



New London-Spicer Wildcat Activities Handbook

I. PHILOSOPHY AND MISSION OF STUDENT ACTIVITIES

All extra-curricular programs using school facilities, including private clubs and travel teams, must reflect the school district's mission and its commitment to excellence and equal opportunity. Programs should emphasize learning and growth in a healthy and age-appropriate environment. Programs should develop enthusiasm for the game and teamwork, promoting everyone's sense of caring and belonging. In addition, programs should cultivate leadership, persistence in the face of challenges, sound fundamentals, and good sportsmanship. At the time of registering for an activity, parents and players have a right to know what to expect from the activity, and open communication with the coaches or activity leaders should be maintained throughout the season. Particularly in grades K-8, primary emphasis should be on the participation and development of all players. To help achieve this, multiple teams, differentiated by player ability, may be formed within a single grade. But all teams must have equal access to coaching resources, and practice and game time. For travel teams: If team participation is limited, try-outs must be advertised school-wide, be open to everyone of the appropriate age, and completed before the season begins.

New London-Spicer Athletics Top 10 Core Values

- | | |
|---------------|-----------------|
| 1. Commitment | 6. Family |
| 2. Fun | 7. Driven |
| 3. Leadership | 8. Togetherness |
| 4. Friendship | 9. Positivity |
| 5. Passion | 10. Courage |

II. GENERAL STATEMENT OF POLICY

The Board of Education recognizes the value of athletic and activities programming as an integral part of the total school experience for all students of the district. The board also recognizes the important contribution school athletics and activities can provide by offering opportunities for students to pursue special interests that contribute to their physical, mental, and emotional wellbeing. These programs complement the instructional program in providing students with additional opportunities for personal learning, leadership, character skill building, and development.

III. RESPONSIBILITIES

- A. Students who participate in school-sponsored Minnesota State High School League (MSHSL) athletics and activities are expected to represent the school and community in a responsible manner. All rules pertaining to student conduct and student discipline extend to school athletics and activities.

- B. Spectators at school sponsored events, including parents, employees, and other members of the public, are expected to behave in an appropriate manner at those events.
- C. Students and employees may be subject to disciplinary action for conduct violating the District Code of Conduct. Parents and other spectators may be subject to sanctions for engaging in misbehavior or inappropriate or illegal behavior at these events.
- D. It shall be the responsibility of the Activities Director to develop and implement a plan to disseminate information needed to inform students, parents, staff, and the community of the opportunities available within the District's athletics and activities programming and the rules of participation.
- E. The Activities Director, in consultation with the High School Principal, shall be responsible for conducting an annual evaluation of school athletic and activities programming and presenting the results of any recommendation to the School Board.

IV. ADDITION AND DELETION OF INTERSCHOLASTIC OFFERINGS

The Board recognizes that student interest in athletic and activities participation changes over time and offerings available to students must change in response. In addition, the School Board charges the Activities Director with the development and implementation of a process to regularly survey student interest regarding athletic and activities offerings. The superintendent is responsible for the implementation of a process for considering the addition and deletion of athletic and activities programming.

V. ATHLETIC AND ACTIVITIES PARTICIPATION GUIDELINES

- A. One of the primary goals of the athletic and activities programming is to provide active participation for a maximum numbers of students. Students who join athletics and activities programs may expect to be provided opportunities for actual participation time, but may also expect to have to work diligently to gain the greatest amounts of participation time.
- B. Athletics only: Active participation will vary according to level of competition, with greater playing time afforded at junior high through junior varsity levels, and less at senior high level where the increased competitiveness of contests places relatively more importance on winning and comparative school standings. Squad size at the senior high, junior varsity, and sophomore level may be regulated by the coaching staff with the approval of the Activities Director and high school principal when it is necessary to do so because of financial, space, or staffing limitations.

- C. The number and kinds of athletic and activities programming will be responsive to student interest as well as to budget limitations. Continuous re-evaluation of athletics and activities programming will create stronger and more unique programming that fits individual and group needs.
- D. Grade Level Participation (Athletics only):
1. Grades 7-8: The goal of middle school athletics is to provide participation opportunities for all students. There may, however, be occasions when the numbers of participants in middle school athletic programs exceed the number that coaches can properly instruct and safely supervise. When that occurs, additional coaches must be added or participation limited with the approval of the Activities Director.
 2. Grade 9: Participation and skill development continue to be the primary focus of 9th Grade Athletics. The number of contests is similar to the varsity and b-squad level and coaches begin to prepare athletes for the more competitive nature of high school athletics.
 3. Middle School Students on Senior High Teams. MS students may participate in senior high sports in accordance with provisions outlined in the Acceleration Procedure listed below.

The New London-Spicer Acceleration Procedure shall apply to the following activities: baseball, basketball, football, softball, and volleyball.

When acceleration of a student-athlete from the middle school level to the senior high level is being considered, the following procedure must be followed:

1. The student-athlete and the parent/guardian will not be contacted, verbally or written, until all steps of this process have been completed.
2. The head varsity level coach will initiate, in writing, the proposed acceleration to the middle school and high school activities directors.
3. The head coach, two activities directors, and two principals will meet to discuss the proposed acceleration. If the recommendation of the majority of the group is to further consider acceleration, the parents and the student-athlete will be notified by the head varsity coach and asked to review the recommendation to accelerate. Upon final approval of the parents, the athlete will be accelerated to the senior high level.
4. Once the student-athlete has been accelerated, the student-athlete must remain at the level of acceleration and may not return to a lower level of participation for the remainder for the season. The student-athlete could accelerate again to a higher level if the above process is repeated.

The following activities are exempt from these policies due to the 7-12 level of play necessary: cross country, dance, golf, gymnastics, tennis, track and field, and wrestling. Cooperative sports alpine skiing, hockey and lacrosse are subject to cooperative policies. Trap Shooting is currently a grade 9-12 activity.

- E. **Equitable Resources and Athletic Activities**
Athletic activities, equipment, and facilities will be provided for both sexes on an equitable basis and as directed by state statute. The number and kinds of athletic activities will be responsive to student interest.

VI. VIOLATIONS

A. CHEMICAL VIOLATIONS

A student shall not at any time, regardless of quantity:

1. use or consume, have in possession a beverage containing alcohol;
2. use or consume, have in possession tobacco;
3. use or consume, have in possession, buy, sell or give away any other controlled substance or drug paraphernalia;
4. use or consume, have in possession, buy, sell or give away products containing or products used to deliver nicotine, tobacco products and other chemicals; or
5. use or consume, have in possession, buy, sell or give away any substance or product where then intent of such use of the substance or product is the induce intoxication, excitement, or stupefaction of the central nervous system.

B. SEXUAL/RACIAL/RELIGIOUS HARASSMENT OR VIOLENCE

Annoying and inappropriate comments and or actions pertaining to sex, race and/or religion.

C. HAZING

Committing an act against a student or coercing a student into committing an act that creates a substantial risk or harm to a person.

D. PENALTIES:

1. **First Violation:** the student shall lose eligibility for the next two (2) consecutive interscholastic contests or two (2) weeks of a season in which the student is a participant, whichever is greater.
2. **Second Violation:** the student shall lose eligibility for the next six (6) consecutive interscholastic contests in which the student is a participant or three (3) weeks, whichever is greater.
3. **Third and Subsequent Violations:** the student shall lose eligibility for the next twelve (12) consecutive interscholastic contests in which the student is a participant or four (4) weeks, whichever is greater.

- E. **CODE OF CONDUCT: STUDENT CODE OF RESPONSIBILITIES**
As a student participating in my school's interscholastic activities, I understand and accept the following responsibilities:
- I will respect the rights and beliefs of others and will treat others with courtesy and consideration.
 - I will be fully responsible for my own actions and the consequences of my actions.
 - I will respect the property of others.
 - I will respect and obey the rules of my school and the laws of my community, state and country.
 - I will show respect to those who are responsible for enforcing the rules of my school and the laws of my community, state and country.

A student whose character or conduct violates the Student Code of Responsibilities or is suspended or expelled is not in good standing and is ineligible for a period of time as determined by the principal.

VII. ACADEMIC ELIGIBILITY

A. PURPOSE

The purpose of this policy is to outline the academic criteria for participation in extracurricular activities, Minnesota State High School League (MSHSL) sponsored events, and co-curricular activities outside the academic day.

B. GENERAL STATEMENT OF POLICY

The Board of Education recognizes the value of athletic and activities programming as an integral part of the total school experience for all students of the district. The board also recognizes the important contribution school athletics and activities can provide by offering opportunities for students to pursue special interests that contribute to their physical, mental, and emotional well-being. These programs complement the instructional program in providing students with additional opportunities for personal learning, leadership, character skill building, and development.

Because athletics and activities programming is a complement to the academic process, participation is optional. To that end, students that choose to participate in extracurricular or co-curricular activities must maintain academic standards above and beyond those of non-participating students.

C. PROCEDURE

1. In an effort to maintain high academic expectations and credible academic standards while assuring that students are making progress toward graduation, the following criteria must be met for a student to remain academically eligible.

2. A student must earn sufficient credits toward graduation based on the student's year in school. Minimum credit track towards graduation:

Grade Entering	Credit Total
9 th Grade	0
10 th Grade	3
11 th Grade	10
12 th Grade	17

3. The middle school and high school will report each student's academic eligibility at each mid-quarter and quarter end.
4. If a student is not passing all classes at mid-quarter, that student will be ineligible to participate in competition until passing. In addition if a student has more than one (1) letter grade below a "C-" at mid-quarter, that student will be referred to academic support for the remainder of the quarter.
5. If a student is not passing all classes at the end of a quarter, he/she will be ineligible to participate in competition until the following mid-quarter. If the student receives a passing mid-quarter grade, he/she will be allowed to return to competition. If not, the student will remain ineligible for the remainder of the quarter. If the student has more than one (1) letter grades below a "C-", at the end of the quarter that student will be referred to academic support.
6. A student who has an incomplete at the end of a quarter shall be ineligible until such time as the incomplete grade is changed to a passing grade.
7. The Activities Director will review academic eligibility guidelines with parents and student participants at the annual eligibility meeting.

D. ACADEMIC SUPPORT

1. Students referred to academic support will establish a plan that will consist of the following requirements:
 - a. meet with each instructor weekly (requires all instructor's signatures)
 - b. attend all classes during that week (other than excused absences)
 - c. attend tutoring sessions when appropriate and available.
 - d. It is the responsibility of the student, with the assistance of the activities director and principal, to best utilize the requirements of academic support. Students shall realize failure to meet the requirements of the academic support plan will jeopardize their ability to meet future eligibility requirements.

2. Students will continue on Academic Support until passing all classes and no longer in danger of failing classes as indicated by teacher signatures. Students who have not met the academic expectations established at the end of a grading period during which they have been on Academic Support will be referred to the counselor for further assistance.

E. ACADEMIC ELIGIBILITY – EXCEPTIONS

1. Any student in Special Education or has a 504 Plan will be considered on an individual basis.
 - a. A committee formed of the principal, guidance counselor, instructors involved in failing grades, and the case manager will decide if the student is working up to his or her ability.
 - b. This committee will determine eligibility status.

F. ACADEMIC ELIGIBILITY – PARTICIPATION

1. A student who is declared ineligible will not participate in any competition, exhibition, or performance during the period of ineligibility.

VIII. ATHLETIC AND ACTIVITIES PROCEDURES

A. Participation Forms and Fees

1. A fee schedule for participation in athletics and activities has been established by the Board of Education and will be reviewed annually. All students who participate in extracurricular programs must pay a participation fee. Scholarships are available upon request from the Activities and Community Ed Office. Fees may be waived or lessened in the case of severe hardship; the Activities Director will process and determine all hardship cases. No student will be deprived of participation in a program by reason of inability to pay the fee prescribed.
2. Fees fee shall be paid before the prior to the first performance or participation in an event. If the fee is not paid or arrangements for payment made with the Activities Director, students will not be allowed to participate. Managers of athletic teams are not expected to pay a fee.
3. Refunds. No refund will be made to anyone who voluntarily quits or who is cut by the coach for violating training rules. No refund will be made to students who transfer out once the season has begun. Pro-rated refunds will be made upon request when all illness or injury prevents continuation.
4. Forms & Physicals. All student must complete the on-line activity registration each season and have a current physical, within three years, on file in the Activities Office. You can register at: <https://londonspicer-oar.rschooltoday.com/>

ACTIVITY FEE SCHEDULE

	<u>High School</u>	<u>Middle School</u>
Each Sport	\$135.00	\$90.00
Cheerleading	\$90.00	NA
Band	\$40.00	No charge
Choir	\$40.00	No charge
Drama (per season)	\$50.00	\$50.00
Knowledge Bowl	\$50.00	\$50.00
Speech	\$90.00	\$70.00
Math League	\$40.00	Varies

Maximum Activity Fees

\$405 per individual \$700 per family

A. Supervision

1. The Activities Director and High School Principal will ensure that coaches and supervisory staff carry out their duties and assignments in a professional manner and in the best interests of student participants.
2. Control and Behavior of Students. It is the responsibility of the coach or supervisory staff to see that the conduct of student participants is above reproach on the playing field or floor, in the locker room, on the bus, and in every aspect of all activities conducted inside as well as outside of the District. District and MSHSL rules and regulations governing behavior of student participants must be vigorously supported and enforced by all coaches and supervisory staff.

B. Informed Consent (athletics only)

By its nature, participation in interscholastic athletics includes risk of injury that may range in severity. Although serious injuries are not common in supervised school athletic programs, it is impossible to eliminate the risk. Participants can and have the responsibility to help reduce the chance of injury. Athletes must obey all safety rules, report all physical problems to their coaches, follow a proper conditioning program, and inspect their own equipment daily.

C. Transportation

All students must ride the bus to and from away sites unless they are released to their own parent or guardian. In that case, release at an event must occur in writing and with personal contact by the parent or guardian with the coach.

Requests for release of a student to another parent/adult relative or for the student to drive on their own must be made by the parent or guardian to the activities director at least one day prior to the event. Under no circumstances will students be released to fellow students or friends.

- D. Student Attendance
1. A student participant must be in attendance in three consecutive class periods prior to participation in any extra-curricular or co-curricular activity. Students released prior to the end of the day for illness are not allowed to practice or compete after school that day.
 2. Early dismissals do not lessen the three consecutive class periods requirement. Full attendance is expected when early dismissal happens prior to the start of 4th hour.
 3. Exceptions for family or personal emergencies may be made by the appropriate level activities director with prior approval. Violations of this rule result in ineligibility for any practice, rehearsal, contest, or performance for that day. This also includes school related travel.
 4. Students suspended from classes due to disciplinary action may not participate in school sponsored activities during the period of suspension.

IX. COMMUNICATION GUIDELINES

- A. Communications parents should expect from your child's coach:
1. Philosophy of the coach
 2. Expectations the coach has for your child
 3. Team requirements, practices, special equipment, out of season training
 4. Procedures to follow should your child be injured during participation
 5. Discipline that may result in the denial of your child's participation
- B. Communication that coaches may expect from parents:
1. Concerns expressed directly to the coach
 2. Specific concerns with regard to a coaches philosophy and or expectations
 3. Notification of any illness or injury of missed practices
- C. Appropriate concerns to discuss with the coaches:
1. Treatment of your child, mentally and physically
 2. Ways to help your child improve
 3. Concerns about your child's behavior
- D. Resolving Conflict
1. If there is a problem, have your son/daughter talk directly to the coach, one on one.
 2. If the problem is not resolved, call the coach during school hours and request a meeting with the coach, student, and parent.
 3. Parents Must Not:
 - a. Confront the coach before or after practice
 - b. Confront the coach before or after a gamePractices and games are highly emotional times for everyone involved. Concerns do not get resolved during emotional times. A 24 hour "cooling off" period should be adhered to.
 4. What to do if the meeting with the coach did not provide a satisfactory resolution?
 - a. Call the activities director and request a meeting with all parties. The activities director will attempt to mediate a resolution.

E. Tips For Parents

1. Be Supportive of Coaches. In front of your child be supportive and positive of the coach's decisions. If you have problems with what the coach is doing, it is best to talk directly with the coach.
2. Teach Respect for Authority. There will be times when you disagree with a coach or official but always remember they are trying their best and are trying to be fair. Show good sportsmanship by being positive.
3. Let the Coach do the Coaching but you can do some of the Teaching. When your child is on the field, court or ice, let the coach do the coaching. You can teach sportsmanship and how to deal with success and failure. Develop their character and teach life skills that athletics and activities bring to the forefront.
4. Help your Children Learn through Failure. The way your child handles failure can help them to face the certain failures life will throw them in the future. The worst time for you as a parent to give advice is immediately after a disappointment. Let your child cope in their own way.
5. Get to know the Coach. Since the Coach has a powerful influence on your child, take the time to attend the preseason parent meeting and get to know the coaches' philosophy, expectations, and guidelines.
6. Focus on your Child as an Individual. Focus on what your child does well and where they need to improve. Encouragement is essential.
7. Listen to your Child, but Stay Rational. Always support and listen to your child, but remember to stay rational until you have investigated the situation.
8. Be Mindful of your Role as a Role Model. Take a good honest look at your actions and reactions in the athletic arena. These actions are a big cue to your child and to the others around you.
9. Show Unconditional Love. The most important thing...show your child you love them, win or lose.

F. Facts About Sports

Top 10 Reasons High School Sports Benefit Students

1. Community Representation
2. Fitness
3. Improved Academics
4. The Importance of the 3 P's – persistence, patience, practice
5. Teamwork and Cooperation
6. Positive Mentors
7. Social Relationships
8. Leadership Skills
9. Time Management
10. Success Mindset

Source: Grace Chen, Public School Review, 2017

Top Reasons Why Kids Quit

1. It's no longer fun
2. They have lost ownership of the activity
3. They don't get playing time
4. They are afraid to make mistakes
5. They feel disrespected
6. They're simply burned out

Source: John O'Sullivan, Changing the Game Project, 2015

X. CHEMICAL AWARENESS STATEMENT

Consistent with the Minnesota State High School League, the New London-Spicer School District has established clear expectations for adults who lead or otherwise help with our activities. Staff members are also directed to District Policy #6035 on responsible role modeling.

The school expects:

1. Responsible role modeling from adults regarding the use of alcohol.
2. The use of alcohol directly before or during student events or activities is inappropriate and not allowed.
3. The use of alcohol during team or activity celebrations, dinners, and banquets is not allowed.

Commentary (Adapted from the Minnesota State High School League)

Each of us as a part of an organization can understand and appreciate the need for responsible behavior in our personal use of mood-altering chemicals. The cost to society, to families, and to the individual has been documented far too many times for us, both individually and collectively, to ignore our responsibilities. Our concerns should reflect consideration for those who do not use alcohol or tobacco, and consideration of those who encounter difficulty in their personal choices to maintain a chemical-free lifestyle.

Changing attitudes and patterns of alcohol use in our society has become a national goal. We, as leaders in education, can assist this movement and increase its momentum by role modeling a chemically healthy lifestyle. By our actions, we make a statement about our beliefs regarding mood-altering chemicals. Most of all, we can be a positive role model for young people.

Preventing chemical use problems can begin with one person. New London-Spicer Schools believes it begins with us, each and every one.

Adopted: 04/09/12