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ISD 768

Hancock Public School

2021-22 Annual World's Best Workforce Plan

Website link to this report: <http://hancock.k12.mn.us/index.php/procedural-guides-reports/>



State legislation details the areas that Minnesota school districts have to address in the World's Best Workforce Plan

*These areas include:

*Kindergarten Readiness

*Third Grade Reading

*The Achievement Gap

*College and Career Readiness

*Graduation

Hancock Public School's World's Best Workforce Plan focuses our continuous improvement efforts on instruction and achievement for all students.

Our Strategic Plan provides the focus and helps us establish our priorities for student achievement. A copy of the Hancock Public School District's Strategic Plan can be found at the following address:

<http://hancock.k12.mn.us/index.php/district/procedural-guides-reports/>



Welcome!

In our continuing effort to achieve educational excellence, it is imperative that we work closely with parents and members of our community. Strong communication is absolutely essential to ensure that this happens. The World's Best Workforce Plan will allow you to see our accomplishments, as well as areas in which more growth is necessary.

This past year, thanks to the commitment of our staff, students, and parents, Hancock Public School made Adequate Yearly Progress in all areas and continues to surpass the state averages in most areas on the Minnesota Comprehensive Assessments (MCA Tests). This is something to celebrate. However, success should not just be measured by how students perform on a test. A number of other factors also play a role in the success of our students. Some of these include: A highly trained and dedicated staff, rigorous classes, the large number of college classes that are offered, and participation in extracurricular activities. Because of these factors, in 2020-21 100% of our seniors graduated.

Another important component of a sound educational system, is the ability to balance the need for fiscal responsibility with the need to provide our students with all the resources necessary to develop into life-long learners. Thanks to support from our community, we believe that we have accomplished this goal.

A drive for continuous improvement is not just necessary, but imperative in order to ensure that we reach our goal. "Strong schools build strong communities and strong communities support strong schools". While issues will continue to arise, and it seems that the work is never done, with continued teamwork we will be able to provide the quality of education that our children deserve. This annual report is intended to provide you with evidence of the District's excellence and drive for continuous improvement.

To the residents of District 768, your energy, your input, and your support are vital to the continued success of Hancock Public School. Thanks for everything you do.

Sincerely,

Timothy A. Pahl

K-12 Principal

Assessment Tools

Hancock Public School uses the following assessment tools to ensure that its students are learning, and to provide direction for its curriculum development:

1. Measures of Academic Progress (MAPS Test)
Grades K-11
2. FAST (Formative Assessment System for Teachers)
Grades K-6
3. The Minnesota Comprehensive Assessments-Series III (MCA-III)
 - a. Reading Grades 3-8 & 10
 - b. Math Grades 3-8 & 11
 - c. Science Grades 5, 8, & 10
4. IXL Math
 - a. Grades K-6

Other components of the assessment program include:

1. PSAT
2. ACT
3. ASVAB
4. Accuplacer
5. Performance Assessments
6. Various classroom assessment tools

Test results can be used in a variety of ways. Some of these include:

1. Accountability.
2. Assess curriculum effectiveness.
3. Improve instruction.
4. Measure student achievement.
5. Indicators for student placement and student need.
6. Indicators for more specific testing.
7. College and career readiness indicators.
8. Principal and teacher evaluation.

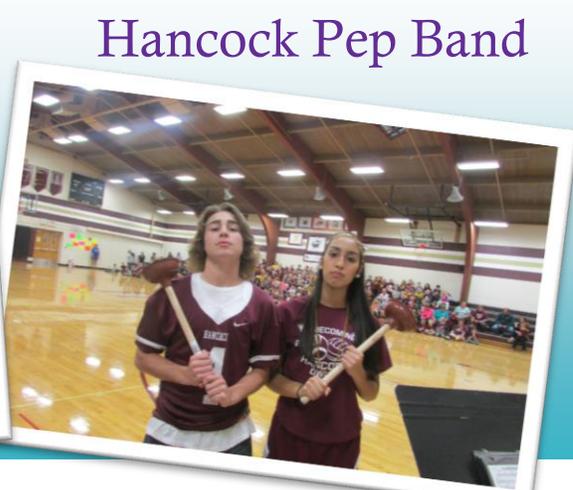




Fall Play:
“Penny for Your Thoughts”

The Following Table Will Provide a Program Overview

Test	Objective	Subjects	Grades	Suggested Use Results
Measures of Academic Progress (MAPS)	To measure student achievement	Reading Math Science	K – 11 th	-Curriculum revision -Assess & track the academic growth of each student, class, & school.
FAST Bridge		Reading Math	K-6 th	-Identify students who may benefit from special programs
Minnesota Comprehensive Assessments Series III (MCA-III)	To assess curriculum impact	Reading Mathematics Science	3 rd - 8 th & 10 th 3 rd - 8 th & 11 th 5 th , 8 th , & 10 th	Federal & State accountability
PSAT ACT	To measure scholastic aptitude	As defined by publisher	11 th 11 th -12 th	-College admission -Counseling students
ASVAB	To measure developed abilities. Predict future academic and occupational success	Measure aptitudes in four domains: Verbal, Math, Science and Technical, and Spatial.	11 th	-College readiness -Counseling students
Accuplacer	To measure academic skills	Reading Writing Math Computer Skills	10 th -11 th	College placement



Hancock Pep Band

Minnesota Comprehensive Assessment-Series III (MCA-IIIs)

The Minnesota Comprehensive Assessments-Series III (MCA-IIIs) are reading, math, and science tests Minnesota schools give every year to measure student performance on state academic standards. These standards define what students know and do in a particular grade.



Staff Team Building Luther Crest

In 2021, the science MCA-IIIs were given to students in grades five, eight, and ten. The high school science test is a life science test given at the end of the school year when students complete their biology course.

MCA-IIIs are used to show how well students have learned specific concepts and skills. Schools use the information from these tests to improve teaching and learning. Teachers and principals look for areas where students do well so instructors can reinforce the ways they teach these skills. They also look for areas that need improvement so they can alter the ways they teach these areas or increase the instructional time they give them. In 2021, these tests were given in grades three through eight, ten, and eleven. Administrators and teachers will use this data to assess student learning.



On the following pages you will find information regarding the 2021 MCA results and Adequate Yearly Progress.

MCA Results

Reading								
Year		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
2015	Hancock	68.8	63.6	84.6	53.6	39.1	35.0	90.9
	State	58.7	57.9	66.7	63.9	55.6	56.0	57.0
2016	Hancock	83.9	59.4	95.5	69.2	41.4	66.7	78.9
	State	57.3	58.3	67.7	62.3	56.6	57.0	58.9
2017	Hancock	72.7	69.0	80.6	90.0	60.7	56.0	68.4
	State	56.5	56.8	67.5	63.4	57.5	58.7	60.3
2018	Hancock	63.2	69.7	79.3	63.4	85.0	65.5	80.9
	State	56.0	56.0	67.5	65.0	58.7	58.9	59.7
2019	Hancock	62.1	50.0	81.8	88.9	55.9	65.2	72.4
	State	55.0	55.9	66.2	63.2	57.9	58.2	61.1
2020	Hancock	Covid	No MCA	-----	-----	-----	-----	-----
2021	Hancock	63.0	59.4	69.7	46.4	56.1	39.4	65.4
	State	48.5	49.3	59.4	55.0	48.3	49.7	58.3

Math								
Year		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2015	Hancock	81.3	90.5	84.6	46.4	52.2	60.0	47.8
	State	70.9	70.0	59.7	57.6	55.1	57.8	48.7
2016	Hancock	74.2	87.5	81.8	76.9	41.4	52.4	52.2
	State	69.6	68.7	58.8	55.9	56.2	58.0	47.1
2017	Hancock	84.8	83.3	83.9	90.0	64.3	42.3	57.9
	State	68.1	66.7	57.1	55.2	54.9	58.0	48.3
2018	Hancock	79.0	90.9	82.7	70.0	65.0	75.8	72.3
	State	66.8	65.4	55.2	54.1	55.0	57.7	47.7
2019	Hancock	75.9	87.0	81.3	75.0	50.0	65.2	41.7
	State	66.0	64.3	52.4	50.9	52.5	55.7	45.4
2020	Hancock	Covid	No MCA	-----	-----	-----	-----	-----
2021	Hancock	77.8	81.3	51.5	53.6	63.4	57.6	46.4
	State	57.1	53.8	41.1	37.2	37.4	39.8	41.4

Science				
Year		Grade 5	Grade 8	Grade 10
2015	Hancock	100.0	30.0	68.2
	State	59.1	45.3	54.6
2016	Hancock	100.0	52.4	52.4
	State	61.5	47.0	55.5
2017	Hancock	87.1	15.4	75.0
	State	59.9	45.7	56.1
2018	Hancock	86.2	65.5	61.9
	State	58.5	45.3	52.5
2019	Hancock	81.8	56.5	56.7
	State	54.9	43.0	54.4
2020	Hancock	COVID	*	*
	State	COVID	*	*
2021	Hancock	60.6	36.4	57.7
	State	47.9	33.8	48.3

Kindergarten Readiness:

Baseline Data-

Preschool- Preschool – During the fall of 2021, only 38% (11 out of 29) of the Hancock preschool students met the fall PELI (Preschool Early Literacy Indicators) composite target score of 159. PELI is a preschool literacy assessment for 4-5 year olds.

The goal of the PELI is to:

- Identify students who may be at risk for difficulties acquiring early literacy skills.
- Help teachers identify skill areas to target instructional support.
- Help early childhood programs identify curricular needs at the system level.
- Monitor progress of students receiving additional, targeted early literacy instruction.
- Examine the effectiveness of a program's system of instructional supports.

Needs Identified- Need to improve literacy knowledge.

Targeted Group: Preschoolers who turned 4 or 5 years old before September 1, 2021

SMART Goal(s)-

Preschool- Preschool: Of the 29 students in Hancock Elementary School's 2021 preschool class, 75% (22 out of 29) will be at or above the spring PELI (Preschool Early Literacy Indicators) composite target score of 231 when tested again in the spring of 2022.

Action Steps-

- ✚ Incorporate PELI assessments to better determine children's literacy needs.
- ✚ Implement Wonders Reading curriculum.
- ✚ Implement Foundations Pre-K Program.
- ✚ Use PLC collaboration time to analyze student needs.
- ✚ Reading Corps member will provide interventions to students who have not met target score.
- ✚ PELI Progress Monitoring will be used for students not meeting target.



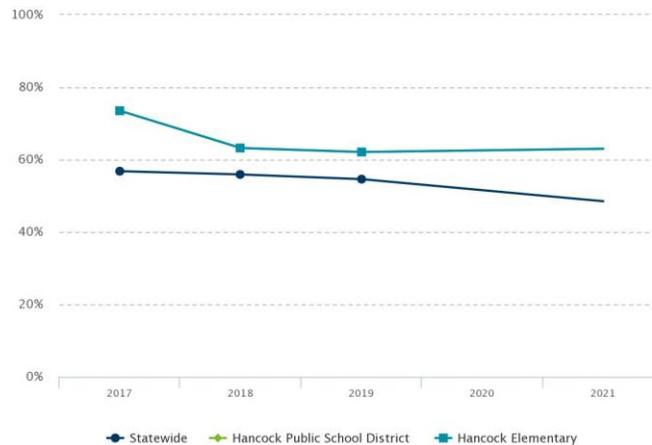
Third Grade Reading:

Baseline Data-

In 2017, 75.7% of our 3rd grade class met or exceeded the MN state average of 3rd grade students proficient on the MCA-III test. In 2018 that percentage decreased to 63.2%, and in 2019 that decline continued to 62.1%. In 2021, it increased only minimally to 63%.

Hancock Elementary Hancock Public School District

Test: All MCA Accountability Tests, Subject: Reading, Year: 2021 Grade: 3



Needs Identified-

While still above the state average, the number of 3rd grade students proficient on the 3rd grade Reading test declined three years in a row and rose only minimally in 2021.

SMART Goal-

Hancock Elementary School's performance on all 3rd grade MCA accountability Reading tests will increase from 63% proficient in 2021 to greater than 65% proficient on the spring 2022 3rd grade MCA Reading tests.

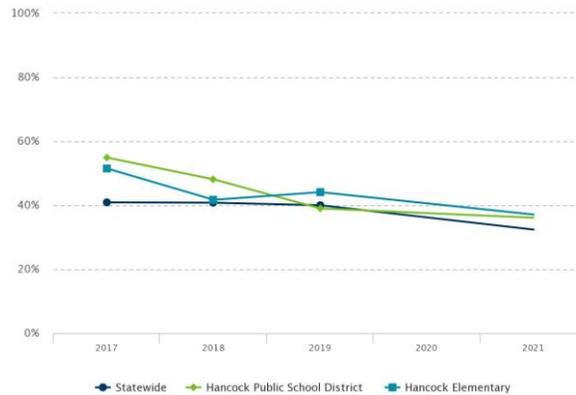
Action Steps-

- ✚ Provide assistance through the ADSIS program.
- ✚ Incorporate Fastbridge and Wilson interventions when appropriate.
- ✚ Continue to provide Reading Corp assistance.
- ✚ Communicate home-based literacy strategies to all families.
- ✚ Use Professional Learning Communities (PLC) time to examine best practice teaching methods to maintain reading scores.
- ✚ Use Wonders Reading intervention resources for low performing students.
- ✚ Provide Title I assistance.
- ✚ Maintain small class sizes (14-17 students per class).
- ✚ Continue the use of Accelerated Reader and IXL programs.
- ✚ Staff will progress monitor using data from FAST, NWEA, AR, etc.

The Achievement Gap:

Baseline Data-

In 2021, 36.1% of Hancock Elementary School's (grades 3, 4, 5, & 6) Free/Reduced Priced Lunch students scored at the meets or exceeds level on all academic accountability reading tests.



Hancock Elementary Hancock Public School District

Test: All academic accountability reading tests, Grade: All grades, Subject: Reading, Demographics: Free/Reduced Priced Lunch

Needs Identified-

Focusing on improving the performance of our free and reduced price lunch/low income students will have the greatest impact on the percent of students on-track at HES. This will also help HES continue to reduce the achievement gap. In 2021, 36.1% of elementary students who qualified for Free/Reduced Priced Lunch scored proficient on all academic accountability reading tests.

SMART Goal-

In 2022, 36.1% of elementary students who qualified for Free/Reduced Priced Lunch scored proficient on all academic accountability reading tests. On the spring 2022 MCA-III Reading test, the percent of elementary Free/Reduced Price Lunch students in grades 3, 4, 5, and 6 who score proficient on this test will increase from 36.1% to 40%.

Action Steps-

- ✚ Add ADSIS program and align it with both our Title and Reading Corp programs.
- ✚ Communicate home-based literacy strategies to all families.
- ✚ Use Professional Learning Communities (PLC) time to examine best practice teaching methods to improve reading scores.
- ✚ Use Wonders Reading intervention resources for low performing students.
- ✚ Students in grades 3-6 can attend Catch-Up Club to get one on one academic assistance.

College and Career Readiness:

Baseline Data-

Currently 22 out of 25 (88%) of HHS juniors took either Accuplacer assessment or the ASVAB.

Needs Identified-

It's important for all students to take the Accuplacer assessment to determine college readiness and whether or not they qualify to take CIS/Dual Enrollment classes. The ASVAB, tests one's individual strengths and weaknesses in areas such as math, science, and reading, as well as one's current knowledge of specific mechanical, electronic, automotive, and shop concepts.

SMART Goal-

In 2021-22, 100% (25/25) of HHS juniors will take both the Accuplacer assessment and the ASVAB.

Action Steps-

- ✚ Ensure that our career counselor and Principal stress the importance of these assessments to students in grade 11.
- ✚ At monthly counseling meetings, remind students of the dates of these tests and how they impact student's career and college readiness and can help them chart a path for their future.





Graduation:

Baseline Data-

According to MDE, our graduation rate for 2021 was 100% (29/29). Our expectation is a 100% graduation rate every year.

HHS Students in the Class of 2021 and graduating in 2021

29 out of 29 students graduated in 2021

Needs Identified-

100% of HHS seniors must graduate every year. Make sure that all students are coded properly in MARSS.

SMART Goal-

In May of 2022, 100% (29/29) of Hancock High School seniors will graduate. The Minnesota Department of Education's graduation data as reported through the MARSS system will be used to determine if the goal has been met.

Action Steps-

- ✚ Send MARSS secretary to training to ensure that all students are coded correctly.
- ✚ Monitor each senior's progress toward graduation on a quarterly basis.
- ✚ Provide an opportunity for credit recovery through Odysseyware if necessary.
- ✚ Schedule individual meetings with students who are at risk of failing.
- ✚ Meet with all juniors and seniors each August to review progress towards graduation.



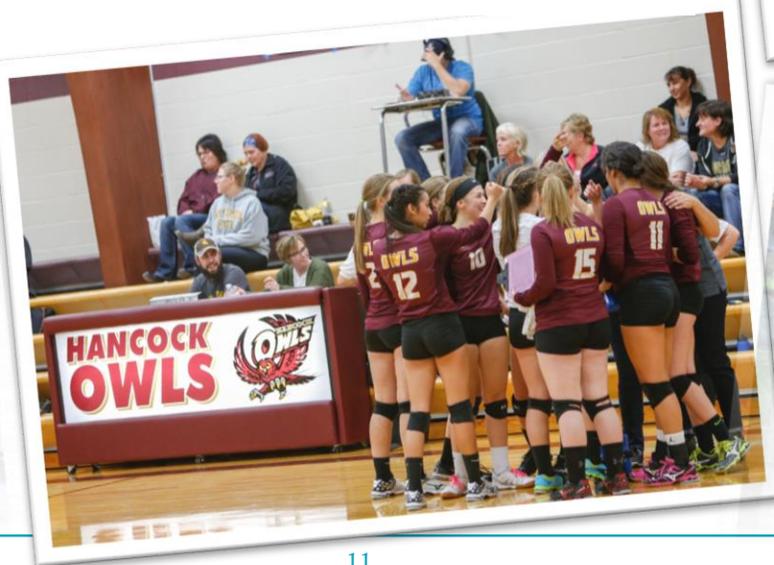
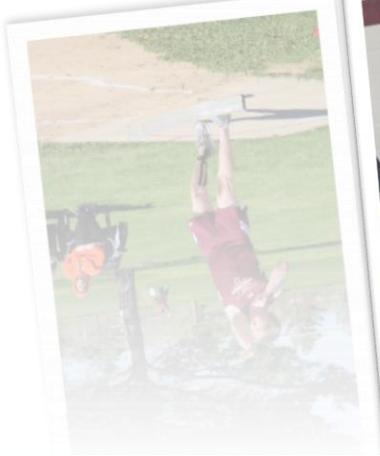
Hancock System Accountability Curriculum Review Cycle

	Year 1 2016-17	Year 2 2017-18	Year 3 2018-19	Year 4 2019-20	Year 5 2020-21	Year 6 2021-22	Year 7 2022-23
Phase 1 Study Issues Program Evaluation	Physical Education/ Health	World Language/ Social Studies	Visual Arts/ Music	Ag/ Industrial Technology	Science	Business	Math
Phase 2 Scope & Sequence Select Materials Improvement Plan	Math	Physical Education/ Health	World Language/ Social Studies	Visual Arts/ Music	Ag/ Industrial Technology	Science	Business
Phase 3 Implement New Materials	Business	Math	Physical Education/ Health	World Language/ Social Studies	Visual Arts/ Music	Ag/ Industrial Technology	Science
Phase 4 Implement/Monitor	Science	Business	Math	Physical Education/ Health	World Language/ Social Studies	Visual Arts/ Music	Ag/ Industrial Technology
Phase 5 Monitor	Ag/ Industrial Technology	Science	Business	Math	Physical Education/ Health	World Language/ Social Studies	Visual Arts/ Music
Phase 6 Monitor	Visual Arts/ Music	Ag/ Industrial Technology	Science	Business	Math	Physical Education/ Health	World Language/ Social Studies
Phase 7 Monitor Analyze Results	World Language/ Social Studies	Visual Arts/ Music	Ag/ Industrial Technology	Science	Business	Math	Physical Education/ Health

The Continuous Improvement Process

WBWF/Curriculum Advisory Committee Members

- Paul Carlson Superintendent
- Tim Pahl Principal
- Kaci Millette Parent
- Tori Pahl Student
- Jordan Hausmann Student
- Ashley Christianson Elementary Teacher
- Kalee Nuest High School Teacher
- Jill Steiner School Nurse
- Dawn Thiel Secretary
- Reed Peterson Business Owner
- John Goll Farmer



CONTINUOUS IMPROVEMENT PROCESS

Curriculum improvement is an ongoing process for the Hancock School District. The District follows a curriculum review cycle to periodically review and evaluate each subject area to guide district instruction and curriculum improvement. This process keeps the district's curriculum current and effective. This year Hancock reviewed the Science programs along with their curricula.

Business/Computer Education Review and Improvement Plan

Program Evaluation

Mrs. Dougherty completed a self-evaluation instrument and reviewed the ratings with the advisory committee. The committee members discussed the program and cited the following:

Strengths

- Advisory Committee that meets once a year
- Career and Technical Education (CTE) State Approved Program
- Educator holds a Business Education (All) and a CTE License
- Carl Perkins funding covers 35% of grades 9-12 grade classes and expenses.
- Educator has 26 years of experience
- Instructor has real work experience in banking and finance and medical fields.
- Educator has Bachelor of Science's in Business Administration and Business Education.
- Educator has a Master's in Education Technology and 21 credits towards a Masters of Business Administration
- The college classes Intro to Computers, Business Law, and IT Essentials through Alexandria Technical and Community College offers three college credits that transfer to other colleges exceedingly well.
- The college classes Spreadsheet Applications, Bookkeeping, and Personal Finance through Minnesota State Community and Technical College offers three college credits respectively and transfer to other colleges especially well.
- The business education classroom and computer lab offers up to date PCs and Industry Standard software that prepares students for college curriculums and work force environments.
- The most up to date curriculum is offered in the business and computer classes.
- Classes are designed to provide success in the other academia's in school, like science, math, and social studies.
- An adequate budget allows for the business curriculum to remain fresh, relevant, and current.
- A budget allows for continuous updating of equipment and supplies.
- The curriculum is designed to prepare students to enter the work force in a variety of business, accounting, and finance careers or to enter two year or four year colleges in finance, marketing, management, or technology.

Concerns

- Updating software almost every year is costly.
- Updating software textbooks almost every year is costly.
- Updating PCs every four years is expensive.
- Maintaining software updates and hardware maintenance is time consuming.

Recommendations

- Continue to rotate hardware every four years
- Update software as needed
- Update books in a timely manner to keep up with business changes and technology changes.



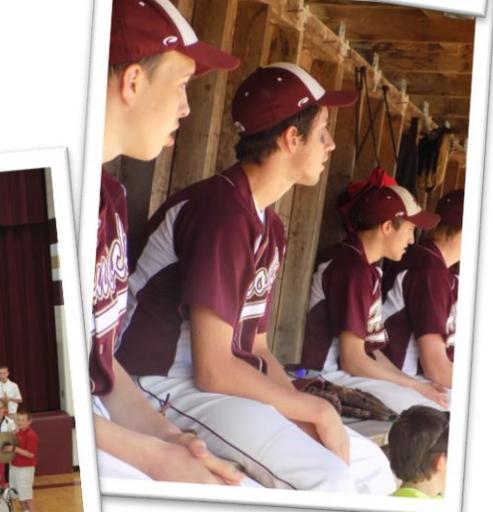
The following systems, strategies and supports are in place to ensure student academic success at HES/HHS.

Assessment:

- Local Literacy Plan: <http://hancock.k12.mn.us/index.php/district/procedural-guides-reports/>
- FAST (Formative Assessment System for Teachers) is a suite of assessment progress monitoring tools designed to help educators screen, monitor progress, and analyze reading skills of students from kindergarten to fifth grade. The FAST test is administered in the fall and the spring.
- NWEA reading, math, and science testing takes place 2-3 times per year for all students in grades K-11.
- Accelerated Reader is used throughout the year for students in grade K-8.
- IXL Math is used in grades K-6 to supplement the current math curriculum.
- Minnesota Comprehensive Assessments.
- PSAT, ASVAB and ACT Results.

Programming:

- Alternative Delivery of Specialized Instructional Services (ADSIS) provides instruction and services to K-12 students who need additional academic or behavioral support to succeed in the general education environment and may eventually qualify for special education or related services if the prevention services were not available.
- Title I is an academic intervention program for reading in grades K-6.
- Pre-K and K-3 Reading Corp programs provide individualized, data-driven instruction and one-on-one attention to improve literacy.
- Catch-Up Club is an after school help program available to all students in grades 4-12 who need more individual or small group assistance.
- Implemented new grammar curriculum in grades 7-12.
- Academic Computer Integration for elementary by licensed computer/business teacher.
- Online credit recovery program-Odysseyware.
- College In The Schools Classes in English, Speech, Business, Computers, Agriculture, and Math for students in grades 10-12.
- Small class sizes-14:1 student to teacher ratio.
- A variety of career and tech ed. (CTE) classes in Ag., Industrial Technology, and Business.



Technology:

HES/HHS staff members are always striving to develop creative ways to integrate technology into the educational environment as a way to enhance learning for each of its students.

- Monthly technology training for all staff.
- Four-year technology rotation cycle.
- One computer lab (50 computers).
- Ten Chromebook carts (420 Chromebooks).
- One laptop computer cart (20 Laptops).
- Every teacher has a laptop and I-Pad.
- Each Elementary classroom has a pod of four computers.
- SMART Board in every classroom.
- Wireless access throughout all areas of the building.
- Technology classes at each grade level 7-12.

Communication and Engagement:

- JMC Alert
- JMC Student Information System-automatically alerts parents and students about missing assignments, low grades, etc.
- Grade level newsletter at the elementary level.
- Parent volunteer opportunities. Committee opportunities.
- Activities and volunteer opportunities are advertised in the Stevens County Times.
- Website
- R-School

The following systems, strategies and supports are in place to ensure staff success at HES/HHS.

Teachers & Principals:

- Implementation of Teacher Development and Evaluation Plan (TDE Plan).
- Implementation of the State of Minnesota's Model Principal Evaluation Plan.
- Ongoing professional development is offered to teachers and principals on professional development days and online through Infinitec.
- Five PLC dates allowed staff to create IGDP goals for their classrooms, review testing and curriculum data, and analyze and share instructional strategies. As part of the Hancock Teacher Evaluation Plan, staff must participate in PLC's, and IGDP goals are evaluated, scored and included in the final summative evaluation.
- Staff Development funds were used to allow staff to meet during the summer to review test data and develop strategies for strengthening weak areas.
- New Teacher Mentoring Program.
- After school technology training on a voluntary basis for all staff interested.
- Hancock Public School District sets aside 2% of its basic revenue for professional development purposes.



The following support services are being offered systemically or at the building or district level.

- Adding 5 half-days to allow for the Implementation of Professional Learning Communities.
- Providing funding to allow teaching staff to collaborate during the summer.
- Creating a Leadership Team to review district strengths, weaknesses, and brainstorm strategies to improve instruction.
- Implementation of Teacher Development and Evaluation Plan (TDE Plan).
- Implementation of the State of Minnesota's Model Principal Evaluation Plan.
- New Teacher Mentoring Program.
- Aligning K-12 standards and curriculum review cycle.
- Allow teaching staff to go into the classroom to observe their peers.
- Provide ongoing professional development.
- Child Study Team (CST) meetings monthly.



Equitable Access to Excellent Teachers

The Principal reviews student achievement results including MCA and NWEA test data. He also looks at teaching assignments and staff evaluations. The Principal examines data that indicates gaps in student achievement for free and reduced, ethnically diverse, and special needs students and then determines what staff development activities are necessary to reduce these gaps. Presentations by specialists, peer review, mentorship, and “best practice” instructional strategies are just a few of the activities that have been used in the past.

- ✚ The Hancock Public School District consists of only one pre-K through 12 building.
- ✚ We are transitioning to a two-section school at the high school level.
- ✚ We are primarily a two-section school at the elementary level.
- ✚ ALL students have equal access to excellent teachers.

Staff Development Report

District, Elementary, & High School Staff Development Goal(s)

Identify essential standards, review curriculum, and implement multi-tiered system of supports (MTSS) to reduce the number of students referred for special education services in grades K-12.

How:

1. Add the Alternative Delivery of Specialized Instructional Services (ADSIS) to provide instruction and services to K-12 students who need additional academic or behavioral support to succeed in the general education environment and may eventually qualify for special education or related services if the prevention services were not available.
2. Fill both full-time Prek and K-3 Reading Corp positions.
3. Align ADSIS, Title I, and Reading Corps to ensure all students that need assistance have access.
4. Provide training opportunities through the Midwest Special Education Coop, Lakes Country Service Coop, and Western Lakes Center of Excellence that educate staff on the use of Fast Bridge, NWEA, and MCA data to drive curricular changes within each individual classroom.
5. Engage in regular and ongoing data/evidence collection through the use of PLC time.
6. Explain to staff the benefits of implementing the MTSS.
7. Provide training to both teaching and support staff on both the types and levels of interventions that are available at HES/HHS.
8. Provide training to all staff on how to implement the four most valuable interventions for students who are struggling.

Goal:

To use early interventions to reduce the number of students who struggle in school who are referred to and qualify for special education services.



Staff Development Committee Members

- | | |
|---------------------|-------------------------------|
| Paul Carlson | Superintendent |
| Amanda Felix | Paraprofessional |
| Tim Pahl | Principal |
| Ashley Christianson | Kindergarten |
| Kaci Millette | Parent |
| Lynn Nelson | ADSIS |
| Mary Pahl | Parent |
| Kalee Nuest | H.S. Math |
| Kayla Nohl | Parent |
| Amy Dougherty | Technology/H.S. Business |
| Jamie Pribbenow | Upper Elem. Special Education |



Mr. Timothy Pahl
K-12 Principal



Mr. Paul Carlson
Superintendent

2018
Hancock Public School Staff

Hancock Public School

Home of the Owls



Proud Past Promising Future



Hancock Public School Here To Stay!

ISD 768 complies with all federal and state rules and regulations and does not discriminate on the basis of race, color, national origin, gender, or disability. This holds true for all students who are interested in participating in educational programs and/or extracurricular school activities. Inquiries regarding compliance and/or grievance procedures may be directed to the school district's Title IX officer and/or Section 504/ADA coordinator and/or EEOC coordinator.

Superintendent Paul Carlson
Title IX Officer/Section 504 Coordinator/ADA Coordinator/EEOC Coordinator
371 Hancock Avenue
Hancock, MN 56244
Phone: 320 392-5621 Email: paul.carlson@hancockisd768.org