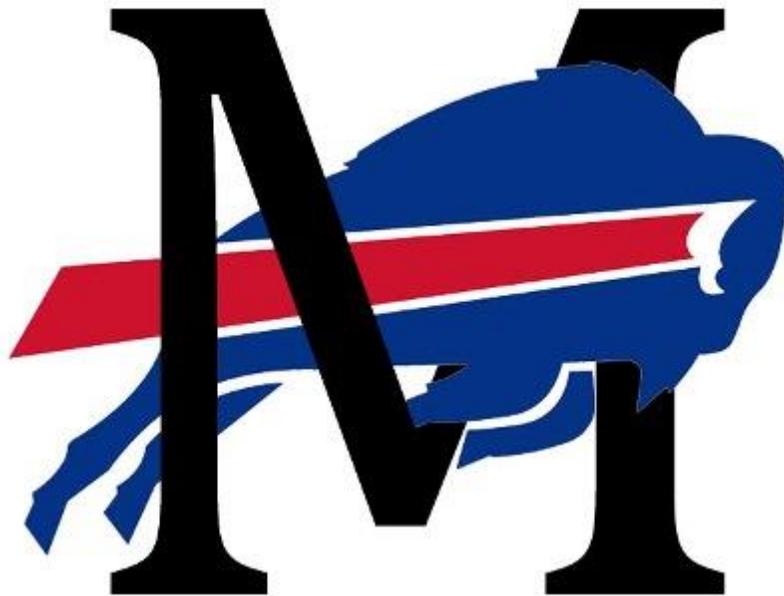


**SCHOOL DISTRICT
OF
MONDOVI**

ACTIVITIES HANDBOOK



Mondovi Public Schools (715)926-3656

www.mondovi.k12.wi.us

“Home of the Buffaloes”

PREFACE

The Activity Handbook provides information resource for everyone involved in the School District of Mondovi activity program. The Activity Handbook was designed to define expectations, clarify procedures and contribute to the efficiency and management of the activities program. While every possible situation cannot be covered in a handbook, many of the situations which may arise in the activities program are addressed in this handbook.

The nature of the activities and sanctioning organizations under which programs are affiliated determine application of rules and regulations in this handbook. Activities function under the following structure:

National Federation of High School (NFHS)

www.nfhs.org

Wisconsin Interscholastic Athletic Association (WIAA)

www.wiaawi.org

Dunn-St. Croix Conference

www.dunn-stcroixconference.org

School District of Mondovi

www.mondovi.k12.wi.us

AFFIRMATIVE ACTION STATEMENT

Qualified applicants are considered for all positions, and employees are treated during employment without regard to race, color, religion, sex, national origin, age, marital or veteran status, handicap, arrest or conviction record, political affiliation and sexual orientation.

The School District of Mondovi insures the people it serves through educational programs, activities and employment transactions that persons may be served in an environment free from discrimination without preferential or disparate treatment regarding these factors. Reports of probable or alleged violation of this policy may be directed to the Superintendent of Schools.

PUPIL NONDISCRIMINATION POLICY

P3122 Nondiscrimination & Equal Employment Opportunity

It is the policy of the School District of Mondovi that no person may be denied admission to the public school or be denied participation in, be denied the benefits of, or be discriminated against in any curricular, extracurricular, pupil service, recreational, or other program or activity because of the person's sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental emotional or learning disability. In addition, reasonable accommodations will be provided for participation or attendance at school district programs and activities, when necessary, to assure full accessibility. (Title IV of Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act and Wisconsin Statute 118.13 Pupil Nondiscrimination.)

The district encourages informal resolution of complaints under this policy. A formal complaint resolution procedure is available, however, to address allegations or violations of the policy in the School District of Mondovi. Any questions concerning the district's pupil nondiscrimination policy and grievance procedure, or requests for information on reasonable accommodations, services, activities, and facilities that are accessible to individuals with impairments, should be directed to the Student Activities Director.

TABLE OF CONTENTS

GOVERNING BODIES 1

DISTRICT MISSION STATEMENT 1

ACTIVITIES DEPARTMENT MISSION STATEMENT & PHILOSOPHY 1

NFHS – THE CASE FOR HIGH SCHOOL ACTIVITIES..... 2

SEASONAL LISTING OF ATHLETIC AND ACTIVITIES..... 13

STUDENT ATHLETE PARTICIPATION STANDARDS..... 14

Awards 14

Eligibility 14

Lettering Criteria..... 16

Transportation..... 23

FACILITIES AND SCHEDULES..... 23

Locker Room Policy 24

Weight Room Policy..... 24

Unmanned Aerial Vehicle (Drone) Policy..... 24

Family/Community Time 24

Keys and Security Requirements 25

Scheduling Athletic Events..... 26

Sport Seasons..... 26

PROGRAM MANAGEMENT 27

Coaching 27

First Aid/CPR/AED Certification 28

Coaches Not License to Teach..... 28

Volunteer Coaches 29

Award Programs 29

Budget 29

Music Policy 29

Checklist for Coaches 29

Clinics and Workshops 31

Emergency Procedures 31

EMERGENCY ACTION PLAN 32

MEDICAL EMERGENCIES 32

OTHER EMERGENCY SITUATIONS 32

Equipment Issuance--Inventory 33

Evaluations..... 33

Fund-Raisers and Resale Activities 33

Officials 34

Public Relations—New Releases..... 34

Scouting 35

State Tournament Policy 35

Sportsmanship..... 36

Athletic Training Services 36

ImPACT Concussion Study..... 36

Concussion Return to Play 37
Procedure for Adding an Activity 37

DIVISION OF DUTIES FOR ATHLETIC ACTIVITIES 37

Superintendent 37
Activities Director..... 38
Activities Assistant 39
District Office 40
Varsity Head Coach 40
Junior Varsity, C-Team and Middle School Coaches..... 40
Summary Listing of Athletic Program Contacts..... 40
APPENDIX..... 41

(The Appendix has links to all of the forms and handouts mentioned in this handbook)

GOVERNING BODIES

N.F.H.S. Regulations

Mondovi High School is a member of the National Federation of State High School Associations. The N.F.H.S. is the national service and administrative organization for five (5) different branches, which includes: the Music Association, Speech, Debate and Theatre Association, Spirit Association, Coaches' Association and Officials' Association.

W.I.A.A. Rules

Mondovi High School is a member of the Wisconsin Interscholastic Athletic Association (W.I.A.A.). Therefore, we hold all participants in W.I.A.A. sanctioned events to eligibility requirements. Coaches must be familiar with those regulations and must ascertain that all students meet the requirements. All leaders of other activities must be familiar with and conform to any conference, regional, state or national regulations and rules that apply to them.

All coaches must be familiar with the rules and regulations pertaining to the association and the sport as set forth in the National Federation Rulebook. Coaches should also be knowledgeable on W.I.A.A. rule adaptations, which are provided to head coaches before the season. All coaches of W.I.A.A. teams are required to view a rules video for their sport and complete a rule examination.

DSC Bylaws

Mondovi High School belongs to the **Dunn-St. Croix Conference (DSC)**. DSC bylaws do not supersede W.I.A.A. rules. See DSC constitution.

DISTRICT MISSION STATEMENT

We believe that the four cornerstones of a successful life are character, work ethic, citizenship, and academic achievement. Our community, parents, staff, and students will work together to foster these cornerstones.

THE SCHOOL DISTRICT OF MONDOVI'S ACTIVITIES DEPARTMENT MISSION STATEMENT AND PHILOSOPHY

Mission Statement

The Athletic Department at Mondovi High School and Middle School dynamically supports the academic mission of the School District of Mondovi. The School District sets high expectations for its coaches and student-athletes. The district's Athletic Department will promote interscholastic athletics that provide lifelong learning experiences to student-athletes while enhancing their achievement of educational goals. Our goal is to teach the values of character, work ethic, citizenship and to help develop a healthy competitive attitude. It is our hope that through our athletic programs, participating student-athletes will adopt these 4 cornerstones of success and develop a positive winning attitude that will carry over into all aspects of their lives.

Objectives

- To develop the qualities of good sportsmanship, respect, responsibility and moral integrity within each student-athlete and help them adopt the 4 cornerstones of success.
- To provide the opportunity to develop well rounded student-athletes through learning experiences that contribute to their physical, mental, emotional and social growth.

- To provide each student-athlete with the opportunity to develop their individual skill and potential.
- To provide the opportunity for each student-athlete to learn how to function as a member of a team.
- To develop an appreciation of the value of physical fitness and conditioning within each student-athlete.
- To teach the student-athlete to accept victory or defeat in a gracious manner.
- To teach the student-athlete the value of hard work and commitment.
- To provide opportunities for growth and development through athletic competition that will contribute to a successful adult life for each student-athlete.
- To develop school spirit and a sense of school pride in each student-athlete.

Philosophy

The School District of Mondovi's Activities Department considers participation in athletics to be an integral part of the overall educational experience. Athletics provide opportunities for physical, mental, emotional and social development and are an extension of the classroom. The competition in athletics is viewed as a valuable experience because it challenges each student-athlete to strive for excellence, discover their physical potential and to work cooperatively as a team. While winning is a natural goal in the pursuit of excellence, the principles of good sportsmanship and the enjoyment of competition take precedence at all times and enhance the educational value of all contests.

NFHS - THE CASE FOR HIGH SCHOOL ACTIVITIES

INTRODUCTION

The National Federation of State High School Associations (NFHS) and its member state associations champion interscholastic sports and performing arts activities because they promote citizenship and sportsmanship in the 11 million students who participate nationwide. Activity programs instill a sense of pride in school and community, teach lifelong lessons and skills of teamwork and self-discipline and facilitate the physical and emotional development of the nation's youth.

There is no better time than now to assert "The Case for High School Activities." Education and community leaders across America need the facts contained in this material documenting the benefits of participation in interscholastic sports, music, theatre, debate, and other activities, to provide support needed for these programs. These activities provide important developmental experiences that enrich a student's high school experience and entire life, and these programs must be protected and sustained.

COST BENEFIT

At a cost of only one to three percent (or less in many cases) of an overall school's budget, high school activity programs are one of today's best bargains. It is in these vital programs – sports, music, speech, theatre, debate – where young people learn lifelong lessons that complement the academic lessons taught in the classroom. From a cost standpoint, activity programs are an exceptional bargain when matched against the overall school district's education budget.

Examinations of various school districts' budget information across the country reveal that activity programs make up very small percentages of school budgets. In the 2014-15 school year, the city of Chicago's Public School Board of Education's budget was \$4.93 billion. The activity programs portion was \$17.6 million. In the Los Angeles Unified school district, activity programs received \$6.33 million of the overall \$7.27 billion budget for 2014-15. Finally, in the Miami – Dade, Florida school district, its Board of Education had a 2014-15 overall budget of \$3.7 billion dollars, while setting aside \$17.2 million for activity programs. In all of these examples, the budget for school activity programs is less than one percent of the overall district's budget. Considering the benefits, which are outlined below, at such small proportions of overall school district

budgets, school activity programs are one of the most effective investments being made in secondary school education programs today.

The NFHS supports co-curricular endeavors through many avenues, including:

- Rules-writing Process – The NFHS produces more than eight million copies of publications and support materials annually for 14 rules books covering 16 sports. The NFHS publishes case books, officials’ manuals, handbooks, and simplified and illustrated books in many sports.
- The NFHS Coaches Education Program – The NFHS Fundamentals of Coaching Course provides a unique student-centered curriculum for interscholastic coaches that assist coaches in creating a healthy and age-appropriate sport experience. The course can be taken either online or in a face-to-face blended delivery option. With over than one million courses viewed and taken, this tool enhances the education for the adults who have committed to the betterment of their young people. More information can be accessed by going to www.nfhslearn.com.
- National High School Activities Month – The nation's high schools are encouraged to promote the values inherent in high school athletics, speech, music, theatre, debate and spirit squads during this celebration in the month of October.
- Public Service Announcements – Various sportsmanship messages are created and distributed in electronic and radio formats, as well as healthy lifestyle messages that tackle difficult but current topics such as steroid usage and hazing education.
- High School Activities: A Community Investment in America – This presentation is an NFHS educational product. It documents the value of high school athletic and fine arts activities through an excellent PowerPoint presentation with videos on a CD-ROM. You can order this CD-ROM by calling NFHS customer service at 800-776-3462.
- SPORTSMANSHIP. IT’S UP TO YOU. TM TOOLKIT – This is the newest initiative for improving sportsmanship in schools and in the community. Sportsmanship is an issue that affects everyone and is everyone’s responsibility. Our new Sportsmanship, *It’s Up to You*TM, campaign is based on respect and involves personal responsibility. It starts with a mindset and ends with behavioral choices. The toolkit contains two DVDs, radio spots, customizable posters, Student Pledge Cards and an implementation guide on how to utilize the components of the toolkit. You can order this toolkit by calling NFHS Customer Service at 800-776-3462.

Benefits of Co-curricular or Education-based Activities

- Activities Support the Academic Mission of Schools. They are not a diversion, but rather an extension of a good educational program. Students who participate in activity programs tend to have higher grade-point averages, better attendance records, lower dropout rates and fewer discipline problems than students generally.
- Activities are Inherently Educational. Activity programs provide valuable lessons and skills for practical situations – like teamwork, fair play, and hard work. Through participation in activity programs, students learn self-discipline, build self-confidence and develop skills to handle competitive situations. These are qualities students need if they are to become responsible adults, productive citizens and skilled professionals.
- Activities Promote Health and Well-being. Mental and physical health is improved by through activities. Self-concept, self-image, physical activity, and weight management are a few of these health benefits realized through activity participation.
- Activities Foster Success in Later Life. Participation in high school activities is often a predictor of later success – in college, a career and becoming a contributing healthy member of society.

Following are some of these benefits identified more specifically and documented. These benefits are described in several categories that are listed immediately below. This version of the Case for High School Activities compared to past versions presents additional and more recent study results and includes additional categories of benefits. Several of the studies below have findings that fit into more than one category. In most cases the study was listed in the category that fit best for most of its findings, and in some cases the other findings for the study (that may have fit better in another category) were also mentioned alongside the major findings. Only a couple of studies were listed in two categories because the study had major findings in both categories. While many of the studies below refer to “extracurricular activities,” the NFHS prefers the use of the terms “education-based” or “co-curricular” activities to indicate that activities support the academic mission of schools, are inherently educational, and are a significant part of the school or education system.

- BETTER EDUCATIONAL OUTCOMES
- ENHANCED SCHOOL ENGAGEMENT AND SENSE OF BELONGING
- POSITIVE YOUTH DEVELOPMENT/LIFE SKILLS
- HEALTHIER BEHAVIORS
- POST HIGH SCHOOL POSITIVE RESULTS
- DEVELOPING BETTER CITIZENS
- SCHOOL AND COMMUNITY BENEFITS
- FINAL THOUGHTS ABOUT THE CASE

BETTER EDUCATIONAL OUTCOMES

Students who compete in high school activity programs have better educational outcomes, including higher grades, higher achievement test scores, and higher educational expectations beyond high school.

- Students in school-sponsored activities had higher math achievement test scores and expectations for attending college according to a report that examined data from two national longitudinal education cohort studies (from the National Center for Education Statistics). The results also showed that the relationship between these outcomes and extracurricular activities held for students in the 1990s (Generation X) and the early 2000s (Millennial Generation). The author comments that these outcomes may be because school activities involvement increases school engagement in the schools’ academic culture and also that students in the 2000s were participating more in these “academically beneficial” school-sponsored activities. (Dumais, 2009).
- A study of nearly 140,000 Kansas high school students, examining data from the Kansas High School Athletic Association and the Kansas State Department of Education, revealed that “athletes earned higher grades, graduated at a higher rate, dropped out of school less frequently, and scored higher on state assessments than did non-athletes.” Student-athletes of color contributed to these overall results having much higher grade point averages much higher graduation rates, and much lower dropout rates than non-athlete students of color. This led authors to say that although pay-to-play “may seem like a reasonable alternative to eliminating sport programs altogether, it discriminates against students who do not have the financial means to pay for membership on a high school sports team.” (Lumpkin & Favor, 2012). Thus, eliminating sports programs, and likely other extracurricular activities, or implementing pay-to-play (or increasing the cost) is likely to have a more negative impact on students who come from families that are poorer, and generally students of color are over-represented among poorer families.
- When looking at the relationship of physical activity and sports team participation with grade point average (GPA), sports team participation was independently associated with a higher GPA for high school girls and boys. The effect of sports team participation had an independent effect on GPA beyond physical activity. This suggests that other factors involved in sports team participation beyond physical activity play a role in academic outcomes. Possible

explanations from the authors included: sports participation promotes identification with school and school related values, such as doing well academically; pro-educational social norms among teammates and coaches; and academic requirements for participation. They also note, “For adolescent students, in particular, sports team participation may be the major route by which they are physically active, and multiple studies suggest that participation on sports teams is also associated with better academic outcomes.” (Fox et al., 2010).

- An earlier study looking at physical activity and academic performance in younger students found that those who participated in vigorous physical activity did approximately 10% better in math, science, English, and social studies than students who did no or little vigorous activities. Yet, the study noted that many of the students reporting higher levels of vigorous activities were involved in organized sports, like soccer, football, or basketball. (Coe et al., 2006).
- Participation in school-sponsored athletics “is associated with a 2 percent increase in math and science test scores”, school-sponsored “club participation is associated with a 1 percent increase in math test scores,” and “involvement in either in sports or clubs is associated with a 5 percent increase in Bachelor’s degree attainment expectations,” according to an investigation of National Education Longitudinal Study (NELS) data. The author notes that such outcomes, high school test scores and degree attainment expectations, are “strongly related to educational attainment and future wages,” and that “society ought to have a better understanding of the benefits these activities [school-sponsored clubs and sports] afford.” (Lipscomb, 2007).
- Other research analyzing NELS data shows that high school participation in extracurricular school activities (ESAs) are more strongly related to positive school outcomes than out-of-school extracurricular activities. These school outcomes were higher grades in 12th grade and higher rates of college attendance two years after high school, even when controlling for earlier grades. The study did find “diminishing returns for extremely high levels of ESA.” The authors also noted that extracurricular school activities “benefited socioeconomically disadvantaged students as much or more than advantaged students.” (Marsh & Kleitman, 2002).
- A Minnesota State High School League survey of 300 Minnesota high schools showed that the average GPA of a student-athlete was 2.84, compared with 2.68 for the non-participating student, and that student-athletes missed an average of only 7.4 days of school each year, compared with 8.8 for the non-participating student. (Born, 2007). This supports previous results from a study done in collaboration with the North Carolina High School Athletic Association that found significant differences between North Carolina high school students who were athletes and those who were not athletes in GPA (2.98 for athletes vs. 2.17 for non-athletes), missed days of school per school year (6.3 for athletes vs. 11.9 for non-athletes), discipline referrals (33.3% of athletes vs. 41.8% of non-athletes), dropout rate (0.6% for athletes vs. 10.32% for non-athletes), and graduation rate (99.4% for athletes vs. 93.5% for non-athletes). (Overton, 2001).
- A report for the College Entrance Examination Board on the study of the relationship of extracurricular activity involvement in high school and SAT (Scholastic Aptitude Test) scores concluded that “participation in extracurricular activities provides all students – including students from disadvantaged backgrounds, minorities and those with less-than-distinguished academic achievements in high school – a measurable and meaningful gain in their college admissions test scores. The important reasoning abilities measured by tests like the SAT, evidently, are indeed developed both in and out of the classroom.” This conclusion was reached by analyzing the SAT verbal and mathematics scores of more than 480,000 high school students after controlling for a number of socioeconomic background and academic achievement factors. Also the impact of extracurricular activity participation was larger than the family socioeconomic factors and academic achievement levels used in this study. (Everson & Millsap, 2005).
- An examination of 2001 SAT scores revealed that music students scored about 11 percent higher than non-music students. Students with coursework/experience in music performance and music appreciation scored higher on the

SAT than students with no arts participation, about 60 points higher in verbal area of the SAT and over 40 points higher in math. (CEEBS, 2001).

ENHANCED SCHOOL ENGAGEMENT AND SENSE OF BELONGING

Participation in high school activities is a valuable part of the overall high school experience, enhancing students' school engagement and sense of belonging.

- Examination of data from the National Longitudinal Study of Adolescent Health showed strong evidence that school extracurricular activities were positively associated with adolescents' friendships, both supporting existing friendships and developing new ones. Friendship ties were more likely to exist among activity co-participants while controlling for other friendship processes. The authors noted that extracurricular activities provide settings "within schools that are uniquely poised to promote friendships, as they are typically voluntary, safe settings that allow adolescents space to interact and engage with their friends." (Schaefer et al., 2011).
- A study looking at social adjustment in making the transition from middle school (8th grade) to high school (9th grade) found involvement in sports helped students with friendships during the transition. The authors wrote, "Continuous involvement in sports and initiation of academic activities was associated with having more friendships." (Bohnert et al., 2013).
- School arts participation and engagement are associated with enhanced academic motivation and engagement measures as well as [non-academic] measures of well-being, including a sense of meaning and purpose according to a longitudinal study of students in 15 Australian schools. It also showed that in-school arts participation and engagement measures were more strongly correlated with academic motivation and engagement outcomes and some measures of well-being than non-school related participation measures. (Martin et al., 2013).
- Involvement in a moderate number of activity domains, among academic/leadership groups, arts activities, clubs, and sports, promotes a greater sense of belonging at school, increased academic engagement, and higher academic performance as measured by grade point average according to a study of urban, ethnically diverse students (40.7% Latino; 16.8% African-American, 12.7% Asian-American, 11.2% Caucasian, and 18.5% other ethnicity or two or more ethnic groups). The study authors suggest that it is necessary for schools "retain ample extracurricular opportunities in order to foster adolescents' sense of belonging at school and higher academic performance." They conclude that, "it is essential that schools offer a number of extracurricular activities that capture the diverse interests of the entire student body. Schools can maximize the impact of these activities by encouraging disconnected, low achieving students to join a couple of activities. At a time when school budgets face reductions, this type of research argues for the importance of maintaining a breadth of extracurricular opportunities for students attending urban high schools." (Knifsend & Graham, 2012).
- Contributors to *Organized Activities as Contexts of Development: Extracurricular Activities, After-School and Community Programs*, noted that making diverse clubs and activities available to a wide range of students is important. The opportunity to embed one's identity in multiple extracurricular contexts and to experience multiple competencies facilitates attachment to school and adjustment. Activity participation is also linked to affiliation with peers who are academically focused. Adolescents can benefit from this synergistic system when they have opportunities to participate in diverse activities. (Barber et al., 2005).

POSITIVE YOUTH DEVELOPMENT/LIFE SKILLS

Co-curricular activity programs promote positive youth development and provide opportunities for learning a number of life skills and values not typically taught in classroom education.

- In a study looking at learning life skills through high school sports, a very diverse group of students participating in high school soccer reported learning skills related to initiative, respect, and teamwork/leadership, despite the authors noting they “did not find evidence that the student-athletes were directly taught about the life skills that were reported.” (Holt et al., 2008).
- A study of life skills developed through football by award-winning high school coaches found that these coaches saw that the process of participation and striving to win taught life skills such as discipline, work ethic, and emotional control. In addition, “these coaches did not view the coaching of life skills as separate from their general coaching strategies for performance enhancement and while highly motivated to win, personal development of their players was a top priority.” (Gould et al., 2007).
- A study of model high school coaches and their athletes found that these coaches taught life skills, their student athletes learned the skills and were able transfer them to other areas of their lives. The study found that these coaches “had specific strategies to coach life skills”, which in addition to modeling behavior included “peer evaluations, taking advantage of teachable moments, and volunteer work,” as well as teaching “student-athletes how to transfer life skills.” (Camiré et al., 2012).
- Extracurricular activities stand out from other aspects of adolescents’ lives at school because they provide opportunities to “develop initiative and allow youth to learn emotional competencies and develop new social skills.” These activities allow “youth to form new connections with peers and acquire social capital.” The authors of this work further stated that activity programs are one of the few contexts, outside of the classroom, where adolescents regularly come in contact with adults to whom they are not related. (Darling et al., 2005).
- In a study commissioned by the Alberta Schools’ Athletic Association, corporate and political leaders surveyed in Alberta cited the following benefits or life skills associated with their involvement in high school athletics: teamwork, discipline, goal-setting, leadership, independence, self-confidence, stress relief, character development and personal growth, fair play, and acceptance of others. (Berrett, 2006).
- A survey study of *Life Skill Development in Ontario High School Sport* concluded that parents, coaches, and student-athletes all perceive high school sport as positive and is a context where life skills are developed, that student-athletes score higher on most developmental assets than students who are not in high school sports, and that student-athletes appear to be more engaged and enjoy school more as a result of participating in high school sport. (Williamson et al., 2013).
- A study of students drawn from 26 selected Western Australia high schools found that “in general, participation in any type of extracurricular activity was associated with a higher social and academic self-concept, and general self-worth, compared to no participation.” Also participating in both sport and non-sport extracurricular activities was associated with higher social self-concept and general self-worth, compared to participating in only sports or in just non-sport extracurricular activities. (Blomfield & Barber, 2009)
- Examination of different adolescent activity patterns (sports-focused, sports plus other activities, primarily school-based activities, primarily religious youth groups, and low activity involvement,) “with five categories of youth development outcomes, including competence (e.g., academic ability), confidence (e.g., self-concept of ability), connections (e.g., talking with friends), character (e.g., externalizing behavior problems), and caring (e.g., pro-social behavior),” showed that participation in only sports or primarily only in other school activities was associated with more positive outcomes than little or no participation in activities, but less positive outcomes than participation in sports plus other activities. (Linver et al., 2009).

HEALTHIER BEHAVIORS

Students involved in educational activities often have many healthier behaviors leading to better physical and mental health.

- Data from the Centers for Disease Control and Prevention's Youth Risk Behavior Surveys (YRBS) administered every 2 years showed that regardless of year, age, gender or race/ethnicity, compared to non-athletes, athletes were more likely to report engaging in vigorous activity and using a condom and less likely to report carrying a weapon. This data showed additional health benefits associated with sports participation that varied by gender and race/ethnicity. These health behaviors included dietary habits, weight loss, sexual activity, Interpersonal violence and suicidality, and substance abuse. Of the 25 health behaviors, White female athletes had the most, 19, associations with positive healthful behaviors. There were fewer associations between sports participation and positive health behaviors for African-American, Hispanic, and the "Other" racial or ethnic category of female athletes, but there were no associations between any racial/ethnic group of female athletes and negative health behaviors. There were some associations for male athletes with negative health behaviors. Minority male athletes showed more associations with healthy behaviors than did minority female athletes. The study's authors state: "school officials and public health planners can use these findings as a tool to evaluate health costs associated with eliminating sport activities, especially as programs face cuts during economic difficulties." (Taliaferro et al., 2010).
- Earlier findings from YRBS data also showed multiple positive health benefits associated with sports participation. There were some variations between the specific health behaviors associated with sports participation in these two examinations of YRBS data and both studies showed variations by race and ethnicity. However, both studies showed many positive associations with health behaviors for athletes, only a few negative associations, and the significant role sports participation play in the health of young people. Authors of this earlier study wrote, "sports programs may promote positive health behaviors and deter negative health behaviors by placing a premium on personal health and fitness as prerequisites to optimal sports performance." (Pate et al., 2000).
- Further corroboration of the health benefits of sports and other school activities comes from 50,168 Minnesota ninth grade public school students voluntarily completing a statewide survey. The data revealed that students involved in sports had significantly higher rates of exercise, milk consumption, and a healthy self-image and had significantly lower odds for emotional distress, suicidal behavior, family substance abuse and physical and sexual victimization than students not involved in sports. Students participating in other activities were significantly more involved in doing homework and significantly less involved with alcohol and marijuana use as well as vandalism. Students involved in both sports and other activities had significantly higher odds ratios than those for "the other groups for all healthy behaviors and measures of connectedness, and significantly lower [odds ratios] for all but one of the unhealthy behaviors. (Harrison & Narayan, 2003).
- Examination of cross-sectional data from a nationally representative sample of high school students enrolled in public high schools in the United States showed that students participating in organized sports were 25 percent less likely to be current cigarette smokers. (Castrucci et al., 2004)
- A study using the Arizona Youth Survey data showed that Native American students who reported a high level of availability in their school to be involved in extracurricular activities "were less likely to use substances, to be drunk or high at school, to ride/drive when the driver was under the influence, and to sell drugs." Also the greater their participation in the extracurricular activities at school, the less likely Native American students in this study were to be involved in any of these substance use and drug related behaviors. (Moilanen et al., 2014).
- In a specific examination of high school youth and suicide risk using national data from the CDC's YRBS, sports participation was significantly associated with reduced risk of feeling hopeless and suicide behaviors. This was true for both male and female athletes while controlling for levels of physical activity. "These findings indicate that involvement in sport confers unique psychosocial benefits that protect adolescents against suicidality... and suggest that mechanisms other than physical activity contribute to the protective association between sport and reduced suicidality. Social support and integration may account for some of the differences found in suicidality between athletes and non-athletes." (Taliaferro et al., 2008).

- Similar health results have been reported in other parts of the world as well. A study of school-based extracurricular activities (SBEAs) of Chinese students found that those who were engaged in school-based extracurricular activities had a healthier self-concept, were healthier psychologically, showed more emotional stability, better social adaptation and had better career development skills than other students. The authors commented: “Based on the results of our study, we suggest that it might be a good strategy to encourage students to participate in SBEAs to promote positive personality characteristics, good psychological health and adjustment, a healthy self-concept and good career development skills. Schools should create an environment that encourages positive SBEA experiences.” They further stated: “School administrators should recognize that most SBEAs have a positive impact on personality, the self-concept and career development skills in adolescents. In particular, SBEAs provide the social support and promote the interpersonal interaction skills that are important to adolescents’ and young adults’ development.” (Shiah et al., 2013).
- In a study asking students how they would like to become more physically active, about 75% selected doing more physical activity and sports during and after school, and about 50% selected team sports. (Corder et al., 2013). This corresponds with other studies showing that school sports are areas where many students can get more physical activity.
- A research investigation found that the dramatic increase in high school sports participation among girls in the aftermath of the passage of Title IX “was associated with an increase in physical activity and an improvement in weight and body mass among adolescent girls.” The study authors wrote that their “results strongly suggest that Title IX and the increase in athletic opportunities among adolescent females it engendered had a beneficial effect on the health of adolescent girls.” (Kaestner & Xu, 2006).

POST HIGH SCHOOL POSITIVE RESULTS

Participation in activity programs yields positive results after high school as well.

- A survey of Alberta’s top corporate CEOs and members of the Legislative Assembly revealed that 78.3 percent had participated in interschool sports. Nearly 80 percent indicated that being involved in school sports significantly, extensively or moderately complemented their career development and/or academic pursuits. This same study, commissioned by the Alberta Schools’ Athletic Association, pointed out that a normal participation rate for students in high school sports is around 30 to 35 percent. (Berrett, 2006).
- Examination of National Education Longitudinal Study (NELS) data showed that participation in school athletics was correlated with many positive educational achievements, behaviors and aspirations in the end of Grade 12 as well as two years later. The positive outcomes included “school grades, coursework selection, homework, educational and occupational aspirations, self-esteem, university applications, subsequent college enrollment, and eventual educational attainment.” These results were consistent across different subgroups for students (e.g., socio-economic status, gender, ethnicity, ability levels, educational aspirations), and were evident when controlling for these factors along with parallel outcome variables in grades 8 and 10. Participation in interscholastic sport “was significantly more beneficial than participation in intramural sport, particularly for more narrowly defined academic outcomes.” (Marsh & Kleitman, 2003).
- A more recent study of the NELS data showed that participation in organized activities during high school is positively associated with post- secondary educational attainment, voting, volunteering, and occupational factors 2 and 8 years after high school (while controlling for several demographic, achievement, individual and family factors). More positive associations with outcomes were found for those who participated in organized activities two or more years during high school vs. those who participated only one year. More associations between school-sponsored vs. community-sponsored activities were found 8 years after high school, in particular these were the occupational

outcomes of full-time employment and income. One possible explanation put forth by the authors was “that school-sponsored activities, relative to community-sponsored activities, offer developmental supports and opportunities that are more relevant for later occupational success.” (Gardner et al., 2008).

- High school leaders, according to self-report responses about being in some typical high school leadership positions used in the NELS, are more likely to attend college and complete a four-year degree according to another examination of NELS data. School extracurricular activities provide many of the leadership opportunities for high school students. The author of this study states, “Since the availability of leadership positions depends upon the existence of school activities that provide such leadership opportunities, the evidence presented in this article indicates that decisions regarding financial cutbacks for extracurricular activities should not be taken lightly.” (Rouse, 2012).
- Educationally vulnerable youth, characterized by significant personal and social risks and an absence of assets for achieving educational success, involved in extracurricular activities during high school, particularly sports, were more likely to attend college three years post high school than the average overall college attendance of educationally vulnerable youth. Other high school club involvement also contributed to higher college attendance. The authors wrote: “Our results suggest that when vulnerable youth are exposed to a broad distribution of extracurricular activity settings that afford them constructive, developmentally appropriate opportunities (e.g., to befriend healthy peers, develop competencies and skills, exercise some autonomy, develop long-term mentoring relationships, and explore their commitment to education more generally) then their chances of being educationally resilient are enhanced.” (Peck et al., 2008).
- When seeking a job, many students believe highlighting their involvement in extracurricular activities (ECAs) “could be a way to inform employers about soft currencies they possess (e.g. soft skills, teamwork) in addition to hard currencies (e.g. education credentials), but also about their self (e.g. their personality or their values), that is, the full package of personal capital.” They can also see involvement in ECAs as a way to distinguish themselves from other applicants. The authors also noted that these students “believe that their degree is not sufficient to ensure them a job after graduation” and see “the need for distinction.” The authors also noted that employers see ECA participation positively “because they believe ECAs are signals of individuals’ competencies or personality.” (Roulin & Bangerter, 2013).
- Participation in high school sports appears to be not only associated with being more physically active now, but well into the future. In examining the physical activity and health of a sample of male World War II veterans over 50 years later “the single strongest predictor of later-life physical activity was whether he played a varsity sport in high school, and this was also related to fewer self-reported visits to the doctor.” The authors of the study further stated, “This is relevant at a time when funding for many sports programs is being eliminated and play time is being replaced by screen time.” (Dohle & Wansink, 2013).
- A survey of Iowans who graduated 10 to 20 years prior revealed that those who participated in sports during high school experienced a number of positive benefits or behaviors, including “engaging in vigorous physical activity during the week; reporting very good or excellent emotional health; having higher self-esteem; not experiencing long- or short- term depression; feeling satisfied with progress made toward goals in the domains of family, career, and general life; making active use of discretionary time outside the home; volunteering in the community; voting in state and national elections; knowing the names of U.S. Senators from Iowa; assessing news outlets every day; completing a four year degree; having an annual household income greater than \$50,000; not having trouble paying bills.” Those who participated in non-sport extracurricular activities during high school also experienced a number of these benefits and behaviors, including engaging in vigorous physical activity in early adulthood more days per week, higher self-esteem, more active use of discretionary time, more volunteering, and completing a four-year degree. (Lutz et al., 2009).

DEVELOPING BETTER CITIZENS

Co-curricular activities teach lessons that lead to better citizens.

- Examination of data from the National Survey of Civic Engagement found that 18- to 25-year-olds who participate in sports activities while in high school were more likely than nonparticipants to be engaged in volunteering, voting, feeling comfortable speaking in public settings, and watching news (especially sport news). (Lopez & Moore, 2006).
- A study looking at data from both the National Education Longitudinal Survey (NELS) and the National Longitudinal Study of Adolescent Health found participation in a number of high school extracurricular activities positively related to early adulthood voting, even after controlling for many self-selection factors, and those not participating in any high school extra-curriculars had a lower voting rate. Performing arts participation in high school had one of the biggest effects. The authors noted that many of the extracurricular activities that had an impact like music, had seemingly no political content or taught specific voting-relevant skills. Instead, their theory for these associations lies mainly in the creation of the habit of participation and engagement as noted in the following statements. “Those who get in the habit of participating and engaging in their high school community tend to continue those behaviors and kind of associations into adulthood. Those that find themselves on the track of un-involvement and detachment tend to remain detached.” (Thomas & McFarland, 2010).
- Other analyses of NELS data examining the effects of participation in high school extracurricular activities on political engagement among young Black adults showed that participation in individual varsity sports and non-sport extracurricular activities were significantly related to political engagement, as measured by registering to vote and voting in a presidential election.(Braddock et al., 2007).
- Adolescent participation in extracurricular activities was associated with a greater likelihood of college attendance, voting in national and regional elections, and volunteering for community and religious groups according to another examination of NELS data. Consistent extracurricular activity participation in 8th, 10th, and 12th grades showed effects greater than participation in just one of these grades. These results held “after accounting for control and individual, parent, peer, and school process variables.” (Zaff et al., 2003).
- A study of behaviors in a sample World War II veterans found that men who were varsity athletes in high school volunteered time more frequently and donated more to charity than those who were not athletes in high school. In addition, those veterans “who participated in varsity-level high school sports an average of 60 years earlier appeared to demonstrate higher levels of leadership and enjoyed higher-status careers.” (Kniffin et al., 2014).

SCHOOL AND COMMUNITY BENEFITS

Not only do individual students benefit from education-based activities, schools and communities benefit when more students are involved in co-curricular activities.

- An examination of information on North Carolina school characteristics, the numbers and types of extracurricular activities available, participation rates, and academic outcomes found that schools that offer more extracurricular activities usually have higher extracurricular participation rates and “opportunities to participate are associated with positive academic outcomes for the school, even when controlling for school resources.”(Stearns & Glennie, 2010).
- Schools that have music programs have significantly higher attendance rates (93.3%) and graduation rates (90.2%) compared to schools that do not have music programs (84.9% and 72.9%, respectively) according to a study done in collaboration with a national and an international music association and with Harris Interactive. (MENC & NAMM, 2006).

- A study of Minnesota Department of Education school fiscal and demographic data combined with self-report information from educators found “that increased allocation of a greater proportion of a school’s total annual expenditure (i.e., increased resources) to student activities and athletics programming is associated with a decreased risk of physical assault [PA] for the educators working in” the school. Compared to other resource allocations, such as regular instruction, special education, and district administration, “associations between increased resource allocations to student activities expenditures and decreased risks of PA were the strongest.” The authors suggest that increased funding provides the opportunity for more students to participate in extracurricular activities, which increases exposure to an adult-supervised environment and consistent with other research, are associated “with pro-social behaviors and other positive educational outcomes.” The authors further suggest that “cuts to sports and extracurricular program budgets may have unintended consequences, such as increased violence in the schools.” (Sage et al., 2010.)
- A study using a nationally representative sample of roughly 1,200 public high schools found “that schools with higher proportions of sports participants report significantly fewer serious crimes (i.e., violent crimes) and suspensions occurring on school grounds.” (Veliz & Shakib, 2012).

FINAL THOUGHTS ABOUT THE CASE

As documented here, there are many benefits to participation in education-based co-curricular activities. Among those studies documenting these benefits, several are from countries other than the United States and Canada, such as Australia, China, Turkey, and the United Kingdom. It appears that many of these countries are discovering and studying some of the benefits of education-based co-curricular activities in addition to considering or actually implementing these activities. Other parts of the world also appear to be recognizing the value of sports, performing arts, and other activities in conjunction with academics and within schools. This seems to add further support that schools offering education-based activities can contribute additional benefits to those that can be gained through sports and performing arts activities.

Additionally, although many benefits are cited, several of the studies reviewed for making the Case for High School Activities noted the importance of being intentional about teaching the values, life skills, and other characteristics or behaviors it is hoped young people will obtain from participation in co-curricular activities to assure and strengthen the acquiring of these skills. Although, one or two of the studies above mention student activity participants learning life skills which may not seem to be directly taught, authors of some of the studies caution against assuming too much, particularly around values, life skills, and other positive youth development attributes. More will be accomplished for more students if coaches and other activity leaders are intentional and deliberately, directly, and diligently teach the values, life skills, and positive youth development characteristics they want their student athletes and activity participants to learn and acquire.

Alcohol and cigarette use serve as a notable examples in this regard. Studies are much more consistent in showing that high school students who participate in sports are less likely to smoke cigarettes than those who do not participate in sports. (Castrucci et al., 2004). However, there is less consistency among studies in finding results with alcohol use. In fact, some studies show that students who participate in athletics may be more likely to use alcohol than those who do not participate in athletics. One study finding a positive relationship between sports participation and alcohol use provided a possible rationale suggesting a sports subculture may exist that not only values academic success, but also “partying,” which included alcohol use. The authors noted that such findings “draw attention to the relative importance that coaches could have in preventing a culture of alcohol use from forming among members of their teams.” (Denault et al., 2009).

Schools are unique settings to provide athletic and performing arts activities, and education-based activities can maximize the benefits that can be gained through sports and performing arts activities. Since students spend much of their time at school, education-based activities may offer easier access to athletic and performing arts activities. This may be particularly true for students who have lesser resources to access, and afford to participate in, such activities. Education-based activities promote more positive attitudes toward school and increase school engagement, which can increase academic motivation and performance. Co-curricular activities are generally designed to support and work in concert with the academic goals of the

schools. Education-based activities staff are trained to not only to teach students athletic or performing arts skills, but skills that help students do well in school and in life. Schools are centers of learning where teaching and learning are intentionally designed and implemented. If communities and societies want to be intentional about what students learn, make the most of athletic and performing arts activity participation as well as help promote academic learning in school, they need education-based co-curricular activities.

SEASONAL LISTING OF ATHLETICS AND ACTIVITIES

AVAILABLE EXTRA-CURRICULAR ATHLETICS AND ACTIVITIES AND PARTICIPATION TIMEFRAMES

Entire School Year

- FFA (grades 6-12)
- National Honor Society (9-12)
- Student Council (6-12)
- Science Club (9-12)
- Spanish Club (9-12)
- History Club (9-12)
- FBLA (9-12)
- Art Club (9-12)
- FCCLA (9-12)

Fall

- Football (Grades 7-12)
- Cross-Country (6-12)
- Volleyball (7-12)
- Dance Team (9-12)
- Tennis (9-12)
- Musical/Play (9-12)

Winter

- Dance Team (6-12)
- Basketball (7-12)
- Wrestling (6-12)
- Forensics (6-12)
- Academic Decathlon (9-12)
- Hockey (9-12) – Co-op with Regis and Bloomer

Spring

- Track (6-12)
- Golf (7-12)
- Baseball (9-12)
- Softball (9-12)
- Trap Shooting Club (9-12)
- Destination Imagination (6)

STUDENT ATHLETE PARTICIPATION STANDARDS

Awards

All activities participants, Grades 9-12, starting and finishing an activity season shall receive recognition for their involvement in that specific activity.

Varsity participants and athletes are given special awards such as Letter Certificates, Letters, trophies, plaques, or medallions for outstanding achievement in specific sport or activities. In addition, one senior male and one senior female athlete will be selected to represent Mondovi High School as the Dunn-St Croix and WIAA Scholar Athlete each year. The awards are presented at each activities awards program, which occur at the end of each season, and are organized by the Head Coach, with assistance from the Activities Department. All varsity coaches will present Letters to athletes who qualify and also award the following special awards:

Not all awards are given each year

Football	Golden Helmet (Team MVP); Offensive MVP; Defensive MVP; Outstanding Lineman; Most Improved Player
Tennis	Most Improved; Racket; Most Wins; Top Singles; Top Doubles
Volleyball	Best Setter, Best Hitter, Best Blocker, Best Defensive Player; Most Improved; Hustle Award; MVP; Golden Attitude Award; Captains Pins
Cross Country	Lowest Point Total (MVP); Most Improved Time; State Participant Plaque; Top 7 Finisher on Team for at least 50% of total races run throughout season; Individual may forfeit ability to letter if they are suspended due to an athletic code violation; Head Coach reserves the right to award a letter at their own discretion
Wrestling	Most Take Downs; Most Pins; MVP; Captains Pins
Basketball	Top Scorer; Top Rebounder; Assists; Defensive Award; Hustle Award; MVP; Captains Pins.
Track (Boys & Girls)	Most Valuable; Most Improved; Rookie of the Year: Buffalo Leadership; Most Valuable Field Athlete (Possibly not each year)
Golf	Medalist; MVP; Most Improved; Captains Pins; Jason Christenson Award
Softball	Slugger Award; Golden Glove; Best All-Around; Sunshine Award; Most Improved; Hustle Award
Baseball	Outstanding Player Awards – 4; “Stan” Award

Eligibility

Coaches will be responsible for the following procedures as they relate to eligibility:

- A. Coaches will be responsible for knowing and enforcing the Wisconsin Interscholastic Athletic Association (WIAA) rules of eligibility and the Mondovi Athletic/Activities Code rules of eligibility.
- B. Athletes will not be allowed to practice until:
1. The proper WIAA Card (physical examination or alternate year athletic permit card) is turned in and verified as completed properly with the current physical date.
 2. A Mondovi High School District Athletic Emergency Information Card is completed.
 3. The athlete and at least one legal guardian have attended an athletic/activities code meeting. Any student participating in non-athletic activities need only attend the code meeting with a legal guardian.
 4. A signed Mondovi High School athletic/activities code and WIAA eligibility forms are submitted.
 5. A signed medical information release form is submitted.
 6. A signed concussion agreement is submitted.
 7. Registration and forms will be submitted electronically. A link for this can be found on the school website.
 8. They are determined to be academically eligible.
- C. Home Schooled Students:
1. A Home-based Private Education (home school) student who resides in the school district and meets the state law definition of Home-based Private Education student. The law states: "(3g) HOME-BASED PRIVATE EDUCATION PROGRAM. "Home-based private educational program" means a program of educational instruction provided to a child by the child's parent or guardian or by a person designated by the parent or guardian. An instructional program provided to more than one family unit does not constitute a home-based private educational program."
 2. The student must meet the required rules on the same basis and to the same extent that all other full-time students at the school must provide: In addition they must prove they reside in the district and present DPI form PI-1206
 3. Application can be found in the [Appendix](#)
- D. Coaches will be responsible for:
1. Working with the Activities Department in verifying the completion and turn-in of physical/alternate year card, emergency information card, attendance at an athletic code meeting, signed athletic code, signed WIAA eligibility form, release of medical information form, concussion agreement form and academic eligibility.
 2. Alphabetizing and submitting a roster of eligible players which includes name, height, weight, position, grade and assigned number to the Activities Department at least one week prior to the first competition of a respective sport season. Coaches will report any roster changes to the Activities Department during the season.
 3. Submitting program information as necessary and appropriate to that sport as requested by the Activities Department.
 4. Carry the Emergency Information Cards in the team first aid kit, and keep the kit with the team at all times.
- E. The coach will be responsible for verifying the initial and continuing eligibility

of athletes. Student grades will be checked following the 1st five weeks of each semester (mid-quarter grading period). Students with any failing grades will have one week to bring all grades to passing. Any failing grades at that point will result in a minimum one week event or game suspension. From the 5th week on, weekly grade checks will be made each Monday of the semester – any extra-curricular participant with a failing grade in any class will be suspended from participation for a minimum of one week until the following week's grade check). Students receiving a failing 2nd quarter grade will be ineligible for 15 days. If a student is passing all classes at the end of the 15 day period, they will regain eligibility and be subject to the weekly grade check.

- F. If there is any question as to the eligibility of an athlete, the Activities Director and the student's principal will make a final decision on the case.
- G. Coaches will hold a parent meeting prior to the first contest to explain the WIAA, Mondovi School District, and team rules and to answer all questions concerning their sport.
- H. All coaches are expected to support and enforce the WIAA rules of eligibility and the Mondovi Athletic Code rules of eligibility.
- I. All coaches need to watch the concussion video and turn a completed coaches' concussion form in to the Activities Department.
- J. All coaches must watch the WIAA Rules Video and write the exam for each sport they coach every year.

Lettering Criteria

- Football:** Must be in good athletic and academic standing (complete the season and be eligible academically) Attend all practices, games, and other team functions unless excused by a coach, parent, or doctor Participate on offense or defense at the varsity level in no less than 3 games (excluding running clock situations) injured players may receive a letter if in the opinion of the head coach he would have participated enough if he had not been injured and also served the team in some capacity while injured
- Volleyball:** Must have played in the number of sets equal to the number of varsity contests scheduled or Coach's discretion. Seniors have no set requirements, but must have played four complete years of volleyball. Example: 15 varsity matches/tourneys/quads scheduled, 15 sets must be played.
- Tennis (Girls):** Play in over one-half (1/2) of the varsity matches. Make the tournament team by the end of the regular season.
- Cross Country:**
1. Generally, the top five (5) runners will earn a letter. However, this is assuming all expectations are followed. If there are a large number of participants, runners #6 and #7 may also letter. Missing meets may influence whether or not a runner letters. In any meet that a runner does not run as a varsity competitor, he/she will score the number of points the last place competitor would have scored. Missing a practice may also influence whether or not an individual earns a letter.
 2. To earn a letter, a runner must start the season with the rest of the team. He/She must also finish the season and hand in any clothing items issued to him/her.

3. If a runner is suspended for any reason, he/she may forfeit the opportunity to earn a letter.
4. Coaches may award a letter to a runner not meeting the criteria listed in #1 above, i.e., a Senior in good standing.

Wrestling: Wrestle in a minimum of 10 matches at the varsity level. All Seniors letter.

Basketball: Boys & Girls:

1. The player participates in 75% of the quarters that the varsity team plays in the year. This would equal 60 quarters in a typical 20-game season.
2. The player is named to the varsity roster and participates in 95% of the practices at the varsity level in the given year. This generally gives the player two (2) absences per year from practice.
3. The player is of senior standing and has participated in the basketball program all four years of high school.
4. The Head Coach reserves the right to letter any player that is named to the varsity roster at any point in the year and proves himself to be worthy of letter consideration. The Head Coach also reserves the right to letter any individual participating at the varsity level that demonstrates outstanding characteristics in the areas of citizenship, leadership, and school pride.

Track: Must meet 2 of the 4 following criteria:

1. Score 15 points
2. Place individually at conference (top 3 in a relay)
3. Place individually at regionals
4. Qualify for sectionals

Student-athletes who are on the bubble but have a great attitude and work ethic, are coachable and a team player may still letter.

Golf: An athlete must play four varsity matches. The 5th, 6th, and 7th men are often rotated to varsity, so a letter may be given to the 7th man.

Softball: An underclassman athlete must play a number of innings equivalent to the number of varsity games (i.e. 20 games = 20 innings). Seniors have no innings requirement, but the athlete must be on the varsity team for the entire season.

Baseball:

1. The player participates in 75% of the defensive innings that the varsity team plays in the given year. This would equal 105 innings in a typical 20-game season.
2. The player is named to the varsity roster and participates in 95% of the practices at the varsity level in the given year. This generally gives the player one (1) absence per year from practice.

3. The player averages one plate appearance per game of the given year. This would equal 20 plate appearances in a typical 20-game season.
4. The player appears as a pitcher in at least 50% of the games throughout the course of the year. This would equal 10 appearances in a typical 20-game season.
5. The player averages 20% of the varsity innings pitched in a given year. This would equal 28 innings pitched in a typical 20-game season.
6. The player earns a save in at least 40% of the team's wins in a given year.
7. The player averages scoring a run in 70% of the games played throughout the course of the season. This would equal 14 runs in a 20-game season.
8. The Head Coach reserves the right to letter any player that is named to the varsity roster at any point in the year and proves himself to be worthy of letter consideration. The Head Coach also reserves the right to letter any individual participating at the varsity level that demonstrates outstanding characteristics in the areas of citizenship, leadership, and school pride.

Managers: A student must manage two (2) years in the same sport to earn a manager letter.

High School Forensics:

As a member of the Mondovi Forensics team, you have the opportunity to earn a letter. You must be an active member of the Mondovi Forensics team and compete in tournaments to earn points. In order to be considered for a letter, you must earn a total of **45** points in one season. All points must be earned within the current season for which you are looking to letter. Each new season, your points for lettering restart. One Speech & Debate season lasts from November through May.

How to earn points

1. 1pt. for each meeting attended
2. 1pt. for each practice attended (minimum of one practice per week for 15 min.)
3. Points will be award for tournament scores (average of scoring rounds)
 - Average Score of 1-5 - 1pt
 - Average Score of 6-10 - 2pts
 - Average Score of 11-15 - 3pts
 - Average Score of 16-20 - 4pts
 - Average Score of 21-25 - 5pts
4. Qualify for Districts - 5pts
5. Qualify for State - 10 pts
6. State Tournament Score
 - Critics Choice Award 25 - 5pts
 - All State Award 23-24 - 4pts
 - Finalist Award 20-22 - 3pts
 - Achievement Award 5-19 - 2pts

Academic Decathlon:

Present at a majority of all practices held and competing in all scheduled events the team qualifies for.

FBLA:

Either qualifies for State FBLA or at least 3 years participation.

Mondovi High School Trap:

Mondovi High School, in conjunction with the Wisconsin State High School Clay Target League, has developed an Independent Provider Extracurricular Lettering Program for shooting sports. The requirements set forth in this policy are meant to be an equivalent to other varsity lettering requirements for this high school's sports.

OBJECTIVES OF THE PROGRAM

1. To offer high school athletic status to shooting sport student athletes.
2. To recognize the accomplishments and time commitment of shooting sport student athletes with a varsity letter award to those who meet the requirements as defined by the high school. Official high school athletic recognition is important to college applicants.

QUALIFICATIONS AND REQUIREMENTS FOR LETTERING

To be eligible for the Independent Provider Extra Curricular Lettering Program, the shooting sport student athlete must meet the following criteria:

ADMINISTRATION

1. Athlete must be a student of Mondovi High School in grades 9-12.
2. Home schooled athletes in this school district are also eligible.
3. Athlete must abide by Mondovi High School and Wisconsin State High School Clay Target League activity requirements. Athlete must adhere to all school district rules, policies and requirements concerning student activities including, but not limited to, attendance, conduct, scholastic standing and other eligibility requirements.
4. Athlete must submit all necessary documentation and associated fees to the school's Lettering Coordinator by to be determined.

PERFORMANCE

1. Athlete must average 20 points or more per round in competition play at the end of the season.
2. Athlete must not miss any competition weeks during the season.
3. Athlete may participate in the State Tournament.

SUGGESTED PRESENTATION OF AWARDS

Award letters, shooting sport patch and bars, will be awarded to the qualifying recipients at a date to later be determined. In addition participating students will be invited to be included in the clay target team photo for the school's yearbook.

FFA:

A member must participate in the Fruit Sale and at least 2 other activities.

Equestrian Team:

In order to letter, you must be a Mondovi High School student. You must follow the student activities code and maintain your grades as per those rules. If those rules are violated, the activities code of discipline will apply.

POINTS:

Points	Event	Total Points Possible
20	3 District Show Competitions (Must attend 2 with permission to miss)	60

(To be determined)	Attend practices with horse	(2 each)
(To be determined)	Attend practice - no horse	(1 each)
(To be determined)	Team Meetings (not clinics)	(2 each)
10 x 7 X 3	Show Points	210 (maximum point total)
++20	If team makes state	20

1st place-10 pts.	Each rider will compete in 7 events per show. Each rider will be prepared for 10 classes. If (as an example), one rider becomes sick/horse has a problem, our other 5 riders must make up those 7 vacant classes. If two riders are unable to ride, the remaining 4 riders will fill those 14 classes equally. We are responsible for filling 42 slots/classes. You may be asked to ride in classes you are not prepared for...be ready. The coach's decision is final...although advice will be sought out. All WIHA rules and MHS Athletic Code Rules must be followed at all times. If rider behavior/attitude at shows is a problem, it will be subject to the coach's discretion as to lettering possibility/point deduction
2 nd place-9 pts.	
3rd place-8 pts	
4th place-7 pts	
5th place-6 pts.	
6th place-5pts.	
7 th place-4 pts.	
8 th place-3 pts.	
9th place-2 pts.	
10 th place-1 pt	

A rider must receive 150 points to earn a letter.

Mondovi High School Bands

Band Lettering and Recognition Requirements:

Any Band student wishing to Letter in Band must receive an "A" for all of the grading periods that they are enrolled in the course. Perfect attendance is also required for all major concert performances.

MONDOVI HIGH SCHOOL BAND - LETTERING POLICY

Students will receive points based on their involvement in an assortment of band activities, both required and optional. Students need 175 points to letter. Below is the list of points associated with the various activities throughout the school year.

Years in High School Band -

- 1 - 25 points
- 2 - 40 points
- 3 - 50 points
- 4 - 100 points

Mondovi Friendship Days Parade – 20 points

Jazz Lab Ensemble – During WIN Period (Monday's and Wednesday's) - 50 points

Pep Band - (We require a minimum of 10 events) - 5 points per event

Dunn/St. Croix Honor Band Participation - 10 points

WSMA All-State Audition - 40 points

Pit for the Musical - 20 points

Solo/Ensemble Contest -

5 points per event (20 point maximum)

10 points per event that advances to the State Level.

Mondovi High School Choir Letters

Make sure to do the ENTIRE sheet (including the back)!

Student Name: _____ School Year: _____

___ 2 points- Attending a minimum of 2 outside of school music performances in the past school year.

___ 2 points- Performing in outside of school venues such as church choir, community chorus, community musical theatre production, etc. in the past school year.

___ 2 points- Taking private voice lessons on a regular basis. Teacher's name: _____

___ 1 point- Auditioning for the musical at school or elsewhere in the past school year.

___ 2 points- Being in the school musical theatre production in the past school year.

___ 1 point- Auditioning for the WSMA middle or high level honors choir in the past year school year.

___ 2 points- Being in the WSMA middle or high level honors choir in the past school year.

___ 2 points- Singing in the District solo and ensemble festival (double if you did a solo and an ensemble) in this school year.

___ 2 points- Singing in the State solo and ensemble festival (double if you did a solo and an ensemble) in this school year.

___ 1 point- Singing the National Anthem at 1 or 2 Mondovi events this school year.

___ 2 points- Singing the National Anthem at 3 or more Mondovi events this school year.

___ 2 points- attending a music camp or workshop (including a summer music camp) since June of last year.

___ 2 points- Community service types of activities such as singing for a retirement center, caroling, etc., within the last school year.

___ 2 points- Assisting the director with various necessary tasks such as setting up/moving risers, picking out music, filing music, etc. within the last school year.

___ 1 point- Attended and participated in the Fall Choral Concert this year.

___ 1 point- Attended and participated in the Holiday Concert this year.

___ 1 point- Attended and participated in the Spring Choral Concert this year.

___ 1 point- Attended and participated (or will be attending/participating) in the Pops Concert

___ 1 point- Baccalaureate last year.

___ 1 point- Graduation last year.

___ 2 points- performing at Dorian festival this year.

___ 2 points- singing at DSC honor’s choir this year.

___ 2 points- Assisting the music department with various necessary tasks such as setting up/moving risers, picking out music, filing music, etc. this year.

Anything else that you might think is relevant:

Total Points:

To earn a letter you need at least 20 points.

Have you already received? (circle yes or no)

Your choir letter	YES	NO
Your choir pin	YES	NO
Second Year Choir Pin	YES	NO

Adapted Athletes:

Mondovi High School students who participate in adapted athletic programs that are not offered by the Mondovi School District have an opportunity to earn a Mondovi Athletic Letter for the sports they participate in. The following criteria must be met:

1. Finish the season in good standing.
2. Participate in at least 50% of the scheduled contests.

The award will be presented by the athlete’s coach at their team’s end-of-season awards ceremony. It is the athlete’s responsibility to request the athletic letter and provide documentation from their coach that they have met the lettering criteria.

Transportation

Students must use school-provided transportation to and from all events. A student may return with his/her parent/guardian or other parent/guardian once student is signed out by the parent/guardian with the coach. See [Appendix](#) for form. If someone other than the parent/guardian is going to take the student from the event, the parent/guardian must provide a signed note stating who is allowed to take the child and the signed note must be signed/approved by the Middle/High School Principal in advance of the event. The adult providing transportation from an event must physically give a note to the coach and sign the student out. When transportation is available through the District, participating students shall not drive to school-sponsored activities unless written permission is granted by their parents and approved by the principal. No other students are allowed to be driven to a school-sponsored activity by the approved student without a note from parents granting permission and approved by the principal. See [Appendix](#).

FACILITIES AND SCHEDULES

Baseball and Softball Field

During the Baseball and Softball seasons, the Head Coaches of these sports are to:

1. Consult with the Maintenance Supervisor or his/her designee to determine when the fields should be ready for the first outdoor practice based on weather conditions.
2. Provide the Maintenance Supervisor or his/her designee with an accurate schedule of games and practices, including schedule revisions as they occur.
3. Provide the Maintenance Supervisor or his/her designee with a schedule of times when the fields will not be needed.
4. Provide the Grounds and Special Assignment employee with information and proper instruction on how to properly line and mark the fields according to WIAA regulations.
5. Ensure that participants and other students are not going on the tennis courts or the track with baseball or softball cleats/spikes or any other hard shoes, skates, roller blades, etc.
6. Hand rake to close holes, ruts, etc., by home plate, on the pitcher's rubber/mound area, bases, and other high-traffic areas and properly compact pitcher's mound/rubber areas after each game and/or practice. Spray the home plate and pitcher's mound/rubber areas with water after raking and compacting.

If it is more time efficient and effective, and with the agreement of the Maintenance Supervisor and the Grounds and Special Assignment employees, the Head Coach may provide the information required in items #1 through #4 directly to the Grounds and Special Assignment employee. The Activities Director and/or the Activities Secretary, if the Head Coach is in agreement, may also be the person(s) assigned to provide the information required in items #1 through #4 to the Maintenance Supervisor or his/her designee or to the Grounds and Special Assignment employee.

Facilities

All requests to use any school district facilities must be submitted to the Activities Department via the [on-line facilities request form](#).

There may be additional fees and custodial fees for certain facilities and event types.

Each coach who uses the coaches' dressing room is responsible for leaving it in a neat and orderly condition.

Equipment rooms must be locked at all times. No one but coaches or their designees should be permitted to use the rooms where supplies are stored.

Prior to departing from practices or games, the coach in charge is responsible for checking locker rooms and other areas used. Towels and supplies must be accounted for.

Locker Room Policy

In addition to the development of our athletes and enjoyment of our athletic programs, the safety and protection of our participants is central to the Activities Department's goals. We have created this policy as a means to help protect our participants from physical abuse, sexual abuse and other types of misconduct, including emotional abuse, bullying, threats, harassment and hazing. To help prevent abuse or misconduct from occurring in our locker rooms, [we have adopted the following locker room policy. This policy is designed to maintain personal privacy as well as to reduce the risk of misconduct in locker rooms.

At Mondovi Middle/High School there are four locker rooms available for our program's use. Each of the locker rooms has its own restroom and shower area. Some teams in our program may also occasionally or regularly travel to play games at other arenas, and those locker rooms, rest rooms and shower facilities will vary from location to location.

Each Coach must monitor their team while using the locker room. Cell phones and recording devices are prohibited by state law. Once all athletes have left the locker room the coach must be sure it is left in a neat and orderly fashion and turn off lights before they leave.

Weight room policy

The Weight Room must be reserved by coaches and/or the Strength Coach for school sponsored activities. Outside individuals and/or groups may reserve the weight room as well when not being used for school groups or classes, before or after the school day. Requests can be made on our Facility Scheduler ([link](#)). The Weight Room must be supervised at all times and individuals cannot use the Weight Room alone. There must be at least two people present at all times for safety reasons.

Unmanned Aerial Vehicle (Drone) Policy

The use of unmanned aerial vehicles ("UAV"), also known as drones, is prohibited for any purpose by any persons at Mondovi Public Schools athletic venues. Game management shall refuse admission or entry to anyone attempting to use a UAV; and if necessary, game management shall remove anyone attempting to use a UAV and/or confiscate the UAV until the event has been completed.

For purposes of this policy, a UAV is any aircraft without a human pilot aboard the device.

Family/Community Time

"Family/Community Time and School Curricular and Extra Curricular Activities," outlines the rules regarding Wednesday and Sunday activities. The rules, which are listed below, apply to all school-sponsored activities:

1. On Wednesdays, all students at the middle/ high school level involved in school-sponsored activities will be out of the school building/off the school site by not later than 6:00 p.m. Any morning activities must be at a reasonable hour.

2. On Sundays, there will be no school-sponsored activities on school sites or in school buildings before noon. **Any school-sponsored activities/programs for students at school buildings or school sites on Sunday afternoons and evenings must have the prior approval of the respective building principal.**
3. The only exceptions to the above restrictions are activities/events scheduled by the Athletic/Extra Curricular Conference(s) that the District is a member of, a state or national organization (such as the WIAA, FFA, etc.) in which the District is affiliated with locally, and an outside presentation by an individual or organization of major essence that cannot be scheduled at another time that has a significant impact on a large number of students. **The above exceptions must be approved by the respective building principal and the Superintendent.**

Keys and Security Requirements

District Office staff will issue building keys to coaches. The Activities Department will issue equipment storage keys.

Equipment rooms must be locked at all times. No one but coaches or their designees should be permitted to use the rooms where supplies are stored.

Keys should not be entrusted to students outside of those authorized by the coach. All coaches should use extreme discretion in this matter. If managers are entrusted with a coach's key, they must be impressed with the magnitude of the responsibility. **The coach is ultimately responsible for any lost items or damages.**

If keys to an athletic area are lost, it should be reported to the Activities Director and the Superintendent immediately.

Any time a Mondovi athletic team plays away from home and uses a locker room; the coach should make every effort to secure the area. Coaches will be responsible for supervising their respective teams while using another school's facilities.

After returning to school from away activities, a coach (or an assistant coach) must remain on site and supervise the students until every student has left the building and has a ride home.

Exterior doors should NEVER be propped open and left unattended.

Practice Sessions

During the conference season, all practice schedules and use of facilities will be coordinated through the Activities Department.

Coaches are responsible for their respective facilities and equipment during the time of their designated practice times. **Coaches should be the first to arrive and last to leave each session.**

Practice on Sundays and legal holidays will not be permitted unless the Activities Director and the students' principal give special approval. If approval is given, attendance for the athlete will be optional. When practices are held on Saturdays and during school vacation periods, athletes who must be absent for reasons beyond their control should not be penalized.

The normal length of time for a practice session should be about two (2) hours and will not exceed two and one-half (2 ½) hours. **Coaches planning practice sessions which exceed two and one-half (2 ½) hours, must secure prior approval of the Activities Director and the students' Principal.** Special attention should be given to weather conditions, particularly extremes of heat and cold, and to the special needs of athletes participating under these conditions to avoid heat exhaustion, dehydration, frost bite, etc. Also, it is expected that coaches conducting outdoor

practices will move practice indoors when thunder is heard, lightening is observed, or the severe weather warning sirens sound.

If there is a late start to the school day due to weather conditions or emergency situations, activities scheduled before school starts will be cancelled. If school is closed or has an early release due to weather conditions or emergency situations, all after school activities including practices will be cancelled.

If an athlete is unable to participate in practice due to injuries, absences, etc., the coach will determine what team obligations will be met during the time period of non-participation.

Scheduling Athletic Events

A. All Mondovi High School interscholastic conference athletic schedules will be coordinated by the Activities Director with the Dunn-St. Croix Conference Commissioner.

B. All non-conference contests for each sport will be coordinated by the Head Coach and the Activities Director

Sport Seasons

The regulations of the WIAA will govern the length of all sport seasons. A sport season ends when a team is eliminated from further competition (e.g., conference, regional, sectional, or state tournament).

In the event there is a team involved in a tournament competition which overlaps the start of new sport seasons, practice and facilities-use schedules will be mutually agreed upon by the head coaches involved. In the event of any conflicts, the building principal and the Activities Director will resolve the issue.

Athletes have an obligation to finish an existing sport season before starting a new sport season. Coaches of pending sport seasons must make allowances for equity for athletes who have not yet completed a prior sport season.

Athletes may start practice for a second sport while they are engaged in a sport in progress only with mutual consent of the coaches involved. However, an athlete shall not compete in an upcoming sport until his/her team is eliminated from the WIAA tournament or play-off.

Any athlete who chooses to participate in two different sports in the same season must have approval of both head coaches and the Activities Director. A specific plan will be made dealing with the athlete's responsibilities to each respective program.

A "sign-up" meeting for the upcoming sport season may be held prior to the start of a season. These meetings should not conflict with those sports that are in season. This meeting will enable the coaches to give a brief overview of the upcoming season, explain what appropriate materials (i.e. WIAA cards, schedules, medical release forms, athletic codes, concussion agreement forms, etc.) are needed, and get a list of potential participants.

PROGRAM MANAGEMENT

Coaching

Introduction

Coaching has been accurately described as a highly specialized and challenging form of teaching that is conducted in an extremely competitive environment. The validity of this proposition is supported by several facts not readily apparent to casual observers or to inexperienced coaches. Along with the traditional, strategic, tactical and conditioning preparations expected of coaches, school boards, parents and court systems have also come to demand competence in a variety of administrative and management duties as well. Of major importance to all coaches is the fact that contemporary public expectations carry with them legal implications and challenges of significant dimension.

This comprehensive instructional and supervisory expectation has evolved because of legal and ethical duties that are assigned to coaches while working with students “in loco parentis.” Originally, this legal doctrine was conceived as a rationale for the control of student behaviors. However, more recent interpretations have focused on the protective and advocate responsibilities that coaches incur while directing student activities.

Coaches Code of Ethics -National Federation Interscholastic Coaches Association

The function of a coach is to properly educate students through participation in interscholastic competition. The interscholastic program is designed to enhance academic achievement and should not interfere with opportunities for academic success. Each child should be treated as though he/she was the coaches’ own and their welfare shall be uppermost at all times. In recognition of this, the following guidelines have been adopted by the N.F.I.C.A. Board of Directors and endorsed by the School District of Mondovi Activities Department:

THE COACH must be aware that he or she has a tremendous influence, either good or bad, in the education of the student and, thus, shall never place the value of winning above the value of instilling the highest desirable ideals of character.

THE COACH must constantly uphold the honor and dignity of the profession. In all personal contact with the student athlete, officials, athletic directors, school administrators, the state high school athletic association, the media, and the public, the coach shall strive to set an example of the highest ethical and moral conduct.

THE COACH will avoid the use of profanity in language or gesture while performing coaching duties or representing the athletic department.

THE COACH shall take an active role in the prevention of drug, alcohol, and tobacco use or abuse and under no circumstances should authorize their use.

THE COACH shall promote the entire interscholastic program of the school and direct his or her program in harmony with the total school program.

THE COACH shall be thoroughly acquainted with the contest rules and is responsible for their interpretation to team members. The spirit and letter of the rules should be regarded as mutual agreements. The coach shall not try to seek an advantage by circumvention of the spirit or letter of the rules.

THE COACH shall actively use his or her influence to enhance sportsmanship by the spectators, working closely with pep club sponsors, booster clubs, and administrators.

CONTEST OFFICIALS shall have the respect and support of the coach. The coach shall not indulge in conduct which will incite players or spectators against the officials. Public criticism of officials or players is unethical. BEFORE

AND AFTER CONTESTS, rival coaches should meet and exchange friendly greetings to set the correct tone for the event.

THE COACH shall not exert pressure on faculty members to give student participants special consideration.

IT IS UNETHICAL for coaches to scout opponents by any means other than those adopted by the league and/or the W.I.A.A.

THE COACH shall establish team rules, customs, and rituals that reinforce the ideals of sportsmanship and traditions established by the governing bodies.

Nine Legal Duties of a Coach

1. Properly plan the activity.
2. Provide proper instruction and keep adequate records.
3. Provide safe physical environments.
4. Provide adequate and properly fitted equipment.
5. Match participants with consideration to ability and physical development.
6. Evaluate athletes for injury or incapacity.
7. Supervise the activity closely.
8. Warn of inherent dangers and risks of activity.
9. Provide appropriate emergency assistance.

First Aid / CPR / AED Certification

Coaches of all levels are encouraged to be certified in First Aid / CPR / AED, however only paid coaches at the high school level are required to get and maintain their certification.

[Coaching Job Description](#)

[Coaching Pay Scale](#)

Coaches Not Licensed to Teach

All 9-12 athletic coaches, both paid and volunteer, who are not licensed to teach or do not meet W.I.A.A. criteria are required to complete the “Fundamentals of Coaching” and “First Aid, Health and Safety for Coaches” on-line courses. The courses are offered on the NFHS Website (NFHSlern.com). Coaches must complete the coursework prior to the start of their second season of coaching. In this day of increasing concern about liability, certification offers a secondary benefit generally unavailable through alternative measures. Nationally recognized professional certification is not a guarantee against litigation, but provides a significant tool for successfully defending a lawsuit.

Volunteer Coaches

The Board of Education of the School District of Mondovi recognizes that there are members of the community that have an interest in serving as volunteer assistants in district athletic or other co-curricular activity programs. The Board also recognizes that it can be advantageous to district athletic coaches and activity advisors to use volunteer assistants for particular assignments. Therefore, volunteer coaches/advisors may be utilized in the district as needed in accordance with established administrative procedures.

No person may be involved in district athletic or other co-curricular activity programs as a volunteer coach or advisor without the appointment of the Activities Director and final approval by the Superintendent. Volunteer coaches/advisors shall serve at the discretion of the district and may be removed from the position by the Board of Education at any time. A signed and approved [volunteer agreement form](#) must on file in the District Office before volunteers are allowed to work with our student athletes.

Volunteer coaches/advisors shall be expected to abide by all District policies, rules and regulations applicable to their particular volunteer assignment, as well as all W.I.A.A and Dunn-St. Croix Conference regulations/rules.

Award Programs

Award programs are scheduled and organized by the coaching staff of each specific sport. End-of-Season Parent Survey forms will be available at the awards program. Each survey will be numbered and stamped. Completed surveys will be placed in a locked box that will be given to the Activities Director for inspection.

Budget

The Head Coach will be responsible for preparing and submitting budget requisitions to the Activities Director for the next sports season.

The District Office will distribute all necessary budget forms. Completed requisitions should be submitted for:

- Supplies
- Equipment (additional, replacement, new)
- Apparel (uniforms, warm-ups)
- Awards, letters, plaques
- Entry fees, rental fees, green fees
- Film-audiovisual
- Clinics (registration, meals, travel, lodging)
- State Tournaments (tickets, meals, travel, lodging)

Music Policy

Coaches are responsible for monitoring all music used for performances and warm-ups. All music must be in good taste and have no references to alcohol, drugs or have any sexual innuendos.

Checklist for Coaches

The Athletic Department requires each athletic team to meet specific expectations and follow athletic policies approved by the Board of Education. To insure uniformity, every coach at all levels and in all sports should meet the following

minimal standards. This will improve the consistency of communication to athletes, parents, and the public. It is expected that each coach will follow these requirements:

- Organize and conduct all scheduled practices, meetings, scrimmages, and contests.
- Direct the supervision and use of the physical facility during practice sessions including the locker room, the towel room, the equipment room, the training room, the weight room, the coaches' room, and the facility where the practice is occurring. These areas are to be cleaned up and secured after practice.
- Follow WIAA rules for out-of-season contact.
- Meet with the parents and athletes prior to the beginning of the season to discuss WIAA, team, and safety rules; introduce assistant coaches; outline specific program information, coaching philosophy, and coach's expectations for athletes; and distribute practice and game schedules (Grades 9-12).
- Provide the Activities Department with a copy of the rules, policies, handbooks, etc. handed out to students and/or parents in your program.
- Establish that all required forms (see "Eligibility, pages 2-3) have been submitted and student and parent/guardian have attended an Athletic Code meeting before allowing an athlete to practice.
- Check the academic eligibility of each athlete before they start practice. Student grades will be checked following the 1st five weeks of each quarter (mid-quarter grading period). Students with any failing grades will have one week to bring all grades to passing. Any failing grades at that point will result in a minimum one week event or game suspension. From the 5th week on, weekly grade checks will be made each Monday of the quarter – any extra-curricular participant with a failing grade in any class will be suspended from participation for a minimum of one week until the following week's grade check.
- Turn in a pre-season roster with names alphabetized as soon as possible to the Activities Department. Report any changes in the initial roster to the Activities Department as the season progresses.
- Select, define responsibilities for, and supervise student managers.
- Assist with scouting assignments.
- Inform the media of competition results (Grades 9-12).
- Notify all teachers of departure times that result in loss of school time prior to the day of the event.
- Supervise the behavior of your team at home and away contests.
- Notify the Activities Director and the office of the students' principal if you cancel practice.
- Remind the athletes of appropriate safety procedures and techniques throughout the sport season.
- Have access to a first aid kit, the student's Emergency Information Card, and each athlete's medical information release form at all times. If an athlete sustains an injury that requires medical attention, fill out an injury report and send it to the High School Secretary.
- Keep an accurate record of all equipment checked out, and collect all equipment, locks, uniforms, etc., when the season is completed. When collecting items, coaches are to:

1. Require that all washable materials be turned in clean,
 2. Make arrangements for dry cleaning, if necessary, with the Activities Secretary,
 3. Collect, inventory, and make arrangements to clean and repair all equipment,
 4. Store all equipment in an organized manner in the space provided for your sport,
 5. Fill out fine cards for all lost equipment and uniforms and turn them in to the student's principal.
- Provide the Activities Department with information needed for certificates and awards at the end of your season. Be organized and well prepared to present the awards at your athletic awards program (Grades 9-12).
 - Distribute the End-of-Season Parent Survey forms at the awards program (Grades 9-12).
 - Be sure all season stats are put on WISSPORTS.com (if applicable).
 - Submit budget requests to the Activities Director by the deadline specified each year (Head Coaches only).
 - Initiate requests for field or floor maintenance and necessary custodial assistance (Head Coaches only).
 - Attend all Athletic Department meetings.
 - Attend Conference meetings, WIAA Rules meetings, etc. (Head Coaches only).
 - Attend clinics, workshops, or demonstrations to enhance knowledge of sport and coaching skills.
 - Keep the Activities Director informed of any problems occurring on your team.

Clinics and Workshops

The Head Coach will be allowed to attend one school-day clinic each year in his/her sport. Non-head and middle school coaches will be allowed to attend one clinic on non-school days. HS non-head coaches will be allowed the option of attending one clinic each year on a non-school day in their respective sport(s) OR attending one school day clinic each year in their respective sport(s) in lieu of attending the State Tournament for their respective sport if they are eligible for State Tournament attendance. The District will pay registration, travel, meals and up to the state rate for rooms. The maximum reimbursement rates are shown on the Meal and Lodging Allowances in the [Appendix](#).

Emergency Procedures

A complete first aid kit should be available at every practice and every game. It is also essential to have splints and blankets in a convenient, accessible location.

All athletes are required to complete an Emergency Information Card and submit a signed medical information release form prior to the first practice session of that respective sport. All cards will be carried in the first aid kit of each squad.

Athletes do suffer injuries, and it is essential for each coach to understand first aid techniques and procedures. Coaches are expected to be able to exercise appropriate emergency action in the event of injuries. Efforts should be made to immediately notify parents if an athlete sustains an injury which requires medical attention or observation, and an Accident Report form must be filled out and sent to the HS Office. Coaches should also notify the Activities Director of any serious injuries.

EMERGENCY ACTION PLAN

These emergency procedures are applicable at the following locations in the School District of Mondovi: Football Stadium, Baseball, Softball, and Track Fields, Gymnasiums, and areas immediately adjacent to these venues. This emergency action plan should be followed by administrators, coaches, student assistants, and other school personnel in the event of a medical or other emergency situation.

MEDICAL EMERGENCIES

A medical emergency is an incident whereby the athlete or other student's life may be in danger, or he/she risks permanent impairment. It is important in these situations that coordination between the administration, sports staff and first responders be effective.

The highest person in the chain of command at the athletic contest or other school-sponsored activity who is present at the scene will become the designated person in charge, or incident commander. That person will be responsible for deciding whether or not to call 9-1-1, sending for an AED, and instructing others how they may be of help in administering first aid until EMS arrives. The incident Commander will also send runners (when available) to the appropriate entrance of the school to direct emergency vehicles to the incident's location. The victim's parents will also be contacted by a designated staff person.

OTHER EMERGENCY SITUATIONS

INCLEMENT WEATHER PROCEDURES

In the case of inclement weather at an outside athletic event, (i.e.; thunderstorms, lightning, hail, tornado), it will be under the direct discretion of the game officials, on duty event administrator, or coaches to determine whether or not the practice/game fields should be evacuated and players instructed to seek shelter inside the school or locker rooms. In the event that large numbers of spectators are present, the on duty event administrator should announce via the PA system something like: "May I have your attention. We have been notified by the game officials that all sports activity will cease until weather conditions have cleared up. All spectators are advised to seek appropriate shelter, whether in your cars or the school gymnasium. Thank you for your cooperation."

In the case of severe weather during an event inside the school (i.e. tornado, windstorm), the on-site administrator will make a similar announcement instructing the audience to seek shelter in designated safety areas within the school.

FIRE EMERGENCIES

If a fire breaks out inside the school during an activity, the fire alarm should be activated and everyone should leave the building at the nearest exit. The on-site administrator will call 9-1-1 and provide additional information to the responding fire and police officials.

HAZARDOUS MATERIAL INCIDENT

When a chemical spill or hazardous material incident occurs inside a building during an activity, the on-site administrator should be notified. He/she will then determine if the situation calls for stopping the activity, calling 9-1-1 and/or evacuation of the building.

ACTIVE SHOOTER/VIOLENT INTRUDER

In any violent situation, all persons must quickly determine the most reasonable way to protect their own life. Remember that athletes, students, fans, and visitors are likely to follow the lead of coaches, faculty, and staff members during an active shooter/violent intruder event. School staff at Mondovi has been trained in the A.L.I.C.E procedure, which is an acronym for five steps (Alert, Lockdown, Inform, Counter, Evacuate); a person can utilize to increase their chances of surviving a surprise attack by an active shooter. All students in the School District of Mondovi have participated in A.L.I.C.E. practice drills throughout the school year.

MASS CASUALTY INCIDENT

In any mass casualty event, 9-1-1 should immediately be called. When scene is safe, the on-site administrator should become the Incident Commander and take charge of the emergency and instruct staff members to administer first aid if possible. Upon arrival of Fire/EMS and/or Police, the Incident Commander will transfer command to the police begin to manage school-related issues such as setting up the student recovery areas in order to release students to their parents following District protocol.

Equipment Issuance – Inventory

- Budgeting for equipment and supplies will be done by the Activities Director. The purchase, distribution, and inventory of equipment and supplies for each sport will be coordinated through the Activities Secretary.
- Coaches are responsible for approving payments for supplies and equipment.
- Coaches will be responsible for keeping an equipment inventory card and for issuing equipment to the players on their squad.
- Coaches are also responsible for:
 1. Determining that equipment is working properly at all times.
 2. The return and care of equipment after games.
 3. Collecting all equipment issued to an athlete at the end of the season.
- The Activities Director should be notified if an athlete fails to turn in or account for any part of his/her equipment or uniform. The student will not be allowed to draw supplies for a new sport until the missing item(s) is (are) returned or the student has paid for the replacement of the items.
- Equipment shall be worn as directed by the coach.

Evaluations

- The Activities Director or a Principal will evaluate Head Coaches.
- The Activities Director/Principal will schedule a meeting with the Head Coach within a timely manner after the end of the sport's season to review the Head Coach's evaluation. Both the evaluator and the Head Coach will sign the evaluation.
- Head Coach may write a response or add to the evaluation if he/she feels it is in error or incomplete.

Fund-Raisers and Resale Activities

The following procedures are to be followed:

- Before any fund-raiser/resale activity is conducted, a Fund-raising/Resale Request form must be completed and submitted to the Activities Director and/or Building Principal and the Superintendent. All fund-raising and resale activities must be **pre-approved** by the Superintendent **prior to** any items being ordered or any activity being initiated. Following this procedure will ensure that clubs/organizations do not compete against each other by selling the same items at the same time and also prevent several fund-raisers from occurring simultaneously. Purchase orders will not be prepared for fund-raising or resale items without a signed Fund-raising/Resale Request form.

- When team/club clothing is provided to team/club members at cost (or with a minimal markup to cover costs associated with providing the clothing to team/club members who cannot afford to buy the item), the activity is considered a resale, not a fund-raiser.
- A **purchase order must be prepared** for any fund-raising or resale product/item **before** it is ordered or purchased. This means: **NO ITEMS ARE TO BE OBTAINED OR ORDERED FROM A VENDOR WITHOUT A PURCHASE ORDER NUMBER.** Purchase orders will not be prepared retroactively for items that have already been purchased or ordered. Any invoice (bill) that cannot be paired with a district purchase order **WILL NOT BE PAID** by the District. Any advisor/coach ordering items without District Office approval will be personally responsible for paying the bill for the items.
- Money collected from fund-raising or resale activities is to be turned in to the District Office the day it is received. If money will be collected after school hours, prior arrangements are to be made with District Office personnel to have the money placed in the school safe or for the advisor/coach to deposit the money in the District's night deposit box. Money is not to be left overnight in a classroom or office or retained by the advisor/coach.
- It is the responsibility of the advisor/coach to make sure that accurate, up-to-date financial records are maintained for his/her club/team. A folder for each club/team has been set up and handed out at the beginning of the year to keep track of those records.

Officials

- A. Officials for all interscholastic athletic contests must be duly registered with the WIAA.
- B. The head coach may make recommendations to the Activities Director for the hiring of officials.
- C. All varsity head coaches will submit, at the conclusion of the season, a WIAA evaluation of all officials who have worked at contests during the season.
- D. Head coaches may work with assistant varsity coaches in evaluating junior varsity, sophomore, and scrimmage officials.
- E. Final decisions on hiring officials will be made by the Activities Director.
- F. The Activities Director or the meet/game manager should provide accommodations and welcome all officials.
- G. In cases when the Activities Director or game manager is not in attendance at athletic contests, the Head Coach may be asked to look after the welfare of the officials.
- H. Teams should not start a contest unless the officially recognized number of WIAA registered officials are available to work the contest.

Public Relations – News Releases

A list of area media contacts will be made available, and each Head Coach will be responsible for distributing scores and statistical information. Head coaches are asked to supply the local paper, The Mondovi Herald, with weekly updates concerning their area of athletics.

In cases of controversial issues involving athletics, the District Administrator, after discussion with the Activities Director and Principal, will determine appropriate news releases.

Scouting

All coaches within the specific sport may be expected to scout for the varsity team. Other school personnel, or laymen, may volunteer to scout if approved by the Head Coach. The Head Coach shall work out the scouting schedule with his/her assistants. Scouts will be paid only for the number of games and amount stated in the Master Contract. Scouts will not be paid for mileage.

State Tournament Policy for Coaches

When students are participating:

When a team or individual(s) has qualified for State Tournament competition, the high school coaching staff will, and managers may attend the state tournament event with the athletes. The coaches will supervise, instruct, and coordinate team activities during the state tournament event. The school and/or the WIAA will provide transportation, tickets, substitutes, meals, and lodging for the participating athletes and their coaches.

When students are not participating:

Coaches will not take athletes to the state tournament. If any athletes want to attend the state tournament, they can buy tickets on their own and attend the tournament with parents.

Two high school coaches from each sport may attend the state tournament each year. The Head Coach attends every year, and the other coaches will be on a rotational roster, except for football. In football, the Head Coach attends every year along with two other high school football coaches. The Head Coach may select one coach and the other football coaches will be placed on a rotational roster, or the head coach may place all football coaches on a rotational basis. The school district will provide a school vehicle, substitute, tickets, and up to the state rate for one night's lodging. **See information on coaching clinics in lieu of attending state tournaments.**

Tournament Procedures Checklist

- Fill out and return all information to the WIAA tournament host by the indicated deadline date.
- After making the necessary lodging, transportation and meal reservations, confirm with the Activities Department. If the motel accepts purchase orders, one will be completed by the District Office. The purchase order and the district's tax exempt number will be faxed to the hotel by the District Office; a copy of the purchase order will be given to the Head Coach.
- Arrange for substitute teachers through the building principal.
- Inform parents and athletes of the procedures, time, etc. for the tournament series.
- Plan for supervision of your team throughout the tournament series:

Lodging:

- Coach should have a key for each room (supervise as needed).
- Coach should establish room assignments.
- Coach should not leave the team unsupervised at any time.
- Coach should check each room before checking out.

Meals:

- A meal allowance is provided by the district. The form requesting meal-allowance money for student athletes must be completed and submitted to the District Office prior to the day of departure.

Transportation:

- Coach may have to pick up and return vans.
- Students are not allowed to drive under any circumstances.

Discipline:

- If an athlete violates team rules, the Athletic Code, or WIAA rules during a tournament, they are ineligible to compete for the remainder of the tournament series. The Head Coach should attempt to call the Activities Director to determine the immediate solution to the ineligibility.

Any reimbursement requests should be forwarded to the Activities Department. Reimbursement forms can be obtained from the District Office.

Coaches are responsible for monitoring all music used for performances and warm-ups. All music must be in good taste and have no references to alcohol, drugs or have any sexual innuendoes.

Sportsmanship

The activities department aims to develop a positive reputation in the area of school and community sportsmanship. As a member of the Dunn-St. Croix Conference, Mondovi High School has worked to be on the leading edge of promotion of sportsmanship. (Please review the following suggestions for future consideration).

1. Spectators represent the school and community the same as an athlete.
2. The good name of the school is more valuable than any game won by unfair play.
3. Accept decisions of officials as final.
4. Recognize and show appreciation of fine play and good sportsmanship on the part of the opponents.
5. Advocate that spectators or participants who continually demonstrate poor sportsmanship be dismissed from the activities program and future events.

Athletic Training Services

The School District of Mondovi has entered into an agreement with Mayo Clinic to provide athletic training services including coverage at a majority of contests. Trainers will make 2 weekly visits to the school to evaluate new injuries. The days and times often change from year to year but will be posted on the door to the Ice Room in the Large Gym. The type and degree of sports medicine coverage for an athletic event may vary, based on the sport or activity, the setting and the type of training or competition, and scheduling.

ImPACT Concussion Study

All grade 6–12 athletes who participate in athletics will have the opportunity to participate in the ImPACT Concussion Study Program. A baseline concussion test will be offered each spring. Baseline testing will be done every other year with follow up tests being done on an as needed basis.

Concussion Return to Play

Current recommendations are for a stepwise return to play program. In order to resume activity, the athlete must be symptom free and off any pain control or headache medications. The athlete should be carrying a full academic load without any significant accommodations for 1-2 days. Finally, the athlete must have clearance from an appropriate health care provider.

The program described below is a guideline for returning concussed athletes when they are symptom free. Athletes with multiple concussions and athletes with prolonged symptoms often require a prolonged or different return to activity program and should be managed by a physician that has experience in treating concussion.

The following program allows for one step per 24 hours. The program allows for a gradual increase in heart rate/physical exertion, coordination, and then allows contact. If symptoms return, the athlete should stop activity and notify their healthcare provider before progressing to the next level.

STEP ONE: About 15 minutes of light aerobic exercise at a slow to medium pace. This allows for increased heart rate.

STEP TWO: More strenuous sport-specific exercise (running, sprinting, skating) without any equipment or contact. This allows for more complex movement and agility.

STEP THREE: Begin non-contact drills in full uniform. May also begin progressive resistance training. This allows for increased coordination and thinking during exertion.

STEP FOUR: Following medical clearance, full practice with contact. This helps restore confidence and allows coaching staff to fully assess athlete.

STEP FIVE: Full game clearance

Procedure for Adding an Activity

Recommendations for adding a school sponsored activity program may be forwarded to the Activities Director. The official form for requesting to add an activity can be in the [Appendix](#). A representative of the interest group may be asked to present a proposal to the Principal, Superintendent and Activities Director. Recommendations supported by the Superintendent will be forwarded to the Board of Education.

DIVISION OF DUTIES FOR ATHLETICS OR ACTIVITIES

The Activities Director, the Activities Secretary, the building principals, the Superintendent, and coaches shall be responsible for the interscholastic athletic program (6-12) of the Mondovi School District.

Superintendent

- Hire activity program coaches and advisors and approve volunteers with assistance from Activities Director, principals and head coaches.
- Approve all athletic and co-curricular fund-raising requests and purchase orders.

- Approve athletic and co-curricular budgets as prepared by the Activities Director.
- Create a Supervisors schedule for all scheduled home athletic and co-curricular events.

Activities Director

- Supervise and evaluate all coaches, advisors (with the principal), and athletic and co-curricular programs.
- Serve as the liaison between youth feeder programs and the school district. Attend meetings as needed.
- Monitor status of academic eligibility (grades) for students participating in athletic and co-curricular activities.
- Assist building principals and coaches in the enforcement of WIAA rules and regulations and the District's activities code.
- Assist building principals and advisors in the enforcement of the District's code of conduct.
- Conduct annual pre-season meeting regarding the District's Athletic/Activities Code with athletes and parents.
- Conduct necessary meetings of coaches for purposes of discussing expectations, policies, administrative rules, and/or relevant WIAA material.
- Conduct meetings of the Athletic/Activities Board for purposes of reviewing the District's Athletic/Activities Code and all rules regarding eligibility to participate in District sponsored athletic and co-curricular programs.
- Assist the building principals by acting as the liaison between the WIAA and the school district and between the conference and the school. Attendance at necessary WIAA and conference meetings is expected.
- Approve athletic coaches' gym/facility use requests and all athletic facility scheduler including MAA and community requests.
- Supervise the development and publishing of activities schedules.
- Draft correspondence as needed.
- Make decisions regarding cancellation of events due to weather or facility issues.
- Serve as point of contact for student, coach, and parent concerns and problems.
- Investigate written reports of alleged Activity Code or Code of Conduct violations and determine appropriate course of action as defined in district policy, administrative rule, and the Activity Code.
- Schedule officials.

Activities Assistant(s)

- Coordinate correspondence with Activities Director.
- Schedule all workers for home athletic contests per district policies and/or administrative rules. This includes, but is not limited to, crowd control personnel, timers, scorekeepers, scoreboard/clock operators, ticket sellers, announcers, line judges, etc.
- Prepare payment vouchers for officials.
- Review Extra Curricular Payment Voucher for workers.
- Complete all purchase orders for athletic or co-curricular equipment, supplies, etc., check in equipment and supplies, and obtain approval from coach/advisor to pay invoice.
- Collect team rosters from varsity coaches and prepare and print event programs. Enter and update all roster information on rSchool today for other school's access.
- Prepare programs for all games including Invitational and Conference events hosted by the district.
- Assist with annual pre-season Athletic/Activities Code meetings.
- Monitor/oversee on-line activity registration. Follow-up with participant's registrations after coaches have given their roster.
- Maintain sport participation and award records for each student athlete.
- Assist Head Coach with organizing awards program including preparation of End-of-Season Parent Survey forms, certificates, pins, chenille letters and ordering of special awards.
- Coordinate weight room schedule.
- Assist with rescheduling of cancelled events including, but not limited to, communicating with affected schools and officials and changes to transportation.
- Collect fund-raising request forms and submit to Superintendent for approval.
- Monitor and reconcile Fund 60 activity records.
- Process Fund 60 payment vouchers and prepare checks.
- Request entry fees and monitor that they are received.
- Coordinate with Activities Director in preparing postings for all coaching and advisor positions
- Issue, collect, and maintain records for equipment storage keys.
- Coordinate the scheduling of all school facilities and maintain district calendar.
- Maintain/update the marquee sign.

- Prepare meal money requests for students participating in athletics or extra-curricular sectional and state level events.

District Office

- Collect deposits for fundraiser/resale activities.
- Prepares cash boxes for events.

Varsity Head Coach

The varsity head coaches will report to the Activities Director and the building principal and will provide leadership and direction to the specific sport program as it exists in grades 6-12. They will be involved in the selection of coaches and will be primarily responsible for developing, defining, and delegating specific duties to them. It is essential that they present themselves as role models for student athletes in terms of exemplary appearance, character, and sportsmanship. See Head Coach Job Description in the [Appendix](#).

Junior Varsity, C-Team, and Middle School Coaches

The junior varsity and C-Team coaches will report to the Head Coach of their sport. They will provide leadership and direction to their level of the sport program. They should follow a program of sport development and progression established by the Head Coach and assist in any area the Head Coach deems necessary. It is essential that they present themselves as role models for student athletes in terms of exemplary appearance, character, and sportsmanship.

Summary Listing of Activities Program Contacts

Budgets - Activities Director

Evaluation of Head Coach - Activities Director

Fundraiser/Resale Activities - Superintendent approval; purchase orders and record keeping through Activities Department, deposits to District Office.

Hiring of coaches/assistant coaches and approval of volunteers: Superintendent/HS/MS Principals/Activities Director with Head Coach recommendations and assistance. **A job application must be on file for each coach. Reminder: all non-staff coaches need to be approved annually. Once approved, volunteer coaches are eligible to volunteer for 5 years.**

Preparation of purchase orders - District Office

Scheduling of games, practices, facility use, transportation, officials coordination - Activities Director and Activities Assistant(s)

Scheduling of event workers - Activities Assistant(s)

Supervision/game management - Principals, Activities Director, or assigned game managers.

APPENDIX

Forms

[Deposits \(for fundraising and resale activities\)](#)
[Fund 60 Check Request Voucher](#)
[End-of-Season Parent Survey](#)
[Evaluation \(Head Coach\)](#)
[Fund-Raising/Resale Request](#)
[Parent Transportation Release](#)
[Reimbursements non meals/lodging](#)
[Meal/Lodging Reimbursement Form](#)
[Transportation Request](#)
[Permission to Ride Home with Parents](#)
[Application for Participation in Interscholastic Athletics or Extracurricular Activities
for Home-Based Private Education Students](#)
[Volunteer Agreement](#)

Handouts

[Student Activities Code](#)
[Thunder/Lightening Protocol](#)
[Meal and Lodging Allowances](#)
[Popcorn Popper Use](#)
[Estimated Probability of Competing in Athletics Beyond the High School Interscholastic Level](#)

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