

MORTON POTTER ATHLETICS

Coaches Handbook



2025 - 2026

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1. Mission Statement and Philosophy

Morton High School is committed to providing meaningful opportunities for all students. It is the basic educational philosophy of MCUSD #709 to prepare our students to become productive, contributing citizens of our community and society. We believe that a comprehensive program of student activities is vital to the educational development of our students. The activity program is a complete extension of this philosophy.

Within this context, it is the purpose of the school's activity program to foster and promote:

1. Appropriate physical, social and psychological development.
2. The ideals of competition, teamwork and sportsmanship while achieving the twin goals of success and participation.
3. The development of self-confidence relating to skills and personal goals.
4. A positive feeling of school loyalty and pride which can be shared with the community.
5. The development of self-esteem and a healthy self-concept. Regardless of the role students play in an activity, they should complete their experience feeling good about themselves.

2. Coaches Role

As a coach or sponsor we tend to assume that our captains or leaders in our activity know what is expected of them. We talk about the challenge of leadership and the need for our students to be responsible leaders in our activities, but do we give them the needed information or encouragement to become a successful leader?

We need to talk to our leaders about their role in an activity. We must give them some guidelines to consider and some positive encouragement before they begin an activity.

Areas that should be covered with your leaders:

1. Goals of the activity – Who will determine this
2. Listening skills
3. How to insert opinions in a positive manner
4. Identify strengths and areas of growth
5. Skills useful to unify a group
6. Anticipation of problems

7. Assisting in the accomplishment of the goals
8. Being in control – take charge attitude
9. Confronting problems
10. Peer pressure
11. Meetings set periodically with leader and sponsor/coach

The following characteristics of a good leader should be defined and discussed with your leaders. These characteristics are:

1. Honesty
2. Dependability
3. Enthusiasm
4. Consistency
5. Concern for the group
6. Positive role modeling

Once all of these topics have been discussed with the coach or sponsor and the leaders, the communication process within your activity should be greatly enhanced. Take time to help our leaders by giving them the positive start they need in accepting the challenge of being a leader in an activity.

3. Duties and Responsibilities

1. TO THE PLAYERS ON THE TEAM:

The main reason for having athletic teams within the school is to help provide opportunities for young men and women to develop their respective capabilities to the fullest extent. Athletics is an extension of the classroom and the development of positive attitudes is an important means to accomplishing this aim. We must promote and teach only clean, aggressive and fair play, while stressing good sportsmanship at all times. The coach must be the leader and the example must begin in practice.

The coach should be fair and unprejudiced with players, considering their individual differences, needs, interests, temperaments, attitudes and environments. Players have a right to expect coaches to provide them with tools for personal growth and development in competition, in the classroom and in the community. Additionally, coaches should emphasize the safety and welfare of players as a top priority.

The coach's primary responsibility is to develop the student athlete. Dedication. Ambition. Tenacity. Enthusiasm. These are fundamental qualities that successful athletes possess, and they all have one thing in common: the driving force behind them is passion. Coaches and parents both play an influential role in developing and maintaining passionate athletes.

2. TO THE SCHOOL DISTRICT

As a coach, you are a frequent topic of conversation at various community locations – the home, the workplace and at the meetings of many civic organizations. Your profession, as well as your reputation as a coach, is constantly under scrutiny.

Your actions and statements should always reflect confidence and respect for your School District. Much can be done by the coach in public contacts to build and maintain a high level of confidence in the athletic program and the school district.

3. TO THE SCHOOL

A coach owes his/her school his/her efforts and loyalty at all times. He/She must constantly strive for excellence in all areas of his/her school.

To be effective, a coach must be respected. To be respected, good personal habits and neat appearance are important; but most important are the examples set by the coach. Being respected is much more important than being well liked. Treat the faculty, the players and general students with the same honor and respect that you desire to be shown to you. Private, firm, fair and constant discipline must be maintained.

The work of the coach must be an integral part of the educational program of the school. The coach should show mastery of the principles of education and consequent improvement in teaching and coaching.

The coach should give support to all endorsed activities of the school. At every opportunity, the coach should urge the student body to be polite, courteous and fair to the visiting team.

4. TO FELLOW COACHES

The makeup of a coaching staff is basically a quasi-autocratic society. The head coach must always be in command. Despite this position of authority, the wise head coach will encourage independent thought on the part of the staff. An important factor is human relations skills which provide for an open exchange of ideas in a courteous, thoughtful manner.

A wise head coach will praise the assistants and award recognition whenever possible. Misunderstandings between coaches should be discussed as soon as possible in an appropriate location away from the athletes and other people not concerned with the program. The head coach expects all staff to contribute a full measure of time, effort, thought, and energy to the program. They must fulfill the responsibility to the head coach, the boys and girls, and the sport itself.

It is most difficult to be a good assistant coach; however, the success of the school, the team, and the coaching staff is dependent upon the quality and effort of the assistant coaches.

5. TO OTHER COACHES IN YOUR SCHOOL

One must always bear in mind that his or her sport is not the only sport; it is only part of the total athletic educational program and of the school. Therefore, it is important to support, promote and cooperate with all the other coaches and activity sponsors for the well-being of the total program.

A coach should support and serve fellow coaches whenever possible. All remarks should reflect confidence in one's fellow coaches. A strong, harmonious, interpersonal relationship must exist among coaches and other faculty members.

6. TO FACULTY MEMBERS

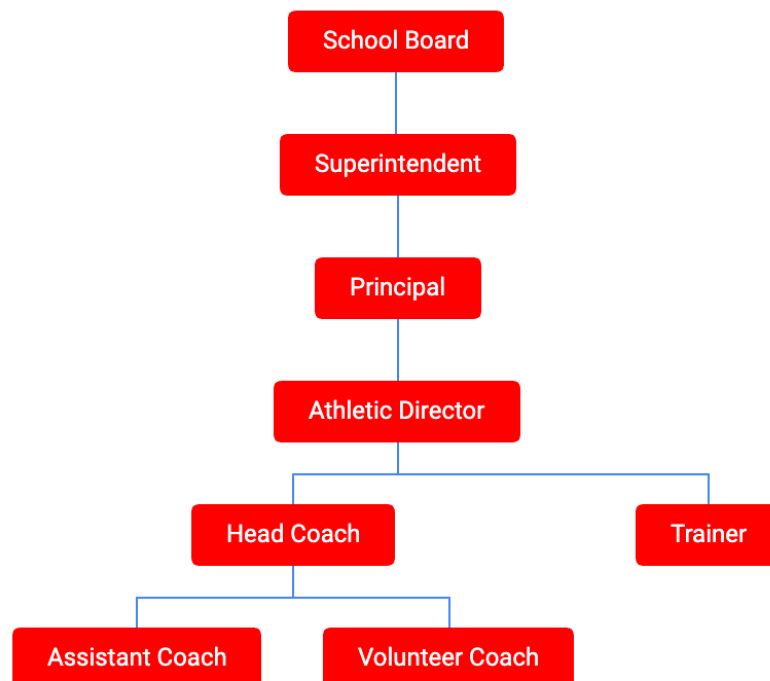
A coach is responsible for cooperating with every faculty member on the staff. If the coach cooperates with the teachers of academic subjects by allowing an athlete to make up a test on practice time, he/she can be certain that cooperation and help will be returned two-fold in efforts by other faculty members to keep the athletes eligible and to get that extra helping hand when the going gets tough.

4. Administrative Guidelines and Links

- A. [MHS Coaches & Contacts Link](#)
- B. [MHS Incident Report](#)
- C. [MHS Athletic Inventory](#)
- D. [MHS Athletic Awards](#)
- E. [MHS Head Coaches Evaluations \(Blank\)](#)
- F. [MHS Asst. Coach Evaluations \(Blank\)](#)
- G. [MHS Athlete Student Survey \(Blank\)](#)
- H. [MHS Parent Sign Out Form](#)
- I. [MHS Fundraising Form](#)
- J. [MHS Overnight Trip Request Form](#)
- K. [MHS Volunteer Form](#)
- L. [MCUSD Tax Exempt Form](#)
- M. [IHSA Website](#)
- N. [AD Duties](#)
- O. [Head Coach Duties](#)
- P. [Assistant Coach Duties](#)

5. Chain of Command

The following chart illustrates the chain of command as it pertains to the Athletic Department. The Athletic Department can only serve the best interest of our students when the relationships shown below are observed.



See the individual immediately above you on the chart for matters pertaining to your activity or sport. The varsity coach is the Head Coach and is responsible for all teams in that sport. Assistant coaches should see him/her about matters pertaining to that sport.

Breaking the chain of command to get things not requested through regular channels compromises the leadership teams responsibility to serve our student athletes. Such practices ignore the whole administrative and organizational setup of school and place those following such procedures in a position of working against the administrative staff and the policies that have been established.

6. Communication

Parents and Coaches share an important role in an athlete's life. Both support and help him/her to become the best possible player and person he/she can be, and each of these positions has different roles. It is important to establish an understanding of each role. Also, as parents, you have the right to understand what expectations are placed on your child. To do this, we must have clear communication from the coaching staff.

Communication Parents Should Expect from the Coaches

1. Philosophy and expectations of your child as well as the players on the team
2. Locations and times of practices and games
3. Team requirements, i.e., fees, special equipment, off-season conditioning
4. Procedure should your child be injured during participation
5. Discipline that result in the denial of your child's participation

Communication Coaches Expect from Parents

1. All concerns expressed directly to the coach, first
2. Notification of any schedule conflicts in advance
3. Specific concern in regard to a philosophy and/or expectation

Appropriate Concerns to Discuss with Coaches

1. The treatment of your child, mentally and physically
2. Ways to help your child improve
3. Concerns about your child's behavior

It is very difficult to accept their child not playing as much as he/she hopes. However, one must keep in mind that the coaches are professionals, and make judgment decisions based on what they believe to be best for all students involved. As you have seen from the list above, certain issues can be and should be discussed with your child's coach. Others, such as those that follow, will be left to the discretion of the coach.

Issues Not Appropriate to Discuss with Coaches

1. Playing Time
2. Team Strategy
3. Play Calling
4. Other Student-Athletes Playing Time

If a problem or concern should arise that requires a conference between the coaches and the parents, there are certain procedures that need to be followed. These procedures will help promote finding a resolution to the concern and give all parties involved a clear understanding of the other's position.

Conference Procedure

If a concern presents itself, players are expected to talk to the coach themselves first. If there is still a question, call to set up an appointment with the coach. If after this meeting there continues to be a question, please contact the assistant principal/athletic director and all parties will meet to discuss the situation. Please do not attempt to confront a coach before or after a practice or game. These can be emotional times and do not promote resolution.

7. Evaluations

When a person is employed at Morton High School, the original employment indicates he/she has received a favorable evaluation. The employee thus begins their job with the knowledge that he/she is believed to be competent. Coaches are aware that they will continue to be evaluated throughout their stay at this school on a yearly basis.

Evaluation is needed both to insure the quality of instruction and to promote professional growth. The most effective evaluation is that which is cooperative, with the coach and the evaluator working together to arrive at a fair, constructive appraisal, which the employee can use to bring about change and improvement. Evaluation, to be effective, must also be a continuing process.

Evaluation must include the total environment and circumstances in which one operates. This includes such factors as physical facilities, nature and type of the activity, area of competency, and other demands. The employee has a right to expect a constructive, positive, helpful evaluation. This is the goal of the evaluation process.

PRESEASON CONFERENCE AGENDA

1. Goals
2. Concerns
3. Things that the coach/sponsor will work on
4. Strengths of the program
5. Areas of Growth for the program
6. Facility needs
7. Activity Code

END OF SEASON CONFERENCE AGENDA

1. Philosophy
2. Goals
3. Communication
4. Student Evaluations
5. Strengths
6. Areas of Growth
7. Goals for next year
8. Workshops/Clinics
9. Recommendations for next year
10. Schedule
11. Budget

12. Turn in inventory
13. Turn in updated records
14. Review staff

Morton High School utilizes Coach Evaluator as an online tool to complete evaluations for head coaches.
[Coach Evaluator](#)

8. Athletic Awards

VARSITY GRAY LETTER - Any student who the head coach feels has contributed to the success of the varsity team may be granted this letter.

VARSITY RED LETTER - Any student who has been declared a varsity team captain may be granted this letter.

VARSITY RESERVE GRAY LETTER - Any student who the head coach feels has contributed to the success of the varsity team who does not qualify for a varsity letter may be granted this letter.

SOPHOMORE GRAY LETTER - Any freshman or sophomore student who the sophomore coach feels has contributed to the success of the sophomore team may be granted this letter.

GRAY NUMERALS - All freshmen students who successfully complete a sport season will be granted this award.

INDIVIDUAL SPORT INSERTS - Any student who successfully completes a sport season and qualifies for a Gray Letter will be granted this award.

CERTIFICATES - All students who successfully complete a sport season will be granted a certificate for each sport.

LIMITATION - A student may be awarded a maximum of one varsity gray letter, one varsity reserve gray letter, and one sophomore gray letter per year if he/she qualifies.

TROPHY CASE

- A. Divide into sections by sport
- B. IHSA sponsored award
 1. Sectional & Super Sectional plaques hung on wall
 2. State Trophies remain in trophy case forever
- C. Major championship trophies won regular season will remain for 1 season
- D. Section for trophies won current year
- E. Section Perpetual Awards
 1. Scholar/Athletes of year
 2. Individual sports recognition
- F. Individual Athlete Special Recognition
 1. Retired jersey number/related (revised criteria determined later)

WALL SPACE RECOGNITION

- A. Pictures (All uniform in size)
 - 1. Team pictures - Elite 8 Team and undefeated teams - including tourneys

CRITERIA USED IN HALL OF FAME INDUCTION

- A. Nominated and voted on by HoF Committee
- B. Rationale for the nomination
 - 1. Contribution given and recognition gained for a given sport and athletics in general at MHS and the community
 - 2. Extraordinary accomplishments within a given sport
 - 3. State and/or national recognition due to outstanding accomplishments
 - 4. High academic achievement
 - 5. Exemplary character demonstrated at school and in the community