

**STURGEON BAY HIGH SCHOOL  
STURGEON BAY, WISCONSIN**

**CO-CURRICULAR CODE OF CONDUCT  
ELIGIBILITY CRITERIA AND STANDARDS**

**Non-Discrimination Policy**

It is the policy of the School District of Sturgeon Bay that no student may be denied admission to any public school in this district or be denied participation in, be denied the benefits of, or be discriminated against in any curricular, extracurricular, pupil service, recreational, or other program or activity because of the person's age, sex, race, national origin, ancestry, creed, religion, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional, or learning disability or handicap as required by s. 118.13, Wis. Stats. This policy also prohibits discrimination as defined by Title IX of the Education Amendments of 1972 (sex), Title VI of the Civil Rights Act of 1964 (race and national origin), and Section 504 of the Rehabilitation Act of 1973.

All vocational education programs follow the district's policies of non-discrimination on the basis of the above-mentioned reasons. In addition, arrangements can be made to ensure that the lack of English language skills is not a barrier to admission or participation.

For a copy of the complaint procedure or any questions or complaints concerning Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of the above mentioned reasons, contact:

Mr. Daniel Tjernagel  
Superintendent  
School District of Sturgeon Bay  
1230 Michigan Street  
Sturgeon Bay, WI 54235  
920.746.2800

Inquires related to Section 504 of the Rehabilitation Act of 1972, which prohibits discrimination on the basis of handicap, should be directed to:

Ms. Sharon Sanderson  
Director of Pupil Services  
School District of Sturgeon Bay  
1230 Michigan Street  
Sturgeon Bay, WI 54235  
920.746.2804

**Statement of Philosophy**

The School District of Sturgeon Bay sponsors and encourages student participation in co-curricular activities as a means of providing opportunities for personal growth, skill development, socialization, creativity, and mental, physical, and competitive experience. The school district recognizes these activities as an important part of the education of our students.

The School District of Sturgeon Bay considers involvement in co-curricular activities a privilege. Student participation carries with it certain responsibilities and expectations. It is the purpose of the policies in this Co-Curricular Code of Conduct to establish standards for participation in co-curricular activities.

### **Goals of Co-Curricular Activity Participation**

The co-curricular activity program is an integral part of the educational curriculum. It provides opportunities for learning experiences difficult to duplicate in regular school activities. Some of the major objectives of the co-curricular programs are to help students develop positive character development and learn:

- responsibility
- personal and organizational/team pride
- cooperation
- respect for others
- to place the organization/team above personal goals and desires
- skill development
- self-control and discipline
- good sportsmanship
- good habits in health and fitness
- to serve as role models
- honesty and integrity

### **Responsibilities**

The opportunities to participate in the co-curricular activity program are privileges extended to all students who are willing to assume certain responsibilities. These responsibilities include all students associated with any activity. We expect these students to be a credit to themselves, their family, school, and community. A student is expected to display high standards of behavior, practice good sportsmanship, show respect for others, be neat and well groomed at all times, have good attendance, and to abstain from the use and/or possession and/or buying and/or selling of illegal drugs or look-alike drugs, alcohol, and/or tobacco products.

### **Categories of Participation**

For purposes of establishing equitable standards to apply to the many co-curricular activities offered to students in the School District of Sturgeon Bay, three categories of participation are defined:

#### ***Category I – Interscholastic Athletics***

Athletic Trainers  
Baseball  
Basketball  
Cheerleading  
Cross-Country

Dance  
Football  
Golf  
Soccer  
Softball

Swimming and Diving  
Track and Field  
Volleyball  
Wrestling

***Category II – School Organizations and Activities (Clubs / Competitive / Performance-Based)***

Academic Competition Teams	Forensics	Mock Trial
AODA Peer Leaders	History Club	Musical
Audio/Visual Club	HOSA	Service Club
Chess Club	Humanities Club	Student Council
City Rhythm	Intramurals	Tech Challenge
Destination Imagination	Jazz Band	World Language Club
FBLA	Literacy Club	
FTA	Math Team	

***Category III – Honorary Positions (One-Time or Special Events)***

Badger Boys / Girls State	National Honor Society	Rotary Youth Leadership
Homecoming Court	Prom Court	Sadie Hawkins Court

**School Eligibility Rules**

Eligibility criteria are established for the best interest of the students, the co-curricular group, and the school. The student who complies with these rules demonstrates a desire to dedicate himself/herself to self-improvement as well as to enhance the best interest of teammates, coaches, advisors, and the school. From the date of initial signing, these eligibility rules will be enforced on a year-round basis. Violations of the co-curricular code are cumulative through four years of high school. Unless otherwise noted, all co-curricular participants must observe these eligibility criteria at all times.

**Academics**

1. A student must pass ALL courses in which he/she is enrolled in order to maintain full eligibility. Full eligibility shall be determined by a student's grades earned on the 4½-week progress report and the 9-week report card according to the following provisions.
  - A student receiving a failing grade on the 4½-week progress report will be given one calendar week from the date that the report is mailed in order to raise his/her grade(s). If the student does not document passing grades in all classes during this week, he/she will be considered ineligible until passing grades are documented on the 9-week report card.
  - A student receiving a failing grade on the 9-week report card will be considered ineligible until passing grades are documented in all classes on the next term's 4½-week progress report.
  - This process of grade evaluation will continue through the four terms of the school year. A student receiving a failing grade at the end of the fourth term may regain eligibility at the start of the fall co-curricular season through successful completion of a summer school course or correspondence course. The summer school or correspondence course must be approved by the high school guidance counselor or principal and must be comparable to the course in which the student received the failing grade. Students exercising this option must be registered in the summer school or correspondence course no later than July 15. Students will not regain full eligibility until the course is completed and grade is on record in the High School Office.

- Incomplete grades (I) shall count as failures until made up. (Exceptions may be made by the principal in cases of illness or injury.) All incomplete grades must be made up two weeks after grades become public.
- The minimum academic eligibility requirements for special education students may be waived by the principal upon consultation with and agreement by the student's special education teacher, parents, pupil services director, and the regular education teacher of the failed course (if applicable).

### **School Attendance**

2. A student must be in class for the full day on the day of a practice or contest to be eligible to compete or participate. Exceptions may be made for absences resulting from medical or legal appointments or with prior administrative approval in the case of special circumstances.

### **Team/Organization / Activity Expectations**

3. No student may participate in any co-curricular activities until both the student and his/her parent/guardian has signed and submitted a copy of the Student/Parent Co-Curricular Responsibility Agreement, acknowledging that the student and his/her parent/guardian agree to abide by the rules and provisions of the Co-Curricular Code.
4. Students who are dropped from one activity for disciplinary reasons or who quit are not eligible to compete in another activity for that particular season without mutual agreement of coaches and/or advisors. However, any student who does not make the final roster of a team may compete in another activity during that season.
5. Students shall be clean and well groomed (to be determined by the coach or advisor) throughout the season. Unusual clothing or uncleanness during the season shall cause the student to be subject to restrictions as the coach or advisor and/or administration shall impose after reasonable counseling has been attempted.
6. A student who travels to an out-of-town activity with a school group must return with the group. The only exception to this rule is that if a parent is present at the out-of-town site, he/she may request that the student return with the parent. This request must be made in writing. Bus waiver forms may be obtained from the coach or High School Office.
7. Any student who is injured during an activity or contest shall report the injury to the coach/advisor at once. If a student is treated at a hospital or medical facility, a release from a physician is required before the student resumes practice or competition.
8. Each student is responsible for the school equipment issued to him/her. Lost equipment must be paid for by the student to whom it was issued prior to any involvement in another school activity. Any student possessing school equipment not issued to that student faces disciplinary action which may prevent his/her further involvement.
9. A student, when he/she joins an activity, is expected to dedicate the time specified for practice by the coach/advisor. Regular attendance in classes, practice, and games or meets is required.

10. If the number of students trying out for an activity is more than the facilities and/or equipment can accommodate, selection will be made by the coach on the basis of ability shown.
11. (Category I participants only) Students participating in interscholastic athletics must also abide by specific rules of eligibility as stipulated by the Wisconsin Interscholastic Athletic Association (W.I.A.A.). Those specific rules are summarized in a separate document and will be handed out at the Parent-Athlete Co-Curricular meeting and at anytime upon request. Copies of the W.I.A.A. rules are available from the athletic director or in the High School Office.
12. (Category I participants only) Athletes may participate in organized non-school activities as long as they are not participating in the same sport (W.I.A.A. Rule) and this activity does not interfere with the practice or game schedule of the school team. A student athlete will become ineligible for the remainder of the sports season for breaking this policy.
13. (Category I participants only) At least one parent or guardian must attend a Parent-Athlete Co-Curricular rules meeting prior to the start of the student's first season of participation each school year. No student may begin practice until this requirement has been met.

Parents unable to attend the general meeting due to extenuating circumstances must arrange an appointment with the head coach, athletic director, and/or principal to discuss the co-curricular standards and sign a copy of the rules.

14. (Category I participants only) In addition the signed Student/Parent Co-Curricular Responsibility Agreement, the following documents must be completed and submitted before an athlete may start practice or receive any equipment:
  - Athletic Permit Card or Alternative Year Permit Card (An athlete must have a physical by a licensed physician every other year. In alternate years, the Alternate Year Athletic Permit Card must be completed. Exception: managers and statisticians.)
  - Insurance Waiver Form or Proof of Insurance
  - Emergency Information Card

### **General Conduct**

15. No student may use, possess, buy, sell, or transmit any tobacco products (including look-alike tobacco products and electronic smoking devices), alcohol, illegal drugs, or look-alike drugs.
16. If a student-athlete hosts a get-together and if alcohol and/or drugs or look-alike drugs are present and being consumed, the student-athlete host is in violation of the Co-Curricular Code of Conduct to the same degree as if the student-athlete host used and/or possessed and/or bought and/or sold drugs or look-alike drugs, and/or alcohol, and/or tobacco products.
17. General conduct (citizenship) by student-athletes in and out of school must be positive and exemplary. Students must display and practice good school and community citizenship at all times; their behavior should not bring discredit to themselves, their parents/guardians, the school, or the team. Examples of behaviors that would be considered to be violations of this clause include, but are not limited to, the following:

- vandalism or property destruction
- theft
- physical assault
- disorderly conduct
- serious or persistent violations of school rules that results in out-of-school suspension
- behavior that results in the issuance of a municipal citation or a misdemeanor charge by the Police and/or Sheriff's Department for any activity other than minor driving offenses.

Note: If a student is charged with a felony, the student shall not participate until the case is resolved within the judicial system. If the student is convicted of a felony, he/she is permanently ineligible for participation in co-curricular activities at Sturgeon Bay High School.

A suspension from co-curricular activities shall take place during an appeal for the violation, citation, or criminal charge within the school or legal system.

18. A student becomes eligible when his/her suspension is completed.

### **Determination of Violation**

The building administrator and/or the athletic director will investigate reported violations of the Co-Curricular Code of Conduct. Students alleged to have violated the code will be given the opportunity to present information on their behalf before any penalties or consequences are imposed.

If the investigation leads to an initial determination that a violation has occurred, the building administrator and/or athletic director will so inform the student. The student may request a meeting with his/her parent and the building administrator and athletic director or designee to further discuss the violation before a final decision is made. Parental participation is strongly encouraged. This meeting must take place at least one day prior to the next scheduled activity or within three school/business days (whichever comes first) unless the building administrator and/or athletic director agree to modify this deadline. If the student and/or parent choose not to request a meeting, the initial determination will stand, and the student will be declared ineligible.

### **Appeal Process**

The following appeal process shall be used (student is ineligible to compete pending appeal):

1. The initial appeal of the penalty must be directed to the building principal in writing within five school/business days. The building principal will refer the appeal to the superintendent.
2. The superintendent will meet with the student and his/her parent(s) in a timely manner to hear testimony and receive other information on behalf of the student. The high school administration may also present testimony and other information at the appeal meeting. The superintendent may also direct questions to the student, parent(s), administration, or any other individuals presenting information related to the appeal. After each side has had an opportunity to be heard, the superintendent will render a decision within three school or business days.
3. The superintendent has the authority to uphold or overturn the penalty imposed by the high school administration.

4. Decisions of the superintendent may be appealed to the Board of Education. This appeal should be made in writing and directed to the superintendent within five school/business days after receipt of the superintendent's decision. The superintendent will forward the appeal to the Board of Education president.

### **Penalties for Violation of Co-Curricular Activity Eligibility Rules**

If a student violates the Co-Curricular Code of Conduct, he/she will be held accountable for the violation in each co-curricular activity in which the student is participating. If a student is not involved in a co-curricular activity at the time of the violation, he/she will be held accountable during the next season of participation. If a penalty cannot be satisfied during a current season of participation, the penalty will be prorated over the course of the next season of participation. Penalties will be imposed in each category of participation according to the following guidelines:

#### ***Category I***

##### *First Offenses: 25 percent of the scheduled contests*

In addition, if the violation is a drug-, alcohol-, or tobacco-related offense, it is recommended that the student have a chemical assessment offered by a state-certified mental health and/or AODA agency at student and/or parent/guardian expense.

##### *Second Offenses: 50 percent of the scheduled contests*

Any student subjected to a penalty because of a second offense related to drugs, alcohol, or tobacco is required to have a chemical assessment by a state-certified mental health and/or AODA agency at student and/or parent/guardian expense during the suspension and before the student participates in the suspended activity.

##### *Third Offenses: 100 percent of the scheduled contests*

Any student subjected to a penalty because of a third offense related to drugs or look-alike drugs, alcohol, or tobacco is required to have a chemical assessment by a state-certified mental health and/or AODA agency at student and/or parent/guardian expense during the suspension and before the student is eligible to participate in the suspended activity and successfully complete a prescribed program as deemed appropriate by the building administrator in conjunction with a community agency prior to further participation.

##### *Fourth and Subsequent Offenses: Calendar-year suspension from all areas of co-curricular participation (twelve [12] months from date of penalty)*

Any student subjected to a penalty because of four or more offenses related to drugs or look-alike drugs, alcohol, or tobacco is required to have a chemical assessment by a state-certified mental health and/or AODA agency at student and/or parent/guardian expense during the suspension and before the student is eligible to participate in the suspended activity and successfully complete a prescribed program as deemed appropriate by the building administrator in conjunction with a community agency prior to further participation.

The following chart summarizes the number of Category I contests that would be missed due to a first and second offense of the Co-Curricular Code of Conduct:

Percent of Violation	No. of Contests	No. of Contests Penalized
25 percent	1 – 6	1
	7 – 11	2
	12 – 15	3
	16 – 19	4
	20 or more	5
50 percent	1 – 3	1
	4	2
	5 – 7	3
	8 – 9	4
	10 – 11	5
	12 – 13	6
	14 – 15	7
	16 – 17	8
	18 – 19	9
	20 or more	10

If a student does not successfully complete the season of a Category I activity in which he/she is serving a suspension, any penalties served during that season will not be counted, and the student's entire consequence will be carried over into the next season of participation.

### ***Category II***

#### ***First Offenses: Ineligible for 15 calendar days***

In addition, if the violation is a drug-, alcohol-, or tobacco- related offense, it is recommended that the student have a chemical assessment offered by a state-certified mental health and/or AODA agency at student and/or parent/guardian expense.

#### ***Second Offenses: Ineligible for 30 calendar days***

Any student subjected to a penalty because of a second offense related to drugs, alcohol, or tobacco is required to have a chemical assessment by a state-certified mental health and/or AODA agency at student and/or parent/guardian expense during the suspension and before the student participates in the suspended activity.

#### ***Third Offenses: Ineligible for 60 calendar days***

Any student subjected to a penalty because of a third offense related to drugs or look-alike drugs, alcohol, or tobacco is required to have a chemical assessment by a state-certified mental health and/or AODA agency at student and/or parent/guardian expense during the suspension and before the student is eligible to participate in the suspended activity and successfully complete a prescribed program as deemed appropriate by the building administrator in conjunction with a community agency prior to further participation.



*Fourth and Subsequent Offenses: Ineligible for one calendar year*

Any student subjected to a penalty because of four or more offenses related to drugs or look-alike drugs, alcohol, or tobacco is required to have a chemical assessment by a state-certified mental health and/or AODA agency at student and/or parent/guardian expense during the suspension and before the student is eligible to participate in the suspended activity and successfully complete a prescribed program as deemed appropriate by the building administrator in conjunction with a community agency prior to further participation.

***Category III***

Due to the honorary nature of election to any Category III activity, students who violate the Code of Conduct for infractions involving the use, possession or distribution of alcohol, illegal drugs, or tobacco, or for conduct that results in charges for a misdemeanor or felony shall be removed from consideration of the position/honor. If selection has already been made, the student shall be removed from the elected position and forfeit his/her right to participate in the activity for one calendar year.

**Parent Expectations Accountability Agreement**

As the parent/guardian of a student athlete, I hereby understand and agree to my role regarding the following expectations:

1. Create a positive atmosphere for my student athlete both at home and throughout the community.
2. To personally hold my student athlete and myself accountable for our commitment to success. This specifically includes helping with Booster Club and additional program fundraisers in which my student athlete is participating.
3. I will at all times be a positive influence and role model for my student athlete at home and throughout the community.
4. I will maintain the highest level of sportsmanship at all times during all competitive sports functions to help instill in my student athlete the importance of good sportsmanship.
5. I will trust and support the administration, the coaches, and their staff members who are making decisions based on the best interest of my student athlete, the program, the school district, and our community.

Adopted July 15, 1992

Re-adopted May 21, 1997

Revised April 17, 2002

Re-adopted May 15, 2002

Revised June 30, 2004

Re-adopted July 21, 2004

Revised September 15, 2004

Re-adopted October 20, 2004

Categories revised July 17, 2008

Categories revised July 8, 2010

Categories revised July 8, 2011

General Conduct Rule No. 15 updated June 16, 2015

Parent Expectations Accountability Agreement added June 6, 2018



## 2018-2019 High School Athletic Eligibility Information Bulletin

To: Student-Athletes and Their Parents

From: Wisconsin Interscholastic Athletic Association and Sturgeon Bay High School

(School)

Your high school is a member of the Wisconsin Interscholastic Athletic Association. The following rules and regulations are developed by the member schools of the WIAA and govern the participation by boys and girls in school athletics and in some instances, impact upon sports activities outside the school.

This information bulletin is a **summary** of the WIAA OFFICIAL HANDBOOK as it pertains to those rules and regulations. Both student-athletes and their parents should have an understanding of these requirements. Equally important is that student-athletes and/or parents talk to their principal or athletic director if they have any question about these regulations. For additional information on Rules of Eligibility see the WIAA Handbook, or visit the WIAA website at [www.wiaawi.org](http://www.wiaawi.org).

This bulletin does not discuss specific penalties for all violations. The reason is that penalties vary depending upon the nature of the violation. In addition, schools often have established penalties or periods of ineligibility, which are greater than the minimum prescribed by WIAA rules.

There also are exceptions and other permissive provisions in some rules. Student-athletes and their parents should discuss all athletic eligibility related situations with the school principal or athletic director who, if necessary, will get a decision, interpretation, or opinion from the WIAA office.

**Student-athletes, as well as parents are asked to read this bulletin, and then sign it and have their signature statement (attached) on file at their school prior to practicing and competing.**

These are WIAA eligibility rules, which are **current for the 2018-2019 school year**:

### AGE

A student shall be ineligible for interscholastic competition if he/she reaches his/her 19th birthday before August 1 of any given school year.

### ACADEMICS

A student-athlete must meet school and DPI requirements defining a full-time student and have received no more than one failing grade (including incompletes) in the most recent school issued grade reporting period. Note: Some member schools adopt code and academic policies and other participation requirements which are more stringent than WIAA minimum requirements. In those instances, the school's requirements prevail and must be applied as written.

### ATTENDANCE

A student-athlete is eligible for interscholastic competition at a member school if he/she is carried on the attendance rolls as a duly enrolled full-time Grade 9, 10, 11 or 12 student in that member school. (Subject to satisfying all other eligibility requirements.)

Note: A full-time student is further defined as one where the member school is responsible for programming 100% of the student's school day. The student is eligible for like or similar awards, privileges and services as all the other students and meets all obligations and responsibilities as other students, without exception.

- A. A student must complete eligibility in the four consecutive years starting with Grade 9 and the three consecutive years starting with Grade 10, unless there are documented extenuating circumstances and a waiver has been provided.
- B. A student is ineligible if he/she has graduated from a school offering studies through Grade 12 or its equivalent.
- C. A student who graduated in May or June retains eligibility for (a) any portion of a spring athletic schedule not completed by the end of the academic year and (b) the school's summer athletic schedule.
- D. A student is ineligible if he/she has not been enrolled in some school by the 17th day of a semester or trimester, except upon request of a school in special cases involving sickness, accident, military service, social services assignment, e.g.
- E. A student-athlete may not participate in school sports in more than four different years, and a student-athlete may not participate in the same sport more than one season each school year.

### DETERMINING RESIDENCE FOR PUBLIC SCHOOL STUDENTS

A full-time student, whether an adult or not, is eligible for varsity interscholastic competition only at the school within whose attendance boundaries his/her parents reside, within a given school district, with these additional provisions:

- A. Board of Education approved full-time student(s), paying their own tuition and residing full time with parents in their primary residence shall be afforded eligibility. Transfer students are subject to provisions outlined in the transfers section of this document and in the Senior High Handbook.
- B. The residence of a student's guardians shall determine eligibility in cases where both parents of a student are deceased. The execution of guardianship papers in situations where one or both parents are living does not by itself make a student eligible.
- C. In the event of a divorce or legal separation, whether pending or final, a student's residence at the beginning of the school year shall determine eligibility, except in situations involving transfer after the fourth consecutive semester following entry into grade 9. 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.' Under this rule, a student who transfers after the beginning of the school year shall be ineligible at the new school unless approval is granted by the Board of Control in accordance with the transfer and/or waiver provisions as described in the WIAA HS Handbook.

- D. A student whose tuition is paid by the school within whose attendance boundaries parents reside or by the state and is enrolled in a district approved program may be eligible at either school (first priority to school of residence) but (a) may not participate at both schools in the same year and (b) academic ineligibility accompanies student upon transfer. Transfer restrictions may also apply.
- E. A student whose tuition is paid by the school within whose attendance boundaries parents reside or by the state or who is participating full time in a legislated open enrollment option must meet all statutory timeline requirements. This provision extends the opportunity to decline attendance at the new school and continue at his/her school of residence. If the student begins the school year at the new school and then transfers back to school of residence after attending one or more days of school or one or more athletic practices, he/she shall be subject to transfer provisions as outlined in the transfer Section of this document.
- F. A student may continue being eligible in the same school even though parent(s) and/or student move from within that school's attendance boundaries, provided enrollment is continuous (unbroken in that school).
- G. After a student-athlete has not participated and/or has had their eligibility restricted for one calendar year due to reasons relating to residence and/or transfer, he/she becomes eligible.
- H. A student-athlete will not be eligible if his/her attendance at a particular school resulted from undue influence (special consideration because of athletic ability) on the part of any person.
- I. A student-athlete who has been declared ineligible at a school for disciplinary reasons, academic reasons or due to another State Association's provision retains that ineligibility status if he/she transfers to another school.
- J. Except in situations involving transfer after a student's sixth consecutive semester, a full-time student whose residence in a given district and attendance at a member school does not conform with any of the provisions outlined above shall be eligible for nonvarsity competition only, for one calendar year, unless a waiver is provided as outlined in the WIAA HS Handbook under Waivers. Transfer students are subject to transfer provisions as outlined in the transfer section of this document and in the Senior High Handbook.

#### **DETERMINING RESIDENCE FOR NONPUBLIC SCHOOL STUDENTS**

A full-time student, whether an adult or not, is eligible for varsity interscholastic competition only if the student is residing full time with parents in their primary residence with these additional provisions:

- A. In the event of a divorce or legal separation, whether pending or final, a student's residence at the beginning of the school year shall determine eligibility except in situations involving transfer after a student's fourth consecutive semester. 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'. Under this rule, a student who transfers after the beginning of the school year shall be ineligible at the new school unless approval is granted by the Board of Control in accordance with the waiver provisions as described in the WIAA HS Handbook under Waivers. Transfer restrictions may also apply.
- B. Residing full time with guardians shall determine eligibility in cases where both parents of a student are deceased. The execution of guardianship papers in situations where one or both parents are living does not by itself make a student eligible.
- C. A student may continue being eligible in the same school even though parent(s) and/or student move from within that school's traditional attendance area, provided enrollment is continuous (unbroken in that school).
- D. A student who has been in attendance in a nonpublic, self-contained school (i.e. grades K-12 or 7-12) for at least one complete school year prior to reaching Grade 9 and has not broken enrollment during that time is eligible in that nonpublic school upon entering Grade 9.
- E. Except in situations involving mid-year transfer and/or transfer after the fourth consecutive semester students attending member residential schools shall be eligible at the member school provided they reside at the school or reside full time with parents in their primary residence.
- F. Except in situations involving transfer after a student's sixth consecutive semester, a full-time student attending a nonpublic school but not residing in accordance with any of the provisions outlined above shall be eligible for nonvarsity competition only, for one calendar year, unless a waiver is provided as outlined in the WIAA HS Handbook under Waivers.

#### **TRANSFERS**

A full-time student may be afforded up to eight consecutive semesters of interscholastic eligibility upon entry into Grade 9. **Transferring schools at any time may result in restrictions being imposed on eligibility, or in some cases a denial of eligibility.** 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.' These additional provisions relate to transfer cases:

- A. A student who transfers from any school into a member school after the sixth consecutive semester following entry into Grade 9 shall be ineligible for competition at any level for one calendar year, but may practice, unless the transfer is made necessary by a total and complete change in residence by parent(s). The calendar year (365 days) will be determined from a student's first day of attendance at the new school.
- B. Open enrolled and/or tuition paying 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.
- C. Open enrolled and/or tuition paying students entering 11th grade are restricted to nonvarsity opportunities for one calendar year.
- D. Open enrolled and/or tuition paying students entering 12th grade as transfer students are ineligible to compete at any level for one calendar year, but may practice.
- E. 9th grade students who transfer after the beginning of the school year and with written consent from both schools directly involved shall be restricted to nonvarsity opportunities for the remainder of the school year. Restrictions are removed upon entering 10th grade.
- F. 10th or 11<sup>th</sup> grade students who transfer after the beginning of the school year and with written consent from both schools directly involved shall be restricted to nonvarsity opportunities for one calendar year (365 days beginning with first day of attendance at the new school).
- G. In the event of divorce or legal separation, whether pending or final, residence at the beginning of the school year shall determine eligibility for students entering 9th and/or 10th grade. In situations involving transfer after the sixth consecutive semester following entry into grade 9 the student is ineligible to compete at any level for one calendar year, but may practice.

- H. District policies with respect to intra-district transfer do not supercede WIAA transfer rules in situations involving post-sixth semester transfers. Intra-district transfers occurring after the sixth consecutive semester following entry into grade 9 result in the student being ineligible for competition at any level for one calendar year (365 days beginning with first day of attendance at the new school), but may practice.
- I. Unless transfer, including an accompanying total and complete change of parents' residence, is effective at the outset of a semester, a student cannot establish eligibility at his/her new school until the fifth calendar day of such transfer.
- J. If within the first four consecutive semesters following entry into grade 9, a student who transfers more than once in any given school year shall be ineligible for all interscholastic competition for the remainder of that current school year and will be eligible for nonvarsity opportunities only for the balance of the calendar year. In situations involving transfer after the sixth consecutive semester following entry into grade 9 the student is ineligible to compete at any level for one calendar year, but may practice.
- K. A student may not have eligibility in more than one member school at the same time. A parent or parents who move from a primary residence within one school's attendance boundaries, to a secondary residence within another school's attendance boundaries, may be required by the Board of Control to provide evidence of a total and complete move.
- L. A student who transfers from any school, whether or not a member school, with a status of ineligibility for disciplinary reasons, academic reasons and/or as a result of another State Association's regulation or sanction, retains such status at his/her new school for the same period as decreed by the former school. A student who transfers due to expulsion or removal for disciplinary reason from the previous school is ineligible for the length of the expulsion as determined by the previous school's Board of Education.
- M. 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.

#### **PHYSICAL EXAMINATION and PARENT'S PERMISSION**

A student-athlete whether an adult or not, must have written permission of parents to participate in school athletics, an emergency information form, and he/she must have a physical examination (signed by a licensed physician, physician's assistant or advanced practice nurse prescriber) every other school year.

A physical examination taken April 1 and thereafter is valid for the following two school years. Physical examination taken before April 1 is valid only for remainder of that school year and the following school year.

#### **TRAINING and CONDUCT**

A student-athlete must follow his/her school's code of conduct (training rules) on a year-round basis.

- A. A student-athlete who violates his/her school's code of conduct during the season of a sport (start of practice to final game) must be suspended from competition for a period of time specified in the code (minimum of one meet) if the violation involves (a) possession and/or use of alcohol, (b) possession and/or use of tobacco, including chewing tobacco and (c) use, possession, buying or selling of controlled substances, street drugs and performance enhancing substances (PES).
- B. The member school will determine minimum penalties for violation of any other provisions of its code of conduct, including out of season offenses and for any other unacceptable conduct contrary to the ideals, principals and standards of the school and this Association including but not limited to criminal behavior.
- C. A student-athlete who violates his/her school's code of conduct at times other than during the actual season of a sport must be disciplined by the school, the nature of such discipline to be determined by the school as indicated in its code of conduct.
- D. A student-athlete who violates any part of the school or WIAA's code of conduct resulting in suspension for any portion of WIAA-sponsored tournament competition must be immediately declared ineligible for the remainder of tournament series in that sport. During the WIAA Tournament, an ineligible athlete may not suit up.
- E. A student-athlete, disqualified from a contest for flagrant or unsportsmanlike conduct, is also suspended from the next competitive event.
- F. Any player who in the judgment of the official, intentionally spits on, strikes, slaps, kicks, pushes or aggressively physically contacts an official at any time shall be immediately ineligible for competition a minimum of 90 calendar days from the date of the confrontation. In addition, the player is ineligible to compete for the first 25% of the next season in that same sport.
- G. A school must provide an opportunity for the student to be heard prior to a penalty being enforced. If a student appeals a suspension, according to the schools appeal procedure, the student is ineligible during the appeal process.
- H. Schools/individuals are prohibited during the regular season and the WIAA tournament series from practicing for regional, sectional, and state tournament preparation at sites and facilities hosting WIAA tournaments.

#### **AMATEUR STATUS**

A student-athlete must be an amateur in all recognized sports of this association in order to compete in any WIAA sport.

- A. A student-athlete may not accept, receive or direct to another, reimbursement in any form of salary, cash or share of game or season proceeds for athletic accomplishments, such as being on a winning team, being selected for the school varsity team, or being a place winner in an individual tournament, e.g.
- B. A student-athlete may receive: a medal, cup, trophy or plaque from the sponsoring organization regardless of cost; school mementos valued not more than \$200; an award valued not more than \$100 retail for participation in an athletic contest in a WIAA recognized sport; and may retain non-school competition apparel worn by the student as part of the team uniform.
- C. A student-athlete may not receive 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.
- D. A student-athlete may not receive free and/or reduced rates on equipment, apparel, camps/clinics/instruction and competitive opportunities that are not identical for any and all interested students.



**STURGEON BAY HIGH SCHOOL**

**STUDENT / PARENT CO-CURRICULAR RESPONSIBILITY AGREEMENT**

We, the undersigned parents/guardians, hereby give permission for \_\_\_\_\_ to participate in Sturgeon Bay High School co-curricular activities during his/her remaining years as a student in the Sturgeon Bay School District. We further understand that there is a possibility for injury while participating in co-curricular activities and give permission for his/her participation with this understanding. Parents may withdraw their consent for their child's participation in all or selected co-curricular activities at any time by giving written notification to the administration of the school. We have read all of the eligibility rules and criteria stated in the Co-Curricular Code of Conduct and agree to support the enforcement of said rules and criteria.

\_\_\_\_\_  
Signature of Parent / Guardian

\_\_\_\_\_  
Date

I certify that I have read, understand, and agree to abide by all of the information contained in the High School Athletic Eligibility Information Bulletin as published by the WIAA. I further certify that if I have not understood any information contained in this document, I have sought and received an explanation of the information prior to signing this statement.

\_\_\_\_\_  
Signature of Parent / Guardian

\_\_\_\_\_  
Date

# A Fact Sheet for HIGH SCHOOL ATHLETES

## HEADS UP CONCUSSION

### WHAT IS A CONCUSSION?

A concussion is a brain injury that affects how your brain works. It can happen when your brain gets bounced around in your skull after a fall or hit to the head.

This sheet has information to help you protect yourself from concussion or other serious brain injury and know what to do if a concussion occurs.

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



**REPORT IT.** Tell your coach, parent, and athletic trainer if you think you or one of your teammates may have a concussion. It's up to you to report your symptoms. Your coach and team are relying on you. Plus, you won't play your best if you are not feeling well.



#### **GIVE YOUR BRAIN TIME TO HEAL.**

A concussion can make everyday activities, such as going to school, harder. You may need extra help getting back to your normal activities. Be sure to update your parents and doctor about how you are feeling.

### WHY SHOULD I TELL MY COACH AND PARENT ABOUT MY SYMPTOMS?

- Playing or practicing with a concussion is dangerous and can lead to a longer recovery.
- While your brain is still healing, you are much more likely to have another concussion. This can put you at risk for a more serious injury to your brain and can even be fatal.



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Control and Prevention  
National Center for Injury  
Prevention and Control

#### **GOOD TEAMMATES KNOW:**

IT'S BETTER TO MISS ONE GAME THAN THE WHOLE SEASON.

## HOW CAN I TELL IF I HAVE A CONCUSSION?

You may have a concussion if you have any of these symptoms after a bump, blow, or jolt to the head or body:

-  ..... **Get a headache**
-  ..... **Feel dizzy, sluggish or foggy**
-  ..... **Be bothered by light or noise**
-  ..... **Have double or blurry vision**
-  ..... **Vomit or feel sick to your stomach**
-  ..... **Have trouble focusing or problems remembering**
-  ..... **Feel more emotional or “down”**
-  ..... **Feel confused**
-  ..... **Have problems with sleep**

Concussion symptoms usually show up right away, but you might not notice that something “isn’t right” for hours or days. A concussion feels different to each person, so it is important to tell your parents and doctor how you are feeling.

*The information provided in this document or through linkages to other sites is not a substitute for medical or professional care. Questions about diagnosis and treatment for concussion should be directed to a physician or other health care provider.*

## HOW CAN I HELP MY TEAM?



### PROTECT YOUR BRAIN.

Avoid hits to the head and follow the rules for safe and fair play to lower your chances of getting a concussion. Ask your coaches for more tips.



**BE A TEAM PLAYER.** You play an important role as part of a team. Encourage your teammates to report their symptoms and help them feel comfortable taking the time they need to get better.



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To learn more, go to [www.cdc.gov/HEADSUP](http://www.cdc.gov/HEADSUP)



# A Fact Sheet for HIGH SCHOOL PARENTS



This sheet has information to help protect your teens from concussion or other serious brain injury.

## What Is a Concussion?

A concussion is a type of traumatic brain injury—or TBI—caused by a bump, blow, or jolt to the head or by a hit to the body that causes the head and brain to move quickly back and forth. This fast movement can cause the brain to bounce around or twist in the skull, creating chemical changes in the brain and sometimes stretching and damaging the brain cells.

## How Can I Help Keep My Teens Safe?

Sports are a great way for teens to stay healthy and can help them do well in school. To help lower your teens' chances of getting a concussion or other serious brain injury, you should:

- Help create a culture of safety for the team.
  - › Work with their coach to teach ways to lower the chances of getting a concussion.
  - › Emphasize the importance of reporting concussions and taking time to recover from one.
  - › Ensure that they follow their coach's rules for safety and the rules of the sport.
  - › Tell your teens that you expect them to practice good sportsmanship at all times.
- When appropriate for the sport or activity, teach your teens that they must wear a helmet to lower the chances of the most serious types of brain or head injury. There is no "concussion-proof" helmet. Even with a helmet, it is important for teens to avoid hits to the head.

## How Can I Spot a Possible Concussion?

Teens who show or report one or more of the signs and symptoms listed below—or simply say they just "don't feel right" after a bump, blow, or jolt to the head or body—may have a concussion or other serious brain injury.

### Signs Observed by Parents

- Appears dazed or stunned.
- Forgets an instruction, is confused about an assignment or position, or is unsure of the game, score, or opponent.
- Moves clumsily.
- Answers questions slowly.
- Loses consciousness (*even briefly*).
- Shows mood, behavior, or personality changes.
- Can't recall events *prior to* or *after* a hit or fall.

### Symptoms Reported by Teens

- Headache or "pressure" in head.
- Nausea or vomiting.
- Balance problems or dizziness, or double or blurry vision.
- Bothered by light or noise.
- Feeling sluggish, hazy, foggy, or groggy.
- Confusion, or concentration or memory problems.
- Just not "feeling right," or "feeling down."

**Talk with your teens about concussion.** Tell them to report their concussion symptoms to you and their coach right away. Some teens think concussions aren't serious or worry that if they report a concussion they will lose their position on the team or look weak. Remind them that *it's better to miss one game than the whole season.*



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## GOOD TEAMMATES KNOW:

IT'S BETTER TO MISS ONE GAME THAN THE WHOLE SEASON.

**Concussions affect each teen differently.** While most teens with a concussion feel better within a couple of weeks, some will have symptoms for months or longer. Talk with your teens' health care provider if their concussion symptoms do not go away or if they get worse after they return to their regular activities.



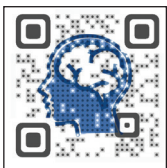
## Plan ahead.

What do you want your teen to know about concussion?

## What Are Some More Serious Danger Signs to Look Out For?

In rare cases, a dangerous collection of blood (hematoma) may form on the brain after a bump, blow, or jolt to the head or body and can squeeze the brain against the skull. Call 9-1-1 or take your teen to the emergency department right away if, after a bump, blow, or jolt to the head or body, he or she has one or more of these danger signs:

- One pupil larger than the other.
- Drowsiness or inability to wake up.
- A headache that gets worse and does not go away.
- Slurred speech, weakness, numbness, or decreased coordination.
- Repeated vomiting or nausea, convulsions or seizures (shaking or twitching).
- Unusual behavior, increased confusion, restlessness, or agitation.
- Loss of consciousness (passed out/knocked out). Even a brief loss of consciousness should be taken seriously.



You can also download the CDC *HEADS UP* app to get concussion information at your fingertips. Just scan the QR code pictured at left with your smartphone.

## What Should I Do If My Teen Has a Possible Concussion?

As a parent, if you think your teen may have a concussion, you should:

1. Remove your teen from play.
2. Keep your teen out of play the day of the injury. Your teen should be seen by a health care provider and only return to play with permission from a health care provider who is experienced in evaluating for concussion.
3. Ask your teen's health care provider for written instructions on helping your teen return to school. You can give the instructions to your teen's school nurse and teacher(s) and return-to-play instructions to the coach and/or athletic trainer.

Do not try to judge the severity of the injury yourself. Only a health care provider should assess a teen for a possible concussion. You may not know how serious the concussion is at first, and some symptoms may not show up for hours or days. A teen's return to school and sports should be a gradual process that is carefully managed and monitored by a health care provider.

➤ **Teens who continue to play while having concussion symptoms or who return to play too soon—while the brain is still healing—have a greater chance of getting another concussion. A repeat concussion that occurs while the brain is still healing from the first injury can be very serious and can affect a teen for a lifetime. It can even be fatal.**

Revised 12/2015



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To learn more, go to [www.cdc.gov/HEADSUP](http://www.cdc.gov/HEADSUP)

# Concussion Management Plan

For:

STURGEON BAY HIGH SCHOOL

1230 MICHIGAN STREET

STURGEON BAY, WI 54235

Prepared by:

ALYSSA LEE

LICENSED ATHLETIC TRAINER

04/03/2018

## 1. Overview

1.1. In response to the growing concern over concussion in athletics there is a need for High Schools to develop and utilize a "Concussion Management Plan". While regional limitations in the availability of specifically trained school and medical personnel are acknowledged, the following document serves as a standard for concussion management.

1.2. The following components will be outlined as part of a comprehensive concussion management plan:

1.2.1. Concussion Overview (section 2)

1.2.2. Concussion Education for Student-Athletes and Parent(s)/Guardian(s) (section 3)

1.2.3. Concussion Education for Coaches (section 4)

1.2.4. Concussion Education for Teachers and Staff (section 5)

1.2.5 Pre-season concussion assessment (section 6)

1.2.6. Concussion action plan (section 6)

1.2.7. Appendix A: Statement Acknowledging Receipt of Concussion Education for Participant

1.2.8. Appendix B: Statement Acknowledging Receipt of Concussion Education for Parent/Guardian(s)

1.2.9. Appendix C: Statement Acknowledging Receipt of Concussion Education for Coaches

1.2.10. Appendix D: Post Concussion Instructions

1.2.11. Appendix E: Sports Concussion Assessment Tool with BESS – Version 3 (SCAT 3)

1.2.12. Appendix F: Post-Concussion Symptom Score

1.2.13. Appendix G: Return to School Recommendations

1.2.14. Appendix H: Return-To-Learn Recommendations

1.2.15. Appendix I: Return to Play Protocol

1.2.16. Appendix J: Memo- Implementation of NFHS Playing Rules Changes Related to Concussion and Concussed Athletes

1.2.17. Appendix K: Treatment Algorithm for Sports Related Concussion

## 2. What is a Concussion?

2.1. Concussion, or mild traumatic brain injury (mTBI), in accordance with the 3<sup>rd</sup> International Conference on Concussion in Sport (2008), is defined as a complex pathophysiological process affecting the brain, induced by traumatic biomechanical forces. Common elements include but are not limited to:

- Confusion
- Anterograde Amnesia
- Disorientation
- Delayed Motor Response
- Slurred/Incoherent Speech
- Nausea/Vomiting
- Light Sensitivity
- Disequilibrium
- Retrograde Amnesia
- Emotional Liability
- Dizziness
- Headache
- Loss of Consciousness (LOC)
- Blurred Vision
- Feeling 'in a fog', 'zoned out'
- Vacant Stare (Glassy eyed)
- Delayed Verbal Response
- Inability to Focus
- Excessive Drowsiness
- Noise Sensitivity
- Double Vision

## 3. Concussion Education for Student Athletes and Parent(s)/Guardian(s)

3.1. As part of the athletics paperwork process, student-athletes shall be presented with a discussion about concussions and given a copy of the CDC's "Heads Up: Concussion in High School Sports – A fact sheet for Athletes".

3.1.1. This information will be presented by the schools Licensed Athletic Trainer in cooperation and consultation with the athletic trainers supervising physician. Additional, local medical resources may also participate as needed.

3.2. As part of the athletics paperwork process, parent/guardian(s) shall be presented with a copy of the CDC's "Heads Up: Concussion in High School Sports – A Fact sheet for parents".

3.3. These materials are available free of charge from the CDC. To order or download go to the CDC concussion webpage or use the following link: <http://www.cdc.gov/concussion>.

3.4. All student-athletes and their parents/guardians will sign a statement in which the student-athlete accepts the responsibility for reporting their injuries and illnesses to the coaching/athletic training staff, parents, or other health care personnel including signs and symptoms of concussion. This statement will also acknowledge having received the above-mentioned educational handouts. **See Appendix A and B.**

3.5. All student-athletes shall be **required** to participate in the above education prior to their participation in any sport at Sturgeon Bay High School.

#### 4. Concussion Education for Coaches

4.1. It is required that each year that coaches, Licensed Athletic Trainers, and the schools nurse shall review the concussion management plan and a copy of the CDC's "Heads Up: Concussion in High School Sports – A Guide for Coaches" <http://www.cdc.gov/concussion>.

4.2. All coaches, Licensed Athletic Trainers, other medical staff, administrative personnel and school nurses shall review appropriate handouts regarding concussion

4.2.1. As determined by Sturgeon Bay High School Administration, review of this information is required once a year.

4.2.2. All coaches will sign a statement acknowledging they have received and understand the above mentioned educational handout. **See Appendix C.**

#### 5. Concussion Education for School Administration, Teachers, and School Nurse

5.1. It is recommended that each year school administrative staff, teachers, and school nurses shall review the concussion management plan, the Return to School Recommendations (**See Appendix F**), and Return-To-Learn Recommendations (**See Appendix G**).

5.2. All high school faculty will complete a 20 minute module through SAFE School called "Concussion Awareness" that will review signs, symptoms, and treatment of concussions.

5.2.1. As determined by Sturgeon Bay High School Administration, review of this information is required once a year.

#### 6. Pre-season concussion assessment

6.1. Optimally a concussion history should be included as part of all of a student/athlete's pre-participation physical health examinations with their health care professional.

6.2. It has been established that every two years, student-athletes complete a baseline assessment prior to the beginning of the school year or their individual sports seasons as appropriate.

6.2.2. Neurocognitive Testing. Pre-season neurocognitive testing of all athletes is required and will be accomplished through a computerized system. Sturgeon Bay High School has chosen to partner with Door County Medical Center and ImPACT® applications for this purpose.

6.2.2.1. The ImPACT® program is designed to measure specific brain functions that may be altered following a concussion. The program is designed in such a way as to allow athletes to be tested pre-season so that post injury performance may be compared to the athlete's own baseline.

6.2.2.2. Neurocognitive testing may be administered by the schools Licensed Athletic Trainer or other designated school personnel trained in test administration in a controlled environment.

## 7. Concussion Action Plan

7.1. When a student-athlete shows any signs, symptoms or behaviors consistent with a concussion, the athlete shall be removed immediately from practice or competition and evaluated by the Licensed Athletic Trainer or other health care professional with specific training in the evaluation and management of concussion.

7.1.1. School personnel, including coaches are encouraged to utilize a pocket guide on the field to assist them in recognizing a possible concussion. An example pocket guide is available as part of the CDC toolkit "Heads Up: Concussion in High School Sports" available at <http://www.cdc.gov/concussion>.

7.2. Where possible, the athlete shall be evaluated on the sideline by the Licensed Athletic Trainer or other appropriate health care professional. The sideline evaluation will include using the SAC (Sideline Assessment of Concussion tool) or the SCAT 3 (Sports Concussion Assessment Tool version 3).

7.2.1. The SCAT 3 is comprised of a symptom checklist, standard and sport specific orientation questions, the Standardized Assessment of Concussion (SAC), and an abbreviated form of the Balance Error Scoring Scale (BESS) (See Appendix E)

7.3. A student-athlete displaying any sign or symptom consistent with a concussion shall be withheld from the competition or practice and shall not return to activity until receiving clearance from an appropriate health-care professional. The student-athlete's parent/guardian(s) shall be immediately notified of the situation.

7.4. The student-athlete will receive serial monitoring for deterioration. Student-athletes and their parent/guardian shall be provided with written instructions upon dismissal from the practice/game. **See Appendix D for a copy of the instructions.**

7.5. In accordance with Sturgeon Bay High School emergency action plans, immediate referral to Emergency Medical Services should be provided for any of the following "Red Flag Signs or Symptoms".

7.5.1. Loss of Consciousness

7.5.2. Seizure like activity

7.5.3. Slurring of speech

7.5.4. Paralysis of limb(s)

7.5.5. Unequal pupils or dilated and non-reactive pupils

7.5.6. At any point where the severity of the injury exceeds the comfort level of medical personnel

7.6. Consultation with a team of health care professionals experienced in concussion management shall occur for all student-athletes sustaining a suspected concussion. This consultation may occur by telephone between the local health care professional and a provider experienced in concussion management.

7.7. For the purposes of this document, a health care professional is defined as one who is trained in management of concussion and who is:

7.7.1. A licensed physician (MD/DO)

7.7.2. Advanced nurse practitioner

7.7.3. Neuropsychologist

7.7.4. Physician assistant (PA) working under the direction of a physician (MD/DO)

7.7.5. Licensed athletic trainer working under the direction of a physician (MD/DO)

7.8. Subsequent management of the student-athlete's concussion shall be at the discretion of the treating health care professional, and may include the following:

7.8.1. When possible, repeat neurocognitive testing with comparison to baseline test results.

7.8.2. Student-athlete should repeat daily post-concussion symptom score to determine progress of healing **(See Appendix F)**

7.8.2 Medication management of symptoms, where appropriate

7.8.3 Provision of recommendations for adjustment of academic coursework, including the possible need to be withheld from coursework obligations while still symptomatic. **See Appendix G & H for list of possible accommodations required.**

7.8.4. Direction of return to play protocol, to be coordinated with the assistance of the licensed athletic trainer. **See Appendix I for return to play protocol.**

7.8.5. Final authority for Return-to-Play shall reside with the attending health care professional (see 7.7), or their designee. Return to competition will not occur without clearance by an appropriate health care professional.

7.9 The incident, evaluation, continued management, and clearance of the student-athlete with a concussion shall be documented.



**APPENDIX A: Statement Acknowledging Receipt of Education and Responsibility to report signs or symptoms of concussion to be included as part of the "Participant Disclosure and Consent Document".**

I, \_\_\_\_\_ (*student/athlete name*), of Sturgeon Bay High School acknowledge that I have to be an active participant in my own healthcare. As such, I have the direct responsibility for reporting all of my injuries and illnesses to the sports medicine staff of Sturgeon Bay High School (e.g. team physician, athletic training staff). I recognize that my true physical condition is dependent upon an accurate medical history and full disclosure of any symptoms, complaints, prior injuries, and/or disabilities experienced. I hereby affirm that I have fully disclosed in writing any prior medical conditions and will also disclose any future conditions to the sports medicine staff at Sturgeon Bay High School.

I further understand that there is a possibility that participation in my sport may result in a head injury and/or concussion. I hereby acknowledge having received education about the signs, symptoms and risks of sport related concussion. I also acknowledge my responsibility to report to my coaches, parent(s)/guardian(s) any signs or symptoms of a concussion.

\_\_\_\_\_  
*Signature of Student-Athlete*

\_\_\_\_\_  
*Date*

**APPENDIX B: Statement Acknowledging Receipt of Education and Responsibility to report signs or symptoms of concussion to be included as part of the "Participant Disclosure and Consent Document".**

I, the parent/guardian of \_\_\_\_\_ (*student/athlete name*), of Sturgeon Bay High School acknowledge that I have to be an active participant in my child's healthcare. As such, I have the direct responsibility for reporting any of my child's injuries and illnesses to the sports medicine staff of Sturgeon Bay High School (e.g. team physician, athletic training staff). I recognize that my child's true physical condition is dependent upon an accurate medical history and full disclosure of any symptoms, complaints, prior injuries, and/or disabilities experienced. I hereby affirm that I have fully disclosed in writing any of my child's prior medical conditions and will also disclose any future conditions to the sports medicine staff at Sturgeon Bay High School.

I further understand that there is a possibility that child's participation in sport may result in a head injury and/or concussion. I hereby acknowledge having received education about the signs, symptoms and risks of sport related concussion. I also acknowledge my responsibility to properly care for and report any signs or symptoms of a concussion that my child may exhibit.

\_\_\_\_\_  
*Signature of Parent/Guardian(s)*

\_\_\_\_\_  
*Date*

**APPENDIX C: Statement Acknowledging Receipt of Education and Responsibility to report signs or symptoms of concussion to be included as part of the “Coach Disclosure and Consent Document”.**

I, \_\_\_\_\_ (*coaches name*), of Sturgeon Bay High School acknowledge that I have to be an active participant in the health and welfare of the student athletes under my watch. As such, I have the direct responsibility for reporting all of my athlete’s injuries and illnesses to the sports medicine staff of Sturgeon Bay High School (e.g. team physician, athletic training staff).

I hereby acknowledge having received education about the signs, symptoms and risks of sport related concussion. I also acknowledge my responsibility to report to my sports medicine staff, coaches, parent(s)/guardian(s) any signs or symptoms of a concussed athlete.

\_\_\_\_\_  
*Signature and Printed Name of Coach*

\_\_\_\_\_  
*Date*

## APPENDIX C: Immediate Post Concussion Instructions

The following instructions are to be given to each athlete and their parent/guardian after sustaining a concussion, as identified in section 6.4 of the Sturgeon Bay School District Concussion Management Plan

Athlete \_\_\_\_\_ Date of injury \_\_\_\_\_  
 Sport \_\_\_\_\_ Home phone number \_\_\_\_\_  
 Parent/guardian name \_\_\_\_\_

Your son/daughter has sustained a head injury while participating in \_\_\_\_\_. In some instances, the signs of a concussion do not become obvious until several hours or even days after the injury. Please be especially observant for the following signs and symptoms.

- |   |  |
|---|--|
| 1. Headache (especially one that increases in intensity)* | 7. Decreased or irregular pulse or respiration*            |
| 2. Seizure activity*                                      | 8. Difficulty awakening, or losing consciousness suddenly* |
| 3. Nausea and vomiting*                                   | 9. Dizziness   |
| 4. Blurry or double vision*                               | 10. Changes in gait or balance                             |
| 5. Difference in pupil size from right to left*           | 11. Memory loss  |
| 6. Slurred speech*  | 12. Ringing in the ears                                    |

**\*Seek medical attention at the nearest emergency department**

The best guideline is to note symptoms that worsen and behaviors that seem to represent a change in your son/daughter. If you have any questions or concerns about the symptoms you are observing, contact your family physician for instructions or seek medical attention at the closest emergency department. Otherwise, you can follow the instructions outlined below.

It is OK to	Do NOT
<ul style="list-style-type: none"> <li>Go to sleep</li> <li>Drink plenty of water</li> <li>Eat a light diet</li> <li>Rest (no strenuous activity or sports)</li> <li>Use ice pack on head/neck for comfort</li> </ul>	<ul style="list-style-type: none"> <li>Wake every 1 – 2 hours (rest is essential)</li> <li>No impact, contact, or strenuous activity</li> <li>Drive while symptomatic</li> <li>Drink alcohol</li> <li>Take Ibuprofen, aspirin, naproxen or other NSAIDS</li> </ul>

Please remind your child to check in with the Licensed Athletic Trainer (LAT) every day after school until cleared.

Recommendations provided by \_\_\_\_\_ Phone number \_\_\_\_\_  
 Date \_\_\_\_\_ Time \_\_\_\_\_

<b>Alyssa Lee, LAT</b>	<b>920.495.4177</b>		
DCMC Emergency Department	920.743.5566	DCMC Sturgeon Bay Clinic	920.746.0510
DCMC Fish Creek Clinic	920.868.3511	DCMC Algoma Clinic	920.487.3496



## Concussion Defined

Concussions are injuries to the brain caused by physical trauma to the head or body. Concussions are characterized by immediate and transient post-traumatic impairment of neural function. This alteration of the brain can present as any number of signs and/or symptoms, such as those listed in Appendix C. Signs and Symptoms may last for a few minutes or much longer. A person does NOT have to lose consciousness to have a concussion.

Every head injury should be taken seriously and each dealt with appropriately. No two are exactly alike. The effects of head injuries can be cumulative and recovery time from one to the next is frequently longer.

## Return to Play Criteria

It is imperative that no athlete resume strenuous activity until completely symptom free for 48 hours. We recommend a gradual return to activity following the guidelines below:

1. Rest until completely symptom free for 48 hours
2. Work slowly back into independent, non-contact aerobic exercise
3. Begin non-contact sport-specific training
4. Work up to game speed, non-contact drills
5. Begin full-contact training/games

If symptoms return at any time during this progression, activities should be stopped for the day. The athlete may attempt the same activities again the next day only if symptom free. Athletes should be able to comfortably complete a full practice session before returning to play in games.

## General Recommendations

The recommendations in Appendix D are in no way a substitute for the direct care of a licensed physician.

- No aspirin, ibuprofen or any other anti-inflammatory medication until directed by a licensed physician.
- Continue to drink plenty of fluids.
- A physical examination and mental rest are strongly encouraged.
- No alcoholic beverages should be consumed.
- It is strongly recommended that operating a vehicle not be attempted while symptomatic

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# Appendix E: Sideline Concussion Assessment Tool with BESS



## Sideline Concussion Assessment Tool

Name: \_\_\_\_\_  
 Age: \_\_\_\_\_ Gender: Male  Female   
 School: \_\_\_\_\_ Sport: \_\_\_\_\_  
 Exam Date: \_\_\_\_\_ Time: \_\_\_\_\_

Symptom Evaluation							
Rate your symptoms from 0 (None) to 6 (Severe)							
	0	1	2	3	4	5	6
Headache	0	1	2	3	4	5	6
Nausea	0	1	2	3	4	5	6
Vomiting	0	1	2	3	4	5	6
Balance problems	0	1	2	3	4	5	6
Dizziness	0	1	2	3	4	5	6
Fatigue	0	1	2	3	4	5	6
Visual problems	0	1	2	3	4	5	6
Light sensitivity	0	1	2	3	4	5	6
Noise sensitivity	0	1	2	3	4	5	6
Numbness or tingling	0	1	2	3	4	5	6
Feeling mentally foggy	0	1	2	3	4	5	6
Feeling slowed down	0	1	2	3	4	5	6
Difficulty concentrating	0	1	2	3	4	5	6
Difficulty remembering	0	1	2	3	4	5	6
Drowsiness	0	1	2	3	4	5	6
Sleeping more than usual	0	1	2	3	4	5	6
Trouble falling asleep	0	1	2	3	4	5	6
Irritability	0	1	2	3	4	5	6
Sadness	0	1	2	3	4	5	6
Nervousness	0	1	2	3	4	5	6
Feeling more emotional	0	1	2	3	4	5	6
Total Number of Symptoms	_____ / 20						
Symptom Sensitivity Total	_____ / 120						
Do symptoms worsen with physical activity?	YES <input type="checkbox"/> NO <input type="checkbox"/>						
Do symptoms worsen with mental activity?	YES <input type="checkbox"/> NO <input type="checkbox"/>						

Physical Signs Score	
Loss of Consciousness Witnessed Unresponsiveness	YES <input type="checkbox"/> NO <input type="checkbox"/>
Post Traumatic Amnesia Poor Recall of Events After injury	YES <input type="checkbox"/> NO <input type="checkbox"/>
Retrograde Amnesia Poor Recall of Events Before injury	YES <input type="checkbox"/> NO <input type="checkbox"/>

Orientation		
I am going to ask you a few questions, please listen to them carefully and give your best effort (1 point for each correct answer)		
What year is it?	0	1
What month is it?	0	1
What is today's date?	0	1
What day of the week is it?	0	1
What time is it? (within 1 hour)	0	1
Orientation Score	_____ / 5	

Immediate Memory						
Read the list of words and ask athlete to repeat the list in any order. Repeat the list again for trial 2 & 3. Do not advise them of the Delayed Recall portion of the test						
List	Trial 1		Trial 2		Trial 3	
Elbow	0	1	0	1	0	1
Apple	0	1	0	1	0	1
Carpet	0	1	0	1	0	1
Saddle	0	1	0	1	0	1
Bubble	0	1	0	1	0	1
Immediate Memory Total					_____ / 15	

Concentration			
<b>Digits Backwards</b>			
Read the string of numbers and ask athlete to repeat them in reverse order. For example if I say 7-1-9, you would say 9-1-7. If correct, go the the next string length. If incorrect, read trial 2. 1 point for each correct string length. Stop after incorrect on both trials			
5-2-6	4-1-5	0	1
1-7-9-5	4-9-6-8	0	1
4-8-5-2-7	6-1-8-4-3	0	1
8-3-1-9-6-4	7-2-4-8-5-6	0	1
<b>Months in Reverse Order</b>			
Tell me the months of the year in reverse order. Start with the last month of the year and work backwards. 1 point for the entire correct sequence.			
Dec Nov Oct Sep Aug Jul Jun May Apr Mar Feb Jan	0	1	
Concentration Total			_____ / 15

Delayed Recall				
Do you remember the list of words I had you repeat back to me earlier? Tell me as many words from that list that you can remember, in any order. Circle each word correctly recalled.				
Elbow	Apple	Carpet	Saddle	Bubble
Delayed Recall Total				_____ / 5

Balance Error Scoring System (BESS)		
Balance testing is comprised of three 20 second tests. Athletes' stance consists of eyes closed, hands resting on hips, and consistent foot position. Shoes should not be worn.		
Test the non-dominate foot	Left <input type="checkbox"/> Right <input type="checkbox"/>	Types of errors
Stance	Score	<ul style="list-style-type: none"> <li>Opening eyes</li> <li>Step, Stumble, or Fall</li> <li>Lift hands from hips</li> <li>Move out of test position for &gt; 5 sec</li> <li>Move hip in &gt; 30° of abduction</li> </ul>
Double Leg Stance	_____ / 10	
Single Leg Stance (non dominate foot forward)	_____ / 10	
Tandem Stance (non dominate foot forward)	_____ / 10	
BESS Total	_____ / 30	

Scoring Summary	
Orientation	_____ / 5
Immediate Memory	_____ / 15
Concentration	_____ / 5
Delayed Recall	_____ / 5
Total Score	_____ / 30

## Appendix F: Post-Concussion Symptom Score

### Post-Concussion Symptom Score

Address each symptom based on how you have felt on an average 24 hour period during since you have sustained your concussion. Rate your symptoms on a scale of 0 to 6. Zero (0) means you have never experienced the symptom, 1 means you experienced the symptom briefly, 3 means the symptom has been present for about half of the preceding 24-hour period, and 6 means the symptom has been continuous through preceding 24 hour period(Piland et al 2003).

#### Symptom Checklist *(To be completed by patient)*

Symptom	None	Mild	Moderate	Severe
Headache	0	1 2	3 4	5 6
Nausea	0	1 2	3 4	5 6
Vomiting	0	1 2	3 4	5 6
Balance Problems	0	1 2	3 4	5 6
Dizziness	0	1 2	3 4	5 6
Fatigue	0	1 2	3 4	5 6
Trouble falling asleep	0	1 2	3 4	5 6
Sleeping more than usual	0	1 2	3 4	5 6
Sleeping less than usual	0	1 2	3 4	5 6
Drowsiness	0	1 2	3 4	5 6
Sensitivity to light	0	1 2	3 4	5 6
Sensitivity to noise	0	1 2	3 4	5 6
Irritability	0	1 2	3 4	5 6
Sadness	0	1 2	3 4	5 6
Nervousness	0	1 2	3 4	5 6
Feeling more emotional	0	1 2	3 4	5 6
Numbness or tingling	0	1 2	3 4	5 6
Feeling slowed down	0	1 2	3 4	5 6
Feeling mentally foggy	0	1 2	3 4	5 6
Difficulty concentrating	0	1 2	3 4	5 6
Difficulty remembering	0	1 2	3 4	5 6
Visual Problems	0	1 2	3 4	5 6
<b>Total Symptom Score</b>				

## APPENDIX G: Return to School Recommendations

In the early stages of recovery after a concussion, increased cognitive demands, such as academic coursework, as well as physical demands may worsen symptoms and prolong recovery. Accordingly, a comprehensive concussion management plan will provide appropriate provisions for adjustment of academic coursework on a case-by-case basis. The following provides a framework of possible recommendations that may be made by the managing health care professional:

Inform teacher(s) and administrator(s) about your injury and symptoms. School personnel should be instructed to watch for:

- Increased problems with paying attention, concentrating, remembering or learning new information
- Longer time needed to complete tasks or assignments
- Greater irritability, lessened ability to cope with stress
- Worsening symptoms (e.g., headache, tiredness) when doing schoolwork

Injured Student \_\_\_\_\_ Date \_\_\_\_\_

Until fully recovered, the following supports are recommended: *(check all that apply)*

May return immediately to school full time

Not to return to school. May return on (date) \_\_\_\_\_

Return to school with supports as checked below. Review on (date) \_\_\_\_\_

Shortened day. Recommend \_\_\_ hours per day until (date) \_\_\_\_\_

Shortened classes (i.e., rest breaks during classes). Maximum class length: \_\_\_\_\_ minutes

Allow extra time to complete coursework/assignments and tests

Reduce homework load by \_\_\_\_\_%

Maximum length of nightly homework: \_\_\_\_\_ minutes

No significant classroom or standardized testing at this time

No more than one test per day

Take rest breaks during the day as needed

Other: \_\_\_\_\_

### Managing Health Care Professional

Name \_\_\_\_\_

Office Phone \_\_\_\_\_

E-mail \_\_\_\_\_

Alt. Phone \_\_\_\_\_

Health Care Professional Signature \_\_\_\_\_

Date \_\_\_\_\_



## APPENDIX H: Return- to- Learn Recommendations

### Return-to-Learn "Rest Phase" *(for students having post-concussive symptoms)*

- Cognitive rest:
  - No school attendance
  - No homework
  - No use of computers, video games, or texting
  - No reading
  - No loud music
- Physical rest:
  - No sports, physical exercise, or gym class
  - No horseplay
- Guided "Self-Pacing":
  - Baking, drawing, coloring, playing with cards as tolerated

### Return-to-Learn "Homework Phase" *(as concussive symptoms decrease)*

- Avoid cognitive activities that worsen symptoms.
- Perform a trial of homework with parent observation for several minutes with multiple breaks.
- Start with timed study sessions with breaks after each session gradually increasing times (for example, study 10 minutes, take 5-minute break, repeat for 30 minutes)
- STOP if concussive symptoms occur with study.
- Goal: 2 hours of cyclic studying without symptoms

### Return-to-Learn "School Re-Entry Phase" *(post-concussion symptoms mostly resolved, able to study without provoking symptoms)*

- Attend half-days at school (mainly core classes)
- Quiet breaks throughout the school day
- Eliminate nonessential work & computer use
- Preprinted class notes
- No testing!!!
- Avoid tasks that worsen symptoms:
  - No gym or recess
  - No choir or band
- Quiet lunch environment

### Return-to-Learn "Full School Return Phase" *(concussion symptoms virtually gone)*

- Gradually increase hours at school until full day is tolerable.
- Gradually increase school work & computer use.
- Prioritize assignments & give extra time to complete.
- Start make-up test taking as tolerated. Recommend 1 test per day at the beginning.
- No gym
- Ease back into band, choir, & regular lunch room.
- Avoid overloading with homework & placing undo pressure on student to complete assignments.

## Return-to-Learn “Full School Day + Return to Athletics Phase”

- Continue making up academic workload.
- Limit academic pressure placed on student.
- Full test taking
- Full return to choir & band
- Return-to-Play protocol for gym & sports

## Help Strategies for Educators

- Maintain sensitivity & understanding for students dealing with this “hidden” injury.
- Reassure students/parents that having this injury will not result in failure.
- Notify “Concussion Management Team” of a student’s diagnosis—in case this group is unaware of the problem.
- Accept academic accommodations that are provided through proper channels (physician, principal, guidance counselors, school nurse, other teachers, etc.)
- Keep documentation of students’ progress/compliance.
- **Difficulty with Attention & Concentration:**
  - Allow for breaks of rest in quiet area
  - Write out short & specific instructions
  - Front row seat with proper lighting & quiet room
  - Lessen work load into small portions of an assignment
  - Encourage communication with parents & educators
- **Difficulty with Memory & Comprehension:**
  - Teacher-generated notes or tape record class
  - Provide visual learning aides
  - Mnemonic devices, repetition, & rehearsal
  - Multiple-choice or open-book tests
  - Use fact sheets
- **Difficulties with Noise or Light:**
  - Consider dimming lights in classroom; allowing hat or sunglasses.
  - Avoid lunch cafeteria, school assemblies/rallies.
  - Decrease computer use.
- **Difficulties with Emotions or Behavior:**
  - Avoid putting student “on the spot” in front of peers.
  - Allow for rest breaks—if student gets overloaded.
  - Seek help before emotions worsen.
  - Monitor peer relationships.
- **If post-concussive symptoms persist:**
  - Response to Intervention Protocol (RTI)
  - 504 plan
  - Individualized Education Plan (IEP)

## Specific Responsibilities of School Personnel

- **School administrators:**
  - Develop, review, & enforce concussion management policy with school staff & coaches.
  - Oversee emergency care & communication plans for students who sustain concussion at school or in sport.
  - Oversee plans to meet concussed students' needs in conjunction with all members of the Concussion Management Team.
  - Maintain open communication with parents & students.
  - If needed, obtain FERPA release for communication with students' medical physicians.
- **Guidance counselors & teachers:**
  - Provide plan of academic accommodation to all teachers.
  - Communicate with student & parents as needed regarding academic progress.
  - Assist students in the return-to-learn process through daily evaluation & observation.
  - Implement "Help Strategies" when needed—based on presence of post-concussive symptoms.
- **Athletic team:**
  - Develop, oversee, & enforce concussion return-to-sport protocol.
  - Help educate athletes & parents regarding concussion.
  - Remove any athlete exhibiting signs/symptoms of concussion.
  - Communicate with team physician, parents, & school concussion management team about students' return-to-sport progress.

**APPENDIX I: Return to Play Protocol, to be included in “Return to Play Clearance Form”.**

All “Steps” are to be under the direction of the health care professional and the guidance of the Licensed Athletic Trainer. This is a minimum timetable.

**Athlete must have no contact until seen by a physician.**

Athlete must be symptom-free, meaning **NO** headache, nausea, vomiting, sensitivity to light or noise, fatigue, drowsiness, sleep disorders, nervousness, difficulty concentrating and remembering, numbness/tingling in extremities, dizziness, blurred vision, irritability or depression during these stages.

Athlete should refrain from physical education activities until directed by licensed physician.

**Graded Symptoms Tested Daily**

Stage	Functional Exercise or Activity	Objective	Recommended Tests Administered Before Advancing to Next Stage
1. No structured physical or cognitive activity	Only basic activities of daily living (ADLs). When indicated, complete cognitive rest followed by gradual reintroduction of schoolwork.	Rest and recovery, avoidance of overexertion	Initial Post-injury test battery: <ul style="list-style-type: none"> <li>• Symptom checklist</li> <li>• Computer based neuropsychological testing</li> </ul>
2. Light aerobic physical activity	Light cardiovascular work (10 minutes)	Increase heart rate, maintain condition, assess tolerance of activity	<ul style="list-style-type: none"> <li>• Symptom checklist</li> </ul>
3. Moderate aerobic physical activity and non-contact training drills at half speed	Cardiovascular work with sprint intervals (20 minutes)	Begin assimilation into team dynamics, introduce more motion and non-impact jarring activities	<ul style="list-style-type: none"> <li>• Symptom checklist</li> </ul>
4. Non-contact training drills at full speed	High Intensity Cardiovascular work with Sport Specific Drills (30 minutes)	Ensure tolerance of all regular activities short of physical contact.	<ul style="list-style-type: none"> <li>• Symptom checklist</li> <li>• Computer based neuropsychological testing</li> </ul>
5. Full contact practice	Full Contact Practice	Assess functional skills by coaching staff, ensure tolerance of contact activities	<ul style="list-style-type: none"> <li>• Symptom checklist</li> </ul>
6. Return to play	Regular game competition		

If, at any time symptoms return, stop activity. Rest until symptom free for 24 to 48 hours. Return to Step 1 of the protocol. If symptoms persist, consult a physician.

## APPENDIX J: Memo -Implementation of NFHS and WIAA Playing Rule Changes Related to Concussion and Concussed Athletes

In its various sports playing rules, the National Federation of State High School Associations (NFHS) and the Wisconsin Interscholastic Athletic Association (WIAA) have implemented a standard rule change in all sports dealing with suspected concussions in student athletes. The basic rule in all sports (the rule may be worded slightly differently in each to reflect the language of the sport) states:

*Any athlete who exhibits signs, symptoms or behaviors consistent with a concussion (such as loss of consciousness, headache, dizziness, confusion, or balance problems) shall be immediately removed from the contest and shall not return to play until cleared by an appropriate health-care professional. (Please see NFHS Suggested Guidelines for Management of Concussion in the Appendix of each NFHS Rules Book)*

The WIAA has taken additional steps to insure athlete safety and has added to the above rule by stating:

*A student who displays symptoms of a concussion and/or is rendered unconscious may not return to practice or competition without a physician's written approval.*

The responsibility for observing signs, symptoms, and behaviors that are consistent with a concussion rests with school personnel, medical staff and sports officials. In conjunction with the *Southern Door School District Concussion Management Plan* and the rules stated above the following guidelines are given:

### Role of the contest official in administering the new rules:

- Officials are to review and know the signs, symptoms and behaviors consistent with a concussion.
- Officials are to direct the removal an athlete who demonstrates signs, symptoms or behaviors consistent with concussion from the contest according the rules and protocol regarding injured contestants for the specific sport.

### Role of school personnel in administering the new rules:

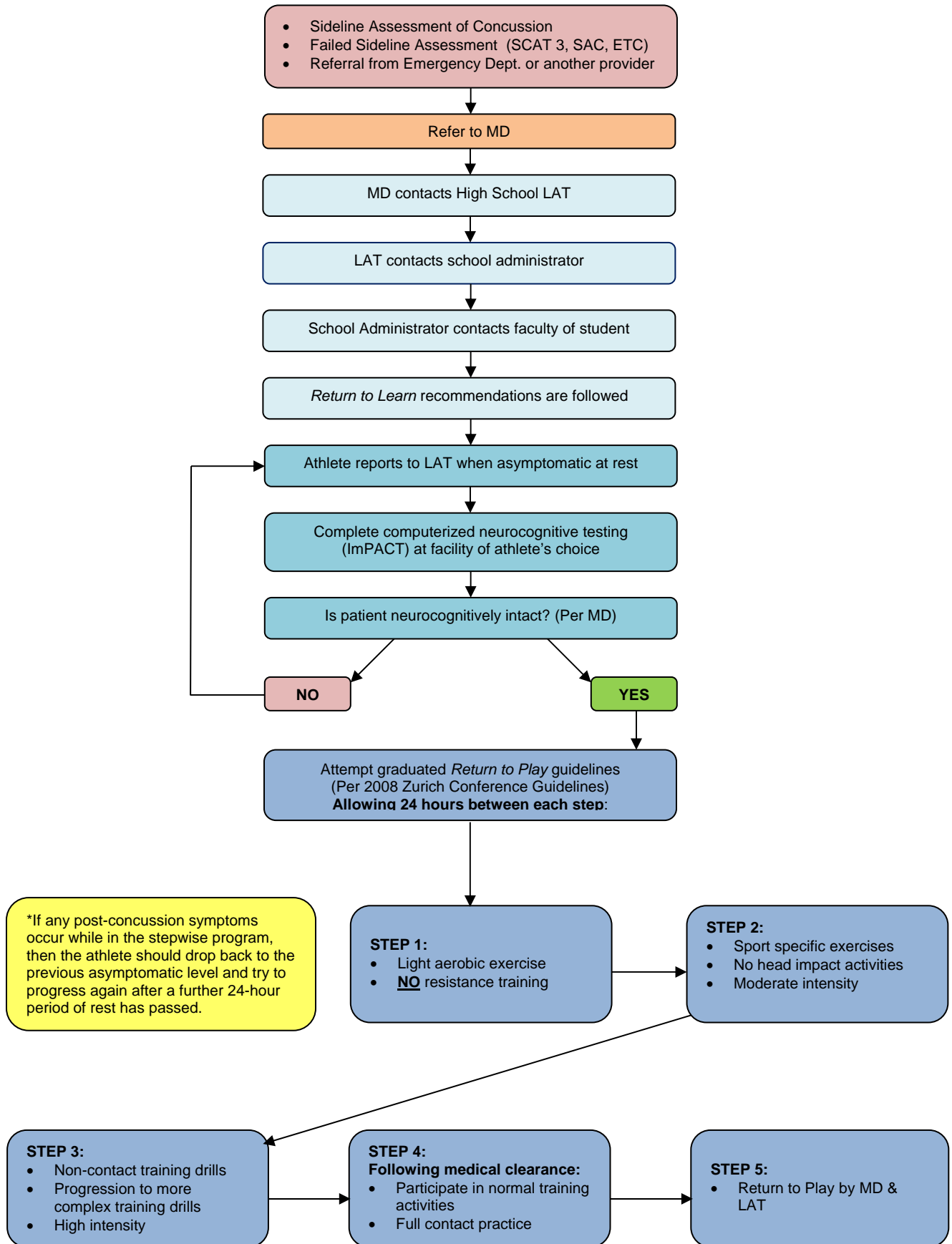
- All coaches, licensed athletic trainers, and administrative personnel are required to complete a course dealing with concussion. The NFHS course *Concussion in Sport* is available free of charge at [www.nfhslearn.com](http://www.nfhslearn.com) and satisfies this requirement.
- All coaches and licensed athletic trainers are required to annually review the *Southern Door School District Concussion Plan* and the CDC publication *Heads up: Concussion in High School Sports – a Guide for Coaches* available at [http://www.cdc.gov/concussion/HeadsUp/high\\_school.html](http://www.cdc.gov/concussion/HeadsUp/high_school.html).
- A student athlete who demonstrates signs, symptoms or behaviors consistent with concussion shall be removed immediately from the contest and shall not return to play until cleared by an appropriate health-care professional. All athletes assessed and determined to have symptoms consistent with having suffered a concussion must have a physician's written clearance prior to returning to competition or practice.

**Appropriate health-care professional:**

An appropriate health-care professional is one who is trained in the management of concussion **AND** who is:

- A licensed physician (MD/DO)
- Advanced nurse practitioner
- Neuropsychologist
- Physician assistant (PA) working under the direction of a physician (MD/DO)
- Licensed athletic trainer working under the direction of a physician (MD/DO)

APPENDIX K: Treatment Algorithm for Sport-Related Concussion with Computerized Neurocognitive Testing Available



## Links to resources:

- 2011 State of Wisconsin Senate Bill 243 – <http://docs.legis.wisconsin.gov/2011/proposals/sb243>
- 20-minute program designed to educate coaches about recognizing & managing sports concussions – <http://concussionorcasinc.com/>
- Centers for Disease Control and Prevention – Fact Sheets for Coaches, Parents, Athletes, School Nurse – [www.cdc.gov/ConcussionInYouthSports](http://www.cdc.gov/ConcussionInYouthSports)
- Halstead M, McAvoy K, Devore C, Carl, R, et al. Return to Learning Following a Concussion. *Pediatrics*, August 28, 2014 – <http://pediatrics.aappublications.org/content/early/2013/10/23/peds.2013-2867>
- "Heads up to Schools: Know your ABC's. Return to school after a concussion fact sheet from CDC – [www.cdc.gov/concussion](http://www.cdc.gov/concussion)
- McCrory P, Meeuwisse, W, Aubry M, Cantu B, et al. Consensus on Concussion in Sport: The 4th International Conference on Concussion in Sport Held in Zurich, November 2012. *British Journal of Sports Medicine*, March 2013 – <http://bjsm.bmj.com>
- National Federation of High School Sports "Concussion in Sports" – [www.nfhslearn.com](http://www.nfhslearn.com)
- Wisconsin Interscholastic Athletic Association – [www.wiaawi.org](http://www.wiaawi.org)
- Utah High School Activities Association – [www.uhsaa.org](http://www.uhsaa.org)