



**SAILOR SOCCER**  
**STEAMBOAT SPRINGS HIGH SCHOOL**  
STEAMBOAT SPRINGS, COLORADO

# 2015 Team Handbook

Name: \_\_\_\_\_

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# Culture and Core Values

Established by: Leadership Committee 2014

## Culture:

We will establish and maintain a championship culture. A championship culture places a premium on both results and relationships. From a results standpoint, we will have a strong sense of mission and purpose. We are excited by the challenge of competition. We will know exactly what we want to achieve and have a desire to achieve it. We are fully designed and aligned to achieve our goals and are fully focused on them. We only become stronger in adversity. We have very high standards for our team members and we will provide each other with candid and frequent, constructive feedback on how we are doing. We recognize that mental strength is just as important if not more so than physical strength. We will work to build that up in every member of our team.

In addition to results, we will also value relationships. We will treat our team members and coaches with respect and we will highly value each and every individual for their contributions to the team, whether large or small. Our teammates will take pride in their roles because they know their value to the team and feel appreciated for playing those roles. Leaders on our team will be intentional about building strong relationships within the team and program to help people feel respected and perform to their potential. Because we will feel appreciated and cared for as people, our team members will be selfless and subvert their individual goals for the benefit of the entire team. We value and take immense pride in being a part of something that is much bigger than ourselves.

## Core Values:

1. **We are passionate.** We play with passion and focus not only because we want to be champions, but for the love of the game.

*“When the whistle blows, I am right there-in that moment, knowing that I will never get it back.”*

2. **We are tenacious.** We work hard for the team. We strive to become not only better athletes, but better people as well. We seize every opportunity to better one another. We don't settle.
3. **We are family. We are one.**

# Steamboat HS Soccer Player Guidelines

## Soccer Program Goals/Philosophy:

- To make SSHS the best HS soccer program in Colorado to play soccer.
- Experience; Growth; Competition
  - To have a great time. Experience
  - To create a competitive soccer environment that develops soccer players, people, and instills in every participant the will to become the best player/teammate that they can be. Growth
  - We are a Competitive Program. We Compete. Every game is winnable and losable – we work to increase the probability of winning. Competition

## Players – Must Be Triple Impact Soccer Players

1. Players must work to become the best player that they can be. (Personal Mastery)
  - Effort over time develops players - so give a best effort every time.
  - Establish a mistake/disappointment/setback ritual to develop the ability to bounce back quickly.
  - Personal accountability.
2. Players must work to make team and teammates the best it/they can be. (Individual contribution)
  - Must be brave and willing to putting themselves out there. It can be tough as coaches make decisions within a competitive team environment. Players will have own opinions on starting line ups, player placement, positions, etc. Players must focus on their job and support the decisions of the coaches.
  - Incorporate Leadership. Support teammates. Support the Team. Leadership is not just for captains. Leadership is not asking someone to do something – it is about **inspiring teammates and the team.**
3. Players must work to make the game better by honoring the actual game competition – ROOTS:
  - Honor the Rules
  - Honor the Opponents.
  - Honor the Officials.
  - Honor Teammates.
  - Honor Self.

## Parents

As parents we can have a big impact on the programs success in several arenas:

- Teams Experience and Moral.
- Coaches Effectiveness.
- Overall success of your player.

- Traits for awesome soccer parents: **C.L.A.S.S.**
  - **C**ommunicate Productively – communication can either add or subtract to the experience and success of the team and your player.
  - **L**ow Maintenance communication levels = Perfect Maintenance:
    - High Maintenance communication – too much time.
    - No Maintenance communication – needs not being met.
    - Low Maintenance communication – correct balance of time and needs met.
    - Please do not send emails to coaches with issues/concerns.
  - **A**llow Growth Experiences for your player.
    - Sports provide the opportunity to work through adversity.
    - It takes patience to let lessons unfold and be learned.
    - Greatest leaps in growth happen from processing and working through setbacks and adversity.
    - Do encourage you players to be brave and approach coaches with issues/concerns.
  - **S**tay as a parent.
    - Not a referee.
    - Not a coach.
  - **S**upport the Team
    - Take care of your player, but support the team.
    - Be positive support of the decision making of coaches.

### **Coaches**

- Will give the players opportunities to voice input/opinions; Coaches will always make final decisions.
- Have many decisions to make; we will tackle all decisions with the utmost integrity and make choices that are best/fair for the team and all it's players.
- Will make mistakes.

### **Player Placement and Playing Time**

- We are one program with 3 teams, anticipating 50 players - Varsity, JV, and C.
- Team rosters between Varsity, JV, and C are dynamic and usually constantly evolving.
- There could be games where a player does not play or sees little playing time. We may limit rosters on some games when only Varsity and JV.
- Playing time is not always equal.
- Every player will see of playing time throughout the course of the season if they positively contribute to the program.
- Criteria that coaches use for team/player decision making on Varsity/JV/C team rosters, starting positions/playing time: (listed in no particular order)
  - Athleticism
  - Soccer Talent; Understanding of Principles of Play and Team Tactics.
  - Attitude.
  - Attendance.
  - Personal Actions – accountability, responsibility, mindset.
  - Playing personality/position.

- Competitive nature/intensity of play in practice and in games.
  - Commitment/engagement in practice.
- **After 1<sup>st</sup> week coaches will hold a 1-on-1 meeting with each player to discuss individual roles and placement within program.**

# SSHS WOMEN'S SOCCER EXPECTATIONS AND POLICIES

1. Communication! Each player is expected to communicate with appropriate/proper intent, timeliness with coaches and teammates with concerns, problems, and issues
2. Each Player is expected to embrace SSHS Women's Soccer Program's Core Values and contribute our championship culture.
3. Respect the strong SSHS Soccer Tradition. Meet the challenge to be the best you can be and be proud of your efforts.
4. Each player must possess HARD WORK ETHICS and SELF DISCIPLINE.
5. Each player must strive to meet personal and team goals. Establish a purpose and make that your focus.
6. Players must be able to properly manage their time (practice, homework, family, friends, personal time.)
7. Each player must represent SSHS and SSHS SOCCER in a positive/respectful way on and off the field.
8. Attendance for all team functions (practice, meetings, game) is mandatory unless a player has an excused absence, and has communicated with coaches.
9. Each player must be punctual to each practice, meeting and game.
10. Know and honor the SSHS athletic contract.
11. SSHS is a competitive program. In order to be competitive, improvement and development must be ongoing. Realize that match performances are largely developed by your practice connection (focus) and work ethic.
12. Player are expected to be Triple Impact Soccer Student Athletes:
  - a. **Personal Mastery:** Players must work to become the best player that they can be.
    - i. Effort over time develops players - so give a best effort every time.
    - ii. Establish a mistake/disappointment/setback ritual to develop the ability to bounce back quickly.
  - b. **Individual contribution:** Personal accountability. Players must work to make team and teammates the best it/they can be.
    - i. Must be brave and willing to putting themselves out there. It can be tough as coaches make decisions within a competitive team environment. Players will have own opinions on starting line ups, player placement, positions, etc. Players must focus on their job and support the decisions of the coaches.
    - ii. Incorporate Leadership. Support teammates. Support the Team. Leadership is not just for captains. Leadership is not asking someone to do something – it is about **inspiring teammates and the team.**
  - c. Players must work to make the game better by honoring the actual game competition –  
**ROOTS:**
    - i. Honor the **R**ules
    - ii. Honor the **O**pponents.
    - iii. Honor the **O**fficials.
    - iv. Honor **T**eammates.
    - v. Honor **S**elf.

# EQUIPMENT NEEDED FOR EVERY PRACTICE

1. Equipment bag.
2. Soccer cleats; running shoes or training flats.
3. Shin guards.
4. White shirt; black soccer shorts; white socks; team issued warm-ups/jackets.
5. Appropriate layers/hat/gloves for changing weather conditions.
6. Water.
7. Garbage bag.

## Lettering Policy

1. All players that have participated in 75% or greater in Varsity practices and games.
2. Players (with 75%-100% Varsity time) that have remained a member in good standing of the soccer program throughout the season.
3. Coaches will be the final judges as to who will receive a varsity letter.

Player's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Parent's Signature: \_\_\_\_\_

Date: \_\_\_\_\_



# Eligibility Rules

Steamboat Springs High School has a "No Pass No Play" eligibility which is established on a weekly basis. Students who are deemed to be failing one or more classes on Friday afternoon, will not be allowed to participate in athletics or any other school activity from the following Monday through Sunday.

- A) It is the head coach's responsibility to verify that all students who are participating are eligible to do so. Coaches will be given a preliminary eligibility check on Tuesday of each week. Coaches are required to inform participants if they are on the list with a D or an F. Coaches will then be given the actual eligibility on Monday morning every week; they will notify all players on Monday of their eligibility status for the remainder of the week.
- B) Any coach, who allows an ineligible player to play, must notify the athletic director immediately. CHSAA guidelines for allowing an ineligible player to participate will be followed.
- C) It is the responsibility of the private school student, home school student and students from adjacent school districts to have their school's main office notify the SSHS athletic department on a weekly basis of their eligibility for participation in any athletics at SSHS during the playing season. This information should be e-mailed to the athletic secretary by Friday at noon of each week.
- D) All players must be enrolled in five classes or earning the equivalent of 2.5 Carnegie unit per semester to be eligible to participate in any CHSAA activities.
- E) Semester eligibility will be determined by the athletic department at the start of each season and each semester. This information will be mailed to CHSAA at the predetermined dates, and any season coach notified if a player does not meet this criteria.
- F) All transfer students, other than 9th graders at the start of the school year, will be required to produce transcripts and written verification of participation in sports from transferring schools. Until this verification is received, players will not be eligible to begin participation in sports. CHSAA guidelines are specific for transferring to a new school, and these will be followed. Copies of these guidelines can be obtained from the athletic department.
- G) When a holiday or school vacation occurs, eligibility will extend through this period. A student, who is deemed ineligible when the eligibility is collected at the start of the break, shall be ineligible throughout the break and until the next eligibility period begins.
- H) In order to avoid penalizing students twice for having a failing grade during breaks when competitions are held, an effort will be made to make reasonable and fair judgments on the eligibility policy. The student may request a conference with the athletic director at the start of the break. If it is determined, in conjunction with the failing teacher, that after the break, in which the student is ineligible to participate, sufficient work can be turned in on the first day back in school to raise the grade to a passing grade, it may be possible to make the student eligible for participation during the following week. This plan of action must be established before the break begins and can only apply to breaks that athletic competitions are held.
- I) If a student, parent or coach feels that a mistake has been made on eligibility, this situation should be discussed on Monday morning of the eligibility period with the athletic director. All eligibility pulled on Friday at noon is FINAL. Only a teacher mistake can rectify a failing grade. If the athletic director, in conjunction with an administrator and the marking teacher, determines that a mistake has been made, the coach and player will be notified ideally no later than Wednesday. The decision of the athletic director and the administration will be final and the coach and player will be expected to accept and support this action.
- J) Students must be on the Tuesday warning list and have a D or an F on in order to be ineligible on Friday. It is the coach's responsibility to notify athletes that they are on this list.
- K) All parents will be notified via Infinite Campus messenger when their child's name appears on the warning list.
- L) All eligibility will be directly pulled from teacher's grade books. Students will have from Tuesday until Friday at 9 am to work with teachers to rectify eligibility issues.
- M) It is the teacher's responsibility to keep their grade books up to date to give an accurate representation of current student performance and to avoid confusion or mistakes regarding student athlete eligibility.

# Travel Expectations

Teams will be transported to away contests by either SSSD buses, small vehicles or approved, private, bonded carriers. Athletes are expected to travel to and from these contests with their team on these forms of transportation. The code of conduct on the bus prohibits any hazing, inappropriate attire or behavior.

Before an athlete leaves an away contest with parents (rare occasion), the parent should make contact with the coach to indicate that they are leaving and sign out with the coach. For safety and legal reasons, athletes may only leave with their parents and not with friends. If, in the rare case, a student-athlete needs to ride home with another family, or relatives a prearranged form must be filled out one day prior to departure. This must be verified with the Coach. Athletes may not drive themselves to contests.

The athlete must have attended  $\frac{1}{2}$  of their academic day prior to travel. The athlete is also expected to arrange and communicate any assignments, tests, or quizzes with their instructors prior to departure.

# Strength and Conditioning Tracking Sheet

Our goal is to do this twice a week. Do the red one day and the white the other day.

***My personal goal:***

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**Beginning of Season Power Clean 1RM:** \_\_\_\_\_

**End of Season Power Clean 1RM:** \_\_\_\_\_

**Beginning of Season Front Squat 1RM:** \_\_\_\_\_

**End of Season Front Squat 1RM:** \_\_\_\_\_

**Beginning of Season Back Squat 1RM:** \_\_\_\_\_

**End of Season Back Squat 1RM:** \_\_\_\_\_

**Middle of Season Beep Test:** \_\_\_\_\_

**End of Season Beep Test:** \_\_\_\_\_

Strength and Conditioning Tracking Sheet (cont.)

<b><u>Movement</u></b>	<b><u>Week 1</u></b>	<b><u>Week 2</u></b>	<b><u>Week 3</u></b>	<b><u>Week 4</u></b>
<b><i>Power Clean</i></b>	<b>5x10 PVC</b>	<b>5x10 30% 1RM</b>	<b>3x10 50% 1RM</b>	<b>3x10 60% 1RM</b>
<b><i>Single Leg Dead Lift</i></b>	<b>2x10 10 lb Kettle ball</b>	<b>2x10 10 lb Kettle ball</b>	<b>3x8 15lb Kettle Ball</b>	<b>3x8 15lb Kettle Ball</b>
<b><i>Box Jumps</i></b>	<b>5x10</b>	<b>5x10</b>	<b>4x15</b>	<b>4x15</b>
<b><i>Dumbbell Lunges</i></b>	<b>4x10 10 lb. Dumbbell</b>	<b>4x10 10 lb. Dumbbell</b>	<b>4x10 10 lb. Dumbbell</b>	<b>4x10 10 lb. Dumbbell</b>
<b><i>Front Squat</i></b>	<b>4x10 PVC</b>	<b>4x10 30% 1RM</b>	<b>3x10 50% 1RM</b>	<b>3x10 60% 1RM</b>
<b><i>Handstand pushups/Wall Climbs</i></b>	<b>15</b>	<b>15</b>	<b>3x10</b>	<b>3x10</b>
<b><i>Back Squat</i></b>	<b>5x12 PVC</b>	<b>5X12 30%1RM</b>	<b>3x10 50% 1RM</b>	<b>3x10 60% 1RM</b>
<b><i>Push Up</i></b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>
<b><i>Back Extension/Hollow Holds</i></b>	<b>6x10/6x10 sec</b>	<b>6X10/6x10 sec.</b>	<b>6x10/6x10 sec.</b>	<b>6x10/6x10 sec.</b>
<b><i>Dips</i></b>	<b>20 total</b>	<b>20 total</b>	<b>30 total</b>	<b>30 total</b>
<b><i>Wall Balls</i></b>	<b>6x12</b>	<b>6x12</b>	<b>4x15</b>	<b>4x15</b>
<b><i>Beep Test</i></b>				

Strength and Conditioning Tracking Sheet (cont.)

<u>Movement</u>	<u>Week 5</u>	<u>Week 6</u>	<u>Week 7</u>	<u>Week 8</u>
<b><i>Power Clean</i></b>	<b>3x10 60% 1RM</b>	<b>3x10 50% 1RM</b>	<b>3x10 60% 1RM</b>	<b>3x10 50% 1RM</b>
<b><i>Single Leg Dead Lift</i></b>	<b>3x8 15lb Kettle Ball</b>	<b>3x8 15lb Kettle Ball</b>	<b>3x8 15lb Kettle Ball</b>	<b>3x8 15lb Kettle Ball</b>
<b><i>Box Jumps</i></b>	<b>4x15</b>	<b>4x15</b>	<b>4x15</b>	<b>4x15</b>
<b><i>Dumbbell Lunges</i></b>	<b>4x10 10 lb. Dumbbell</b>	<b>4x10 10 lb. Dumbbell</b>	<b>4x10 10 lb. Dumbbell</b>	<b>4x10 10 lb. Dumbbell</b>
<b><i>Front Squat</i></b>	<b>3x10 60% 1RM</b>	<b>3x10 50% 1RM</b>	<b>3x10 60% 1RM</b>	<b>3x10 50% 1RM</b>
<b><i>Handstand pushups/Wall Climbs</i></b>	<b>3x10</b>	<b>3x10</b>	<b>3x10</b>	<b>3x10</b>
<b><i>Back Squat</i></b>	<b>3x10 60% 1RM</b>	<b>3x10 50% 1RM</b>	<b>3x10 60% 1RM</b>	<b>3x10 50% 1RM</b>
<b><i>Push Up</i></b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>
<b><i>Back Extension/Hollow Holds</i></b>	<b>6x10/5x15 sec.</b>	<b>6x10/5x15 sec.</b>	<b>6x10/5x15 sec.</b>	<b>6x10/4x20 sec.</b>
<b><i>Dips</i></b>	<b>30 total</b>	<b>30 total</b>	<b>30 total</b>	<b>30 total</b>
<b><i>Wall Balls</i></b>	<b>4x15</b>	<b>4x15</b>	<b>4x15</b>	<b>4x15</b>
<b><i>Beep Test</i></b>				

# Individual Match Analysis

Name: \_\_\_\_\_

Evaluated by (circle one)      Self                  Coach                  Accountability Partner

1. On a scale from 1 to 10 the effort in the last game was: \_\_\_\_\_

If not a 10 what needs to be done to improve the effort?

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If ranked with a 10 please explain why:

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2. On a scale from 1 to 10 the performance in the last game was: \_\_\_\_\_

If not a 10 what needs to be done to improve performance?

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If ranked with a 10 please explain why:

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# Individual Match Analysis

Name: \_\_\_\_\_

Evaluated by (circle one)    Self                    Coach                    Accountability Partner

1. On a scale from 1 to 10 the effort in the last game was: \_\_\_\_\_

If not a 10 needs to be done to improve the effort?

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Evaluated by (circle one)    Self                  Coach                  Accountability Partner

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If not a 10 what needs to be done to improve the effort?

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If ranked with a 10 please explain why:

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2. On a scale from 1 to 10 the performance in the last game was: \_\_\_\_\_

If not a 10 what needs to be done to improve performance?

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If ranked with a 10 please explain why:

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# Individual Match Analysis



Name: \_\_\_\_\_

Evaluated by (circle one)      Self              Coach              Accountability Partner

1. On a scale from 1 to 10 the effort in the last game was: \_\_\_\_\_

If not a 10 what needs to be done to improve the effort?

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If ranked with a 10 please explain why:

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2. On a scale from 1 to 10 the performance in the last game was: \_\_\_\_\_

If not a 10 what needs to be done to improve performance?

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If ranked with a 10 please explain why:

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## **Preseason Goal Setting**

*“Every goal established must be within our control.”*

*“Vision defines performance. Vision without action is a dream. Action without vision is a nightmare.”*

*“We define true mental toughness as: having a GREAT attitude, giving your VERY, VERY BEST, treating people REALLY, REALLY WELL, and having unconditional gratitude regardless of your circumstances.”*

**Playing to win means to me:**

**Our team goal:**

**My individual goal:**

# Early Season Self-Evaluation

1. Evaluate yourself on a scale of 1-5 as a soccer player both technically and tactically. 5 is top of the group, 3 means you can perform and execute the skill, 1 means “needs improvement.”

<b>Technical</b>	<b>Assessment</b>
Passing	
Ball Control	
Shooting	
Dribbling	
<b>Tactical</b>	
Decision making	
Mobility off the ball	
Positioning- Attack	
Positioning-Defense	
Unforced giveaways	
<b>Athletic</b>	
Speed with ball	
Speed with out the ball	
Endurance (Stamina)	
Explosiveness (quickness)	

2. List 5 characteristics that describe you.
  
  
  
  
  
3. How do you want to be remembered this season? What do you want others to say about you?
  
  
  
  
  
4. List 3 characteristics that you wish to grow and develop upon this season.

5. What do you believe your role in this program will be this season?

**Comments from Coach:**

# End of Season Self-Evaluation

1. Evaluate yourself on a scale of 1-5 as a soccer player both technically and tactically. 5 is top of the group, 3 means you can perform and execute the skill, 1 means “needs improvement.”

<b>Technical</b>	<b>Assessment</b>
Passing	
Ball Control	
Shooting	
Dribbling	
<b>Tactical</b>	
Decision making	
Mobility off the ball	
Positioning- Attack	
Positioning-Defense	
Unforced giveaways	
<b>Athletic</b>	
Speed with ball	
Speed with out the ball	
Endurance (Stamina)	
Explosiveness (quickness)	

2. List 5 characteristics that described you as a player this season.

3. As you reflect upon this season, what legacy did you leave?

4. List 3 characteristics you grew upon this season.

5. What do you believe your role was in this program this season?

**Comments from Coach:**