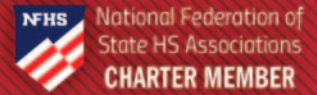




BULLETIN



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WIAAWI.ORG

Chad Schultz Joins WIAA as Assistant Director

The Wisconsin Interscholastic Athletic Association announced the hiring of Chad Schultz, who assumed his role as assistant director on July 15.

"I am excited and humbled for this opportunity to join the association, one that has such a rich and storied history," Schultz said. "I am anxiously waiting to get to work and start serving the membership. Interscholastic athletics play such a pivotal role in the educational experience for our state's students, and I am excited to help make a positive impact and work to continue to improve the overall experience."

Schultz's responsibilities will include the administration, coordination of duties and tournament planning for the sports of 8-player football, boys and girls tennis, gymnastics and softball, as well as other administrative duties, including licensed officials oversight.

"Chad brings a wide variety of athletics and officiating experiences to our WIAA team," Executive Director

See Chad Schultz Joins WIAA as Assistant Director, page 4 >



Chad Schultz

Twenty-Seven Student-Athletes Chosen For First Leadership Team

The Wisconsin Interscholastic Athletic Association has identified 27 student-athletes to serve on the inaugural Student-Athlete Leadership Team in 2024-25.

The Board of Control authorized the executive staff to move forward with plans to establish the WIAA Student-Athlete Leadership Team in January, beginning with identification of 27 student-athletes across the state interested in serving on the leadership team that includes a number of officer positions.

The purpose of the Student Leadership Team is to serve as ambassadors for their peers and the WIAA while learning more about the sports industry. Their involvement will provide a student-athlete voice in the WIAA and will assist in supporting, educating and advancing the purpose of interscholastic athletics. The Leadership Team will engage in an advisory role without rule-making authority, but their input will be

See Twenty-Seven Student-Athletes Chosen, page 4 >

Board Conducts First Meeting of 2024-25; Elects Officers

Cory Hinkel, superintendent at Luck, presided over the first meeting of the 2024-25 Wisconsin Interscholastic Athletic Association Board of Control on Aug. 16.

The Board conducted its 2024-25 officer elections. Karl Morrin, superintendent in the Northwestern School District, will serve as the president-elect. It will be Morrin's second term as president when he assumes the position in 2025-26, also serving in the role in 2022-23. Jill Stobber, athletics and activities administrator at Waterford High School, was re-elected to the role of treasurer. In addition, Kurt Cohen, superintendent at Potosi, and Nathan Lehman, superintendent at Stratford, were introduced as new members of the Board.

Dan Retzki, the District 4 representative, announced his resignation from the Board after accepting a principal position at a member school outside the district he was elected to represent. As a result, a qualified school

See Board Conducts First Meeting, page 28 >

Board Passes Numerous Committee Action Items at June Meeting

The Wisconsin Interscholastic Athletic Association Board of Control reviewed and acted on several committees' recommendations impacting the winter sports season regulations and membership policies at its June meeting on June 19.

Four basketball coaches' recommendations were approved by the Board. Three of those impact the electronic seeding criteria used for the basketball Tournament Series, effective next season. The first is an amended recommendation that eliminates any forfeited games from being factored into a team's win percentage. In addition, results versus bordering states of Illinois, Iowa, Michigan and Minnesota will factor in a team's win percentage and its opponent's win percentage. Results versus non-bordering states will impact the

formula only for a team's own win percentage. Furthermore, head-to-head results will be introduced into the criteria under two circumstances. The first is when two or more consecutive seeds have a final seeding calculation within a predetermined threshold, they will be considered a virtual tie with a tie-breaker protocol to be applied. The second continues the use of head-to-head results of consecutive seeds to determine the home team in the first-round games for both teams.

The other basketball recommendation passed addresses language in season regulations regarding the 3-Point Challenge. The new threshold increases the required minimum number of attempts from 75 to 100 during the regular

See Board Passes, page 10 >

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Recommendations and Guidelines for Minimizing Head Impact Exposure and Concussion Risk in Football

The National Federation of State High School Associations (NFHS) and its member associations firmly believe that athletic participation by students promotes health and fitness, academic achievement, healthy lifestyles and good citizenship. While there will always be a risk of injury, minimizing the risk of head trauma and concussion in all sports is a priority for the NFHS. Over the past several years, the NFHS and the NFHS Sports Medicine Advisory Committee (SMAC) have:

1. Produced a 20-minute online educational course with the Centers for Disease Control (CDC) on "Concussion in Sports."
2. Specifically addressed concussion management in the rules books of all sports, including football.
3. Written several Points of Emphasis in the football rules book focused on limiting helmet-to-helmet contact and blows to the head with the shoulder, forearm and hand.
4. Disseminated multiple publications regarding concussion management to the member state associations.

In July of 2014, at the request of the NFHS Board of Directors, a task force of medical and scientific experts, high school football coaches, state association personnel and representatives of several stakeholder organizations met to discuss strategies to reduce head impacts and minimize concussion risk in high school football players during contests and practices, as well as during activities conducted outside of the traditional fall football season (spring and summer practices). The fundamentals outlined below represent the task force's recommendations and guidelines developed following two days of presentations and discussion of the relevant medical literature and current expert opinion.

The members of the task force fully acknowledge the present limited – though evolving – scientific evidence available to support the fundamentals outlined below with absolute certainty and explicit detail. Accordingly, the outcomes and clinical relevance of an increasing number of research studies may eventually alter these recommendations and guidelines. Ideally, this emerging data will clarify the potential for long-term adverse cognitive, emotional and/or neurologic effects from concussions and repetitive blows to the head that may not result in the clinical symptoms of concussion. Based on what is currently known, the

guiding principles in developing this report for young athletes and those who oversee, support and administer high school football programs were to reasonably limit overall exposure to multiple blows to the head and body (head impact exposure) and minimize concussion risk, while maintaining the integrity of the game and attempting to avoid unintended consequences.

The fundamentals below are designed to allow flexibility for the state associations that collectively oversee the more than 15,000 high schools playing football across the country. The teams fielded by these schools may vary tremendously in the number of available players. Team size dictates numerous variables that may affect an athlete's potential head impact exposure. Those variables cannot be easily accounted for by stringent guidelines. For example:

- An athlete playing on offense, defense and special teams will have greater cumulative head impact exposure and will be at higher risk for injury than an athlete playing a single position.
- The fewer the number of players on a team, the greater the chance some players will need to participate in repeated drills, raising head impact exposure and potential injury risk.

As additional evidence emerges, these fundamentals will evolve and may become more or less restrictive. While the current level of knowledge keeps this task force from making proposals that are specific and rigid, there is consensus that lessening the frequency of contact (and thus head impact exposure) is likely beneficial to overall brain health. The task force also recognizes multiple contributing factors that affect head impact exposure and the parallel effects on an individual football player's brain. For example:

- Position played (linemen receive more total blows than other positions)
- Two-way players versus those who only play offense or defense
- Tackling and blocking techniques
- Practice frequency and duration
- Players that practice and/or compete on multiple levels (such as varsity and sub-varsity)*
- Concussion history
- Genetic predisposition to concussion

*Note: This contributing factor was added to the document by the NFHS SMAC.

It is very likely that each athlete has a unique level of resilience or susceptibility

See Recommendations and Guidelines, page 22 >

Stephanie Hauser to Serve on NFHS Board of Directors



Stephanie Hauser

Stephanie Hauser, executive director of the Wisconsin Interscholastic Athletic Association, was approved by the National Federation of State High School Associations National Council for a four-year term on the NFHS Board of Directors.

Hauser, who will serve as the Section 4 representative on the Board of Directors, has been the executive director of the WIAA since July 2021 after serving as assistant director from 2015 to 2021. In addition to overseeing administrative operations for the WIAA, Hauser's responsibilities include classifications, membership, elections, contracts, and legislative and legal matters.

During her time as an assistant director, Hauser handled the sports of gymnastics, softball and volleyball, as well as track & field and cross country in her first two years. She was also responsible for overseeing the Coaches Advisory Committee, coach conduct and conference realignment.

Since joining the WIAA, Hauser has been involved at the national level as well, serving on the NFHS Gymnastics Rules Committee from 2018 to present, including the role of chairperson in 2023-24. In addition, she is currently serving on the Education Committee, a role she has held since 2023. She also served on the NFHS Student Services Committee and conducted workshop presentations at the 2016, 2018 and 2024 Summer Meetings.

The function of the NFHS Board of Directors is to set the direction for the future of the interscholastic sports and activities by assisting those who oversee these programs, building awareness and support, and improving the participation experience. Other state association representatives recently named to the Board were Billy Strickland, executive director of Alaska School Activities Association, representing Section 8; D'Wayne Bates, assistant principal/athletic director at Glenbard East High School in Illinois, serving the at-large position on the Board. ●

Conference Realignment Update

This year, the Conference Realignment Task Force will focus strictly on football proposals. Any changes to current football conferences during this cycle would then take effect in the fall of 2026. Due to the nature of football-specific conference realignment, its unique scheduling realities and playoff qualification, everyone needs to be familiar with the conference realignment process and cognizant of the realignment requests published annually on Nov. 16. Football conference realignment changes can create a "ripple effect" throughout areas, districts and the entire state. This equation is further complicated as schools contemplate 8-player vs. 11-player football to maintain programming. Please remember, if your school is changing from 11-player to 8-player or vice versa, you will need to apply for admittance into a conference via the conference realignment process.

If your school or conference has a realignment plan for consideration, an application must be initiated no later than Oct. 1. These applications would then need to be finished by Nov. 1 to be reviewed for completeness and accuracy by the final deadline on Nov. 15.

Fast track applications will be accepted at any time prior to the start of the first affected season of play. It's important to note that for an application to be a fast track all impacted schools in all affected conferences must be in agreement with the change(s). This "100 percent agreement" must be documented, showing the support of each individual school, and included with the application.

As the process continues to evolve, we want to thank athletic administrators, commissioners, officials, coaches, and the members of the Task Force for their continued efforts, along with their patience and flexibility, that make this undertaking possible. ●

Congratulations!

2024 Spring State Tournament Officials

Baseball – Donald Bates, Stoughton; Jon Buelow, Waupaca; Casey Eckardt, New Richmond; Louis Eisenman, Schofield; Bill Gipp, Spooner; Brian Jicha, Middleton; Michael Kieser, West Bend; Samuel King, Greendale; Charles Runge, Mukwonago; Ed Vodvarka, Oak Creek; David Wall, Rhinelander; Tom Young, Johnson Creek

Boys Lacrosse – Randy Kohn, Hartland (Lead); Scott Saunders, Sun Prairie; Christian Roth, Saint Paul (MN); Sid Flanders, Watertown (CBO-Officials Liaison)

Girls Lacrosse – Susan Trapp, Hartland (Lead); Josh Deppe, Hartford; Kyle Tubbs, Neenah; Abigail Prudlow, De Pere (Table-Officials Liaison)

Girls Soccer – Dennis Allie, De Pere; Lucas Altman, Sheboygan; Jordan Dietrich, West Bend; Fosem Ferengo, Sun Prairie; Erin Frias, Belgium; Cletus Gerhartz, Sobieski; Daniel Hasko, Racine; David Irwin, Oshkosh; Matt Miles, Menomonee Falls; Jonathan Schrantz, Waukesha; Dylan Seitz, Elkhorn; Timothy Stilwell, Springbrook. **Assistant Referees** – Dario Abella, Green Bay; Peter Bernardy, De Pere; Jason Bettin, Waukesha; Mariel Bohnsack, Oshkosh; Jeffrey Burant, Jr., West Allis; Stephen Cavill, Madison; Erin Chontal, South Milwaukee; Dean Gumz, Eau Claire; Zachary Hallett, Janesville; Mark Herdeman, West Bend; Daniel Hunt, Eau Claire; Patrick Kriese, Green Bay; Peter Ledvina, Luxemburg; Matthew Matus, Brookfield; Jim McNamara, Waterford; Mike Menehan, Elkhorn; Aaron Penazek, West Allis; Eric Stuart, Elkhart Lake; Matthew Sumner, Grafton; Ted Tyma, Franklin; Mike Walsh, Plymouth; Mark Williams, Appleton; Phillip Willems, Green Bay; Kip Wilson, Cottage Grove

Softball – Mark Angell, Rice Lake; Don Baumgart, Kimberly; Zac Campbell, River Falls; Wayne Czynson, Cameron; Thomas Hack, Wausau; Todd Jahns, Lake Mills; Patrick LaFour, Appleton; AJ Ligman, Plover; Brent Miller, Milton; Trevor Nichols, Platteville; Randy Tylke, Greenfield; Kindra Witthus, Hudson

Boys Individual & Team Tennis – Meet Referees – Liz Danner; Sharon Terry. **Umpires** – Richard Ariens, Madison Lake (MN); Chip Asta, Williams Bay; Joyce Casey, Brookfield; Liz Danner, Oneida; Jana Graf, De Pere; Dave Hammelman, Castle Rock (CO); Jan Hammelman, Castle Rock (CO); Doug Knutzen, Fond du Lac; Deb Kremer, Sun Prairie; Katharine Marinan, Milwaukee; Jon Nicoud, Fond du Lac; Sharon Terry, Janesville; Henry Thomas, Milwaukee; Jim Yoshida, Madison

Track & Field – Meet Referee – Jon Hegge, Evansville; **Lead Throws Referee** – Mary DeYoung, De Pere; **Lead Jumps Referee** – Joe Rapacz, Iron River; **Head Field Referee** – Robert Kern, Milwaukee; **Starter** – Stephen Berg, West Salem; **Starter** – Nancy Schoen, Hatley; **Starter** – Don Tolkacz, Hobart; **Assistant** – Tim Lee, Viroqua ●

2024-25 NFHS Soccer Rules Changes

4-1-4d: Clarifies there is not a limitation on the color of tape or sock worn at or below the ankle.

Rationale: Athletes have the flexibility to modify socks within the existing regulations. Frequently, they remove the foot of one sock to layer another underneath, enhancing comfort or grip inside their shoes and fastening the top sock around the ankle. Any tape or similar material used above the ankle must match the sock's color, while at or below the ankle, any color is allowed. Referees are no longer required to oversee socks below the ankle.

Rule 12: Reorganized the rule for clarity and consistency.

Rationale: The Fouls and Misconduct rule has been revised to eliminate duplicate language and improve usability. The main changes involve reorganizing the existing rule for clarity. Sections have

been rearranged to enhance ease of reference, and a new section addressing Stopping a Promising Attack (SPA) has been included. Certain general language in the rule has been modified to align with other rules codes. Section 6, Ejections, provides an ordered list of offenses by severity to allow associations more flexibility for determining post-game sanctions for misconduct. Additionally, an article has been added to clarify that all necessary conditions must be met for DOGSO (Denial of an Obvious Goal-Scoring Opportunity) to be applicable.

2024-2025 Editorial Changes

3-4-3, 6-2-3, 12-9-1g

2024-2025 Points of Emphasis

1. Official's Toolbox for Game Management
2. Stopping a Promising Attack
3. After a Goal ●

2024-25 NFHS Volleyball Rules Changes

4-2-3a, 7-1-1 NOTE: Allows a player to change uniform numbers without penalty when a uniform is damaged in addition to when a uniform has blood on it.

Rationale: Adds language to Rule 4: Uniforms regarding the proper procedure for a legal uniform number change and expands to include a damaged uniform as a legal reason for changing a uniform number. Aligns language in Rules 4 and 7.

5-4-3c(1): Allows all players on the roster, not

just starting players, to stand on their respective end lines prior to the first set.

Rationale: Encourages the inclusion of all players in the prematch announcements.

5-9-2b NOTE (NEW), State Association Adoption Chart: Requires line judges to switch sides of the court between sets when, by state association adoption, teams remain on the same benches throughout the match.

2024-25 Officials Registration

Officials Registration Windows*

September 15 – 30

January 1 – 15

May 1 – June 30

*Registrations completed outside of the listed windows will incur a \$30 processing fee.

Officials are highly encouraged to register during the May 1-June 30 window each year. The majority of competitions are contracted by AD's and assignors during the summer months. More opportunities will be available for those who register during this window. ●



NFHS Network Officials Pass

We are excited to announce the launch of the 2024-25 NFHS Network Officials Pass, created for officials registered with NFHS member state associations across the country. If your state is interested in doing so, we ask that you please send the attached information to the officials in your state as a THANK YOU for their support of interscholastic athletics.

This pass includes:

- Access to the NFHS Network Console, which allows subscribers to cut highlights from events streamed on the NFHS Network, including a decade of on-demand content.
- Full year of 24/7 NFHS Network content. Pass starts August 1, 2024 and ends on July 31, 2025.

We are offering this annual pass at a discounted price of \$39.99 (half off!).

See the link to subscribe <https://www.nfhs-network.com/officials-pass>

The staff at the NFHS Network will receive the form and will ask the WIAA to verify that they are registered as officials. Once we have verified registration, the officials will be sent codes and instructions for accessing their NFHS Network subscription. The process can take a couple of business days to complete. ●

Twenty-Seven Student-Athletes Chosen from page 1

conveyed and have an impact at the various levels of the committee process.

Additional benefits include instilling leadership skills; compiling diverse ideas and perspective from different areas of the state; learning more about the many career opportunities in sports professions; getting a better understanding of how the WIAA functions; sharing the many positive, life-enriching experiences the association creates each season; and creating the interest and growth of student-athlete leadership groups at local schools.

Members of the Leadership Team submitted an application form and a short introductory video to express their interest in serving on the team. The WIAA received 289 applications.

The number of representatives from each district is determined by a percentage of member schools in each of the seven districts. The following are the names and school affiliations of the first Student-Athlete Leadership Team sorted by district.

Student-Athlete Year School

District 1

Sawyer Jones	Jr.	New Auburn
Chloe Lee	Sr.	Lake Holcombe
Nevaeh Nwachukwu	Jr.	St. Croix Falls

District 2

Emma Bowden	Sr.	Pittsville
Ginger Gerndt	Jr.	Suring
Cody Vojta	Sr.	Northland Pines

District 3

Tori Creighton	Jr.	Alma
Elizabeth Curtis	Jr.	Westby
Charles Strayer	Sr.	Eau Claire Memorial

Student-Athlete Year School

District 4

Campbell Booth	Sr.	Plymouth
Julianne Bradford	Sr.	De Pere
Emma Resop	Jr.	Ripon
Cooper Smith	Jr.	Marinette
Caeden Steuerwald	Sr.	Oostburg

District 5

Owen Barnet	Jr.	Edgewood
Blake Brancel	Jr.	Portage
Mia Riley	Sr.	Janesville Parker

District 6

Axell Allain	Sr.	Columbus
Megan Doherty	Sr.	Watertown
Kiernan Kawleski	Jr.	Jefferson
Brett Kitzmiller	Sr.	Elkhorn

District 7

Jackson Buckley	Sr.	Milwaukee King
Hannah Christianson	Sr.	Brookfield East
Jonathan Orth	Sr.	The Prairie School
Trevor Polite	Sr.	Homestead
Max Reeve	Jr.	Shorewood
Daniella Riemer	Sr.	Divine Savior Holy Angels

It is anticipated that student-athletes on the team will engage in four meetings per year, attend WIAA State Tournaments each season, plan and participate in the Fall Area Meetings for student-athletes, as well as organize and participate in an Annual Student-Athlete Leadership Conference that will merge with and envelop the Sportsmanship Summit beginning in 2025.

The Leadership Team's orientation virtual meeting was scheduled on Sunday, Aug. 18. ●

2024-25 NFHS Swimming & Diving Rules Changes

4-1-4: Removes the word "clerical" from the description of the official's authority over a meet through the completion of any reports that are responsive to actions occurring while the referee has jurisdiction.

Rationale: The referee will do what is necessary to ensure meet outcomes and related details are appropriate and accurate. The authority of the referee in this context is broad and is not limited to clerical authority only.

4-2-2e: Removes language that permits an announcement of a disqualification on the basis of a Rule 3-2-2 violation to be made by the public address announcer if the coach cannot be located.

Rationale: This change in language brings Rule 4-4-2e in line with notification protocols when violations of Rule 3-3-2 are detected. When the violation involves improper suit coverage, a public announcement is not appropriate.

2024-25 SWIMMING AND DIVING

EDITORIAL CHANGES

2-7-5 PENALTY, 3-2-2, 3-2-3, 3-3 NOTE, 3-6-1f, 4-1-8, 4-2-2, 5-1-3, 6-4-1b (2), 8-1-1, 8-1-2, 9-3-4, 9-4, APPENDIX A, APPENDIX B, APPENDIX C

2024-25 SWIMMING AND DIVING

POINTS OF EMPHASIS

1. Athlete Well-Being
2. Electronic Devices
3. Risk Minimization – Backstroke Ledges ●

Chad Schultz Joins WIAA as Assistant Director from page 1

Stephanie Hauser said, "The addition of his expertise, talent and broad perspective will enrich the quality of services our staff is able to provide for our membership."

Schultz has been employed at the University of Wisconsin-Madison since 2013. Most recently, he has held the position of Associate Director of Facility Services since 2021. In his role, he was responsible for the maintenance and enhancement of all UW Recreation & Wellbeing facilities, totaling over 600,000 square feet and over 60 acres of outdoor recreational space. He was also responsible for the operating and capital project budgets of more than \$6 million annually.

He has managed UW's Recreation & Wellbeing work order and asset management systems and implemented continual improvements to workflow efficiency and effectiveness. In addition, Schultz served on the core planning team for the design, construction and opening of the Bakke Recreation & Wellbeing Center in 2023.

Additional efforts as associate director included coordinating Recreation & Wellness with Facilities Planning & Management to address improvement and maintenance projects as well as equipment needs. In his position, he oversaw the hiring, supervision and coordination of job assignments for nearly 80 employees.

Prior to his most recent role, Schultz served as the Assistant Director of Instructional and Inclusive Programs from 2016-21, directing non-credit instructional programs and activities for students and other members of the UW community.

Among his duties were leading the Divisional Internship Program, creating leadership and professional development curriculum for the Professional Internship Seminar Series, managing internship projects encompassing recreational sports programming, creating a budget for instructional programs, implementing summer camps with 430 participants, and conducting the Rec Well Leadership Summit.

Schultz also assisted and provided input in the design of a \$94 million, 240,000 square foot facility featuring eight full-size basketball courts, an Olympic length pool and dive well, over 30,000 square feet of dedicated fitness space and five multiple purpose rooms. He also supervised members of the Student Recreation Leadership Council.

His first position at UW was Coordinator of Competitive Sports for the university's Recreational Sports Department where he managed the operation of the Intramural Sports and Sport Clubs program, which served the university community of 43,000 students.

Among his roles as coordinator, he hired, trained, scheduled, evaluated staff and over 200 sport officials and scorekeepers. He managed the Intramural Sports and Sport Club program budget, and he coordinated the operations of 45 sport club organizations, supervised seasonal practice and competitions for 17 programs and developed policies and procedures of the Sport Clubs and Intramural Sports Handbook. Schultz also served as advisor to the Badger Student Officials Association, a recognized student organization that focuses on the development of student offi-

cial, and he was instrumental in fundraising sponsorships and campaigns.

Schultz served as graduate assistant in Intramural Sports and received a master's degree in Education, Higher Education Administration from the University of Nebraska-Lincoln in 2013. His duties included recruiting, training and supervision of a student staff of assistants and officials; administering individual and team sports activities and events; developing a technology-based officials and staff training format; and directing intramural tournaments.

Schultz received a bachelor's degree in Business Administration, General Management from the University of Wisconsin-Whitewater in 2011. He served as Student Coordinator of Officials and Evaluations intern in the office of Recreation Sports and Facilities from 2009-11, and he gained experience in conducting sport events and tournaments as well as recruiting, training and scheduling sport officials.

In addition to his professional experience, Schultz has served on many administrative committees, participated and presented at many sports-related conferences and leadership programs, and has officiated and directed many extramural tournaments throughout the country. He also possesses numerous sports certifications and has belonged to a number of service associations, including having served as a WIAA-licensed official in baseball, basketball, football, soccer, softball and volleyball.

Originally from Winneconne, Wis., Schultz and his spouse, Mallory, have two children, Allison, 5, and Thomas, 2. ●

WIAA Performance Factor to Impact 2024-25 Tournament Series Placements

The Wisconsin Interscholastic Athletic Association competitive balance initiative completed its first full year of applying the performance factor for division placements, which will begin with the 2024-25 sports seasons.

The Classification Committee assembled to discuss and review the performance factor process and criteria in July. The committee recommended no changes to the process or criteria, citing results of performance factor couldn't be appropriately evaluated until competition results are recorded to fully determine its impact.

An ad hoc committee consisting of 11 superintendents/district administrators, six athletic directors, one principal and one principal/athletic director proposed the performance factor process, which was approved by a 265-115 membership vote at the 2023 Annual Meeting for implementation in 2024-25. The initiative promotes school programs that reach a threshold of tournament success based on a performance point system allocated over a three-year period.

School programs reaching the six-point performance factor threshold during the past three seasons are placed in the division containing the next largest set of enrollments from where the schools' enrollments would place them for each respective sport other than track & field and swimming & diving—which do not have a team component to advance in the Tournament Series—and sports with only one division. Schools are restricted to moving up a maximum of one division from the previous year's placement.

This performance factor initiative affords schools the opportunity to request to move down a division with lower enrollments. The Classification Committee reviewed 46 such requests in 2023-24. Eighteen of those requests were approved.

The number of sports programs that have accumulated at least six points to engage a promotion to a division with higher enrollments—if their 2024-25 tournament placement enrollment doesn't initially move them up a division—was 136 this year. It is noteworthy that 45 of those programs that achieved the six-point threshold competed in Division 1 in 2023-24 and will be promoted only if their enrollment places them in a division with lower enrollments.

The performance factor process also affords schools the opportunity to appeal their promotion to the division with the next largest enrollments based on performance points. Of the 136 programs reaching the three-year, six-point threshold in all respective sports in 2023-24 resulting in a promotion, 46 appeals were submitted. The Classification Committee reviewed and evaluated these appeals with three approvals.

Additional information will be reported by members of the Classification Committee at the Area Meetings in September. For more on the performance factor process, visit the Classification Committee homepage on the WIAA website. ●

2024 NFHS Football Jersey and Pant Rules

RULE 1-4-3

ART. 3 . . . Each player shall be numbered 0 through 99 inclusive. Any number preceded by the digit zero is illegal. See 7-2-5.

RULE 1-5-1

ART. 1 . . . Mandatory Equipment. Each player shall participate while wearing the following pieces of properly fitted equipment, which shall be professionally manufactured and not altered to decrease protection:

b. Jersey:

1. A jersey, unaltered from the manufacturer's original design/production, and which shall be long enough to reach the top of the pants and shall be tucked in if longer. It must completely cover the shoulder pads and all pads worn above the waist on the torso.
2. Players of the visiting team shall wear jerseys, unaltered from the manufacturer's original design/production, that meet the following criteria:
 - (a) The body of the jersey (inside the shoulders, inclusive of the yoke of the jersey or the shoulders, below the collar, and to the bottom of the jersey) shall all be white.
 - (b) The body of the jersey shall contain only the listed allowable adornments and accessory patterns in a color(s) that contrasts to white:
 - (1) as the jersey number(s) required in 1-5-1c or as the school's nickname, school logo, school name and/or player name within the body and/or on the shoulders
 - (2) either as a decorative stripe placed during production that follows the curve of the raglan sleeve or following the shoulder seam in traditional yoke construction, not to exceed 1 inch at any point within the body of the jersey; or as decorative stripe(s) added in the shoulder area after production, not to exceed 1 inch per stripe and total size of combined stripes not to exceed 3.5 inches
 - (3) within the collar, a maximum of 1 inch in width, and/or
 - (4) as a side seam (insert connecting the back of the jersey to the front), a maximum of 4 inches in width but any non-white color may not appear within the body of the jersey

See 2024 NFHS Football Jersey and Pant Rules, page 24 >

Who May Participate on Public School Teams?

- Full-time public school students who attend the school in grades 9-12 and receive 100% of their educational programming from that member school.
- 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."

How to verify a student meets the state law:

- Make sure the student is enrolled in home school via the DPI form PI-1206 online before participating.
- Make sure the student resides in your district (driver's license, utility bill, etc.).

If your district has multiple high schools, utilize the same method that you use for placement of full-time students attending your schools. Coaches should not recruit home school children. If approached, coaches should direct families to the school athletic director or principal. Home school families should approach your district with a request.

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:

- Physical, Code of Conduct, WIAA rules, Emergency Locator, and Concussion Law

Determine how you will verify home school grades when your students receive their grades (ie: grade checks and quarter/semester grade reports).

General Questions to ask and to assess:

- Did the student attend a school?
- Is the student a transfer student?
- Are there prior academic or discipline issues that need to be addressed with suspensions?
- Is the student currently enrolled in any classes through a private school?

A homeschooled student may take up to 2 classes during any semester from a public school.

Note: Students open-enrolled to a virtual/online school are not considered home-based/homeschool students (educated by the family as a single unit). ●

Amateur Status Still at the Heart of High School Sports

The popularity and interest in sports is the caveat for professional athletes to be widely targeted for product and service endorsements hoping to commercialize on an individual's exploits and popularity. Unfortunately, familiarity with the concept of these endorsements and those hoping to capitalize on the notoriety of high school athletes are all too frequently adopted by local or regional businesses and organizations.

School administrators, coaches, parents, student-athletes, businesses and organizations must all be aware of amateur status provisions and its impact on high school students' athletic eligibility. The member schools of the WIAA have approved the amateur status provisions listed in its Rules of Eligibility, which are made available to schools in the membership Handbook and the Rules at a Glance information provided each year, as well as to anyone who has access to the Internet on the WIAA website (www.wiaa.wi.org).

The membership's regulations state that a student shall be an amateur in all sports sponsored by the Association in order to compete in any sport. It also states all students shall become ineligible for all further participation in the school's interscholastic program for violation of any of the amateur status provisions. With high school career-ending ramifications, amateur status regulations must be understood and carefully monitored. Student-athletes are in violation of the members' amateur status rules if they:

1) ...accept, receive and/or direct to another, reimbursement or award in any form of salary, cash (including gift cards), or share of game or season proceeds for achievement in athletics. A student may receive: school mementos valued not more than \$200, an award valued no more than \$100 retail, and may retain non-school competition apparel worn by the student as part of the team uniform.

2) ...sign a contract or agreement for services as a participating athlete.

3) ...receives compensation or benefit, directly or indirectly, for the use of name, picture, and/or personal appearance as an athlete because of ability, potential, and/or performance as an athlete.

4) ...receive free and/or reduced rates on equipment, apparel, camps/clinics/instruction and competitive opportunities that are not identical for all other participants.

5) ...is identified as an athlete, provides endorsement as an athlete, or appears as an athlete, in the promotion of a commercial/advertisement and/or profit-making event, item, plan or service.

Note: When an athlete has been identified with or without permission and/or awareness resulting in a violation of this rule, the penalty may be reduced once the violation has been rectified.

6) ...plays in any contest (school or nonschool) under a name other than his/her own name.

(page 32 of the Senior High Handbook)

Amateur status penalties may be reduced upon request of a school on the basis of documented extenuating circumstances, when accompanied by evidence of complete restitution made by the athlete if the circumstance is applicable.

Student-athletes, as well as parents, are required to read and sign the Athletic Eligibility

Information Bulletin, acknowledging their familiarity with the membership's rules and regulations. The consent of the student-athlete and the student-athlete's parents should be required before any third party (recruiters, club teams, fitness centers, businesses and organizations) uses a student-athlete in any form of publicity. Awareness of the impact social media plays in potential violations is important as well. A post or re-post that violates amateur status has the same impact on student-athlete eligibility.

There have been instances whereby a business or organization--without knowledge or permission of the school or individual--uses the likeness of student-athletes in order to capitalize on the student-athlete's popularity, which creates a violation. The most heart-wrenching application of the member's rules and subsequent sanctions on the school or individual for a violation occurs when a business or organization exploits a student-athlete without the student-athlete, parent or school having knowledge of the action.

The three most common considerations of a student having been identified as a student-athlete are by text or spoken word, by apparel and by props. Apparel does not necessarily apply to just the school's uniform to convey the student is an athlete. The advice and best practice the Executive Staff can offer is to use young adults such as recent graduates who have no high school eligibility remaining.

A second option, but less preferred, is to use younger/pre-high school students who may not yet be subject to WIAA membership provisions.

Another best practice recommendation is to simply use actors; students who are not athletes at all. That provides far greater liberties. It is considered best practice because of the numerous experiences the membership has encountered where one promotion stimulates another with a neighboring business that does not consider the precautions nor does it understand or have knowledge of the membership's amateur status regulations.

Compliance and familiarization of amateur status rules--and the consequences of violations--requires continued efforts by the membership to educate student-athletes and their parents.

Keep in mind, while student-athletes may be reimbursed for actual costs associated with transportation, food, lodging, and entry fees for competition, the family may not crowd source to raise money for those same costs.

In addition, the athlete and family must pay all costs associated with camps, clinics, and specialized training. Athletes may not receive discounts. The rule states:

It is not permissible for any person or organization, except the student or parents, to pay for any of the cost or fee of any kind of nonschool activity involving specialized training or similar instruction. Students must pay 100 percent of any expenses, including transportation, to any non-school (out-of-season) camps, clinics, or specialized training. Schools are reminded that free and/or reduced rate opportunities afforded to select individuals can impact on amateur status. (page 32 of the Senior High Handbook) ●



2024 Girls Tennis State Individual Championships

Thursday-Saturday, Oct. 17-19
Nielsen Stadium, Madison

Thursday, Oct. 17

10:30 a.m.

Play will involve all first round matches

Friday, Oct. 18

8:30 a.m.

Coaches meeting and briefing session

9 a.m.

Competition continues through quarterfinals of singles and doubles

Saturday, Oct. 19

8:30 a.m.

Consolation Semifinals

9 a.m.

Championship Semifinals

2024 Girls Tennis State Team Championships

Friday-Saturday, Oct. 25-26
Nielsen Stadium, Madison

DIVISION 1

Quarterfinals – Friday, Oct. 25 - 4 p.m.

Match-1: #1 Seed vs. #8 Seed

Match-2: #4 Seed vs. #5 Seed

Match-3: #3 Seed vs. #6 Seed

Match-4: #2 Seed vs. #7 Seed

Semifinals – Saturday, Oct. 26 - 9 a.m.

Match-5: Winner Match #1 vs. Winner Match #2

Match-6: Winner Match #3 vs. Winner Match #4

Championship Match
Saturday, Oct. 26 - TBD (following Semifinals)

Match-7: Winner Match 5 vs. Winner Match 6

DIVISION 2

Semifinals – Saturday, Oct. 26 - 9 a.m.

Match-1: #1 Seed vs. #4 Seed

Match-2: #2 Seed vs. #3 Seed

Championship Match
Saturday, Oct. 26 - TBD (following Semifinals)

Match-3: Winner Match #1 vs. Winner Match 2

Eligibility Waivers for Foreign Exchange Students

The residence and transfer rules establish eligibility for students. When a student from a foreign country comes to experience the American educational system and American culture, they do not meet the residence or transfer rules. Therefore, they must receive a waiver requested by the school before competing at any level of competition. A transfer/residency requirement: also prohibits foreign students, other than students who are participants in an established foreign exchange program accepted for listing by the Council on Standards for International Educational Travel (CSIET), from displacing other students from athletic opportunities.

WIAA member schools have the following requirements in the Rules of Eligibility for Foreign Exchange Students:

Article II - Residence and Transfer

Section 4 – Foreign Exchange Students

A. This provision applies to students participating in foreign exchange programs. Foreign students attending a member school, but not participating in an exchange program, may receive consideration under Section 5, waivers and/or nonvarsity eligibility in accordance with Section 1B and 2B of this Article.

- 1) The residence requirement may be waived for one year, upon request, for students involved in foreign exchange programs that have received a 'Full' listing status by the Council on Standards for International Educational Travel (CSIET). For students who are "directly placed" through an exchange program, students who are placed through an exchange program not affiliated with CSIET, or students who will not be in attendance for at least one complete semester from start to finish, eligibility will be limited to nonvarsity competition.

Note 1: The foreign exchange program must assign students to host families by a method that ensures that no student, school or other interested party may influence the assignment for athletic or other purposes. The foreign exchange student may not be selected or placed on any basis related to his/her athletic interests or abilities. Direct placement refers to a pre-existing relationship with a

family, school and/or community which affects the student's placement.

Note 2: All foreign students must have a physical conducted in the United States prior to participating in practice or competition.

- 2) Foreign exchange students who transfer after attending one day of school and/or one athletic practice are ineligible for varsity competition at the new school unless approval is granted by the Board of Control in accordance with the waiver provisions described in Section 5 of this Article.

- 3) Foreign students attending and residing at member residential schools are exempt from the residence requirements.

Note: Transfer provisions apply identically to all students, both foreign and domestic. If a foreign exchange student has already used the one-year experience at any time, the transfer and residency rule will apply to a succeeding placement.

The Foreign Exchange Student Form is electronic and can be found online by administrators after logging into the web site. It is located under Schools – Forms Directory.

Foreign Student Eligibility Verification Form (Online Form)

- AD fills out form and submits
- AD receives confirmation on-screen that the WIAA office has received the submitted form and an email confirmation will be sent for school records.
- The form is routed to the WIAA office.
- AD will receive an email with the final eligibility status indicated and may view the form online with the office action indicated.

Students who have utilized the Foreign Exchange waiver and decide to remain in the country and at the school for more education will have restricted eligibility based on the transfer rule.

Keep in mind that international students are not the same as Foreign Exchange Program students. International students are treated the same as domestic students where residency and transfer rules apply. ●

Deadlines Specific to Competitive Balance

The 2023 Annual Meeting resulted in a supportive vote by the membership to implement the tournament competitive balance plan, which officially begins with the 2024-25 school year.

Here is the very important information that your school needs to be aware of:

Fall Sports Planning Timeline

Oct. 1, 2024 - Fall Cooperative Team deadline

Oct. 1, 2024 - Nov. 1, 2024 - Application to request consideration for being moved up or down a division is open and available to schools

Nov. 1, 2024 - Dec. 1, 2024 - Application to appeal being promoted to a higher division due to performance points is open and available to schools

Winter Sports Planning Timeline

Feb. 1, 2025 - Winter Cooperative Team deadline

Jan. 1, 2025 - Feb. 1, 2025 - Application to request consideration for being moved up or down a division is open and available to schools

March 1, 2025 - April 1, 2025 - Application to appeal being promoted to a higher division due to performance points is open and available to schools

Spring Sports Planning Timeline

May 1, 2025 - Spring Cooperative Team deadline

May 1, 2025 - June 1, 2025 - Application to request consideration for being moved up or down a division is open and available to schools

June 1, 2025 - July 1, 2025 - Application to appeal being promoted to a higher division due to performance points is open and available to schools ●

2024 Boys Soccer State Tournament

Thursday-Saturday, Nov. 7-9

Southeast Sales Powersports Stadium
at Uihlein Soccer Park, Milwaukee

Thursday, Nov. 7

Division 4 Semifinals

11 a.m. #1 Seed vs. #4 Seed

1:30 p.m. #2 Seed vs. #3 Seed

Division 3 Semifinals

4:30 p.m. #1 Seed vs. #4 Seed

7 p.m. #2 Seed vs. #3 Seed

Friday, Nov. 8

Division 2 Semifinals

11 a.m. #1 Seed vs. #4 Seed

1:30 p.m. #2 Seed vs. #3 Seed

Division 1 Semifinals

4:30 p.m. #1 Seed vs. #4 Seed

7 p.m. #2 Seed vs. #3 Seed

Saturday, Nov. 9 Championships

11 a.m. Division 4 Championship

1:30 p.m. Division 3 Championship

4:30 p.m. Division 2 Championship

7 p.m. Division 1 Championship

2024 Boys & Girls Volleyball State Tournament

Wednesday-Saturday, Nov. 6-8
Resch Center, Green Bay

Session 1 – Wednesday, Nov. 6 – 4 p.m.

Boys Quarterfinals

#2 Seed vs. #7 Seed

#3 Seed vs. #6 Seed

Session 2 – Wednesday, Nov. 6 – 7 p.m.

Boys Quarterfinals

#4 Seed vs. #5 Seed

#1 Seed vs. #8 Seed

Session 3 – Thursday, Nov. 7 – 9 a.m.

Girls Division 5 Semifinals

#1 Seed vs. #4 Seed

#2 Seed vs. #3 Seed

Session 4 – Thursday, Nov. 7 – 11:30 a.m.

Girls Division 4 Semifinals

#1 Seed vs. #4 Seed

#2 Seed vs. #3 Seed

Session 5 – Thursday, Nov. 7 – 2 p.m.

Boys Semifinals

Upper Bracket Winners

Lower Bracket Winners

Session 6 – Thursday, Nov. 7 – 5 p.m.

Girls Division 1 Quarterfinals

#2 Seed vs. #7 Seed

#3 Seed vs. #6 Seed

Session 7 – Thursday, Nov. 7 – 7:30 p.m.

Girls Division 1 Quarterfinals

#4 Seed vs. #5 Seed

#1 Seed vs. #8 Seed

Session 8 – Friday, Nov. 8 – 8 a.m.

Girls Division 3 Semifinals

#1 Seed vs. #4 Seed

#2 Seed vs. #3 Seed

Session 9 – Friday, Nov. 8 – 10:30 a.m.

Girls Division 2 Semifinals

#1 Seed vs. #4 Seed

#2 Seed vs. #3 Seed

Session 10 – Friday, Nov. 8 – 1 p.m.

Girls Division 1 Semifinals

Upper Bracket Winners

Lower Bracket Winners

Session 11 – Friday, Nov. 8 – 7:30 p.m.

Boys Championship

Session 12 – Saturday, Nov. 9

9 a.m. Girls Division 5 Championship

11:30 a.m. Girls Division 4 Championship

Session 13 – Saturday, Nov. 9

2:30 p.m. Girls Division 3 Championship

5 p.m. Girls Division 2 Championship

7:30 p.m. Girls Division 1 Championship

NFHS Public-Address Announcers Guidelines

1. **Be early and be prepared.** If possible arrive at the facility one hour before game time. Visit with both coaches to ensure proper pronunciation of players and coaches names. Also, review any scripted pre-competition announcements required by the school (i.e., National Anthem, emergency procedures, concession and facility announcements, etc.).
2. **Work with the officials.** Communicate with the officials before the game regarding plans for the pre-competition, during competition and post-competition announcements and ask for their feedback. Make sure the final plan works for all involved.
3. **Promote sportsmanship.** Create a positive competitive environment through non-biased promotion of fair play. This may be in the form of a scripted pledge of sportsmanship and/or in the vocal display of respect for all participants (players, coaches and officials).
4. **Stick to the basics.** Deliver pertinent information while avoiding the use of play-by-play and cheerleading.
5. **Be accurate.** Understand the proper terminology used for the sport and avoid the use of slang terms. Wait until officials complete their call(s) before reporting to the spectators.
6. **Never talk over the action.** Understand the appropriate information to be announced and the proper time in which to announce for each sport.
7. **Be on your toes and keep your cool.** Weather alert, emergency evacuation, severe injury are possible reasons that play could be delayed, and communication becomes essential to facilitate coordinated school/facility emergency procedures. Be familiar with the emergency management plan. The calm tone and direct delivery of instructions to participants and spectators is essential.
8. **Be professional.** Take your job seriously by addressing coaches, officials, administrators and athletes with respect regardless of team affiliation. Be properly dressed and exhibit professional behavior at all times by respecting all school/facility policies.

NASPAA Code of Conduct

The National Association of Sports Public Address Announcers (NASPAA) is the professional association for sports public-address announcers. The fol-

lowing principles and expectations underscore the NASPAA's public-address announcing philosophy. Public-address announcers who utilize these guidelines will be in a position to announce virtually any athletic event with confidence.

1. Announcers shall understand that their role is to provide pertinent information in a timely manner and to do so professionally and not attempt to be bigger than the game or event by doing play-by-play or by providing commentary in an effort to entertain or to draw attention to himself or herself.
2. Announcers shall understand that because they have a tremendous influence on the crowd and that cheerleading or antics designed to incite the crowd for the purpose of gaining an advantage for their team is inappropriate.
3. Announcers shall promote good sportsmanship and a positive environment by what they say and how they act.
4. Announcers shall treat the opponents and their fans as guests, not the enemy.
5. Announcers shall respect the individuals who are responsible for the conduct and administration of athletic games and events, such as coaches, officials and administrators, and avoid making any comments that reflect positively or negatively on them.
6. Announcers shall respect the participants of all teams and remain neutral when introducing the starting participants, announcing substitutions and the outcome of plays or performances of the participants.
7. Announcers shall be competent. This means following approved announcing guidelines, expectations and policies, such as emergency procedures, provided by the administration or the host facility.
8. Announcers shall be prepared, such as being familiar with the correct pronunciations of the participants' names, knowing the rules of the sport, the officials' signals and how the game is played.
9. Announcers shall exhibit professional behavior and represent their school, organization or association with respect and dignity at all times by what they say, how they act and how they appear.
10. Announcers shall avoid using alcohol and tobacco products at the venue. ●

2024 NFHS Football Rules Changes

1-5-1b(3): Clarified Home Team Uniform Requirement For Each Player — The jerseys of the home team shall all be the same dark color(s) that clearly contrasts with white.

2024 EDITORIAL CHANGES

1-3-1b; 1-3-1i(5); 1-5-1a(1); 1-5-1d(5)a; 1-5-2b; 1-5-3b(6); 1-5-3c(6); 2-8; 2-32-16b, f; 9-5-1g; 9-8-1j; 9-8-3 PENALTY; 10-3-1c NOTE; 10-4; 10-5; NFHS OFFICIAL FOOTBALL SIGNALS; PENALTY SUMMARY; INDEX.

2024 POINTS OF EMPHASIS

1. Sportsmanship and Altercation Prevention and Protocol
2. Player Equipment and Enforcement
3. Formations ●

Head Injuries and Concussion *When in Doubt, Sit Them Out!*

BACKGROUND

A concussion is a type of traumatic brain injury that interferes with normal function of the brain. All concussions are brain injuries. The WIAA recommends avoiding the use of nicknames like “ding” or “bell ringer” to describe concussion as those terms minimize the seriousness of concussion.

A concussion is most commonly caused by a direct blow to the head, but can also be caused by a blow to the body. Even what appears to be a mild blow to the head or body can result in a concussion. It is important to know that loss of consciousness is not required to have a concussion. In fact, less than 10% of athletes lose consciousness.

A concussion is a complex physiologic event that causes problems with brain functioning (energy use and communication between nerves), but does not cause swelling or bleeding that affects brain structure. Therefore, CT/CAT scan and MRI are usually

normal in athletes with concussion. Imaging studies are not indicated for most concussions, but may be needed in some instances to rule out more severe injuries, like brain bleeds.

Research has shown that concussion in the adolescent age range takes longer than previously thought to recover, with 20–30% of high school athletes taking over 4 weeks to fully recover. Athletes must be fully recovered before considering medical clearance to return to full participation.

There are unique concerns surrounding concussion in high school sports:

1. Adolescents get concussions more often than collegiate and professional athletes
2. Adolescents take longer than adults to heal from concussion
3. Most high schools may not have access to a team physician or an athletic trainer for all of their teams & activities, thus the responsibility

for identifying a possible concussion falls on athletes, coaches and parents

4. High school players may try to hide symptoms or be reluctant to admit their symptoms due to fear of removal from play

High school injury surveillance research has shown the following sports have higher risk of concussion: Football, Boys & Girls Soccer, Boys & Girls Ice Hockey, Boys & Girls Lacrosse, Boys & Girls Wrestling, Girls Field Hockey, Competitive Cheer, and Girls Basketball.

Noticeable in this data is that the risk for girls is higher than boys in the same sports; in fact, soccer & basketball carry twice the risk for concussion in girls than boys. It is unclear why girls appear to have a higher risk of concussion.

Most importantly, concussion can happen to anyone in any sport. Concussions also occur away from

[See Head Injuries and Concussion, page 16](#) ►

Concussion Insurance

The HeadStrong Concussion Insurance Program was specifically developed to insure student athletes from the high cost of concussion treatment and neurological follow up.

The insurance only covers athletes in WIAA recognized sports (Baseball, basketball, cross country, football, golf, hockey, lacrosse, soccer, swimming & diving, tennis, track & field, volleyball, and wrestling for boys; and basketball, cross country, golf, gymnastics, hockey, lacrosse, soccer, softball, swimming & diving, tennis, track & field, volleyball and wrestling for girls) at WIAA member schools. It does not cover open gyms, cheer, dance, or club sports.

The student athlete has ‘first dollar’ coverage (zero deductible) for concussion assessment and treatment.

Coverage is secondary/excess to any other valid and collectable insurance but will become the primary payor, if no other insurance is available.

Program Highlights Include:

- \$25,000 Accident Medical Concussion Coverage (includes neurological follow-up)
- \$0 deductible and no Co-pays
- \$5,000 Accidental Death + Dismemberment
- Tele-med Services, when needed
- No restrictions on specific doctors

- No referrals needed for treatment
- No internal limits
- No specific procedure maximums
- Neurological follow up care when medically necessary and billed at U&C.

Provide/distribute widely - the [WIAA Program Guide](#) and the [FAQ's](#) along with the instruction to see the AD if there's a need to file a claim or have additional questions. The school may hand out to every athlete/family that brought in their physical card/alternate year card and/or parental permission and code forms.

Ask your trainer and/or coach to let you know immediately of any instance of possible concussion. When there is a reported injury and the need to file a claim, then get the athlete/family the Dear [Provider letter](#), the HeadStrong Claims form and Alternate Insurance form. In addition, provide the Who to Contact info and How to File a Claim are included in the [Program Guide](#).

A school administrator must sign the claim form on the bottom "Insured Representative" to verify the incident happened at a WIAA event/practice.

None of the forms need to come back to or through the WIAA office. It works directly through school AD/administration (to sign the form) to the family, to the carrier. **Note: Information and forms are available to schools on the [AD Resource page of the WIAA website](#).** ●

2024 State Boys & Girls Cross Country Championships

Saturday, Nov. 2

Ridges Golf Course – Wis. Rapids

Competition will commence at noon with races in the following order:

Girls' Competition

Noon – Division 3
12:40 p.m. – Division 2
1:20 p.m. – Division 1

Boys' Competition

2 p.m. – Division 3
2:35 p.m. – Division 2
3:10 p.m. – Division 1

2024 NFHS Cross Country Rules Changes

3-8-1: Permits the Games Committee to set requirements for each meet on the number of timing officials.

Rationale: As technology continues to evolve in the sports of track and field and cross country, not all FAT systems require separate operators and evaluators. The Games Committee may set requirements for each meet on the number of timing officials.

5-7-4c, d NOTE (NEW), 8-4-4 NOTE 2 (NEW): Extraneous motion before the device is fired does not necessarily require a false start to be charged unless the runner leaves their mark with hand or foot after the set command or leaves their mark with a forward motion without the starting device being fired.

Rationale: The change makes it clearer as to the definition of a false start and how it should be consistently officiated.

8-1 and 8-5: Re-organization of the cross country course layout.

Rationale: Clarifies the course layout for ease of use and re-organizes the rule. Section 5 on Cross Country Teams was broken into articles to increase ease of use of the rule.

2024 Editorial Changes

4-2-1, 4-6-5, 5-9-2, 8-5-3

4-6-5 (Editorial): It is an unfair act when a competitor receives any assistance. Assistance includes:

g. A downed competitor who receives assistance from another competitor, coach, official, or spectator to finish the race shall be disqualified. The individual providing the assistance shall not be disqualified for assisting a downed runner unless the assisting individual or their team gains an advantage.

2024 Points of Emphasis

1. Fair Starts
2. Sportsmanship
3. Cross Country Safety ●

NFHS General Instructions for Football Line-to-Gain Crews

A four-person line-to-gain crew is preferable, consisting of an operator for the down indicator, two holding the stakes, and a clip person. The person responsible for the clip may also be requested to record penalties. No one on the line-to-gain crew should double as a ball person or any other function. If the line-to-gain crew consists of only three members, the person working the down indicator can perform most of the duties involving the clip while the person holding the trailing stake temporarily holds the down indicator (or vice versa). It is strongly recommended that the members of the line-to-gain crew be adults and wear distinctive vests or jackets, and/or hats furnished by home or game management.

The line-to-gain crew is part of the officiating crew and must remain impartial. They must be prepared to hustle and to follow any instructions from the Head Linesman. They should be reminded that they are not allowed to cheer, criticize the game officials, make any remarks relating to players and coaches, nor express opinions concerning any ruling or calls made by the game officials. They are not to communicate with the visiting team and may not use cell phones or other electronic devices while on the line-to-gain crew. Any problems or situations the line-to-gain crew encounters while performing their job is to be brought to the Head Linesman's attention. They are to be reminded it is the Head Linesman's responsibility to resolve the situation, not theirs. If members of the line-to-gain crew are unable/unwilling to perform their duties, the Referee and the home team coach/athletic director should be informed.

PREGAME DUTIES

The line-to-gain crew shall meet the Head Linesman on the sideline opposite the press box at least 15 minutes before game time and also five minutes prior to the second-half kickoff. If an unofficial auxiliary down indicator is used, the operator shall meet the Line Judge on the press box side at the same time.

The Head Linesman shall make certain that the official line-to-gain equipment has been placed opposite the press box or on the designated sideline and that all are in good working order and conform to the rules. The Line Judge shall make certain that the unofficial auxiliary down indicator is in good working order and is placed on the opposite side of the field from the official line-to-gain crew.

GAME PROCEDURES

For kickoffs, the line-to-gain crew should be positioned well out of bounds near the receiving team's 30-yard line or near the 50-yard line for a free kick following a safety.

When a first down is declared, the Head Linesman goes to the sideline and marks the spot for the down indicator with his downfield heel. The line-to-gain crew shall move as quickly as possible to their next position, with the rear stake set behind the down indicator.

After the chains are set, the chain must be clipped at the intersection of the sideline and the 5-yard line nearest the trailing stake. Once the chain is

See NFHS General Instructions for Football Line-to-Gain Crews, page 20 >

Board Passes from page 1

season to be eligible for the Challenge.

There were nine wrestling coaches' recommendations voted into the season regulations by the Board. Four of those address the Tournament Series for girls only. Beginning in 2026-27, the WIAA will implement a State Girls Wrestling Team Tournament. The Board also approved recognition of a girls' team champion beginning in 2024-25, determined by point values awarded for results at the State Individual Wrestling Tournament until the team tournament is sponsored in 2026-27. In addition, during the 2024-25 season, the girls' tournament will expand to 16 regionals for participants in girls' wrestling programs, which will advance four girls to eight sectionals and then two girls from sectionals to the State Tournament. The Board also supported a mandate that requires a sponsored girls' school program to only wrestle against other schools that sponsor a girls' wrestling program, starting in 2025-26. Furthermore, eligibility for the State Girls' Wrestling Tournament will only be afforded to wrestlers participating in sponsored girls' wrestling programs.

Two of the wrestling rules passed impact the State Individual Tournament schedule. The Thursday afternoon session will begin one hour earlier, which allows for a two-match minimum for each participant in lieu of a true third- and fifth-place match. Also, all matches through the quarterfinals in all divisions will be completed on Thursday.

Two more wrestling recommendations approved by the Board involves tournament seeding. Beginning next season, coaches will be required to enter all results of team and individual competition in a WIAA-preferred database within seven days following completion of the competition. The other seeding component passed into the season regulations

establishes a 10-match minimum for consideration of a seed point when comparing winning percentages for the State Team Wrestling Tournament seeding.

The final wrestling recommendation approved strikes a WIAA adaptation to the NFHS rule that, as a result, will permit any authorized person to supervise weigh-ins, not just licensed officials.

There were two changes to the gymnastics Tournament Procedures approved by the Board to be implemented in 2024-25. The first outlines a protocol and schedule for setting up a Tournament Series meet using an event management system of a designated platform partner. The second is an amended recommendation that prohibits a school-approved uniform from displaying club logos, club mascots or club names.

A pair of Sports Medical Advisory Committee recommendations received Board support. The first adds a WIAA-licensed official liaison to the committee beginning in 2024-25. The other is an amended proposal that requires schools to conduct a pre-contest meeting to discuss the Emergency Action Plan before interscholastic events that may include event management, officials and medical personnel.

The Board also approved a number of changes requested by the Conference Realignment Task Force, effective in 2024-25. The conference realignment process for the sport of lacrosse, a sport sponsored for the first time in 2023-24, will coincide with the football-only procedure this fall. A second request passed permits applicants to submit up to two different solutions. A third recommendation supported by the Board is the establishment of a second virtual appeal meeting to the Task Force in February prior to the March Board meeting for

schools newly impacted by additional changes to realignment plans. The fourth change regarding the Task Force removes the requirement of six-team paired conferences or leagues with more than seven schools for nonfootball conference realignment solutions. Instead, the action makes six-team paired conferences or leagues with more than seven schools a recommendation.

In other action taken by the Board, two fast-track conference realignment plans received approval, including one that places University School of Milwaukee in the Woodland Conference from an independent status for girls' golf only in the fall of 2024. The other moves Clear Lake into the Dunn-St. Croix Conference from the Lakeland Conference for all sports except football, effective in the fall of 2025.

The Board also approved a spending resolution to continue spending until the 2024-25 budget is approved, winter season sports financial statements, the 2024 Annual Meeting minutes, and the general fund financial statements and payments for May.

Meeting topic discussions and reports included the recently completed spring sports tournaments; 2025 Annual Meeting dates and venue planning; newly approved constitutional amendments; June Jam and Summer Slam events; powers and duties of Board of Control and Advisory Council; and a reminder of the New Athletic Directors' Workshop on July 22.

The Board also received liaison reports from Paul Manriquez of the Department of Public Instruction, Dan Rossmiller of the Wisconsin Association of School Boards and Eric Plitzuweit of the Wisconsin Athletic Directors Association. ●



NFHS General Instructions for Football Game and Play Clock Operators

GENERAL

- A. The game and play clock operators are integral members of the officiating crew and game administration. Unfair advantages occur when either the clock is not started or stopped correctly by rule. Great care must be exercised to ensure excessive time lag does not occur in starting or stopping the clocks.
- B. The game and play clock operators must be separate individuals and neither should be tasked with operating the scoreboard.
- C. Both clock operators should meet with the Referee and the game officials responsible for timing the game, either on the field or in the game official's locker room at the time specified by the state association. The following shall be discussed:
 1. The sequence of pre-game and halftime activities, the time when kickoff will occur, and the length of the halftime intermission.
 2. A complete review of the starting and stopping of the clocks in accordance with the playing rules, to include overtime and the running clock procedure (if applicable).
 3. The procedure for communication with the operator(s) during the game and adjustment of the clock, if necessary.

GAME CLOCK

- D. The game clock should be started with a countdown to game time as soon as the facility is opened. At least a 60-minute countdown is desirable.
- E. The halftime intermission will start on the Back Judge's or Referee's signal which is given after the players leave the field. The operator will reset the game clock to three minutes for the warm-up period immediately when the halftime intermission expires and start it without any signal by the officiating crew.
- F. If the game clock malfunctions, the operator may give the game officials the official time. The game official responsible for timing will then pick up the correct time on their stopwatch. Should the game clock be subsequently repaired, its use may be resumed at the Referee's discretion.

G. Game Procedures:

1. On all free kicks (kickoffs), the nearest game official(s) will signal the legal touching of the ball by winding the game clock. The game clock does not start on first touching by Team K, kicks into the end zone or kicks that go out of bounds untouched.
2. The game clock operator should react to game clock-stopping events without waiting for a signal (e.g., a pass that is clearly incomplete). If there is any question as to what occurred (e.g. it is uncertain if the runner stepped out of bounds), the game clock operator should wait for a signal. The primary game clock-stopping events are:
 - (a) Following a touchdown, field goal, touch-back or safety.

- (b) When a forward pass hits the ground.
 - (c) When a runner is tackled clearly beyond the line-to-gain (first down) stake.
 - (d) When it is obvious the runner has gone out of bounds. If there is any doubt, the game clock operator should wait for the signal.
 - (e) Following a fourth-down play.
 - (f) At the end of a play where a flag has been thrown.
3. After the game clock has been stopped, the Referee may start it on the ready-for-play signal. If no ready-for-play signal is given, the game clock operator will start it on a legal snap. If the Referee erroneously starts the game clock at the ready, the signal should be honored.
 4. After a first down is awarded to Team A where the ball becomes dead inbounds, the Referee will start the game clock when the ball is spotted but will not blow their whistle. This is known as the "silent wind" and the game clock operator should be prepared to quickly start the game clock as soon as the ball is spotted. Usually, the game clock will be stopped for only 3-5 seconds.
 5. If the game clock is erroneously stopped, the Referee may start the game clock before the ready-for-play signal.
 6. The game clock operator must record the time of all game clock stoppages so if the game clock erroneously runs on a false start when the game clock is stopped, it can be immediately corrected by the game clock operator without instruction from the Referee.
 7. The try (extra point) that follows a touchdown is not a timed down.

8. At the end of a quarter, the game clock should not be reset until the Referee declares the period over by facing the press box and holding the ball over their head. If the period is extended for an untimed down, the game clock is kept at 0:00 until all untimed plays are completed and the period is declared to be over.
 9. Any game official may signal a time-out; therefore, the game clock operator should be alert to stop the game clock, especially toward the end of a half.
- H. Overtime Procedures:
1. If the game is tied at the end of the fourth quarter, the overtime procedure prescribed by the state association shall be used.
 2. The game clock operator will put three minutes (3:00) on the game clock and start it on the Referee's signal. When the three-minute intermission expires, the game clock shall be turned off.
 3. If subsequent overtime periods are necessary, there is a two-minute intermission between periods. These will be timed by the Back Judge. There is no need to put this time on the game clock as most teams will be ready to play before the two minutes expire.

PLAY CLOCK

- I. After a play, the play clock starts at 40 seconds unless there is an administrative stoppage. The play clock should be started when a down ends by rule, but if there is any doubt, the play clock operator should wait for the appropriate signal which will be either S3 (time-out), S7 (dead ball - one arm straight up) or S10 (incomplete pass).
- J. When a legal snap occurs, the play clock is immediate.

See NFHS General Instructions for Football Game and Play Clock Operators, page 20 >

PLAY CLOCK/GAME CLOCK PROCEDURES

Event	Play Clock	Game Clock	Covering Official's Signal [^]	Referee's Signal
Dead Ball Inbounds	40	Running	S7	None
Dead Ball Out of Bounds	40	Snap	S3	None
Incomplete Pass	40	Snap	S10	None
Team A Awarded 1st Down	40	Signal	S3	Wind
Penalty Administration *	40/25	Ready	S3	Wind
Charged Team Time-out	25	Snap	S3	Chop
Injury / Helmet Off / Equipment Issues *	40/25	Ready	S3	Wind
Measurement	25	Ready	S3	Wind
Double Change of Possession – Team A Snaps	40	Ready	S7	Wind
Change of Possession - Team B Snaps	25	Snap	S3	Chop
Touchdown	25	N/A	S3	Chop
Try, Field Goal, Safety	25	Varies **	Varies **	Chop
Start of Each Period	25	Snap	Varies	Chop
Legal Kick	25	Snap	S3	Chop
Start of Overtime Period	25	N/A	N/A	Chop
Other Administrative Stoppages ***	25	Ready	S3	Wind
* See Rule 3-6-1a1e Exceptions for Defensive Injuries, Equipment Issues and Fouls				
** The Game Clock Will Start on the Legal Touch of a Free Kick				
*** Includes Inadvertent Whistle and Period Extension				
[^] See the Current NFHS Football Rules Book for the NFHS Official Football Signals				

Spring Tournament Sportsmanship Award Recipients Announced

The Wisconsin Interscholastic Athletic Association, in partnership with Rural Mutual Insurance Company, has selected the team Sportsmanship Award winners for the 2024 Spring State Team Tournaments.

The winners of the prestigious award are Oak Creek High School in baseball, Laconia High School in softball, Rice Lake High School in girls soccer, and Madison West High School in boys tennis.

Oak Creek demonstrated sportsmanship with its respectful and positive team and spectator support advancing to the semifinals at the State Baseball Tournament in June. It's the third time the Knights have been chosen as the recipient of the award. They also received the honor in summer baseball in 2014 in team wrestling in 1996. Oak Creek defeated Nicolet 11-5 in the Division 1 quarterfinals before falling 11-4 to Sun Prairie East in the semifinals. Honorable mention for the award was extended to De Pere, Eleva-Strum, Johnson Creek, Kenosha St. Joseph, Kettle Moraine Lutheran, Pacelli and Westosha Central.

Laconia is the recipient of the WIAA/Rural Mutual Insurance Sportsmanship Award for the third time and for the first time in softball. The Spartans finished runner-up in Division 3 following a 3-2 victory over top-seeded Mishicot in the semifinals and a 3-1 setback to Prescott in the championship game. The two previous Sportsmanship Awards presented to Laconia were in basketball in 2002 and spring baseball in 2017. Assumption, Auburndale, Cedarburg, Hamilton, Kaukauna, Lake Mills, New Richmond, Prescott, Sun Prairie East and Thorp all received honorable mention.

Rice Lake received positive evaluations for their team and spectator sportsmanship in girls soccer. It's the third time the Warriors have been

bestowed the honor overall and the first time for girls soccer. They also received back-to-back sportsmanship awards for boys soccer in 2015 and 2016, and was bestowed the honor in boys hockey in 2009. The Warriors fell in their Division 3 semifinal match-up versus top-seeded Plymouth and eventual champion, 4-0. The schools and communities receiving honorable mention include Cedarburg, Kiel, Kimberly and Regis/McDonell Catholic.

Madison West was selected as the award recipient after the Regents advanced to the State Boys Team Tennis Tournament for a seventh time in program history. It is the first time the Regents have been selected for the award in boys tennis and for the second time overall. Their previous recognition came in boys soccer in 2017. After defeating Badger 6-1 in their Division 1 quarterfinal match-up, the Regents fell in their semifinal match against Marquette, 4-3.

The WIAA/Rural Insurance Sportsmanship Award is presented to one school program and community—or communities in the case of cooperative programs—that demonstrates outstanding sportsmanship in WIAA team tournaments. Award winners are determined by the conduct and sportsmanship displayed by athletes, coaches, cheer and support groups, mascots, bands and spectators. Additional consideration is given for the effort of school administrators and chaperones to ensure support for their teams is positive and showcases the highest ideals of sportsmanship.

The selection process includes evaluations from contest officials, tournament management, as well as, security personnel, crowd control and ushers, and WIAA staff members. Rural Mutual Insurance began sponsoring the Sportsmanship Award program back in 1965. ●

2024 NFHS Football Points of Emphasis

SPORTSMANSHIP AND ALTERCATION PREVENTION AND PROTOCOL

The National Federation of State High School Associations (NFHS), state associations, coaches and game officials across the country are concerned as unsporting behavior in education-based athletics continues to escalate across all sports. A commitment to a collaborative, working relationship to promote good sportsmanship and teach and enforce NFHS rules and state association expectations is paramount to continue to safely conduct the game.

Everyone associated with high school football has a role to play in creating a positive, sportsmanlike atmosphere at games. The NFHS must continue to address poor sporting behavior and promote the value of good sportsmanship. State associations must clearly set expectations in regard to unsportsmanlike behavior and enforce association rules regarding violations of those expectations. School administrators and coaches must teach, promote, model and set clear standards of behavior for themselves, players and fans. School administrators and coaches should also ensure that additional personnel on the sideline, outside the team box, adhere to set standards of sportsmanship. Game officials must fairly and consistently enforce NFHS rules in all aspects related to unsporting behavior by coaches and participants. Players and parents must model respect for coaches and game officials' decisions, opponents and adhere to and promote the set expectations regarding sportsmanship.

Everyone involved must clearly understand that education-based athletics is an extension of the classroom and is about more than just winning and losing, getting scholarships and gaining accolades. Education-based athletics is about learning, and the conduct and actions of everyone involved should reflect this.

In order to prevent unsportsmanlike issues from escalating please consider the following preventive protocols.

Fight or Altercation Protocol

Most fights end quickly. Fights that escalate beyond the initial incident tend to do so because others run toward the fight. Running toward a fight normally contributes to the escalation of the altercation.

1. Prepare before it happens. Make sure to instruct and even practice what to do in case an altercation occurs.
 - a. Assign specific coaches or administrators to run to the altercation to assist with breaking it up.
 - b. Assign specific coaches to immediately step off the sideline and turn their attention to keeping the players on the sideline.
 - c. Team members already on the field should distance themselves from the altercation.
 - d. Educate all participants about the penalties associated with fighting, leaving the team area, taunting, using offensive gestures, and other unsportsmanlike acts.
 - e. Instruct your video crew to continue to record or to start recording if an altercation occurs.
 - f. Know where security is stationed.
 - g. Keep all non-essential people off the sideline and preferably behind a fence or barrier.
2. If an altercation does occur, execute the above plan.
3. Once the participants are separated, keep them separated until play can safely resume or until administrators and game officials decide how to proceed.
4. Do not allow teams to simultaneously use the same exits or occupy the same areas following an altercation or chippy contest.

Handshake Line Protocol

1. Administrators/security from both schools should be stationed on the field in close proximity to the handshake line.
2. One team should be on the right and the other team should be on the left. Players from one team should not be allowed to walk down both sides of the line.
3. Absolutely no non-essential personnel should be allowed on the field or sidelines until both teams have reached a designated area after completion of the handshake line.
4. A coach or administrator should be stationed at the end of the handshake line to direct the players who have completed the line to a designated area on their end of the field. Do not allow the players to continue to the opposing sideline or to the other end of the field.
5. Have one or more coaches at the front of the line and one or more at the end of the line.

Improving the current state of the game regarding the prevalence of unsporting behavior requires that everyone involved commit to addressing the issue. Civility, even in the midst of intense competition, matters.

PLAYER EQUIPMENT AND ENFORCEMENT

To support the safety of all participants, players must wear equipment and uniforms that are properly fitted and worn as intended by the manufacturer. Before starting each game, the head coach must verify that all players are properly and legally equipped.

The use of knee pads is an area targeted for emphasis. Due to potential injury, it is essential that players only be allowed to participate if their pants and knee pads comply with the rules. Pants must completely cover the knees, and knee pads must be

See 2024 NFHS Football Points of Emphasis, page 25 >

Updated July 2023

General Information

Involvement in sports can have a very positive effect on the mental health of high school student-athletes. However, mental illnesses, such as depression, anxiety, and others, occur in student-athletes just like they do in everyone else. Mental illness may not be detected in athletes as easily as in others, though. This is for a number of reasons, including:

- Athletes may have a tendency to deny signs of “weakness”.
- Athletes may be afraid of not being allowed to play.
- Athlete behaviors may resemble symptoms of mental illness, but can be chalked up to being a normal part of being a good athlete. This might include careful attention to diet, which may actually be part of an eating disorder.

How and Why Mental Illness Occurs in Athletes

Mental illness in student-athletes may relate directly to the athlete’s sport, or it may have nothing to do with the sport. There are 3 possible relationships between the student-athlete’s sport and their mental illness:

- The illness is caused or worsened by the sport (for example, a student-athlete who develops an eating disorder directly related to wanting to be thin for their sport)
- The student-athlete chooses the sport as a way to cope with the mental illness (for example, the student-athlete with anxiety who finds that running helps them to feel less anxious)
- The sport and the mental illness are completely coincidental and have nothing to do with each other

Unique Risk Factors for Mental Illness in Athletes

While student-athletes are probably at similar risk for most mental illnesses compared to the general population, there are several unique factors that may especially put athletes at risk for these conditions. These include:

- Injuries (including musculoskeletal injuries and concussion)
- Lack of balance in life (no free time, including time with friends)
- Pressure of competition
- Overtraining (training too hard for too long without enough time for recovery)
- Failure in sport
- Harassment and discrimination related to personal characteristics such as race/ethnicity or sexual orientation
- Coaching styles that do not match up with how the student-athlete performs best

Depression

Like most other mental illnesses, depression probably occurs in athletes at the same rate as in the general population. Symptoms of depression include (and note a person does not need ALL of these symptoms in order to have depression):

- Feeling sad, down, hopeless, or tearful on most days
- Feeling irritable on most days (this can be especially common in adolescent depression)
- Not looking forward to or enjoying things that used to make the person happy

- Feeling worthless
- Lower energy than usual
- Worse concentration than usual
- Appetite changes (either much lower or much higher than usual)
- Sleep changes (either trouble falling or staying asleep or sleeping more than usual)
- Thoughts of death or dying, including suicidal thoughts

On rare occasion, someone who has times of feeling depressed may have a condition called bipolar disorder. This is a disorder in which they not only may have times of depression, but they also have times of abnormally elevated mood (called mania or hypomania). In mania or hypomania, they have multiple days or weeks on end of feeling euphoric, not needing very much sleep and still feeling rested and very energetic (this is different than simple insomnia in which they wish they could sleep but can’t), feelings of being better than everyone around them, talking much more quickly than usual, engaging in uncharacteristically risky behaviors without thinking through the consequences, engaging in much more activity than usual, seeming more sexual than usual, and reckless spending of relatively large amounts of money (note a person does not need ALL of these symptoms in order to have mania or hypomania). Importantly, this is not just feeling better than they feel compared to when they are depressed. It is a dramatic state of elevated mood in which people around them notice they are not their usual selves, and the behaviors and symptoms create problems in their lives.

Student-athletes with depression, bipolar disorder, or any number of other psychiatric disorders may be at risk for suicide. High school student-athletes do not appear to be at any greater risk of suicide than their non-athlete peers.

Anxiety

Anxiety may also occur in student-athletes at the same rates as in the general population. Some symptoms of anxiety are similar to those of depression. It is possible that athletes can have both depression and anxiety. Symptoms of anxiety may include (and note a person does not need ALL of these symptoms in order to have anxiety):

- Worry about many things (for example, sports, school, friends, family, day to day obligations) in a way that feels difficult to control and happening on most days
- Trouble sleeping (especially falling asleep)
- Lower energy than usual
- Worse concentration than usual
- Muscle tension
- Feeling fidgety or restless
- Feeling irritable much of the time

There are also specific types of anxiety that can occur, including:

- **Social anxiety disorder:** This is a condition in which someone has significant fear and anxiety about being negatively judged and evaluated by others. People with this condition may be viewed as extremely shy or unfriendly, but in actuality, these people would like to be able to make friends. They dislike being the center of attention and being observed while doing some-

thing, and this can make it hard for some people to participate in certain sports, especially individual sports.

- **Panic disorder:** This is a condition in which someone has sudden, severe attacks of intense anxiety and fear lasting several minutes. They usually involve physical symptoms such as feeling short of breath, feeling one’s heart beat hard in the chest, or feeling dizzy. Sometimes the symptoms can feel similar to how people feel when they exercise intensely, and that can make an athlete with panic disorder start to avoid their sport out of fear that exercise will bring on an actual panic attack.

- **Obsessive-compulsive disorder (OCD):** This is a condition in which someone has repeated, unwanted thoughts that come into their mind that they have difficulty controlling (obsessions) and/or physical or mental behaviors that they feel must be performed over and over (compulsions). Examples include intense fear of germs and associated washing of hands over and over, or ordering things “just so” or symmetrically to an extreme degree. OCD is different than superstitious rituals, which are usually harmless. Rituals are common among athletes, and examples include wearing the same pair of socks for every game or eating the same meal before each race. Full-blown OCD may be more common in athletes than in non-athletes.

- **Post-traumatic stress disorder:** This is a condition in which someone has suffered any sort of trauma (for example, physical, verbal, or sexual abuse, assault, major accidents or illnesses). Associated with that trauma, they have symptoms that may include: nightmares or flashbacks about it, avoidance of anything that reminds them of the trauma, increased startle response, and any of a number of symptoms of depression and anxiety. Traumas unique to athletes may include “out of the ordinary” sport-specific adverse events, such as severe injuries (especially if they involve threats to physical integrity), witnessing of lethal accidents, loss of a crucial game where the athlete feels they are to blame, public cheating scandal, or teammate suicide. The more a student identifies themselves as “athlete” to the exclusion of other sources of identity, the more traumatic a major injury may feel to them.

Treatment and Resources

- Student-athletes with mental health concerns may reach out to any of a number of people, including coaches, athletic trainers, team physicians, parents, school nurses, school counselors, or others. In emergency situations such as when someone is suicidal, any of these contacts should ensure the athlete gets emergency treatment, such as in the emergency department. Additionally, student-athletes (and anyone else) in the U.S. may **call or text 988 to access the Suicide and Crisis Lifeline**, through which they will be able to talk to/message with a trained counselor.
- For non-emergency issues, student-athletes should be referred to health care providers who

See Mental Health/Mental Wellness, page 14 ➤

Interstate Competition Reminders – New Online Form

WIAA Bylaws prohibit member schools from competing against school teams that are not members of their respective state associations. They also limit the number of events member schools may schedule in non-bordering states to one competition, event and/or scrimmage per team each school season. Schools may schedule any number of events in bordering states within season game maximum limitations. Bylaws also provide that competition which involves out-of-state teams may require additional WIAA and/or National Federation sanctioning.

1. WIAA approval is required for:
 - a. Any interstate competition and/or event (other than scheduled conference events) in which four or more schools participate, including events hosted by WIAA member schools.
 - b. Any interstate competition which involves

schools from three or more states, including events hosted by WIAA member schools.

2. No approval is required:
 - a. If only one adjacent state and a total of no more than three schools are involved.
 - b. If only one other school is involved.
3. Except for events held in bordering states (MN, IL, MI and IA), no approval shall be provided for more than one out-of-state competition, event and/or scrimmage per team each school season.
4. No approval shall be granted for any tournament, meet, or other contest to qualify for and/or determine a national high school championship but such championships involving schools for visually handicapped or deaf students are exempt from this provision.
5. Both schools must count the contest in the same manner (scrimmage or contest). On

school may not count it as a scrimmage while the other school counts it as a contest.

Interstate competition approval does not need to be a difficult process. But the WIAA office will need certain basic information to process your request. When considering playing a school from another state look over elements governing interstate competition as outlined on p. 24-25 of the Senior High Handbook; Bylaw Art. II, Sect. 5, H (these are the fundamental elements we need to know in order to approve, or tell you no approval is needed.) You can also forward the following questions to the event sponsor:

- Dates of event.
- Who is sponsoring the event and where the event will be held.
- Does this event require NFHS sanctions? (found in 5H-1 & 2, p. 24-25)
- If so, has the event received sanctioning?
- If a basketball tournament, are there more than 8 teams in your bracket?
- Are all schools you will compete against **9-12 high schools?** (no post secondary/prep academies)
- Are all schools you will compete against **full members** of their state association?

Please use the Interstate Competition Request Form provided on the WIAA web site for this purpose when requesting approval.

<https://www.wiaawi.org/Schools/Forms-Directory/Interstate-Competition-Waiver> ●

Guidelines on Handling Practices and Contests During Lightning or Thunder Disturbances

These guidelines provide a default policy to those responsible or sharing duties for making decisions concerning the suspension and restarting of practices and contests based on the presence of lightning or thunder. The preferred sources from which to request such a policy for your facility would include your state high school activities association and the nearest office of the National Weather Service.

PROACTIVE PLANNING

1. Assign staff to monitor local weather conditions before and during practices and contests.
2. Develop an evacuation plan, including identification of appropriate nearby safer areas and determine the amount of time needed to get everyone to a designated safer area:
 - a. A designated safer place is a substantial building with plumbing and wiring where people live or work, such as a school, gymnasium or library. An alternate safer place from the threat of lightning is a fully enclosed (not convertible or soft top) metal car or school bus.
3. Develop criteria for suspension and resumption of play:
 - a. When thunder is heard or lightning is seen*, the leading edge of the thunderstorm is close enough to strike your location with lightning. Suspend play for at least 30 minutes and vacate the outdoor activity to the previously designated safer location immediately.
 - b. 30-minute rule. Once play has been suspended, wait at least 30 minutes after the last thunder is heard or lightning is witnessed* prior to resuming play.
 - c. Any subsequent thunder or lightning* after the beginning of the 30-minute count will reset the clock and another 30-minute count should begin.
 - d. When lightning-detection devices or mobile phone apps are available, this technology could be used to assist in making a decision to suspend play if a lightning strike is noted to be within 10 miles of the event location. However, you should never depend on the reliability of these devices and, thus, hearing thunder or seeing lightning* should always take precedence over information from a mobile app or lightning-detection device.

* – At night, under certain atmospheric conditions, lightning flashes may be seen from distant storms. In these cases, it may be safe to continue an event. If no thunder can be heard and the flashes are low on the horizon, the storm may not pose a threat. Independently verified lightning detection information would help eliminate any uncertainty.

4. Review the lightning safety policy annually with all administrators, coaches and game personnel and train all personnel.
5. Inform student-athletes and their parents of the lightning policy at start of the season.

Revised and Approved March 2018 (Source: NFHS Rule Book) ●

Mental Health/Mental Wellness from page 13

are familiar with mental illness if it is suspected that they might be suffering from such a condition. These providers include pediatricians, family medicine physicians, internal medicine physicians, sports medicine physicians, psychiatrists, psychologists, or other counselors/therapists. Early signs that an athlete might be suffering from mental illness include changes in personality, demeanor, interactions with peers, and general behavior.

- Treatment may include talk therapy (psychotherapy), medications, or changes in the environment. The athlete will usually be allowed to continue to participate in the sport. However, if the sport itself is significantly contributing to the symptoms, then a break from sport may be necessary.
- The National Federation of State High School Associations (NFHS) has a course for student-athletes and anyone responsible for their care and well-being titled "Student Mental Health and Suicide Prevention" that is available here: <https://nfhslearn.com/courses/student-mental-health-and-suicide-prevention>. ●

The WIAA Transfer Rule

The Wisconsin Interscholastic Athletic Association is governed by its member schools. Rules and policies of the Association are developed, promulgated and implemented by the membership either through membership vote for constitutional issues or through a membership-elected committee structure for sport seasons regulations. Therefore, ownership of the membership's rules and regulations, as well as the responsibility of compliance with them, lies with each member school.

Association Bylaws, which outline the provisions of membership in the Association, and the Rules of Eligibility appear in the WIAA Handbook. WIAA rules and regulations are established by a membership vote at the membership meeting. The Annual Meeting is held in the spring of the year when amendments are presented. The interpretation and enforcement of the rules and regulations are the responsibility of the WIAA executive office and Board of Control.

The members of the WIAA have established seven Articles that outline requirements for student eligibility. This overview document focuses primarily on addressing some of the most common questions of the membership with respect to the transfer provisions of the Association.

Student-athlete eligibility for all levels of WIAA interscholastic competition is governed by WIAA Rules. A full-time student may be afforded up to eight consecutive semesters of interscholastic eligibility upon entry into Grade 9.

Why do the WIAA member schools have a transfer rule?

The WIAA transfer rule is not a recruiting rule. It is a transfer rule which is applied when a student who has established eligibility at any school and who transfers to a WIAA member school. A transfer/residency requirement: assists in the prevention of students switching schools in conjunction with the change of athletic season for athletic purposes; impairs recruitment, and reduces the opportunity for undue influence to be exerted by persons seeking to benefit from a student-athlete's prowess.

A transfer/residency requirement: promotes stability and harmony among member schools by maintaining the amateur standing of high school athletics; by not letting individuals other than enrolled students participate, and by upholding the principle that a student should attend the high school in the district where the student's parent(s) reside. It also helps prevent the displacement of the athletes who have attended the high school for the previous two years and worked to improve their skills as well as their team.

A transfer/residency requirement: also prohibits foreign students, other than students who are participants in an established foreign exchange program accepted for listing by the Council on Standards for International Educational Travel (CSIET), from displacing other students from athletic opportunities.

A recruiting/undue influence prohibition discourages exploitation of students; prevents over-emphasis of athletics; gives average student-athletes more opportunity to participate; discourages adults from jeopardizing a student's eligibility, and prevents misuse of athletic programs.

The WIAA membership rule pertaining to recruiting states: No eligibility will be granted for a student whose residence within a school's attendance boundaries, with or without parents, or whose attendance at a school has been the result of undue influence (special consideration due to athletic ability or potential) on the part of any person, whether or not connected with the school.

What is the WIAA transfer rule?

For the purpose of this rule, attendance at one day of school and /or attendance at one athletic practice shall determine 'beginning of school year.' Transferring schools at any time may result in restrictions being imposed on eligibility, or in some cases a denial of eligibility.

"A student who transfers from any school into a member school will be subject to the transfer rules for one year, unless the transfer is made necessary by a total change in residence by parent(s)." (ROE II-3-A-1 & 3)

Simplifying The Transfer Rule

A transfer made necessary by a total and complete change of residence of the parent(s) – unrestricted.

Transfers with no change of residence of the parent(s) at the beginning of:

9th grade – unrestricted

10th grade – unrestricted

11th grade – nonvarsity for calendar year

12th grade – nonvarsity for calendar year

Transfers with no change of residence of the parent(s) during the school year:

9th grade – nonvarsity for remainder of year

10th grade – nonvarsity for calendar year

11th grade – nonvarsity for calendar year

12th grade – nonvarsity for calendar year

*Provided the student meets residency requirements

If a family entirely moves from one school community to another and the transfer is necessary due to this move, the student will more than likely have

unrestricted eligibility. When a transfer takes place during a semester, the eligibility begins after five calendar days (ROE II-3-A-9).

Students will establish eligibility at a WIAA member school at the beginning of 9th or 10th grade. Keep in mind, the residence rule also determines eligibility. Public school students are eligible in the district their parents reside and nonpublic school students are eligible when they live with their parent(s).

The transfer rule states: Students entering 9th and/or 10th grade at the beginning of the school year and who are within the first four consecutive semesters of high school will be afforded unrestricted eligibility provided all other rules governing student eligibility are met (ROE II-3-A-2).

Once eligibility is established at the beginning of 9th grade, a transfer without a total and complete move during 9th grade would restrict the 9th grade student to nonvarsity competition for the remainder of the school year at the new school (ROE II-3-A-4). At the beginning of 10th grade, the student attains unrestricted eligibility.

Again, the student who meets the residence rules and who transfers is unrestricted at the beginning of 10th grade (ROE II-3-A-2). A student who transfers during the 10th grade without a total and complete change of residence of the parent(s), will be restricted to nonvarsity for one calendar year (365 days).

In addition, a student transferring at the beginning of 11th and 12th grade is restricted to nonvarsity opportunities for one calendar year, provided the student meets the residence rule. The rule states: 10th, 11th or 12th grade students who transfer after the beginning of the school year and with written consent from both schools directly involved shall be restricted to non-varsity opportunities for one calendar year (365 days beginning with first day of attendance at the new school). (ROE – II-3-A-5)

In the event of divorce or legal separation, whether pending or final, residence at the beginning of the school year shall determine eligibility for

[See The WIAA Transfer Rule, page 24 >](#)

Calendar and Contact Ad Hoc Committee Focuses On Coach Contact

The Wisconsin Interscholastic Athletic Association Calendar and Contact Ad Hoc Committee, which was approved by the Board of Control last December, conducted meetings at the WIAA executive office on July 23 and Aug. 15.

After initial discussions at the July meeting, the ad hoc committee affirmed summer coaching contact days as the focal point of the upcoming survey and its first priority among the assigned topics to study. In addition, the committee split into small and large groups and spent much of the meeting discussing a draft of a survey that will be distributed to multiple, statewide stakeholder groups this fall. In addition, after reviewing a summary of survey data from the National Federation of State High School Associations, the committee reviewed a draft of the communications plan and approved revisions.

The group reviewed the most recent draft of the planned summer coaching survey and finalized the communication plan for the implementation of the survey at its August 15 meeting. The committee also participated in thoughtful discussion of how to best engage multiple audiences and gather a representative sample of actionable data. In addition, the committee reviewed current coaching contact policy language, national survey data and membership feedback.

In preparation for the upcoming fall Area Meetings, which are predominately attended by athletic

[See Calendar and Contact Ad Hoc Committee, page 28 >](#)

organized school sports: physical education class, on the playground, while skiing or snowboarding, and when involved in a motor vehicle collision. Coaches and athletic trainers need to be aware of non-sport injuries and how they affect participation.

Everyone involved with high school athletics must be alert for potential injuries on the field and be able to recognize signs and symptoms of concussion. While coaches are not expected to make a diagnosis of concussion, coaches are expected to be aware of possible injuries and understand that their athletes may have a concussion. **Any athlete with a suspected concussion should be held out of all activity until medically cleared by a healthcare provider.** It is important for athletes and coaches to communicate possible injuries to the athletic trainer, parents, and teachers.

Schools should educate their athletes, coaches and parents in the preseason about the seriousness of concussion and the importance of athletes honestly reporting their symptoms and injuries. This education should also include information on the school policy (supported by state law and WIAA guidance) on the steps an athlete with a concussion must complete to return to participation. The information is best delivered at preseason meetings, but also reinforced throughout the season.

SIGNS AND SYMPTOMS

Signs are what can be seen by others, like clumsiness / stumbling off the field. Symptoms are what the injured player feels, like a headache. Remember, athletes should report their symptoms, but they may not unless they are directly asked about how they feel. Even then, it is important to consider that athletes may not be telling the truth.

These are some SIGNS of concussion (what others can see in an injured athlete):

- Dazed or stunned appearance
- Change in the level of consciousness or awareness
- Confused about assignment
- Forgets plays
- Unsure of score, game, opponent
- Clumsy
- Answers more slowly than usual
- Shows behavior changes
- Loss of consciousness
- Asks repetitive questions or memory concerns

Concussion SYMPTOMS are often categorized into four main areas:

1. Physical – This describes how they feel: headache, nausea, vomiting, dizziness, tired and loss of consciousness (which is uncommon in concussion). Vision and balance problems are also recognized as potential signs and symptoms of a concussion.
2. Thinking or Cognitive – Poor memory and concentration, responds to questions more slowly and asks repetitive questions. Concussion can cause an altered state of awareness and thinking.
3. Emotions- A concussion can make a person more irritable or sad and cause mood swings.
4. Sleep – Concussions frequently cause trouble

falling asleep and may wake athletes up overnight, which can make them more fatigued throughout the day.

Injured athletes can exhibit many or just a few of the signs and/or symptoms of concussion. However, if a player exhibits any signs or symptoms of concussion, the responsibility is simple: remove them from participation. A student-athlete should never return to play on the same day. **“When in doubt sit them out.”**

It is important to notify a parent or guardian of any student-athlete with a suspected concussion. All student-athletes with a concussion must be evaluated and receive written medical clearance by an appropriate health care provider before returning to practice (including conditioning and weight lifting) or competition.

Some injured student-athletes may require emergency care & necessitate the activation of the Emergency Medical System (911). If you are uncomfortable with the athlete on the sideline or unable to ensure they are going home to a safe environment, it is reasonable to activate EMS/911. The following are other examples to activate EMS:

1. Loss of consciousness, as this may indicate more severe head injury
2. Concern for cervical spine injury
3. Worsening symptoms
4. Decreasing level of alertness
5. Unusually drowsy
6. Severe or worsening headaches
7. Seizures
8. Vomiting
9. Difficulty breathing

MANAGEMENT

If you **suspect** a player may have a concussion, that student-athlete should be immediately removed from play. The injured student-athlete should be kept out of play until they are cleared to return by an appropriate health care provider. If the athlete has a concussion, that athlete should never be allowed to return to activity (conditioning, practice or competition) that day. Student-athletes with a concussion should never be allowed to return to activity while they still have symptoms.

A player with a concussion must be carefully observed throughout the practice or competition to be sure they are not feeling worse. Even though the athlete is not playing, never send a concussed athlete to the locker room alone, as the athlete might not have the wherewithal to understand and report worsening symptoms. Do not allow the injured athlete to drive themselves home.

Most concussions are temporary and will completely resolve without causing residual or long-term problems. About 20-30% of high school athletes will take longer than a month to recover. This prolonged recovery is commonly known as Post-Concussion Syndrome (PCS). Common PCS symptoms include headache, difficulty concentrating, poor memory, mood changes and sleep disturbances. This prolonged recovery often leads to academic troubles, family and social difficulties.

Allowing an injured athlete to return too quickly increases the risk for repeat concussion. Repeat head injury while still recovering from a concussion may cause Second Impact Syndrome. This is a rare phenomenon occurring in young athletes that leads to rapid brain swelling, brain damage and potentially death (50% of cases).

Repeat concussions may increase the chance of long-term problems, such as decreased brain function, persistent symptoms and potentially chronic traumatic encephalopathy (CTE), a disorder that causes early degeneration of the brain. It is felt that these long-term complications are very rare in high school athletes, and the risk can be minimized by proper reporting and care of every concussion. The development of CTE is still an unclear pathway that requires more research.

Return to Learn

A major concern in high school student-athletes is that concussion can negatively affect school performance and grades. Symptoms (headache, nausea, etc.), poor short-term memory, poor concentration and organization may temporarily turn a good student into a problem student. The best way to address this is to decrease the academic workload, and potentially taking time off from school or attending partial days (although time missed should almost always be less than 5 days). Injured athletes should be allowed extra time to complete homework and tests, and they should be given written instructions for homework. New information should be presented slowly and repeated. Injured athletes will need time to catch up and may benefit from tutoring. If an athlete develops worsening symptoms at school, he/she should be allowed to visit the school nurse or take a rest break in a quiet area. The school and coaches should maintain regular contact with the injured athlete's teachers and parents to update progress.

All injured students should be removed from PE class until medically cleared.

In conjunction with Children's Wisconsin, Healthy Kids Learn More developed a free "Return to Learn" educational webinar to help schools and teachers improve their academic care of students with a concussion and create school-based return to learn plans.

<https://www.healthykidslearnmore.com/Healthy-Kids-Learn-More/Course-Topics/Concussion/Return-to-Learn>

Student-athletes with a concussion must return to full speed academics without accommodations before returning to sports (practice and competition).

Other Treatment Strategies

Relative rest remains an essential component of concussion treatment. It is helpful for parents to decrease stimulation at home by limiting video games, but a reduction (not elimination) of screen time (phone, computer, tablet, TV) may be helpful. "Cocoon therapy," or avoiding all brain stimulation,

See Head Injuries and Concussions, page 18 ►

2023-24 WIAA Award of Excellence Recipients Announced

The Wisconsin Interscholastic Athletic Association salutes the 27 schools that fulfilled criteria to be named recipients of the Award of Excellence in 2023-24.

The award promotes and recognizes the efforts and achievements of schools in the areas of sportsmanship, ethics, integrity, leadership, character and accomplishment.

Clintonville	Omro
Crivitz	Owen-Withee
Divine Savior Holy Angels	Portage
Elkhorn	Poynette
Fort Atkinson	Shiocton
Germantown	Union Grove
Hilbert	Unity
Hortonville	University School of Milwaukee
Kiel	Waukesha West
Lake Mills	Wauzeka-Stauben
Little Chute	Whitewater
Milwaukee Lutheran	Williams Bay
Muskego	Winter
New Berlin Eisenhower	

The recipients of the Award of Excellence, presented to high schools that have verified they have met each of the award's criteria are:

Divine Savior Holy Angels and Fort Atkinson are being presented with the award for the sixth time in the eight years since the award's inception. Germantown, Hilbert, Hortonville and Lake Mills are receiving the award for the fifth time. There are seven schools receiving the Award of Excellence for the first time, including Kiel, Omro, Owen-Withee, Poynette, Shiocton, Unity and Williams Bay.

Recipients will be presented the Award of Excellence at their respective district's Area Meeting in September and will be recognized for the achieve-

ment on the WIAA website, in the WIAA Bulletin and at the 2025 Annual Meeting.

For the second year, the criteria applied toward the Award of Excellence in 2023-24 has included a number of deadline-specific items, including score and schedule verification, enrollment forms, participation forms and fan ejection forms. The following is the list of criteria for award consideration.

- Athletic director maintains and updates all information in the WIAA School Directory annually
- Athletic director does due diligence in striving to achieve staff compliance with all WIAA coaching requirements (i.e. rules video, exam, officials' rankings)
- Athletic director conducted regular occurring meetings with a Captain's Club/Team Leadership Council/etc. – sportsmanship, ethics and/or integrity was on the agenda and discussed
- Athletic director conducted regular occurring meetings with coaches – sportsmanship, ethics and/or integrity was on the agenda and discussed
- Athletic director conducted at least one informational meeting with student-athletes and their parents – sportsmanship, ethics and/or integrity was on the agenda and discussed
- Athletic director attended conference meetings – sportsmanship, ethics and/or integrity was on the agenda and discussed
- Coaches and student-athletes attended a sportsmanship summit/leadership conference/etc.
- There was school representation at one of the seven WIAA Fall Area Meetings
- There was school representation at the WIAA Annual Meeting in April
- Athletic director made the student body aware of sportsmanship initiatives through school assemblies, announcements, posters, etc.

- Three or more athletic teams gave back to their school or community through volunteerism
- Athletic director has taken the free NFHS Sportsmanship course
- Three or more head coaches have taken the free NFHS Sportsmanship course
- Athletic program had no coach ejections at any level
- Athletic program had no coach or player assault of an official at any level
- Athletic director nominated/submitted a boy and/or a girl for WIAA Scholar Athlete recognition (either for local or state level recognition)
- Athletic director or designee submits the online season Schedule/Results Verification Form by the established deadlines for all bracketed team sports (baseball, basketball, football, hockey, soccer, softball, volleyball)
- Athletic director or designee completes and submits the accurate enrollment count on the Enrollment Form by the established deadline
- Athletic director or designee completes and submits the accurate data on the online Sports Participation Form by June 30
- Athletic director or designee submits the completed online Fan Ejection Form within three days following the event the ejection occurred, requiring a fan to miss the next competition ●



WIAA Position Statement – Performance Enhancing Supplements

Note: This policy statement is related to use of dietary supplements. For information on steroid use, see the WIAA information addressing APEDS and Drugs in Sports.

The WIAA strongly opposes the use of supplements by high school student-athletes for performance enhancement due to the lack of published scientific research that documents the benefits and/or risks of supplement use, particularly in adolescents. Supplements should only be used on the advice of one's health care provider for health-related reasons, not for the purpose of gaining a possible competitive advantage. School personnel and coaches should never recommend, endorse, or encourage the use of any supplement, drug, or medication for performance enhancement to a student-athlete.

Products typically promoted as performance enhancing include: dietary or nutritional supplements, ergogenic aids, health supplements or sport supplements. While some mainstream supplements are made by responsible manufacturers, a growing number of products contain dangerous and hidden ingredients, including steroids and pro-hormones. In making a decision to use a supplement, several factors should be considered.

- **Evaluating Supplements for Discouraged or Banned Substances:** Supplements are not regulated like drugs, food or medication. Supplement companies do not have to follow the same "truth in labeling" regulations as for food or medication. Supplement labels are not required to list all the ingredients in the product and can omit listing ingredients that are in a bottle. A growing number of products contain dangerous and undisclosed ingredi-

ents, including steroids, stimulants and dangerous drugs. Proprietary ingredients are a "company secret" and do not have to be listed on the label. To minimize the risk of taking a supplement that contains a banned ingredient, visit the NFS Certified for Sport website <http://www.nfsport.com/> or Informed Choice <http://www.informed-choice.org/> for a listing of supplements that have been tested for purity and potency.

- **Health Consequences:** Supplement products have been known to be contaminated with banned or harmful ingredients. Taking supplements with dangerous hidden drugs such as designer steroids has been a known cause of liver injury, stroke, kidney failure, and pulmonary embolism. Supplement products with hidden stimulants can cause irregular heart rhythm, increased blood pressure, stroke, and even death.
- **Contamination:** Supplements can accidentally contain banned or discouraged ingredients due to cross-contamination when manufacturing equipment isn't cleaned properly between batches of products. In other cases manufacturers will spike a product with stimulants or pro-hormones without listing them on the label to deceive the student-athletes that the product will cause big gains while claiming the product is "all natural" or "legal."
- **Sources of information:** Supplement store staff or company distributors get paid by selling a product. They are well trained to sell the most popular product with the biggest profit margin. The staff generally may not have training in nutrition, biochemistry or pharmacology. In addition, they may

See *WIAA Position Statement - Performance Enhancing Supplements*, page 19 ►

has been shown to negatively impact recovery and is no longer a recommended treatment style.

Physical activity may be beneficial for recovery of injured student-athletes. However, high-level activity (weight lifting, practice level training and conditioning) should still be avoided. Simple physical exertion, like walking or gentle stationary biking, that does not worsen symptoms may be done for short periods of time. Any post-injury exercise plan should be authorized and overseen by an appropriate health care provider.

A student-athlete's concussion can interfere with work and social events (movies, dances, attending games, etc.). Good hydration and dietary habits and good sleep habits (8-10 hours per night) are important parts of the recovery process. There are no medications or supplements that help speed the recovery process.

Neuropsychological Testing

Neuropsychological testing has become more commonplace in concussion evaluation as a means to provide an objective measure of brain function. Testing is currently done using computerized neuropsychological testing (example: ImPACT, Sway) or through a more detailed pen and paper test administered by a neuropsychologist. It is only a tool to help ensure safe return to activity and not as the only piece of the decision making process.

If neuropsychological testing is available, ideally a baseline or pre-injury test is completed prior to the season. This baseline should be done in a quiet environment when the athlete is well rested. It is felt that baseline testing should be repeated every one to two years for the developing adolescent brain. **Multi-modal baseline evaluation assessing baseline symptoms, cognitive functioning, visual tracking, reaction time, and balance are ideal.**

If there is no baseline available, the injured student-athlete's computerized test scores can be compared to age established norms. This requires a provider experienced in the use and interpretation of computerized testing. The WIAA feels that neuropsychological testing can be a useful tool with regard to concussion management, but research does not support mandating computerized baseline evaluations.

RETURN TO PLAY

In order to resume activity, the student-athlete must be **symptom free** and off any pain control or headache medications that they were not taking prior to the concussion. The athlete should be carrying a full academic load without any significant accommodations for 1-2 days. Finally, the athlete must have written medical clearance from an appropriate health care provider.

The program described below is a guideline for returning concussed student-athletes when they are symptom free. Student-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.

STAGE ONE: Daily activities that do not increase symptoms (gradual reintroduction of school, work and walking).

STAGE TWO: Light aerobic exercise: slow to medium pace jogging, stationary cycling. No resistance training. No increase in symptoms. This stage allows for increased heart rate - begin with <55% of max HR, but if tolerating, can progress to <70% of max HR.

STAGE THREE: Sport-specific exercise: moderate to higher intensity running or skating drills, but no activities with risk of head impact. This allows for increased heart rate and agility/movement.

STAGES 4-6 should only begin after the resolution of any symptoms, abnormalities in cognitive function, and any other clinical finding related to the current concussion, including during and after physical exertion.

STAGE FOUR: Non-contact training: Higher intensity aerobic fitness, and non-contact/non-collision team training drills (e.g., passing drills). May begin progressive resistance training. This increases coordination and thinking during sport.

STAGE FIVE: Full contact practice. Written medical clearance is required to resume contact or high-risk activity, allowing the athlete to participate fully in normal training activities. This restores confidence and allows coaches to assess functional skills.

STAGE SIX: Full clearance / Normal game play.

PREVENTION/RISK REDUCTION

There is nothing that truly prevents concussion. Education and recognition of concussion are the keys in reducing the risk of problems with concussion.

Wisconsin State Concussion Law (Act 172) was passed in 2011. This law mandates distribution of preseason educational information sheets to be signed by coaches, athletes and parents. It also recommends immediate removal of any athlete with a suspected concussion and no same day return to play. Finally, all injured athletes require written medical clearance from an appropriate health care professional. Research has indicated that the state law has helped improve education and awareness of concussion.

Proper equipment fit and use may reduce the risk of concussion. Proper maintenance and reconditioning of equipment is important.

- Mouthguards have been shown to decrease den-

tal injuries, but have not been shown to reduce risk of concussion.

- Soccer headgear has been shown not to reduce the risk of concussion.
- Helmets are useful in preventing facial injuries and skull fractures; however, helmets have not been reliably shown to decrease concussion rates.
 - Virginia Tech University has created a helmet rating system for the Varsity Football age range. Helmets with lower scores may be less protective, but research is still needed to prove risk reduction. <https://www.helmet.beam.vt.edu/varsity-football-helmet-ratings.html>
 - The NFL has also created a helmet rating system for NFL aged players, which may not correlate with high school student-athletes. Research is still needed to prove true risk reduction. <https://www.nfl.com/playerhealthandsafety/equipment-and-innovation/equipment-testing/helmet-laboratory-testing-performance-results>
- Third party "add-on" equipment for helmets (external padding or strips applied to the outside of the helmet) have not shown a decrease in concussion risk, and any add-on may void the helmet warranty.

Proper technique for hitting/initiating contact is vital. For example, student-athletes that lower their head while making a football tackle have a significantly higher risk for concussion and neck injuries. Athletes should never lead with their head or helmet.

Rule changes and proper enforcement of rules have been shown to reduce concussion rates. WIAA limitations in contact football practices have reduced concussion rates since implementation.

All schools should have an Emergency Action Plan for each team and practice / competition area. This plan can be used for any medical emergency from a concussion to a neck injury to anaphylaxis (severe allergic reaction). Ideally, these plans are reviewed annually.

The WIAA encourages every member school to promote concussion education and bring about a positive change in culture by discussing concussion with all teachers, coaches, athletes and parents. We recommend a preseason discussion with athletes and families to set expectations for what will happen if a student has a suspected concussion, including the steps the student must go through to return to play. Coaches should use in-season concussions as "teachable moments" to remind teammates about the importance of reporting their injuries and supporting their injured teammate through the recovery process.

Further reading and additional materials can be obtained at no charge through these resources:

www.nfhslearn.com (Concussion in Sports Course)

www.cdc.gov (Heads Up Tool Kit)

www.healthykidslearnmore.com (Concussion Return to Learn Course) ●

Nonschool Participation During the School Year

The WIAA membership has several rules in the Rules of Eligibility which affect the non-school participation of WIAA member athletes during the school year.

NONSCHOOL PARTICIPATION IN-SEASON

The first rule, during the season of the sport: It is the philosophy of this Association that a student owes loyalty and allegiance to the school and team of which he/she is a member during the season of a given sport. Athletes may compete in not more than two nonschool competitions with prior school approval during each regular sport season. The contest(s) will not count against the individual maximum for the athlete in that sport. Nonschool competition will not be allowed during the respective WIAA tournament series in a sport. A student becomes ineligible in a sport for the remainder of the season for competing in more than two non-school games, meets, or contests in the same sport during the season of practice and competition established by the school. (ROE, page 34, Art VI, Sect 1, Par A and WIAA Rules at a Glance III - Students - D)

WIAA rules do not prevent athletes from practicing with non-school teams or from receiving private skills instruction during the school season. However, they may not participate in any non-school competitions or races, including scrimmages, against other teams. This restriction applies to normal non-school games as well as "gimmicks," such as reduced numbers competition (3-on-3 basketball, 6-player soccer, 3-on-3 soccer, 7-on-7 football, etc.), fun runs (including "bandit-

ing"), etc. During the season, athletes may participate in a skills contest with approval of the school. Specific skill contests (punt, pass, and kick, shooting contests e.g., free throws, 3-point, drive, chip and putt) isolate separate skills outside of the traditional competition setting. The skill contest may not include physical contact or extreme fatigue as the actual sport competition. Fun runs are not considered skills contests. There can be no school coach involvement. All other eligibility rules including amateur status apply. Additionally, a student who was a member of a school team during the previous year may not delay reporting for the school team beyond the school's official opening day of practice in order to continue non-school training or competition. (RE - Art. VI)

NONSCHOOL PARTICIPATION OUT-OF-SEASON

A second rule during the school year is the pre-season assembly rule: It is the philosophy of this Association that athletes should not be unreasonably restricted. Subsequently, students may voluntarily assemble at any time without school and/or school coach involvement. (ROE, page 34, Art VI, Sect 1, Par A)

The third part of the rule is the All-Star competition rule: A student becomes ineligible in a sport for a maximum of one year from date of last offense for participating in an all-star game or similar activity. (ROE, Page 35, Art VI, Sect 3, Par B)

Athletes

In the rule, "Subsequently, students may voluntarily assemble at any time without school and/or school coach involvement." Students may assem-

ble out-of-season in any manner they choose during the school year and during the summer. However, their high school coaches and high schools may not be involved. The assembly must be open to any and all along with being voluntary.

Coaches

The fundamental rule with coaching contact has not changed. Coaches may not have coaching contact with any athletes they will be coaching the following school season during restricted times (except their own children). There is no coaching contact allowed out of season during the school year. "Coaches" include head coaches, assistant coaches, volunteer coaches, and coaches who may be coaching the next year. Coach involvement does include organizing, determining nonschool rosters, providing instruction, coaching at the contest, etc.

In-Season

The rule now allows any student to compete in up to two non-school competitions of the same sport during the regular season with school approval. But no approval shall be provided during the WIAA tournament. The rule has been directed at students participating in non-school games, meets, or contests. Non-school competitions shall be counted in the same manner as provided in the season regulations of a given sport. The sports of tennis, volleyball, and wrestling provide team tournaments. All other sports count contests, meets, or games on an individual basis. Non-school competitions do not count against a student's individual maximum allowed competitions as part of a school team. ●

WIAA Position Statement - Performance Enhancing Supplements from page 17

not know or understand WIAA rules/regulations of supplement use by student-athletes. A supplement/product that is "legal" for the company to sell to the student-athlete, however, may not be allowed for an student-athlete to use.

- **Testimonials from professional athletes:** Supplement companies frequently advertise their products with testimonials from professional athletes or well-known sports figures. These testimonials are not proof that a supplement works. Athletes who are paid to endorse a product are generally at the end of their career and did not use the supplement when they were young and training to become successful.
- **Pre-Workout Boosters:** These products claim to provide increased energy and endurance for a workout. Supplements in this category generally contain several sources of stimulants – many not listed on the label – that affect the heart and blood pressure and can cause serious health consequences. In addition, this category of products has a history of containing hidden banned supplements, including illegal pro-hormones and steroids. Use of pre-workout boosters has caused many athletes to fail drug tests, be suspended from competition, and has been related to several deaths.
- **Protein Powders:** Most diets supply adequate protein. However, in cases where student-athletes can't eat enough food or when protein needs are higher than normal, limited supplementation may be needed. In these cases, a physician or sport dietitian consultation may be helpful. If extra protein is needed, read labels carefully. Protein powders may contain discouraged or banned ingredients not listed on the label. A 2007 study by Informed Choice Labs randomly selected 50 protein powders off the shelves of well-known supplement stores. They found that 25% of the powders contained anabolic steroids. In addition, 11% of the protein powders tested positive for stimulants

not listed on the label. Look for labels that list protein as the first ingredient, have few added ingredients and do not claim to be "mass builders".

The primary reason student-athletes choose to use supplements are to gain mass and weight, get stronger, reduce body fat, and have more energy. Student athletes who want to improve athletic performance should focus on good training strategies, a good diet, and proven recovery strategies that stress the 4 "R's": rest, refuel, rehydrate, and repair. In the vast majority of cases, a few changes to the student-athlete eating habits will lead to muscle growth, fat loss, improved strength and faster recovery

For a copy of the WIAA Performance Enhancing Supplement and Banned Substances Policy visit <http://www.wiaawi.org/Portals/0/PDF/Health/performanceenhancers.pdf>

National Institutes of Health Center for Complementary and Integrative Health. <https://nccih.nih.gov/health/supplements/wiseuse.htm>

True Sport Nutrition Guide <https://truesport.org/wp-content/uploads/TSNutritionGuide.pdf>

NSF Certified for Sport <http://www.nsfnsport.com/>

USADA Dietary Supplement and Safety Education <http://www.usada.org/substances/supplement-411>

Informed Choice <http://www.informed-choice.org/>

Drug Free Sport <http://www.drugfreesport.com/>

American College of Sport Medicine – Protein Intake for Optimal Muscle Maintenance [protein-intake-for-optimal-muscle-maintenance.pdf \(acsm.org\)](https://www.acsm.org/protein-intake-for-optimal-muscle-maintenance.pdf)

National Federation of High School Sports Supplement Position Statement [dietary-supplements-position-statement-2015.pdf \(nfhs.org\)](https://www.nfhs.org/dietary-supplements-position-statement-2015.pdf) ●

NFHS General Instructions for Football Game and Play Clock Operators from page 11

diately set to 40 seconds. If the play clock is still running after the play starts, it can be reset to 40 seconds during the play. There is plenty of time to reset it to 25 at the end of the down, if necessary, since a 25-second play clock is used only after an administrative stoppage.

- K. If the 40-second play clock runs below 20 seconds and the football has not yet been set on the ground ready for the next down, the play clock operator must be alert for the Referee to reset (pump-up) the clock to 25 seconds. The Referee's signal for this is a pumping motion with one hand up (pushing the sky). The same pumping motion with both hands indicates that the play clock will be reset to 40 seconds.
- L. The following situations result in a 25-second play clock (exceptions noted):
1. Any foul occurs;
 2. Play is stopped for an injured player (40 seconds if a defensive player);
 3. Any down that involves a score;
 4. Either team is granted a time-out;
 5. Play is stopped to address an equipment issue (40 seconds if a defensive player);
 6. Any down that includes a legal kick followed by a new series;
 7. A measurement for a first down;
 8. Team possession changes during or after a down;
 9. The beginning of any period;
 10. An inadvertent whistle occurs; and
 11. There is an untimed down.
- M. The play clock shall be turned off whenever it would start with more time than what is remaining in any quarter and the game clock is running or would start on the ready-for-play signal. The reason for this is to avoid confusion over the amount of time remaining to snap the ball.
- EXAMPLE 1:** A running play ends inbounds with 12 seconds remaining in the quarter and there is a flag on the play. After disposition of the penalty, the game clock will start on the ready and the offense will have 12 seconds to put the ball in play. The quarterback should not be able to view a play clock that starts at 25 seconds.
- EXAMPLE 2:** A running play ends inbounds on first down with 38 seconds remaining in the quarter. The game clock keeps running, but a 40-second play clock does not start. The second-down play is an incomplete pass which stops the game clock with 17 seconds remaining and there is a flag on the play for offensive holding. After disposition of the penalty, the game clock will start on the snap. A 25-second play clock will start because the game clock is not running.
- N. If the play count is interrupted, whether it is because of a malfunction or for an official's discretionary time-out, it must be reset to 25 seconds. It is not reset to 40 seconds unless there is an administrative stoppage and the rule mandates 40 seconds (e.g., defensive foul). The play clock will never resume at an interrupted count. When a malfunction occurs, the game clock must also be stopped and will restart on the snap.
- O. If the play clock does not start on time, it should be started as soon as it is noticed. The Back Judge will have a backup clock. If the play clock continues to malfunction, the Referee may direct that it be turned off. The play clock count will then be kept on the field with the Back Judge signaling the last ten seconds of the count.
- P. If the play clock gets to zero prior to the snap or free kick and a foul for delay of game is called, it is left at zero until the penalty is enforced, then reset. If there is no flag, immediately reset the play clock to 40 seconds.
- Q. The play clock is used during overtime.
- R. If a running clock rule applies, it is recommended the visible play clocks be turned off. ●

Split-Season Sports (Golf, Soccer, Swimming, Tennis)

WIAA rules prevent coaches from having coaching contact with their athletes outside the season, during the school year, in any sport. The rules further prevent schools from offering a sport season, except as outlined in the WIAA Season Regulations. An athlete working as a clinician, under the direction of his/her coach, is considered to be coaching contact.

This means, for example, that boys' tennis players cannot serve as assistant coaches, clinicians, instructors, etc., during the girls' tennis season, in the school program. Obviously, girls' tennis players are similarly restricted during the boys' tennis season. Boys' tennis players cannot practice with the girls' tennis team because the boys' tennis season is defined in Season Regulations and the school cannot make opportunities available outside the season. Again, girls' tennis players are similarly restricted. Swimming, soccer, and golf are other sports with split seasons where these rules apply. ●

NFHS General Instructions for Football Line-to-Gain Crews page 10

clipped, it must be moved approximately six feet off of the sideline. The clip is a safety valve. If the chains are moved either in error or for safety reasons, the clip provides a reference point for the exact chain location.

Once the chains are moved away from the sideline, the down indicator is also moved six feet away from the sideline and is placed in front of the trailing stake so that the game officials' view of the down indicator is not obstructed. The lead holder is responsible to ensure the chain is taut at all times. When the trailing stake is set behind the box, the trailing stake holder should step firmly on the chain; that ensures the chain will be taut and that the trailing stake will not be displaced when the lead stake is pulled.

Following each down, the down indicator must be set at the location specified by the Head Linesman (the foremost point of the ball) and the down indicator should be changed to indicate the next down, as directed by the Head Linesman.

On plays going out of bounds near the chains on the line-to-gain crew's sideline, the line-to-gain crew shall drop the chains and down indicator in order to ensure player safety.

The line-to-gain crew shall not move or change the number of the down until signaled to do so by the Head Linesman. On long gains or after a change of possession, the Head Linesman shall wait for the Referee's signal before directing the chains to move. It is permissible for the Head Linesman to allow the line-to-gain crew to move on direct signal from the Referee. If the line-to-gain crew sees a flag and the Head Linesman instructs them to move, they should notify the Head Linesman of the flag.

The line-to-gain crew shall not be allowed to slow the pace of play. If the line-to-gain crew is not ready once the Umpire has spotted the ball, the Head Linesman shall drop a bean bag to spot the location where the down indicator should be placed, and play should proceed.

Whenever the line-to-gain becomes the goal line, only the down indicator is required. The Head Linesman should provide a bean bag to the down indicator holder to be placed at the spot for reference in the event the down indicator is moved. The chains are no longer needed and are to be laid down safely out of the way. Only the down indicator shall be used during try attempts.

During measurements, the down indicator shall be placed on the sideline at the location of the front stake until either a new series is declared, or the chain is returned to its previous position.

Between the first and second periods and the third and fourth periods, the Head Linesman shall grasp the chain at the clip, the line-to-gain crew shall reverse direction and shall carry the chain to the location on the opposite side of the 50-yard line, as instructed by the Head Linesman. ●

Disordered Eating/Relative Energy Deficiency in Sport

Updated July 2023

The Basics

Disordered eating in student-athletes includes a wide range of eating concerns. These range from the student-athlete who inadvertently is not eating enough to fuel their body for sport simply out of not realizing how high their caloric needs are, all the way to the extreme of a full blown eating disorder and associated complications. Eating disorders include anorexia nervosa (being significantly underweight with distorted body image and intense fear of gaining weight) and bulimia nervosa (recurrent episodes of bingeing—rapidly eating very large amounts of food well beyond the point of comfortably full and in a manner that feels out of control—and purging—self-induced vomiting, laxative or diuretic use, excessive exercise beyond that recommended by coaches in order to compensate for food eaten, or times of fasting to compensate for binges). Student-athletes may underfuel because of wanting to try to achieve a competitive advantage in sport, meet appearance standards for sport or for society, or for other reasons. Ultimately, under-fueling is not a sustainable way to achieve success in sport, and athletic performance will suffer if disordered eating continues. Student-athletes may find themselves on a slippery slope in which a desire to “eat healthy” turns into food restriction and rigid dieting in the hopes of improving athletic performance.

Risk Factors

Risk factors for disordered eating in sport include the following:

- Participation in sports in which lean body physique is felt by some to be advantageous (e.g., cross country, track)
- Participation in sports in which artistic quality, in addition to technical skill, is felt to be important (e.g., gymnastics)

- Anxiety or depression
- Family members with disordered eating
- Perfectionism

Complications

Complications that may result from disordered eating in sport include:

- Changes in menstrual cycles (either not starting menstruation at all by the expected age, no longer getting menstrual cycles, or getting menstrual cycles less often, lighter, or for a shorter duration than usual)
- Low bone mineral density, which can result in stress fractures or other bone stress injuries and eventual osteoporosis
- Abnormal levels of electrolytes such as potassium
- Dehydration
- Problems with the cardiovascular system (heart and blood vessels)
- Mental health conditions and suicide
- Weakened immune system
- Changes in metabolism

Note that some people reference the term “Female Athlete Triad”, which is becoming outdated. However, the idea still applies that the three elements of the Triad, disordered eating, menstrual cycle changes, and lowered bone mineral density, can occur in athletes who are not eating enough calories to fuel their activity levels.

A newer term being used is RED-S (Relative Energy Deficiency in Sport). The International Olympic Committee has used the “RED-S” terminology since 2014. This term is preferred over Female Athlete Triad in recognition of the fact that student-athletes across genders can suffer from inadequate intake, disordered eating, or full-blown eating disorders (though it is a more common problem in females). Additionally, the RED-S term conveys that there are more than just three issues when it comes to underfueling in sport.

Treatment

The ultimate treatment for disordered eating in sport is increased caloric intake. Any athlete suffering from signs and symptoms of disordered eating should be referred for professional help to a sports medicine physician, pediatrician, family medicine physician, internal medicine physician, psychiatrist, psychologist/therapist/counselor, and/or registered dietician. Disordered eating is a serious concern that can have life-threatening consequences if unaddressed.

In the meantime, parents and coaches can be helpful via the following:

- Educate athletes on the energy demands of their sport.
- Create an environment that supports eating at least three meals and one to two snacks daily. Talk about having a regular breakfast, full lunch at school, and a pre-practice snack to provide energy for training.

Signs and Symptoms of Disordered Eating in Student-Athletes

- Significant or sudden weight loss, gain, or fluctuations (or failure to gain expected weight in a child/adolescent who is still growing). Importantly, student-athletes with eating disorders can present in all sizes.
- Fatigue
- Cold intolerance
- Unexpected athletic performance decline
- Bowel changes (constipation or diarrhea)
- Trouble concentrating (e.g., on school work or coaches’ instructions)
- Dizziness
- Chest pain or heart palpitations

Resources

1. Sample Training Day Menu
2. NCAA Nutrition, Sleep and Performance Educational Resources
<https://www.ncaa.org/sports/2016/8/4/nutrition-sleep-and-performance-educational-resources.aspx> ●

Open Gyms

Coaches and schools cannot be involved in out-of-season practice for athletes. However, open gyms do not violate WIAA rules if they are conducted according to the following guidelines:

1. The open gym is made known and available to all students in the designated population of that school that is interested in attending. Open gyms may be gender specific. It is also acceptable to include adults from the community. Schools may conduct “open gyms” in any activity. **It is not acceptable to include athletes from another school, public or nonpublic.**
2. There is **no instruction** during the open gym **by a coach or anyone else.**
3. Coaches may supervise open gyms, but they may not instruct, organize drills, etc. Coaches can also recreate with students in school sponsored, open gym settings that are purely recreational in nature, i.e., there is no instruction by the coach or anyone, sport skill demonstration, organized drills or resemblance of a practice being conducted.
4. There is no organized competition, such as established teams participating in round-robin competition, etc.
5. A member school is permitted to supervise conditioning programs under the open gym provisions, which may include weight lifting, speed, agility, and/or fitness. The program must be limited to non-sport and non-sport-skill-specific instruction. Basic ‘instruction’ e.g., safe lifting, safe spotting, training regimen and rationale, are permitted. No sport implements and/or sport specific movement/drills should be part of the open gym or weight room. These conditioning programs must be made known and accessible to all interested students and must be voluntary.

Schools and coaches must clearly understand that the philosophy of the open gym is that youngsters from that school may attend, for wholesome **recreation**, or for purposes of improving their skills if they choose, but it's something they do on their own. It would be a violation of WIAA rules to mandate attendance at open gyms, or to provide incentives for athletes to attend open gyms, or to limit participation based on athletic status, or to allow athletes from other schools to come and work out or compete against your school's athletes. (BL – Art. II and RE – Art. VI, Sect. 2) ●

Coaches Participating Against Athletes in the Off-Season

Except during Board of Control approved coaching contact days, WIAA rules indicate that coaches may not provide sport instruction to, or have coaching contact with student-athletes during the off-season. The present interpretation allows coaches to participate **against** their athletes in league competition, organized by a **non-school** entity, during the off-season. This means a volleyball coach, for example, could be participating in a volleyball league which included his/her volleyball players as members of other teams.

It continues to be a violation of WIAA rules for coaches to participate on the **same team** as their athletes, in out-of-season play, and to be involved in playing pickup activity with their athletes during the off-season **except** in school sponsored Open Gyms. The other obvious exception to this is in the non-school unlimited contact window in all sports except football, during the summertime, when school is not in normal session.

to concussion and further brain injury. While there is currently no definitive way to measure or quantify this resilience or susceptibility, the task force recommends reasonably limiting head impact exposure through the fundamentals presented below. Individual risk factors that are modifiable, such as position played, total time spent on field, and sport technique, must be also considered when implementing contact limitations.

Fundamentals for Minimizing Head Impact Exposure and Concussion Risk in Football

1. Full-contact should be limited during the regular season, as well as during activity outside of the traditional fall football season. For purposes of these recommendations and guidelines, full-contact consists of both “Thud” and “Live Action” using the USA Football definitions of Levels of Contact.

Rationale: By definition, “Thud” involves initiation of contact at, or up to, full speed with no pre-determined winner and no take-down to the ground. Accordingly, the task force supports that initial contact, particularly with linemen, is just as violent with “Thud” as with “Live Action.” However, the task force also recognizes that “Live Action” likely carries a higher risk for other injuries to the body than does “Thud.” The USA Football Levels of Contact “Air,” “Bags,” and “Control” are considered no- or light-contact, and thus no limitations are placed on their use.

2. Member state associations should consider a variety of options for limiting contact in practices. The task force strongly recommends full-contact be allowed in no more than 2-3 practices per week. Consideration should also be given to limiting full-contact on consecutive days and limiting full-contact time to no more than 30 minutes per day and no more than 60-90 minutes per week.

Rationale: The task force acknowledges that there are insufficient data to specify with certainty a research-validated “best practices” standard for contact limitations. Several states (Alabama, Arizona, Maryland, and Texas) adopted varying limitations on contact prior to the 2013 football season. Preliminary High School RIO injury surveillance data suggest these states have seen a statistically significant decrease in concussion rates during practices, with no increase in concussion or other injuries during games.

3. Pre-season practices may require more full-contact time than practices occurring later in the regular season, to allow for teaching fundamentals with sufficient repetition.

Pre-season acclimatization protocols and regulations regarding heat and hydration take precedent and should always be followed.

While total full-contact practice days and time limitations may be increased during the pre-season, the emphasis should focus on the proper principles of tackling and blocking during the first several practices, before progressing to “Thud” and “Live Contact.”

Rationale: The task force acknowledges regular season practice limitations may need to be revised during the pre-season. This should be done in a specific and systematic manner to allow coaches to spend sufficient time teaching proper tackling and blocking techniques. Emphasis should be placed upon inexperienced players, as they slowly work through tackling and blocking progressions with “Air,” “Bags,” and “Control” using the USA Football definitions of “Levels of Contact.”

4. During pre-season twice-daily practices, only one session per day should include full contact.

Rationale: The adolescent brain needs sufficient recovery time following full-contact practices. In addition, concussion signs and/or symptoms may not develop for several hours after the initial injury.

5. Each member state association should review its current policies regarding total quarters or games played during a one-week time frame.

Rationale: High School RIO injury surveillance data consistently show that competition presents the highest risk for concussion. The task force is concerned that participation in games at multiple levels of competition during a single week increases risk for head injury and unnecessarily increases head impact exposure. In addition, games played on consecutive days or those scheduled on the same day (Freshman and Junior Varsity games or Junior Varsity and Varsity games) may not allow the brain an opportunity to adequately recover. Consideration should be given to moderating these situations as much as possible.

6. Consistent with efforts to minimize total exposure to full-contact, head impact exposure, and concussion risk, member state associations with juris-

isdiction over football outside of the traditional fall football season should review their current policies to assess if those policies stand in alignment with the fundamentals discussed within this report and, if needed, modify the policies accordingly.

Rationale: Football played outside of the traditional fall football season presents an opportunity for learning, physical activity, and skill development. However, athletes are at further risk for head impact exposure and concussion during any full-contact activity. Consideration should be given to significantly limiting the total time of full contact. Other factors to consider include time elapsed since the previous football season and whether individual athletes have recently been, or are currently, participating in other contact/collision sports (e.g., Ice Hockey, Lacrosse, Soccer and Wrestling).

7. Each member state association should reach out to its respective state coaches’ association on designing and implementing a coach education program that appropriately integrates youth, middle school, and high school football programs in every community. USA Football and the NFHS Fundamentals of Coaching courses should be the primary education resources for all coaches. Education for coaches should also include the proper fitting and care of helmets.

Rationale: The game of football continues to evolve and proper coaching technique at each level is fundamental to keeping the game safe and enjoyable. A proper fitting helmet may help decrease, but not eliminate concussion risk.

8. Each member state association should regularly educate its schools on current state concussion law and policies and encourage schools to have a written Concussion Management Protocol. Schools should also be encouraged to share this information with coaches, parents, and students annually.

Rationale: Many schools experience frequent turnover of Athletic Directors and coaches. Frequent “refreshers” on state concussion laws and policies as well as sample concussion management protocols should be made available to ensure all schools are current on, and prepared for, safe and effective concussion management.

9. An Emergency Action Plan (EAP) with clearly defined written and practiced protocols should be developed and in place at every high school. When possible, an athletic trainer should be present at all practices and games.

Rationale: An effective EAP should be in place, as a prompt and appropriate response to any emergency situation can save a life. The EAP should be designed and practiced to address all teams (Freshman, Junior Varsity, and Varsity) and all practice and game sites. An athletic trainer is a key component in any strategy to minimize injury risk and optimize safety for all participants.

Resources:

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Approved by the NFHS Concussion Summit Task Force in August 2014; Approved by the NFHS SMAC in October 2014; and Approved by the NFHS Board of Directors in October 2014. ●

School Involvement in Out-of-Season Activity

A reminder that schools cannot be involved in conducting out-of-season competition during the school year or during the summer. This means a school cannot conduct 3-on-3 basketball tournaments, co-educational volleyball tournaments, softball tournaments, etc., outside the designated school season for that particular sport. The one exception is in the summertime during the Board of Control approved sanctioned school contact period between the end of school and July 31 (5 days for all WIAA sports). This does not prevent outside organizations, such as recreation departments which are not a part of the school, service clubs, etc., from renting school facilities and conducting these types of competitions, but the school itself cannot be directly involved.

A further reminder that the WIAA has a rule which states "A school may not conduct intramural programs which involve athletes with past status on a school team (varsity, junior varsity, sophomore, freshman), except during the established school season of a sport." A school cannot, for example, conduct intramural volleyball during the spring, with girls' volleyball players participating. It wouldn't make any difference how many were on a given team, or whether it was co-ed volleyball, if girls' volleyball players were involved, it would be a violation.

WIAA rules do not prevent students from participating in nonschool out-of-season competitions. However, school facilities cannot be used for students to practice for these competitions, unless a nonschool group or organization has made arrangements through normal procedures, to use these facilities.

WIAA Bylaws state that schools, including their administrators, athletic director and coaches, shall not become involved directly or indirectly with the coaching, management, direction, and/or promotion of any kind of all-star game or similar contest involving students with remaining WIAA high school eligibility in any sport, if such all-star games or similar contests are held during the established school year.

Note: Coaches are prohibited from having coaching contact outside the designated sport season with any eligible student-athlete while school is in session.

- **Summer School Classes:** WIAA Bylaw, Article II, Section 2, A., 2), indicates "A school may not assemble athletes or prospective athletes in physical education classes, or some other manner, for purposes of teaching fundamentals, techniques, plays, etc., except during the designated school season of a sport." This includes the summer period, meaning that schools cannot conduct a **summer school class**, or community education program, on basketball fundamentals, for their

basketball players. It doesn't matter if the class is open to all students. The one exception is in the summertime during the Board of Control approved sanctioned school contact period between the end of school and July 31* (5 days in all WIAA sports). *Sanctioned school coach contact ends July 26, 2005 for **11-player** football.

- **Conditioning Programs:** This same Bylaw has another provision, indicating "A school may not organize conditioning programs limited to students with athletic team status, or to prospective athletes, except during the designated school season of a sport." Off-season weight-training programs are fine, as long as they are **not sport specific**. If a weight-training program is conducted, and is available to anyone interested, and the activities that go on are not sport specific, then it is acceptable under WIAA guidelines. There **cannot, however, be incentives** put in place to encourage athletes to be involved in these off-season programs. For example, it is not appropri-

ate to indicate that any football player attending a given number of weight-training programs, will receive a T-shirt. It is also unacceptable for schools to provide a T-shirt to a basketball player, who attempts so many shots during the off-season. Another example of **unacceptable incentives** would be to include off-season activities into the determination of who gets to start during the season, or who gets to play, or for participation in these activities to be included in eligibility for a letter in that particular sport. Off-season programs must be voluntary. Administration should be aware of programming in disguise of non-school programming that their high school coaches are involved in.

- **Captains Practices:** WIAA Rules of Eligibility allow students to voluntarily assemble during the school year and in the summertime without school and/or coach involvement. These assemblies may sometimes be referred to as "captains practices." ●



NFHS Courses @ NFHSLearn.com

The Collapsed Student – Free

High school coaches know the importance of preparation. You spend hours developing practice and game plans. You work tirelessly to perfect performance all in an effort to help your students excel in their sport or activity and in life.

Every year high school students endure serious injuries and suffer life-threatening medical emergencies while participating in sports and activities. The causes are many and varied. Some may result from known medical conditions, while others may be a consequence of the activity, environmental conditions, or an unrecognized medical condition.

The bottom line, when you witness the collapse of an athlete, you may be responsible for their immediate and appropriate care. But what do you do? Who do you call? Where do you start?

This course will teach you the importance of developing Emergency Action Plans and practicing them, including assigning responsibilities to team members. You'll discover the three H's; HEART, HEAT and HEAD and their relationship to potentially fatal injuries and illnesses.

When your athlete collapses and you need to act, you will know an action plan designed to take you step by step through the process of helping the collapsed athlete. You will be prepared when any emergency arises.

Title IX - Free

Over 3.4 million girls participate in High School Athletics every year. This participation is fueled by the flagship legislation for girls' participation, Title IX. The NFHS has developed this Title IX course to help interscholastic professionals know the history and impact of Title IX and understand the responsibilities of a school and staff pertaining to girls athletic programs. This course discusses the standards at which Title IX compliance is evaluated and breaks down the factors involved in supporting girls programs.

Understanding Vaping and E-Cigarettes – Free

Vaping is the act of inhaling an aerosol created by an e-cigarette or similar device. The term "vaping" misleads the user into thinking they are inhaling a vapor and something potentially safe or at least harmless. This is just one reason why the NFHS, with support from the Office of the U.S. Surgeon General, has created Understanding Vaping and E-cigarettes. This course helps dispel such misconceptions and highlights specific risks such as nicotine addiction for youth who try vaping and e-cigarettes. ●

(inside the shoulders, inclusive of the yoke of the jersey or the shoulders, below the collar, and to the bottom of the jersey). The exception to (4) would be what is stated in (2) above.

NOTE: One American flag, not to exceed 2 inches by 3 inches, may be worn or occupy space on each item of uniform apparel. By state association adoption, to allow for special occasions, commemorative or memorial patches, not to exceed 4 square inches, may be worn on the uniform without compromising its integrity. (c) The visiting team is responsible for avoidance of similarity of colors, but if there is doubt, the referee may require players of the home team to change jerseys.

3. Players of the home team shall wear jerseys, unaltered from the manufacturer's original design/production, that meet the following criteria:

- (a) The body of the jersey (inside the shoulders, inclusive of the yoke of the jersey or the shoulders, below the collar, and to the bottom of the jersey) may not include white, except as stated below.
- (b) The jerseys of the home team shall all be the same dark color(s) that clearly contrasts to white. If white appears in the body of the jersey of the home team, it may only appear:
 - (1) as the jersey number(s) required in 1-5-1c or as the school's nickname, school logo, school name and/or player name within the body and/or on the shoulders
 - (2) either as a decorative stripe placed during production that follows the curve of the raglan sleeve or following the shoulder seam in traditional yoke construction, not to exceed 1 inch at any point within the body of the jersey; or as decorative stripe(s) added in the shoulder area after production, not to exceed 1 inch per stripe and total size of combined stripes not to exceed 3.5 inches
 - (3) within the collar, a maximum of 1 inch in width, and/or
 - (4) as a side seam (insert connecting the back of the jersey to the front), a maximum of 4 inches in width but any white color may not appear within the body of the jersey (inside the shoulders, inclusive of the yoke of the jersey or the shoulders, below the collar, and to the bottom of the jersey). The exception to (4) would be what is stated in (2) above.

NOTE: One American flag, not to exceed 2 inches by 3 inches, may be worn or occupy space on each item of uniform apparel. By state association adoption, to allow for special occasions, commemorative or memorial patches, not to exceed 4 square inches, may be worn on the uniform without compromising its integrity. (c) The visiting team is responsible for avoidance of similarity of colors, but if there is doubt, the referee may require players of the home team to change jerseys.

c. Numbers:

1. The numbers shall be clearly visible and legible using Arabic numbers 0-99 inclusive and shall be on the front and back of the jersey.
2. The numbers, inclusive of any border(s), shall be centered horizontally at least 8 inches and 10 inches high on front and back, respectively.
3. The entire body of the number (the continuous horizontal bars and vertical strokes) exclusive of any border(s) shall be approximately 1½-inches wide.
4. The color and style of the number shall be the same on the front and back.
5. The entire body of the number (the continuous horizontal bars and vertical strokes) shall be a single solid color that clearly contrasts with the body color of the jersey.

d. Pads and Protective Equipment – The following pads and protective equipment are required of all players:

1. Hip pads and tailbone protector which are unaltered from the manufacturer's original design/production.
2. Knee pads which are unaltered from the manufacturer's original design/production, which are worn over the knee and under the pants and shall be at least 1/2 inch thick or 3/8 inch thick if made of shock absorbing material.
3. Shoulder pads and hard surface auxiliary attachments, which shall be fully covered by a jersey.
4. High guards which are unaltered from the manufacturer's original design/production.

e. Pants - which completely cover the knees, thigh guards and knee pads and any portion of any knee brace that does not extend below the pants.

RULE 1-5-3:

ART. 3 . . . Illegal Equipment. No player shall participate while wearing illegal equipment. This applies to any equipment, which in the opinion of the umpire is

dangerous, confusing or inappropriate. Illegal equipment shall always include but is not limited to:

a. The following items related to the **Game Uniform:**

1. Jerseys and pants that have:
 - (a) A visible logo/trademark or reference exceeding 2 1/4 square inches and exceeding 2 1/4 inches in any dimension.
 - (b) More than one manufacturer's logo/trademark or reference on the outside of either item. (The same size restriction shall apply to either the manufacturer's logo/trademark or reference).
 - (c) Sizing, garment care or other non-logo labels on the outside of either item.
3. Tear-away jerseys or jerseys that have been altered in any manner that produces a knot-like protrusion or creates a tear-away jersey.
4. Any transverse stripe on the sleeve below the elbow.

c. The following items related to **Other Illegal Equipment:**

1. Ball-colored helmets, jerseys, patches, exterior arm covers/pads, undershirts or gloves.
5. Jerseys, undershirts or exterior arm covers/pads manufactured to enhance contact with the football or opponent.
9. Equipment not worn as intended by the manufacturer. ●

The WIAA Transfer Rule from page 15

students entering 9th and/or 10th grade. At the beginning of 11th grade or thereafter, a student would be restricted to nonvarsity for one calendar year. (ROE – II-3-A-7) .

Waivers and Extenuating Circumstances

The WIAA's residence and transfer rules continue to retain a waiver provision, which may be provided at the request of a member school in situations where extenuating circumstances can be documented.

The residence and transfer requirement may be waived according to the following provisions (ROE – II-5-A):

1. After a student has not participated and/or has been restricted to nonvarsity competition for one calendar year because parents do not live within that school's attendance boundaries, they become automatically eligible under this Section regardless of parents residence and for as long as enrollment is continuous (uninterrupted) in that school.
2. The residence and transfer requirement may be waived, if requested in advance of competition, by a member school on behalf of one of its students and upon presentation of documentation detailing extenuating circumstances. Such documentation must include communications from (a) parents, (b) person(s) with whom student is living within requesting school's attendance boundaries and (c) school officials within whose attendance boundaries parents reside. Depending upon the nature of extenuating circumstances, eligibility may be limited to nonvarsity competition in situations involving transfer after the beginning of 10th grade.
3. In cases associated with Section 1, A, (2) and (4), Section 2, A, (1) and Section 3, A, (1) of this Article, first-time 9th grade students will be permitted one transfer upon appropriate petition to the Board of Control if the student has attended no more than three days of practice and/or has attended no more than three days of school.

Extenuating circumstance is defined as an unforeseeable, unavoidable and uncorrectable act, condition or event that results in severe burden and/or involuntary change, that mitigates the rule.

In considering a waiver request based on extenuating circumstances, the element of events outside a student or family's control vs. choices/decisions/actions which contain knowable/predictable outcomes or consequences, is always an integral part of the review. Denial is made when it appears this student's situation has come about largely as a result of choices, decisions and/or actions made by the student or his/her family and/or when there is no evidence or documentation to support a given request. It is important to provide documentation that clearly demonstrates an involuntary transfer rather than a transfer by choice.

Required documentation to be sent as one complete package:

- EVTS (Eligibility Verification of Transfer Student) form - exchanged between schools and WIAA - may serve as documentation from "sending" school.
- "Sending" family – explaining circumstances leading to transfer

See The WIAA Transfer Rule, page 25 ►

worn over the knee. In pregame duties, game officials should be watchful and proactive in addressing potential equipment, and more specifically, knee pad issues. Players often wear pants that slide up and expose the knee during movement. Game officials should communicate with coaches and/or players and ensure that only legally and properly equipped players are allowed to participate – noncompliance results in nonparticipation.

It is the shared responsibility of the coaches, players and game officials to closely monitor equipment issues and act in accordance with NFHS football playing rules on this subject. The specific areas of concern include the wearing of mandatory equipment by each player at all times while the ball is live, properly wearing any mandatory/legal equipment as intended by the manufacturer, and avoiding the use of any illegal equipment at any time by any player. It must be noted that NFHS Football Rules 3-5-10e and 9-8-1h directly address the correct enforcement for violations of these specific equipment rules. Coaches, game officials and players should work together and support the safety of all participants by ensuring that NFHS football equipment and uniform rules are followed.

FORMATIONS

Over the past several years, there has been a considerable decline by many teams in their efforts to line up legally. There has also been a decrease by game officials with enforcement of illegal formations, especially involving offensive linemen. Linemen are legally on the line of scrimmage when they face their opponent's goal line and have head or foot breaking the imaginary plane through the waist of the snapper. It has become fairly common to see guards or tackles line up a yard or two off the ball to aid in pass blocking or pulling. Doing so provides

a significant advantage for the offense and should be addressed at the first opportunity by coaches and game officials.

A back is an "A" player who has no part of his body breaking the plane of the waist of the nearest teammate who is on the line of scrimmage. Formations become illegal when backs are not clearly in the backfield. If an offensive player lines up by intersecting the waistline of the tackle, but not the center, Team A has committed an illegal formation foul because all Team A players must be a lineman or back. Receivers who wish to line up as a back should have "daylight" between the rear end of the nearest lineman and their nearest body part. Communicating with the line of scrimmage official on your side of the field is the best way to avoid a formation foul.

All coaches should spend time learning and periodically reviewing the current NFHS football playing rules so they can effectively pass correct information on to their players. Someone on the coaching staff should be assigned to monitor player compliance and understanding of formation rules during practice and game play. Early and consistent communication between coaches, players and game officials will permit the game to proceed with less disruption to the flow.

Game officials should monitor pre-game warm-up and communicate (through coaches) to allow them to correct borderline or illegal formation issues they have observed. Once the contest begins, preventive officiating skills should be used at the earliest opportunity to allow coaches to make adjustments before formation issues become egregious. However, formations that clearly and obviously do not meet the specifications of NFHS Football Rules 2-32-3, 2-32-9 and 7-2 must be penalized as fouls without warning. ●

The WIAA Transfer Rule from page 24

- "Receiving" family – documenting acceptance, school enrollment, residence, and meeting graduation requirement
- Receiving/requesting school – student transcripts
- Supplemental documentation that can be helpful when requesting a transfer/residence waiver includes: medical, law enforcement/courts, foster care, HHS, military, e.g.

If and when a student would transfer and become a full-time student at the new school, then the family should schedule to meet with the school athletic director to discuss the circumstances of the transfer.

The athletic director will make the initial evaluation on whether the circumstances meet the member's definition of extenuating circumstances and whether they find the reasons compelling, thus making them willing to advocate for their new student by filing a waiver to the WIAA office.

WIAA Transfer Rule – History

When the original WIAA Constitution was written in 1896, the Constitution included: Pupils enrolled for the first time shall not be excluded from any contest because of absence during the previous term. But a student entering from another secondary school shall not be allowed to compete unless he has done the work required in section one, as a resident student for at least one term. (Otte, 1997, p. 8)

In 1898, the transfer rule was removed and transfers must not have been a problem as in the previous two years.

In 1928, the WIAA membership adopted the following language: "except as noted, below, any boy who has been certified as a member of a high school athletic team shall be ineligible to compete for a different high school." The exception related to boys whose parents moved as well as to boys in free tuition districts. (Otte, 1997, p. 198)

In 1950, "The Board felt that ... a free tuition student should be permitted to choose his school for athletics as freely as he chooses it for purely educational subjects" (Otte, 1997, p. 229). It does not matter why the transfer took place whether academics or athletics.

In 1961, the Board produced a new procedure for guardianship cases (Otte, 1997, p. 315). Both schools and parents would have to "provide evidence supporting need for guardianship. Betterment of home life will be the basic criteria for approval." Evidence of "physical residence in the district" also would be required. (Otte, 1997, p. 316)

In 1966, the Board added extenuating circumstances waivers. The membership passed "boys who transfer for any reason (or no particular reason at all) would be eligible automatically after sitting out one calendar year." The members passed the amendment and a minority were fearful boys who would be taking advantage of the permissiveness by transferring early and giving up a year of non-varsity eligibility. (Otte, 1997, p. 306)

1978 changes allowed non-resident students to be eligible for non-varsity competition during their year of ineligibility. The transfer rule now applied to varsity only. (Otte, 1997, p. 347)

In 1989, Chapter 220 and Open Enrollment concerns were addressed (Otte, 1997, p. 451). Editorial changes stated the student must be enrolled by the third Monday of September to be eligible for the rest of the year and parents who had a home in one district and an apartment in another district "may be required to provide evidence of a total move." (Otte, 1997, p. 416)

In 1990, the transfer rule addressed divorced families – Allowing student of divorced or separated parents automatic eligibility in district of residence of either custodial parent at the beginning of any school year. (Otte, 1997, p. 418)

In 1992, the membership approved a revision which "declared a student ineligible for a year if

he/she or parents falsified "records or information furnished a school" and clarified that students transferring from non-WIAA schools, like those coming from WIAA schools, carried their ineligibility status with them. (Otte, 1997, p. 418)

In 2006, the membership approved the removal of practice and competition at any level for transfers after the fourth consecutive semester (10th grade). The rule established eligibility at the beginning of 9th and 10th grades. If a transfer happened during 9th grade, the student is restricted for the remainder of the school year. If the student transferred during 10th grade, the student has non-varsity eligibility for 365 calendar days. Betterment was removed from extenuating circumstances. The rule went into effect in 2008. A student who transferred after 10th grade could not practice or compete at any level.

In 2010, the membership allowed practice for the transfer after the fourth consecutive semester, but the student cannot compete at any level.

In 2016, the membership allowed nonvarsity competition for one year for a student who transfers at the beginning of or during 11th grade.

At the 2018 WIAA Annual meeting the member schools voted to extend non-varsity eligibility to eleventh grade students not residing in the district that their parents reside.

In 2019, the WIAA membership passed an exception for a student who transfers into a member school without ever participating in a try-out, practice, scrimmage, or contest on a team sponsored by a school or club in a WIAA recognized sport while attending classes at any school in grades 9-12 is unrestricted.

At the 2023 WIAA Annual meeting the member schools voted to allow nonvarsity eligibility for seniors who transfer.

Otte, M. (1997). *More Than a Game*. Wisconsin Interscholastic Athletic Association. Amherst, WI: Palmer. ●

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WIAA to Continue Membership Initiatives in 2024-25

Reflecting on nearly 129 years of the association's existence, each year may claim its role in shaping the philosophy and process of the organization in a manner that was deemed revolutionary at the time.

History may look back at this point in time as one of the most influential in the association's history.

Over the years, and even today, there are some critical of the deliberate pace of how rules and rule changes are implemented and interpreted. However, hot-button issues are seemingly being addressed at warp speed compared to the previous 12-plus decades since the association formed in 1896.

Proponents of implementing a shot clock in basketball may beg to differ, but as it has always been with this membership-directed association, the members themselves will determine when and if changes to the constitution or the season regulations are appropriate.

For instance, the membership voted 384-3 to transform the entire conference realignment process. What was the responsibility of one executive staff member became the role of an appointed committee of school peers to review all realignment concerns and requests. A published realignment timeline and a transparent communication protocol have also enhanced the process. By membership accounts, the procedure is a significant improvement.

Since the advent of school open enrollment in 1998, the membership option for private schools in 2000 and the statewide expansion of school vouchers in 2013, there has been concern among segments of the membership that competitive advantages may exist. In 2014, an ad hoc committee made a first attempt at studying the issue, which resulted in the membership rejecting several plans.

In 2021, another ad hoc committee studying competitive balance advanced a performance factor plan and process that was voted on and approved by the membership by a 265-115 margin at the 2023 Annual Meeting. This year marks for first time the performance factor will be applied to determine divisional placements. There are 136 programs across all sports except swimming & diving and track & field that accumulated at least six points to engage a promotion

up a division if their enrollment doesn't move them already, and 45 of those competed in Division 1 in 2023-24.

This year will also be the first year in the history of the membership that student-athletes will have an advisory voice in the governance of the association through the Student-Athlete Leadership Team that was assembled in July and met virtually for the first time as a group in August. Team members in each district will meet concurrently at the Area Meeting sites this fall.

After approval from the Board of Control last December, the Calendar and Contact Ad Hoc Committee has met twice monthly since April to address membership concerns regarding coaching contact, season lengths and game maximums with the primary goal to promote a balanced, education-based athletic experience for student-athletes. As a result, the committee may propose viable solutions that may be implemented after robust membership discussion with Board action or by a membership vote at the 2025 Annual Meeting.

Another landmark first for the WIAA this year will be the crowning of a girls wrestling team champion. Girls wrestling has continued its growth by tripling participation since first implemented as a sponsored sport in 2022. The sport will conduct a separate girls team tournament in 2027.

The executive staff will continue its outreach efforts to the membership by attempting to attend one meeting of every conference in the state again this year. Most conferences have taken advantage of the opportunity to ask questions on topics that impact their league and members, as well as providing the staff with the awareness of conference topics.

From the discussions and feedback received, we are in exciting times as a membership. Long-talked-about issues and concerns are being transformed into action with resolution as the focus with membership interaction and engagement.

The Area Meetings provide another opportunity to discuss and gauge the pulse of the membership and its perception on how best to administer interscholastic sports in Wisconsin. Please plan to take an active role in the membership by attending and participating at your district's meeting. We look forward to seeing you in September. ●

Keep These Dates in Mind

August 27	Earliest Day for First Cross Country Meet	October 25-26	Cross Country Sectionals
August 27	Earliest Day for First Boys Soccer Game	October 25-26	Level 1 Football
August 27	Earliest Day for First Volleyball Match	October 25-26	State Girls Team Tennis (Madison)
August 29	Earliest Day for First Football Game (8 player)	October 29 & November 2	Boys Volleyball Sectionals
September 2	Labor Day	October 30	Advisory Council Meeting
September 12	Coaches Advisory Meetings – Baseball	October 31	Board of Control Meeting
September 16	Area Meeting – Greenfield	October 31 & November 2	Boys Soccer Sectionals
September 17	Area Meeting – Mauston	October 31 & November 2	Girls Volleyball Sectionals
September 18	Area Meeting – Oconomowoc	November 1-2	Level 2 Football
September 20	Board of Control Meeting	November 2	State Cross Country (Wisconsin Rapids)
September 23	Area Meeting – Rice Lake	November 6	Classification Committee Meeting
September 24	Area Meeting – Antigo	November 6-7-8-9	State Volleyball (Green Bay)
September 25	Area Meeting – Mount Horeb	November 7-8-9	State Boys Soccer (Milwaukee)
September 30	Area Meeting – Fox Valley Lutheran	November 8-9	Girls Swimming & Diving Sectionals
October 2	Sports Advisory Committee Meeting	November 8-9	Level 3 Football
October 2-3	Girls Golf Regionals	November 11	Earliest Day for Girls Basketball Practice
October 2-4	Rosh Hashanah	November 11	Earliest Day for Gymnastics Practice
October 7-8	Girls Tennis Subsectionals	November 11	Earliest Day for Hockey Practice
October 7-8-9	Girls Golf Sectionals	November 15-16	Level 4 Football
October 9-10	Girls Tennis Sectionals	November 15-16	State Girls Swimming & Diving (Waukesha)
October 11	Deadline for Football Playoff Site Listing	November 16	State Football (8-Player) (Wisconsin Rapids)
October 11-12	Yom Kippur	November 18	Earliest Day for Boys Basketball Practice
October 14-15	State Girls Golf (Madison)	November 18	Earliest Day for Boys Swimming & Diving Practice
October 17-18-19	State Girls Individual Tennis (Madison)	November 18	Earliest Day for Wrestling Practice
October 18	Latest Day for Final Football Game (Playoff Teams)	November 19	Earliest Day for First Girls Basketball Game
October 21	Earliest Date for Skinfold Measurements (Wrestling)	November 19	Coaches Advisory Committee Meeting – Cross Country
October 22, 24 & 26	Boys Soccer Regionals	November 20	Coaches Advisory Committee Meeting – Soccer
October 22, 24 & 26	Girls Volleyball Regionals	November 20	Coaches Advisory Committee Meeting – Volleyball
October 23	Coaches Advisory Meeting – Golf	November 21-22	State Football (11-Player) (Madison)
October 25	Boys Volleyball Regionals		

See Keep These Dates in Mind, page 28 >

Keep These Dates in Mind from page 27

November 22	Earliest Day for First Hockey Game
November 26	Earliest Day for First Boys Basketball Game
November 26	Earliest Day for First Boys Swimming & Diving Meet
November 28	Thanksgiving
November 29	Earliest Day for First Wrestling Meet
December 3	Coaches Advisory Committee Meeting – Football
December 4	Conference Realignment Task Force Meeting
December 4	Officials Advisory Committee Meeting
December 5	Earliest Day for First Gymnastics Meet
December 6	Board of Control Meeting
December 9	Coaches Advisory Meeting – Swimming & Diving
December 11	Classification Committee Meeting
December 12	Coaches Advisory Meeting – Tennis
December 25	Christmas
January 1	New Year's Day
January 9	Conference Realignment Task Force Meeting (virtual)
January 20	Martin Luther King, Jr. Day
January 29	Sports Advisory Committee Meeting
February 3	Middle Level Council Meeting
February 4	Advisory Council Meeting
February 5	Board of Control Meeting
February 13	Conference Realignment Task Force Meeting (if needed)
February 14-15	Boys Swimming & Diving Sectionals
February 15	Wrestling Regionals

February 18	Wrestling Team Sectionals
February 18, 20 & 21	Hockey Regionals
February 21-22	State Boys Swimming & Diving (Waukesha)
February 22	Wrestling Individual Sectionals
February 25	Deadline to Announce Board/Council Candidacy
February 25, 28 & March 1	Girls Basketball Regionals
February 25, 28 & March 1	Hockey Sectionals
February 27-28-March 1	Gymnastics Sectionals
February 27-28-March 1	State Wrestling Individual (Madison)
March 4	Board/Council Primary Ballot Emailed
March 4, 7 & 8	Boys Basketball Regionals
March 5	Ash Wednesday
March 6 & 8	Girls Basketball Sectionals
March 6 & 8	State Girls Hockey (Middleton)
March 6-7-8	State Boys Hockey (Middleton)
March 7-8	State Gymnastics (Wisconsin Rapids)
March 7-8	State Team Wrestling (Madison)

Test Dates

Students participating in interscholastic sports often find conflicts between these events and college test dates. Listed below are the 2024-25 dates for ACT.

ACT – 2024-25

Test Date	Regular Deadline	Late Deadline
September 14, 2024	August 9	August 25
October 26, 2024	September 20	October 7
December 14, 2024	November 8	November 22
February 8, 2025	January 3	January 20
April 5, 2025	February 28	March 16
June 14, 2025	May 9	May 26
July 12, 2025	June 6	June 20

Board Conducts First Meeting from page 1

administrator will be appointed for a one-year term representing the district until a successful candidate is identified during a special election held at the same time as the regular elections in 2025.

Tim Flood, the district athletic director in Green Bay and co-chair of the Classification Committee, presented a review of the first year implementing the Performance Factor. The Board approved one change to the Classification Committee Handbook for 2024-25, removing the requirement to include conference commissioner representation on the committee.

Other Board action items included approval of the 2024-25 operational budget, the 2024-25 Media Policies Reference Guide, the annual renewal of the WIAA's membership in the National Federation of State High School Associations and various general financial reports, as well as the move of the April 29, 2025, Board meeting to Thursday, April 24 at 1 p.m.

Among the reports presented by the executive staff to the Board were the introduction of Chad Schultz as an assistant director, awareness of the annual correspondence to state legislators and school administrators, status of middle level membership, updates on the Student-Athlete Leadership Team, a review of the New AD Workshop, plans for discussions at the fall Area Meetings and an update on the ongoing efforts to recruit and retain officials.

The Board also received liaison reports from Paul Manriquez of the Department of Public Instruction, Dan Rossmiller of the Wisconsin Association of School Boards and Brittany Spencer Grant of the Wisconsin Athletic Directors Association. ●

Calendar and Contact Ad Hoc Committee from page 15

directors, the committee created a list of topics for presentations to be led by ad hoc committee members at each of the district meetings.

The established purpose of the Calendar and Contact Ad Hoc Committee is to represent the diverse voices of the membership in evaluating season lengths, game maximums, and coaching contact with the primary goal to promote a balanced, education-based athletic experience for student-athletes. The committee is committed to studying the topics comprehensively to formulate and propose viable solutions to best serve the membership and their respective communities.

The recommendations of the Calendar and Contact Ad Hoc Committee may result in implementation with action by the Board of Control or advancement to the Annual Meeting for a membership vote with amendments to the membership's Constitution, Bylaws or Rules of Eligibility. ●

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