverage	Court movements		Position and movements of attacker and blockers. Direction of movements	Setter moves under the attacker Other players face to cover the ball		Participants must be exposed progressively to competition in order to experience its challenges.
Transition to Defensive Ready	Movement to blocking ready position		Position and movements of opponents; opponents freeball actions and attack direction. Position on the court. Alignment of own body at the net or in relation to the court lines. Final movements based on location of opponent pass.	1 person blocking system	For full athletic development, children should participate in a broad range of sports and activities: some land-based, some water-based and some ice- and snow-based.	When engaged in competition, the priority should be learning to compete - not winning
	Movement to defensive ready positions			3 person V		
Blocking and Defence	Blocking (1 person)	Shuffle movements - right and left	Blockers: position and trajectory of ball, position of setter, position and trajectory of ball, angle of approach and body position of hitter (ball, setter, ball, hitter)	1 person blocking system		
		Turn and Run movements - right and left				
	Defense	Movements	Defenders: position and trajectory of ball, position of setter, position and trajectory of ball, position and actions of blockers (via peripheral vision), angle of approach and body position of hitter DM: Position on the court. Alignment of own body relative to attacker. Determine if action will be performed by self or partner.	3 person V		
		Digging action				
	Sprawl (safely hitting the floor)					
Service	Underhand & Standing Float	Serving to fixed and relative locations	Opponents defensive formation, attention and ability of individual passers When and where to serve; choice of service technique.			





# KODIAK ATHLETICS



## JR A

### TRAIN TO TRAIN OBJECTIVES (13/14)

\*Shaded areas represent skills/tactics that are objectives from the previous stage (two year increments), but require continued development



Cycle of Action	Skills	Skill Variations	Cue Reading + Decision Making	Tactics	Athletic Abilities	Competition
<b>Service Reception</b>	Forearm Pass	Ball is to the left or right of passer's body Ball is behind or substantially in front of passer	Alignment and stepping direction of server. Self-position. Ball movement. Position of partners. Distance to the net. Determining if movement is required prior to executing skill + direction. Selection of target for the pass. Amount of force applied at contact for ball to reach target with good trajectory.	5-person W 4-person cup		
<b>Preparation for Attack</b>	Free ball pass	Passing from the backcourt and frontcourt	Self position. Ball movement. Position of and distance to partners. Distance to the net. Determining if movement is required prior to executing skill + direction. Selection of target for the pass. Amount of force applied at contact for ball to reach target with good trajectory.	6-0, 4-2, 6-3 Offensive Systems (options)	Make aerobic training a priority after PHV while maintaining or further developing levels of skill, speed, strength and flexibility.  Consider the sensitive periods of accelerated adaptation to strength training for females: immediately after PHV or the onset of menarche. For males, the sensitive period for strength begins 12 to 18 months after PHV.	6 vs. 6 2.20m net (M) 2.15m net (F) Tripleball rules at 13U Standard rules at 14U  For athletes of this age group, 60% of the time should be spent in practice, with 40% spent on competition (which includes competition specific training).  Train athletes in regular competitive situations in the form of practice matches, scrimmages or competitive games and drills.  During competitions, athletes play to win and to do their best, but the major focus of training and competition is on applying the skills, strategies and tactics learned in training in competitive situations.  Learn to cope with the physical and mental challenges of competition and develop further mental skills.
	Attacker transition movements	For all positions				
	Non-Setters: 2nd ball set	Frontcourt to frontcourt attacker Backcourt to frontcourt attacker				
	Setters: High Ball set	At the net & Off the net				
	Setters: 73	At the net & Off the net				
<b>Attack</b>	Setters: 51	At the net & Off the net	Reading the setter hands + body position; ball speed and trajectory Selection of skill to attack. Angle of approach. Selection of target. Amount of force to apply at contact.	3-2 system 2-3 system	Special emphasis can be made for females to develop the strength and speed for high velocity attacks.  Encourage flexibility training, as the rapid growth of bones during this stage leads to stress on tendons, ligaments and muscles.	
	Setters: A,B,C backcourt sets (optional)	At the net & Off the net				
	Line	At the net & Off the net				
	Cross	At the net & Off the net				
	Sharp cross	At the net & Off the net				
<b>Attack Coverage</b>	Tip	At the net & Off the net	Position and movements of attacker and blockers. Direction of movements. Determining who will be performing the action, self or partner.	2-person Blocking System	Encourage athletes to focus on two sports based on their desire to participate and their sport-specific potential.	
	Quick Attack (51)	At the net & Off the net				
<b>Transition to Defensive Ready</b>	Backcourt sets (A,B,C) (optional)	At the net & Off the net	Position and movements of opponents; opponents freeball actions and attack direction. Position on the court. Alignment of own body at the net or in relation to the court lines. Final movements based on location of opponent pass.	6-up Defensive System 6-back Defensive System		
	Court movements					
	Movement to blocking ready positions					
	Movement to defensive ready positions					
<b>Blocking and Defense</b>	Blocking ready positions		Blockers: position and trajectory of ball, position of setter, position and trajectory of ball, angle of approach and body position of hitter (ball, setter, ball, hitter). Defenders: position and trajectory of ball, position of setter, position and trajectory of ball, position and actions of blockers (via peripheral vision), angle of approach and body position of hitter. DM: Position on the court. Alignment of own body relative to attacker. Determine if action will be performed by self or partner.	Spread System (2 person) Commit Block (1 or 2 person)		
	Defensive ready positions					
	Blocking movements	Middle movements (step cross over footwork) Outside Blocker movements (shuffle or cross)				
<b>Service</b>	Ball Pursuit and Retrieval	From both directions	Opponents defensive formation, attention and ability of individual passers When and where to serve; choice of service technique.	6-up Defensive System 6-back Defensive System		
	Overhead Dig	From all positions				
	Jump Float	Serving to fixed and relative locations				
<b>Service</b>	Jump Float - Step	Serving to fixed and relative locations				
	Spike Serve - Power	Serving to fixed and relative locations				



# KODIAK ATHLETICS



JV

## TRAIN TO TRAIN OBJECTIVES (15/16)

\*Shaded areas represent skills/tactics that are objectives from the previous stage (two year increments), but require continued development



Cycle of Action	Skills	Skill Variations	Cue Reading + Decision Making	Tactics	Athletic Abilities	Competition
Service Reception	Forearm Pass	Ball is to the left or right of passer's body Ball is behind or substantially in front of passer	Alignment and stepping direction of server. Self-position. Ball movement. Position of partners. Distance to the net. Determining if movement is required prior to executing skill + direction. Selection of target for the pass. Amount of force applied at contact for ball to reach target with good trajectory.	3-person line		
Preparation for Attack	Free ball pass	Passing from the backcourt and frontcourt	Self position. Ball movement. Position of and distance to partners. Distance to the net. Determining if movement is required prior to executing skill + direction. Selection of target for the pass. Amount of force applied at contact for ball to reach target with good trajectory.	6-2 & 5-1 Offensive Systems (options)	Make aerobic training a priority after PHV while maintaining or further developing levels of skill, speed, strength and flexibility.	For athletes of this age group, 60% of the time should be spent in practice, with 40% spent on competition (which includes competition specific training).
	Attacker transition movements	For all positions				
	Non-Setters: 2nd ball set	Frontcourt to frontcourt attacker Backcourt to frontcourt attacker				
	Setters: High Ball set	At the net & Off the net				
	Setters: 73	At the net & Off the net				
	Setters: 51	At the net & Off the net				
Attack	Setters: A,B,C backcourt sets	At the net & Off the net	Reading the setter hands + body position; ball speed and trajectory Selection of skill to attack. Angle of approach. Selection of target. Amount of force to apply at contact.		Consider the sensitive periods of accelerated adaptation to strength training for females: immediately after PHV or the onset of menarche. For males, the sensitive period for strength begins 12 to 18 months after PHV.	Train athletes in regular competitive situations in the form of practice matches, scrimmages or competitive games and drills.
	Combinations (X's and Tandems)	At the net & Off the net				
	Line	At the net & Off the net				
	Cross	At the net & Off the net				
	Sharp cross	At the net & Off the net				
	Tip or Roll Shot (off speed attacks)	At the net & Off the net				
Attack Coverage	Court movements		Position and movements of attacker and blockers. Direction of movements. Determining who will be performing the action, self or partner.	3-2 system 2-3 system	Encourage flexibility training, as the rapid growth of bones during this stage leads to stress on tendons, ligaments and muscles.	During competitions, athletes play to win and to do their best, but the major focus of training and competition is on applying the skills, strategies and tactics learned in training in competitive situations.
Transition to Defensive Ready	Movement to blocking ready positions		Position and movements of opponents: opponents freeball actions and attack direction. Position on the court. Alignment of own body at the net or in relation to the court lines. Final movements based on location of opponent pass.	2-person Blocking System 6-up Defensive System 6-back Defensive System	Encourage athletes to focus on two sports based on their desire to participate and their sport-specific potential.	Learn to cope with the physical and mental challenges of competition and develop further mental skills.
	Movement to defensive ready positions					
	Blocking ready positions					
	Defensive ready positions					
Blocking and Defense	Blocking movements	Middle movements (step cross over footwork) Outside Blocker movements (shuffle or cross)	Blockers: position and trajectory of ball, position of setter, position and trajectory of ball, angle of approach and body position of hitter (ball, setter, ball, hitter). Defenders: position and trajectory of ball, position of setter, position and trajectory of ball, position and actions of blockers (via peripheral vision), angle of approach and body position of hitter. DM: Position on the court. Alignment of own body relative to attacker. Determine if action will be performed by self or partner.	Spread System (2 person) Commit Block (1 or 2 person) 6-up Defensive System 6-back Defensive System	Special emphasis can be made for females to develop the strength and speed for high velocity attacks.	
	Ball Pursuit and Retrieval	From both directions				
	Overhead Dig	From all positions				
	Dive	Both directions				
	Roll and/or Sprawl	Both directions				
	Pancake	With both hands				
Service	Standing Float	Serving to fixed and relative locations	Opponents defensive formation, attention and ability of individual passers When and where to serve; choice of service technique.			
	Jump Float	Serving to fixed and relative locations				
	Jump Float - Step	Serving to fixed and relative locations				
	Jump Spin - Power	Serving to fixed and relative locations				



# KODIAK ATHLETICS



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**LEARN TO COMPETE OBJECTIVES**

\*Shaded areas represent skills/factics that are objectives from the previous stage (two year increments), but require continued development



Cycle of Action	Skills	Skill Variations	Cue Reading + Decision Making	Tactics	Athletic Abilities	Competition	
Service Reception	Forearm Pass	Ball is to the left or right of passer's body Ball is behind or substantially in front of passer	Alignment and stepping direction of server. Self-position. Ball movement. Position of partners. Distance to the net. Determining if movement is required prior to executing skill + direction. Selection of target for the pass. Amount of force applied at contact for ball to reach target with good trajectory.	3-person line			
	Overhead Pass			2-person Serve Receive			
Preparation for Attack	Free ball pass	Passing from the backcourt and frontcourt	Self position. Ball movement. Position of and distance to partners. Distance to the net. Reading opponent blockers and defenders prior to the set. Determining if movement is required prior to executing skill + direction. Selection of target for the pass. Amount of force applied at contact for ball to reach target with good trajectory.	6-2 & 5-1 Offensive Systems (options)	All the objectives of the Train to Train stage must be achieved before the objectives of the Learn to Compete stage can begin.	6 vs. 6 2.43m net (M) 2.24m net (F)	
	Attacker transition movements	For all positions					
	Non-Setters: 2nd ball set	Frontcourt to frontcourt attacker					
	Setters: 41*	Backcourt to frontcourt attacker					
	Setters: 61	At the net & Off the net					
	Setters: 31	At the net & Off the net					
	Setters: Step (61)	At the net & Off the net					
	Setters: Step (71)	At the net & Off the net					
	Setters: Fast Left Side (12)	At the net & Off the net					
	Setters: Fast Right Side (72)	At the net & Off the net					
Setters: Fast B (pipe)	At the net & Off the net						
Setters: Fast C	At the net & Off the net						
Attack (Middies)	41	At the net, Off the net & Against the grain	Reading the setter hands + body position; ball speed and trajectory. Reading the opponent blockers and defenders movements and actions prior to the set. Selection of skill to attack. Angle of approach. Selection of target. Amount of force to apply at contact.		Provide year-round, high intensity, individual-, event- and position-specific training.	Change the training-to-competition and competition-specific training ratio to 40:60.	
	61	At the net, Off the net & Against the grain					
	31	At the net, Off the net & Against the grain					
	Step (61)	At the net, Off the net & Against the grain					
	Step (71)	At the net, Off the net & Against the grain					
Attack (Outsides)	Fast Left Side (12)	At & off the net, inside-out and outside-in approach	Reading the setter hands + body position; ball speed and trajectory. Reading the opponent blockers and defenders movements and actions prior to the set. Selection of skill to attack. Angle of approach. Selection of target. Amount of force to apply at contact.		Teach athletes, who are now proficient at performing basic and sport-specific skills, to perform those skills under a variety of competitive conditions during training.	Devote 40 percent of available time to the development of technical and tactical skills and improving fitness, and 60 percent to competition-specific training and actual competitions.	
	Fast Right Side (72)	At & off the net, inside-out and outside-in approach					
	Wipe off (Tool) blockers' hands	At & off the net, inside-out and outside-in approach					
	*Rebound" spike for continuation of rally	At & off the net, inside-out and outside-in approach					
	Back court attack	Left and Right seams from B and C					
		Wipe off (Tool) the top					
		Rebound					
Tip and Roll shot to targeted locations							
Fast B (pipe)							
Fast C							
Attack Coverage	Court movements		Position and movements of attacker and blockers. Direction of movements. Determining who will be performing the action, self or partner.	3-2 system	Individually tailor fitness programs, recovery programs, psychological preparation and technical development.	Learn to compete	
				2-3 system			
Transition to Defensive Ready	Movement to blocking ready positions		Position and movements of opponents; opponents freeball actions and attack direction. Position on the court. Alignment of own body at the net or in relation to the court lines. Final movements based on location of opponent pass.	Spread Blocking System	Select one sport or, at most, beach and indoor volleyball.	Learn to cope with the physical and mental challenges of competition and develop further mental skills.	
	Movement to defensive ready positions						
	Blocking ready positions						
	Defensive ready positions						
Blocking and Defense	Blocking and Defensive movements for a Spread Block System (3-person block)	Middle movements (step cross over footwork)	Blockers: position and trajectory of ball, position of setter, position and trajectory of ball, angle of approach and body position of hitter (ball, setter, ball, hitter). Defenders: position and trajectory of ball, position of setter, position and trajectory of ball, position and actions of blockers (via peripheral vision), angle of approach and body position of hitter. DM: Position on the court. Alignment of own body relative to attacker. Determine if action will be performed by self or partner.	Spread System (3 person)	Utilize single, double and/or triple periodization as the optimal framework of preparation.		
		Outside Blocker movements (shuffle or cross)					
	Blocking and Defensive movements for a Bunch Read System (2-person block)	Middle movements (both sides)		Bunch Read System			
		Outside Blocker movements (both sides)					
	Blocking and Defensive movements for a Bunch Read System (3-person block)	Middle movements (both sides)					
		Outside Blocker movements (both sides)					
Service	Jump Float	Serving to fixed and relative locations	Opponents defensive formation, attention and ability of individual passers, When and where to serve. game plan application; choice of service technique.				
	Jump Float - Step	Serving to fixed and relative locations					
	Jump Spin - Power	Serving to fixed and relative locations					
	Jump Spin - Control	Serving to fixed and relative locations					