

Hastings High School  
Raiders Athletics  
**Parent Handbook**  
**2020-21**



Supporting Student-Athletes Involved in  
Hastings High School Athletics:  
**A Guide to a Positive Experience!**

Last Updated – July, 2020

# HASTINGS HIGH SCHOOL SCHOOL SONG

Hastings High School you are the tops  
Blue, gold your colors, sports your mascot  
O'er the line and through the net,  
You'll always be our very best bet

Hastings High School you're shooting high,  
V-I-C-T-O-R-Y

Loyal, steadfast, true to you  
Our cheer is for Hastings High!  
H-A-S-T-I-N-G-S

Hastings! Raiders! RAH!



## **TABLE OF CONTENTS**

Athletic Director Message.....	4
Contact and Website Information.....	5
Purpose of HHS Athletics.....	6
Values & Definition of Success >.....	7
70% Rule, 97% Rule.....	8
Resources for Parents.....	9
HHS Head Coaches Profile.....	10
Program Philosophy, Team Selection, Participation Pyramid ...	11
Student Eligibility (Attendance, Academic, MSHSL).....	12
Multiple Sport & Activity Participation.....	14
Social Media, Booster Clubs .....	15
Communication Between Parents and Coaches.....	16
Resolving Conflicts.....	17
Being A Supportive Sports Parent.....	18
Parent Pledge.....	20
Expectations of Sportsmanship.....	21
Travel Protocol, Uniform Request Process.....	22
Registration.....	23
Athletic Trainer’s Message.....	24

**Integrity \* Whole Person \* Sportsmanship \* Work Ethic \* Multi-Sport \* Fun**

## Parents and Guardians -

The purpose of this handbook is to assist you in supporting your child, and all those involved in athletic programs at Hastings High School. All adults – coaches, officials, event staff, administrators, fans, and parents – have a shared responsibility to create a positive experience for our student-athletes.

Parenting a child in the world of youth sports today is a complex and often challenging task. The intensity, time commitment, financial costs, and emotional investment for young athletes and their families are at all-time highs. Youth are involved in competitive teams and leagues run by adults as early as elementary school. Supplemental camps and clinics all but ensure that there is rarely an “off-season” as they get older. Within that context, making sure that our children have developmentally appropriate experiences as they progress through our high school programs is our utmost priority.

Chances are great that you have been very involved as a parent throughout your child’s athletic experience to date. A significant percentage of parents coach their own child’s teams, others volunteer as team managers, fundraisers, or sit on booster clubs. Many parents played competitive sports themselves at some level. No matter your personal experiences, the transition from “youth” and “club” sports into the system of educational athletics in the school district can be difficult.

Realistically, you will have less control and influence. You will probably experience a shift in how you engage with your child’s experience. This does not have to be a bad thing! High school athletics are often the most rewarding, memorable stage of your child’s participation in sports. And, we need your parental partnership! Chances are, however, that parenting a student-athlete in high school athletics will be different from your past experiences in club or association sports. We aim to support you throughout the journey.

Please let the coaches coach. Assume positive intent, even if their style or strategy may differ from your own and your opinion. Coaches are educators, with a focus on developing the whole person. Note that openly sharing negative opinions of coaches – in front of your child, on social media, and in public settings - may directly affect your child’s ability to be coachable, and it takes away from the team and the experience.

Thoughtfully consider the following words of advice, that have roots in research, psychology, and years of educational experience. Don’t over-focus on the athletic success of your child – particularly when it comes to statistical accomplishments or rewards. Instead, **focus on their attitude, work ethic, and ability to be coachable and respectful. These are transferable life skills far more valuable than a goal scored or conference award won.** While accolades are exciting, they are temporary. Honor the entire season and experience, as opposed to simply the score and end result.

When sports are experienced at their most successful, students are challenged and supported; they are allowed to fail and recover; they have opportunities to deal with adversity and succeed with integrity. They are empowered to advocate for themselves; they develop as people and as athletes. We hope our student-athletes at Hastings High School have such an experience during their time wearing our blue and gold.

In this handbook, we aim to create a better understanding of the issues that surround a student’s participation in interscholastic athletics. We hope that you will find this information both informative and beneficial. Thank you, parents, for allowing our staff to coach and advise your child! **GO RAIDERS!**

Sincerely,

Trent Hanson, Athletic Director

# CONTACT AND WEBSITE INFORMATION

## HASTINGS ATHLETICS WEBPAGE

We have a dedicated website that is exclusive to Hastings High School athletics. This site is managed by the athletic office, coaches, and sport representatives. Sport-specific pages include contact information, calendars, camp and clinic information, photos and more. Please visit [www.hastingsathletics.org](http://www.hastingsathletics.org). \*\* Please subscribe to the game/event calendar for the specific sport(s) that your child plays! Directions are listed on the Hastings Athletics website. This is the fastest/easiest way to stay connected and up to date.

## HASTINGS ATHLETICS TWITTER

Please follow Hastings Athletics on Twitter **@HHS\_RaiderNews**. Over 100 informational and celebratory tweets are sent annually about Raiders sports.

**Hastings High School, 200 General Sieben Drive, Hastings, MN 55033**

Main Office.....	651-480-7470
Athletic Fax Line.....	651-480-7598
Athletic Director, Trent Hanson.....	651-480-7596
Athletic Secretary, Jackie Kranz.....	651-480-7597

## WWW.METROEASTCONFERENCE.ORG

For Hastings and Metro East Conference schedules, game times, locations, and bus times you may visit [www.metroeastconference.org](http://www.metroeastconference.org)



# OUR PURPOSE

HHS features education-based sports programming. We are not club sports. We are not college or professional sports. What does this mean? It means that as scholastic, educational athletic programs we are purpose *and* goal oriented. Goals are the results or achievements toward which effort is directed or aimed, a destination – like winning a game. Purpose is the reason for which something exists or is done – like developing life skills. Goals have a beginning and an end. Purpose doesn't. Purpose is what we live for.

Our HHS coaches and programs aim to develop the whole child. Our shared **PURPOSE** is to develop values and life skills that are transferable to all aspects of students' lives now, and in the future. These include things like integrity, sportsmanship, work ethic, empathy, teamwork, and more. We also intend to compete. Our **GOALS** include sport-specific, competitive, statistical, and scoreboard related achievements.

It is crucial that as an HHS sports community, we acknowledge that we have both a purpose *and* goals. Coaches will share their transformational purpose statements as part of the vision for their sport. You are encouraged to have discussions with your child about their own purpose and goals as a student-athlete.

Youth &  
Club Sports

Educational  
Athletics

College &  
Professional  
Sports



# HHS ATHLETICS PURPOSE, VALUES, & VISION



## PURPOSE:

We provide diverse sports opportunities that develop CHARACTER and COMMUNITY.

## VALUES:

**Integrity** – being accountable, honest, & doing the right thing when no one is looking

**Whole Person** – developing sport and life skills as an athlete, scholar, and person

**Sportsmanship** – demonstrating respect, teamwork, fairness, and responsibility

**Work Ethic** – having grit, and taking pride in the process of growth and improvement

**Multi-Sport Athletes** – participating in 2 or more sports, continuing through graduation

**Fun** – engaging in sports with spirit and enthusiasm

## DEFINITION OF SUCCESS:

- **Develop lifelong relationships and Raiders values**
- **Grow towards performance objectives**
- **Contribute positively to the Hastings community**

## **CONTINUING EDUCATION**

We strongly encourage your investment in continuing education about educational athletics. The resources provided in this handbook are a good place to start – tools that can benefit you and your son/daughter’s experience in sports. We hope that you will invest the time to read and reflect on the examples and items provided – including websites, articles, books - throughout the course of your child’s athletic career at HHS.

## **THE 70% RULE**

Over 70% of children who participate in a sport in elementary school do NOT participate in that sport in high school. Participating in high school athletics is a privilege. It is an experience that a statistical few have the opportunity to enjoy. If you are reading this, your child is one of them!

Consider – research about the reasons why kids play/stay in sports shows that playing time and winning **never make the top 5**. Concurrently, when researching why kids quit sports, *lack* of playing time and *not* winning do not make the top 3. Athletics are about more than statistics and winning – just ask the kids! The following resources explain these concepts in more detail:

## **THE 97% RULE**

97% of student-athletes will not participate in organized, competitive athletics after high school. This means that your child has only a 3% chance of competing at *any* level of college athletics. Further, did you know that only 1% of high school athletes earn a scholarship of any amount, at the Division I or II level? We are committed to supporting and developing the 3%. However, please note our broad and balanced commitment to the 97%.

## **HOW TO BE THE BEST SPORTS PARENT YOU CAN BE**

Keep in mind that your child’s success or lack of success in sports – when measured by playing time, statistics, and awards - does not indicate what kind of parent you are. Having a child that is coachable, respectful, a great teammate, mentally tough, resilient, and tries their best *is* a reflection of your parenting.

Research continues to show that (1) giving your child feedback has an impact (2) the kind of feedback you give matters tremendously! Sports psychologists inform us that parent feedback should first and most often be developmentally supportive. Specifically, the following statements are most impactful, especially when they are not attached at all to statistics like minutes played, goals scored, or accolade awarded:

- \* I love to watch you play.***
- \* I love to watch you grow.***
- \* I am proud of you.***

Further, engaging with your child directly before or after a game can be a very challenging time for both the parent and athlete. Please take steps to ensure that the “ride home” or game-related conversation is a healthy one - where you demonstrate care, empathy, and allow your son/daughter to steer the conversation – if they want to discuss the event all. Please take three minutes to view and reflect on this “ride home” video lesson. How might this influence your post-game parenting? <http://truesportpur.ca/theridehome>

**Recommended resources focused on being the BEST SPORTS PARENT you can be:**

*Changing the Game* by John O’Sullivan (book, and website) <http://changingthegameproject.com/>

*Why More is Less for WOSPs-How to be the best Sports Parent You Can Be* – by Dr. John Tauer (book)

*A Parent’s Guide to Helping Athletes Have a Successful Sport Experience* by Gregory Dale (book)

**Recommended resources on the 70% RULE (quitting sports) & 97% RULE (scholarship stats):**

70% Rule Data about kids quitting sports:

<http://changingthegameproject.com/why-kids-quit-sports/>

[https://www.washingtonpost.com/news/parenting/wp/2016/06/01/why-70-percent-of-kids-quit-sports-by-age-13/?utm\\_term=.ab0a1f19e6b1](https://www.washingtonpost.com/news/parenting/wp/2016/06/01/why-70-percent-of-kids-quit-sports-by-age-13/?utm_term=.ab0a1f19e6b1)

NCAA scholarship probability data:

<http://www.ncaa.org/about/resources/research/estimated-probability-competing-college-athletics>

<http://www.scholarshipstats.com/default.htm>

**Recommended resources on the STUDY OF YOUTH SPORTS:**

Institute for the Study of Youth Sports, Michigan State University (website)

<http://edwp.educ.msu.edu/isys/>

The Aspen Institute – Project Play (website)

<http://www.aspenideas.org/speaker/Tom-Farrey?gclid=CPncxqXlz80CFQIOaQodR8UGUw>

Inside Out Initiative (website) – inspiring communities to transform youth sports culture

<https://insideoutinitiative.org/>

*Is It Wise to Specialize?* By John O’Sullivan (book)

*The Most Expensive Game in Town* by Mark Hyman (book, website) <https://markhyman.com/>

*Game On: The All-American Race to Make Champions of Our Children* by Tom Farrey (book, and website) <http://www.aspeninstitute.org/people/tom-farrey>

## **COACHING EDUCATION-BASED SPORTS – Get to know our HHS coaches!**

HHS is proud to employ 25 head coaches, representing 28 different varsity sports. This head coach profile is intended to inform our school and community about the collective experience, education, and professionalism of our sport coaches. “Coaching experience” is defined as service in educational-based athletics only. Clubs and community programs were not included, only school programs.

### Experience & Education

70% (17) have at least 10 years of overall coaching experience. 42% (10) have at least 10 years of head coaching experience in particular. 26% (7) have three or less years of experience as a head coach. Exactly half (12 coaches) have seven or more years of head coaching experience at HHS.

The majority (67%, or 16 coaches) are professional educators. 14 of them teach in ISD 200, with 9 of them teaching at Hastings High School in particular. Over half (58%, or 14 coaches) have a Master’s Degree or higher.

### Recognition

Over 1/3 (nine coaches) have been honored at least once as a Section or State Head Coach of the Year.

### Sport Participation

96% (23 coaches) participated in two or more school-sponsored sports as a high school athlete.

Over half (54%, or 13 coaches) participated in a varsity sport in college – five in division I, two in division II, three in division III, and three in NAIA. Of those that played a varsity sport in college, over half (7 coaches) were recognized as All-Conference or All-American.

### Professional Preparation

The MSHSL offers a **Head Coach Certification Program** that centers on education-based athletics and the value it can provide students who participate. Individuals who want to be an education-based, high school head coach may obtain the head coach credential required by MS122A.33 through the **MN Head Coaches Course**. This certification is required for any coach who is not a licensed educator.

All coaches receive instruction on **WHY WE PLAY**, focused on Transformational Coaching, Care and Prevention of Athletic Injuries and League Rules and Policies. Every coach working in a Minnesota high school must also complete **the Continuing Education Requirement (CER)**, once every three years. This training includes WHY WE PLAY, Concussion Education, Return to Play Protocols, Emergency Planning, and a variety of additional health and wellness components. Further, coaches must complete an annual sport specific on-line Rules Interpretation Meeting.

Both of these programs, the **MN Head Coaches Course** and the **Continuing Education Requirement**, are delivered to coaches through the League’s learning management system (LMS) called the **Coaches Clipboard**. Each high school coach has their own coach specific page. This page delivers sport-specific information tailored to the sports he or she coaches. It also includes a comprehensive history of the coach’s professional development.

Finally, at Hastings High School head coaches attend **bi-monthly, in person department meetings** focused on professional development and discussion of contemporary issues. Focused on continuous improvement, our coaches commit to our values and vision, and the development of all student-athletes.

## **SPORT-SPECIFIC PROGRAM PHILOSOPHY AND EXPECTATIONS**

Hastings High School allows each head coach to prescribe team rules for their program that best fit each program philosophy and maintain the mission and vision of Hastings High School. These rules will be clearly delineated, and may be more restrictive than those set by the MSHSL.

## **TEAM SELECTION, STYLE OF PLAY, ROLES ON THE TEAM**

In each program, a coach and/or coaches are hired by the school district to be responsible for that sport. Team selection, style of play, game strategy, playing time, and decisions regarding game situations are the sole responsibility of the coaching staff. The head coach establishes the criteria for these decisions with input from the coaching staff. This is a combination subjective/objective process. Coaches will delineate their program philosophy and associated parameters as part of their pre-season meetings and/or within guiding documents provided to participants.

## **PARTICIPATION PYRAMID, ATHLETE PROMOTION**

Student-athletes in high school interscholastic sports programs will likely experience a “participation pyramid.” This means that there are fewer opportunities as students move from 9<sup>th</sup> grade to varsity teams. There is an increasingly competitive arc, as teams evolve from being more developmental to more competitive. Further, 9<sup>th</sup> grade and “B” teams are typically filled with students from a single grade, while varsity teams roster students from multiple grades, based on competitive criteria. Realistically, there will be fewer student-athletes in each grade competing from year to year as they progress from 9<sup>th</sup> to B to JV to Varsity teams. Please review the sport-specific expectations that coaches provide about their program, so you can be informed about the progression of each level for that sport.

**ISD 200 implements an athletic department policy regarding the potential promotion of student-athletes in grades 7-10 on high school teams.** If a student athlete in grades 7 through 10 is considered for inclusion on a higher-level team, they must be rostered on the varsity, and cannot be placed at any level lower than that. For a promotion to be considered, coaches must receive approval from the athletic director in advance, according to established departmental criteria. The intent and purpose behind this approach is to keep the pyramid of sports participation as wide as possible, for as long as possible, at the 9/C, B/Sophomore, and JV levels. One exception to this would be if we are short participation numbers overall at a particular level, and need to move student-athletes “up” in order to fill a roster and fulfill our obligation to a conference schedule. A second exception would be for HHS programs that are offered for grades 7-12. (Alpine Ski, Gymnastics, Boys Swimming, B/G Golf)

## **LETTERING, CAPTAINS**

Earning a letter is a significant accomplishment. HHS reserves the right for head coaches to determine specific lettering policies for their activity. Coaches will develop and communicate baseline expectations that incorporate, but are not limited to, components like; participation, achievement, behavior, academics, and citizenship/community service. Coaches will communicate lettering parameters directly to participants at the start of the season.

Student captains are typically selected in each sport to provide leadership from within the team/program. Coaches are afforded the latitude to determine the specific process for their sport. Criteria commonly includes, but is not limited to, a combination of things like; in “good standing” per HHS and MSHSL guidelines (academically eligible, no violations), team vote, coach recommendations.

## **SCHOOL ATTENDANCE REQUIREMENTS**

In order to fully participate in athletic practice or competition, student-athletes must:

- (1) be present for at least 50% of the school day – 3.5 class periods – in order to be eligible to participate on that given day
- (2) have no unexcused absences during a school day to be eligible on that given day
- (3) be present in school on time for 1<sup>st</sup> hour the day following a game/competition, in order to be eligible for the practice/game on that given day (or have written medical appointment verification, or administrative permission).

## **ACADEMIC ELIGIBILITY**

Hastings High School and the MSHSL have an academic eligibility requirement. Student-athletes will be certified as eligible to represent Hastings High School (HHS) in Minnesota State High School League (MSHSL) activities according to bylaw 108.00 of the MSHSL Official Handbook that requires adequate progress towards graduation. Student eligibility status will fall into one of three categories:

- **Eligible:** Eligible for participation in all athletics without restriction.
- **Probationary:** Eligible for participation in all athletics subject to fulfillment of the requirements outlined below.
- **Ineligible:** May not participate in athletics.

### General Statement of Policy

HHS student-athlete eligibility status will be determined based on the number of credits successfully completed prior to, and during, athletic registration/participation. Student-athletes must have accumulated the minimum number of credits to be considered a member in good standing of the class to which they chronologically belong. Entering fall semester, a student must have; 10 credits = sophomore, 20 credits = junior, 30 credits = senior.

Any student who does not meet the grade level credit requirement will remain ineligible until they accumulate the required credits to join their class. If a student begins a year with fewer credits than they need to qualify as eligible, they may gain eligibility at any time during the school year that they have attained the minimum number of credits to become a member in good standing of their chronological class. All incoming 9<sup>th</sup> graders will have initial, automatic eligibility for fall activities.

### Hastings Middle School Students

Middle school students participating in MSHSL sponsored athletics at HHS must be passing all classes at the end of the current HMS semester grading period, in which the student is participating in HHS athletics. Any HMS student-athlete participating on an HHS team that is not passing a class at the end of a trimester will be placed on probation. All 7<sup>th</sup> graders will have initial eligibility for fall activities.

### Progress Monitoring

Any HHS student-athlete with two (2) or more “F’s” at the mid-quarter or end-quarter progress check will be placed on probation. There will be four (4) grade checks per semester, typically in five-week intervals. The duration of an initial probationary period is two weeks. At the conclusion of the two-week probationary period, a member of the academic team -which may include teacher, coach, counselor, athletic director, assistant principal - will determine student-athlete status. If all conditions of the probation **are met**, the student-athlete will be removed from probation.

If any conditions of the probation **are not met, the student will remain on probation and will be immediately ineligible from competition (games/contests/events)**. The student will remain on the athletic roster, and remain eligible to attend practices and other team functions as defined by the academic team. The student will remain on probation – and ineligible for competition - indefinitely until they meet the conditions of their probation.

If a student is placed on academic probation for a second time (or more) in any school year, they will be **automatically ineligible from competition** until all conditions of probation are met.

### Probation

Probation may include any or all of the following supportive interventions:

- Mandatory before or after-school study sessions
- Weekly homework, progress monitoring, and/or grade checks
- Temporary loss of athletic eligibility from practices and/or competitions
- Other assistive interventions as determined by the academic team

Student-athletes placed on probation will be required to meet with the athletic director and/or designated representative of the academic team at the staff member’s discretion (i.e. weekly) to review progress towards probationary goals. The staff member will update the student’s probationary status with the balance of the academic team at the conclusion of the probationary period.

## **LEADERSHIP & CHEMICAL/CONDUCT ELIGIBILITY**

Hastings High School values student leadership, and is focused on the development of character, integrity, respect, and citizenship. Students will be recognized as leaders in our school community for outstanding effort, exemplary attitude, and positive contributions and achievements in these areas.

As part of this philosophy, **students who have a chemical or conduct violation as defined by the MSHSL will not be allowed to serve as a leader for one calendar year from the effective date of violation.** Specifically, students will not be allowed to serve as a sport captain, an officer in music, clubs, NHS, and Student Council, stand up as part of the Homecoming/Spirit Week or Winter Week courts, and all other elected or appointed positions of leadership. All Hastings Head Coaches and Advisors support and implement this policy, as part of our school-wide mission to develop leaders and recognize positive contributors to the Raiders community.

Further, students who have a chemical violation are subject to MSHSL/HHS consequences. Students will be ineligible for the following amount of contests/events; 1<sup>st</sup> violation = 25% of contests, 2<sup>nd</sup> violation = 50% of contests, 3<sup>rd</sup> violation = 100% of contests. Student-athletes will meet with the Athletic Director to determine the contests/events to be served for the violation within that particular student's sport or sports. Contests/events would carry over. For example, if a winter athlete has a 25% violation in February, but only 10% of contests/events are left, that athlete would serve the remaining 15% of the consequence in their next sport season. A letter from the AD will be sent to the student, parents, and coaches detailing eligibility.

## **MULTIPLE PARTICIPATION IN HASTINGS ATHLETICS AND ACTIVITIES**

When students are involved in multiple school-sponsored activities at HHS, conflicts will arise where practices and/or competitions may be missed. Missing a practice or competition may directly affect the student's participation in those activities. Students are expected to adhere to the following:

1. The student should coordinate their schedules between activities, and note the conflicts that might exist before becoming involved or trying out in those activities.
2. If a conflict exists, the student should contact the coaches and advisors involved proactively, in advance of the conflicts(s), to discuss the conflicts and possible resolutions.
3. As a general rule, participation in a performance is accepted as priority over a practice (i.e. a band concert before a soccer practice, or a basketball game over a choir practice), and a varsity-level event is accepted as priority over a non-varsity event.
4. If a conflict still exists, the advisors and coaches involved shall meet in person to resolve any potential conflicts, and then coordinate a joint communication to the student.
5. If a conflict still remains, the Athletic Director and/or Principal may intervene with the coaches and/or advisors involved to resolve the conflict.

## **SOCIAL MEDIA**

HHS and ISD 200 do not currently have a formal social media policy for student-athletes. That said, it is critical that students are thoughtful and respectful about what, and where, they post material. HHS recognizes and supports the student-athletes' rights to freedom of speech, expression, and association, including the use of social networks. In this context, however, each student-athlete must remember that playing and competing for the Hastings High school is a privilege. As a student-athlete, you represent the school district and you are expected to portray yourself, your team, your school and the school district in a positive manner at all times. Social media comments and posts are an extension of your in-person behavior, and you will be held to high standards in alignment with the MSHSL code of conduct.

Do not have a false sense of security about your rights to freedom of speech – it is not unlimited. Online social networks are not a place where you can say and do whatever you want without repercussions. The information you post on a social networking site is considered public and permanent information. Think about who you represent: yourself, your family, your teammates and coaches, and your school. Protect yourself by maintaining a self-image of which you can be proud for years to come. Your athletic eligibility, and more importantly your character and reputation, depend on it!



## **BOOSTER CLUBS**

A “booster club” is defined as an organization that is formed to help support the efforts of a sports team, academic club, or social activity in a collective manner. Support is shown in many ways, including volunteering time, talents, or treasures to better enhance the team or organization's performance.

Booster clubs are separate from the school district. They are literally different entities, with different laws and rules. However, a mutual understanding of the laws and rules that impact both school procedures and booster procedures is necessary. Booster representatives and HHS coaches shall maintain open dialogue, and follow all relevant and required procedures, as dictated by the school district and the 501(c) legal parameters to maintain joint compliance.

For guidelines on achieving legal status and other parameters, view the booster guidelines posted online on the athletics website at <https://www.hastingsathletics.org/fin>

## **COMMUNICATIONS BETWEEN PARENTS AND COACHES**

Both parenting and coaching are extremely difficult vocations. By establishing an understanding of each position, we are better able to appreciate actions of the other and provide greater benefits to your child. As parents, you have a right to understand what expectations are placed on them. This begins with clear communication from the coach of your child's program.

### **Communication from your child's coach:**

1. Transformational purpose statement, definition of success, and philosophy of the coach
2. Expectations the coach has for your child, including sportsmanship and MSHSL rules and policies
3. Location and times of all practices and games, and transportation expectations
4. Team requirements, i.e. practices, special equipment, out of season training, lettering policy, etc.
5. Procedures to follow – should your child be injured, attendance at school on practice/game days, etc
6. Discipline that may result in the denial of your child's participation
7. Regular, individual meetings with players regarding role, how to improve, etc.
8. Consistent, timely, thorough communication throughout the season (email, website, etc.)

### **Communication that coaches expect from parents:**

1. Concerns expressed directly to the coach
2. Specific concerns with regard to a coach's philosophy and or expectations
3. Notification of any illness or injury of missed practices

As your child becomes involved in the programs at HHS they may experience some of the most rewarding moments of their young lives. However, there may also be times when things do not go the way you or your child wished. In some circumstances, discussion with the coach is encouraged.

### **Appropriate concerns to discuss with the coaches:**

1. 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 your child not playing as much as you may hope, or in a role you may not prefer. Coaches are professionals. They make judgment decisions based on what they believe to be best for all students involved. As you can see above, certain things can and should be discussed with the coach. Other things, such as items below, must be left to the professional judgment of the coach.

### **Issues not appropriate to discuss with the coach:**

1. Team selection
2. Playing time
3. Team strategy
4. Play calling
5. Other student-athletes

There are certain situations that may require a conference between the coach and the parents. **The student athlete should be and is expected to be involved in these meetings.** To resolve any issue, we must have everyone's perspectives and involvement.

## **RESOLVING CONFLICTS**

There are situations that may require a conference between the coach and the parent. These are encouraged. However, it is requested that you follow professional dialogue expectations. It is very important that both parties involved have a clear understanding of the other's position. When these conferences are necessary, the following steps are expected to be followed in order to promote resolution.

### **If there is a problem:**

**STEP 1:** Have your son/daughter talk directly to the coach, one on one – this is part of the learning and maturing process. \* If involving a very young athlete, i.e. a 7<sup>th</sup> grader on a high school team, a developmentally appropriate exception can be made. In these select cases, a parent can begin on step 2.

### **If the problem is not resolved:**

**STEP 2:** Contact the coach for their insight into the problem. Parents are welcome to provide support for the student-athlete through conversations with the coach after the initial player/coach discussion.

**STEP 3:** Set-up a face-to-face meeting with the coach **and your son/daughter**. The call should be directed to the coaches' school phone number/email. Inquiries will be returned by coaches in a timely fashion, typically between 24-48 hours.

### **Parents Should Not:**

1. Call the Athletic Director or HHS administration without participating in the first 3 steps.
2. Confront the coach before or after practice - in person, via phone, or electronically.
3. Confront the coach before or after a game - in person, via phone, or electronically.
4. Confront the coach before or after the banquet - in person, via phone, or electronically.

These can be emotional times for both the parent and the coach. Meetings of this nature do not promote resolution. \*\* Please allow for a 24-hour "processing" period, and follow the 4-step process.

Coaches are professionals. A parent would not walk into a classroom during class time and confront the teacher about a poor grade. They would not walk into a doctor's office without an appointment to confront them about a diagnosis. **Please do not confront a coach in a public setting.** There are respectful, professional, proper ways to communicate and have your concerns addressed. Practices and games are highly emotional times for everyone involved; players, coaches, and parents. Confrontations around these times take everyone out of their game. Just like the athlete who prepares mentally and physically for a practice or game, coaches are also thoughtful in their daily preparation. During a practice or game, coaches need to be able to focus 100% of their energy on the athletes as individuals and as a team.

### **If the meeting with the coach does not provide a satisfactory resolution:**

**STEP 4:** Contact the Athletic Director and request a meeting with all parties. If steps 1-3 have been followed appropriately, the AD will mediate a resolution between the student-athlete, coach, and parent.

### **We appreciate your respect for this professional, respectful chain of communication!**

Focused dialogue is a crucial part of conflict resolution. Your willingness to follow the expectations is paramount to successfully resolving potential issues and ensuring positive outcomes.

## **BEING A SUPPORTIVE SPORTS PARENT**

### **Before the Game:**

- Tell your child you are proud of him/her regardless of the outcome.
- Make a commitment to honor the game, no matter what others may do.

### **During the Game:**

- Cheer good plays by both teams.
- Mention good calls by the officials to others.
- Encourage others to respect the game.
- Remember to have fun. Enjoy the day!

### **After the Game:**

- Affirm your child's effort. When appropriate, ask your child open-ended question like:
  - What was the most enjoyable part of the game for you?
  - How did you give great effort today?
  - What did you learn from playing today?
- Tell your child you are proud of him or her – especially if the game didn't go well.
- When appropriate, thank the officials for doing a difficult job.
- When appropriate, thank the coaches for their effort.

### **If:**

- The official makes a “bad” call against your team?  
**Respect the game** – be silent, and/or focus your comments on something positive.
- Another spectator on your team begins to berate the official?  
**Encourage them to respect the game, since the officials are human and deserve respect.**  
Model respect for these individuals who are trying to promote opportunities for kids.
- Your child does not get to play as much as you had hoped in the game?  
**Review the research-based reasons why kids play and quit sports below:**  
\*\* Provided by [www.edwp.educ.msu.edu/isys/](http://www.edwp.educ.msu.edu/isys/)

### **WHY KIDS PARTICIPATE IN SPORTS**

1. Have fun
2. Improve skill
3. Develop fitness/exercise
4. Be with friends
5. Experience thrill and excitement
6. Be on a team
7. Opportunities for personal accomplishment
8. Stay in shape
9. Do something I am good at
10. Win

### **TOP REASONS WHY KIDS QUIT**

1. Not having fun
2. Too much pressure from parents and peers
3. Too much emphasis on winning
4. Concerns about coaching
5. Not enough playing time

## **TIPS ON BEING A GREAT SPORTS PARENT**

### **BE SUPPORTIVE OF THE COACH**

Be supportive of the coach's decisions when in front of your child, and when in public settings. If you have questions about or problems with what the coach is doing, it is best to follow the conflict resolution process and seek a solution in person. Complaining and jumping to conclusions without all the necessary information rarely leads to an agreeable and rewarding experience.

### **TEACH RESPECT FOR AUTHORITY**

There will be times when you disagree with a coach or official. Remember they are trained, trying their best, and intend to be fair. Show good sportsmanship by assuming positive intent, and treating the situation with respect.

### **LET THE COACH DO THE COACHING**

When your student is competing, let the coach do the coaching. You can teach and model discipline, maturity, sportsmanship, and how to deal with success and failure. Develop your student-athlete's character, and teach life skills that athletics bring to the fore-front.

### **LET YOUR STUDENT CREATE THEIR OWN MEMORIES**

Separate your sports life from theirs. Let your student discover their own sports journey. Help to calm the stormy waters, but let them handle the navigational problems. They will learn to be their own person, which will most likely be different than you. This is developmentally appropriate!

### **HELP YOUR CHILD LEARN THROUGH FAILURE**

The way your student handles failure can help them to face the certain failures life will throw them in the future. The worst time for you as a parent to give advice is immediately after a disappointment. Let your student cope in their own way, then, at some later time they will be much more receptive to words of correction or advice from you.

### **GET TO KNOW THE COACH**

Since the coach has a powerful influence on your student, take the time to attend parent meetings, and get to know the coach's philosophy, expectations, and knowledge.

### **FOCUS ON YOUR CHILD AS AN INDIVIDUAL**

Focus on what your student does well, how they contribute positively, and where they need to improve. Don't focus on the progress or success of other athletes. Especially if you wish it were different, don't assume that your child does not enjoy their role on the team.

### **LISTEN TO YOUR CHILD...BUT STAY RATIONAL**

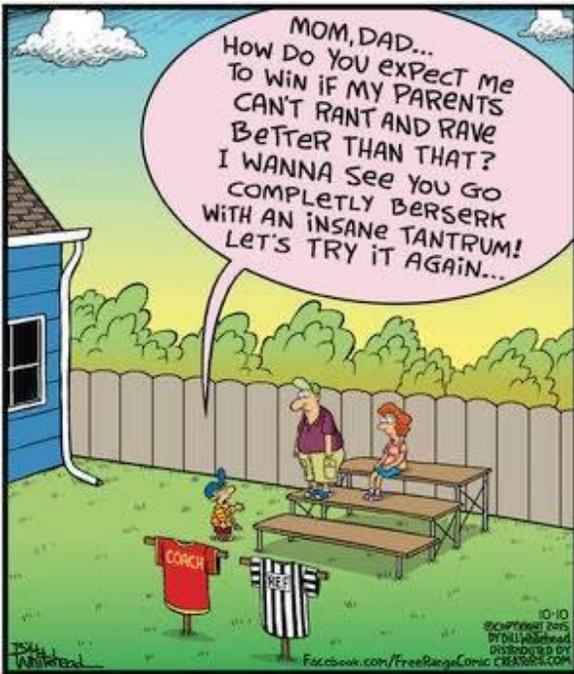
Always listen to your child, but remember to stay rational until you have investigated the situation. Remember, students often exaggerate both their woes and heroics. They are teenagers, and don't want to disappoint you. When appropriate, seek perspective from the coaches who are/were present.

### **BE MINDFUL OF YOUR ROLE AS A ROLE MODEL**

Take a good, honest look at your actions and reactions in the athletic arena. These actions are a big cue to your student and to others around you. Would your child be proud of your actions? Your spouse? Your employer?

### **SHOW UNCONDITIONAL LOVE**

The most important thing is to show your child that you love and support them, win or lose, and no matter what role they had or how they performed.



“Heads, I listen to instructions my coach shouts. And tails, I listen to instructions my dad shouts.”

## **PARENT PLEDGE**

At its best, athletic competition can hold intrinsic value for the entire Hastings community, and society as a whole. It is a symbol of a great ideal - pursuing victory with integrity. Everyone (players, parents, coaches, officials, administrators, staff, and fans) involved in athletic competition has a duty to treat the traditions of the sport and other participants with respect.

Disrespectful behavior, involving verbal ill-treatment of opponents and officials, profane or belligerent trash-talking, taunting and unseemly celebrations do not have a place at high school competitions and will not be tolerated at Hastings High School events. We have high expectations. Two simple rules can help. (1) Keep it positive! (2) Direct your cheers at our team! If you follow these two rules, the event can be energized in a supportive way.

Spectator attempts to scream, direct, and coerce officials/players/coaches/opponents into changing their behavior creates a hostile, negative atmosphere. When was the last time an official changed a call because you yelled at them? Have you seen a coach take a time-out to make a substitution, or call a different play, because you are screaming it at them? Of course this sounds ridiculous! Yet, exactly this kind of behavior is prevalent across the youth sports landscape today.

Your admission to a high school competition is not a license to practice poor sportsmanship. Our collective behaviors all reflect upon Hastings High School and help to form our reputation in the community. Please consider what you are modeling, and what message you are sending, with your actions and behavior. Sportsmanship begins with you!

Parents/guardians are role models. Parents are expected to demonstrate a high level of respect, sportsmanship, and support for all involved in our athletic programs. Parents are expected to acknowledge this expectation by signing the **PARENT PLEDGE** as part of the registration process.

## **THE EXPECTATIONS OF GREAT SPORTSMANSHIP**

### **TOWARDS OPPONENTS**

- Treat opponents the way you would like to be treated, as a guest or friend. We need opponents – we literally can't have a game or competition without them!
- Refrain from taunting, trashing talking or making any kind of derogatory remarks to opponents during the game, particularly any comments of ethnic, racial, or sexual nature. Refrain from intimidating behavior.
- Wish opponents good luck before the game and congratulate them in a sincere manner that you would like to be greeted following either victory or defeat. Encourage injured players and recognize outstanding performances for both teams.

### **TOWARDS GAME RULES & OFFICIALS**

- Respect the integrity and judgment of game officials. Understand that they are doing their best to help promote the student-athlete and the sport, and admire their willingness to participate in full view of the public. Treating them with respect, even if you disagree with their judgment, will only make a positive impression of you, your team, your school and our community.
- Learn the rules of the game thoroughly and discuss them with others. This will assist both them and you in the achievement of a better understanding and appreciation of the game.

**Did you know? Officials are required to be registered, certified, and complete annual continuing education requirements. They typically get paid between \$50-90 per game before taxes, and are not compensated for travel. The MSHSL currently has a record low number of available and new officials. The #1 reason why, according to officials? Unruly and disrespectful fans. *Please act with class at HHS!***

### **OF SPECTATORS IN GENERAL...**

- Remember that you are at a contest to support your team and to enjoy the skill and competition; not to ridicule the other team and its fans. Avoid antics that draw attention to you instead of the game.
- Remember that school athletics are learning experiences for students and that mistakes are made.
- Remember that a ticket to a school athletic event is a privilege to observe the contest, not a license to verbally assault others and be generally obnoxious.
- Refrain from the use of any controlled substances (alcohol, drugs, etc.) before and during games, and afterwards on or near the site of the event (i.e. tailgating).
- Use only those cheers that support and uplift the teams involved. Be a positive behavior role model at events through your own actions and by censuring those around you whose behavior is unbecoming.

### **OF PARENTS IN PARTICULAR...**

- Understand the purpose of educational athletics. School sports are about kids learning and having fun.
- Understand that you are possibly the biggest role model in your child's life. Wild behavior in the stands and challenging authority of coaches and officials does little to model positive behavior in your child's presence.
- Make your cheers during games those of support of your child – not instructions as to how to play.
- Recognize that school coaches, officials, and administrators are facilitating leadership of your child's athletic activities. Model respect for this authority – openly and behind the scenes.
- Refrain from living your life through your child's athletic activities. This is their time. This is their place. Please let them play!

## **STUDENT TRAVEL, RELEASE TO PARENT PROTOCOL**

A new co-curricular transportation policy was adopted by the ISD 200 School Board effective with the 2020-21 school year. Please refer to the complete policy during the registration process.

### **TEMPORARY RIDE AUTHORIZATION PROCESS**

When District transportation **IS** provided, a student participating in an activity must travel to and from events via District transportation. Exceptions to this practice may be extended as noted below.

1. The parent/guardian must submit requests at least 24-hours in advance, via a written note or email sent **directly to the coach**. Requests must identify the full name of the adult driver authorized by the temporary notice. The coach must confirm receipt prior to the team departing for the event.
2. The student will be released to the temporarily authorized adult driver by the coach/advisor when: (a) the authorized adult driver makes face-to-face contact with the coach/advisor and student following the event (b) the temporarily authorized adult driver signs the check-out list provided by the coach.
3. Students will not be left unsupervised at the site if the driver is not present at the time of departure from the event. If the temporarily authorized adult driver has not arrived by the time the team/group is ready to depart, the student will need to return from the event with the rest of the group on District transportation.

### **UNIFORM/EQUIPMENT REQUEST**

The HHS athletic department supports the temporary, off-season use of uniforms and equipment for student-athlete use. Varsity game uniforms may be checked out to be used for senior pictures. “Uniforms” may include home and away jerseys, shorts or pants, and helmets. There is no cost to check out uniforms. At times, some students may be required to have specific equipment in order to participate in a summer event (i.e., a helmet that is required at a football camp). These items may be rented from the athletic department at a rate of \$1/day per item.

In order to effectively serve you, and manage the volume of requests made, the athletic department has created an online request process and published a reservation timeline. Students and families are expected to follow this process to ensure a satisfactory experience for the family and school. The timeline operates in monthly cycles. ***Please plan ahead!*** Reservations are expected by the 1st of the month in order to be able to use an item that month – with pick-up typically available in 5 business days.

Requests for uniforms and/or equipment must:

- be completed via the online form located on the HHS athletics website (link below)
- specify items like the exact sport, jersey number, and if home and away set(s) are desired
- be completed according to published timelines, and picked up/returned on time

Please find the reservation timeline and link to the reservation form by reading posted information at:

[http://assets.ngin.com/attachments/document/0120/3740/Uniform\\_and\\_Equipment\\_Checkout\\_Procedure\\_March\\_2017.pdf](http://assets.ngin.com/attachments/document/0120/3740/Uniform_and_Equipment_Checkout_Procedure_March_2017.pdf)

## **HASTINGS ATHLETIC REGISTRATION – “FEEPAY” DIRECTIONS**

All HHS athletic registration takes place online. There is no in-person or paper registration. With the exception of the Sports Qualifying Physical Examination Form, all forms and fees must be submitted electronically. ISD 200 is transitioning to a new Athletics Registration System in 2020-21. You will be required to create an account with our registration software vendor, “Affinity Solutions.”

### **EXPIRED PHYSICALS**

- If your physical is expired, you must turn in a copy of a new, updated sports qualifying physical to the High School Athletic Office. Once we receive and enter the updated physical you will be able to continue with online registration.
- Physicals can be dropped off at the High School Athletic Office, emailed to [jkranz@hastings.k12.mn.us](mailto:jkranz@hastings.k12.mn.us) or faxed to 651-480-7598.
- Physicals that are received during the summer months will be entered at least once per week.

PLEASE NOTE - Once the online registration is complete, the student will still need to be cleared by the Athletic Office. **If a student is not cleared you will be notified as to what is needed to have your son/daughter cleared to participate.** Call the High School Athletic Office if you have any questions - 651-480-7597.

Student-athletes who register for HHS programs must abide by regulations set forth by the MSHSL, MEC, and ISD 200/Hastings High School. In order to be fully eligible for athletic participation, students must meet the specific requirements detailed in the registration process that include (1) behavior code of conduct (2) academic and chemical eligibility (3) school attendance (4) athletic fees (5) uniforms and equipment (6) athletic trainer authorization (7) insurance (8) transportation (9) other MSHSL guidelines. Student-athletes and parent/guardians will be provided with these expectations and rules during the online registration process.



# ATHLETIC TRAINING SERVICES

## Sports & Physical Therapy - Hastings

### Adam Melstrom, ATC

Phone: 651-404-1180 • Cell: 715-279-1607

Fax: 651-404-1199 [Adam.Melstrom@allinahealth.com](mailto:Adam.Melstrom@allinahealth.com)

85 Pleasant Drive • Hastings, MN 55033

Hastings High School partners with Allina Health to provide exclusive athletic training services. Adam Melstrom has served as our Athletic Trainer since 2019. He is on the field and in the training room ready to ensure the safety and sport-readiness of our student-athletes. Adam has a B.A. in Athletic Training, is nationally certified, and is registered with the Minnesota Board of Medical Practice.

Adam is often the first response after an athletic injury. He will provide evaluation and early triage to the appropriate medical provider, whether it's a visit to the emergency room, a physician, or a sport physical therapist. He is also trained in CPR and first-aid. His goal is to make participation and competition as safe as possible, and to minimize the risk of injury.

#### Specialties

- injury prevention – taping, stretching, ice and heat therapies
- clinical evaluation and diagnosis
- immediate and emergency care
- treatment, rehabilitation and reconditioning
- Impact testing for concussions

Our goal is to make competition as safe as possible and to minimize a person's risk of injury. At Hastings we are fortunate to have access to ImPACT testing – a computerized neurocognitive assessment tool – for concussions. The results are used by physicians, psychologists, athletic trainers, and other licensed health care providers to assist in determining the level of deficit and assess an athlete's ability to return to sports after a concussion.

Adam relies on clinical evaluation and diagnosis every day during injury checks with athletes. On the sidelines, he is a first responder, providing triage to appropriate medical providers. When injuries happen when he is not present or if it's not urgent enough to be assessed by a physician immediately, he will see the athlete the next day to evaluate and diagnose their injury and come up with a treatment plan.

Adam is the medical link between coaches, parents and athletes with doctors and other health care professionals and the therapists at Courage Kenny Sports & Physical Therapy - Hastings. He is committed to working alongside HHS student athletes to help them compete at their best!

Visit the Courage Kenny Sports and Physical Therapy website for more information and additional services provided by Allina Health in Hastings at [www.allinahealth.org/couragekenny](http://www.allinahealth.org/couragekenny)