

Dubois K-12 School



Activities Handbook

For Students & Parents

2024 - 2025

Dubois K-12 School
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DUBOIS K-12 STUDENT/PARENT

ACTIVITIES HANDBOOK

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Introduction

This handbook is intended to provide activity participants and parents with specific procedures that will help maintain high standards and consistency in Dubois schools' activities program. Please read this handbook with care as you will be asked to sign an acknowledgement stating that you have read and understand all the contents of this book.

The activity program is an integral part of the total educational system in Dubois. Studies indicate that students who are involved in school activities have higher academic achievement. With this in mind, we strive to develop a positive activities program and encourage our students to become involved in school activities.

The procedures in this handbook are the guide for the administration of activities in Fremont County School District #2. It is subject to annual review and activity sponsors and coaching staff are encouraged to make suggestions for changes. Only the School Board may establish official policies. Official policies are located in the [school district's policy manual](#).

For the purpose of interpreting the rules and guidelines stated in this handbook, an activity is defined as an event that requires the following of students: academic or athletic preparation and/or the role of class or school representative above social involvement.

Activities Offered

Volleyball	Boys' Track
Football	Girls' Track
Boys' Basketball	Drama
Girls' Basketball	Robotics
Wrestling	Student Council
Music	Trap Shooting

School Mascot – “Ram”



Symbolic of our area’s bighorn sheep, which are known for their strength, agility and endurance.

School Colors:

Blue for loyalty and **Gold** for honor

Mission

Fremont County School District #2 considers activities to be an important part of the educational process and encourages all students to participate. The mission of Dubois K-12 School Activities is to:

- Provide extracurricular opportunities where students can develop leadership, self-discipline, self-motivation, excellence, and the ideals of cooperation and good sportsmanship.
- Provide a varied program of student activities that includes opportunities for differing student interests and abilities.
- Provide opportunities for students to become socially competent and operate under a set of rules, thus gaining a respect for the rights and dignity of others.

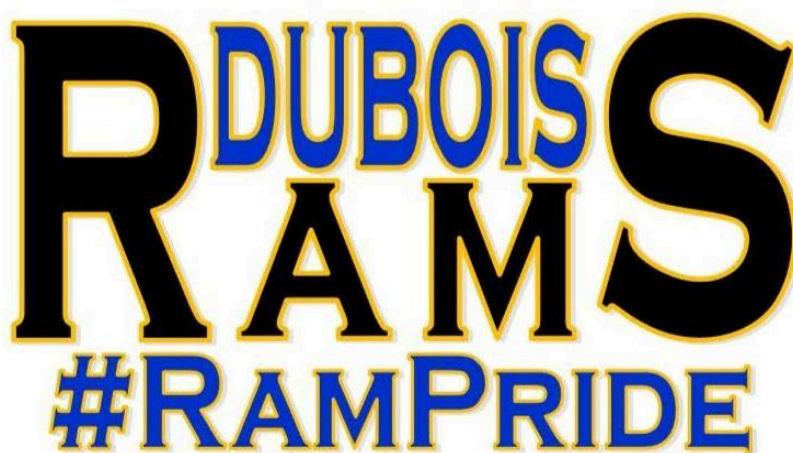
Dubois Activities Philosophy

Fremont County School District #2 believes that a comprehensive and balanced activities program is an essential complement to the basic program of instruction. The activities program will provide opportunities for you to further develop interests and talents in sports, debate/speech, dance, drama, journalism, music, student government and academic-related areas. Participation in these activities will provide many students with a lifetime basis for personal values, for work and leisure activities.

The activities program will be available to all students who demonstrate an interest in participating, regardless of their individual abilities. Accordingly, appropriate skill levels will be established within activities, when feasible, so that students may participate as fully as possible regardless of ability levels.

Every effort will be made to support the activities program with the best facilities, equipment and with the most qualified staff available. Insofar as possible, knowledge and skills gained in classes will be applied and further developed through participation in the activity's programs. Coaches, directors and sponsors will also teach the specific skills necessary for improvement in activities and provide guidance in the development of self-realization, good sportsmanship, cooperation, leadership, ethical behavior, artistic sensitivity and an appreciation for the importance of practice.

All athletics sanctioned by the Wyoming High School Activities Association ([WHSAA](#)) fall under the supervision and budget of the Activities Director. The budget and supervision of all co-curricular activities and clubs are the responsibility of the Principal including but not limited to Drama, Student Council, Art, Music, Travel Club, Expedition: Yellowstone and Teton Science School. Non-athletic sponsors are under the same expectations as those of an athletic coach.



Dubois Middle School Coaching Philosophy

WE BELIEVE...

....there are certain distinctive characteristics that make up the middle school athlete and therefore have developed this philosophy in hopes that we will foster self-esteem, provide opportunities for success and help them recognize individual differences while participating in a competitive atmosphere.

.....first and foremost academics is a priority therefore they will not be allowed to participate unless their grades are at the appropriate level in accordance with activity policy. Coaches have the latitude to send their students for help after school to get grades up. If students expect to play they must be at practice. Students must be passing in order to play. All regular middle school athletic events will be scheduled outside of the normal school day. This includes both home events and departure times for away events. The only exception to this rule will be culminating events.

.....that the middle school athlete is at a stage of not only physical but also social and emotional change. Keeping these factors in mind, we believe it is at this level all students should have an opportunity to participate. At the “B” team level each student should be provided playing time in every contest if they are physically well and are in compliance with set athletic participation policy. However, playing time may not be equal. We believe that the team can and will experience success while providing each player valuable playing time and experience. Coaches have the responsibility of not putting students in situations for which players are physically or emotionally unprepared.

..... as the athlete progresses into the “A” team level, we still believe each student needs playing time and experience. When competing against conference opponents and in postseason tournaments the emphasis on winning naturally emerges. Coaches should make every effort to provide some playing time for each athlete without sacrificing the team’s opportunity to be successful.

..... each person on the team has a role to play, whether it is playing time, practice time or cheering the team on with their efforts. Helping students understand the different roles and positions is part of the coach’s job in middle school.



Dubois High School Coaching Philosophy

WE BELIEVE: Educational Values of Activities

WE BELIEVE in interscholastic athletics.

WE BELIEVE there is substantial educational outcomes from a soundly conceived and executed program for the players, the student body, and the school as a whole.

WE BELIEVE the potential values to the participants are genuine. Rigorous competition under prescribed regulations and policies provides for our youth the opportunity to develop ideas and habits of health, fair play, initiative, achievement, and emotional control.

WE BELIEVE student-athletes can be taught to win gracefully and to lose in the same fashion.

WE BELIEVE that student-athletes can find a purpose in their schoolwork and in their lives through the program of activities.

WE BELIEVE that activities provide for the student body tangible values. Activities can make a substantial contribution to morale, and can provide an outlet for enthusiasm.

WE BELIEVE the activity program, though differing in nature from the academic program, does justify its existence by providing a profitable educational experience for the participant.

WE BELIEVE the welfare of student-athletes the individual boy and girl is always to be the primary concern. The activity exists for the participant - never the participants for the activity.



Mission Statement

Our mission is to provide students an environment in which they will be challenged to develop their full potential as athletes, as students, and as contributing members of our society. We will create that environment, by teaching self-discipline, dedication, respect, teamwork, sportsmanship, citizenship, goal setting, and the value of hard work. We will coach using methods that will instill in each student, self-esteem, self-confidence, and pride in our teams, our school, and our community.

Remember: Every team can be a champion in many ways besides the “win-loss” column. Every participant is a vital cog in playing the game to the best of his/her ability. It is up to each individual, no matter what small part he or she may play, to give his or her best for the team. The first test of a truly great person is to think more of others than of one’s self. This practice carried throughout the activity program of the secondary school will lead to what is known as team unity. Attitudes, therefore, become a very important factor in developing the “oneness” that all desire.

Building Level Authority

1. Principal
2. Activities Director
3. Head Sponsor/Coach
4. Assistant Sponsor/Coach

Concerned parties should be directed to the coach before discussing problems with the Activities Director, principal, etc.

Coaches/Sponsors expectations and responsibilities

Coaches’/Sponsors’ Professional and Personal Relationships and Expectations

The need for precise job description specifications is becoming obvious with the stronger emphasis on credibility and accountability in coaching. There is a definite need for precise criteria to measure coaching/sponsorship accomplishments within the framework of Fremont County School District #2 objectives for their activity programs. These major performance areas stand out above others:

1. Rapport

A coach/sponsor must be able to develop good rapport with numerous individuals and community groups. This includes but is not limited to: team personnel, the student body, the professional staff (faculty, administration, maintenance, etc.), the community as a whole, spectators, officials, fellow coaches/sponsors in the conference, media representatives and the parents of his/her program. Good rapport and demonstrated competency are invaluable for the coach/sponsor.

2. Cooperation

The district expects the highest-level cooperation by all coaches/sponsors and staff members in the execution of their duties. Coaches/sponsors must work cooperatively with their school activities director, administration, other staff, team, and parents.

3. Leadership and Public Relations

Diligence, enthusiasm, integrity, honesty and a love for the game are all part of the professional pride that should be exhibited by a coach/sponsor. Personal appearance, dress, physical condition

- all should be exemplary. Public demeanor and decorum should always reflect positively on the school, school district and activities department.

4. Discipline

Every Dubois K-12 athletic team requires a high level of discipline among coaches, players and support staff. In this regard, the implementation of discipline and the attitude with which it's implemented is the coach's responsibility. Individually the coach becomes a model of all the program represents - observation of school codes, training rules, rules of the game, ideals of good sportsmanship, behavior of participants throughout the season, especially where the student body is concerned. Desire to do well, to win gracefully, to lose with poise and a positive attitude should be emphasized. Staff, players and spectators should be motivated to achieve established goals as a team and as individual players.

5. Improvement

All coaches/sponsors must constantly take advantage of opportunities presented for self-improvement. Regular attendance of district meetings, rules clinics, special workshops and training opportunities in specific fields is imperative, membership should be maintained in professional organizations, coach's associations, and similar groups whose programs are geared toward greater achievement and improved performance. Keeping abreast of current literature in professional journals, newspapers and magazines, and utilizing enrichment material available in other media forms is also expected.

6. Coaching techniques

- Use sound acceptable teaching practices.
- Run well organized practice sessions.
- Complete preseason planning well in advance of the starting date.
- Adhere to a highly efficient and technically sound program of injury prevention. When injuries occur, follow a prescribed routine and maintain good communication with the patient, school nurse, doctor and parents.
- Construct a well-organized game plan.
- Develop a sound system of equipment accountability, including seasonal inventory, repair, reconditioning and replacement. All purchasing should be accomplished through the allocated budget and coordinated with the athletic director.

7. Communication

- Keep assistant coaches, student managers and statisticians well informed as to what is expected. Cooperate fully with maintenance staff, transportation people and others similarly involved in the overall program.

Coaches/Sponsors responsibilities

1. To the players on an athletic team, co-curricular or other extra-curricular activity.

The main reason for having athletic teams/activities within the school is to help provide opportunities for young men and women to develop their respective capabilities to the fullest extent. Development of positive attitudes is an important means to accomplishing this aim. We must promote and teach only ethical, aggressive and fair play, while stressing good sportsmanship at all times. The coach/sponsor must be the leader and set the example.

The coach/sponsor should be fair and unprejudiced with players and sensitive to individual differences, needs, interests, temperaments, aptitudes and tolerances.

Players/participants have a right to expect coaches/sponsors to possess current knowledge and skill to instruct players confidently and to assess their progress. In addition, coaches /sponsors should be able to use strategies and conditioning methods appropriate for the level of competition and maturity of players.

The coach's/sponsor's primary responsibility is to ensure maximum growth of each squad member. In this regard the safety and welfare of players should always be uppermost in the coach's/sponsor's mind.

2. To the district

As a coach/sponsor, you have high level visibility throughout the community and impact on the home, the workplace and at the meetings of many civic organizations. Your profession, as well as your reputation as a coach/sponsor, is constantly under scrutiny

Your actions and public communication should always reflect confidence and respect for Fremont County School District #2, its Board of Trustees, staff and administration. Much can be done by the coach/sponsor in public contacts to build and maintain a high level of confidence in the activities program in the school district.

3. To the school

A coach/sponsor owes their school maximum effort and loyalty at all times. They must constantly strive for excellence in all areas of their school.

To be effective, a coach/sponsor must be respected. In this regard, good personal habits and neat appearance are important; but most important are the example set by the coach/sponsor. Being respected is much more important than being well liked. Treat the faculty, the players/participants, and the general students with the same honor and respect that you would like extended to you. Private, firm, fair and constant discipline must be maintained.

The work of the coach/sponsor must be consistent with the educational program of the school. The coach/sponsor should demonstrate mastery of the principles of education and continuing attempts to improve in teaching and coaching methods and techniques.

The coach/sponsor should give support to all endorsed activities of the school. At every opportunity, the coach/sponsor should urge the student body to be polite, courteous and fair to the visiting team.

4. To the profession

A coach/sponsor in the Fremont County School District #2 should continue professional growth in the athletic coaching and other activity areas. To best accomplish this, a coach/sponsor should participate in professional growth opportunities whenever possible.

5. To fellow coaches/sponsors

Although the head coach/sponsor must assume leadership responsibilities, independent thought should be encouraged by all staff members. An important factor is human relations skills which provide an open exchange of ideas in a courteous, thoughtful manner.

A wise head coach/sponsor will praise the assistants and award recognition whenever possible. Disagreements between coaches/sponsors should be discussed privately and as soon as possible.

The head coach/sponsor should expect all staff to contribute a full measure of time, effort, thought and energy to the program. The assistant coaches/sponsors must be willing and able to do things that they may not wish to do, or even like to do. They must fulfill responsibilities to the head coach/sponsor, the athletes/participants, and the sport/activity itself. Conversely, the head coaches/sponsors are obliged to describe expectations for assistant coaches/sponsors well in advance of the season.

It is most difficult to be a good assistant; however, the success of the school, the team and the staff is dependent upon the quality and effort of the assistants.

6. To other coaches/sponsors in your school

One must always bear in mind that their sport/activity is part of a total athletic educational program at the school. Therefore, it is important to support, promote and cooperate with all the other coaches and activity sponsors for the well-being of the total program.

A coach/sponsors should support and cooperate with other coaches/sponsors ~~whenever possible~~. All remarks should reflect confidence in one's fellow coaches/sponsors. A strong, harmonious, interpersonal relationship must exist among coaches/sponsors and other faculty members.

7. To faculty members

A coach/sponsor is expected to cooperate with every faculty member. If the coach/sponsor cooperates with the teachers of academic subjects by allowing an athlete/participant to make up a test or homework on practice time, that respect for the activities program, coaching staff and the values of the activity will be significantly enhanced.

8. Physical plant

Each coach/sponsor is responsible for the following:

- Keeping practice areas and locker rooms in order
- Storing equipment and using equipment properly – pride in the equipment and facilities is of primary importance to all athletes and coaches
- Keeping storage areas locked

The Role of Parents in Athletics

A successful experience for the athlete involves the communication triangle between the parent, athlete, and coach. If handled correctly with both parent and coach working together for the benefit of the athlete, the athletic experience can be extremely positive. Parents must also realize and be aware that there is a delicate line between support/ encouragement and interference. Everyone in the process, coaches and parents alike, must always remember that kids' needs come first.

Goals and Roles

Parents, ask your-self the following questions:

- Do you want them to play? If so, why?
- What will be a successful season for you as a parent?
- What are your goals for them?
- What do you hope they gain from the experience?
- What do you think their role will be on this team?

Then ask your child the following questions and just listen without talking.

- Why are you playing?
- What is a successful season?
- What goals do you have?
- What do you think your role will be on the team?

Once the parents have heard the answers and responses, if both sets of the expectations are the same, great. If the answers are different then the parents need to change or reevaluate their attitudes and accept it from their child's perspective.

Remember these facts:

- 95% of kids play sports for the fun, joy and love of the game.
- 70% of all young people are done competing in a team sport activity by age 12.
- There are 100 academic scholarships, given to every 1 athletic one.

Share Expectations

Many athletes relate their feelings that their parents do not understand their team roles and most parents always feel that their child's role is larger than the athlete knows it to be. This situation often turns into frustration and second-guessing, and frequently puts the athlete in the middle between coach and parent. This is a position where the athlete can only lose.

Release them to the game

Parents should get to know their child's coach, and once trust is established one of the best gifts parents can give their children is to release them to the caretakers of their child's sport. If a parent feels the need to talk to the coach about a problem, they should allow the coach to choose an appropriate time and place. With regard to such problems, some concerns are appropriate, while others are not.

Appropriate concerns to discuss with a child's coach are:

- mental and physical treatment of your child
- ways to help your child improve
- concerns about your child's behavior

Inappropriate areas of concern that parents should not discuss with their child's coaches include:

- playing time
- team strategy or play calling
- other team members

By releasing their athlete to the game and coach, parents are telling them that all successes are theirs, all failures are theirs, and all problems are theirs. There are not many places in a young person's life where their parents can say; "This is your thing". This can't be done with many things in your child's life but it can be done in athletics. The dilemma for most adults is that it is easy for them to see solutions in athletic situations and too difficult for adults to let their children find their own solutions. Athletics is the best place for young people to take risks and fail. Is there a better place for a kid to take a chance and fail than on the field or court? Parents don't want their kids to take risks with cars, drugs, or sex.

On the other hand, no downside exists for allowing a young athlete to take a risk and fail in a game or practice.

Red flags for parents that have not released their kids to the game:

- continuing to live their personal athletic dream through their child
- taking credit when the child has done well
- trying to solve all their child's athletic related problems
- trying to continue to coach their child when the child probably knows more about the game than the parent does
- taking everything too seriously... if nervous before child's game, having difficulty recovering from a loss, making mental notes during the game so he can give advice later, becoming verbally critical of an official
- athlete avoid parents after the game or embarrassed about parents involvement
- athlete focused on their parents in the stands for approval or direction and not on the game

What athletes need from their parents:

- The single most important contribution a parent can make during a game is to model appropriate behavior
- What parents need to model more than anything is poise and confidence. If parents expect their children to react to the ups and downs involved in a game with poise, then they must model it. If an athlete looked at their parents during the game, would he draw confidence, assurance, and poise from what he saw?
- The second responsibility athletes say that they need their parents to fulfill is to focus on the team.
- This focus helps adults not only get attention off their individual child, but also off all the things that are not in parents control (i.e. the score, the referees, the opponents, coaching, and playing conditions).
- Thirdly, kids need only one instructional voice offering advice during the game...the coach's voice.

Learning how to watch the game:

- There are only four roles during a game: spectator, competitor, official, and coach. **Choose only one of these roles.**
- The closer the parents are in proximity, the more difficult it is to watch and keep everything in perspective. Judgment is involved in every sport, but not nearly as much in an objective sport, like swimming or track, as in basketball where every referee's whistle could go either way and substitutions by coaches are frequent. Each whistle and every substitution can be questioned by anyone in attendance; thereby making it more difficult for an adult with emotional ties to the

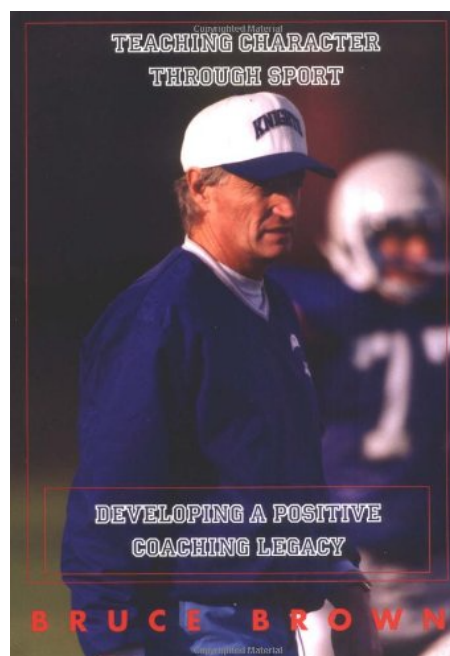
contest to remain poised and encouraging. Almost all parents believe that their child should play more or have a bigger role on the team. As such, it is very difficult for parents to be objective. Coaches, on the other hand, can be objective.

- Players indicate that they love to have parents at games when they act appropriately. If they cannot adhere to reasonable standards of behavior concerning modeling, poise, and confidence, many athletes' state that all factors considered, they would rather have their parents stay home.

After the game

- When it comes to recalling their least-enjoyable memory, many athletes will name "after the game" and often specifically "after the game in the car with my parents." This situation is when the most confidence cutting, confrontation, and confusion occurs for the athlete. Unfortunately, some high school athletes do not want to go home after the game because they do not want to face the questioning or criticism. What they need most at these times is not another coach, but a parent (i.e. "just be my dad").
- Many athletes often indicated that conversations with their parents after a game have somehow made them feel as if their value as a person was somehow tied to playing time or winning or losing athletic contests.
- Most athletes desperately want their parents to give them time and space at the end of the game. The more competitive the athlete and the more competitive the sport, the more time and space the players need.
- Parents should leave their children alone until they are receptive to interaction with them, and then when they do come, parents should give them quiet understanding, be a reflective listener, and bring them back to the bigger perspective. When parents stop and analyze the athletic experience for their children, the reasons they want their kids to play sports involve providing an opportunity to develop physically and emotionally and to enjoy themselves. The side benefit of playing sports is that kids are given a good opportunity to learn how to work and get along with others, to take risks in a public arena and survive, to learn to set and achieve goals by developing positive work habits, to learn how to succeed and fail with dignity, and to develop friendships that can last a lifetime.

Information gathered from Bruce Brown's Video "The role of parents in athletics" and his book "Teaching Character Through Sports".



Role/Responsibilities of the Student

Responsibilities to yourself: The most important of these responsibilities is to broaden and develop strength of character. You owe it to yourself to derive the greatest benefit from your high school experiences. Your academic studies, your participation in other extracurricular activities as well as in sports, prepare you for your life as an adult.

Responsibilities to Your School: Another responsibility you assume as a team member is to your school. Dubois K-12 cannot attain its position as having an outstanding school unless you do your best in the activity in which you engage. By participating in athletics to the maximum of your ability, you are contributing to the reputation of our school.

You assume a leadership role when you are on an athletic team. The student body and citizens of the community know you. You are on stage with the spotlight on you. The student body, the community and other communities judge our school by your conduct and attitude, both on and off the field. Because of this leadership role, you can contribute significantly to school spirit and community pride. Make Dubois K-12 proud of you, and your community proud of our school, by your consistent demonstration of these ideals.

Responsibility to Others: As a team member you also bear a heavy responsibility to your home. If you never give our parents anything to be ashamed of, you will have measured up to the deal. When you know in your heart that you have lived up to all of the training rules, that you have practiced to the best of your ability every day, and that you have played the game “all out,” you can keep our self-respect and your family can be justly proud of you.

The younger students at Dubois K-12 are watching you. They will copy you in many ways. Do not do anything to let them down. Set good examples for them.

Commitments:

- To work with others – as a member of a team you must develop self-discipline, respect for authority, and the spirit of hard work and sacrifice. The team and its objectives must be placed higher than personal desires.
- To be successful – Life in general is very competitive. We do not always win, but we succeed when we continually strive to do so. You can learn to accept defeat only by striving to win with earnest dedication. Develop a desire to excel.
- To develop sportsmanship – To accept any defeat like a true sportsman, knowing we have done our best, we must learn to treat others as we would have others treat us. We need to develop desirable social traits, including emotional control, honesty, cooperation and dependability.
- To improve – Continual improvement is an essential component of good citizenship. As an athlete, you must establish a goal and you must constantly try to achieve that goal. Then improve in the skills and knowledge required and those personal traits that enhance the success of a team.

Student Activities Participation Policy

Administration, teachers and students consider activities to be an important part of the educational process; we encourage all students to participate. This is a time for exploring different activities, and we hope your child will take advantage of the activities offered. Although activities enhance your child's school experience, academics should always be a top priority.

- **A one-time annual student activity fee of \$15 will be required for participation** in any athletic extracurricular activity. Fees are due during the first week of participation. Failure to pay fees will result in lack of any activity participation opportunity.
- **Students are expected to attend all practice sessions and events when participating in school activities.** It is the student's responsibility to inform sponsors and coaches of anticipated absence. Exception would be in the case of illness or family emergency; all absences should be pre-arranged with sponsors and the office. Sponsors may further delineate requirements for participation.
- A student missing a period or more of school on a practice -or- competition day may not be eligible to participate that day. The principal and activity sponsor will determine eligibility in these cases with allowances made for doctor appointments and family circumstances.
- Students who are absent from school on the day prior to a competition may not be able to participate in that event. The principal and activity sponsor will determine participation based on whether or not the school absence was prearranged and/or excused absence was approved by the administration.
- Disciplinary action may affect a student's participation in sports or activities. Students who are assigned OSS or those awaiting potential expulsion will not be eligible to participate in certain circumstances.
- Students who engage in illegal activities such as drugs, alcohol, and tobacco or who engage in any other illegal activity will lose their right to represent the school in any extracurricular activity: i.e.: student council, sports or field trip opportunities for a period of time to be determined by the principal.
- Students who have been excused from physical activity as a result of injury, surgery or other medical condition will be required to have a physician's consent to participate in activities or other school events that require physical participation. Forms are available from the school nurse.

Extra-Curricular and Co-Curricular Activities

- Volleyball, Basketball, Wrestling and Track may be available for students in grades 5-12. Football is available to students in 6th-12th grade. Drama/play performances and Speech/Debate may be available to High School students.
- Students enrolled in music may participate in Music Clinic and Music Festival.
- Other contests may be offered based on academic competition.
- Student Council participation is by election. MS/HS officers are elected by the entire student body for a term of one school year using the democratic process.

For eligibility, please refer to the Academic Eligibility section of this handbook.

Activity Sponsor Expectations and Procedures

Each coach will set the team requirements, makeup policy, and eligibility for their culminating tournament, when applicable. It is our goal that students will understand their role on the team through effective communication from the coach and have a positive experience as a team player.

Playing time will be determined by the coaches according to the level of competition.

To be eligible for activity awards, students must successfully complete the current season for that sport.

Parents should instill a positive attitude by encouraging their students to do their best and by helping them understand their role on the team. If students have difficulties with other team members or a coach, the parents need to help their children resolve the situation in a positive and productive manner. Complaining to friends, team members, or others is discouraged, and is counter-productive to team unity. We encourage communication between students, coaches and parents.

We encourage all students to ride both to and from contests with the team on the bus. We believe that we win as a team and lose as a team, and developing and maintaining team unity is an important part of the experience. If the need arises for parents to take their children after events, a release form must be signed and dated by the parent. Parents may sign their students out at the event with the coach. If the student is not being released to a parent, a written note from the parent must be given to and approved by the Principal prior to leaving for the event.

Code of Conduct for Student Activity Participation

As a participant in WHSAA-sanctioned activities, you represent Dubois Public Schools when traveling as well as hosting activities in Dubois. We are proud of our school and expect your behavior and dress to demonstrate your pride in Dubois K-12.

You are expected to follow school rules during all school activities. The student discipline portions of this handbook are in effect during all school activities. If you violate a school rule in which short term suspension or expulsion are minimum consequences, the following consequences may apply:

- **First Offense: Three (3) weeks.** Suspensions will begin the day of official confirmation of the offense and end three weeks from that date. Practice is mandatory unless you are suspended from school.
- **Second Offense: Five (5) weeks.** Suspensions will begin the day of official confirmation of the offense and end five weeks from that date. Practice is mandatory unless you are suspended from school.
- **Third Offense: Eight (8) weeks.** In most cases, this will be the majority of the activity season and at this point, participation may not be allowed by the sponsor of the affected season. A suspension for substance abuse may be reduced to the second offense if you enter and stay in a behavior assistance or drug and alcohol rehab program at you or your family's expense for the length of time recommended by the program. Suspensions will begin the day of official confirmation of the offense and end eight weeks from that date.
- For any violations after the third offense, the minimum suspension will be that for a third offense..

Major violations will result in the student being excluded from consideration for all post season awards and honors (all conference, all state, all-star teams and lettering).

Violations of common rules will result in the activity sponsor disciplining the offending student. The activity sponsor, just like the classroom teacher, is always the first change agent for inappropriate behavior. The activity sponsor may bring the offense to the principal to enforce the consequence as a means of changing the inappropriate behavior or may impose a consequence befitting the offense.

Academic Eligibility and Student Activities

Dubois Middle/High School believes participation in student activities is a privilege, not a right. Students must be passing their classes to participate in **any** WHSAA sanctioned event.

- Eligibility will initially be determined at the beginning of a semester.
- **You must have been enrolled in the immediate preceding semester.**
- You must meet WHSAA requirements for the previous semester (passing 5 classes).



Eligibility during the season:

- You must pass all classes.
- There are no additional eligibility deadlines (e.g. at quarter or semester) to the WHSAA requirement mentioned above.
- You will be given one week of probation to bring up failing grades. You must have at least a 2.0 GPA and no F's to compete.
- Weekly eligibility reports (The D & F Lists) will be distributed on Monday by the School Counselor to the activity sponsors/coaches listing the students' status for the current week.
- The principal, counselor and/or activity sponsor may communicate with the student prior to Monday in an effort to be proactive and help the student avoid being on the "F" list.
- Probation status starts at the beginning of each season.
- **1st week with an F:** Student will be placed on probation and may be required to go in before or after school to complete make-up work or get other help to improve their grade. The student may still practice and participate/compete in the activity however, lost practice time may affect contest playing time.
- **2nd week with an F:** Student will meet with the teacher(s) until the "F" grade is rectified then they may practice and participate/compete in the activity that week. At this point you are considered ineligible until you no longer have an F in that subject when eligibility checks are performed the following week.
- If participating in an activity with a D or F, a student will be encouraged to take every opportunity to work on improving grades.
- If you begin practicing for a sport that occurs during the winter or spring and you have an "F" in one or more classes, you will have your first probation notice given the Monday of the first week of practice and so on.
- During an activity season, if you receive your third ineligible notice in the same class, you will be dismissed from the activity.
- If the semester ends during a sports season, you must meet WHSAA requirements to continue participating in that sport.

Dress Code

Activity Dress Code

All student participants and managers are required to wear the following:

- A Dubois Middle/High School blue polo shirt or team purchased attire (these may be purchased from the school).
- Shirts and ties may be worn in lieu of polos.
- Navy, black or khaki pants. No blue jeans or denim are permitted.
- Activity sponsors may allow dresses or skirts as long as they adhere to district dress code standards.
- Nice tennis shoes (not torn or stained) are permitted. No slippers allowed.
- Staff supervising WHSAA activities other than sports may dictate specific dress requirements applicable to that event.



Building Level Authority

1. Principal
2. Activities Director
3. Head Sponsor/Coach
4. Assistant Sponsor/Coach

Concerned parties should be directed to the coach before discussing problems with the Activities Director, principal, etc.

Parents/participants should expect from their child's coach/director/sponsor:

1. The philosophy and expectations of the coach, director, sponsor.
2. Locations and times of practices and contests.
3. Team/organization requirements (i.e., fees, special equipment needed, school and team rules, etc.).
4. Procedures to be followed if the student becomes injured or ill during participation.
5. Communication coaches/directors/sponsors should expect from parents: sickness, doctor appointments, etc.
6. Concerns about the student should be expressed directly to the coach/director/sponsor at an appropriate time and place.
7. Specific concerns regarding the coach's/director's/sponsor's philosophy and/or expectations should be expressed directly to that person.

8. Notification of any schedule conflicts and cancellations should be communicated in advance to the greatest extent possible.
9. Appropriate concerns to discuss with a coach/director/sponsor:
10. The mental and physical treatment of the student.
11. What the student needs to do to improve.
12. Concerns about the student's behavior.

Issues NOT appropriate for a parent's discussion with a coach/director/sponsor:

- a) Playing time.
- b) Conversations concerning students other than the parent's own child.
- c) Strategy of the coach/director/sponsor.

Example: Conversations between a parent and a coach should center around the common goal of collaborating to help the child reach their potential. Quite often, there can be a major difference in simply the spirit and/or wording of a question. For example, while complaining about playing time on a varsity team is discouraged, asking the coach for feedback on what areas the student needs to improve upon to reach their potential is strongly encouraged.

- i. There are situations that may require a conference between a parent and the coach/director/sponsor. These are not discouraged, as it is important for each party to have a clear understanding of each other's position. When these conferences are necessary, the following procedures are suggested in order to help promote resolution to the issue.

If the parent desires a conference with the coach:

- a) Call or email the coach/director/sponsor to set up an appointment.
- b) The parent is encouraged to think about what he/she expects to accomplish as a result of the meeting.
- c. The parent is encouraged to stick to the facts as he/she understands them.
- d. The parent is encouraged NOT to confront the coach/director/sponsor before, during or after a practice or contest. These can be emotional times for everyone. Confrontations during these times do not promote resolution of the problem and often escalate it.
- e. The parent is encouraged to get all sides of the story and situation. The parent is encouraged to use wisdom in what is said to others, especially before meeting with the student's coach/director/sponsor. If not, then the issue can often escalate unnecessarily and make resolution much more difficult.
- f. If the coach is unable to satisfy the parent's concerns, the parent should follow the chain of command [listed at the start of this section] and contact the Activities Director.
- g. If the Activities Director is unable to satisfy the parent's concerns, the parent should next contact the Principal.
- h. The final step in the chain of command is the Superintendent but this should not occur until all the previous steps in the chain have been communicated with.

Discipline Protocol

When a behavior incident occurs between students while under a coaches/sponsors supervision (i.e. in the locker room or during activity travel) the following steps should take place:

1. Question the student(s) involved as soon as possible following the incident. Take written notes. Make sure you question all bystanders and get as much information as possible. This may include but not be limited to the following:
 - a. Details of the event
 - a. What caused the event
 - b. What happened after the event
 - c. Who was involved at each step
2. Contact parents/guardians within 24 hours. If the incident occurred on the bus and you can visit with the parent upon return that would be ideal.
3. Contact the Activities Director also within 24 hours and give details and actions taken.
4. The coach, after visiting with the A.D. will present solutions and or consequences for the student(s) and will notify the parents of such.
5. If needed, "Problem Solving" and or "Think About It" conferencing may be necessary.

Injury Protocol

When an injury occurs during an activity the following should occur.

1. Give prompt and prudent first aid to the student.
2. If it is an emergency situation - please call 911 and get EMS alerted.
3. Contact the parent
4. Get a student accident report from the nurse and fill out A.S.A.P.
5. Original student accident report will be placed in the school nurses mailbox. Do not
 - a. make copies of this form.
6. Email the school nurse with a description of the injury. This is to be done as soon as possible. Even on a weekend event.
 - a. This will ensure proper follow up and assessment of the student the following school day.
7. Head coach or designee, will follow up with the parent/guardian of the student. If the student was taken to seek professional medical care, please arrange for the parent/guardian to receive a student accident insurance packet from the school nurse.
8. If the student was treated for a possible concussion, head coach should follow up with the parent/guardian of the student. If the student was taken to seek professional medical care, please arrange for the parent/guardian to receive a W.H.S.A.A. concussion insurance packet from the Activities Director.
9. If the student was treated for a concussion by a healthcare provider - return to play protocol should be followed and a follow-up written permission to return to play must be provided by the healthcare provider.

Student Accident Insurance

As a member of the Wyoming High School Activities Association (WHSAA), Dubois student/athletes are covered under their Concussion Insurance and their Catastrophic Insurance coverage. In the instance of a concussion – the claim forms are available from the Activities Director and should be filled out as soon as possible. A catastrophic incident will be handled directly with the WHSAA.

Fremont County SD #2 provides access to Student Accident Insurance coverage through 1st Agency. A summary of coverages are provided below for your information, review and convenience. If your child(ren) is/are not covered under a family medical plan or some other medical program, medical attention to your child(ren) could be delayed and/or interrupted. The program offered through 1st Agency is being offered as a convenience to parents and guardians and is being provided solely as a service by the District. Please be advised and it is extremely important that you are aware and understand that in general FCSD #2 may not be liable or responsible for student injuries/accidents or the medical expenses associated with such injuries/accidents occurring on District property or while participating in a District sponsored event(s). FCSD #2 does not purchase student accident insurance for students. Your child(ren) should be covered under a family medical plan or some other medical program such as Medicaid, etc., that would cover a child for accidental injuries and medical treatment, if necessary. Please make sure you are aware of how your child(ren) will be covered medically if an accidental injury should occur requiring more than first aid.

Hard copies of the Student Accident and Football Accident Insurance Plan brochures will not be available in schools, but are available electronically on the 1st Agency Public Portal: Accident Insurance Plan.

If you have any questions, please contact the business office at the school. 455-5545.

Meals

FCSD#2 will pay for the meal after the student provides the first meal out. In other words, the students will be responsible for their first meal. If they leave before lunch the school can make a sack lunch and charge it to the student's lunch account or they can bring their own lunch/dinner, or bring money to pay for a lunch/dinner. When on an overnight event the district will pay for any meals after that first meal out is paid for/brought by the student. Students are encouraged to bring snacks of their choice for between meals and long bus rides. However, teams or clubs will have a per diem meal allowance for their WHSAA state culminating events.

Lodging and Travel

Lodging and travel will be paid for by the school district. Students are expected to travel to and from out-of-town contests with the squad. Parents may transport their own child if a transportation release form has been signed, if the student is being signed out to anyone other than the parent/guardian a note indicating such must be on file in the school office prior to the departure of the bus. The school district will not be responsible for items lost or stolen on activity trips.

PARENT/GUARDIAN CONSENT FOR EMERGENCY MEDICAL ASSISTANCE

I hereby authorize Fremont County School District #2 and its faculty members in charge of my child named below to obtain all necessary medical care for my child in the event that I cannot be reached to authorize it myself. I hereby authorize any licensed physician and/or medical personnel to render necessary medical treatment to my child.

Student's Name _____

Address _____

Father's Name: _____ Mother's Name: _____

Father's Phone Numbers: _____ Mother's Phone Numbers: _____

Cell: _____ Cell: _____

Work: _____ Work: _____

INSURANCE INFORMATION:

Company: _____ Policy# _____

Insured Person _____

Policy Holder's Social Security Number _____

Signature acknowledges that we have read and understand the above warning and we give consent for emergency assistance that might be needed.

Signature of Parent/Guardian _____ Date _____

STUDENT/PARENT/GUARDIAN INFORMED CONSENT

Participation in all activities requires the acceptance of risk of possible serious injury. The risk can be minimized by following your coaches' rules and procedures, by familiarizing yourself with the rules of the activity, and by following the specific rules issued by manufacturers for the safe use of your activity equipment. The risk is always there, but you can help minimize it by making safety a shared responsibility. When you make the decision to participate in an activity, you are assuming the shared responsibility of following the activities rules, the coaches' rules, and the equipment manufacturer's rules. You, as a participant, can help make the activity safer by not intentionally using techniques which are illegal and which can cause serious injury.

Your signature below indicates that you have been informed about the importance of following rules in activities participation; and you realize that there is a risk of being injured that is inherent in all activities. You realize that the risk of injury may be severe, including the risk of fractures, brain injuries, paralysis or even death.

Activity programs specifically excluded: _____

Date _____ Signature of Student _____

Signature of Parent _____

WHSAA Points of Emphasis

- Students are only allowed 8 semesters of competition based on when they enter **High School, and if they start participating prior to High School.**
- Students must be amateur athletes.
- Cannot compete on an independent team while in HS. WHSAA rules 5.8.0-5.9.0.
- Recruitment is not allowed.
- Any new student athlete that has competed for another high school in Wyoming last year must see the Activities Director before their first practice.
- This includes competition against each sport program at DHS!
- No participation with a college or university team.
- Current sports physical is required to be completed prior to an activity's first practice.
- 9 practices are required prior to competing in any sport

Requirements for Participation

- Sports Physical/Consent for treatment – Forms are available through the school as well as on fremont2.org. See Activities Director for more information.
- Any homeschooled student **MUST** see the Activities Director before participating in any activity!
 - Classroom based virtual through Dubois High K-12 is exempt from homeschool agreement.
 - Coaches will ask all athletes day 1 of practice.
- Age – Cannot be 20 before August 1st.
- Grades - Must be passing all classes to play, there is a one-week probationary period.

Parental acknowledgment of athletic policies

- Upon entering High School or at the time a student tries out for an athletic team, he/she will be presented with this handbook containing all the necessary forms and information for participating in athletics.
- Each parent or guardian shall read all of the enclosed material and certify that they understand the athletic eligibility rules and policies of the school district. This signed document will be filed in the Activity Director's office.

CONCUSSION FACT SHEET FOR PARENTS



WHAT IS A CONCUSSION?

A concussion is a type of traumatic brain injury. Concussions are caused by a bump or blow to the head. Even a "ding," "getting your bell rung," or what seems to be a mild bump or blow to the head can be serious.

You can't see a concussion. Signs and symptoms of concussion can show up right after the injury or may not appear or be noticed until days or weeks after the injury. If your child reports any symptoms of concussion, or if you notice the symptoms yourself, seek medical attention right away.

WHAT ARE THE SIGNS AND SYMPTOMS OF CONCUSSION?

If your child has experienced a bump or blow to the head during a game or practice, look for any of the following signs of a concussion:

SYMPTOMS REPORTED BY ATHLETE:

- Headache or "pressure" in head
- Nausea or vomiting
- Balance problems or dizziness
- Double or blurry vision
- Sensitivity to light
- Sensitivity to noise
- Feeling sluggish, hazy, foggy, or groggy
- Concentration or memory problems
- Confusion
- Just not "feeling right" or is "feeling down"



SIGNS OBSERVED BY PARENTS/ GUARDIANS:

- Appears dazed or stunned
- Is confused about assignment or position
- Forgets an instruction
- Is unsure of game, score, or opponent
- Moves clumsily
- Answers questions slowly
- Loses consciousness (even briefly)
- Shows mood, behavior, or personality changes



DANGER SIGNS

Be alert for symptoms that worsen over time. Your child or teen should be seen in an emergency department right away if s/he has:

- One pupil (the black part in the middle of the eye) larger than the other
- Drowsiness or cannot be awakened
- A headache that gets worse and does not go away
- Weakness, numbness, or decreased coordination
- Repeated vomiting or nausea
- Slurred speech
- Convulsions or seizures
- Difficulty recognizing people or places
- Increasing confusion, restlessness, or agitation
- Unusual behavior
- Loss of consciousness (even a brief loss of consciousness should be taken seriously)

WHAT SHOULD YOU DO IF YOU THINK YOUR CHILD HAS A CONCUSSION?

1. **SEEK MEDICAL ATTENTION RIGHT AWAY**
A health care professional will be able to decide how serious the concussion is and when it is safe for your child to return to regular activities, including sports.
2. **KEEP YOUR CHILD OUT OF PLAY.**
Concussions take time to heal. Don't let your child return to play the day of the injury and until a health care professional says it's OK. Children who return to play too soon - while the brain is still healing - risk a greater chance of having a second concussion. Repeat or later concussions can be very serious. They can cause permanent brain damage, affecting your child for a lifetime.
3. **TELL YOUR CHILD'S COACH ABOUT ANY PREVIOUS CONCUSSION.**
Coaches should know if your child had a previous concussion. Your child's coach may not know about a concussion your child received in another sport or activity unless you tell the coach.

HOW CAN YOU HELP YOUR CHILD PREVENT A CONCUSSION OR OTHER SERIOUS BRAIN INJURY?

- Ensure that they follow their coach's rules for safety and the rules of the sport.
- Encourage them to practice good sportsmanship at all times.
- Make sure they wear the right protective equipment for their activity. Protective equipment should fit properly and be well maintained.
- Wearing a helmet is a must to reduce the risk of a serious brain injury or skull fracture.
 - However, helmets are not designed to prevent concussions. There is no "concussion-proof" helmet. So, even with a helmet, it is important for kids and teens to avoid hits to the head.


HOW CAN I HELP MY CHILD RETURN TO SCHOOL SAFELY AFTER A CONCUSSION?

Children and teens who return to school after a concussion may need to:

- Take rest breaks as needed
- Spend fewer hours at school
- Be given more time to take tests or complete assignments
- Receive help with schoolwork
- Reduce time spent reading, writing, or on the computer

Talk with your child's teachers, school nurse, coach, speech-language pathologist, or counselor about your child's concussion and symptoms. As your child's symptoms decrease, the extra help or support can be removed gradually.



JOIN THE CONVERSATION  www.facebook.com/CDCHeadsUp

TO LEARN MORE GO TO >> [WWW.CDC.GOV/CONCUSSION](https://www.cdc.gov/concussion)

Content Source: CDC's Heads Up Program. Created through a grant to the CDC Foundation from the National Operating Committee on Standards for Athletic Equipment (NOCSAE).

CONCUSSION FACT SHEET FOR ATHLETES



CONCUSSION FACTS

- A concussion is a brain injury that affects how your brain works.
- A concussion is caused by a bump, blow, or jolt to the head or body.
- A concussion can happen even if you haven't been knocked out.
- If you think you have a concussion, you should not return to play on the day of the injury and until a health care professional says you are OK to return to play.



CONCUSSION SIGNS AND SYMPTOMS

Concussion symptoms differ with each person and with each injury, and may not be noticeable for hours or days. Common symptoms include:

- Headache
- Confusion
- Difficulty remembering or paying attention
- Balance problems or dizziness
- Feeling sluggish, hazy, foggy, or groggy
- Feeling irritable, more emotional, or "down"
- Nausea or vomiting
- Bothered by light or noise
- Double or blurry vision
- Slowed reaction time
- Sleep problems
- Loss of consciousness

During recovery, exercising or activities that involve a lot of concentration (such as studying, working on the computer, or playing video games) may cause concussion symptoms to reappear or get worse.

WHY SHOULD I REPORT MY SYMPTOMS?

- Unlike with some other injuries, playing or practicing with concussion symptoms is dangerous and can lead to a longer recovery and a delay in your return to play.
- While your brain is still healing, you are much more likely to have another concussion.
- A repeat concussion in a young athlete can result in permanent damage to your brain. They can even be fatal.

WHAT SHOULD I DO IF I THINK I HAVE A CONCUSSION?

DON'T HIDE IT. REPORT IT.

Ignoring your symptoms and trying to "tough it out" often makes symptoms worse. Tell your coach, parent, and athletic trainer if you think you or one of your teammates may have a concussion. Don't let anyone pressure you into continuing to practice or play with a concussion.

GET CHECKED OUT.

Only a health care professional can tell if you have a concussion and when it's OK to return to play. Sports have injury timeouts and player substitutions so that you can get checked out and the team can perform at its best. The sooner you get checked out, the sooner you may be able to safely return to play.

TAKE CARE OF YOUR BRAIN.

A concussion can affect your ability to do schoolwork and other activities. Most athletes with a concussion get better and return to sports, but it is important to rest and give your brain time to heal. A repeat concussion that occurs while your brain is still healing can cause long-term problems that may change your life forever.



► **"IT'S BETTER TO MISS ONE GAME,
THAN THE WHOLE SEASON."**



JOIN THE CONVERSATION AT www.facebook.com/CDCHeadsUp

TO LEARN MORE GO TO >> WWW.CDC.GOV/CONCUSSION

Content Source: CDC's Heads Up Program. Created through a grant to the CDC Foundation from the National Operating Committee on Standards for Athletic Equipment (NOCSAE).

WHSAA RETURN TO PLAY FORM



Office: _____

Date: _____

This is to certify that _____ has been under my care for the following:

And is able to return to athletic practices/participation on _____ under the following conditions:
Day Month

Unrestricted:

Restricted/Limited to: _____

Comments (Recommended Rehab plan for return to play)

Physicians Name (Please print clearly) _____

Physicians Signature _____ Phone _____

I agree with above plan and am knowledgeable about my child's condition and situation

Parent Signature _____ Date _____

<u>1 Copy Each</u> School Parent Dr. Office
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