

# Lennox Orioles



# Activities

~~2019-2020~~

**2020-2021**

# ***Activities Information***

## **TABLE OF CONTENTS**

Student/Athlete Activities Handbook.....	1
General Philosophy of Interscholastic Athletics .....	1
co-curricular/extra-curricular opportunities.....	2
General Sports Objectives Statement on School Sports .....	3
Chain of Command .....	4
Eligibility Rules .....	4
Training Rules & Academic Eligibility Policy .....	5
General Rules for all Activities.....	7
Expectations.....	8
Top Bird Award.....	10

# PHILOSOPHY/OBJECTIVES

~~2019-2020~~

2020-2021

## Lennox School Mission Statement

*In partnership with parents and our communities, we will foster a creative population of learners who overcome challenges with hard work, innovation, and collaboration to become responsible and contributing members of society.*

The public school is one of the most important forces in the United States devoted to the total development of human potential. An efficient and effective learning program involving the transmission and utilization of knowledge, skills, and attitudes will enable students to develop their potential as individuals, and to make contributions as members of society.

Extra-curricular and co-curricular activities have shown to be enriching experiences helping students with personal, physical, mental, and social development. We believe that activities programs are fertile ground on which to teach and reinforce the ideals of respect, honesty, fairness, responsibility, and sportsmanship to our students.

Since the school reflects the needs, values, strengths, and aspirations of the community, it follows that the school and home should work together to further develop those personal characteristics which will lead to a better individual and community life for all its citizens. As citizens we recognize that there are rights and there are privileges. Rights are inherited by citizens. Privileges are earned by citizens and can be denied for a number of reasons including inappropriate conduct and non-compliance of established expectations. Participation in activities is a privilege, not a right, and thus, it becomes the responsibility of the activity advisers and the administration to hold students accountable to the standards established by the advisers and the Board of Education.

At Lennox High School, membership and participation in co-curricular/extra-curricular activities can have a very positive effect in the development of good and constructive attitudes for future citizenship. It is very important that students understand the philosophy, opportunities, and policies and procedures of the activity program at LHS.

The Lennox School District does not discriminate in its programs and activities with regards to: race, color, national origin, age, sex, or disability.

The co-curricular/extra-curricular phase of the total educational experience is one area that Lennox High School students have an opportunity to learn and share desirable qualities of citizenship, fair play, understanding and appreciation of the arts, good sportsmanship, respect for rules and authority, development of leadership, school spirit, cooperation, pride in accomplishments, self-discipline, and value of self-sacrifice for others.

## **The co-curricular/extra-curricular opportunities offered at LHS include:**

### **Boys Basketball**

Mr. Paul McVey - Head Coach  
**Mr. Jacob Hinker – Assistant**  
~~Mr. Jared Vlastuin – Assistant~~  
**Mr. Jared Vlastuin – Freshman**  
~~Mr. Trevor Schroeder – Freshman~~  
Mr. Dustin McLouth – JH  
Mr. Trey Manitz - JH

### **Girls Basketball**

Mr. Adam Quail - Head Coach  
Mr. Todd Klinger – Assistant  
Ms. Brittany Austin – Freshman  
~~Mr. Dustin McLouth – JH~~  
**Ms. Kellie Koehler – JH**  
Mr. Trey Manitz - JH

### **Volleyball**

Mr. Patrick Purdy - Head Coach  
~~Ms. Britany Austin – Assistant~~  
**Ms. Corrisa Sweeter - Assistant**  
Ms. Katie Binder - Freshman  
~~Ms. Katie Letsche Hansen – JH~~  
Ms. Melissa Vlastuin - JH  
Ms. Sheryl Ledebor - JH

### **Football**

Mr. Matthew Luze - Head Coach  
Mr. Trevor Schroeder - Assistant  
Mr. Casey Vietor – Assistant  
~~Steve Hale – Assistant~~  
**Mr. Harris Lendmann – Assistant**  
Mr. Blake Crosby – Assistant  
~~Mr. Taylor Olson – JH~~  
**Jacob Hinker – JH**  
Chris Kruse – JH  
Shane Deboer - JH

### **Newspaper (Pep-A-Graph)**

Ms. Tresa Thill – Advisor

### **Yearbook (Lenkota),**

Ms. Kerri Kirschenmann-Advisor

### **Drama (Major Plays)**

~~Ms. Krista Bruggeman~~  
**Ms. Christi Saylor – Coach**

### **One Act Plays**

Ms. Christi Saylor – Coach

### **Debate**

Mr. Mike Larson – Coach

### **Oral Interp.**

Mr. Mike Larson – Coach

### **Boys & Girls Track & Field**

Mr. Jared Vlastuin - Head Coach  
Mr. Dan DeVries - Assistant  
Mr. Mike Oltmanns – Assistant  
Mr. Matthew Luze – Assistant  
Kellie Koehler – JH  
Paul McVey – JH  
Chris Sattler – JH

### **Wrestling**

Mr. Blake Crosby - Head Coach  
– Assistant  
Mr. Rich Meekhof- Assistant

### **Boys & Girls Cross Country**

Mr. Mike Oltmanns - Head Coach  
Mr. Paul McVey – Assistant

### **Boys Golf**

Mr. Cody Lutes - Head Coach

### **Girls Golf**

Ms. Angela Zirpel – Head Coach

### **Tennis (Boys & Girls)**

Mr. Kevin Plank

### **Cheerleading**

Molly Townsend – Head Coach

### **Band (Marching, Pep, Concert, Jazz)**

**Mr. Devon Melillo - Director**

### **Vocal (Mixed Chorus, Show Choir)**

~~Louise Perrion – Advisor~~  
**Megan Hansen – Advisor**

### **Future Farmers of America**

~~Jim Wilson – Advisor~~  
**Mr. Brady Duxbury – Advisor**

### **FCCLA**

Ms. Amanda Fodness – Advisor

### **Student Council**

Lindsay Peterson – Advisor

(Revised 5/4/2020)

# GENERAL SPORTS OBJECTIVES STATEMENT ON SCHOOL SPORTS

A few philosophical points that are basic to the high school sports program are as follows:

1. Unlike any other sports program, ours is “education through sports”.
2. We should strive to involve as many students as possible in as great a variety of sports as possible under conditions as fair as possible for all.
3. Specialization is not an important part of our program. Our purpose is not to prepare students for college or professional sports.
4. We must teach more than the skills of the game: self-discipline, consideration of others, sacrifice, difference between privilege and right, accepting wins and losses, growing up and especially the need for regulations and respect for them.

The coach is the key to all this. The coach’s attitude and example are crucial. It is a job that carries with it great responsibility and great privilege. There can be much pressure. It can be relieved by setting achievable goals and criteria for success other than winning. Administrators can help in establishing policy and program and providing support.

## RESPONSIBILITIES OF THE PLAYERS

The responsibility of the players for sportsmanship is second in importance only to that of the coach. Because players are admired and respected, they exert a great deal of influence over the actions and behavior of the spectators. Desirable behavior for the players includes the following:

1. Treating opponents with the respect that is due them as guests and fellow human beings.
2. Shaking hands with opponents and wishing them good luck before the contest.
3. Exercising self-control at all times, accepting decisions and abiding by them.
4. Respecting the officials’ judgments and interpretations of the rules. Never argue or make gestures indicating a dislike for a decision.
5. Not communicating with the officials regarding the clarification of a ruling. This is a function of the captain, if necessary.
6. Congratulating the opponents in a sincere manner following either victory or defeat.
7. Accepting seriously the responsibility and privilege of representing the school and community on and off the court/field, including ‘**social media**’.

## RESPONSIBILITIES OF THE COACH

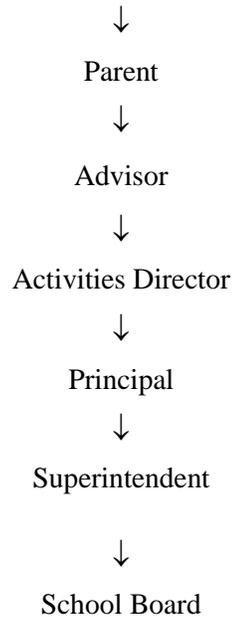
The coach bears the greatest burden of responsibility for sportsmanship. The coach has the strongest influence upon the attitudes and behavior of the players, the student body and the community. In order for good sportsmanship to become a reality, it is essential that the coach subscribe to the values of sportsmanship and teach its principles through word and deed. Specifically, it is recommended that the coach:

1. Always set good examples for others to follow.
2. Instruct the players in their sportsmanship responsibilities.
3. Discipline students who display unsportsmanlike behavior. If necessary, take away their privileges of representing the school.
4. Be a good host to opponents. Treat them as guests.
5. Provide opportunities for social interaction among coaches and players.
6. Endorse or recommend only officials who have demonstrated the highest ethical standards.
7. Respect the officials’ judgments and interpretations of the rules.
8. Publicly shake hands with the opposing coach and players after the contest.
9. Don’t “pour it on” - the margin of victory is not an educational objective.

## CHAIN OF COMMAND

If there is a situation or concern on the part of a student or parent regarding an activity, the following contacting procedure is recommended:

Student (student should make the first contact with the coach)



## ELIGIBILITY

In order for students to be eligible to participate in activities, they must meet guidelines adopted by the SDHSAA and Lennox High School. Violations of any guideline will result in one semester of ineligibility.

You are **NOT** eligible if:

1. You have reached your 20th birthday.
2. You have attended more than four (4) first semesters and four (4) second semesters of school in grades 9 through 12. Enrollment in school for fifteen (15) school days or participation in an inter-school contest shall constitute a semester.
3. You did not pass twenty (20) hours of high school work per week equaling 2 full credits, in courses approved for graduation for the preceding semester. (at least 2 Core classes)
4. You are not enrolled in and attend a minimum of twenty (20) hours of high school work per week equaling 2 full credits during the current semester.
5. You have graduated from a regular four-year high school or institution of equivalent rank.
6. You have not enrolled by the sixteenth (16th) school day of the current semester. Date of regular entry into classes is considered the date of enrollment.
7. You are absent from school more than (9) times that semester.
8. You have transferred from one high school to another without a corresponding change in the residence of your parents.
9. You do not have on file in the principal's office a signed physical examination and a parent & student consent form, a consent for release of medical information form (HIPAA), and a concussion fact sheet for parents/athletes.
10. You have ever participated in an athletic contest under an assumed name.
11. You have ever participated in athletics in any institution of learning of higher rank than a standard secondary school.
12. You have violated your amateur standing.
13. During a high school sport season, you compete as an individual or as a member of another team.

## LENNOX HIGH SCHOOL ACTIVITIES TRAINING RULES POLICY

Participation in school activities encompasses all students without regard to sex, race, or creed and teaches that it is a privilege and an honor to represent one's school. Interscholastic activities constitute a part of the right kind of "growing up" experiences for students. Participants learn to accept success and failures, gain poise and confidence, achieve tolerance and understanding of others and gain the self-satisfaction of accomplishing goals. Under a well-administered school program, students and spectators become better citizens through participation and observation of activities conducted under established rules.

With that philosophy in mind, the Board of Education on the advice of the administration, coaches, and advisers, has adopted the following Activities Policy. **This is a year round policy.**

### I. PARTICIPATION IN AN EXTRA-CURRICULAR ACTIVITY IS SUBJECT TO THE FOLLOWING RULES:

Participating in the following five (5) major areas or types of conduct any time during the year shall constitute a violation of this code:

- (1) Use of or possession of chewing, smoking tobacco, or any nicotine delivery device.
- (2) Use of or possession of or under the influence of alcoholic beverages.
- (3) Use of or possession of or under the influence of mood altering substances not prescribed by a physician, or possession of drug paraphernalia.
- (4) A felony or misdemeanor (other than a minor traffic violation).
- (5) Suspension from school for any reason.

**All offenses will be CUMULATIVE during the student's four (4) years at LHS.**

#### A. First Offense

The first (1<sup>st</sup>) violation of the activity policy the student will forfeit the number of contests/performances or activities equal to 1/4 of the scheduled contests/performances or activities. Wrestling tournaments and volleyball tournaments will count as two (2) contests. If 1/4 of the contest/performance or activity results in a fraction of a contest/performance or activity, that fraction will be dropped. If the penalty for a wrestler is completed during the second round of a tournament, the wrestler will be eligible for the entire tournament. Students involved in publications violating the activities training policy would be prohibited from publishing two (2) byline articles.

\*The suspension period will be reduced by half upon the student's voluntary admission to violating the training policy except in cases where the student has been cited for a violation of law which violates the standards of the activities training policy, or has been suspended from school.

The student must continue to participate and complete the season to restore eligibility. Uncompleted suspensions will carry over to the next sport/activity in which the student had participated the previous season. Following a first (1) violation, a student must serve the full penalty in a sport/activity he/she had previously participated in unless they are a freshman.

Students violating the training policy will serve the appropriate penalty in the **athletic and fine arts activities** in which the student is participating at the time of the violation. Fine arts activities include those activities that are sanctioned by the SDHSAA -- band, cheer team, dance team, oral interpretation, theater, vocal music and publications (i.e. yearbook, Pep-A-Graph).

#### B. Second Offense

Second (2<sup>nd</sup>) violation of the activity policy by the student will result in forfeiture of the number of contests/performances or activities equal to 1/2 of the scheduled contests/performances or activities. Students involved in publications violating the activities policy would be prohibited from publishing four (4) byline articles.

\* The suspension period will be reduced by half upon the student's voluntary admission to violating the training policy except in cases where the student has been cited for a violation of law which violates the standards of the activities training policy, or has been suspended from school.

The student must continue to participate and complete the season to restore eligibility. Uncompleted suspensions will carry over to the next sport/activity in which the student had participated the previous season. Following a violation, a student must serve the full penalty in a sport/activity he/she had previously participated in, unless they are a freshman.

#### C. Third Violation

Students violating the training policy a third time will be ineligible for any activity for a period of 12 calendar months from the date of the violation.

#### D. Fourth Violation

Students violating the training policy a fourth time will be ineligible the remainder of their high school career at Lennox High School.

The above rules apply if the report is made by the student's admission, the student's parents', the coaching/advisory staff, board members, employees of District 41-4, or law enforcement agents.

- II. Any student who is disruptive or uncooperative in any LHS activity program can be summarily dismissed from that activity and/or for the remainder of the season.
- III. Student misconduct may also include social networking activities, internet postings, electronic or other forms of communication that negatively represent themselves, their teams, coaches, or the school. This type of conduct is subject to discipline and or suspension. Coaches/Activities Director will handle these violations.
- IV. Any student who is excused from school attendance because they are receiving their education at home, pursuant to state law, shall not be eligible for any fine arts or athletic activities of a high school that is a member of the SDHSAA.

### **ACADEMIC ELIGIBILITY STANDARD**

Academic preparation and success should be the number one concern of all of our students, teachers, coaches, group advisors, and parents. To help students involved in extra and co-curricular activities including school related clubs and organizations be academically successful, all students involved in extra and co-curricular activities and clubs and organizations will be expected to maintain passing grades in all of their subjects to be eligible to participate in extra and co-curricular activities and clubs and organizations.

**NO PASS NO PLAY** - After the third week of each semester, weekly grades will be posted. Students involved in extra-curricular and co-curricular activities earning a failing average in any class will have one week to improve to a passing average or they will be ineligible to compete in any contest or participate in any activity.

In order to be removed from the failing list, a student must get Red Cards from the Activities Director and work to improve his/her grades above the 67.5% level, get the card signed by the appropriate teacher(s) when the grade improves, and then return one copy of the Red Card to the activities director or office staff and the other to the head advisor. Once this process is complete, the student will be deemed academically eligible. Coaches and Advisors are responsible for monitoring the students on their activities roster in regards to the academic eligibility. Students will continue to practice during times of ineligibility.

### **ATTENDANCE POLICY**

**Students who plan to participate in practice or an evening school activity must be in attendance that school day a minimum of 2 blocks immediately preceding the practice or activity.** Certain individual cases, as in those listed below, will be acceptable upon the discretion of the administration.

1. There is a death or critical illness in the immediate family.
2. There is a family emergency.
3. They have a doctor or dental appointment scheduled during school time that cannot be scheduled at another time.
4. They accompany their family on a trip.

Students are also required to attend all practices and activities in the sport/activity in which they are a part, unless specifically excused by the coach/adviser. Students shall inform the coach/adviser, in advance, the reason for his/her need to be absent.

The following curfew hour regulations are recommended for students:

1. Sunday, Monday, Tuesday, Wednesday, and Thursday - 10:30 p.m.
2. Friday, Saturday - 12:00 a.m. If followed by an athletic contest/performance the next day or night - 10:30 p.m.

The coaching/advisory staff will handle curfew violations. Any questions or needed clarification of the above can be had by calling the Activities Director or contacting the head coach/adviser in any given sport/activity.

### **PRACTICES - EMERGENCY CLOSING/INCLEMENT WEATHER**

The Lennox School Board is concerned with the safety and welfare of the Lennox School District students and district personnel, thus, their attendance or scheduling of practices, open gym, voluntary practices, and contests, when school has been dismissed early or closed due to inclement weather, shall be restricted within the following conditions:

1. When school is closed for the entire day due to inclement weather, there shall not be any practices, open gym, voluntary activities, or contests after the closing for any students. Deviation from this policy requires approval from the superintendent's office.
2. The host school and the visiting school shall make the decision regarding whether to continue, cancel, and/or reschedule the activity. The decision will be made by the building principal and the activities director after consulting with the superintendent, if available, on or before two o'clock (2:00PM), and the decision will be announced over the radio and television stations on the regular stations utilized for inclement weather notification.
3. When the school is closed or dismissed after the school day has begun and students are dismissed to return to their residences due to inclement weather, there shall not be any practices, open gym, voluntary activities, or contests after the closing for any students.
4. When school is dismissed early or closed for the school day and there is a state sponsored contest, it shall be the

determination of the building principal, activities director, and superintendent as to the appropriateness to participate in the contest. The same inquiries shall be made of officials/judges to determine safety prior to leaving for or returning from an activity.

5. When inclement weather develops during a home contest or activity, the building principal, activities director, and a visiting administrator or coach/advisor that is available will make the decision to continue, postpone, or cancel the activity or contest. Should inclement weather develop while the district's team/group is at the visitor's venue, the coach/advisor will attempt to contact the building principal, activities director, or superintendent to determine the safety of returning to the district. Should the building principal, activities director, or superintendent not be reached, the coach/advisor will make the determination to travel or not to travel. If a bus driver is present, he/she shall be consulted prior to a decision being made to travel or not to travel. In the event the coach/advisor decides not to travel, he/she will arrange for the safety of the students and make appropriate accommodations at the visiting site.

### **PRACTICES - WEDNESDAYS & SUNDAYS**

No practices will be permitted before 6:30 a.m. or after 10:00 p.m. Wednesday night has been set aside as church night. No activities involving students are to be scheduled on that night. All activities should end by 6:30 p.m. on Wednesdays. Sundays are also non-activity days. No organized practices will be held except for preparation for a state qualifying event which would be held the following Monday or Tuesday.

#### **LODGING :**

If at all possible, lodging arrangements are to be made in advance by the activities director. When making the advance arrangements, please ascertain whether or not the motel or hotel will allow you to have a voucher signed and the school district mail a check at a later date. Most hotels have a direct billing set up with the Lennox School District so no voucher. Make sure to double check with the clerk when making reservations.

We would not expect to stay in the best motel in town nor would we expect you to stay in inadequate conditions. Reasonableness should be paramount in determining where you would stay. Team will not be lodging if travel is less than 60 miles from Lennox. Deviation from this policy(weather, timing of events, etc..) requires approval from the superintendent's office.

# **The Oriole Pride Sportsmanship Guidelines**

## **ACCEPTABLE BEHAVIOR**

- Know the rules and strategies of the contest in order to cheer at proper times
- Maintain enthusiasm and composure, serving as a role model
- Participate positively in the event or contest by supporting the coaches and participants
- Exercise good judgment in cheering for outstanding performance, not against opponents or to ridicule an error. It is certainly acceptable to applaud on outstanding performance by an opponent and to applaud all participants at the end of the contest
- Follow the cheerleaders in positive cheers and yells to show support for the participants.
- Be an exemplary role model by positively supporting teams in every manner possible, including content of cheers and signs
- Show respect and concern for an injured player, regardless of team
- Respect decisions made by contest officials
- Realize that a ticket represents a privilege and a responsibility to observe and positively support a high school activity, not a license to verbally assault others or be generally obnoxious
- Respect fans, coaches, and participants
- Encourage surrounding fans to display only sportsmanlike conduct
- Resist being drawn into negative conduct by other fans, including opposing fans

## **UNACCEPTABLE BEHAVIOR**

The following have been defined as negative and unacceptable by Lennox School District 41-4.

- Disrespectful or derogatory yells, chants, songs or gestures
- Booing or heckling an official's decision, criticizing officials in any way, displays of temper with an official's call
- Yells that antagonize opponents
- Blaming loss of game on officials, coaches or participants
- Doing own yells instead of following lead of cheerleaders
- Yelling at or criticizing coaches or participants of either team
- Attempting to coach from the bleachers or sidelines, giving specific instructions to any participant
- Destruction of property, signs or equipment
- Running onto the floor or field of play before, during or after the contest
- Engaging an opposing fan in a dispute or argument
- Use of profane, vulgar or abusive language

**The school administration is responsible for enforcement of all activities, including those at other facilities. Any person acting in an unacceptable manner faces expulsion from the contest or activity and possible exclusion from subsequent contests or activities.**

# Lennox Oriole Expectations per Level of Activity

*“The higher the level, the greater the expectation and desire to win.”*

## Team Structure and Goals

In a great majority of our activity offerings, we will have several team levels, each with its own structure and goals. The following system will be used for participation in the activities department.

1. **Varsity:** Skills are continually developed to meet the goals of the program while competing in the Dakota XII Conference and state competitions. The number of athletes on a team and participation/game time may be limited. (90% competition - 10% participation)
2. **B Team:** Skills are developed in preparation for the varsity level. The number of athletes on a team and participation/game time may be limited. (80% competition - 20% participation)
3. **C Team:** The development of skills is key to future success in the upper levels. There is more of a balance between competition and participation though not necessarily even. (70% competition - 30% participation)
4. **Eighth Grade:** Basics are built upon to further develop the skills based on the maturation level of the athlete. There should be a balance between competition and participation as best as possible. More of a competitive environment is established here compared to 7<sup>th</sup> grade. B games are often scheduled to enhance player participation. (60% competition - 40% participation)
5. **Seventh Grade:** An entry level to programs where the sport may be introduced and basic skills taught while having fun with the activity. This level isn't necessarily about winning, but rather learning the skills and enjoying the activity while in a competitive situation. There should be a balance between competition and participation as best as possible. B games are often scheduled to enhance player participation. (50% competition - 50% participation)

Factors such as time, facilities, equipment, staffing, and budgetary considerations may limit some opportunities. Our goal is to provide as many students with as many experiences as possible. We will do our best to retain our athletes in programs as long as possible.

# TOP BIRD AWARD

This award was created to reward the talented multi-sport athlete. Its purpose is to encourage participation in three different school sponsored athletic teams to encourage diversity and not specialize in one sport or event.

<u>Award</u>	<u>Points</u>
Freshman Certificate	2
Advanced Certificate	3
Varsity Letter	5
Student Manager Letter	1
Complete four years in one sport	2

**TOTAL POINTS NEEDED TO QUALIFY                    50**

Explanation of Awards (points are awarded for grades 9-12 participation only)

- Freshman Certificate - awarded to freshmen who successfully complete the season on a freshman squad
- Advanced Certificate - awarded to freshmen through seniors who successfully complete the season on a sophomore, junior varsity, or varsity squad and does not letter
- Varsity Letter - awarded to freshmen through seniors who successfully complete the season and meet the standards set by the head coach for that sport
- Complete Four Years - awarded to any athlete, their senior year, who has successfully completed all four years in each sport

\*\*\* Can only be awarded one Certificate or letter per season for top bird award

\*\*\* Points will be adjusted from the loss of 2020 Spring Activities

# Parent/Coach Communication Guide



Sportsmanship  
Character  
Integrity  
Dignity

Parent/Coach Relationship

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

### **How to Handle Concerns**

As your children become involved in the programs at Lennox High School, they will experience some of the most rewarding moments of their lives. It is important to understand that there also may be times when things do not go the way you or your child wishes. At these times discussion with the coach is encouraged. It is very difficult to accept your child's not playing as much as you may hope. Coaches are professionals. They make judgment decisions based on what they believe to be best for all students involved. Certain things can and should be discussed with your child's coach. Other things should be left to the discretion of the coach.

#### **Concerns Appropriate to Discuss With Coaches**

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

#### **Concerns Inappropriate to Discuss With Coaches**

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

### **Chain of Communication**

- 1) The first line of communication is between the athlete and the coach.
- 2) Coach & parent/Athlete
- 3) Coach, parent & activities director.

#### **If You Have a Concern to Discuss With a Coach**

There are situations that may require a conference between the coach and the parent. These are encouraged. It is important that both parties involved have a clear understanding of the others position. When these conferences are necessary, the following procedure should be followed to help promote a resolution to the issue of concern.

1. Call to set up an appointment.
2. The Lennox High School telephone is 647-2203.
3. If the coach cannot be reached, call the Activities Director. He will set up the meeting for you.
4. Please do not attempt to confront coach before or after a contest or practice. These are emotional times for both the parent and the coach. Meetings of this nature usually do not promote resolution.

#### **What Can a Parent Do If the Meeting with the Coach Did Not Provide a Satisfactory Resolution**

1. Call and set up and appointment with the Activities Director to discuss the situation.
2. At this meeting the appropriate next step can be determined.

**Co-curricular activities are a very important part of your child's education. Your child**

**will learn values such as hard work, teamwork, sportsmanship, interpersonal relationships, honesty and striving for success. These character traits help promote a successful life.**

**The Athletic Staff wants your child to have a very positive experience at Lennox High School. With your help and your positive support of the staff at Lennox High School, the experience that all will have will be most rewarding.**

## **SPORTSMANSHIP**



**“The Golden Rule in Athletics”**

Treat others as you would like them to treat you, remembering that when you play your opponent, they are just that . . . only the opponent and not the enemy. The rules are fair and the officials are present to make sure the rules are enforced. From time to time, the officials will make mistakes, as we all do. At such times respect all officials’ decisions. A person who exhibits sportsmanship will have empathy for others.

## **CHARACTER**

A person with character behaves morally, ethically and honestly in public situations and also in situations known secretly and only to that individual.

## **INTEGRITY**

People with integrity are honest with themselves and others, preferring to tell the truth.

## **DIGNITY**

**“A Touch of Class”**

A dignified person will demonstrate self-confidence. They show self-control, self-respect, and consideration for others and maintain their “cool” in tense situations.

**“Win With Integrity, Lose With Dignity, Do Both With Class”**

## How to Build Sportsmanship in your Child

- Unless you're coaching your child's team, you need to remember that you're the parent, not the coach. Shout words of encouragement, not directions, from the sidelines (there is a difference!).
- If you are your kid's coach, don't expect too much out of your own child. Don't be harder on him/her than on anyone else on the team, but don't play favorites either.
- Keep your comments positive. Don't badmouth coaches, players, or game officials. If you have a serious concern about the way that games or practices are being conducted, or if you're upset about other parents' behavior, discuss it privately with your child's coach or with a school official.
- Applaud good plays no matter who makes them.
- Set a good example with your courteous behavior towards the parents of kids on the other team. Congratulate them when their kids win.
- Remember that it's your child, not you, who is playing. Don't push your kid into a sport because it's what you enjoyed. As your child gets older, let them choose the sport they want to play, and let them decide the level of commitment they want to make to it.
- Keep your perspective. It's just a game. Even if your child's team loses every game of the season it's unlikely to ruin their life, or their chances of success.
- Look for examples of good sportsmanship in professional athletes and point them out to your kids. Talk about the bad examples, too, and why they upset you.
- **Finally, don't forget to have fun. Even if your child isn't the star, enjoy the game while you're thinking of all the benefits they are gaining – new skills, new friends, and attitudes that can help them all through life.**

# **How to establish rapport with your athletic child**

**Here are some golden rules.**

**1. Make sure that your child knows that- win or lose, sacred or heroic- you love them, appreciate their efforts and are not disappointed in them.**

This will allow them to do their best, to avoid developing a fear of failure based on the specter of disapproval and family disappointment if they do mess up.

Be the person in their life they can look up to for constant positive reinforcement. Learn to hide your feelings if they disappoint you.

**2. Try your best to be completely honest about your child's athletic ability, their competitive attitude, sponsorship and actual skill level.**

**3. Be helpful don't "coach" them on the way to the track, diamond or court...on the way back ...at breakfast...and so on.**

Sure, it's tough not to, but it's a lot tougher for the child to be inundated with advice, pep talks and often critical instruction.

**4. Teach them to enjoy the thrill of competition, to be "out there trying" to be working to improve their skills and attitudes... to take physical bumps and come back for more.**

Don't say "winning doesn't count" because it does. Instead, help develop the feel for competing, for trying hard, for having fun.

**5. Try not to re-live your athletic life through your child in a way that creates pressure; you fumbled too, you lost as well as you won. You were frightened, you backed off at times, and you were not always heroic. Don't pressure your child because of your pride.**

Sure, they are an extension of you, but let them make their own voyage of discovery into the world of sports...Let them sail into it without interference. Help to calm the waters when things get stormy, but let them handle their own navigational problems. Find out what your child is all about and don't assume they feel the way you did, want the same things, or has the same attitude.

You gave him life, now let them learn to handle it, enjoy it. Just remember there is thinking, feeling, sensitive, free spirit out there in that uniform who needs a lot of understanding, especially when their world turns bad on them. If they are comfortable with you-win or lose- they are on their way to maximum achievement and enjoyment- and you will get your kicks too!

## **6. Don't compete with the coach.**

The young athlete often comes home and chatters on about “coach says this, coach says that,” ad nauseam. This, I realize, is often hard to take. When a certain degree of disenchantment about the coach sets in, some parents side with the youngster and are happy to see him shot down. This is a mistake. It should provide a chance to discuss (not lecture) with the youngster the importance of learning how to handle problems, react to criticism and understand the necessity for discipline, rules, regulations and so on.

## **7. Don't compare the skill, courage or attitudes of your child with other members of the squad or team, at least in range of him/her hearing.**

And if your child shows a tendency to resent the treatment he gets from the coach, or the approval other team members get, be careful to look over the facts quietly and try to provide fair and honest counsel. If you play the role of the over-protective parent who is blinded to the relative merits of your youngster and his actual status as an athlete and individual, you will merely perpetuate the problem. Your youngster could become a problem athlete.

## **8. You should also get to know the coach so that you can be assured that his philosophy, attitudes, and ethics and knowledge are such that you are happy to expose your child to him. The coach has a tremendous potential influence.**

## **9. Always remember that children tend to exaggerate, both when praised and when criticized.**

Temper your reactions to the tales of woe or heroics they bring home. Don't cut your youngster down if you feel he is exaggerating—just take a look at the situation and gradually try to develop an even level.

Above all, don't over-react and rush off to the coach if you feel an injustice has been done. Investigate, but anticipate that the problem is not as it might appear.

## **10. Make a point of understanding courage and the fact that it is relative.**

There are different kinds of courage. Some of us can climb mountains but are frightened to get into a fight; others can fight without fear but turn to jelly if a bee approaches. Everyone is frightened in certain areas—nobody escapes fear and that is just as well since it often helps us avoid disaster. Explain to your youngster that courage does not mean an absence of fear but rather means doing something in spite of fear or discomfort.

In a way, the parents are the primary coaches. I have talked with many great athletes who, in evaluating the reasons for their success, have said: “My parents really helped—I was lucky in this respect.”

To me the coaching job the parent has is the toughest one of all and it takes a lot of effort to do it well. It is worth all the effort when you hear your youngster boast (now or later on) that you played a key role in his success.

# **Things Parents Do That Embarrass Their Kids**

- “Trying to teach me how to do something ‘correctly’ after the game.”
- “Coaching during games even though you aren’t the coach.”
- “Telling me what I was doing wrong after every game.”
- “Going crazy at the refs.”
- “Acting disappointed with what I am doing instead of reassuring me I will do better next time.”

### **Things Parents Do That Their Kids Really Appreciate**

- “Taking time out of your busy schedules to come to games support what we do.”
- “Bringing snacks after the game.”
- “Supporting the whole team, not just me.”
- “Cheering the team even when losing badly.”
- “Being quiet unless cheering with everyone else.”
- “Being proud of us even when we didn’t win.”

### What is a concussion?

A concussion is a brain injury that:

- Is caused by a bump, blow, or jolt to the head.
- Can change the way your brain normally works.
- Can range from mild to severe.
- Can occur during practices or games in any sport.
- Can happen even if you haven't been knocked out.
- Can be serious even if you've just been "dinged" or had your "bell rung."

### How can I prevent a concussion?

It's different for every sport. But there are steps you can take to protect yourself from concussion.

- Follow your coach's rules for safety and the rules of the sport.
- Practice good sportsmanship at all times.
- Use the proper sports equipment, including personal protective equipment (such as helmets). In order for equipment to protect you, it must be:
  - Appropriate for the game, position, and activity
  - Well maintained
  - Properly fitted
  - Used every time you play

### How do I know if I've had a concussion?

You can't see a concussion, but you might notice some of the symptoms right away. Other symptoms can show up days or weeks after the injury. It's best to see a health care professional if you think you might have a concussion. An undiagnosed concussion can affect your ability to do schoolwork and other everyday activities. It also raises your risk for additional, serious injury.

### What are the symptoms of a concussion?

- Nausea (feeling that you might vomit)
- Balance problems or dizziness
- Double or fuzzy vision
- Sensitivity to light or noise
- Headache
- Feeling sluggish
- Feeling foggy or groggy
- Concentration or memory problems (forgetting game plays)
- Confusion

### What should I do if I think I have a concussion?

- Tell your coaches and your parents. Never ignore a bump, blow, or jolt to the head. Also, tell your coach if one of your teammates might have a concussion.
- Get a medical checkup. A health care professional can tell you if you have had a concussion and when you are OK to return to play.
- Give yourself time to recover. If you have had a concussion, your brain needs time to heal. While your brain is still healing, you are much more likely to have a second concussion. Second or later concussions can cause permanent brain damage, and even death in rare cases. Severe brain injury can change your whole life.

# Heat Exhaustion and Heatstroke



## Signs and Symptoms:

### Heat Exhaustion:

- severe thirst
- muscle weakness
- nausea, sometimes vomiting
- fast, shallow breathing
- irritability
- headache
- increased sweating
- cool, clammy skin
- elevation of body temperature to less than 104 degrees Fahrenheit (40 degrees Celsius)

### Heatstroke:

- severe, throbbing headache
- weakness, dizziness, or confusion
- difficulty breathing
- decreased responsiveness or loss of consciousness
- may not be sweating
- flushed, hot, dry skin
- elevation of body temperature to 104 degrees Fahrenheit (40 degrees Celsius) or higher



During hot, humid weather, the body's internal temperature can rise and can result in heat exhaustion and heatstroke. If not quickly treated, heat exhaustion can progress to heatstroke, which requires immediate emergency medical care and can be fatal.



## What to Do:

If the child has a temperature of 104 degrees Fahrenheit (40 degrees Celsius) or more, or shows any symptoms of heatstroke, seek emergency medical care immediately. In cases of heat exhaustion and while awaiting help for a child with possible heatstroke:

1. Bring the child indoors or into the shade immediately.
2. Undress the child.
3. Have the child lie down; elevate feet slightly.
4. If the child is alert, place in cool (not cold) bath water, or sponge bathe the child repeatedly. If outside, spray the child with mist from a garden hose.
5. If the child is alert, give frequent sips of cool, clear fluids (clear juices or sports drinks are best).
6. If the child is vomiting, turn his or her body to the side to prevent choking.
7. Monitor the child's temperature.

## Think Prevention!

Teach children to always drink plenty of fluids before and during any activity in hot, sunny weather – even if they aren't thirsty. Make sure kids wear light-colored loose clothing and only participate in heavy activity outdoors before noon or after 6 PM. Teach children to come indoors immediately whenever they feel overheated.

Note: All information is for educational purposes only. For specific medical advice, diagnoses, and treatment, consult a doctor. Review this with a doctor prior to use.

Reviewed by: [Larissa Hirsch, MD](#) Date reviewed: June 2007



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## Injury Clinic

@ the Orthopedic Institute

Any athletes who go in should bring an insurance card and a parent. Or talk with Darred if a parent is unable to go with.