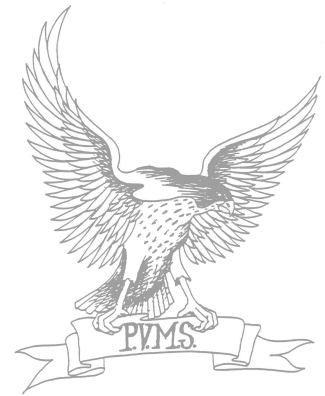


Sun Prairie Area School District Middle Schools

Patrick Marsh
Prairie View
Cardinal Heights



6th-8th grade Extracurricular Rules and Regulations Handbook

2018-2019

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Contact Information

Cardinal Heights Upper Middle School

Principal: Reggie McGee 608-318-7601

Associate Principal: Brian Incitti (608) 318-8009

Athletic Coordinator: Jenna Boberg 608-318-8194

Address: 220 Kroncke Dr, Sun Prairie, WI 53590

Website: <https://www.sunprairieschools.org/cardinal-heights/athletics>

Patrick Marsh Middle School

Principal: Corey Shefchik 608-834-7601

Associate Principal: (608) 834-7602

Athletic Coordinators: TJ Rantala 608-834-7667 and Vince Brandl 608-834-7665

Address: 1351 Columbus St, Sun Prairie, WI 53590

Website: http://www.sunprairie.k12.wi.us/schools/patrickmarsh/pm_athletics.cfm

Prairie View Middle School

Principal: Michelle Jensen 608-834-7801

Assistant Principal: Emily Morehouse 608-834-7802

Athletic Coordinators: Tim Herman 608-834-7813 and Eliza Zwettler 608-834-7816

Address: 400 N. Thompson Rd, Sun Prairie, WI 53590

Website: http://www.sunprairie.k12.wi.us/schools/prairieview/pv_athletic_events.cfm

Mission

To provide an educationally based extracurricular experiences that are an extension of the classroom and afford students the opportunity to learn life lessons while participating in a sport, activity, or club. These opportunities are rooted in the following core traits: accountability, respect, coachability, passion, discipline, a spirit of sacrifice, integrity, commitment, and unity.

Purpose

Sun Prairie Middle Schools offer students in grades 6-8, the opportunity to participate in extracurricular (activities, athletics, and clubs) throughout the school year. Students are being offered the opportunity to participate in an interscholastic sport or special presentation/event, in many cases for the first time in their lives. As a result, they are learning not only the skills involved in that sport or activity, but also valuable life skills such as responsibility to a group/team, sportsmanship and respect for the opponents, coaches, teammates, and community.

- Extracurricular activities and after-school clubs are those that do not have a specific relationship to a class in which students are or have been enrolled. Students are participating in these extracurriculars to enrich their school experience. There is no grade or credit attached. Examples: Student Council or Drama Club
- Sun Prairie Middle School athletic teams are members of the Badger Conference. Students that take part in the athletic program must abide by rules of the Sun Prairie Middle School's Eligibility and Code of Conduct.
- Any concerns that arise should first be addressed with the student's coach or advisor. Administrators are available for any further questions or concerns.

Required participation forms

- Middle School Extracurricular Participation & Physical Form
- Physical Card (blue emergency card)
- Concussion Acknowledgement Agreement (athletics only)
- Participation Fee paid

Student Eligibility & Code of Conduct

<u>Academic Expectations for Grades 6-7</u>	<u>Academic Expectations for Grade 8</u>
<ul style="list-style-type: none">● Students must always have at least 50% of assignments turned in for each class● Students may not have any zeros or “1s” on any of their academic proficiency standards at any point during the season● Grade checks will be used throughout the season to monitor student academic progress.<ul style="list-style-type: none">○ If students have any zeros, ones or have less than 50% of classwork not turned in, he/she is not eligible for the next competition or event.○ He/she will not be allowed to participate in a competition or event until the zero, one, or missing work has been corrected.○ He/she may, however, continue to practice during this time.	<ul style="list-style-type: none">● Students must have passing grades in all of their classes (minimum D-).● Staff will run weekly grade reports to monitor student academic progress during the athletic season.● If students are failing a class, they will not be allowed to participate in a competition or event until the failing grade has been corrected.● Students may continue to practice, however during this time students may choose to focus solely on academics to achieve a passing grade.

Students with disabilities who require accommodations in order to access extra curricular activities should notify the school administrator who will work with the appropriate 504 or IEP team to determine appropriate accommodations. When a student’s disability-related needs impact behavior (academic or otherwise) in such a way that extracurricular participation/eligibility is in jeopardy, the 504 or IEP team will meet to review the appropriateness of the activity-related accommodations before an eligibility decision is made.

Attendance Expectations

Participants must attend all classes and be on time to those classes. Students will not practice or participate in an extracurricular activity or competition on a school day when she/he was absent for any part of the day. An "excused" absence for an appointment that day would be an exception to this rule. Students who develop a pattern of tardiness, per the district attendance policy, may result in temporary suspension from activities.

Behavior Expectations

Students who participate in extracurriculars carry a responsibility not only for their own health, but also for the way the school is viewed by others. Students, both in uniform and in street clothes, represent the Sun Prairie Area School District. All students are responsible for their behavior and are expected to abide by the Code of Classroom Conduct (Policy JFCE). Participants must not exhibit inappropriate behavior while representing the school, use or possess drugs, alcohol or tobacco, or violate any Level IV infraction of the student handbook. Level IV infractions will result in a loss of privilege in part of or the remainder of the extracurricular activity.

Participants must not have served in-school suspension (ALE, ISS, SSR, ALC) during the school day for behavior reasons. If this situation occurs for a half or full day, the student is not eligible to participate in practice on that day. This will also result in student being suspended 50% of the next scheduled competition.

Participants must not have served in out-of-school suspension (OSS). If this situation occurs, the student is not eligible to participate in practice or competition on any days of OSS. This will also result in student being suspended from the next scheduled competition.

Disclaimer: Multiple violations can result in a more severe consequence. These rules of eligibility are not all inclusive.

Each school reserves the right to remove students from extracurriculars as a consequence of their behavior. Degree of severity of any offense does contribute to the level of consequences determined by the building administrator.

Student Transportation

Travel to and from activities or athletic contests will be only on school-provided transportation, when team numbers permit. Students are expected to behave appropriately and respectfully on all school-based transportation. A parental release or STUDENT TRAVEL PERMISSION FORM would allow a student to return from away contests/activities with their parent/guardian. The permission form must be submitted to the head coach/advisor, before the student-athlete will be released to their parent/guardian athletes MUST check out with the head coach/advisor. If a student wishes to ride home with another student's parents, both sets of parents must sign the STUDENT TRAVEL PERMISSION FORM. The student-athlete is to hand the signed copy of the form to the advisor or coach.

When returning to school after a competition students must be picked up within a timely manner (10 minutes). Please make appropriate transportation arrangements for your students. Failure to follow this may result in loss of travel privileges. The activity bus will be available for student-athletes who are ALREADY bus riders. Inappropriate bus behaviors will result in the loss of access to the activity bus.

Transgender Student-Athletes

The Sun Prairie Area School District is committed to the principle that transgender students have the opportunities to participate in district sponsored athletics and school sponsored activities. The WIAA has developed a policy to address participation and eligibility of transgender student athletes. The SPASD embraces the WIAA policy, which seeks to balance the important goals of equity, physical safety and competitive quality. The SPASD is committed to having a written participation plan for each transgender athlete in place. This is located in section nine of the gender support plan.

Concussion Information

When in Doubt, Sit Them Out!

A concussion is a type of traumatic brain injury that interferes with normal function of the brain. All concussions are brain injuries. A concussion can be caused by a blow to the head or even a blow to the body alone. The force moves or twists the brain in the skull. It is important to know that loss of consciousness is not required to have a concussion. In fact, less than 10% of athletes lose consciousness. Even what appears to be a mild blow to the head or body can cause the brain to suddenly shift or move. This motion can injure and damage brain cells. Research has shown that this damage may take up to 2 weeks to heal, but it can take longer.

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

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

These are some of the more common SYMPTOMS of concussion (what an injured athlete feels):

- Headache
- Nausea
- Dizzy or unsteady
- Sensitive to light or noise
- Feeling mentally foggy
- Problems with concentration and memory
- Confused
- Slow

Injured athletes can exhibit many or just a few of the signs and/or symptoms of concussion. However, if a player exhibits any signs or symptoms of concussion, the responsibility is simple: remove them from participation. "When in doubt, sit them out!" It is important to notify a parent or guardian when an athlete is thought to have a concussion. Any athlete with a concussion must be seen by an appropriate health care provider before returning to practice or competition. If you suspect a player may have a concussion, that athlete should be immediately removed from play. The injured athlete should be kept out of play until they are cleared to return by an appropriate health care provider. Athletes with a concussion should never be allowed to return to activity while they still have symptoms. A concussion baseline test program, which can aid in the diagnosis of a concussion, can be pursued by talking to your child's physician.

The Sun Prairie Middle School Extracurricular Participation & Physical Form (p. 28) & Concussion Acknowledgement Agreement (p. 29) is to be signed by both the student and parent/guardian and returned with all other required paperwork.

Student/Athlete Accident Insurance

Sun Prairie Area School District wishes to emphasize that health, dental, or accident insurance for injuries incurred by your child at school is not provided. As a service to students and their families, the district is making available a student accident insurance plan for your child at a very nominal cost.

Reasons to purchase this coverage:

- Deductible and co-pays in your health plan. Many health plans have increased the amount of out-of-pocket expenses.
- No insurance

This plan will provide benefits for medical/dental expenses incurred because of an accident for your child. If you have other insurance, benefits would be applied to your deductible or co-pay. If you have no other insurance, this would become your primary accident plan.

To purchase coverage, please contact the Business Services office at 834-6511 to register for the plan.

If a student or parent/guardian would prefer to have this information translated into Spanish, please contact us at 834-6620.

Si un estudiante, padre ó guardian prefiere tener esta información traducida en Español, por favor contactenos en el 834-6620.

* * * * *

If a student or parent/guardian would prefer to have this information translated into Hmong, please contact us at 834-6630.

Yog tus me nyuam lub xiv los yog niam thiab txiv/tus neeg muaj cai saib xyuas tus me nyuam xav tau qhov ntawv ntawm no ua lus Hmoob, thov hais rau pab rau ntawm 834-6630.

Statement of Nondiscrimination

No student may be unlawfully discriminated against in any school programs, activities or in facilities usage because of the student's sex (gender identity, gender expression and non-conformity to gender role stereotypes), color, religion, profession or demonstration of belief or non-belief, race, national origin (including limited English proficiency), ancestry, creed, pregnancy, marital or parental status, homelessness status, sexual orientation, age or physical, mental, emotional or learning disability. Harassment is a form of discrimination and shall not be tolerated in the district. It is the responsibility of administrators, staff members and all students to ensure that student discrimination or harassment does not occur. (SPASD Policy JB)

Sun Prairie Area School District
Section J Students
POLICY JB
STUDENT DISCRIMINATION AND HARASSMENT

Adopted by the School Board: December 13, 1993

Revised by the School Board: March 11, 1996; April 23, 2001; March 24, 2003;
November 28, 2005; September 11, 2006; June 26, 2017

Technical Revision: September 22, 2008; March 3, 2010; June 26, 2017

LEGAL REF.: Wisconsin Statutes, 118.13 and 947.0125; Wisconsin Administrative Code, PI 9 and PI 41; Federal Laws, Title IX, Education Amendments of 1972; Title VI, Civil Rights Act of 1964; Section 504, Rehabilitation Act of 1973; Americans with Disabilities Act of 1990; Individuals with Disabilities Education Act; McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 at seq)

CROSS REF.: BDDI-R(1), *Procedures for Responding to Public Concerns, Complaints, or Suggestions for Improvement*; GBA, *Employee Discrimination and Harassment*; IFF, *Parent Rights and Educational Programs/Activities*; IGBA, *Programs for Students with Special Education Needs*; IGBB, *Advanced Learners Program*; IGBJ, *Response to Intervention*; IGDA, *Student Activities*; IGDJ, *Interscholastic Athletics*; IIAC, *Selection of Classroom Instructional Materials and Resources*; IIBGA, *Technology and Communication Resources Acceptable Use By Students*; IKA, *High School Grading Systems*; IKE, *Promotion Criteria for Grades 3-8*; IKF, *Graduation Requirements*; IL, *Assessment Programs*; INB, *Controversial Issues*; IND, *Accommodating a Student's Beliefs*; JB-R, *Student Discrimination and Harassment Complaint Procedures*; JBA, *Bullying, Cyber-Bullying, and Hazing*; JEC, *School Admissions*; JEC-R(2), *Procedures for Admitting and Placing Homeless Students*; JFCE, *Code of Classroom Conduct*; JFG, *Student Interviews with Law Enforcement Officers*; JG, *Discipline, Suspensions and Expulsions of Students*; JHG, *Reporting Child Abuse/Neglect*; JI, *Scholarships and Awards*; JO-R, *Guidelines for the Maintenance and Confidentiality of Student Records*; KH, *Public Gifts and Donations and to the School Districts*; KLB, *Handling Complaints About Learning Materials and the Curriculum*; Special Education Resource Guide; Administrative Guidelines for Student Discrimination and Harassment Response: Implementing Policy JB & Procedure JB-R

RELATED FORMS: JB-F(1), *School -Based Discrimination or Discriminatory Harassment Report Form*; JB-F(2), *Formal Student Discrimination Report Form*

The Sun Prairie Area School District is committed to providing equal access to educational services for every student in the district and to providing a learning environment free of any form of harassment against or between students.

No student may be unlawfully discriminated against in any school programs, activities or in facilities usage because of the student's sex (gender identity, gender expression and non-conformity to gender role stereotypes), color, religion, profession or demonstration of belief or non-belief, race, national origin (including limited English proficiency), ancestry, creed, pregnancy, marital or parental status, homelessness status, sexual orientation, age, or physical, mental, emotional or learning disability. Harassment is a form of discrimination and shall not be tolerated in the district. It is the responsibility of administrators, staff members

and all students to ensure that student discrimination or harassment does not occur.

For purposes of this policy, we will utilize the following definitions:

- **"Discrimination"** means any unlawful action or practice including bias, stereotyping or student harassment detrimental to a person or group(s) of persons and differentiates or distinguishes among persons or which limits or denies a person or group of persons opportunities, privileges, roles or rewards based on any personal characteristic described above.

- **"Harassment"** means behavior toward or between students based on any personal characteristic described above which substantially interferes with a student's school performance or creates an intimidating, hostile or offensive environment. Harassment can arise from a broad range of physical or verbal behavior that can include, but not be limited to: physical or mental abuse, racial insults, ethnic or religious slurs, unwelcome sexual advances or touching, sexual comments or jokes, sexually explicit derogatory statements or discriminating remarks that are offensive or objectionable to the recipient or which cause the recipient discomfort, humiliation or which interfere with the recipient's academic performance.

This policy does not prohibit the provision of special programs or services to students based on objective standards of individual need or performance.

Homeless children unaccompanied homeless youth (youth not in the physical custody of a parent or guardian) and youth residing in the District shall be provided with equal access to the District's educational programs, have an opportunity to meet the same challenging State of Wisconsin and Sun Prairie Area School District academic standards and shall not be segregated on the basis of their status as homeless. The District shall establish safeguards that protect homeless students from discrimination based on their homelessness.

Students who have been identified or regarded as having a disability under Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (**ADA**) or the Individuals with Disabilities Education Act (**IDEA**), shall be provided reasonable accommodations in educational services or programs and facilities. When program or classroom modifications are necessary in order to provide a disabled student with equal opportunity, they will be made as required by law. Facilities modifications necessary to provide for appropriate access and participation for persons with disabilities shall be made to the extent required by law.

The district also shall provide for the reasonable accommodation of a student's sincerely held religious beliefs in accordance with established Board policies. Any modifications or accommodations granted under this policy shall be provided to students without prejudicial effect. School Board Policy: IND, Accommodating a Student's Beliefs

Any person who believes that a student has been the subject of prohibited discrimination or harassment shall report the matter in accordance with established complaint procedures. Complaints or questions regarding this policy shall be referred to:

Sun Prairie Area School District Office
Attention: Assistant Superintendent of Operations (Title IX Coordinator)
501 South Bird Street
Sun Prairie, Wisconsin 53590

All reports regarding student discrimination or harassment shall be taken seriously, treated fairly and promptly and thoroughly investigated. The district shall take all appropriate and necessary action to eliminate student discrimination and harassment, up to and including discipline of the offenders. There shall be no retaliation against any person who files in good faith (or who is believed to have filed a complaint) under this policy. It is also against this policy to retaliate against any person who otherwise participates in any investigation, inquiry, or other proceeding related to an incident, report, or complaint underneath this policy. Retaliation includes, but is not limited to, any form of intimidation, harassment, or inappropriate disparate treatment. Such retaliation shall be considered a serious violation of Board policy independent of whether the report, complaint, or allegation in question is substantiated. Allegations or concerns regarding retaliation may be reported to the District using the procedures that are established for reporting harassment and discrimination.

Employees who fail to respond to discrimination or harassment complaints or to act on their knowledge of violation of this policy will likewise be subject to disciplinary action, up to and including termination. In addition, employees who engage in behaviors found to be discrimination or harassment will be subject to disciplinary action up to and including termination.

Notice of this policy and its accompanying complaint procedures shall be published annually in the District's official newspaper and posted in each school building in the district. In addition, this policy and its accompanying complaint procedures shall be included in student and staff handbooks. Further, a student nondiscrimination statement shall be included in course selection handbooks and other published materials distributed to the public describing school activities and programs.

Staff training shall be provided as necessary and appropriate to help administrators and other staff members implement the district's student nondiscrimination and harassment policy and complaint procedures.

PROCEDURE JB-R STUDENT DISCRIMINATION AND HARASSMENT COMPLAINT PROCEDURES

Adopted by the School Board: April 25, 1994

Revised by the School Board: March 26, 1996; April 23, 2001; November 28, 2005; September 11, 2006; June 26, 2017

Technical Revisions: March 3, 2010; June 26, 2017

CROSS REF.: JB, *Student Discrimination and Harassment*; Administrative Guidelines for Student Discrimination and Harassment Response: Implementing Policy JB & Procedure JB-R

A. Filing Complaints

1. Informal Complaint Procedure [JB-F(1)]

Every attempt should be made to resolve student discrimination and harassment complaints at the level closest to which they occur. Except as otherwise provided, a complaint should be presented verbally or in writing to the principal or a designated student complaint facilitator.

If a complaint involves harassment or discrimination by the principal, the complaint should then be presented directly to:

Sun Prairie Area School District Office
Attention: Assistant Superintendent of Operations (Title IX Coordinator)
501 South Bird Street
Sun Prairie, Wisconsin 53590

If a complaint involves the Assistant Superintendent of Operations (Title IX Coordinator), the complaint should be presented to the Superintendent.

The principal will attempt to resolve the complaint through informal channels. This resolution may include student misconduct referral(s) and/or other school disciplinary procedures. If attempts to resolve the complaint through informal channels are not satisfactory, the complainant may process the complaint through the district's formal complaint procedure.

a. Parents or guardians of a student under 18 shall be contacted and provided opportunity for involvement in all processes when their student is either an alleged victim or perpetrator of discrimination or harassment. They shall be provided with a copy of Policy JB and Procedure JB-R.

b. If the complaining student, the parent, the alleged harasser, or the designated student complaint facilitator chooses not to use an informal procedure, or any of them feel that the informal process has been unsatisfactory, they may proceed to the formal resolution procedure.

c. School-based discipline is a type of informal resolution. Victims (and parents) should still be offered the right to file a formal complaint of discrimination and/or harassment if they are not satisfied with the resolution.

d. It may be possible to resolve concerns through a voluntary conversation (facilitated by a school employee,

principal or designated student complaint facilitator) between the complaining student and the alleged harasser. (Note: This type of resolution is not appropriate for minor student/adult employee concerns unless a parent or guardian of the student consents and is present. Similarly, depending upon the allegations and the facts involved complaints of sexual harassment and sexual violence may forego this process as determined by the Assistant Superintendent of Operations (Title IX Coordinator). Both the complaining student and the alleged harasser may be accompanied by a person of their choice for support and guidance. If the complaining student and the alleged harasser feel that resolution has been achieved, no further action need be taken.

e. The result of an informal resolution should be recorded in the Student Information System as a disciplinary record, and the results shall be reported in writing by the designated student complaint facilitator or principal on the designated form.

Note: Questions or concerns about accommodations relating to educational programs or student services should be made to the Director of Student Services.

2. Formal Complaint Procedure [JB-F(2)]

a. A written statement of the complaint shall be prepared by the complainant on the form provided, signed and delivered to the Office of the Assistant Superintendent of Operations (Title IX Coordinator) at the following address: Sun Prairie Area School District, 501 South Bird Street, Sun Prairie, WI 53590. Assistance in filling out the complaint form is available from designated student complaint facilitators at each site.

b. Student discrimination complaints relating to the identification, evaluation, placement or provision of free appropriate public

(1) education (FAPE) of a student with a disability shall be processed in accordance with established procedures outlined in the district's Special Education Resource Guide.

(2) Student discrimination complaints relating to programs specifically governed by federal law or regulation under 20 USC 1231e-3 and 34 CFR 76, 700-714 commonly referred to as Federal Education Department General Administrative Responsibilities (EDGAR complaints) shall be referred directly to the State Superintendent of Public Instruction.

c. The Assistant Superintendent of Operations (Title IX Coordinator) will assign a complaint investigator, who will investigate the matters of the complaint and will contact all parties involved. They shall provide written acknowledgement of receipt of the complaint within five business days and then establish a conclusion and respond in writing to the complaint within 20 business days.

(1) The 20 business day timeline may be extended by the complaint investigator due to factors beyond the control of the complaint investigator, for example, but not limited by enumeration, the breadth of the investigation, the availability of witnesses or the interaction of the complaint with an open criminal investigation.

d. If the complainant remains unsatisfied, they may appeal through a signed, written statement to the Superintendent within 10 business days of receipt of the complaint investigator's written response. In an attempt to resolve the complaint, the Superintendent shall meet with concerned parties and/or their representatives within 20 business days of receipt of such an appeal. A written copy of the Superintendent's response of the appeal shall be sent to each concerned party within 10 business days of this meeting.

e. If the complainant remains unsatisfied, they may appeal through a signed, written statement to the School Board within five business days of receipt of the Superintendent's written response. In an attempt to resolve

the complaint, members of the School Board shall meet with concerned parties and/or their representatives within 20 business days of receipt of such an appeal. A written copy of the School Board's disposition of the appeal shall be sent to each concerned party within 10 business days of this meeting. The complainant shall be informed of their right to appeal the School Board's decision within 30 days to the State Superintendent of Public Instruction.

If the complainant is dissatisfied with the School Board's decision, they may appeal the decision in writing to the State Superintendent of Public Instruction. An appeal to the Department of Public Instruction (DPI) should be in writing and signed. The following information should be included: the reason for the appeal, the facts that make the complainant believe discrimination occurred; and the relief or outcome the complainant is requesting. If the person appealing is a minor, a parent or guardian must sign the appeal

A complaint or appeal may also be made on some of the above bases (Title IX, Title VI, Section 504, Americans with Disabilities Act) to the U.S. Department of Education's Office for Civil Rights (OCR) in Chicago, as authorized by various federal laws, or a complaint or suit may be filed with another external governmental agency or court. Such agencies and courts independently determine the extent to which any given complaint falls within their realm of authority. Such actions may be taken in lieu of or in addition to filing a complaint under the District's local procedures.

3. Complaint Procedure- Special Education

a. Discrimination complaints relating to the identification, evaluation, educational placement or the provision of free appropriate public education of a student with a disability shall be processed in accordance with established appeal procedures outlined in the District's Special Education Handbook.

4. Complaint Procedure –Federal Programs

a. Discrimination complaints relating to programs specifically governed by federal law or regulation shall be referred directly to the State Superintendent of Public Instruction.

5. Complaint Procedure- Other Statutory Procedures

a. Nothing in these procedures precludes pursuit of other avenues afforded by law to deal with a student discrimination or harassment complaint in addition to or in lieu of these procedures.

B. Investigating Complaints

Both formal and informal student discrimination and harassment complaints shall be treated seriously and properly investigated. Even anonymous complaints should be treated seriously where there are indications of reliability, for example, sufficient detail.

2. Conducting Interviews

The assigned complaint investigator shall conduct interviews regarding the complaint with the complainant, the alleged perpetrator of the discrimination or harassment, witnesses, and others as appropriate and necessary to determine the facts. Parents or guardians of a student under 18 shall be contacted and provided opportunity for involvement in all processes when their student is either an alleged victim or perpetrator of discrimination or harassment. They shall be provided with a copy of Policy JB and Procedure JB-R.

3. Concluding the Investigation

The assigned complaint investigator shall conclude the complaint investigation as follows:

- a. Determine whether discrimination or harassment did occur.
- b. Make recommendations to the Assistant Superintendent of Operations (Title IX Coordinator) as to the action that should be taken regarding the complaint, including potential disciplinary action.
- c. Review the results of the investigation with the complainant.
- d. Review the results of the investigation with the alleged perpetrator of the discrimination or harassment and proceed with any action that was deemed appropriate by the Assistant Superintendent of Operations (Title IX Coordinator).
- e. The complaint investigation will be documented in writing.

4. Documentation and Follow-up - The assigned complaint investigator shall document in writing all actions taken by the district regarding the discrimination or harassment complaint and follow-up on such actions as necessary.

If the alleged perpetrator disagrees with the recommended action, they have the right to appeal through district policy or other available means.

C. Maintenance of Complaint Records

a. Records shall be kept of all formal and informal complaints for the purpose of documenting compliance and past practices. The records shall include information on all levels of the complaint and any appeals. The records should include:

- The name of the complainant and his/her title or status.
- The date the complaint was filed.
- The specific allegation made and any corrective action requested by the complainant.
- The name(s) of the respondents.
- The levels of processing followed, and the resolution, date and decision-making authority at each level.
- A summary of facts and evidence presented by each party involved.
- A statement of the final resolution and the nature and date(s) of any corrective or remedial action taken.

D. Definitions

Definitions are written and included to assist with the interpretation and application of Policy JB and Procedure JB-R.

1. Ancestry: Refers to the country, nation, tribe or other identifiable group of people from which a person descends. It can also refer to the physical, cultural or linguistic characteristics of the person's ancestors.

2. Complainant: Any person eligible to file a complaint under the District's Non-Discrimination Policy, this includes students, staff and visitors to District grounds and activities.

3. Creed: A system of religious beliefs, including moral or ethical beliefs about right and wrong that are sincerely held with the strength of traditional religious views.

4. Disability: Persons with a physical or mental impairment which substantially limits one or more major life activities. People who have a history of, or who are regarded as having a physical or mental impairment that substantially limits one or more major life activities, are also covered under this umbrella. Major life activities include but are not limited to caring for one's self, walking, seeing, hearing, speaking, breathing, working, performing manual tasks and learning. Some examples of impairments which may substantially limit major life activities, even with the help of medication or aids/devices, are: AIDS, alcoholism, blindness or visual impairment, cancer, deafness or hearing impairment, diabetes, drug addiction, heart disease, and mental illness. This definition includes students who have been identified as having a disability under the Individuals with Disabilities Education Act (IDEA) or under Section 504.

5. Discrimination: Any action, policy, or practice, including bias, stereotyping, and student harassment, which is detrimental to a person or group of persons and differentiates or distinguishes among persons, or which limits or denies a person or group of persons opportunities, privileges, roles or rewards based, in whole or in part, on their membership in a protected class, or which perpetuates the effects of past discrimination.

6. Equal: Having the same privileges, status or rights.

7. Equitable: Exhibiting or characterized by equity; impartial or reasonable in judgment or dispensation; not necessarily equal or the same.

8. Evidentiary Standard: Standard used to determine if harassment/discrimination allegations are true. The standard applied to discrimination complaints is a "preponderance of the evidence" (defined below).

9. Gender Expansiveness: An umbrella term used for individuals that broaden commonly held definitions of gender, including its expression, associated identity, and/or other perceived gender norms, in one or more aspects of their life. These individuals expand the definition of gender through their own identity and/or expression. Some individuals do not identify with being either male or female; others identify as a blend of both, while still others identify with a gender, but express their gender in ways that differ from stereotypical presentation. A gender-expansive person's preferences and self-expression may fall outside commonly understood gender norms within their own culture; or may be aligned with them even as one's internal gender identity doesn't align with the sex assigned at birth.

10. Gender Expression: Refers to the ways in which people externally communicate their gender identity to others through behavior, clothing, haircut, voice, and other forms of presentation. Gender expression also works the other way as people assign gender to others based on their appearance, mannerisms, and other gendered characteristics. Sometimes, transgender people seek to match their physical expression with their gender identity, rather than their birth-assigned sex. Gender expression should not be viewed as an indication of sexual orientation.

11. Gender Fluidity: Gender fluidity conveys a wider, more flexible range of gender expression, with interests and behaviors that may even change from day to day. Gender fluid children do not feel confined by restrictive boundaries of stereotypical expectations of girls or boys. In other words, a child may feel they are a girl some days and a boy on others, or possibly feel that neither term describes them accurately.

12. Gender Identity: One's innermost core concept of self which can include male, female, a blend of both or neither, and many more - how individuals perceive themselves and what they call themselves. One's gender identity can be the same or different than the sex assigned at birth. Individuals become conscious of this between the ages of 18 months and 3 years. Most people develop a gender identity that matches their biological sex. For some, however, their gender identity is different from their biological or assigned sex. Some of these individuals choose to socially, hormonally, and/or surgically change their physical appearance to

more fully match their gender identity and some do not.

13. Gender Nonconformity: A student's nonconformity with sex stereotypes and gender identity.

14. Harassment: Unwanted, deliberate or repeated, unsolicited comments (oral or written), gestures, graphic material, physical contacts, verbal/nonverbal or physical conduct directed to an individual because of their membership in a protected class(es) constitute harassment when this conduct:

- a. has the purpose or effect of creating an intimidating, hostile or offensive educational environment;
- b. has the purpose of unreasonably or substantially interfering with a student's performance in school, including their performance in curricular, extracurricular, and non-academic activities;
- c. otherwise adversely affects a student's opportunities in curriculum, extracurricular, and non-academic activities;
- d. submission to the conduct is made either explicitly or implicitly, a term or condition of a student's opportunity to obtain an education;
- e. submission to or rejection of the conduct by an individual is used as a factor in decisions affecting the student's education;
- f. is sufficiently severe, persistent or pervasive that it adversely affects a student's ability to participate in or benefit from an educational program or activity.

15. Hostile Environment: A situation in which harassment causes the school environment to be permeated with intimidation, humiliation, ridicule or insult that is sufficiently severe or pervasive to reasonably interfere or alter the conditions of the student's education or the employee's work.

16. Marital Status: This includes being married, separated, divorced, widowed, or single.

17. National Origin: An individual's, or ancestor's, place of origin; or the physical, cultural or linguistic characteristics associated with a group's place of origin.

18. Parental Status: The status of being a parent or childless. A 'parent' includes a step-parent, adoptive parent, and foster parent. A person who is pregnant is considered a parent.

19. Preponderance of the Evidence: The evidence submitted shows that it is more likely than not that the act of discrimination/harassment did occur and more likely than not that the alleged perpetrator(s) committed the act.

20. Protected Class: A group of people defined by law, who share common characteristics and are protected from discrimination and harassment by federal, state, and/or local laws. District Policy recognizes protected classes including sex, race, national origin, ancestry, religion, creed, pregnancy, marital status, parental status, sexual orientation, gender identity, gender expression or disability including physical, mental, emotional or learning disability.

21. Religion: All aspects of religious observance and practice, as well as belief. The law protects not only people who belong to traditional organized religions, such as Buddhism, Christianity, Hinduism, Islam, and Judaism, but also others who have sincerely held religious, ethical or moral beliefs.

22. Retaliation: Any adverse action impacting a student's education experience and/or any adverse action to include any act of revenge, reprisal, intimidation or coercion directed at a student and motivated by the belief that the student has either opposed a violation of this Policy, has filed a complaint under this Policy, or has exercised any other right under the Policy.

23. Sex Discrimination: Treating someone unfavorably because of a person's sex. This includes adverse actions taken because of the person's non-conformance with sex-stereotypes.
24. Sexual Harassment: Unwanted, deliberate, or repeated unsolicited comments (oral or written), gestures, graphic material, physical contacts, unwelcome requests for sexual favors, and/or verbal/nonverbal or physical conduct directed to an individual because of the student's sex. Sexual harassment includes conduct directed by a person at another person of the same or opposite sex.
25. Sexual Orientation: Refers to being romantically or sexually attracted to people of a specific gender. Sexual orientation and gender identity are separate, distinct parts of a person's overall identity.
26. Stereotyping: Attributing behaviors, abilities, interests, values, and roles to a person or group of persons on the basis, in whole or in part, of their protected class(es).
27. Transgender: An umbrella term describing a person whose gender identity or expression is different from that traditionally associated with their assigned sex at birth.

Notice to Students Regarding Discrimination & Harassment

No student may be discriminated against or harassed based on any of the following personal characteristics: sex, color, religion, profession or demonstration of belief or non-belief, race, national origin, ancestry, creed, pregnancy, marital or parental status, homelessness status, sexual orientation or disability.

“Discrimination” means an action like prejudice or stereotyping based on any of the personal characteristics listed above that harms any person or which limits anyone’s chances or possible benefits.

“Harassment” means any speech or behavior based on any personal characteristic listed above that gets in the way of a student’s learning or creates an uncomfortable situation. Harassment can occur many ways, for example, racial or religious insults, unwelcome touching, sexual comments, off-color jokes, or offensive remarks about any personal characteristic described above which cause discomfort, humiliation or interfere with learning.

If you are not sure about what these ideas mean, or whether something you know may possibly be discrimination or harassment, you should talk it over with one of the people listed below, or your parents, your school counselor, or another trusted adult.

Students who see or hear discrimination or harassment of others should tell the principal or any other person named below right away. You just tell them or use the School-Based Discrimination or Discriminatory Harassment Report Form. Any student who believes that he or she has been the target of discrimination or harassment should tell the principal or any other person named below as soon as possible. Again, you may do so by talking to them or using the School-Based Discrimination or Discriminatory Harassment Report Form.

The following are the middle school discrimination or harassment complaint managers:

Patrick Marsh Middle School	
Corey Shefchik <i>Principal</i> 834-7601	TBD <i>Associate Principal</i> 834-7602
Tiffany Kvalheim <i>School Counselor</i> 834-7608	Kelly Woodman <i>Social Worker</i> 834-7610
TJ Rantala <i>Athletic & Activities Coordinator</i> 834-7681	Vince Brandl <i>Athletic & Activities Coordinator</i> 834-7676
Prairie View Middle School	
Michelle Jensen <i>Principal</i> 834-7801	Emily Morehouse <i>Associate Principal</i> 834-7802
TBD <i>School Counselor</i> 834-7809	Stephanie Ramer <i>Social Worker</i> 834-7808
Tim Herman <i>Athletic & Activities Coordinator</i> 834-7813	Eliza Zwettler <i>Athletic & Activities Coordinator</i> 834-7816

Cardinal Heights Upper Middle School

Reginald McGee
Principal
318-8001

Brian Incitti
Associate Principal
318-8009

Carrie Garlough
School Counselor
318-8123

Rick Hudson
School Counselor
318-8122

Keith Medema
School Counselor
318-8125

Jenna Boberg
Athletic Coordinator (8th grade)
318-8194

If a principal or person listed above happens to be the one you think engaged in discrimination or harassment, your complaint should be given to one of the other persons or sent to the Office of the Superintendent, Sun Prairie Area School District, 501 S. Bird Street, Sun Prairie, WI 53590.

Copies of the school district's entire policy and procedures regarding Student Discrimination and Harassment (JB and JB-R) are available in this appendix, the school office and on the district website: www.sunprairie.k12.wi.us.

POLICY JBA

BULLYING, CYBER-BULLYING, AND HAZING

Adopted by the School Board: September 28, 2009; March 26, 2012

LEGAL REF.: Sections 111.31, 118.13, 118.164, 118.195, 118.20, 120.12(26), 120.13(1), 947.013, 948.51, and 947.0125, Wisconsin Statutes; PI 9 of the Wisconsin Administrative Code; Title IX of the Education Amendments of 1972; Title VI of the Civil Rights Act of 1964; Section 504 of the Rehabilitation Act of 1973; Americans with Disabilities Act of 1990; Equal Protection Clause of the Fourteenth Amendment.

CROSS REF.: BDDI-R, *Procedures for Handling Public Suggestions, Concerns and Complaints*; IAA & IAA-R, *Character Education*; IGBJ, *Response to Intervention*; Procedure IIBGA-R, *Technology and Communication Resources, Acceptable Use Procedure*; JB, *Student Discrimination and Harassment*; JB-R *Student Discrimination and Harassment Complaint Procedures*; JFCE, *Code of Classroom Conduct*; JG, *Student Discipline, Suspensions and Expulsions*; *Administrative Guidelines for Student Discrimination and Harassment Response*

I. The Sun Prairie Area School District is committed to providing a safe positive learning environment for all students. The expectation is that everyone will treat each other with respect and consideration. Actions such as bullying, cyber-bullying, or hazing create an atmosphere of fear and intimidation, detract from the safe environment necessary for student learning, and may lead to more serious violence. Therefore, all types of bullying and hazing are prohibited.

II. Definitions & Conditions

A. "Bullying" is defined as systematically or persistently inflicting physical hurt or psychological distress on one or more students. It is intentional written, spoken, nonverbal, or physical behavior, including but not limited to any threatening, insulting, or dehumanizing gesture or communication that has the effect of doing any of the following:

1. Substantially interfering with any student's education.
2. Creating a threatening or fearful environment in a school setting for any student or group of students.
3. Substantially disrupting the orderly operation of the school.

B. "Cyber-bullying" is defined as bullying that involves the use of digital technologies, including but not limited to, e-mail, cell phones, text messages, instant messages, chat rooms, and social websites (e.g., My Space or Facebook). Cyber-bullying is prohibited and treated the same as all other types of bullying.

C. "Hazing" is defined as any intentional or reckless act which endangers the physical health or safety of a student, or is meant to induce pain or humiliation, or that results in property damage or theft and is directed against another student or students, for the purpose of being initiated into, affiliating with, holding office in, or maintaining membership in any organization, class, club or team sponsored or supported by a school or the school district regardless of students' willingness to participate.

D. "Discriminatory Harassment" occurs when acts of bullying or hazing are related to, or motivated by a student's sex, color, religion, profession or demonstration of belief or non-belief, race, national origin, limited English proficiency, ancestry, creed, pregnancy, marital or parental status, homelessness status, sexual

orientation or physical, mental, emotional or learning disability or any other basis protected by state or federal law. Such incidents shall be handled in accordance with Policy JB, *Student Discrimination and Harassment*.

III. Bullying, cyber-bullying, hazing, and/or harassment of any student are expressly prohibited in the following settings and/or circumstances:

A. During any educational program or activity conducted by or sponsored in whole or in part by the school or school district.

B. While being transported on a district provided bus or any other district vehicle.

C. Accessed, created, expressed, or communicated using any district-owned computer, digital technology, or system network.

D. Sent or passed on through any type of non-district owned technology or personal electronic device while on school grounds, at any school related or sponsored activity, or on district provided transportation.

E. Any type of threat indicated to be carried out in a school setting. This includes threats made outside of school hours that communicate intent to be carried out during any school-related or school-sponsored program or activity, or on district provided transportation.

F. While the District cannot assume liability for incidents that occur at times or locations not defined above, a student or witness may file a complaint against a student and the school will provide assistance and intervention as deemed appropriate, which may include parent contact and/or referral to law enforcement.

IV. School officials need not wait for substantial interference with education, the creation of a threatening environment, or the disruption of the operation of the school to occur. School officials may intervene and/or discipline students when it is reasonably foreseeable that bullying or hazing pose a credible threat of creating such interference, threats, or disruption.

V. All staff members must be alert to and aware of the signs of bullying or hazing and intervene promptly and firmly against it in accordance with this policy.

VI. Any person who believes that a student has been the subject of bullying or hazing shall promptly report the matter to the school principal or assistant principal. Reports of bullying may be made verbally or in writing and may be made confidentially. All reports of bullying or hazing shall be taken seriously, treated fairly and promptly and thoroughly investigated in accordance with Procedure JBA-R. The incident will be documented. There shall be no retaliation against any person who makes a report under this policy. Individuals engaging in retaliatory behavior will be subject to disciplinary action.

VII. School officials shall take all appropriate and necessary action to eliminate bullying and hazing, up to and including disciplinary action towards the offenders and/or involvement of law enforcement.

VIII. School officials shall inform students, staff, parents, and other adults on school grounds, at least annually, that bullying and hazing will not be tolerated. Such notice shall be by at least two of the following means, as deemed appropriate by the principal.

- A. Distribution of this written policy
- B. Publication in student and staff handbooks
- C. Presentation at assemblies
- D. Training sessions for students, parents, and/or staff
- E. Incorporation into character education programming
- F. Posting of notices or signs

PROCEDURE JBA-R BULLYING, CYBER-BULLYING AND HAZING COMPLAINT PROCEDURES

Created by the Administration: February 29, 2012

When acts of bullying or hazing are related to, or motivated by a student's sex, color, religion, profession, or demonstration of belief or non-belief, race, national origin, limited English Proficiency, ancestry, creed pregnancy, marital or parental status, homelessness status, sexual orientation or physical, mental, emotional or learning disability or any other basis protected by state or federal law, they shall be considered incidents of discriminatory harassment shall be handled in accordance with Policy JB, Student Discrimination and Harassment and Procedure JB-R, Student Discrimination and Harassment Complaint Procedures. In all other cases, the following procedures will apply:

A. Filing Complaints

1. The incident will be recorded and given any school staff member. The staff member will submit the complaint to a school principal. The incident will be recorded on the Bullying, Cyber-Bullying, and Hazing Report Form [JBA-F].

2. A school administrator or Student Services designee shall interview all concerned parties and collect whatever other information is necessary to determine the facts and the seriousness of the report.

3. Parents and/or guardians of each pupil involved in the bullying will be notified prior to the conclusion of the investigation. The district shall maintain the confidentiality of the report and any related pupil records to the extent required by law.

B. Sanctions and Supports

1. If it is determined that students participated in bullying or hazing behavior or retaliated against anyone due to the reporting of bullying or hazing, administration will follow progressive discipline, which may include: suspension, expulsion and/or referral to law enforcement officials for possible legal action as appropriate. Student services staff will provide support for the identified victim(s).

2. Students who have been bullied or subjected to hazing will be supported by:

a. Being offered an opportunity to discuss the experience with a school counselor or other student services staff member of their choice.

b. Being offered ongoing support with the goal of restoring confidence and a feeling of safety in the school environment.

3. Students who have bullied or participated in hazing will be supported by:

a. Being offered an opportunity to discuss the incident with a school counselor, other student services staff member or principal.

b. Identifying the bullying/hazing behavior and the need to change.

c. Working to discover the reason for their behavior.

d. Developing a plan with a school counselor, other student services staff member or principal to

demonstrate more social acceptable behavior in the future.

- a. Enlisting the assistance of the parents/guardians in changing the behavior/attitude of the student.

C. Record-Keeping

1. All schools must record in the Student Information System any disciplinary incident in which a student violates district policy related to bullying, cyber-bullying or hazing.

2. All results of informal resolutions shall be recorded on the designated form [JBA-F]. If the result is disciplinary it shall also be recorded in the Student Information System as a student disciplinary record.

3. Every June, the principal shall submit all records of all complaints of bullying, cyber-bullying and hazing to the Executive Director of Student Services on the designated form [JBA-F].

D. Improvement

Each school shall take steps to increase student respect or prevent or reduce incidents of bullying, cyber-bullying and hazing.

POLICY JECAA

NON-PUBLIC SCHOOL STUDENT PARTICIPATION IN DISTRICT COURSES & EXTRACURRICULAR ACTIVITIES

Adopted by the School Board: December 13, 1999

Revised by the School Board: January 22, 2001, November 10, 2014

Legal Reference: Wisconsin Statutes, Section 118.04, 118.13, 118.133, 118.145(4), 118.52, 118.53, 121.004(7)(e), 121.004(7)(em), 120.13, 121.54(2)(c), Individuals with Disabilities Education Act.

Cross Reference: JEC, School Admissions; JECBA-R, Full-Time Public School Open Enrollment Procedures; BDDI, Public Concerns and Complaints

Related Forms: JECAA-F

The Sun Prairie Area School District extends to students who are enrolled in a private school or a home-based private educational program (non-public schools) the opportunity to participate in District courses and extracurricular activities.

1. A private school student who is a resident of the District may take up to two courses per semester in the High School provided the following conditions are met: (a) the student is eligible for high school admission and has met any established prerequisites for the course(s), (b) the student resides in the District, and (c) there is sufficient space in the classroom.
2. A private school student who is a resident of the District may request to take up to two courses during the school year in an elementary or middle school in the District provided the following conditions are met: (a) the student has met the standards for admission to the course at that grade level established by the Superintendent or designee, (b) the course is not available in or required to be provided by the private school, and (c) there is sufficient space in the classroom.
3. A home-based private educational program student, whether he/she resides in the District or not, may take up to two courses during a semester at any public school in the District provided the following conditions are met: (a) the student has met the standards for admission to the course at that grade level as required by law and as established by the Superintendent or designee and (b) the student is taking no more than two courses in any public school in the state during any semester.
4. A non-public school student who is a resident of the District may participate in other District programs or services as required by law, (for example, summer school programs or certain services for students with disabilities).

5. A student who resides in the school district and is enrolled in a home-based private educational program is allowed to participate in interscholastic athletics and extracurricular activities in the district on the same basis and to the same extent that [students](#) are allowed to enroll in the school district to participate. Requests should be submitted using the form provided by the Sun Prairie Area School District, "Application for Participation in Interscholastic Athletics or Extracurricular Activities for Home-Based Private Education Students."

As to any course where there are more otherwise eligible students interested in taking the course than there are spaces available, students will be placed according to the following priority:

- First Priority: All students whose primary school enrollment and attendance is within the District's public schools including full-time students of the District and nonresident students who are attending schools in the District under full-time open enrollment, shall receive first priority in individual course registration.
- Second Priority: Students whose primary school enrollment and attendance is not within the District's public schools, but who reside in the District and are otherwise entitled to apply to take the course under state law or under any applicable Board policy.
- Third Priority: Students whose primary school enrollment and attendance is not within the District's public schools and who do not reside in the District, but who are otherwise entitled to apply to take the course under state law or under any applicable Board policy.

Within the "Second Priority" and "Third Priority" groups identified above, a random process shall be applied to determine the order of acceptance into the course, except as otherwise approved by the School Board.

Non-public school students participating in courses in the District shall be subject to the same school and District rules, regulations and fees as other students attending schools in the District.

Student transportation to or from the public school shall not be the responsibility of the public school, except as required by law.



**Sun Prairie Middle School
Extracurricular Participation & Physical Form**



Student Name _____	Grade _____		
Address _____	City _____	Zip _____	Home Phone (____) _____
Cell Phone (____) _____	Parents/Guardians Name(s) _____		

PERMISSIONS:

I hereby give my permission for the above-named student to practice, compete, travel with, and represent Sun Prairie Middle School in WIAA-approved interscholastic sports excepting those restricted on this form by a licensed physician, (MD or DO) / APNP*. I also grant permission to publish pictures of the student and release their name for external publication on the Sun Prairie Area School District website, which is accessible to the Internet and local media. (Policy IIBGB)

UNIFORMS/EQUIPMENT:

I understand that I take full responsibility for the safe return of all athletic uniforms and equipment issued to the above named student and agree to reimburse the school for the replacement value of lost/stolen/damaged uniforms and/or equipment. I understand that any failure to reimburse may affect the student's athletic eligibility.

EMERGENCY MEDICAL CARE: All health concerns/protocols/medications need to be provided to the coach/ath. trainer by parents.

I grant permission for the above student, in case of accident or injury during athletic participation, to be given emergency attention/care by the athletic trainer, team physician, or any other physician present and to be conveyed to an emergency medical facility if needed. I understand that all costs associated with such treatment will be the responsibility of the parents/guardians, and that Sun Prairie School Area District will assume no liability for the costs. I also grant permission for any medical records pertaining to the health of the above student are made available as necessary to the proper district personnel.

INFORMED CONSENT:

I understand and accept that there are certain physical risks incumbent upon participation in clubs/athletics. I realize the Sun Prairie Area School District is not responsible for, and does not provide insurance of any kind for student-athletes. Knowing this, I hereby give the above named student permission to participate in athletics for this school year. We can provide you with voluntary insurance coverage information available at your expense.

EXTRACURRICULAR RULES AND REGULATIONS AGREEMENT

By signing this form, we are attesting to the fact that we have read, understand, and will abide by the Sun Prairie Middle School Extracurricular Rules and Regulations Handbook, as well as all rules set forth by the WIAA, and that full permission is granted to the above student to participate in Sun Prairie Middle School athletics or clubs. We realize the rules and regulations are in effect year round, on and off the playing court/field.

** _____ ** ** _____ **
 Parent/Guardian Signature Date Student Signature Date

*******FROM HERE DOWN FOR ATHLETICS ONLY*******

Alternate physical year	<input type="checkbox"/>	<p>Check this box if this is an alternate physical year. Parents/Student can check this box if:</p> <ul style="list-style-type: none"> • Student has a current physical card on file in the Athletic Department office. <p><i>NOTE: Physicals dated AFTER April 1st are good for the following TWO SCHOOL YEARS.</i></p> <p><i>Physicals dated BEFORE April 1st are good for the remainder of that SCHOOL YEAR and the following SCHOOL YEAR.</i></p>
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P H Y S I C A L C A R D	<p>WIAA ATHLETIC PERMIT CARD – [Physician’s Use Only] Not accepted without STAMP and DATE</p> <p>All students participating in Interscholastic Athletics must have this card on file at their school <u>prior to practice or participation</u>. The above-named student has been examined and may participate in interscholastic athletic activities except as follows (if none, write "none" or explain restrictions): _____</p> <p>_____</p> <p>Allergies/Other Medication Information: _____</p> <p>Hospital/Clinic Affiliation: _____ Phone _____</p> <p>Address/City/State: _____</p> <p>Signature of Licensed Physician (MD or DO)/APNP _____</p> <p>Date of Exam: _____</p> <p style="text-align: center;">*Physicians may authorize Nurse Practitioners or Physician Assistants to stamp this form with the physician's signature or the name of the clinic the physician is affiliated with.</p>	<p style="text-align: center;">PHYSICIAN: PLEASE ADD CLINIC STAMP</p> <p style="text-align: center;">Please remember to sign and date.</p>
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**** 2018-2019 ****
SUN PRAIRIE AREA SCHOOL DISTRICT
CONCUSSION ACKNOWLEDGEMENT AGREEMENT

****Athletics Only****

As a parent and as an athlete it is important to recognize the signs, symptoms, and behaviors of concussions. By signing this form you are stating that you understand the importance of recognizing and responding to the signs, symptoms, and behaviors of a concussion or head injury.

NAME OF STUDENT ATHLETE: _____
GRADE: _____

PARENT/GUARDIAN AGREEMENT:

I have read the Concussion and Head Injury Information and understand what a concussion is and how it may be caused. I also understand the common signs, symptoms, and behaviors. I agree that my child must be removed from practice/play if a concussion is suspected.

I understand that it is my responsibility to seek medical treatment if a suspected concussion is reported to me.

I understand that my child cannot return to practice/play until providing written clearance from an appropriate health care provider to his/her coach.

I understand the possible consequences of my child returning to practice/play too soon.

Parent/Guardian Signature _____ **Date:** _____

STUDENT-ATHLETE AGREEMENT:

I have read the Athlete Concussion and Head Injury Information and understand what a concussion is and how it may be caused.

I understand the importance of reporting a suspected concussion to my coaches and my parents/guardian.

I understand that I must be removed from practice/play if a concussion is suspected. I understand that I must provide written clearance from an appropriate health care provider to my coach before returning to practice/play.

I understand the possible consequence of returning to practice/play too soon and that my brain needs time to heal.

Student-Athlete Signature _____ **Date:** _____