

**HANCOCK SCHOOL DISTRICT  
NO. 768  
HANCOCK, MN  
2017-2018  
ATHLETIC/ACTIVITY  
HANDBOOK**





# HANCOCK ISD NO. 768 DISTRICT STRATEGIC PLAN

## MISSION

Hancock Public School exists to develop in all students the skills, knowledge and passion to be life long learners.

## VISION

### *Our Vision is to see ...*

- \* students committed to the learning process through engaged teachers, parents, staff and community
- \* students who learn and demonstrate 21st Century skills and knowledge
- \* students who identify and apply their individual strengths.

## VALUES

### *We value ...*

- \* Effective and innovative instruction
- \* Developing and teaching healthy relationships
- \* Parent and community involvement
- \* Personal responsibility and accountability
- \* Honesty and hard work
- \* Giving back to our community

## STRATEGIES

- \* Create an environment for students to be committed to the learning process
- \* Incorporate 21st Century skills and knowledge into the curriculum
- \* Create an environment that identifies individual strengths and applications

### *Teacher Goals*

- \* Recognize student accomplishments
- \* Have high expectations for student performance
- \* Incorporate technology in all areas of instruction
- \* Effectively evaluate student performance and use evaluation data to drive instruction and improve curriculum
- \* Provide individual assistance that is targeted to improve student performance
- \* Engage parents, teachers, staff and the community in school activities and learning opportunities
- \* Provide opportunities for students to learn and develop their individual strengths.

### *Teacher Action Plans*

Each teacher will develop specific action plans to meet the goals. Refer to a teacher's website to see the action plans.

**HANCOCK INDEPENDENT SCHOOL DISTRICT NO. 768**  
**PHILOSOPHY/EXTRA CURRICULAR ACTIVITIES**

Originated: November 15, 2010

**PHILOSOPHY**

Mutual respect and cooperation are vital components of extra-curricular programs at Hancock High School. As individuals gain self-esteem and confidence in themselves and, one another, they then become a group or team. Integrity, commitment, sensitivity, and thoughtfulness should be acquired attributes of participants in the extra-curricular programs. Students, coaches, directors, parents, officials, and spectators will have these goals in mind and work for the acquisition of each.

Activities are important and provide enrichment to the participants, the school, and the community. It is acknowledged that other aspects of the students' lives are also important and will be a consideration in creating a balance in their lives without creating undue pressure to perform and excel.

**I. OBJECTIVES**

- A.** Provide an opportunity for all students to participate in a variety of extra-curricular activities.
- B.** Strive for students to have an enjoyable experience as a participant in extra-curricular activities.
- C.** Allow students to learn and compete as a team and as an individual.
  - 1. At varsity level, attempt to win with best coaches and players available.
  - 2. At junior high level, teach fundamentals, play and develop all players.
  - 3. At ninth grade, B-squad, and junior varsity levels, the transition is made from junior high development to high school maturity. Emphasis at these levels is the development of all players.
- D.** Teach students self-discipline and commitment by being a member of a team or organization.
- E.** Teach students extensively about the activity in which they participate.
- F.** Encourage all participants to make proper choices and to be committed to those choices.

**II. RESPONSIBILITIES OF STUDENT PARTICIPANTS**

- A.** The best participants in school shall make up the varsity group irrespective of grade level.
- B.** Each activity will be promoted by all coaches/directors to give the greatest number of students variety of exposure and to ensure adequate numbers of participants.
- C.** Athletes not able to contribute at a varsity level may be cut after tryouts to control the number of participants. *Seldom has this been needed at Hancock.*

- D. Attend all practices, scrimmages, performances, and games for the assigned team/group. Be punctual.
- E. Comply with the rules and regulations of MSHSL, Hancock School and the activity coach or director. Secondary Handbook regulations and rules apply for all activities.
- F. Be an exemplary role model for other students. Treat teammates, opposing players, coaches, game officials and others with dignity and respect. Display good sportsmanship at all times.
- G. **Transportation:** Students must ride on school transportation to all events. Exceptions may be granted for a student to be transported by a parent - permission must be requested prior to the event and must have approval of the Activities/Athletic Director or Principal, who will notify the event supervisor (coach). Students must return from events on school transportation or with a parent. Parents taking their children home must notify the event supervisor in writing prior to leaving the event. Coaches will have sign out sheets available at all events. These transportation rules apply to all extra-curricular activities, whether or not they are MSHSL sanctioned. This includes band and choir contests and activities.

### **III. RESPONSIBILITIES OF HEAD COACHES AND/OR DIRECTORS**

- A. Organize practice sessions/times.
  1. Work within the school policies related to practice sessions.
  2. Use good judgment and common sense in amount of time allotted for practice. Practice for all teams/organizations is recommended not to exceed two (2) hours whenever possible. Attempts should be made to notify parents when longer practice sessions are planned. Wednesday practices are to be completed by 5:30 P.M.
  3. Utilize sensitivity, thoughtfulness, and set an example for participants and colleagues.
  4. Practices and activities on Saturdays and Holiday vacations must be kept to a minimum.
  5. When school is cancelled due to weather, there will be no practice (regular or optional)
- B. Select students to participate on varsity levels.
- C. Work with colleagues at lower levels or assistant directors to establish a direction and encourage uniformity within the program. Communicate with all subordinate coaches about program needs. The head coach should observe subordinate coaches several times during the season.
  1. Establish lettering and student award criteria. Strive for a consistent and equitable lettering policy for all activities.
  2. Provide background information for other coaches/directors.

3. Promote cooperation among all coaches/directors of other sports/activities.
  4. Cooperate with athletic director and/or principal in making recommendations/request in area of schedule. Follow the administrative chain of command. Comply with administrative directives.
  5. Demonstrate respect and understanding of students and colleagues.
- D.** Apply Secondary Student Handbook rules and regulations at all times.
- E.** Chaperone student participants in your event at all times.
- F.** Stay after games/events and supervise athletes/participants until each student has left the building or has been picked up by their guardian(s).
- G.** Activity personnel needs shall be made known to administration. Assist the administration in procuring applicants and in selection of candidates for recommendation to the school board .
- H.** Communicate job responsibilities and expectations to assistant and JH coaches/directors.
- I.** Coaches are expected to encourage athletes to train and strive for improvement year round. Coaches must comply with MSHSL regulations pertaining to coaching their athletes outside the regular season. Coaches are not required to coach their athletes outside the regular season. However, coaches should help organize and plan summer activities that will develop and enhance student skills to the betterment of the team.
- J.** Communicate job responsibilities and expectations to assistant and JH coaches/directors.
- K.** Be an exemplary role model for students and subordinate coaches. Treat others with dignity and respect and display good sportsmanship at all times.
- L.** Keep administration informed of particulars of the activity.
1. Problems with students, parents or fans from within the district should be brought to the attention of the administration.
  2. Problems with students, parents or fans from the opposing schools should be brought to the attention of the administration.
- M.** Remain under control at all times. Competitive events create emotional reactions from participants, fans, coaches, and directors. To allow ourselves to get out of control undermines the entire program.
- N.** Never make a threat/promise out of an emotional reaction. Overreaction to people and concerns can undermine the program.

- O. Avoid after game/event confrontations. Wait a minimum of 24 hours before engaging someone who is upset over game/event situations. Stay under control and discuss the situation calmly, stating that you will be glad to talk to them tomorrow, according to school policy.

#### **IV. RESPONSIBILITIES OF ASSISTANT and JH COACHES/DIRECTORS**

- A. Attend all practices, scrimmages, performances, and games for the assigned team/group. Be punctual.
- B. Be an exemplary role model for students and subordinate coaches/directors. Treat others with dignity and respect and display good sportsmanship at all times.
- C. Promote participation and involvement of students to the best of one's ability in all activities.
- D. Select players for participation at assigned activity in accordance with the objectives.
- E. Adhere to the job responsibilities and expectations as set by the Head Coach.
- F. Chaperone student participants in your event at all times.
- G. Apply Secondary Student Handbook rules and regulations at all times.
- H. Remain under control at all times. Competitive events create emotional reactions from participants, fans, coaches, and directors. To allow ourselves to get out of control undermines the entire program.
- I. Never make a threat/promise out of an emotional reaction. Overreaction to people and concerns can undermine the program.
- J. Avoid after game/event confrontations. Wait a minimum of 24 hours before engaging someone who is upset over game/event situations. Stay under control and discuss the situation calmly, stating that you will be glad to talk to them tomorrow.

#### **VI. RESPONSIBILITIES OF ADMINISTRATORS**

**(Superintendent, Principal & Athletic/Activity Director). These responsibilities belong to the Athletic Director unless specified differently.**

- A. The primary responsibility of administrators is to enforce board policy. To this end, they may establish rules and regulations that support board policy. Any administrator may propose a rule. The entire administrative team shall review a proposed rule and deliberate its appropriateness and necessity. Consensus should be reached prior to a rule being adopted administratively and enforced. Only the superintendent may implement a rule without consensus.

- B.** Establish and follow a chain of command. The primary contact with coaches will be the Activities/Athletic Director. Issues of concern should be dealt with by the AD initially. The Principal or Superintendent will provide input when consulted by the AD. Concerns taken over the AD's head will be referred back to the AD as the initial contact. Exceptions may be made if the AD is unavailable.
- C.** Maintain order and decorum before, during and after events. This is the duty of every administrator that is at the event. However, it is primarily the responsibility of the AD.
- D.** Encourage uniformity within programs.
  - 1. Make decisions based on professional knowledge and what is best for the program.
  - 2. Be consistent when dealing with school philosophy.
  - 3. Comply with Title IX regulations – ensure equitability of opportunities and programs for male and female students.
- E.** Cooperate with coaches in making recommendations and/or requests in areas of practices, scheduling, clinics, and state events.
- F.** Demonstrate loyalty, respect, and understanding of coaches, directors, students, and colleagues.
- G.** Problems with students and/or parents from opposing districts will be dealt with by administrators, not just recognized as a problem.
- H.** When problems arise within programs the Athletic Director will confer with the head coaches/directors to ascertain relevant information.
- I.** Assure that the necessary equipment is available and operational at all activities.
- J.** Assure that the necessary personnel are at all events in order to properly conduct an activity.
- K.** Evaluate and report on coaches' performance annually. At the end of a season submit a formal evaluation report to the superintendent for each head coach.
- L.** Secure the assistance and recommendation of the Head Coach when hiring for subordinate positions.



## VII. RESPONSIBILITIES AND EXPECTATIONS OF PARENTS

A. We recognize the important role parents play in supporting our extra-curricular activities. Without your support of our programs and your child's participation, our ability to offer extra-curricular programs would be very limited.

B. As parents, you play an invaluable part in your child's educational and extra-curricular development. Your attitudes and actions have the most impact on the outcome of your child's learning and growth. Therefore, it is important that you see extra-curricular activities for what they can do to help your child's development. Parents are asked to be the positive role model your child needs to become a successful adult. In victory, be gracious, humble and thankful. In defeat, be strong, honest and accepting.

C. The Minnesota High School League provides the following guidance for parents.

1. *The Role of the Parent*

*Much of the joy of being a high school sports parent comes from watching your children compete in athletic events. There are very few kids who are not bolstered by looking into the stands and seeing their parents cheering for them. As part of their responsibilities, parents should be involved in their child's educational process; this includes being actively involved in after school activities. Fortunately, the majority of parents behave appropriately at school sporting events. But those who misbehave can spoil it for all the rest. It takes only a few out-of-control parents to ruin what should be a pleasant atmosphere into one that is stressful for everyone. In addition to some of the obviously inappropriate actions, such as profanity, use of chemicals, throwing of objects and the like, the following rules of thumb for personal behavior should be followed.*

- *Express interest, encouragement and support to your child and to the coaching staff.*
- *Learn the rules of the game so that you may understand and appreciate why certain situations take place.*
- *Lend a hand when a coach or school administrator asks for help.*
- *Recognize and show appreciation for an outstanding play or achievement by either team.*
- *Inappropriate or harassing comments should not be made to athletes, parents, officials or coaches of either team.*
- *Shouting out instruction or criticism may hinder the overall experience of the students.*
- *Negative comments and gestures of displeasure toward the coach, visiting team, or officials only undermine the efforts of all involved.*
- *Remember the interscholastic athletics and activities are learning experiences for students and that mistakes are sometimes made. Praise students in their attempt to improve themselves as students, as athletes and as people, as you would praise a student working in the classroom.*

*Good sportsmanship among all spectators is a goal worth working for, but especially for parents, who have the obligation not only to control their behavior, but to also remind others around them of their responsibilities when necessary. When parents misbehave, it is the duty of other parents and school administrators to step in and correct the situation. A simple rule of thumb for all spectators to follow is that absolutely nothing in their actions should interfere with any youngster's enjoyment of the game.*

*We hope you'll join us by always being a good sport.*

D. Parents are asked to abide by the MSHSL guidance for parents, and guidelines and procedures as listed in this handbook for problem solving and conflict resolution.

- E. Parents and other adults who act inappropriately at extra-curricular activities may be asked to leave by a school administrator. Particularly offensive actions or repeated offenses may result in suspension from attending activities.

## **Problem Solving Procedures**

### ***Procedure for Handling Activity Complaints***

To allow for an expression of differences that may occur within the district's activities, the following process should be followed:

1. No conflict between a parent, student, official, or coach should be addressed during or immediately following a contest or event. The contest site, practice area, lobby, or locker room is not an appropriate place to handle questions and conflict. Coaches are not to meet or deal with questions or conflicts at these times or in these places. Parents must wait until 24 hours after the conclusion of an event before contacting coaches with concerns/complaints.
2. We welcome parents to contact coaches by calling them at school during school hours. If the coach is unavailable, a message will be left with the coach to return the call, including coaches who are not teachers. Parents should not contact coaches at their place of employment if the coach does not work at the school, nor at home, except in cases of emergency (e.g. athletic injury or unexpected absences from scheduled events).
3. Any discussion regarding playing time decisions or performance opportunities with any coach, advisor, or administrator should be brought forth by the student who is involved. Students are encouraged to discuss concerns about playing time or performance opportunities with their coach or advisor.
4. For all levels, coaches shall have the sole discretion to determine playing time. Coaches, participants, and parents at these levels are expected to agree that the primary values of participation are in learning skills and teamwork. The amount of time played in games is not the sole measurement of a participant's value to the team.
5. Our objective for junior high athletes (7th and 8th grades) is to provide fair playing time. Exceptions may be made, however for players who are uncooperative, disruptive or absent from practices. Parents of junior high athletes may review concerns with coaches regarding the allocation of playing time by contacting the coaches during school hours.
6. If a parent/guardian or student has a concern, a meeting should be established following procedures outlined below (see *Steps For Conflict Resolution*). Your cooperation is expected and appreciated.

# **Steps for Conflict Resolution**

## *Player/Participant Concerns*

### Step 1

A meeting between the student and the coach should be held and may be initiated by the coach or the student. The Athletic Director shall be advised by the coach of a student issue and the coach's response.

## *Parent Concerns*

### Step 1

Parents must avoid after game/event confrontations with a coach. The time to address a concern is not during an emotionally charged situation. Coaches will not talk to parents who use profanity, are loud, boisterous or angry. Wait until 24 hours after the conclusion of an event before contacting the coach. Stay under control and state your concern calmly and clearly.

### Step 2

A meeting with the coach can be requested by the parent by directly calling the coach. The athletic director may be utilized as a point of contact for athletics and may be requested to set up the meeting.

### Step 3

If a resolution is not achieved and a parent and/or student desires further intervention or discussion of the issue, they may request a meeting with the coach and Athletic Director to review concerns. The Athletic Director will facilitate the meeting.

### Step 4

If a resolution is not achieved and a parent and/or student desires further intervention or discussion of the issue, they may request a meeting with the Athletic Director.

### Step 5

The Athletic Director will submit a written report detailing how the concern or problem is to be resolved. The Athletic Director may consult with the superintendent prior to submitting the written report. A copy of the written report will be distributed to the parent, coach, Athletic Director and superintendent.

# **Determining Composition of Teams, Squads, Casts, Groups, and Coaching Staff**

## *General Information*

Whenever feasible, as many students as are interested should be given an opportunity to participate in school activities, and it is the responsibility of those coaching, directing, and administering to provide reasonable means for accommodating interested student participants. Many activities, by established guidelines, practical circumstances, and competitive nature do not always allow for unlimited participation. In these cases, determining who will comprise a team, squad, cast, or group should be done as objectively as possible following pre-established criteria with special consideration given to communication before, during, and following the tryout period.

It may also be necessary, by number of interested and active participants, to hire a second or assistant coach. In such cases, the Head Coach will make a request to the Athletic Director. The Athletic Director and Superintendent will review the situation and will ask the School Board to consider the hiring of a second or assistant coach if warranted.

## **Selection Criteria**

### *Athletics: Reduction in Numbers*

Most athletics in Hancock High School allow for an unlimited number of participants, and it is consistent with our philosophy to provide uniforms, coaches, transportation, and equipment commensurate with demand caused by the participation rate. When a coach determines that excessive numbers at the varsity level could inhibit competitiveness or create an inefficient situation, the following steps must be taken before a reduction in numbers takes place:

1. The tryout period must be announced prior to practice beginning or at the first practice. A minimum of three practices will constitute a tryout period.
2. Selection should be based on current ability to perform and/or potential to contribute to the program during the current season.
3. Selection by the varsity coach should be done in consultation with assistant coaches.
4. The varsity coach should consult with the athletic director and the principal to determine if a reduction is necessary or if a more favorable solution can be found.
5. A conference with the coach and the student(s) affected will take place to serve notice and explain how the decision was made. The coach should also make the decision known to the parents.

## ***Athletics: Moving Up Squad Members***

Advancing students to a level of play commensurate with their abilities may be of benefit to individuals and teams but must not be done without adhering to the following established procedures:

1. Summer team camps will not be used to predetermine squads for the following sports season.
2. A tryout period of not less than one week will be made available to all participants of the grade. **Example:** No member of the B-squad will be advanced to varsity until after the first week of practice. All members of the B- squad will be given equal opportunity to perform during the first week.

**Exception:** When the junior high activity begins after the start of the high school activity, the decision to start some students earlier will be determined by the junior high coach (if available), the varsity coach, and the athletic director. Opportunity may be made available for junior high students to practice with upper level squads before the junior high season begins.

3. The varsity coach will be involved in the decision regardless of the levels involved. The varsity coach should consult with all coaches affected before making a decision.
4. Parents should be consulted before the move up is made. Parental discretion will preclude a move from taking place. The coach, along with the athletic director and/or high school principal, will discuss with the parent(s) the amount of playing time and experience the child will gain if a move to the next level should occur.



# ACKNOWLEDGEMENT OF RECEIPT OF HANCOCK HIGH SCHOOL ATHLETIC HANDBOOK

I verify by signature below that I have received and read the copy of the  
**HANCOCK HIGH SCHOOL ATHLETIC HANDBOOK FOR THE SCHOOL YEAR 2017-2018.**

**Student's name(s):** \_\_\_\_\_

**Grade(s):** \_\_\_\_\_

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

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

