WISCONSIN INTERSCHOLASTIC ATHLETIC ASSOCIATION

BULLETIN

National Federation of State HS Associations
CHARTER MEMBER

Vol. 102 | Issue No. 1 | September 2025

In This Issue

Ad Hoc Involvement has Shaped the Landscape....2
Gagas & Lepak Retire from WIAA Staff....3
Welcome to WIAA....3
Spring Performance Factor Results in Divisional Movement....4
Important Dates....4
Spring Tournament Sportsmanship Award Recipients Announced....5
WIAA Leadershop Summit Held....5
Annual Meeting Date....5
2024-25 Award of Excellence Recipients....6
16 Appointed to Student Leadership Team....7
Wrestling Tourney Restructure....8
NFHS Instructions for Football Line-to-Gain Crew....9
NFHS/WIAA Public-Address Announcers Guidelines....10
NFHS Courses....11
Celebrate High School Activites in October....11
NFHS General Instructions for Football Game and Play Clock Operators....12
Spring State Tournament Officials....14
NFHS Network Officials Pass....14
Official Registration Windows....14
NFHS Rule Changes....15
Player Equipment Changes Highlight....16
2025 NFHS Football Jersey and Pant Rules....17
State Tournament and Champion Schedule....18
Football Points of Emphasis....20
Coaches Participating Off-Season....22
Conference Realignment....22
Open Gyms....22
Split-Season Sports....22
WIAA Transfer Rule....23
Practices and Contests During Lighting and Thunder....25
Eligibility Waivers - Foreign Exchange Students....26
Concussion Insurance....26
School Involvement in Out-of-Season....27
Interstate Competition Reminders....27
Amateur Status....28
Nonschool Participation....29
Who May Participate on Public School Teams....29
Performance Enhancement Supplements....30
Disordered Eating/Energy Deficiency in Sport....31
Mental Health/Mental Wellness....32
ACT Test Dates....33
When in Doubt, Sit Them Out....34
Minimizing Head Impact in Football....39
Keep These Dates in Mind....42
Contacting WIAA Office....44

WIAA Announces Launch of Association Foundation

The Wisconsin Interscholastic Athletic Association (WIAA) announced the establishment of the WIAA Foundation, a new charitable organization dedicated to advancing Wisconsin high school athletics through charitable support and innovation.

The WIAA Foundation will serve the state's extensive high school athletic community, which currently includes 515 member high schools, 185,000 student-athletes and 10,000 licensed officials across 27 sports programs.

The mission of the WIAA Foundation is to enhance, support and collaborate with education-based athletics of WIAA member schools and their student-athletes by raising funds for grants, programs, and scholarships, as well as offering related resources and activities.

"The creation of the WIAA Foundation represents a significant milestone in our ongoing commitment to Wisconsin's student-athletes," WIAA Executive Director Stephanie Hauser said. "This foundation will provide us with exciting new opportunities to support our member schools and enhance the education-based athletic experience of community members across our state."

The Foundation will focus its efforts on three impact areas:
Athletic Programs: Supporting and enhancing high school athletic programs across Wisconsin to provide better opportunities for student-athletes through grants and funding for program expansion

Risk Minimization: Providing enhanced risk minimization resources and support for WIAA student-athlete

Officials Development: Expanding educational offerings for WIAA-licensed officials through specialized training programs

The Foundation's primary activity will be helping to raise and deliver important resources that support educational and charitable initiatives. Specifically, the Foundation will:

- Receive donations for the benefit of athletic programs at WIAA member schools
- Grant funds to member schools to expand athletic activities
- Provide support and enhanced risk minimization for student-athletes
- Undertake educational offerings, including hosting training sessions for referees and officials

The Foundation will operate under the guidance of a dedicated Board of Directors, which will meet quarterly to discuss initiatives and future plans. The Board includes Dave Ring, Kwik Trip Community & Government Relations Manager; Dave Steavpack, co-commissioner of Fox River Classic Conference and retired athletic director at Manitowoc Public Schools; Doug Chickering, retired WIAA executive director; Mark Holzman, superintendent for the School District of Janesville; and Stephanie Hauser, current WIAA executive director. The Board of Directors conducted its inaugural meeting on Aug. 4, 2025 at the WIAA executive staff office. ■

*To learn more about the WIAA Foundation, including how to support its mission, visit **www.wiaa.foundation.***

Board Conducts First Meeting of 2025-26; Elects Officers

Karl Morrin, the superintendent at Wautoma, presided over the first meeting of the 2025-26 Wisconsin Interscholastic Athletic Association Board of Control Aug. 15.

The Board conducted its 2025-26 officer elections. Brian Nadeau, superintendent in the Ellsworth School District, will serve as the president-elect. Jill Stobber, athletics and activities administrator at Waterford High School, was re-elected to the role of treasurer.

In addition, Ted Knutson, president at Aquinas, was introduced as new member, returning to the Board after serving from 2012-19.

Among the action items approved by the Board was the 2025-26 operational budget, various membership committee and employee handbooks, the 2025-26 Media Policies Reference Guide, an amendment to the existing agreement with the NFHS Network, the annual renewal of the WIAA's membership in the

See *Board Conducts First Meeting of 2025-26*, page 2

Editorial

Ad Hoc Involvement has Shaped the Landscape

Ad hoc, translated from Latin to English and in context with the WIAA governance structure, refers to a committee that has been generally considered temporary with a purpose of studying a specific issue within the membership.

Perhaps the most notable ad hoc committee prior to the turn of the century was formed to study and determine the design and transition of a membership option for private schools once the Wisconsin Independent Schools Athletic Association (WISAA) dissolved in 2000. The diligence and efforts of ad hoc committees have had a significant impact on the direction the membership has taken in recent years.

A football ad hoc committee was formed in 2011 to study the football calendar and post-season playoffs. Following a failed attempt to consider a staff-initiated district football playoff plan in 2010, the ad hoc committee met three times and determined a nine-game football regular season was preferred; there was no interest in all-play qualification for the football playoffs; nor was there favor in moving the season back in the calendar that would require an early August start date for practice and a later end date for the playoffs. The committee did set the stage for development of an 8-player football tournament with a post-season Jamboree for eligible 8-player teams with a maximum enrollment of 200.

For many years, the responsibility for coordinating the conference realignment process rested on the shoulders of a single WIAA executive staff member, and the process was historically contentious. There were lawsuits and threats of lawsuits by member schools, and there were claims by some members that the process was flawed and lacked transparency. While never considered temporary or truly ad hoc in nature, the Conference Realignment Task Force was formed for the specific purpose of improving the entire realignment process in 2018. Fast forward seven years, and the Task Force continues as the group that studies the complexities of the data to recommend realignment for consideration of the Board of Control.

Related to the forementioned private school membership option, another ad hoc committee was formed to study competitive equity, as it was termed in 2014 after a petition to apply a 1.65 multiplier to the enrollment of private schools was moved to committee by the membership. Two years later, after extensive research and presentations to educate the membership, not a single plan studied by the ad hoc committee, including a recommended success factor plan, was supported by the membership at the 2015 and 2016 Annual Meetings.

The competitive balance issue experienced a hiatus until August 2021 when the Board of Control approved creation of the Competitive Balance Ad Hoc Committee. After extensive research and study with bi-monthly meetings, the committee produced a recommendation that the Board advanced to the membership at the 2023 Annual Meeting. The performance factor plan followed much of the same concept as the 2014 competitive equity but with additional details that, from the committee's perspective, improved upon the previous plan. The membership approved the performance factor 265-115 and the ad hoc committee transitioned to a standing classification committee that reviews requests and appeals in applying the performance factor.

In December 2023, the Board of Control approved a Calendar and Contact Ad Hoc Committee to study season lengths, game maximums and coaching contact. Twenty-three school and athletic administrators from a large group of volunteers were appointed to address these complex issues by identifying information and resources required to fully understand and develop recommendations for the membership's consideration in amending the Bylaws and Rules of Eligibility. The committee went to work immediately on coaching contact, developing a recommendation to the Board, which was ultimately advanced and then approved by membership vote at the Annual Meeting last April. This first phase of the committee's efforts resulted in expanded opportunities for coaching contact in all sports through June and July. Phase two of their prescribed analysis–the season calendar and game maximums–is currently in progress.

The contributions of every member of ad hoc committees over the past 30 years continues to shape the direction of the membership. The commitment of those who have given of their time and effort to serve on these influential groups is truly commendable. As the current membership survey solicits feedback from each member school and our various stakeholders, there may be additional ad hoc opportunities on the horizon to create a legacy with the longest-running state association in the nation. ■

Board Conducts First Meeting of 2025-26 from page 1

National Federation of State High School Associations, as well as the general financial reports.

The executive staff presented the Board with updates on the Calendar & Contact Committee's summer coaching contact survey, the Student-Athlete Leadership Team, the recent launch of the WIAA Foundation, awareness of the annual correspondence to state legislators and school administrators, a review of the Advisory Council role in the membership rule-making process, a technology report on a redesign of the WIAA website, a recap of the New Athletic Director Workshop, and plans for discussions at the fall Area Meetings.

The Board also received presentation on the ongoing efforts to recruit and retain officials, which included results of an officials' survey and supplemental data by Brian Nicol of the Donovan Group. Nicol also introduced the creation and review for a draft of a membership-wide strategic planning survey.

In addition, Paul Manriquez of the Department of Public Instruction and Kyle LeMieux of the Wisconsin Athletic Directors Association presented liaison reports to the Board. ■

Annual Meeting

Friday,

April 24, 2026


Lisa Gagas


Deb Lepak

GAGAS & LEPAK RETIRE FROM WIAA STAFF

Lisa Gagas and Deb Lepak announced their retirements from the roles they served in the WIAA office recently.

Lisa Gagas, the print production coordinator at the Wisconsin Interscholastic Athletic Association, announced her retirement after more than 42 years of service with the organization, effective at the end of August.

Gagas joined the staff in 1982, assisting with the association benefits responsibilities. After one year, she transitioned to her role in print production, which included the publication of the Bulletin, State Tournament programs, Yearbook, Sport Season Regulations, Senior and Junior High Handbook, Media Guides, Policy Guidelines and many other membership and event publication projects.

She also assisted in the administration of the Sportsmanship Summit, media credential production, website maintenance, as well as publication and media release editing.

"Lisa's nearly 43 years of experience with the WIAA is an absolutely incredible demonstration of service and dedication! Her behind-the-scenes work to produce membership publications, such as state championship programs and WIAA Bulletins, has been remarkable," Executive Director Stephanie Hauser said. "We will miss Lisa's consummate attention to detail, organization skills, work ethic, patience and collaboration."

Deb Lepak, a sport administrative assistant at the Wisconsin Interscholastic Athletic Association, announced her retirement after more than 24 years with the organization in June.

Lepak joined the staff in 2001, assisting with the shipping and receiving responsibilities. Since that time, she served as an assistant to two directors, including Tom Shafranski, who retired in February, and interim director Tim Whitford.

She assisted in the administration of various sports during her tenure, including football, golf, gymnastics, hockey, lacrosse, swimming & diving and tennis. In addition, she aided with the planning and execution of the Scholar-Athlete program and helped in the liaison role with the Wisconsin Athletic Directors Association and the New AD Workshop.

"Deb's years of experience and commitment to serving the membership and the relationships she has formed with our staff and athletic directors throughout the state has been remarkable," Hauser said. "We will miss her institutional knowledge, organization skills, work ethic – and most of all – her friendship." ■

Welcome to the WIAA

The WIAA welcomes three new employees to the executive office staff.

Olivia Hoffmann



Hoffmann began her role as marketing and communications assistant on June 9, 2025. She supports the daily operations of the marketing and brand manager, as well as the director of communications through social media, website management, event promotion and content creation. Her responsibilities will include maintaining an active WIAA online presence, assisting with promotional materials and enhancing membership engagement. Hoffmann joins staff after serving as an intern with the Green Bay Packers, Green Bay Rockers and Winona State University Athletics. She also developed social media content for the St. Norbert College baseball program.

Emily Tikalsky



Tikalsky started her duties as the administrative assistant for Associate Director Mel Dow on July 14, 2025. Her office responsibilities will be to assist in the coordination of athletic-related services for wrestling, girls golf and baseball, as well as the administration of the Sports Medical Advisory Committee and the Sports Advisory Committee. Her role will also include organizing eligibility data; responding, interacting and representing the association with customary inquiries from the membership and other constituents; general clerical tasks and compiling various committee meetings; and other projects assigned by the associate director. Prior to joining the staff, she taught high school physical education, health and adaptive physical education at Menasha High School and served as an assistant track & field coach for two years. Her most recent positions were with SentryWorld in Stevens Point, Wis. and coaching Level 2 CrossFit at Baseline Performance in Plover, Wis.

Kelsey Schneider



Schneider began her responsibilities as the graphic designer for print publications on Aug. 22, 2025, in conjunction with the retirement of Lisa Gagas at the end of August. Her office assignments include designing and producing publications, managing organized digital asset systems, collaborating with staff to collect, organize and ensure accurate information in all publications, developing print production schedules, proof and edit content, maintaining relationships with external print vendors and performing general clerical duties. Schneider's professional experience includes positions as the marketing communication specialist at Skyward Inc. in Stevens Point, Wis., since 2021; independent design contractor for Best Version Media in Brookfield, Wis., since 2020; Creative and Customer Service Representative at EP-Direct in Fond du Lac, Wis., from 2018-20; design Intern for the Stevens Point Area YMCA from November 2016 through May 2017; and as a freelance designer for several businesses since 2016. ■

SPRING PERFORMANCE FACTOR RESULTS IN **DIVISIONAL MOVEMENT**

The Wisconsin Interscholastic Athletic Association Classification Committee conducted hearings for member school requests and appeals in applying the performance factor initiative for the spring sports with implementation during the 2026 seasons.

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

This initiative affords schools the opportunity to request to move to a division with lower or higher enrollments for all sports. The Classification Committee reviewed 13 such requests for spring sports. All the requests were to move down for the 2025-26 Tournament Series, including six in softball (Fall River, Frederic, Gibraltar, Riverdale, Sheboygan Lutheran, Sheboygan South), four in baseball (Iowa-Grant, Luck, Riverdale, Sheboygan South), and one each in boys golf (Spring Valley), girls soccer (Sheboygan South) and boys tennis (Sheboygan South).

The committee approved Fall River, Gibraltar, Sheboygan Lutheran and Sheboygan South to move down to a lower-enrollment division in softball; Luck and Sheboygan South to move down in baseball; and Sheboygan South in girls soccer and boys tennis; and Spring Valley in boys golf.

The spring school sports programs that have accumulated at least six points during the most recent three-year span to engage a promotion to a division with higher enrollments, if applicable, are listed below.

The performance factor process affords schools the opportunity to appeal their promotion to the division with the next largest enrollments based on performance points. Of the 34 programs listed above that compiled the threshold of points to engage in a promotion, four appeals were submitted. The Classification Committee reviewed and evaluated one appeal in baseball (Johnson Creek), two in boys golf (Chetek-Weyerhaeuser and Edgerton) and one in softball (Waupun). There were no appeals approved for the programs moving up a division based on the performance factor.

The Classification Committee consists of nine athletic directors, two principals and seven superintendents.

The Competitive Balance Performance Factor was approved by a 265-115 membership vote at the 2023 Annual Meeting and was implemented for the first time in 2024-25.

For more on the performance factor process, visit the Classification Committee homepage on the WIAA website. ■

Competitive Balance Important Dates

OCTOBER 1
- Fall Sports Competitive Balance Classification Application to Request Up/Down and/or Appeal opens

DECEMBER 1
- Fall Sports Competitive Balance Classification Application to Request Up/Down and/or Appeal closes

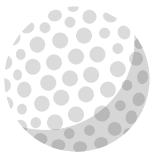
FEBRUARY 1
- Winter Sports Competitive Balance Classification Application to Request Up/Down and/or Appeal opens

APRIL 1
- Winter Sports Competitive Balance Classification Application to Request Up/Down and/or Appeal closes

MAY 1
- Spring Sports Competitive Balance Classification Application to Request Up/Down and/or Appeal opens

JULY 1
- Spring Sports Competitive Balance Classification Application to Request Up/Down and/or Appeal closes

Boys Golf (9)



Cambridge
Chetek-Weyerhaeuser
Eau Claire Memorial
Edgerton
Lakeland
Marquette
Mineral Point
Sheboygan North
Waunakee

Softball (8)



Brodhead
Fall Creek
Kaukauna
Mishicot
Kenosha Bradford
Oakfield
Pacelli
Waupun

Baseball (4)



Aquinas
Johnson Creek
Kenosha St. Joseph Catholic
Pacelli

Girls Soccer (8)



Catholic Memorial
Cedar Grove-Belgium
Edgewood
Kiel
Muskego
Oregon
Plymouth
Whitefish Bay

Boys Tennis (5)



Brookfield Academy
Brookfield Central
Marquette
Middleton
University School of Milwaukee

Spring Tournament Sportsmanship Award Recipients Announced

The Wisconsin Interscholastic Athletic Association, in partnership with Rural Mutual Insurance Company, has selected the team Sportsmanship Award winners for the 2025 Spring State Team Tournaments.

The winners of the prestigious award are Brookfield Central in girls soccer, Fall Creek in softball, Johnson Creek in baseball, and Neenah in boys tennis.

Brookfield Central received positive evaluations for the sportsmanship displayed by players, coaches and spectators at the State Girls Soccer Tournament held at Southeast Sales Powersports Stadium at Uihlein Soccer Park on June 19-21. It's the fourth time the Lancers have been bestowed the honor overall and the first time in girls soccer. They also received sportsmanship awards for boys tennis in 2023 and 2005, and they have the distinction of being the first-ever award recipient with their selection for boys basketball in 1965. The second-seeded Lancers captured the Division 2 title with a 2-1 victory over Pewaukee in the championship game after defeating Sauk Prairie 3-0 in the semifinals. The schools and communities receiving honorable mention include Kimberly, Sauk Prairie and Washburn.

The sportsmanship displayed by Fall Creek at the State Softball Tournament at Goodman Softball Complex on June 11-14 led to its selection as the WIAA/ Rural Mutual Insurance Sportsmanship Award recipient for the first time in softball and for the fourth time overall. The Crickets prior three selections were all for girls basketball, including 2021, 1994 and 1986. As the top seed in Division 3, they finished runner-up following an 11-5 loss to second-seeded Poynette in the championship game. The Crickets advanced from the semifinals with a 6-4 win over Valders. Honorable mention for the award was extended to Cedarburg, D.C. Everest, Hamilton, Lakeland, McDonell Catholic, New Richmond, Poynette, Sun Prairie East, Thorp and Watertown.

Johnson Creek demonstrated respectful and positive team and spectator support in winning the Division 4 championship at the State Baseball Tournament held at Neuroscience Group Field at Fox Cities Stadium on June 16-19. It's the first time the Bluejays have been named as the recipient of the award. As the second seed, they shutout top-seeded Pacelli 5-0 in the championship game after downing #3-seeded Pittsville 6-2 in the semifinals. Honorable mention for the award was given to Aquinas, Badger, Barron, Edgar, Fennimore, Hudson, Pittsville, Reedsburg and Sun Prairie East.

Neenah was selected as the award recipient after the Rockets advanced to semifinals of the State Boys Team Tennis Tournament conducted at Nielsen Tennis Stadium on June 16-19. It's the 12th time in Neenah has been honored with the award and the fifth time in boys tennis. The Rockets have also received the recognition in boys tennis in 2002, 2006, 2016 and 2017; girls tennis in 2000, 2015 and 2021; girls soccer in 2001; and in boys basketball in 1969, 1975 and 1988. As the #4 seed, the Rockets defeated Marquette 4-3 in the Division 1 quarterfinals before falling to top-seed, and eventual champion, Brookfield Central 6-1 in the semifinals. Altoona received honorable mention for the award.

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

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

WIAA LEADERSHIP SUMMIT TO BE HELD IN DECEMBER



The WIAA will conduct a Leadership Summit Wednesday, Dec. 10, 2025, at Sentry World in Stevens Point, Wis. The Summit integrates the elements of leadership with the former Sportsmanship Summit.

Registration will be open to all member schools beginning Oct. 15, 2025. Each registered school team will consist of five members that can include students, coaches and administrators. Registrations will be processed in the order they are received, and registrations after capacity is reached or after the deadline will be placed on a waiting list.

The purpose of the Summit is to assist students at membership schools in their growth as leaders in addition to emphasizing the citizenship and sportsmanship efforts of students and the entire school community to identify and implement a respectful environment for education-based athletics.

The cost of the event is $200 per team payable at the time of registration, which includes Summit materials, lunch and a commemorative t-shirt. ■

2024-25 WIAA AWARD OF EXCELLENCE RECIPIENTS ANNOUNCED



The Wisconsin Interscholastic Athletic Association salutes the 39 schools that fulfilled criteria to be named recipients of the Award of Excellence in 2024-25.

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

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

Adams-Friendship
Barron
Beaver Dam
Brookwood
Clintonville
Crivitz
Delavan-Darien
Divine Savior Holy Angels
Dodgeville
Elkhorn
Franklin
Frederic
Germantown
Greenfield
Hartford
Hortonville
Janesville Parker
Johnson Creek
Kenosha Tremper
Kimberly
Lake Mills
Lakeside Lutheran
Little Chute
Monona Grove
Northwestern
Owen-Withee
Portage
Poynette
Regis
St. Croix Falls
Seymour
Sheboygan Christian
Sheboygan Falls
Stratford
Sturgeon Bay
The Prairie School
Unity
University School of Milwaukee
Williams Bay

Of the 39 schools receiving the award this year, 28 have received the award multiple times and 11 are first-time recipients. Those 11 schools are Adams-Friendship, Barron, Dodgeville, Frederic, Greenfield, Hartford, Janesville Parker, Lakeside Lutheran, Regis, Sheboygan Christian and Sturgeon Bay.

Brookwood, Divine Savior Holy Angels and Kimberly are being presented the award for the seventh time in the nine years since the award's inception, which represents the most in the membership. Baraboo, Beaver Dam, Fort Atkinson, Germantown, Hortonville, Lake Mills and Watertown have been recipients of the award six times.

Recipients will be presented the Award of Excellence at their respective district's Area Meeting in September and will be recognized for the achievement on the WIAA website, in State Tournament programs, the WIAA Bulletin and at the 2026 Annual Meeting.

For the third year, the criteria applied toward the Award of Excellence in 2024-25 has included a number of deadline-specific items, including score and schedule verification, enrollment forms, participation forms and fan ejection forms. The following is the list of criteria for award consideration.

- Athletic director maintains and updates all information in the WIAA School Directory annually
- Athletic director does due diligence in striving to achieve staff compliance with all WIAA coaching requirements (i.e. rules video, exam, officials' rankings)
- Athletic director conducted regular occurring meetings with a Captain's Club/Team Leadership Council/etc. – sportsmanship, ethics and/or integrity was on the agenda and discussed
- Athletic director conducted regular occurring meetings with coaches - sportsmanship, ethics and/or integrity was on the agenda and discussed
- Athletic director conducted at least one informational meeting with student-athletes and their parents – sportsmanship, ethics and/or integrity was on the agenda and discussed
- Athletic director attended conference meetings – sportsmanship, ethics and/or integrity was on the agenda and discussed
- Coaches and student-athletes attended a sportsmanship summit/leadership conference/etc.
- There was school representation at one of the seven WIAA Fall Area Meetings
- There was school representation at the WIAA Annual Meeting in April
- Athletic director made the student body aware of sportsmanship initiatives through school assemblies, announcements, posters, etc.
- Three or more athletic teams gave back to their school or community through volunteerism
- Athletic director has taken the free NFHS Sportsmanship course
- Three or more head coaches have taken the free NFHS Sportsmanship course
- Athletic program had no coach ejections at any level
- Athletic program had no coach or player assault of an official at any level
- Athletic director nominated/submitted a boy and/or a girl for WIAA Scholar Athlete recognition (either for local or state level recognition)
- Athletic director or designee submits the online season Schedule/Results Verification Form by the established deadlines for all bracketed team sports (baseball, basketball, football, hockey, soccer, softball, volleyball)
- Athletic director or designee completes and submits the accurate enrollment count on the Enrollment Form by the established deadline
- Athletic director or designee completes and submits the accurate data on the online Sports Participation Form by June 30 ■

Athletic director or designer submits the completed online Fan Ejection Form within three days following the event the ejection occurred, requiring a fan to miss the next competition.

Sixteen Appointed to Student Leadership Team

The Wisconsin Interscholastic Athletic Association has selected 16 high school student-athletes from across the state that are entering their junior years to serve on the 27-member Student-Athlete Leadership Team for 2025-26.

Members of the team submitted an application form and a short introductory video to express their interest in serving on the team. The WIAA received 150 applications this spring. The number of representatives from each district is determined by a percentage of member schools in each of the seven districts.

The following are the names and school affiliations of the 2025-26 Student-Athlete Leadership Team sorted by district.

STUDENT-ATHLETE	YEAR	SCHOOL
District 1		
Sawyer Jones	Sr.	New Auburn
Olivia Korish*	Jr.	Turtle Lake
Nevaeh Nwachukwu	Sr.	St. Croix Falls
District 2		
Ryley Darr*	Jr.	Northland Pines
Ginger Gerndt	Sr.	Suring
Hope Soper*	Jr.	Gillett
District 3		
Tori Creighton	Sr.	Alma
Elizabeth Curtis	Sr.	Westby
Maxwell Jaeger*	Jr.	Menomonie
District 4		
Portia Hah*	Jr.	Southern Door
Claire Higgins*	Jr.	St. Mary Catholic
Emma Resop	Sr.	Ripon
Cooper Smith	Sr.	Marinette
Laynie Vaughan*	Jr.	Wautoma
District 5		
Owen Barnet	Sr.	Edgewood
Blake Brancel	Sr.	Portage
Isabella Ganoung*	Jr.	Evansville
District 6		
Evan Henderson*	Jr.	Union Grove
Jackson Brazer*	Jr.	Elkhorn
Kiernan Kawleski	Sr.	Jefferson
Paige Murphy*	Jr.	Lakeside Lutheran
District 7		
Pierce Briley*	Jr.	Greenfield
Macy DeRosa*	Jr.	Cedarburg
Brooke Dyer*	Jr.	Brookfield Central
Austin Jarmuz*	Jr.	University School of Milwaukee
Max Reeve	Sr.	Shorewood
Sawyer Lorier*	Jr.	Port Washington

** New appointment for 2025-26*

The purpose of the Student-Athlete Leadership Team is to serve as ambassadors for their peers and the WIAA while learning more about the sports industry. Their involvement provides a student-athlete voice in the WIAA and will assist in supporting, educating and advancing the purpose of interscholastic athletics. The Leadership Team engages in an advisory role without rule-making authority, but their input is conveyed and has an impact at the various levels of the committee process.

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

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

The 2025-26 Leadership Team's orientation meeting was conducted on Aug. 24 at the WIAA executive office in Stevens Point. ■

WRESTLING TOURNEY
RESTRUCTURE AMONG WINTER SPORTS CHANGES



The Wisconsin Interscholastic Athletic Association Board of Control reviewed and acted on several Winter Coaches Advisory Committees' recommendations impacting season regulations and membership policies at its June meeting.

Four wrestling recommendations were approved by the Board, including one that restructures the Tournament Series for the 2025-26 season to balance the number of qualifiers across divisions, eliminate the regional round of the tournament competition and replace the Tuesday team sectional with an expanded team sectional on the second Saturday of the Tournament Series. The details for the restructured Tournament Series are available on the WIAA website.

Two of the approved changes impact girls wrestling only. The first allows programs with seven or fewer total wrestlers to request a waiver to have the opportunity to practice with up to three other teams for no more than two times per week during the regular season. The second assigns four regionals per sectional during the Tournament Series beginning in 2025-26.

Another wrestling recommendation approved strikes language for several obsolete regulations for nonvarsity teams with only ninth-grade students.

Several coaches' recommendations were approved in basketball addressing tournament seeding. Language will be added to the Tournament Procedures in the Season Regulations to include the percentage weight used in the formula for a team's own win percentage and a team's overall strength of schedule. The Board also approved a recommendation to release unofficial preliminary electronic seeds for the girls' tournament in Week 30 and for the boys' tournament in Week 31. In addition, beginning in 2025-26, head-to-head contest results will be reviewed for all consecutive seeds, and when virtual statistical ties occur among three or more teams, head-to-head results will be reviewed among all respective tied teams.

Another basketball recommendation to be added to the season regulations includes allowing schools to reverse the regulation uniform colors for no more than three home games with mutual consent by each schools' administration. Furthermore, boys' regional final games will be required to begin at 4 p.m. or 7 p.m., and girls' sectional finals will be scheduled for 1 p.m. with an option of a 3 p.m. starting time with WIAA executive office approval.

The basketball coaches' recommendations to implement the shot clock and expand the State Tournament number of qualifiers to eight in all divisions were voted down by the Advisory Council, and by membership rule, were not advanced to the Board of Control for consideration.

One hockey recommendation reviewed by the Board received approval. In an emergency situation when a team's goalie is unable to continue because of injury, illness or other unforeseen circumstances, a substitute goaltender may be permitted to enter the game regardless of the day's previous participation limits of five periods.

The three Sports Medical Advisory Committee recommendations advanced to the Board received support. The first updates the performance enhancing substances listing to remove reference to the NCAA list for cannabinoids, add Selective Androgen Receptor Moderators to the banned substances in the Anabolic Agent section, and to add language to the discouraged listing to include no precursors, sodium bicarbonate supplements and ketone esters. The remaining two approved recommendations adds two nonvoting liaisons to the Sports Medical Advisory Committee, including a sport official from the Officials Advisory Committee and a nonvoting athletic director to be determined with committee input.

In other action taken by the Board, one fast-track conference realignment request received approval that places Manitowoc Lutheran in the Big East Conference from an independent status for girls' soccer in the spring of 2026. The Board also approved an editorial change clarifying Competitive Balance language in Appendix N of the the Senior High Handbook; a spending resolution to continue spending until the 2025-26 budget is approved; winter season sports financial statements; the 2025 Annual Meeting minutes; and the general fund financial statements and payments for May.

Other meeting discussion and report topics included the recently completed spring sports tournaments; amendments approved at the 2025 Annual Meeting; progress of the Calendar & Contact Ad Hoc Committee; June Jam and Summer Slam events; powers and duties of the Advisory Council; activities of the Student-Athlete Leadership Team; ongoing efforts to recruit and retain licensed officials, including a report on a recently conducted officials' survey; an update on the establishment of the WIAA Foundation; and a reminder of the New Athletic Directors' Workshop on July 21.

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



NFHS GENERAL INSTRUCTIONS FOR FOOTBALL LINE-TO-GAIN CREWS



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

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

PREGAME DUTIES

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

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

GAME PROCEDURES

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

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

After the chains are set, the chain must be clipped at the intersection of the sideline and the 5-yard line nearest the trailing stake. Once the chain is clipped, it must be moved approximately six feet off of the sideline. The clip is a safety valve. If the chains are moved either in error or for safety reasons, the clip provides a reference point for the exact chain location. Once the chains are moved away from the sideline, the down indicator is also moved six feet away from the sideline and is placed in front of the trailing stake so that the game officials' view of the down indicator is not obstructed. The lead holder is responsible to ensure the chain is taut at all times. When the trailing stake is set behind the box, the trailing stake holder should step firmly on the chain; that ensures the chain will be taut and that the trailing stake will not be displaced when the lead stake is pulled.

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

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

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

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

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

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

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

NFHS/WIAA Public-Address Announcers Guidelines

1. **BE EARLY AND BE PREPARED.** Arrive at the facility one hour before game time. Visit with both coaches to ensure proper pronunciation of players and coaches names. Also, review any scripted pre-competition announcements required by the school (i.e., National Anthem, emergency procedures, concession and facility announcements, etc.).

2. **WORK WITH THE OFFICIALS.** Communicate with the officials before the game regarding plans for the pre-competition, during competition and post-competition announcements and ask for their feedback. Make sure the final plan works for all involved.

3. **PROMOTE SPORTSMANSHIP.** Create a positive competitive environment through non-biased promotion of fair play. This may be in the form of the scripted read created by the WIAA for sportsmanship and focusing on the display of respect for all participants (players, coaches and officials).

4. **STICK TO THE BASICS.** Deliver pertinent information while avoiding the use of play-by-play and cheerleading.

5. **BE ACCURATE.** Understand the proper terminology used for the sport and avoid the use of slang terms. Wait until officials complete their call(s) before reporting to the spectators.

6. **NEVER TALK OVER THE ACTION**. Understand the appropriate information to be announced and the proper time in which to announce for each sport.

7. **BE ON YOUR TOES AND KEEP YOUR COOL.** Weather alert, emergency evacuation, severe injury are possible reasons that play could be delayed, and communication becomes essential to facilitate coordinated school/facility emergency procedures. Be familiar with the emergency management plan. The calm tone and direct delivery of instructions to participants and spectators is essential.

8. **BE PROFESSIONAL.** Take your job seriously by addressing coaches, officials, administrators and athletes with respect regardless of team affiliation. Be properly dressed and exhibit professional behavior at all times by respecting all school/facility policies.

NASPAA Code of Conduct

The National Association of Sports Public Address Announcers (NASPAA) is the professional association for sports public-address announcers. The following principles and expectations underscore the NASPAA's public-address announcing philosophy. Public-address announcers who utilize these guidelines will be in a position to announce virtually any athletic event with confidence.

1. Announcers shall understand that their role is to provide pertinent information in a timely manner and to do so professionally and not attempt to be bigger than the game or event by doing play-by-play or by providing commentary in an effort to entertain or to draw attention to himself or herself.

2. Announcers shall understand that because they have a tremendous influence on the crowd and that cheerleading or antics designed to incite the crowd for the purpose of gaining an advantage for their team is inappropriate.

3. Announcers shall promote good sportsmanship and a positive environment by what they say and how they act.

4. Announcers shall treat the opponents and their fans as guests, not the enemy.

5. Announcers shall respect the individuals who are responsible for the conduct and administration of athletic games and events, such as coaches, officials and administrators, and avoid making any comments that reflect positively or negatively on them.

6. Announcers shall respect the participants of all teams and remain neutral when introducing the starting participants, announcing substitutions and the outcome of plays or performances of the participants.

7. Announcers shall be competent. This means following approved announcing guidelines, expectations and policies, such as emergency procedures, provided by the administration or the host facility.

8. Announcers shall be prepared, such as being familiar with the correct pronunciations of the participants' names, knowing the rules of the sport, the officials' signals and how the game is played.

9. Announcers shall exhibit professional behavior and represent their school, organization or association with respect and dignity at all times by what they say, how they act and how they appear.

10. Announcers shall avoid using alcohol and tobacco products at the venue. ■

NFHS Courses @ NFHSLearn.com

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

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

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

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

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

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

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



Celebrate High School Activities in October

October is High School Activities Month, where state high school associations and members schools are invited to celebrate the people and values that make education-based activities thrive. Customizable tool kits will be available for download and distribution soon through the *NFHS website (https://nfhs.org/)* in September.

2025 HIGH SCHOOL ACTIVITIES MONTH CELEBRATION WEEKS:

SEPT. 28 – OCT. 4:
NFHS #HighSchoolColorsWeek
Celebrate sportsmanship, fan appreciation, and #HighSchoolColorsDay

OCT. 5 - OCT. 11:
NFHS #BehindTheWhistleWeek
Celebrate fall sports officials

OCT. 12 - OCT. 18:
NFHS #MadePossibleWeek
Celebrate state high school associations, coaches, advisors and athletic directors

OCT. 19 - OCT. 25:
NFHS #BeyondTheBellWeek
Celebrate performing arts and activities and middle school programs

OCT. 26 - OCT. 31:
NFHS #NextStepPrepWeek
Celebrate the high school experience and ideas for college or next step prep

NFHS GENERAL INSTRUCTIONS FOR FOOTBALL GAME AND PLAY CLOCK OPERATORS

GENERAL

A. The game and play clock operators are integral members of the officiating crew and game administration. Unfair advantages occur when either the clock is not started or stopped correctly by rule. Great care must be exercised to ensure excessive time lag does not occur in starting or stopping the clocks.

B. The game and play clock operators must be separate individuals and neither should be tasked with operating the scoreboard.

C. Both clock operators should meet with the referee and the game officials responsible for timing the game, either on the field or in the game official's locker room at the time specified by the state association. The following shall be discussed:
   1. The sequence of pre-game and halftime activities, the time when kickoff will occur, and the length of the halftime intermission.
   2. A complete review of the starting and stopping of the clocks in accordance with the playing rules, to include overtime and the running clock procedure (if applicable).
   3. The procedure for communication with the operator(s) during the game and adjustment of the clock, if necessary.

GAME CLOCK

D. The game clock should be started with a countdown to game time as soon as the facility is opened. At least a 60-minute countdown is desirable.

E. The halftime intermission will start on the back judge's or referee's signal which is given after the players leave the field. The operator will reset the game clock to three minutes for the warm-up period immediately when the halftime intermission expires and start it without any signal by the officiating crew.

F. If the game clock malfunctions, the operator may give the game officials the official time. The game official responsible for timing will then pick up the correct time on their stopwatch. Should the game clock be subsequently repaired, its use may be resumed at the referee's discretion.

G. Game Procedures:
   1. On all free kicks (kickoffs), the nearest game official(s) will signal the legal touching of the ball by winding the game clock. The game clock does not start on first touching by Team K, kicks into the end zone or kicks that go out of bounds untouched.
   2. The game clock operator should react to game clock-stopping events without waiting for a signal (e.g., a pass that is clearly incomplete). If there is any question as to what occurred (e.g. it is uncertain if the runner stepped out of bounds), the game clock operator should wait for a signal. The primary game clock-stopping events are:
      (a) Following a touchdown, field goal, touchback or safety.
      (b) When a forward pass hits the ground.
      (c) When a runner is tackled clearly beyond the line-to-gain (first down) stake.
      (d) When it is obvious the runner has gone out of bounds. If there is any doubt, the game clock operator should wait for the signal.
      (e) Following a fourth-down play.
      (f) At the end of a play where a flag has been thrown.
   3. After the game clock has been stopped, the referee may start it on the ready-for-play signal. If no ready-for-play signal is given, the game clock operator will start it on a legal snap. If the Referee erroneously starts the game clock at the ready, the signal should be honored.
   4. After a first down is awarded to Team A where the ball becomes dead inbounds, the referee will start the game clock when the ball is spotted but will not blow their whistle. This is known as the "silent wind" and the game clock operator should be prepared to quickly start the game clock as soon as the ball is spotted. Usually, the game clock will be stopped for only 3-5 seconds.
   5. If the game clock is erroneously stopped, the referee may start the game clock before the ready-for-play signal.
   6. The game clock operator must record the time of all game clock stoppages so if the game clock erroneously runs on a false start when the game clock is stopped, it can be immediately corrected by the game clock operator without instruction from the referee.
   7. The try (extra point) that follows a touchdown is not a timed down.
   8. At the end of a quarter, the game clock should not be reset until the referee declares the period over by facing the press box and holding the ball over their head. If the period is extended for an untimed down, the game clock is kept at 0:00 until all untimed plays are completed and the period is declared to be over.
   9. Any game official may signal a time-out; therefore, the game clock operator should be alert to stop the game clock, especially toward the end of a half.

H. Overtime Procedures:
   1. If the game is tied at the end of the fourth quarter, the overtime procedure prescribed by the state association shall be used.
   2. The game clock operator will put three minutes (3:00) on the game clock and start it on the referee's signal. When the three-minute intermission expires, the game clock shall be turned off.

3. If subsequent overtime periods are necessary, there is a two-minute intermission between periods. These will be timed by the back judge. There is no need to put this time on the game clock as most teams will be ready to play before the two minutes expire.

PLAY CLOCK

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

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

K. If the 40-second play clock runs below 20 seconds and the football has not yet been set on the ground ready for the next down, the play clock operator must be alert for the Referee to reset (pump- up) the clock to 25 seconds. The referee's signal for this is a pumping motion with one hand up (pushing the sky). The same pumping motion with both hands indicates that the play clock will be reset to 40 seconds.

L. The following situations result in a 25-second play clock (exceptions noted):
   1. Any foul occurs;
   2. Play is stopped for an injured player** (40 seconds if a defensive player);
   3. Play is stopped to address an equipment issue** (40 seconds if a defensive player);
   4. Any down that involves a score;
   5. Either team is granted a time-out;
   6. Any down that includes a legal kick followed by a new series;
   7. A measurement for a first down;
   8. Team possession changes during or after a down;
   9. The beginning of any period;
   10. An inadvertent whistle occurs; and
   11. There is an untimed down.

   ** - If both teams have any combination of #2 and/or #3, the 25-second play clock is used.

M. The play clock shall be turned off (or set to 40) whenever it would start with more time than what is remaining in any quarter and the game clock is running or would start on the ready-for-play signal. The reason for this is to avoid confusion over the amount of time remaining to snap the ball.

EXAMPLE 1: A running play ends inbounds with 12 seconds remaining in the quarter and there is a flag on the play. After disposition of the penalty, the game clock will start on the ready and the offense will have 12 seconds to put the ball in play. The quarterback should not be able to view a play clock that starts at 25 seconds.

EXAMPLE 2: A running play ends inbounds on first down with 38 seconds remaining in the quarter. The game clock keeps running, but a 40-second play clock does not start. The second-down play is an incomplete pass which stops the game clock with 17 seconds remaining and there is a flag on the play for offensive holding. After disposition of the penalty, the game clock will start on the snap. A 25- second play clock will start because the game clock is not running.

N. If the play count is interrupted, whether it is because of a malfunction or for an official's discretionary time-out, it must be reset to 25 seconds. It is not reset to 40 seconds unless there is an administrative stoppage and the rule mandates 40 seconds (e.g., defensive foul). The play clock will never resume at an interrupted count. When a malfunction occurs, the game clock must also be stopped and will restart on the snap.

O. If the play clock does not start on time, it should be started as soon as it is noticed. The back judge will have a backup clock. If the play clock continues to malfunction, the referee may direct that it be turned off. The play clock count will then be kept on the field with the back judge signaling the last ten seconds of the count.

P. If the play clock gets to zero prior to the snap or free kick and a foul for delay of game is called, it is left at zero until the penalty is enforced, then reset. If there is no flag, immediately reset the play clock to 40 seconds.

Q. The play clock is used during overtime.

R. If a running clock rule applies, it is recommended the visible play clocks be turned off. ■

PLAY CLOCK/GAME CLOCK PROCEDURES

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

CONGRATULATIONS!

2025 Spring State Tournament Officials

BASEBALL
Michael Breed, Cameron; Casey Eckardt, New Richmond; Jason Feucht, Appleton; Arthur Foth, Wisconsin Rapids; Derek Freeman, Nekoosa; Todd Jahns, Lake Mills; Brian Jicha, Middleton; Samuel King, Greendale; William Laufer, West Bend; Michael Lindau, Medford; Paul Vanden Heuvel, Hubertus; David Wall, Rhinelander

BOYS LACROSSE - Maxwell Lord, Oak Creek (Lead); Mitchel Trapp, Milwaukee; Ray Olkowski, Waunakee Mateo Salceda, Menomonee Falls (CBO-Officials Liaison)

GIRLS LACROSSE
Jack Long, Waukesha (Lead); Glenn Teschendorf, Madison; Eily Polenzani, Kenosha; Bridget Greenwood, Oregon (Table-Officials Liaison)

GIRLS SOCCER
Corey Beecher, Janesville; David Berndt, Stoughton; Joshua Blair, Waukesha; Daniel Hasko, Racine; David Irwin, Oshkosh; Jim McNamara, Waterford; Touly Moua, Schofield; Patrick Murphy, Wausau; Rod Ottens, Green Bay; Steve Van Deurzen, Neenah; Anthony Voulgaris, Van Dyne Kip Wilson, Cottage Grove. **Assistant Referees** – Peter Bernardy, De Pere; Mariel Bohnsack, Oshkosh; Michael Carreon, Appleton; Stephen Cavill, Madison; Erin Chontal, Milwaukee; Mahmood Darvish, Belleville; Fosem Ferengo, Sun Prairie; Thomas Gritton, Neenah; Nicholas Hable, Mauston; Jeff Jende, De Pere; Michael Jones, Neenah; Parker LeMire, Eau Claire; Mike Menehan, Elkhorn; Matt Miles, Menomonee Falls; Nouzsan Moniriaran, St. Francis; Ben Nommensen, Appleton; Aaron Penazek, West Allis; Eugene Pliska, Waupaca; David Ripplinger, Eau Claire; Lee Schmidgall, Fall Creek; Dylan Seitz, Elkhorn; Seth Stankowski, Marshfield; Matthew Sumner, Grafton; James Walter, Delafield

SOFTBALL
Jeremy Bird, South Range; Larry Buchberger, Wausau; Mike Colombo, Greenfield; Wayne Czyscon, Cameron; Ken Dayton, Waupaca; Jerry Holmes, Windsor; Tammy Hutchison, Mount Pleasant; Mike Kirschbaum, Holmen; Randy Koehn, Columbus; Jon Kradecki, South Milwaukee; Jim Langkamp, Baraboo; William Lapp, Morrisonville; Pat LaTour, Appleton; Russ Mueller, Kiel; Justin Peters, Marathon; Dean Romanowski, Cadott; Richard Vande Zande, Horicon; Kindra Witthus, Hudson

BOYS INDIVIDUAL & TEAM TENNIS
Meet Referee - Liz Danner. Umpires - Chip Asta, Williams Bay; Joyce Casey, Brookfield; Liz Danner, Oneida; Patty Fronberry, Germantown; Jana Graf, De Pere; Dave Hammelman, Castle Rock (CO); Jan Hammelman, Castle Rock (CO); Deb Kremer, Sun Prairie; Katharine Marinan, Milwaukee; Jon Nicoud, Fond du Lac; Paula Riesch, Waunakee; Sharon Terry, Janesville; Henry Thomas, Milwaukee; Jim Yoshida, Madison

TRACK & FIELD
Meet Referee - Jon Hegge, Evansville; **Lead Throws Referee** - Mary DeYoung, De Pere; **Lead Jumps Referee** - Joe Rapacz, Iron River; **Head Field Referee** - Robert Kern, Milwaukee; Starter - Stephen Berg, West Salem; Starter - Doug Anderson, Whitewater; **Starter** - Bill Semmens, Janesville; Assistant - Tim Lee, Viroqua ■

NFHS Network Officials Pass

We are excited to announce the launch of the 2025-26 NFHS Network Officials Pass, created for officials registered with NFHS member state associations across the country. If your state is interested in doing so, we ask that you please send the attached information to the officials in your state as a thank you for their support of interscholastic athletics.

This pass includes:

- Access to the NFHS Network Console, which allows subscribers to cut highlights from events streamed on the NFHS Network, including a decade of on-demand content.
- Full year of 24/7 NFHS Network content.
- Pass starts Aug. 1, 2025, and ends on July 31, 2026. ***Please do not request codes until Aug. 1st!***

We are offering this annual pass at a discounted price of $39.99 (half off!). See a link to subscribe!
https://www.nfhsnetwork.com/officials-pass

Officials will fill out a request form that will go to the NFHS Network. The staff at the NFHS Network will receive the form and will ask me to verify that they are registered as officials with your office. I will communicate with state offices as these as they come in to verify their registration. Once we have verified registration, the officials will be sent codes and instructions for accessing their NFHS Network subscription. ***The process can take a couple of business days to complete.*** ■



OFFICIALS REGISTRATION WINDOWS

Sept. 15 – 30

Jan. 1 – 15

May 1 – June 30

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

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

2025-26 NFHS Rules Changes

Volleyball

3-2-1 NOTE (NEW):
Beginning with the 2026-27 school year, state associations may adopt the use of a non-smooth or textured volleyball.

Rationale: Allows either boys or girls to adopt a textured volleyball with no restrictions on color or shape of panels to be inclusive of all current textured volleyballs on the market.

4-2-1h(3), 4-2-1i(2):
Team members may wear black, white or gray undergarments in addition to undergarments that match the predominant color of the uniform top/bottom under the uniform top and/or bottom. All team members, other than the libero, wearing an undergarment must wear the same color.

Rationale: Aligns with other NFHS rules codes allowing athletes to wear more commonly found colors of undergarments.

4-2-4d, f:
Beginning July 1, 2029, the number on the front of the uniform must be centered on the upper half of the uniform top eliminating the measurement requirements from the shoulder seam and neckline.

Rationale: Removes officials from the position of measuring uniforms to verify the legal distance of the number from the shoulder or neckline, creates consistency in number placement, and allows for number placement variances due to player body types.

5-3-2b, 5-5-3b(9):
Eliminates the requirement for the second referee to carry and use a lineup card to check the starting lineups.

Rationale: Allows veteran officials to use each coach's submitted lineup sheet to check the starting lineup while allowing the use of the lineup card as a training tool for newer officials to assist with tracking rotations during the match.

9-4-8c (NEW):
Eliminates the judgment call of a multiple contact fault in a single attempt to play the ball on the second team hit if the ball is next contacted by a teammate.

Rationale: Allows for play to continue when multiple contacts on the second contact does not create an advantage for the offending team.

10-4 PENALTIES 1:
Changes the penalty administration for an illegal libero replacement to an unnecessary delay if identified before contact of serve and an illegal alignment if identified after contact for serve.

Rationale: Aligns the penalty for an illegal libero replacement with the definition of illegal alignment which occurs on contact of serve.

2025-26 Volleyball Editorial Changes
4-1 & 4-2 PENALTIES; 4-2-4c; 7-2a; 7-4; 7-1-4 PENALTIES 1 & 2; Signal 1

2025-26 Soccer Points of Emphasis
1. Lineup Card
2. Ball Handling
3. First Referee Assigning Line Judges
4. Uniforms - Contrasting Colors

Swimming & Diving

2-1, 2-7-2b, 2-7-3, 8-1-2:
Permits the use of backstroke starting ledges if approved with state association adoption, in pools with a minimum of six feet (1.84 meters) water depth measured from the starting end through sixteen feet five inches (5 meters) from the end wall.

Rationale: The permissive nature of the proposal allows for the use of the backstroke ledge in situations where it is both safe and practical. The proposed rule ensures that pools with the required depth can benefit from this technology without creating barriers for those that may not be able to accommodate the equipment.

8-3-4a:
Clarifies the foot placement for relay participants starting from the deck. One foot must be positioned at the edge of the deck, and ancillary movement of the back foot is permitted, prior to the start.

Rationale: The rule provision prohibits swimmers using deck starts from performing a running start.

2025-26 SWIMMING AND DIVING EDITORIAL CHANGES
2-7-7 PENALTY, 3-3-3 PENALTIES, 3-3-3a, 3-3-3b, 3-3-4 PENALTIES, 6-3-3, 8-2-1e, 9-7-2, State Association Adoption Chart

2025-26 SWIMMING AND DIVING POINTS OF EMPHASIS
1. Backstroke Ledge Education
2. Viability of High School Diving and Importance of Education

Soccer

3-3-1,2,3 2c(New):
Removes redundant language and permits substitutions during a temporarily suspended game.

Rationale: Eliminates redundant language and allows substitutions during a temporarily suspended game. In hot weather, state associations often authorize stoppages within a half for water breaks. Under this change, teams would now be permitted to make substitutions during these stoppages.

3-3-2b(2):
Clarifies that an injured player must leave the field if the referee beckons a coach or appropriate health-care provider.

Rationale: The rules change clarifies the current rule that if an official beckons a coach or appropriate health-care provider for any injured player, including the goalkeeper, that player must leave the field regardless of the reason the clock is stopped.

4-1-2:
Clarifies that a number is required on the front of the jersey and/or the shorts.

Rationale: This language supports the rule prior to the reorganization of Rule 4 and adds clarification to the overall interpretation to clarify that a number is required on the front of the uniform which may be on the jersey and/or the shorts.

7-2-4 (NEW):
Prohibits a coach or team personnel other than the team captain from speaking with a referee during interval between periods, unless beckoned by a referee.

Rationale: The time between periods of play is designated for rest for all participants, not for engaging with officials. This rule change introduces specific language and penalties for coaches who confront officials during these intervals, aiming to reduce unnecessary disputes and maintain a respectful game environment.

12-4-4
A misconduct penalty may be given to the head coach if team or bench misconduct occurs.

Rationale: To encourage and support sporting and positive bench decorum, the rule change reinforces the head coach's responsibility for the conduct of their team and bench personnel within the team area. It provides officials with additional tools, allowing them to warn, caution, or eject the head coach if any bench personnel engage in misconduct.

Rule 18:
Elimination of Rule 18. Incorporating the definitions into their corresponding rules while expanding the index to serve as a quick reference tool to streamline the rules, improve clarity, remove unnecessary duplication and eliminate conflicting definitions.

Rationale: This change relocates definitions into their corresponding rules, streamlining the rules book by reducing redundancies and contradictions. The expanded index at the back of the book continues to serve as a helpful quick reference tool, while definitions were updated and aligned in context with appropriate rules.

2025-26 Soccer Editorial Changes
3-3-2b(5), 3-3-3b(4), 3-3-3c(2), 3-3-3d(3), 3-3-7 4-1-1c, 4-1 Notes, 5-1-2, 13-1-5

2025-26 Soccer Points of Emphasis
1. Education Based High School Athletics
2. Courage, Character and Consistency
3. Team Areas and Bench Decorum
4. Player Uniform Equipment and Safety



Player Equipment Changes Highlight 2025 High School Football Rules Revisions

Four revisions dealing with player equipment in high school football were among the eight changes recommended by the NFHS Football Rules Committee at its Jan. 12-14 meeting in Indianapolis. All recommended changes were subsequently approved by the NFHS Board of Directors.

The Football Rules Committee is composed of one member from each NFHS member state association that uses NFHS playing rules, along with representatives from the NFHS Coaches Association and NFHS Officials Association.

One of the equipment changes next year will permit some additional electronic communication with players during games; however, in-helmet communication is still not allowed. A change in Rule 1- 5-3c(2) will permit fixed electronic signs with play signals as well as non-audio methods. However, players between the numbers still are not permitted to watch video.

In the same Rule 1-5-3c(3), another new item was added to the illegal equipment listing. Any audio (microphone) or video (camera) device worn by a player during the game is not permitted. No player participating in the game is allowed to wear any device that would record or transmit audio or video.

The remaining player equipment changes focus on tooth and mouth protectors and arm sleeves. The committee approved two new additional requirements in Rule 1-5-1d(5) for tooth and mouth protectors, which are required in high school football. Tooth and mouth protectors a) shall not include any attachment(s) that do not serve a purpose and function in protecting the teeth or mouth, and b) shall not include anything that is a health or risk issue and could pose danger to themselves or other players.

A new item was added to Rule 1-5-2d regarding a change in arm sleeve specifications. The new language, effective with the 2027 season, states that "arm sleeves, whether attached to a shirt or unattached, manufactured to enhance contact with the football or opponent, must meet the SFIA specification at the time of manufacture. Arm sleeves must have a permanent, exact replica of the SFIA arm sleeve seal (meets SFIA specification), that must be visible and appear legibly on the exterior of the arm sleeve."

The Sports and Fitness Industry Association (SFIA), in working with football arm sleeve manufacturers and the NFHS, has developed the new football arm sleeve performance specifications to be effective with the 2027 season. The new specifications closely align with the current NFHS rules for football gloves.

"One of our responsibilities is to properly respond to advancements in equipment and technology. Through deliberate research, debate and input from the NFHS Sports Medicine Advisory Committee (SMAC) and engineers, we are confident the rule changes regarding equipment are a positive move for our game," said Steve Roberts, chair of the NFHS Football Rules Committee and associate executive director of the Arkansas Activities Association.

In other changes approved by the Football Rules Committee, a new exception was added to Rule 4-3-1 regarding when a loose ball goes out of bounds. Previously, the out-of-bounds spot was the yard line where the foremost point of the ball crossed the sideline. Now, when a forward fumble goes out of bounds or is ruled out of bounds between the goal lines, the ball shall be returned to the spot of the fumble.

Bob Colgate, editor of the NFHS Football Rules Book and director of sports and sports medicine for the NFHS, said the committee made the change because the previous rule potentially provided an unfair advantage to the fumbling team.

The committee also approved a deletion in Rule 10-4-4b which continues the committee's revisions in the penalty enforcement rules to ensure consistency, particularly among illegal participation fouls.

Finally, the rules committee made a revision in the Six-Player Football Rules that clarifies that as long as there is a change of possession from the snap receiver to another player on offense, the ball can be advanced beyond the line of scrimmage.

A complete listing of the football rules changes will be available on the NFHS website at www.nfhs.org. Click on "Activities & Sports" at the top of the home page and select "Football." The print version of the 2025 Football Rules Book will be available for purchase in May at www.NFHS.com, and the digital version will be available in the same timeframe via NFHS Digital at www.NFHS.org.

According to the 2023-24 NFHS High School Athletics Participation Survey, 11-player football is the most popular high school sport for boys with 1,031,508 participants in 13,788 schools nationwide. In addition, there were 38,948 boys who participated in 6-, 8- and 9-player football, along with 4,295 girls in all four versions of the game for a grand total of 1,074,751. There also were 42,955 participants in girls flag football in 2023-24. ■

2025 NFHS

FOOTBALL JERSEY and PANT RULES

RULE 1-4-3:
ART. 3 . . . Each player shall be numbered 0 through 99 inclusive. Any number preceded by the digit zero is illegal. See 7-2-5.

RULE 1-5-1:
ART. 1 . . . Mandatory Equipment. Each player shall participate while wearing the following pieces of properly fitted equipment, which shall be professionally manufactured and not altered to decrease protection:

b. Jersey:

1. A jersey, unaltered from the manufacturer's original design/production, and which shall be long enough to reach the top of the pants and shall be tucked in if longer. It must completely cover the shoulder pads and all pads worn above the waist on the torso.

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

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

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

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

c. Numbers:

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

d. Pads and Protective Equipment

The following pads and protective equipment are required of all players:

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

e. Pants

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

RULE 1-5-3:
ART. 3 . . . Illegal Equipment. No player shall participate while wearing illegal equipment. This applies to any equipment, which in the opinion of the umpire is dangerous, confusing or inappropriate. Illegal equipment shall always include but is not limited to:

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

c. The following items related to **Other Illegal Equipment:**
   1. Ball-colored helmets, jerseys, patches, exterior arm covers/pads, undershirts or gloves.
   6. Jerseys, undershirts or exterior arm covers/pads manufactured to enhance contact with the football or opponent (through 2026). Effective 2027, jerseys or pads manufactured to enhance contact with the football or opponent.
   10. Equipment not worn as intended by the manufacturer. ■



2025 Boys Soccer State Tournament Schedule

Thursday, Nov. 6
Division 1 Semifinals
11 a.m. #1 Seed vs. #4 Seed
1:30 p.m. #2 Seed vs. #3 Seed

Division 4 Semifinals
4:30 p.m. #1 Seed vs. #4 Seed
7 p.m. #2 Seed vs. #3 Seed

Friday, Nov. 7
Division 3 Semifinals
11 a.m. #1 Seed vs. #4 Seed
1:30 p.m. #2 Seed vs. #3 Seed

Division 2 Semifinals
4:30 p.m. #1 Seed vs. #4 Seed
7 p.m. #2 Seed vs. #3 Seed

Saturday, Nov. 8 Championships
11 a.m. Division 1 Championship
1:30 p.m. Division 4 Championship
4:30 p.m. Division 3 Championship
7 p.m. Division 2 Championship



2025 State Boys & Girls Volleyball Tournament Schedule

SESSION 1
Wednesday, Nov. 5 | 4 p.m.
Boys Quarterfinals
#2 Seed vs. #7 Seed
#3 Seed vs. #6 Seed

Wednesday, Nov. 5 | 7 p.m.
Boys Quarterfinals
#4 Seed vs. #5 Seed
#1 Seed vs. #8 Seed

SESSION 2
Thursday, Nov. 6 | 9 a.m.
Girls Division 5 Semifinals
#1 Seed vs. #4 Seed
#2 Seed vs. #3 Seed

SESSION 3
Thursday, Nov. 6 | 11:30 a.m.
Girls Division 4 Semifinals
#1 Seed vs. #4 Seed
#2 Seed vs. #3 Seed

SESSION 4
Thursday, Nov. 6 | 2 p.m.
Boys Semifinals
Upper Bracket Winners
Lower Bracket Winners

SESSION 5
Thursday, Nov. 6 | 5 p.m.
Girls Division 1 Quarterfinals
#2 Seed vs. #7 Seed
#3 Seed vs. #6 Seed

SESSION 6
Thursday, Nov. 6 | 7:30 p.m.
Girls Division 1 Quarterfinals
#4 Seed vs. #5 Seed
#1 Seed vs. #8 Seed

SESSION 7
Friday, Nov. 7 | 8 a.m.
Girls Division 3 Semifinals
#1 Seed vs. #4 Seed
#2 Seed vs. #3 Seed

SESSION 8
Friday, Nov. 7 | 10:30 am.
Girls Division 2 Semifinals
#1 Seed vs. #4 Seed
#2 Seed vs. #3 Seed

SESSION 9
Friday, Nov. 7 | 1 p.m.
Girls Division 1 Semifinals
Upper Bracket Winners
Lower Bracket Winners

SESSION 10
Friday, Nov. 7 | 7:30 p.m.
Boys Championship

SESSION 11
Saturday, Nov. 8
9 a.m. | Girls Division 5 Championship
11:30 a.m. | Girls Division 4 Championship

SESSION 12
Saturday, Nov. 8
2:30 p.m. | Girls Division 3 Championship
5 p.m. | Girls Division 2 Championship
7:30 p.m. | Girls Division 1 Championship



2025 State Boys & Girls Cross Country Championships Schedule

Saturday, Nov. 1
Ridges Golf Course - Wisconsin Rapids

Competition will commerce at noon with races in the following order

Boys' Competition
12:00 pm - Division 3
12:35 pm - Division 2
1:10 pm - Division 1

Girls' Competition
1:45 pm - Division 3
2:35 pm - Division 2
3:05 pm - Division 3



2025 Tennis Championship Schedule

2025 Girls Tennis Individual Championship
Thursday-Saturday, Oct. 16 - 18 | Nielsen Stadium, Madison

Thursday, Oct. 16
10:30 a.m. - Play will involve all first round matches

Friday, Oct. 17
9 a.m. - Competition continues through quarterfinals of singles and doubles

Saturday, Oct. 18
8:30 a.m. Consolation Semifinals
9 a.m. - Championship Semifinals

2025 Girls State Tennis Team Championships
Friday & Saturday, Oct. 24 - 25, 2025
Nielsen Stadium, Madison

Division 1
Quarterfinals, Friday, Oct. 24 | 4 p.m.
Match-1: #1 Seed VS #8 Seed
Match-2: #5 Seed VS #4 Seed
Match-3: #3 Seed VS #6 seed
Match-4: #2 Seed VS #7 Seed

Semifinals, Saturday, Oct. 25 | 9 a.m.
Match-5: Winner of Match #1 VS Winner of Match #2
Match-6: Winner of Match #3 VS Winner of Match #4

Championship Match, Saturday, Oct. 25
Match-7: Winner of Match #5 VS Winner of Match #6

Division 2
Semifinals, Saturday, Oct. 25 | 9 a.m.
Match-1: #1 Seed VS #4 Seed
Match-2: #2 Seed VS #3 Seed

Championship Match, Saturday, Oct. 25
Match-3: Winner of Match #1 VS Winner of Match #2

Football Points of Emphasis - 2025

By NFHS on May 23, 2025 | Football, Rules



ILLEGAL AND IMPROPERLY WORN PLAYER EQUIPMENT

In high school football, players must adhere to specific equipment standards for safety and fairness concerns. Illegal equipment refers to items that are prohibited such as: jewelry; tinted visors; non-compliant eye shade; bands worn around the upper arm, neck or legs; back pads not covered; and sweatbands and uniform adornments, including towels, that do not conform to the rules.

On the other hand, improperly worn equipment pertains to all equipment that is otherwise legal but not worn as intended. Examples include pants not covering the knees as required, tooth and mouth protectors not being worn as play starts, and shoulder pads not properly covered by the jersey. Incorrectly wearing these items can diminish their protective effectiveness and potentially endanger players.

Despite the lack of enforcement at the college level, the NFHS is proud of the work high school players, coaches, and game officials have done to properly enforce all rules that reduce the risk of injury. The rules and regulations governing high school football are designed to reduce the injury risk of players while maintaining the integrity and fairness of the game. These rules, often overlooked by casual spectators, play a crucial role in protecting the athletes and preserving the uniformity of team's appearance. Despite the negative influences by levels of play beyond high school, coaches and game officials must remain vigilant with enforcement of the equipment rules currently in place at the high school level.

Non-compliance with these rules can result in various penalties, ranging from removal of a player for one play for improperly worn equipment, to an unsportsmanlike penalty on the head coach when players are illegally equipped following the pre-game certification.

Chronic violations of the rule for properly worn equipment can significantly impact the game's fairness and safety. Repeated offenses not only jeopardize the individual player's well-being but also negatively impact the pace of the game, and fairness to the opposing team. When players persistently disregard the equipment guidelines, there are several administrative options within current NFHS rules:

- A delay-of-game penalty would be a logical consequence for persistent offenses that significantly impact the pace of play.
- Chronic violations of equipment rules by players could result in an unsportsmanlike conduct foul being assessed under Rule 1-5-3c(10) and 9-8-1h, for equipment not worn as intended by the manufacturer.
- Finally, a coach who demonstrates a lack of interest in supporting these important rules of our sport could be easily judged to be acting in an unsportsmanlike manner.

Coaches play a pivotal role in addressing chronic violations of equipment rules. They must instill the importance of proper equipment use through consistent reinforcement and education. Additionally, fostering an environment where players hold each other accountable can help minimize infractions. Game officials must also remain vigilant and enforce penalties consistently to deter chronic violations. Issuing temporary removals from the game and

escalating penalties for repeated offenses are necessary measures to uphold the integrity of the game.

The high school football player equipment rules are a testament to the sport's commitment to player safety and team unity. This unity extends beyond aesthetics; it reinforces the idea that each player is part of a larger whole, working together toward a common goal. A team's integrity is maintained when no player stands out for the wrong reason. While it may seem like a minor detail, these regulations play a significant role in reducing injury and maintaining the integrity of the game.

SPORTSMANSHIP

Unsportsmanlike conduct is incompatible with the values of education-based athletics. As unsporting acts increase at the college and professional levels, all stakeholders must work together to ensure high school football embodies the highest principles of sportsmanship and fundamental ethics of competition.

The focus of high school football is on the team – not the individual. The "individual over team" emphasis is contrary to the mission of education-based sports.

High school football is a game of extreme emotion played by exceptionally talented teenagers. Game officials should not be overly technical in applying the rules, but they should always be aware of conduct that does not exemplify sportsmanship. In determining whether an action rises to the level of a foul, game officials should allow for brief, spontaneous, emotional reactions at the end of a play. However, game officials should penalize acts that are prolonged, choreographed, and directed at an opponent.

The following actions are unsportsmanlike conduct that should be penalized without warning: demonstrations of violence such as brandishing guns and throat slashes, rehearsed poses, gestures with sexual connotation, dunking the ball over the crossbar, removal of helmet to celebrate or protest, dancing, somersaults or flips, and spiking or spinning the ball. Any act that is clearly intended to taunt, demean or show disrespect to an opponent or the game should be penalized. 3 The actions noted above are unsporting and contrary to the values of education-based athletics. The focus must remain on student-athletes, the values of team success, celebrating victory with class, and enduring loss with dignity.

DEFENSELESS PLAYER/TARGETING

A defenseless player is a player who, because of physical position and focus of concentration, is especially vulnerable to injury. The player remains defenseless until the player's physical position and focus of concentration allows the player to have a chance to protect themselves or brace, at least partially, for contact.

The most common types of defenseless players include passers, receivers, sliding runners, runners whose forward progress is stopped, players out of the play and players who are illegally blocked from the blindside. For added defenseless player clarifications, please refer to 2.32.16 COMMENT and CHART in the 2025 NFHS Football Case Book.

A player is defenseless based on the player's own position and concentration. It is not determined by another player's actions. When the wrap-up tackle was added to the definition of defenseless player as it relates to contact on a defenseless receiver, it created confusion because this highlighted action by another player. Thus, the forceful contact against a defenseless receiver portion of Rule 2 (definitions) has been relocated to Rule 9 (conduct of players/penalty). By moving the wrap-up tackle portion of the defenseless player guidelines to Rule 9, it clearly limits the contact to a defenseless offensive or defensive receiver, to incidental contact that is a result of making a play on the ball, contact initiated with open hands, or an attempt to tackle by wrapping arm(s) around the receiver.

A major focus of the NFHS Football Rules Committee is to promote uniform enforcement of illegal contact on defenseless players across the country. We urge all coaches and game officials to study the rules, watch and share video, and have discussions with one another about what constitutes legal and illegal contact. Furthermore, a review of targeting provisions is crucial for minimizing risk for all players.

It is imperative that players clearly comprehend what contact is acceptable and be able to recognize when an opponent is considered defenseless. Players must realize that the responsibility for making legal contact resides with the person initiating the contact.

Game officials must demonstrate a broad awareness of what contact is necessary to make a legal block or tackle and contact considered excessive and, in some cases, flagrant. Forceful contact that is avoidable should not be tolerated by coaches or game officials. When in doubt, game officials should throw a flag for illegal personal contact and should be supported in doing so.

The long-term success of high school football is linked to risk minimization. Coaches, game officials, players and administrators share the responsibility to eliminate targeting and illegal contact against defenseless players from our great game. ■



Coaches Participating Against Athletes in the Off-Season

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

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

Conference Realignment Update

This year, the conference realignment task force will focus on proposals initiated by the membership for **all sports** excluding football. This is for any school administrator representing a school that would like to see a change in their schools conference affiliation for all its programs (except football) or even for one specific sport. Any changes made through this cycle of conference realignment will take effect in the fall of 2027.

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

Fast track applications are accepted at any time prior to the start of the first affected season of play, however are not accepted for sports/teams/programs currently being realigned in the process. Therefore, during the 2025-26 school year, football only fast track applications will be accepted. It's important to note that for an application to be considered a fast track all impacted schools in all affected conferences must be in agreement with the change(s). This "100 percent agreement" must be documented, showing the support of each individual school, and needs to be included with the application.

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

Open Gyms

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

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

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

Split-Season Sports

(Golf, Soccer, Swimming, Tennis)

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

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

The WIAA **Transfer Rule**

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

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

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

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

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

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

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

A recruiting/undue influence prohibition discourages exploitation of students; prevents overemphasis of athletics; gives average student-athletes more opportunity to participate; discourages adults from jeopardizing a student's eligibility, and prevents misuse of athletic programs. The WIAA membership rule pertaining to recruiting states: No eligibility will be granted for a student whose residence within a school's attendance boundaries, with or without parents, or whose attendance at a school has been the result of undue influence (special consideration due to athletic ability or potential) on the part of any person, whether or not connected with the school.

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

"A student who transfers from any school into a member school will be subject to the transfer rules for one year, unless the transfer is made necessary by a total change in residence by parent(s)." (ROE II3-A-1 & 3)

If a family entirely moves from one school community to another and the transfer is necessary due to this move, the student will more than likely have unrestricted eligibility. When a transfer takes place during a semester, the eligibility begins after five calendar days (ROE II-3-A-9).

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

The transfer rule states: Students entering 9th and/or 10th grade at the beginning of the school year and who are within the first four consecutive semesters of high school will be

Simplifying The Transfer Rule

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

Transfers with no change of residence of the parent(s) at the beginning of:
9th grade – unrestricted
10th grade – unrestricted
11th grade – nonvarsity for calendar year
12th grade – nonvarsity for calendar year

Transfers with no change of residence of the parent(s) during the school year:
9th grade – nonvarsity for remainder of year
10th grade – nonvarsity for calendar year
11th grade – nonvarsity for calendar year
12th grade – nonvarsity for calendar year
*Provided the student meets residency requirements

afforded unrestricted eligibility provided all other rules governing student eligibility are met (ROE II-3-A-2).

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

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

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

In the event of divorce or legal separation, whether pending or final, residence at the beginning of the school year shall determine eligibility for students entering 9th and/or 10th grade. At the beginning of 11th grade or thereafter, a student would be restricted to nonvarsity for one calendar year. (ROE – II-3-A-7) .

WAIVERS AND EXTENUATING CIRCUMSTANCES

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

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

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

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

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

Required documentation to be sent as one complete package:

- EVTS (Eligibility Verification of Transfer Student) form - exchanged between schools and WIAA - may serve as documentation from "sending" school.
- "Sending" family – explaining circumstances leading to transfer "Receiving" family – documenting acceptance, school enrollment, residence, and meeting graduation requirement
- Receiving/requesting school – student transcripts
- Supplemental documentation that can be helpful when requesting a transfer/residence waiver includes: medical, law enforcement/courts, foster care, HHS, military, e.g.

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

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

WIAA TRANSFER RULE – HISTORY

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

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

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

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

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

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

1978 changes allowed non-resident students to be eligible for non-varsity competition during their year of ineligibility. The transfer

rule now applied to varsity only. (Otte, 1997, p. 347)

In 1989, Chapter 220 and Open Enrollment concerns were addressed (Otte, 1997, p. 451).

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

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

In 1992, the membership approved a revision which "declared a student ineligible for a year if he/she or parents falsified "records or information furnished a school" and clarified that students transferring from non-WIAA schools, like those coming from WIAA schools, carried their ineligibility status with them. (Otte, 1997, p. 418)

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

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

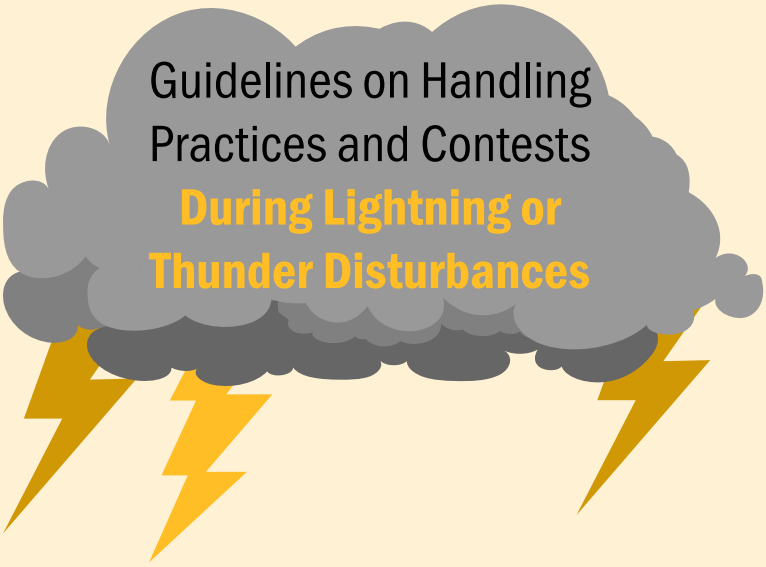
In 2016, the membership allowed nonvarsity competition for one year for a student who transfers at the beginning of or during 11th grade.

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

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

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

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



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

PROACTIVE PLANNING

1. Assign staff to monitor local weather conditions before and during practices and contests.
2. Develop an evacuation plan, including identification of appropriate nearby safer areas and determine the amount of time needed to get everyone to a designated safer area:
   a. A designated safer place is a substantial building with plumbing and wiring where people live or work, such as a school, gymnasium or library. An alternate safer place from the threat of lightning is a fully enclosed (not convertible or soft top) metal car or school bus.
3. Develop criteria for suspension and resumption of play:
   a. When thunder is heard or lightning is seen*, the leading edge of the thunderstorm is close enough to strike your location with lightning. Suspend play for at least 30 minutes and vacate the outdoor activity to the previously designated safer location immediately.
   b. 30-minute rule. Once play has been suspended, wait at least 30 minutes after the last thunder is heard or lightning is witnessed* prior to resuming play.
   c. Any subsequent thunder or lightning* after the beginning of the 30-minute count will reset the clock and another 30-minute count should begin.
   d. When lightning-detection devices or mobile phone apps are available, this technology could be used to assist in making a decision to suspend play if a lightning strike is noted to be within 10 miles of the event location. However, you should never depend on the reliability of these devices and, thus, hearing thunder or seeing lightning* should always take precedence over information from a mobile app or lightning-detection device.
   *At night, under certain atmospheric conditions, lightning flashes may be seen from distant storms. In these cases, it may be safe to continue an event. If no thunder can be heard and the flashes are low on the horizon, the storm may not pose a threat. Independently verified lightning detection information would help eliminate any uncertainty.
4. Review the lightning safety policy annually with all administrators, coaches and game personnel and train all personnel.
5. Inform student-athletes and their parents of the lightning policy at start of the season.

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

Eligibility Waivers for **Foreign Exchange Students**

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

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

Article II - Residence and Transfer

Section 4 – Foreign Exchange Students

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

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

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

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

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

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

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

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

Foreign Student Eligibility Verification Form (Online Form)

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

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

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

Concussion Insurance

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

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

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

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

Program Highlights Include:

- $25,000 Accident Medical Concussion Coverage (includes neurological follow-up)
- $0 deductible and no Co-pays
- $5,000 Accidental Death + Dismemberment
- Tele-med Services, when needed
- No restrictions on specific doctors
- No referrals needed for treatment
- No internal limits
- No specific procedure maximums
- Neurological follow up care when medically necessary and billed at U&C.

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

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

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

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

School Involvement in
OUT-OF-SEASON ACTIVITY

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

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

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

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

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

• Summer School Classes:
WIAA Bylaw, Article II, Section 2, A., 2), indicates "A school may not assemble athletes or prospective athletes in physical education classes, or some other manner, for purposes of teaching fundamentals, techniques, plays, etc., except during the designated school season of a sport." This includes the summer period. The exception is in the summertime during the Board of Control approved sanctioned school contact period: June 1 through June 30 and July 7 and July 31*. *Sanctioned school coach contact ends July 25, 2026 for 11-player football.

• Conditioning Programs:
This same Bylaw has another provision, indicating "A school may not organize conditioning programs limited to students with athletic team status, or to prospective athletes, except during the designated school season of a sport." Off-season weight-training programs are fine, as long as they are not sport specific. If a weight-training program is conducted, and is available to anyone interested, and the activities that go on are not sport specific, then it is acceptable under WIAA guidelines. There cannot, however, be incentives put in place to encourage athletes to be involved in these offseason programs. For example, it is not appropriate to indicate that any football player attending a given number of weight-training programs, will receive a T-shirt. It is also unacceptable for schools to provide a T-shirt to a basketball player, who attempts so many shots during the off-season. Another example of unacceptable incentives would be to include off-season activities into the determination of who gets to start during the season, or who gets to play, or for participation in these activities to be included in eligibility for a letter in that particular sport. Off-season programs must be voluntary. Administration should be aware of programming in disguise of nonschool programming that their high school coaches are involved in.

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

Interstate Competition Reminders
Online Form

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

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

2. No approval is required:
   a. If only one adjacent state and a total of no more than three schools are involved.
   b. If only one other school is involved.

3. Except for events held in bordering states (MN, IL, MI and IA), no approval shall be provided for more than one out-of-state competition, event and/or scrimmage per team each school season.

4. No approval shall be granted for any tournament, meet, or other contest to qualify for and/or determine a national high school championship but such championships involving schools for visually handicapped or deaf students are exempt from this provision.

5. Both schools must count the contest in the same manner (scrimmage or contest). On school may not count it as a scrimmage while the other school counts it as a contest.

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

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

Please use the Interstate Competition Request Form provided on the WIAA web site for this purpose when requesting approval. https://www.wiaawi.org/Schools/FormsDirectory/Interstate-Competition-Waiver ■

Amateur Status Still at the Heart of High School Sports

The popularity and interest in sports is the caveat for professional athletes to be widely targeted for product and service endorsements hoping to commercialize on an individual's exploits and popularity.

Unfortunately, familiarity with the concept of these endorsements and those hoping to capitalize on the notoriety of high school athletes are all too frequently adopted by local or regional businesses and organizations.

School administrators, coaches, parents, student-athletes, businesses and organizations must all be aware of amateur status provisions and its impact on high school students' athletic eligibility.

The member schools of the WIAA have approved the amateur status provisions listed in its Rules of Eligibility, which are made available to schools in the membership Handbook and the Rules at a Glance information provided each year, as well as to anyone who has access to the Internet on the WIAA Web site (www.wiaawi.org).

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

1) *...accept, receive and/or direct to another, reimbursement or award in any form of salary, cash, merchandise of any kind or amount, or share of game or season proceeds for achievement in athletics. A student may not receive such merchandise items as shirts, jackets, sweaters, sweatshirts, jerseys, warm-ups, equipment, balls, duffel bags, backpacks, watches, rings, billfolds, coupons, gift certificates, e.g., regardless of their value.*
2) *...sign a contract or agreement for services as a participating athlete.*
3) *...play in any contest (school or nonschool) under a name other than his/her own name.*

With the recent passing of Name, Image and Likeness (NIL) opportunities, member rules do not restrict the right of any student to participate in NIL commercial endorsements provided there is no school team, school, Conference or WIAA affiliation. Prohibited NIL activities are:

a. The student shall not appear in the uniform of the student's school and does not utilize the marks, logos, etc. of the school team, school, Conference or WIAA as part of any endorsement.
b. The student shall not promote activities nor products associated with the following: gaming/gambling; alcoholic beverages, tobacco, cannabis, or related products; banned or illegal substances; adult entertainment products or services; weapons (i.e. firearms)
c. The compensation is not contingent on specific athletic performance or achievement (ie. financial incentives based on points scored).
d. The compensation is not provided by the school or persons associated with school as an inducement to attend a particular school ("recruiting") or to remain enrolled at a particular school.
   Note: Definition of Persons Associated With School include, but are not limited to; current or former coaches, current or former athletes, parent(s)/guardian(s)/caregiver of current or former student/athletes (exception of one's own parent) , booster club members, alumni, spouses or relatives of coaches, teachers and other employees, coaches who become employed, active applicants for coaching positions, and persons who are employed by companies or organizations that have donated monetarily, athletic supplies, equipment or apparel to that school.
e. The NIL activities do not interfere with a student-athlete's academic obligations
f. A student does not miss athletic practice, competition, travel, or other team obligations in order to participate in NIL opportunities.
g. A student can not utilize representation or contract an agent. High schools or its employees are not allowed to help facilitate deals for student-athletes

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

Student-athletes, as well as parents, are required to read and sign the Athletic Eligibility Information Bulletin, acknowledging their familiarity with the membership's rules and regulations. The consent of the student-athlete and the student-athlete's parents should be required before any third party (recruiters, club teams, fitness centers, businesses and organizations) uses a student-athlete in any form of publicity.

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

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

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

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

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

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

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

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



Nonschool Participation During the School Year

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

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

WIAA rules do not prevent athletes from practicing with non-school teams or from receiving private skills instruction during the school season. However, they may not participate in any nonschool competitions or races, including scrimmages, against other teams. This restriction applies to normal non-school games as well as "gimmicks," such as reduced numbers competition (3-on-3 basketball, 6-player soccer, 3-on-3 soccer, 7-on-7 football, etc.), fun runs (including "banditing"), etc. During the season, athletes may participate in a skills contest with approval of the school. Specific skill contests (punt, pass, and kick, shooting contests e.g., free throws, 3-point, drive, chip and putt) isolate separate skills outside of the traditional competition setting. The skill contest may not include physical contact or extreme fatigue as the actual sport competition. Fun runs are not considered skills contests. There can be no school coach involvement. All other eligibility rules including amateur status apply. Additionally, a student who was a member of a school team during the previous year may not delay reporting for the school team beyond the school's official opening day of practice in order to continue non-school training or competition. (RE – Art. VI)

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

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

Athletes
In the rule, "Subsequently, students may voluntarily assemble at any time without school and/or school coach involvement." Students may assemble out-of-season in any manner they choose during the school year and during the summer. However, their high school coaches and high schools may not be involved. The assembly must be open to any and all along with being voluntary.

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

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

Who May Participate on Public School Teams?

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

• A home-based private education (home school) student who resides in the school district and meets the state law definition of home-based private education student. The law states: "(3g) HOME-BASED PRIVATE EDUCATION PROGRAM. "Homebased private educational program" means a program of educational instruction provided to a child by the child's parent or guardian or by a person designated by the parent or guardian. An instructional program provided to more than one family unit does not constitute a home-based private educational program."

How to verify a student meets the state law:
- Make sure the student is enrolled in home school via the DPI form PI-1206 online before participating.
- Make sure the student resides in your district (driver's license, utility bill, etc.).
- Make sure the student is not attending any other school, virtual or in person.

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

The student must meet the required rules on the same basis and to the same extent that all other full-time students at the school must provide:
- Physical, Code of Conduct, WIAA rules, Emergency Locator, and Concussion Law

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

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

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

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

WIAA Position Statement:
Performance Enhancing Supplements

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

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

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

Evaluating Supplements for Discouraged or Banned Substances:
Supplements are not regulated like drugs, food or medication. Supplement companies do not have to follow the same "truth in labeling" regulations as for food or medication. Supplement labels are not required to list all the ingredients in the product and can omit listing ingredients that are in a bottle. A growing number of products contain dangerous and undisclosed ingredients, including steroids, stimulants and dangerous drugs. Proprietary ingredients are a "company secret" and do not have to be listed on the label. To minimize the risk of taking a supplement that contains a banned ingredient, visit the NFS Certified for Sport website *http://www.nsfsport.com/* or Informed Choice *http://www.informed-choice.org/* for a listing of supplements that have been tested for purity and potency.

Health Consequences:
Supplement products have been known to be contaminated with banned or harmful ingredients. Taking supplements with dangerous hidden drugs such as designer steroids has been a known cause of liver injury, stroke, kidney failure, and pulmonary embolism. Supplement products with hidden stimulants can cause irregular heart rhythm, increased blood pressure, stroke, and even death.

Contamination:
Supplements can accidentally contain banned or discouraged ingredients due to cross-contamination when manufacturing equipment isn't cleaned properly between batches of products. In other cases manufacturers will spike a product with stimulants or pro-hormones without listing them on the label to deceive the student-athletes that the product will cause big gains while claiming the product is "all natural" or "legal."

Sources of information:
Supplement store staff or company distributors get paid by selling a product. They are well trained to sell the most popular product with the biggest profit margin. The staff generally may not have training in nutrition, biochemistry or pharmacology. In addition, they may not know or understand WIAA rules/ regulations of supplement use by student-athletes. A supplement/product that is "legal" for the company to sell to the student-athlete, however, may not be allowed for an student-athlete to use.

Testimonials from professional athletes:
Supplement companies frequently advertise their products with testimonials from professional athletes or well known sports figures. These testimonials are not proof that a supplement works. Athletes who are paid to endorse a product are generally at the end of their career and did not use the supplement when they were young and training to become successful.

Pre-Workout Boosters:
These products claim to provide increased energy and endurance for a workout. Supplements in this category generally contain several sources of stimulants – many not listed on the label – that affect the heart and blood pressure and can cause serious health consequences. In addition, this category of products has a history of containing hidden banned supplements, including illegal pro-hormones and steroids. Use of pre-workout boosters has caused many athletes to fail drug tests, be suspended from competition, and has been related to several deaths.

Protein Powders:
Most diets supply adequate protein. However, in cases where student-athletes can't eat enough food or when protein needs are higher than normal, limited supplementation may be needed. In these cases, a physician or sport dietitian consultation may be helpful. If extra protein is needed, read labels carefully. Protein powders may contain discouraged or banned ingredients not listed on the label. A 2007 study by Informed Choice Labs randomly selected 50 protein powders off the shelves of well-known supplement stores. They found that 25% of the powders contained anabolic steroids. In addition, 11% of the protein powders tested positive for stimulants not listed on the label. Look for labels that list protein as the first ingredient, have few added ingredients and do not claim to be "mass builders".

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

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

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

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

NSF Certified for Sport
http://www.nsfsport.com/

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

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

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

American College of Sport Medicine – Protein Intake for Optimal Muscle Maintenance
protein-intake-for-optimal-muscle-maintenance.pdf (acsm.org)

National Federation of High School Sports Supplement Position Statement
dietary-supplements-position-statement-2015.pdf (nfhs.org) ■

Disordered Eating/Relative Energy Deficiency in Sport

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

Risk Factors
Risk factors for disordered eating in sport include the following:

- Participation in sports in which lean body physique is felt by some to be advantageous (e.g., cross country, track)
- Participation in sports in which artistic quality, in addition to technical skill, is felt to be important (e.g., gymnastics)
- Anxiety or depression
- Family members with disordered eating
- Perfectionism

Complications
Complications that may result from disordered eating in sport include:

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

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

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



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

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

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

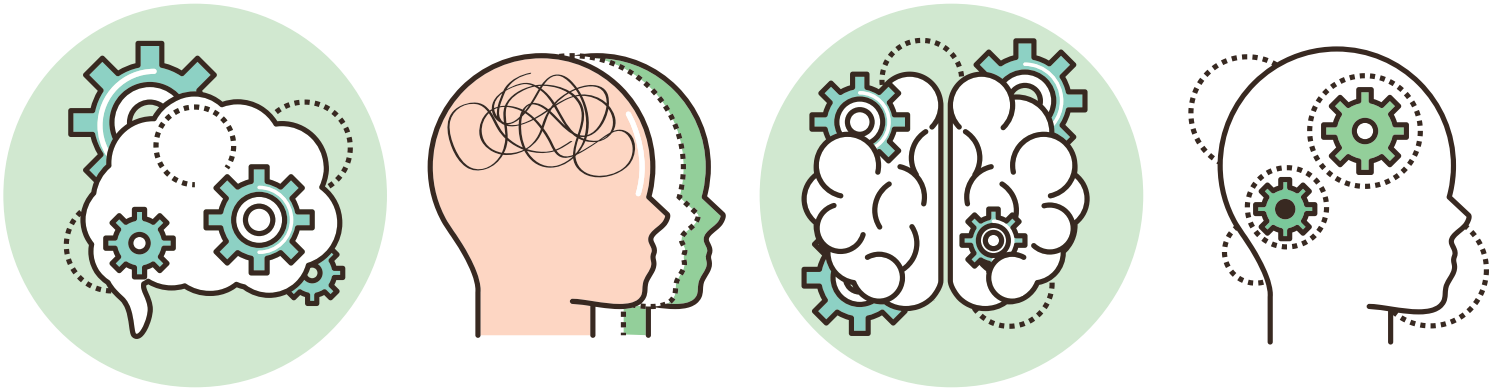
Signs and Symptoms of Disordered Eating in Student-Athletes

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

Resources
1. Sample Training Day Menu
2. NCAA Nutrition, Sleep and Performance Educational Resources

https://www.ncaa.org/sports/2016/8/4/nutritionsleep-and-performance-educational-resources.aspx ■

MENTAL HEALTH/MENTAL WELLNESS



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

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

How and Why Mental Illness Occurs in Athletes

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

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

Unique Risk Factors for Mental Illness in Athletes

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

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

Depression

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

- Feeling sad, down, hopeless, or tearful on most days
- Feeling irritable on most days (this can be especially common in adolescent depression)
- Not looking forward to or enjoying things that used to make the person happy
- Feeling worthless
- Lower energy than usual
- Worse concentration than usual
- Appetite changes (either much lower or much higher than usual)
- Sleep changes (either trouble falling or staying asleep or sleeping more than usual)
- Thoughts of death or dying, including suicidal thoughts

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

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

Anxiety

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

- Worry about many things (for example, sports, school, friends, family, day to day obligations) in a way that feels difficult to control and happening on most days
- Trouble sleeping (especially falling asleep)
- Lower energy than usual

- Worse concentration than usual
- Muscle tension
- Feeling fidgety or restless
- Feeling irritable much of the time

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

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

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

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

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

Treatment and Resources

- Student-athletes with mental health concerns may reach out to any of a number of people, including coaches, athletic trainers,team physicians, parents, school nurses, school counselors, or others. In emergency situations such as when someone is suicidal, any of these contacts should ensure the athlete gets emergency treatment, such as in the emergency department. Additionally, student-athletes (and anyone else) in the U.S. may call or text 988 to access the Suicide and Crisis Lifeline, through which they will be able to talk to/message with a trained counselor.
- For non-emergency issues, student-athletes should be referred to health care providers who are familiar with mental illness if it is suspected that they might be suffering from such a condition. These providers include pediatricians, family medicine physicians, internal medicine physicians, sports medicine physicians, psychiatrists, psychologists, or other counselors/therapists. Early signs that an athlete might be suffering from mental illness include changes in personality, demeanor, interactions with peers, and general behavior.
- Treatment may include talk therapy (psychotherapy), medications, or changes in the environment. The athlete will usually be allowed to continue to participate in the sport. However, if the sport itself is significantly contributing to the symptoms, then a break from sport may be necessary.
- The National Federation of State High School Associations (NFHS) has a course for student-athletes and anyone responsible for their care and well-being titled "Student Mental Health and Suicide Prevention" that is available here: https://nfhslearn.com/courses/student-mental-health-and-suicide-prevention. ■

ACT Test Dates

Students participating in interscholastic sports often find conflicts between these events and college test dates.

Listed below are the 2025-26 dates for ACT.

2026 National Test Dates Schedule

Test Date	Regular Registration Deadline	Late Registration Deadline
Sept. 6, 2025	Aug. 1	Aug. 19
Oct. 18, 2025	Sept. 12	Sept. 30
Dec. 13, 2025	Nov. 7	Nov. 24
Feb. 14, 2026	Jan. 9	Jan. 23
April 11, 2026	March 6	March 24
June 13, 2026	May 8	May 29
July 11, 2026	June 5	June 24





Head Injuries and Concussion

WHEN IN DOUBT, SIT THEM OUT!

Background

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

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

A concussion is a complex physiologic event that causes problems with brain functioning (energy use and communication between nerves), but does not cause swelling or bleeding that affects brain structure. Therefore, CT/CAT scan and MRI are usually normal in athletes with concussion. Imaging studies are not indicated for most concussions, but may be needed in some instances to rule out more severe injuries, like brain bleeds.

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

There are unique concerns surrounding concussion in high school sports:

1. Adolescents get concussions more often than collegiate and professional athletes
2. Adolescents take longer than adults to heal from concussion
3. Most high schools may not have access to a team physician or an athletic trainer for all of their teams & activities, thus the responsibility for identifying a possible concussion falls on athletes, coaches and parents
4. High school players may try to hide symptoms or be reluctant to admit their symptoms due to fear of removal from play

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

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

Most importantly, concussion can happen to anyone in any sport. Concussions also occur away from organized school sports: physical education class, on the playground, while skiing or snowboarding, and when involved in a motor vehicle collision. Coaches and athletic trainers need to be aware of non-sport injuries and how they affect participation.

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

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

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

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

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

Concussion SYMPTOMS are often categorize into four main areas:

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

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

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

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

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

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

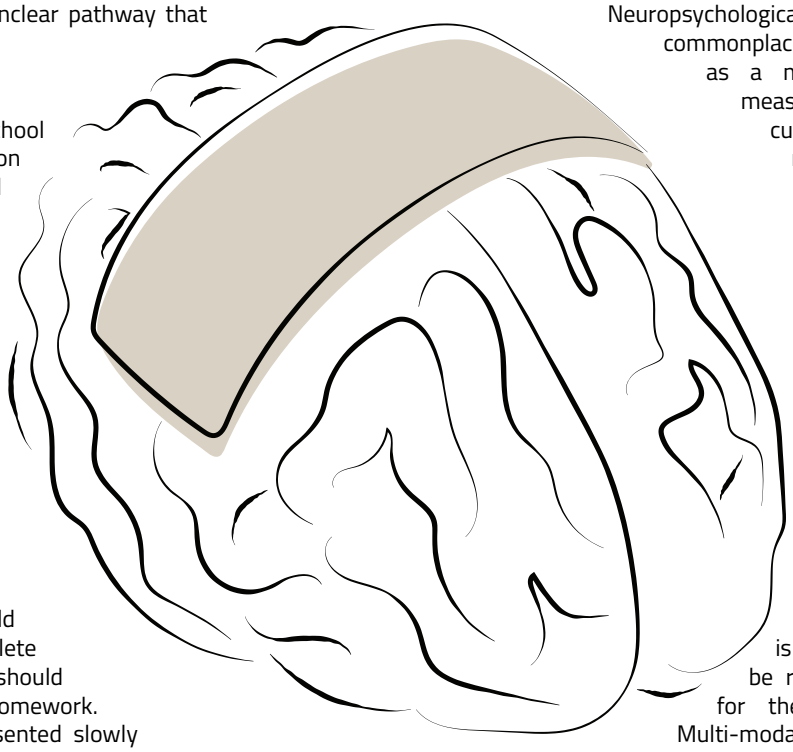
A player with a concussion must be carefully observed throughout the practice or competition to be sure they are not feeling worse. Even though the athlete is not playing, never send a concussed athlete to the locker room alone, as the athlete might not have the wherewithal to understand and report worsening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

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

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

Repeat concussions may increase the chance of long-term problems, such as decreased brain function, persistent symptoms and potentially chronic traumatic encephalopathy (CTE), a disorder that causes early degeneration of the brain. It is felt that these long-term complications are very rare in high school athletes, and the risk can be minimized

by proper reporting and care of every concussion. The development of CTE is still an unclear pathway that requires more research.



Return to Learn

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

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

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

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

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

Other Treatment Strategies

Relative rest remains an essential component of concussion treatment. It is helpful for parents to decrease stimulation at home by limiting video games, but a reduction (not elimination) of screen time (phone, computer, tablet, TV) may be helpful. "Cocoon therapy," or avoiding all brain stimulation, has been shown to negatively impact recovery and is no longer a recommended treatment style.

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

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

Neuropsychological Testing

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

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

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

Return to Play

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

The program details below are guidelines for returning concussed student-athletes to exercise and participate in activities. Student-athletes with multiple concussions and/or prolonged symptoms often require a prolonged or different return to activity program which should be managed by a physician with experience in treating concussion.

The program allows for a gradual increase in heart rate/physical exertion, coordination, and then allows contact. Student-athletes should progress no faster than one stage per 24 hours. If symptoms return, while working through the program, the athlete should stop activity and notify their healthcare provider before progressing to the next level.

Stage One:
Daily activities that do not increase symptoms (gradual reintroduction of school, work and walking). This may be started within a few days of the injury.

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

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

Stages 4-6: should only begin after the resolution of any symptoms, abnormalities in cognitive function, and any other clinical finding related to the current concussion. Student-athletes should remain symptom-free during and after physical exertion.

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

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

Stage Six: Full clearance / Normal game play.

Prevention/Risk Reduction

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

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

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

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

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

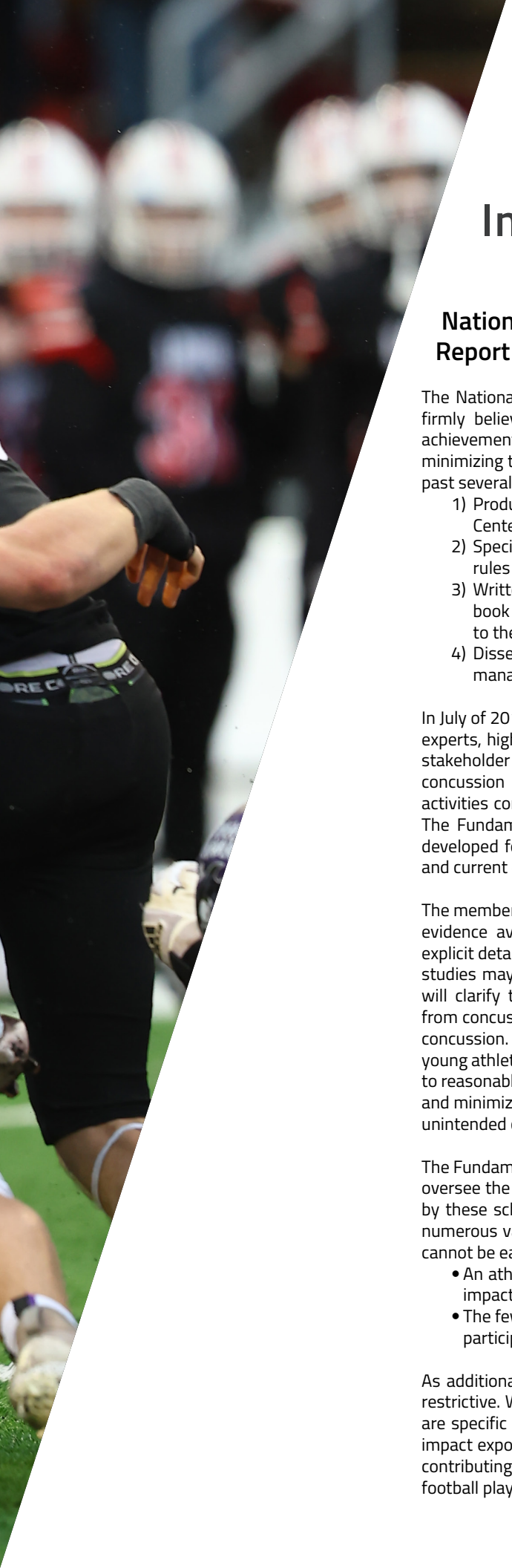
Rule changes and proper enforcement of rules have been shown to reduce concussion rates. WIAA limitations in contact football practices have reduced concussion rates since implementation. All schools should have an Emergency Action Plan for each team and practice / competition area. This plan can be used for any medical emergency from a concussion to a neck injury to anaphylaxis (severe allergic reaction). Ideally, these plans are reviewed annually.

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

Further reading and additional materials can be obtained at no charge through these resources:
www.nfhslearn.com (Concussion in Sports Course)
www.cdc.gov (Heads Up Tool Kit)
www.healthykidslearnmore.com (Concussion Return to Learn Course)




68
Riddell



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

National Federation of State High School Associations (NFHS) Report from the July 2014 NFHS Concussion Summit Task Force

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

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

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

The members of the task force fully acknowledge the present limited – though evolving – scientific evidence available to support the Fundamentals outlined below with absolute certainty and explicit detail. Accordingly, the outcomes and clinical relevance of an increasing number of research studies may eventually alter these recommendations and guidelines. Ideally, this emerging data will clarify the potential for long-term adverse cognitive, emotional, and/or neurologic effects from concussions and repetitive blows to the head that may not result in the clinical symptoms of concussion. Based on what is currently known, the guiding principles in developing this report for young athletes and those who oversee, support and administer high school football programs were to reasonably limit overall exposure to multiple blows to the head and body (head impact exposure) and minimize concussion risk, while maintaining the integrity of the game and attempting to avoid unintended consequences.

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

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

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

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

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

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

Fundamentals for Minimizing Head Impact Exposure and Concussion Risk in Football

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

   Rationale: By definition, "Thud" involves initiation of contact at, or up to, full speed with no pre-determined winner and no take-down to the ground. Accordingly, the task force supports that initial contact, particularly with linemen, is just as violent with "Thud" as with "Live Action." However, the task force also recognizes that "Live Action" likely carries a higher risk for other 3 injuries to the body than does "Thud." The USA Football Levels of Contact "Air," "Bags," and "Control" are considered no- or light-contact, and thus no limitations are placed on their use.

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

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

3. Pre-season practices may require more full-contact time than practices occurring later in the regular season, to allow for teaching fundamentals with sufficient repetition.
   A. Pre-season acclimatization protocols and regulations regarding heat and hydration take precedent and should always be followed.
   B. While total full-contact practice days and time limitations may be increased during the pre-season, the emphasis should focus on the proper principles of tackling and blocking during the first several practices, before progressing to "Thud" and "Live Contact."

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

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

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

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

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

6. Consistent with efforts to minimize total exposure to full -contact, head impact exposure, and concussion risk, member state associations with jurisdiction over football outside of the traditional fall football season should review their current policies to assess if those policies stand in alignment with the Fundamentals discussed within this report and, if needed, modify the policies accordingly.

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



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

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

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

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

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

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

Resources:

Bailes JE, Petraglia AL, Omalu BI, Nauman E, Talavage T. Role of subconcussion in repetitive mild traumatic brain injury. J Neurosurg. 2013 Nov;119(5):1235-45.

Breedlove EL, Robinson M, Talavage TM, Morigaki KE, Yoruk U, O'Keefe K, King J, Leverenz LJ, Gilger JW, Nauman EA. Biomechanical correlates of symptomatic and asymptomatic neurophysiological impairment in high school football. J Biomech. 2012 Apr 30;45(7):1265-72.

Broglio SP, Cantu RC, Gioia GA, Guskiewicz KM, Kutcher J, Palm M, Valovich McLeod TC. National Athletic Trainers' Association position statement: management of sport concussion. J Athl Train. 2014 Mar-Apr;49(2):245-65.

Broglio SP, Martini D, Kasper L, Eckner JT, Kutcher JS. Estimation of head impact exposure in high school football: implications for regulating contact practices. Am J Sports Med. 2013 Dec;41(12):2877-84.

Broglio SP, Eckner JT, Martini D, Sosnoff JJ, Kutcher JS, Randolph C. Cumulative head impact burden in high school football. J Neurotrauma. 2011 Oct;28(10):2069-78.

Davenport EM, Whitlow CT, Urban JE, Espeland MA, Jung Y, Rosenbaum DA, Gioia GA, Powers AK, Stitzel JD, Maldjian JA. Abnormal White Matter Integrity Related to Head Impact Exposure in a Season of High School Varsity Football. J Neurotrauma. 2014 Jul 14. [Epub ahead of print].

Urban JE, Davenport EM, Golman AJ, Maldjian JA, Whitlow CT, Powers AK, Stitzel JD. Head impact exposure in youth football: high school ages 14 to 18 years and cumulative impact analysis. Ann Biomed Eng. 2013 Dec;41(12):2474-87.

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



2014 NFHS Concussion Summit Task Force

Julian Bailes, MD
American Association of Neurological Surgeons and Congress of Neurological Surgeons

Michael Bergeron,
PhD American College of Sports Medicine

John Black
NFHS Staff

Javier Cardenas, MD
AIA Sports Medicine Advisory Committee

Bob Colgate
NFHS Staff

Dawn Comstock, PhD
NFHS Sports Medicine Advisory Committee

Henry Feuer, MD
NFL – Indianapolis Colts

Bob Gardner
NFHS Staff

Brad Garrett
NFHS Football Rules Committee

Gerry Gioia, PhD
Children's National Health System

Bill Heinz, MD
NFHS Sports Medicine Advisory Committee

Nick Inzerello
USA Football

Cary Keller, MD
American Orthopedic Society of Sports Medicine

Michael Koester, MD
OSAA Sports Medicine Advisory Committee

Jeff Kutcher, MD
American Academy of Neurology

Mark Lahr, ATC
NFHS Sports Medicine Advisory Committee

Tory Lindley, ATC
National Athletic Trainers Association

Steve McInerney, ATC
National Interscholastic Athletic Administrators Association

Jeff Myers
Head Football Coach – Kingfisher High School

Tom Mezzanotte
NFHS President and RIIL Executive Director

Gary Musselman
NFHS Board of Directors and KSHSAA Executive Director

Josh Niblett
Head Football Coach – Hoover High School

Mike Papadopoulos
Head Football Coach – Vacaville High School

John Parsons, PhD, ATC
NCAA Sport Science Institute

Jim Tenopir, EdD
NFHS Staff

Todd Tharp
NFHS Football Rules Committee

Kevin Walter, MD
American Academy of Pediatrics

Brian White
Head Football Coach – Hilliard Davidson High School

KEEP THESE DATES IN MIND

August 1	Membership Application Deadline
August 5	Earliest Day to Issue Football Equipment (11-player & 8-player)
August 5	Earliest Day for Football Practice (11-player & 8-player)
August 11	Earliest Day for Girls Golf Practice
August 12	Earliest Day for Girls Swimming & Diving Practice
August 12	Earliest Day for Girls Tennis Practice
August 14	Earliest Day for First Girls Golf Meet
August 15	Board of Control Meeting
August 16	Earliest Day for First Girls Tennis Meet
August 18	Earliest Day for Boys Soccer Practice
August 18	Earliest Day for Volleyball Practice
August 18	Earliest Day for Cross Country Practice
August 20	Earliest Day for First Girls Swimming & Diving Meet
August 21	Earliest Day for First Football Game (11-player & 8-player)
August 26	Earliest Day for First Cross Country Meet
August 26	Earliest Day for First Boys Soccer Game
August 26	Earliest Day for First Volleyball Match
September 1	Labor Day
September 1	Fall Sports Request Down/Up Form Open
September 9	Coaches Advisory Committee Meetings – Lacrosse
September 11	Coaches Advisory Committee Meetings – Baseball
September 15	Area Meeting - Mauston
September 16	Area Meeting - Oconomowoc
September 17	Area Meeting - Rice Lake
September 19	Board of Control Meeting
September 22	Area Meeting - Antigo
September 22-24	Rosh Hashanah
September 23	Area Meeting - Mount Horeb
September 24	Area Meeting - Fox Valley Lutheran
September 24	Girls Golf Entry Deadline
September 29	Area Meeting - Greenfield
September 30	Fall Tournament Central Launch
October 1	Conference Realignment Initial Application Deadline
October 1	Fall Sports Request Up/Down Deadline
October 1	Fall Tournament Participation Deadline
October 1	Fall Cooperative Team Application Deadline
October 1	Sports Advisory Committee Meeting
October 1-2	Girls Golf Regionals
October 1-2	Yom Kippur
October 2	Girls Tennis Entries Deadline
October 6-7	Girls Tennis Subsectionals
October 6-7-8	Girls Golf Sectionals
October 8-9	Girls Tennis Sectionals
October 10	Tennis Special Qualifiers Deadline
October 10	Tennis Seed Meetings
October 10	Deadline for Changes/Additions to Football Approved Site List
October 10	Football Seeding (8-Player)
October 10	Latest Day for Football Final Game (8-Player)
October 11	Football Playoff Brackets Released (8-Player)
October 12	Boys Soccer Seed Meetings
October 12-16	Boys/Girls Volleyball Seed Meetings
October 13	Columbus Day
October 13-14	State Girls Golf (Madison)
October 15	Advisory Council Meeting
October 16-18	State Girls Individual Tennis (Madison)
October 16-8	Football Playoffs - Level 1 (8-Player)
October 17	Football Seeding (11-Player)
October 17	Latest Day for Football Final Game (11-Player)
October 18	Football Playoff Brackets Released (11-Player)
October 20	Earliest Day for Skinfold Measurements (Wrestling)
October 21	Cross Country Entries Deadline
October 21, 23 & 25	Boys Soccer Regionals
October 21, 23 & 25	Girls Volleyball Regionals
October 22	Coaches Advisory Committee Meeting – Golf
October 24	Boys Volleyball Regionals
October 24-25	Cross Country Sectionals
October 24-25	Football Playoffs - Level 1 (11-Player)
October 24-25	Football Playoffs - Level 2 (8-Player)
October 24-25	State Girls Team Tennis (Madison)
October 30	Board of Control Meeting
Oct 30 & Nov 1	Boys/Girls Volleyball Sectionals
Oct 30 & Nov 1	Boys Soccer Sectionals
October 31	Halloween
Oct 31-Nov 1	Football Playoffs - Level 2 (11-Player)
Oct 31-Nov 1	Football Playoffs - Sectional (8-Player)
November 1	Fall Sports Classificaiton Appeal Open
November 1	State Cross Country (Wisconsin Rapids)
November 2	State Girls/Boys Volleyball Seeding Meetings
November 2	State Boys Soccer Seeding Meetings
November 4	Swim/Dive Entries Deadline
November 4	Election Day
November 5	Classification Committee Meeting
November 5-8	State Volleyball (Green Bay)
November 6-8	State Boys Soccer (Milwaukee)
November 7-8	Football Playoffs - Football Sectionals (11-Player)
November 7-8	Football Playoffs - Football State Semifinals (8-Player)
November 7	Girls Swimming & Diving Sectionals
November 8	Girls Swimming Sectionals
November 10	Earliest Day for Girls Basketball Practice
November 10	Earliest Day for Gymnastics Practice
November 10	Earliest Day for Hockey Practice
November 11	Veteran's Day
November 14-15	Football Playoffs - Football State Semifinals (11-Player)
November 14-15	State Girls Swimming & Diving (Waukesha)
November 15	Conference Realignment Final Application Deadline
November 15	State Football Finals (8-Player) (Wisconsin Rapids)
November 17	Earliest Day for Boys Basketball Practice
November 17	Earliest Day for Boys Swimming & Diving Practice
November 17	Earliest Day for Wrestling Practice
November 18	Earliest Day for First Girls Basketball Game
November 18	Coaches Advisory Committee Meeting – Cross Country
November 19	Coaches Advisory Committee Meeting – Soccer
November 19	Coaches Advisory Committee Meeting – Volleyball
November 20-21	State Football Finals (11-Player) (Madison)
November 21	Earliest Day for First Hockey Game
November 25	Earliest Day for First Boys Basketball Game
November 25	Earliest Day for First Boys Swimming & Diving Meet
November 27	Thanksgiving
November 28	Earliest Day for First Wrestling Meet
December 1	Fall Sports Classification Appeal Deadline
December 3	Officials Advisory Committee Meeting
December 3	Classification Committee Meeting
December 4	Earliest Day for First Gymnastics Meet
December 5	Board of Control Meeting
December 8	Coaches Advisory Committee Meeting – Swimming & Diving
December 9	Conference Realignment Task Force Meeting
December 10	Sportsmanship Summit
December 11	Coaches Advisory Committee Meeting – Tennis
December 17	Coaches Advisory Committee Meeting – Football
December 25	Christmas
January 1	New Year's Day
January 1	Winter Sports Request Down/Up Form Open
Janaury 2	Scholar/Athlete Online Application Available
January 7	Sports Advisory Committee Meeting
January 8	Conference Realignment Task Force Meeting (virtual)
Janauary 15	Conference Realignment Task Force Meeting
January 19	Martin Luther King, Jr. Day
January 27	Advisory Council Meeting
February 1	Winter Sports Request Down/Up Form Deadline
February 1	Winter Tournament Participation Deadline
February 1	Winter Cooperative Team Application Deadline
February 4	Board of Control Meeting
Febraury 8	Hockey Seeding Meetings
February 9	Middle Level Council Meeting
February 10	Boys Swim/Dive Entries Due
February 11	Winter Tournament Central Launch
February 13	Boys Diving Sectionals
February 14	Boys Swimming Sectionals
February 14	Individual Wrestling Sectionals

February 15	Girls Basketball Playoff Brackets Released
February 16	President's Day
February 21	Wrestling Team Sectionals
February 17	Boys Hockey Regionals
February 19	Conference Realignment Task Force Meeting (if needed)
February 19-20	Hockey Regionals
February 18	Ash Wednesday
February 20-21	State Boys Swimming & Diving (Waukesha)
Febraury 22	Boys Basketball Brackets Released
February 23	3-Point Challenge Girls Basketball Stats Due
February 24, 27-28	Girls Basketball Regionals
February 24, 27-28	Hockey Sectionals
February 26-28	Gymnastics Sectionals
February 26-28	State Wrestling Individual (Madison)
March 1	Winter Sports Classicication Appeal Open
March 1	State Boys/Girls Hockey Seed Meeting
March 2	3-Point Challenge Boys Basketball Stats Due
March 2	Deadline to Announce Board/Council Candidacy
March 3, 6 -7	Boys Basketball Regionals
March 5 & 7	Girls Basketball Sectionals
March 5 & 7	State Girls Hockey (Middleton)
March 5-7	State Boys Hockey (Middleton)
March 6	Scholar/Athlete Online Application Due
March 6-7	State Gymnastics (Wisconsin Rapids)
March 6-7	State Team Wrestling (Madison)
March 8	State Girls Basketball Seed Meeting
March 9	Earliest Day for Track & Field Practice
March 9	Week 36 Pole Vault Verification Form Due
March 10	Board of Control Meeting
March 11	Classification Committee Meeting
March 12 & 14	Boys Basketball Sectionals
March 12-14	Girls State Basketball (Green Bay)
March 15	State Boys Basketball Seed Meeting
March 16	Earliest Day for Lacrosse Practice
March 16	Earliest Day for Softball Practice
March 16	Board/Council Primary Ballot Emailed
March 17	St. Patrick's Day
March 17	Earliest Day for First Track & Field Meet
March 19-21	State Boys Basketball (Madison)
March 23	Earliest Day for Baseball Practice
March 23	Earliest Day for Girls Soccer Practice
March 24	Coaches Advisory Committee Meeting – Gymnastics
March 24	Earliest Day for First Softball Game
March 24	Earliest Day of First Lacrosse Game
March 24	Primary Ballot Deadline
March 29	Palm Sunday
March 30	Earliest Day for Boys Golf Practice
March 30	Earliest Day for Boys Tennis Practice
March 30	Basketball Seeding Committee Meeting
March 31	Coaches Advisory Committee Meeting – Hockey
March 31	Earliest Day for First Baseball Game
March 31	Earliest Day for First Girls Soccer Game
April 1	Coaches Advisory Committee Meeting – Wrestling
April 1	Winter Sporst Classification Appeal Deadline
April 1	Spring Sports Request Down/Up Form Open
April 2	Earliest Day for First Boys Golf Meet
April 3	Earliest Day for First Boys Tennis Meet
April 3	Good Friday
April 5	Easter
April 6	Week 40 Pole Vault Verification Form Due
April 7	Board/Council General Election Ballot Emailed
April 8	Classification Committee Meeting
April 14	Conference Realignment Task Force Meeting (if needed)
April 15	Minimum Weight Committee Meeting
April 21	Board/Council Election Ballot Deadline
April 22	Board of Control Meeting
April 24	Annual Meeting
April 24	Board/Council Election Results Announced
April 27	T/F Wheelchair Tournament Series Verification Form Due
April 29	Coaches Advisory Committee Meeting – Basketball
May 1	Spring Sports Request Down/Up Deadline
May 1	Spring Tournament Participation Deadline
May 1	Spring Cooperative Team Application Deadline
May 3	Scholar Athlete Banquet (Stevens Point)
May 8	Medical Advisory Committee Meeting
May 8	Sportsmanship Committee Meeting
May 10	Mother's Day
May 13-17	Softball Seed Meetings - D2-5
May 15	Board of Control Meeting
May 17	Lacrosse Seed Meetings
May 17-20	Softball Seed Meetings - D1
May 18	Week 46 Pole Vault Weight Verification Form Due
May 18	Sports Advisory Committee Meeting
May 20	Spring Tournament Central Launch
May 20	Boys Golf Entry Deadline
May 21	Boys Tennis Entry Deadline
May 21, 26 & 28	Softball Regionals
May 22	Track & Field Entry Deadline
May 24	Girls Soccer Seed Meetings
May 25	Memorial Day
May 26	Lacrosse Regional (if needed)
May 26	Track & Field Regionals
May 26-27	Boys Golf Regionals
May 26-27	Boys Tennis Subsectionals
May 28 & June 2	Girls Lacrosse Regionals
May 28-29	Boys Tennis Sectionals
May 28, June 2-4	Baseball Regionals
May 29	Track & Field Sectionals
May 29 & June 2	Boys Lacrosse Regionals
May 30	Boys Tennis Special Qualifier Request Due
May 30	Boys Tennis Seed Meetings
June 1	Spring Sports Classification Appeal Open
June 2-3	Boys Golf Sectionals
June 2 & 4	Softball Sectionals
June 2, 4 & 6	Girls Soccer Regionals
June 3	Advisory Council Meeting
June 4 & 6	Lacrosse Sectionals
June 4-6	State Boys Individual Tennis (Madison)
June 5-6	State Track & Field (La Crosse)
June 6	State Softball Qualifier Seed Meeting
June 8-9	State Boys Golf (Madison)
June 9	Baseball Sectionals
June 10-13	State Softball (Madison)
June 11-12	Summer Slam
June 11 & 13	Girls Soccer Sectionals
June 12-13	State Boys Team Tennis (Madison)
June 13	State Lacrosse (Sun Prairie)
June 14	Flag Day
June 14	State Girls Soccer Seed Meeting
June 15	Classification Committee Meeting
June 15-18	State Baseball (Appleton)
June 18	Coaches Advisory Committee Meeting – Softball
June 18-20	State Girls Soccer (Milwaukee)
June 19	Juneteenth
June 19-21	June Jam
June 21	Father's Day
June 22	Coaches Advisory Committee Meeting – Track & Field
June 24	Board of Control Meeting
June 30	Award of Excellence Application Due
July 1	Spring Sports Classification Appeal Deadline
July 1	Conference Realignment Application Open
July 4	Independence Day
July 7	Classification Committee Meeting
July 20	New AD Workshop
July 25	Last Day of unrestricted school/coach contact for football (11-player & 8-Player FB)
July 22	Media Advisory Committee Meeting
July 31	Last Day of unrestricted school/coach contact for all sports except football

Contacting WIAA Office - 715-344-8580

Ad Hoc Committees	Stephanie Hauser	shauser@wiaawi.org	1168
Annual Meeting and Area Meetings	Stephanie Hauser	shauser@wiaawi.org	1168
Apparel & Merchandising	Megan Loken	mloken@wiaawi.org	1182
Award of Excellence	Todd Clark	tclark@wiaawi.org	1180
Baseball	Mel Dow	mdow@wiaawi.org	1177
Board of Control and Advisory Council	Stephanie Hauser	shauser@wiaawi.org	1168
Basketball (Boys)	LeVar Ridgeway	lridgeway@wiaawi.org	1172
Basketball (Girls)	Melissa Gehring	mgehring@wiaawi.org	1184
Bulletin	Todd Clark	tclark@wiaawi.org	1180
Business Services	Kassie Mortimer	kmortimer@wiaawi.org	1167
Calendar and Contact Ad Hoc	Jake Beschta	jbeschta@wiaawi.org	1175
Cheer and Spirit Groups	LeVar Ridgeway	lridgeway@wiaawi.org	1172
Classification Committee	Stephanie Hauser	shauser@wiaawi.org	1168
Coach-Athlete Contact	Mel Dow	mdow@wiaawi.org	1177
Coaches Advisory	Chad Schultz	cschultz@wiaawi.org	1178
Coaches Education and Conduct	Chad Schultz	cschultz@wiaawi.org	1178
Communications	Todd Clark	tclark@wiaawi.org	1180
Conference Alignment	Melissa Gehring/Jake Beschta	mgehring@wiaawi.org/jbeschta@wiaawi.org	1184/1175
Conference Commissioners	Chad Schultz	cschultz@wiaawi.org	1178
Contractual Interpretations	Stephanie Hauser/Todd Clark	shauser@wiaawi.org/tclark@wiaawi.org	1168/1180
Cooperative Teams	Sheila Schulfer	sschulfer@wiaawi.org	1166
Cross Country	Melissa Gehring	mgehring@wiaawi.org	1184
Elections	Kristin Peterson	kpeterson@wiaawi.org	1169
Eligibility	Mel Dow	mdow@wiaawi.org	1177
Football (11-player)	Jake Beschta	jbeschta@wiaawi.org	1175
Football (8-player)	Chad Schultz	cschultz@wiaawi.org	1178
Foreign Students	Mel Dow	mdow@wiaawi.org	1177
Golf (Boys)	Jake Beschta	jbeschta@wiaawi.org	1175
Golf (Girls)	Mel Dow	mdow@wiaawi.org	1177
Gymnastics	Chad Schultz	cschultz@wiaawi.org	1178
Hockey	Jake Beschta	jbeschta@wiaawi.org	1175
Human Resources	Kassie Mortimer	kmortimer@wiaawi.org	1167
Junior High/Middle Level Regulations	LeVar Ridgeway	lridgeway@wiaawi.org	1172
Lacrosse	Chad Schultz	cschultz@wiaawi.org	1178
Legal Issues	Stephanie Hauser/Mel Dow	shauser@wiaawi.org/mdow@wiaawi.org	1168/1177
Legislative	Stephanie Hauser	shauser@wiaawi.org	1168
Marketing	Megan Loken	mloken@wiaawi.org	1182
Media Advisory	Todd Clark	tclark@wiaawi.org	1180
Media and Credentialing	Todd Clark	tclark@wiaawi.org	1180
Minimum Weight Committee	Mel Dow	mdow@wiaawi.org	1177
New AD Workshop	Jake Beschta	jbeschta@wiaawi.org	1175
NFHS Awards	Stephanie Hauser	shauser@wiaawi.org	1168
Officials Advisory	Chad Schultz	cschultz@wiaawi.org	1178
Officials Licensing	Chad Schultz/Bobby Blom	cschultz@wiaawi.org/bblom@wiaawi.org	1178/1183
Officials Resources and Conduct	Chad Schultz	cschultz@wiaawi.org	1178
Publications	Todd Clark	tclark@wiaawi.org	1180
Records and Statistics	Todd Clark	tclark@wiaawi.org	1180
Sanction Requests	Mel Dow	mdow@wiaawi.org	1177
Scholar Athlete	Jake Beschta	jbeschta@wiaawi.org	1175
School Directory	Bobby Blom	bblom@wiaawi.org	1183
School Enrollments	Kassie Mortimer	kmortimer@wiaawi.org	1167
Soccer	LeVar Ridgeway	lridgeway@wiaawi.org	1172
Social Media	Megan Loken	mloken@wiaawi.org	1182
Softball	Jake Beschta	jbeschta@wiaawi.org	1175
Spirit of Sport	Melissa Gehring	mgehring@wiaawi.org	1184
Sponsorships	Todd Clark/Megan Loken	tclark@wiaawi.org/mloken@wiaawi.org	1180/1182
Sports Advisory	Mel Dow	mdow@wiaawi.org	1177
Sports Medicine	Mel Dow	mdow@wiaawi.org	1177
Sportsmanship	Todd Clark	tclark@wiaawi.org	1180
Student Leadership	LeVar Ridgeway	lridgeway@wiaawi.org	1172
Student Leadership Summit	LeVar Ridgeway/Todd Clark	lridgeway@wiaawi.org/tclark@wiaawi.org	1172/1180
Swimming and Diving	LeVar Ridgeway	lridgeway@wiaawi.org	1172
Tennis	Chad Schultz	cschultz@wiaawi.org	1178
Tournament Finances & Ticketing	Kassie Mortimer	kmortimer@wiaawi.org	1167
Track and Field	Melissa Gehring	mgehring@wiaawi.org	1184
Volleyball	Melissa Gehring	mgehring@wiaawi.org	1184
WADA Liaison	Melissa Gehring	mgehring@wiaawi.org	1184
WIAA Foundation	Stephanie Hauser/Kassie Mortimer	shauser@wiaawi.org/kmortimer@wiaawi.org	1168/1167
WIAA Logo Use & Licensing	Todd Clark/Megan Loken	tclark@wiaawi.org/mloken@wiaawi.org	1180/1182
Website Technical Support	Bobby Blom	bblom@wiaawi.org	1183
Wrestling	Mel Dow	mdow@wiaawi.org	1177
Other WIAA Policy Matters Not Listed Above	Stephanie Hauser	shauser@wiaawi.org	1168